



Accountability Report

Results-Based Evaluation System

Issued 2009–10



Norcross High School

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Dr. Gale Hey, *Area Superintendent*

Gwinnett County Public Schools (GCPS) has developed an accountability system for improving schools called the Results-Based Evaluation System (RBES). RBES fairly and systematically measures a school's progress, providing a process that clearly communicates expectations; reviews, monitors, and supports school performance; and evaluates that performance.

The Norcross school council and school leaders collaborated on the highlights included in this accountability report, which also serves as the school's annual report. The report provides consolidated information on the school's effectiveness, based on multiple measures and student characteristics. **Please review this report to learn more about the school's improvement efforts and progress.**

Key Results from 2008–09 Local School Plans for Improvement

Local School Plans for Improvement are plans developed locally by school administrators, teachers, and parent advisory groups. These plans outline school goals.

Goal: To improve student achievement on the Georgia High School Graduation Tests (GHSGT).

Results: Norcross High made Adequate Yearly Progress (AYP) for the third consecutive year and continued to show improvement on the GHSGT. We showed gains in math and language arts, saw an increase in the graduation rate among our subgroups, and made progress toward closing the achievement gap.

Goal: To increase participation and achievement on the Advanced Placement (AP) assessments, International Baccalaureate (IB) examinations, and the SAT college-admissions test.

Results: Student participation in AP classes at Norcross High is strong. Norcross is well above the GCPS rate for AP as a percentage of total courses taken. The school also posts higher performance on the SAT than the GCPS average. The number of students taking AP and IB classes continues to increase, and we have noted a significant increase in scores of 3 or higher (on a 5-point scale) on AP and IB exams.

Goal: To increase writing proficiency on the Georgia High School Writing Test (GHSWT) and the High School Gateway assessment.

Results: The passing rate on the GHSWT increased by 3 percentage points. For students needing additional support, we focused on daily writing opportunities in all content areas to provide multiple chances to practice document-based essay writing.

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Tell us what you think about this report.

Click here to complete a questionnaire online.

2008–09 Senior Report

	Students Completing HS†	Number of Seniors Planning to Attend College or Postsecondary School*	Number of Honor Graduates	Number of Seniors Taking Advanced Placement (AP) Courses	Number of AP Courses Taken by Seniors	Seniors with Dual Enrollment
Norcross High	585	498	109	291	904	4
GCPS	8,824	7,902	1,697	3,674	9,944	134

†Reflects system-reported data as of August 2009

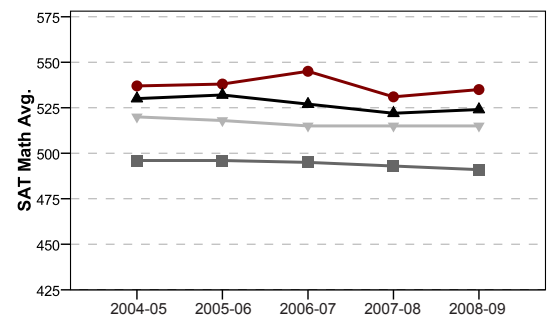
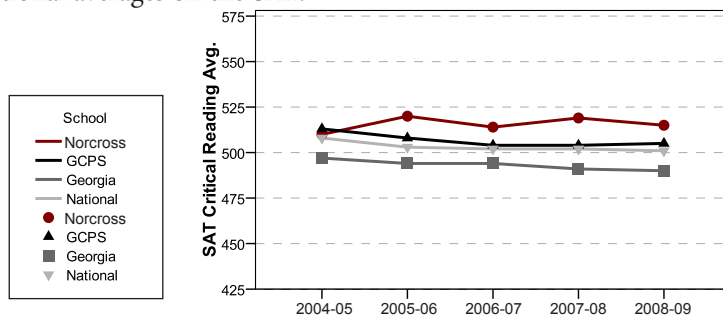
*Student information self-reported as of April 2009

2008–09 Results: SAT

A popular college-admissions test, the SAT features complex reading passages and math concepts, and a writing section. The table to the right shows average scores and percentages of students taking the SAT at our school, compared to the district, state, and nation. The graphs below compare Norcross students' scores to the Gwinnett, state, and national averages on the SAT.

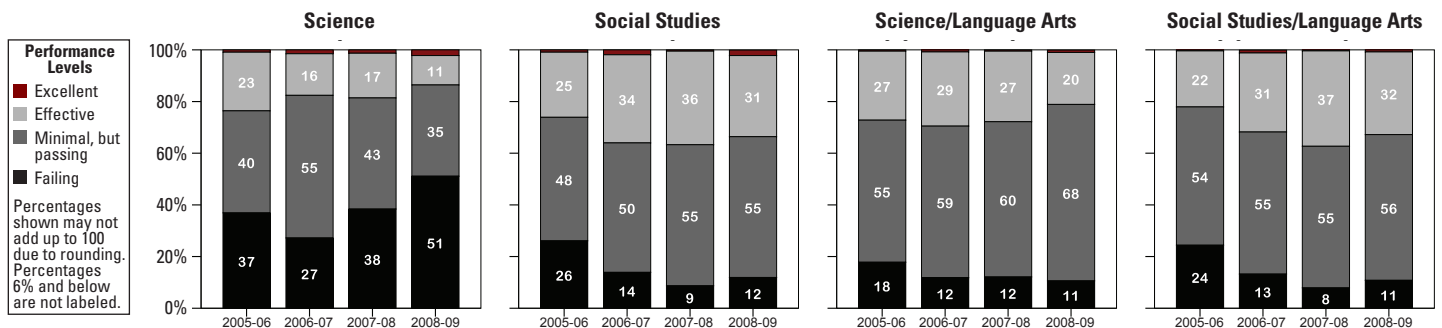
2008–09 SAT Averages

	Critical Reading	Math	Writing	Total	% Tested
Norcross	515	535	508	1558	77%
GCPS	505	524	497	1526	73%
Georgia	490	491	479	1460	71%
National	501	515	493	1509	46%



2008–09 Results: High School Gateway

To earn a regular diploma, Gwinnett high school students must pass both GCPS's High School Gateway and the Georgia High School Graduation Tests. Given in the 10th grade, the Gateway essay test covers content in social studies and science, as well as language arts skills—writing, grammar, and spelling. To ensure that more students meet the standard on the high school Gateway, GCPS is offering additional resources, tutorials, and practice opportunities through the school system web site. While many students are successful on the test on their first try, those who are not have seven additional opportunities to take and pass the test before graduation.



2008–09 Results: Advanced Placement (AP) Exams

Advanced Placement (AP) courses are challenging, college-level classes taught by specially trained high school teachers. Students have the option of taking an AP exam at the end of the school year. Many colleges award credit for passing the exams or allow a student to be exempt from certain college courses. Students exposed to the demanding AP curriculum are well prepared for the rigors of college coursework. The table below shows the percentage of classes taken at Norcross High that were designated as AP classes, compared to the county average. The chart also shows the percentage of optional, course-specific AP exams taken, as well as the percentage of AP exams scored 3 or better (on a 5-point scale). In 2008–09, 23.9% of Norcross students took one or more AP or IB courses, compared to 24.0% of all GCPS high school students.

	2005–06		2006–07		2007–08		2008–09	
	Norcross	GCPS	Norcross	GCPS	Norcross	GCPS	Norcross	GCPS
AP as Percentage of Total Classes Taken	6.4	4.9	7.0	5.4	8.3	6.2	9.5	7.3
% AP Exams Taken	77.5	72.8	92.5	72.8	82.9	74.6	76.3	77.3
% AP Exams Scored 3+	64.4	66.4	61.5	64.4	58.8	63.1	64.2	61.8

2008–09 Results: Georgia High School Graduation Tests (GHSGT) and Adequate Yearly Progress

Schools earn Adequate Yearly Progress (AYP) status by meeting a series of performance goals that every school, system, and the state as a whole must achieve under the federal No Child Left Behind Act. In Georgia, AYP for high schools is determined using results from the Georgia High School Graduation Tests (GHSGT) in English language arts and mathematics. These tests measure the knowledge and skills of students by assessing how well students have learned the state’s curriculum content standards. To make AYP, high schools must meet state-set student achievement goals and graduation standards for all students, and for all subgroups that have 40 or more students or 10% of the students in grade 11, whichever is greater (with a 75-student cap). In addition, schools must test 95% of all students and of all subgroups with 40 or more students. Georgia reports achievement scores for every subgroup with 10 or more students. However, the state only considers results for subgroups that meet the state-set minimum number of students in determining a school’s AYP status.

Norcross High achieved AYP	All Students	Asian/Pacific Islander	Black	Hispanic	American Indian/Alaskan	White	Multi-Racial	Students with Disabilities	Limited English Proficient	Economically Disadvantaged
Math Participation	Achieved	Achieved	Achieved	Achieved	·	Achieved	·	·	·	Achieved
Math Performance	Achieved	·	Achieved	Achieved	·	Achieved	·	·	·	Achieved
Eng. Lang. Arts Participation	Achieved	Achieved	Achieved	Achieved	·	Achieved	·	·	·	Achieved
Eng. Lang. Arts Performance	Achieved	·	Achieved	Achieved	·	Achieved	·	·	·	Achieved

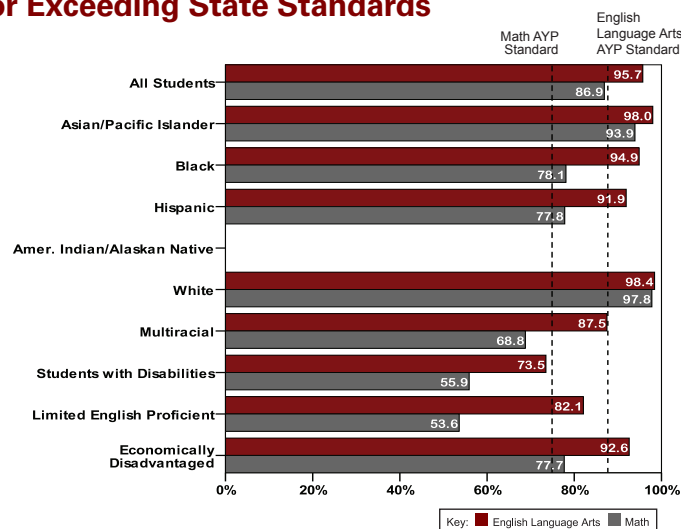
This school **achieved** the state’s graduation standard for all students.

• In the table above, only results for subgroups that meet the state-set minimum number of students are used to determine AYP

Percentage of Students Meeting or Exceeding State Standards

The GHSGT is a curriculum-based test used to measure high school students’ learning. Norcross High students continue to make progress on the GHSGT, with percentages of students meeting and exceeding standards above the system average in English language arts. The school made Adequate Yearly Progress (AYP), meeting all of the state’s academic goals, testing participation requirements, and graduation standards.

In the chart to the right, only subgroups with 10 or more students are reported. Results for groups smaller than the state minimum are not considered for AYP. The dotted lines on this graph represent the state’s AYP standard in Math and English Language Arts in 2009. The standards will increase to 100% by 2014. The chart to the right reflects spring and summer test administrations.



A Message from the Principal About Student Achievement and Academic Initiatives

The focus at Norcross High continues to be on teaching and learning. The daily expectation in every classroom is that the teacher will provide a challenging, standards-based lesson with rigorous student work offering opportunities to demonstrate achievement. This focus has been rewarded with an increase in our student achievement indicators. Our affiliation with International Baccalaureate (IB) as both a Middle Years- and Diploma Program-authorized school provides a framework for the implementation of rigorous world-class standards. We are committed to offering a broad range of Advanced Placement (AP) classes at all four grade levels. All students are encouraged to take the most challenging course of study available, and we emphasize AP and IB participation across grade levels and subjects.

Professional development for teachers and staff is based on Quality-Plus Teaching Strategies— research-based teaching techniques that have been proven effective with all types of learners across grade levels and subject areas. In addition, peer-coaching provides our teachers with the opportunity to both model and observe the best teaching practices. The culture of Norcross is one of teamwork and shared responsibility for the success of our students.

After a review of the data, we have increased the focus on writing across the curriculum with the intent to vertically align skills and strategies. We also maintain a commitment to weekly writing in all classes. In reference to closing the achievement gap among student subgroups, teachers will continue to align the curriculum across all student populations, including students learning English and students with special needs, assuring exposure to regular education objectives and assessments. Remediation and tutoring opportunities will continue to be offered to reinforce classroom instruction and target support to students needing additional help.

Norcross High School

Other 2008–09 Highlights...

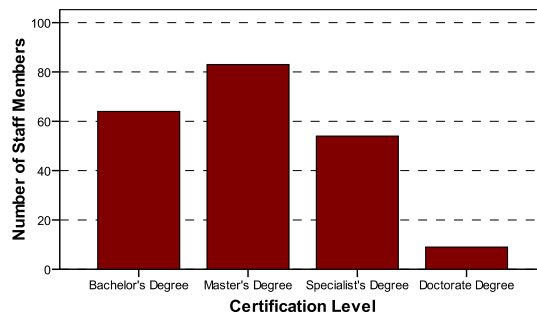
- *Newsweek* magazine ranked Norcross High 325 out of the top 1,500 high schools in the country.
- The IB program saw 19.38% growth in student participation: 117 IB students sat for 404 exams with 86% earning a score of 4 or better. Of NHS juniors and seniors, 23% were enrolled in one or more IB subjects.
- Norcross raised more than \$60,000 for Relay For Life and was recognized as the Highest Fundraising School Team.
- Five students were recognized as National Merit Scholars and eight students were named National Merit finalists.
- The Governor's Honors Program named six Norcross students as finalists.
- Twenty-three students achieved state ranking on the National Spanish Exam, and four students achieved national ranking in the 2009 Gran Concours, the National French contest.

Norcross students were recognized for a number of athletic achievements:

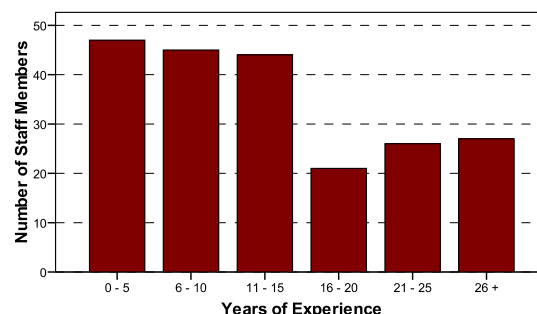
- 22 student athletes signed to participate in sports at the college level.
- The Boys Varsity Basketball team went to the State Tournament for the fourth consecutive year.
- Eight football players were selected for the All-County Team.
- The Boys Swim team placed second in the State Meet.
- At the state level, eight students were chosen for the Georgia Music Educator Association (GMEA) All-State Band, five for All-State Orchestra, and one for All-State Chorus.
- Norcross' Theatre Arts One-Act Play was the Region winner for 7 AAAAA and placed 3rd in the State Competition.
- For the class of 2009, 85% of the students planned to pursue postsecondary education. Seniors were offered \$8,000,000 in scholarships, not including HOPE.
- Twenty students scored a perfect 800 on at least one section of the SAT or PSAT.
- Nine students placed in the State DECA Tournament and five went on to the International Career Development Conference.
- Two students were state winners in the Reflections competition.
- NHS Foundation raised more than \$60,000, with \$11,000 going directly to teacher grants for the classroom.

2008–09 Staff Data

Staff Certification Level



Experience in Education



2005–2009 Student Data

	School Year			
	05-06	06-07	07-08	08-09
Enrollment	2,736	2,833	2,884	3,036
Asian/Pacific Islander	11%	10%	9%	9%
Black	28%	29%	29%	31%
Hispanic	26%	28%	29%	29%
American Indian/Alaskan Native	0%	0%	0%	0%
White	33%	31%	30%	28%
Multiracial	2%	3%	3%	3%
Special Education	9%	9%	9%	10%
ESOL	10%	8%	8%	7%
Free/Reduced Lunch	47%	48%	49%	54%
Average Attendance	95%	95%	95%	95%

School Safety Perceptions

Based on responses to 2008–09 RBES Perception Survey...

- 64.6% of students agreed or strongly agreed that they felt safe at Norcross High.
- 95.9% of parents agreed or strongly agreed that their child's school was safe.

The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student, resulting in measured improvement against local, national, and world-class standards.

Norcross High School

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