MANAGEMENT ANALYSIS & PLANNING, INC.

Sharpening the Edge of Excellence:

An Appraisal of Hancock County School District's Instructional Program and Recommendations for Improvement

A Report Commissioned by Hancock County School District

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Seven Keys to Added Hancock County School Success

The Hancock County School District requested consultation services from Management Analysis & Planning, Inc. (MAP) to review their current standing and provide suggestions for improvement.

The consulting team's observations, interviews, and review of documents related to the Hancock County School District revealed a large number of positive characteristics. Particularly noteworthy were the performance of students on Georgia state-administered academic performance assessments, high administrative officials, and the many excellent and committed teachers the team observed during its time in Hancock County.

The purpose of this report is to summarize recommendations for the District. These recommendations are intended to provide a road map for further improvement of an already well-functioning school district.

This report provides counsel and recommendations to the District on the following seven dimensions: (1) early identification of and rapid intervention for students at risk, (2 extended use of instruction performance data, (3) protecting the sanctity of instructional time, (4) continually examining and improving the curriculum, (5) rewarding outstanding teacher and administrator performance, (6) extending student graduation rates, and (7) enhancing district facility maintenance.

1. Early Recognition-Immediate Response Principles

The broad principle of early recognition/early response has many applications in school and other human services settings. It is applicable across all school levels from Pre-K through high school. The fundamental ideas are to collect data frequently on key factors related to positive outcomes, determine individual and group status, identify students at risk for poor outcomes, and intervene early rather than later. Early interventions with a wide range of academic skills and

behaviors are more effective and less expensive than interventions after a problem has persisted over a long period.

The steps in applying the early recognition-early intervention principle are:

1. Identify key school outcomes such as high achievement, competent behavior, and completion of important milestones such as movement from grade to grade on schedule, passing high stakes tests, and completing school.

2. Establish methods of monitoring progress toward those key outcomes. Often these measures will be small components of the overall desired outcome, such as oral reading fluency for reading, attendance across the grades for high school completion, and passing weekly and end of unit appraisals for passing high stakes tests.

3. Gather data on these indicators. The preference in data collection is the use of existing, naturally occurring records to the greatest extent possible. For example, homework completion and accuracy, quiz and unit test results, and behavioral incidents.

4. Examine results on these indictors at the group (e. g., classrooms) and individual levels. Identify trends for groups and individuals that are at or above expectations *and* below expectations.

5. Intervene at the group and individual levels, as necessary, to improve trends that are below expectations. Monitor the interventions frequently and change them if results are not improving significantly.

6. Evaluate overall outcomes periodically to re-examine priorities and to identify additional areas of need and intervention.

The Head of the High School Mathematics Program described an excellent application of the early recognition-early intervention principle at the meeting of the Hancock County School Board on May 5, 2008. The obvious priority was improving math achievement and a high passing rate on the Georgia Math CRCT. The program director described testing students, analyzing test results, determining strengths and weaknesses, providing instruction to overcome weaknesses, testing again, analyzing results again, and so on.

The early recognition-early intervention process should be applied to additional areas in the Hancock County Schools. Some examples are:

1. Early screening for behavior problems, followed by, where needed, classroom and individual interventions.

2. Early screening (beginning in kindergarten) of children in reading followed by, as needed, systematic interventions for groups and individuals.

3. Early screening for high school drop out (see #6 for further information) followed by, as needed, individual and group interventions.

4. Establishing graphs to monitor progress at least on a weekly for all students in special education. Results should be graphed against benchmark goals with the goal of bringing students with disabilities to general education benchmarks and exiting them from special education. Exiting special education is a realistic goal for one-third to one-half of all special education students.

The District will be implementing the STEEP Program as part of their Response to Intervention activities. STEEP is a strong program. It will be essential to integrate STEEP with other ongoing programs in Hancock County.

District personnel expressed concerns about the identification of students with Attention-Deficit Hyperactivity Disorder. Materials will be sent to District personnel, followed by further discussion of the collection of data that will be useful to medical personnel in decisions about prescriptions for cerebral stimulants. The MAP team notes that few students in the District currently are prescribed such medications, an extremely low rate compared to suburban school districts across the United States. The MAP team does not envision or recommend a high rate of such prescriptions, but credible research does suggest cerebral stimulants are an effective treatment for such students. When paired with high-quality behavioral interventions, treatment effects are even more pronounced.

2. Enhance Data Collection, Interpretation, and Use

The initial set of suggestions in this report focused on early response principles. The core of early response is frequent data collection and use of data to guide instruction/interventions with students. The emphasis on data collection, interpretation, and use also will be a focus of implementation with the STEEP program.

Students in the Hancock County School District have performed well on high stakes assessments required by the state of Georgia. Notably, 58% to 93% of students met or exceeded standards in the four content areas in the High School Graduation Tests, and 81% passed the writing portion of the exam. Further, a higher percentage of students met or exceeded standards in Hancock County than in the state of Georgia in every area except science on the CRCT tests given in middle school. However, the performance of elementary students in Hancock County was lower than the state in the five areas tested in the elementary CRCT. Elementary content area instruction and middle and high school science may be areas the District and Board chose to target for additional improvement.

Schools should continue to post their data and celebrate progress and success. In addition, the District and board should consider indicators other than Georgia state test results, such as PSAT and SAT performance, post-secondary attendance and percent of these students who require remedial coursework, and parent support for learning/involvement at home and at school.

Some schools have benefited from staff development regarding the types of data that are useful to inform instruction, decision-making processes, and various instructional modifications and interventions that are feasible and empirically supported. Staff development also will help develop a common language and data sources across Hancock County schools. Leadership within each building and from the District may help establish expectations for data collection and use and provide time for instructional teams to plan, examine data, and determine whether modifications are necessary.

3. Transition Issues and Instruction: Protecting the Sanctity of Instructional Time

Classroom organization and behavior management are crucial to establishing a structured, highly engaging learning environment. Well-managed classrooms and consistent behavioral expectations are essential elements of high-performing schools. Further, classroom management, time on task, and achievement are inextricably linked; well-managed classrooms give teachers and students more time for instruction and student engagement with learning. The amount of time students spend engaged in learning is directly related to their achievement.

- ***Protecting learning time***

The MAP team observed several classrooms with excellent management and the students were impressively well behaved in hallways during transition times. However, the MAP team also noticed delays in the initiation of instruction in *some* classes. Over the course of a school year, this may accrue to several hours of lost instructional time. This is an operational area that the Board and District may want to target for improvement.

> Consider the following scenario. There are three mathematics classes that meet each day for 50 minutes.
>
> Classroom A: No time is lost in transition. The assignment is written on the board. Students are expected to begin work on arrival. An engaging follow up activity begins within a few minutes of the bell.
> Classroom B: It takes five minutes from the time the bell rings to the initiation of the lesson.
> Classroom C: Ten minutes are required to get the students on task and begin instruction.
>
> Each week, Classroom A has 25 more minutes of instructional time than Classroom B, and 50 more minutes of instructional time than Classroom C. Over the course of 37 weeks (185 days/five days in each school week), this would add up to approximately 31 hours of additional instructional time in Classroom A than Classroom C, and 15 ½ hours of additional instruction in Classroom A than in Classroom B.

Maximizing the amount of instruction and time students spend engaged in learning activities will be critical to continued improvement in the Hancock County School District.

Another operational area that could be targeted for improvement is interruptions to instructional time. The MAP team noted several detrimental interruptions in the form of public address system announcements, intercom questions or requests from the office, and other students and staff knocking on the doors of classrooms to request materials or check on various things. In a few cases, there were multiple interruptions within each class period.

These frequent interruptions in class are problematic for a number of reasons. Interruptions obviously take time away from instruction and reduce the amount of time that students may spend on task. However, interruptions during class also disrupt the flow of lessons

and require some 'catch-up' time on the part of students and teachers to get back on track. These interruptions also detract from necessary academic focus and work ethic within classrooms. The first priority of each class period must be instruction.

MAP recommendations include limiting announcements and calling students to the office for non-emergency reasons to the first five or last five minutes of each class period, and addressing with school staff the necessity of uninterrupted instructional time. At a minimum, the District should reinforce with staff the expectation that there will be not be non-emergency interruptions during classes and perhaps consider establishing a policy of *Zero Non-Emergency Disruptions* from staff and students.

The lunch schedule seems to be a particularly problematic source of lost instructional time for secondary students. Some classes barely start in the morning before students leave for lunch. Others are disrupted midway. Either case causes loss of learning focus as students anticipate lunch and lose time getting settled after lunch. We recommend changing the schedule so that no secondary class is disrupted by students coming and going to lunch.

4. Curriculum Development: Ongoing and Continuous

The faculty and administration are to be commended for their efforts to improve curriculum and instruction. There is evidence that their hard work is beginning to pay off. However, their work is far from done. In fact, in high performing schools, curriculum review, revision and associated professional development are integral parts of the ongoing life of the school district.

Most of the efforts of improvement appear to have been focused on existing Georgia standards. This is a logical and commendable first step, but students of Hancock County should be prepared to compete in a world economy that likely holds higher expectations than those expressed in the Georgia standards. MAP, therefore, recommends that the District set as a goal all students scoring proficient or above on National Assessment of Educational Progress (NAEP) standards. This will entail developing more a rigorous curriculum, frequent assessment of students against those standards, frequent review of instructional practices, and perhaps most

important, ongoing professional development of all instructional staff on methods of delivering and assessing such curriculum.

Successful program improvement is a district-wide activity. Curriculum review and development must be a pre-K-12 effort, involving representatives from each of the grade levels. Students should experience a seamless program throughout their entire elementary and secondary educational experience. Professional development aimed at implementing revised curriculum must involve all affected faculty. The seventh grade mathematics teacher has to be able to rely on the elementary grade teachers to adequately prepare his or her students for seventh grade work.

Program improvement should not be viewed as an 'add on.' To meet the expectations of the school board and community, program improvement must be an ongoing, integral part of the professional lives of the district's faculty and administration. Effective school districts view program improvement as a cyclical activity where each subject area is reviewing, revising, or implementing every year. Implementing includes professional development and likely requires multiple years.

If ongoing improvement is to become an integral part of the school district's culture, it is critical that it become a part of what is expected of every professional. Moreover, successful participation in these critical professional activities should be rewarded.

5. Rewarding Performance

Hancock County School District should assemble a design team of teachers and administrators to construct a teacher/administrator performance award system that relies upon a set of indicators, both group indicators and individual performance indicators. Teachers, groups of teachers, and administrators should receive bonuses for added performance and the district should consider premium pay for teachers in hard to staff areas such as the sciences, mathematics, and special education.

An illustrative performance pay plan may be found in Appendix B.

6. Retention, Promotion, Graduation

According to state data, the Hancock County School District has a high graduation rate. The rate for Hancock County was 82.8%, 84.5%, and 81.1% for 04-05, 05-06, and 06-07, respectively. State of Georgia rates during this time peaked at approximately 72%. The dropout rate for the District was 2.8% in the 2006-07 academic year. There was some concern expressed by the teachers, however, in terms of the accuracy of these statistics in representing the true number of students who persist throughout high school and the large number who have been retained in grade.

- ***Grade Retention and Promotion***

There is a strong connection between grade retention and high school dropout. One national study found that grade retention was the single strongest predictor of later dropout (Rumberger, 1995). Multiple retentions further increase the risk of later dropout, in some cases it is estimated that the likelihood of dropping out following two retentions is approximately 99%.

Furthermore, studies of retained and promoted students who were matched on academic skills, social skills and behavior indicated the continued negative effects of grade retention and provide little or no evidence to support retention as an academic intervention (Jimerson, 2001). However, given the press to meet academic standards, retention is mandatory in some grades in many states. The District may want to consider a modification of its retention plan in grade levels where retention is not mandated by the State of Georgia, by giving students an option of attending intensive summer school and/or after-school programs to make up the necessary academic content. Meta-analyses support the use of summer and/or after-school programs for improving the academic performance of students who are academically at risk (Lauer et al., 2006). One particularly promising approach within these supplementary programs is the availability of one-on-one tutoring.

Some districts have created 'half' grades as a means of addressing this issue. For example, students who failed the 5th grade test were given an option of attending grade 5.5, which

included two years of summer school and an intensive academic program during the 5.5 year. Students who completed these requirements then were allowed to rejoin their class in the 7th grade.

- ***Frequent monitoring of Student Engagement, Progress toward Graduation, and Timely Responses.***

One avenue the District may want to pursue is the implementation of six-year graduation plans beginning in middle school. These plans are created with students, families, and educators around students' interests and career goals. Plans should be reviewed periodically, at least annually, with students and families and at the initiation of any changes to a student's program (e.g., courses taken, credits earned). There are several examples of graduation plans available from state departments of education such as Kentucky and Texas, individual school districts, as well as other resources (www.silentepidemic.org).

Another component of monitoring progress toward graduation includes specifically tracking credits earned toward graduation, catching students as early as possible when there is evidence of falling behind, and ensuring that there are opportunities for student to retrieve credits. The monitoring of credits earned could be included as part of the graduation plan. It is possible to calculate a Graduation Achievement Rate (GAR) for each student, each quarter or semester, to find out at the earliest point possible when students are falling behind on this indicator. The GAR is comprised of the number of credits earned, divided by the number of possible credits and compared to the % needed to graduate (Hansen et al., 2006 in Christenson et al., 2008).

Monitoring credits earned falls under the general principle of early response: catching problems before they become severe, implementing interventions to address these problems, and collecting progress monitoring data to evaluate the effectiveness of various interventions. In this case, when students begin to fall behind in credits, it is sometimes not discovered until options for recovery are limited, increasing the likelihood that these students will not complete high school. It is important that the District explore various credit recovery options through online sources, the changing of offerings during the school year in response to student failures, and after-school and summer school programs.

Student engagement. The path toward high school completion is established early in a student's educational careers. In fact, it is possible to predict dropout and completion as early as the 1st grade based on factors like attendance, behavior, and attachment to school. Early reading skills also are predictive of later dropout and completion (Reschly, in press). Dropout is best viewed as a long-term process of disengaging from school that begins in elementary school. Other researchers argue that early childhood experiences are also important for placing students on the path toward successful school experiences and later graduation.

One of the most important principles for those seeking to ensure high rates of completion among students is to *monitor student engagement* and *follow-up* at the first signs of risk. Engagement is more than the time students spend on task academically, although this is one important indicator. Rather, engagement is also comprised of behavioral (attendance, participation in class, school activities, homework completion), cognitive (relevance of school to future goals, self-regulation), and affective (relationships with teachers and peers, school climate) indicators.

Across school settings, staff should frequently monitor school wide data for attendance, behavior, and academic difficulties. These data likely are readily available to staff based on what is regularly collected in schools. Resources then must be organized to follow up with interventions and frequent monitoring of student data for those who are showing signs of increased risk. In this case, academic and behavioral indicators of engagement are useful for identifying students who are showing signs of risk; cognitive and affective indicators are often helpful in designing interventions to promote engagement at school and with learning (Christenson et al., 2008; Reschly & Lovelace, in press; Reschly & Glueck, in press).

7. Maintenance Issues

MAP recommends that the district adopt a comprehensive plan for maintenance. This would include standards and specific activities related to major maintenance and routine maintenance. The former would entail high cost items such as roof replacement, bus maintenance and replacement, and HVAC repair and replacement. The latter would address the ongoing cleaning and minor repairs of classrooms and common areas.

The condition of facilities may send messages to students and community about how they value the schools and how the schools value them. Therefore, we recommend that the administration devote more attention to routine maintenance. For most part the common areas are clean and free from clutter. This is not the case for some classrooms. Moreover, throughout there is evidence of a need to repaint and for paint to be more neatly applied. Neatly applied paint is no more costly than sloppily applied paint. In some school districts, routine maintenance has been improved by placing custodial staff under the supervision of school principals. Under such an arrangement, the superintendent should make clear her expectations for cleanliness standards and hold principals accountable for meeting those standards.

Some teachers reported dissatisfaction with the response to requests to district staff for repairs. We recommend that the administration adopt a system, is easily accessible to teachers, that tracks all maintenance and repair requests from the time they are filed to the time they are completed to the satisfaction of the petitioner.

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Appendix A

Appendix A contains additional information, compiled from a number of sources such as the U.S. Census and Georgia Department of Education, regarding the demographic characteristics and student performance in Hancock County Public Schools.

Community Demographics

Drawn from the U.S. Census:

People QuickFacts	Hancock County	Georgia
Population, 2006 estimate	9,677	9,363,941
Population, percent change, April 1, 2000 to July 1, 2006	-3.9%	14.4%

Housing units, 2006	4,610	3,873,183
Homeownership rate, 2000	76.4%	67.5%
Housing units in multi-unit structures, percent, 2000	4.5%	20.8%
Median value of owner-occupied housing units, 2000	$53,000	$111,200

Median household income, 2004	$24,297	$42,679
Per capita money income, 1999	$10,916	$21,154
Persons below poverty, percent, 2004	24.6%	13.7%

Private nonfarm employment, percent change 2000-2005	-28.8%	0.2%

Source: US Census Bureau State & County QuickFacts

Hancock County: Poverty rate (27.9%)
Under 18 poverty rate: 34.9%
The above, is from Source: US Census Bureau State & County QuickFacts

The below is from *2006-2007 State of GA K-12 Public Schools Annual Report Card for Hancock County*
FY 2007 Average Monthly # of Food Stamp Households: 789
FY 2007 Average Monthly # of TANF Families: 35
2004 Per Capita Income: $17,813 (State of GA: $30,914)
2007 Unemployment Rate: 7.5% (State of GA: 4.9%)
2000 Census Population: 10,076
2006 Census Bureau Population Estimate: 9,677

School System Demographics

3 Public Schools: 1 elementary, 1 middle, and 1 high school
1 Private School in the County
- John Hancock Academy
- Grades K – 12
- 114 students
- 100% White (Not Hispanic)

All three public schools are Title I

According to GA DOE, an overview of the **district**:

- Number of Students in 2007: 1413
- Economically Disadvantaged: 90.00%
- Students with Disabilities: 14.00%
- English Language Learners: 0.00%

- Central High School
  - Number of Students in 2007: 453
  - Economically Disadvantaged: 86.00%
  - Students with Disabilities: 13.00%
  - Did this School make Adequate Yearly Progress in 2007? No
  - Improvement Status in 2007: NI
- Central Middle School
  - Number of Students in 2007: 359
  - Economically Disadvantaged: 91.00%
  - Students with Disabilities: 15.00%
  - Did this School make Adequate Yearly Progress in 2007? Yes
  - Improvement Status in 2007: DIST
- Lewis Elementary School
  - Number of Students in 2007: 601
  - Economically Disadvantaged: 93.00%
  - Students with Disabilities: 13.00%
  - Did this School make Adequate Yearly Progress in 2007? Yes
  - Improvement Status in 2007: ADEQ

Students with Disabilities

- Missed AYP for Academic Performance in this area at High School level
- In 2006-2007 school year, 100% of identified students are Black (187 total)
  - 17 in Pre-K; 60 in Elementary School (1st- 5th grade); 51 in Middle School (6th-8th grade); 59 are in High School
    - Emotional and Behavioral Disorders: 12 in Elementary School; 20 in Middle School; 12 in High School
    - Intellectual Disabilities: 11 in Middle School; 23 in High School
    - Other Health Impairments: 15 in Elementary School; 13in Middle School
    - Speech/Language Impairments: 12 in Elementary School
- Significant jump in the percent of Students with Disabilities (SWD) served in regular education classrooms over 80% of the time (GA targets of 51% in 2005; 54% in 2006; and 57% in 2007)
  - Hancock County in 2005: 30.5%
  - Hancock County in 2006: 79.3%
  - Hancock County in 2007: 74.9%

Assessment Data

Criterion-Referenced Competency Tests **(CRCT)**
Taken by students in grades 1 – 8. Aligned with the Georgia Performance Standards and the Quality Core Curriculum.

End of Course Tests **(EOCT).** The Georgia legislature mandates end-of-course assessments in grades 9 -12 in core subjects. Mathematics (Algebra 1, Geometry), Social Studies (US History, Economics/Business), Science (Biology, Physical Science), English Language Arts (9th grade literature and composition, American Literature and Composition).

Georgia High School Graduation Tests **(GHSGT).** All students who want a diploma must pass the GHST in four content areas as well as the Georgia High School Writing Assessment. It is taken for the first time in 11th grade. There are multiple opportunities to re-take the test before the spring of 12th grade.

Georgia Writing Assessments
Given in grades 3, 5, 8, & 11. The Georgia High School Writing Test (GHSWT) is required for graduation.

CRCT SCORES

% of students meeting or exceeding standards in ***elementary school***

	2005		2006		2007	
	Hancock	State	Hancock	State	Hancock	State
ELA	**50.6%**	**65.7%**	**28.8%**	**57.4%**	**40.7%**	**62.3%**
Reading	**29.6%**	**65.2%**	**40.7%**	**67.9%**	**32.2%**	**63.5%**
Math	**59.3%**	**74.2%**	**39.0%**	**67.5%**	**56.6%**	**69.9%**
Science	**35.3%**	**73.2%**	**40.0%**	**74.2%**	**27.5%**	**49.5%**
Social Studies	**41.2%**	**77.0%**	**62.9%**	**77.4%**	**55.0%**	**72.7%**

% of students meeting or exceeding standards in ***middle school***

	2005		2006		2007	
	Hancock	State	Hancock	State	Hancock	State
ELA	**59.6%**	**44.2%**	**64.3%**	**53.5%**	**66.7%**	**61.0%**
Reading	**53.8%**	**35.5%**	**50.0%**	**37.9%**	**59.2%**	**41.4%**
Math	**69.2%**	**55.9%**	**69.6%**	**60.7%**	**66.7%**	**62.1%**
Science	**42.3%**	**53.8%**	**32.1%**	**36.8%**	**27.1%**	**40.5%**
Social Studies	**75.0%**	**59.3%**	**71.4%**	**64.5%**	**64.6%**	**63.2%**

Note: Test performance for elementary students is weak compared to the state of Georgia as a whole but test performance in middle school is better than the state averages.

ADVANCED PLACEMENT

	Hancock	State
# of students taking test	35	43,027
# of tests taken	35	67,705
% of Scores 3 or higher	0%	52.7%

2006-2007 State of GA K-12 Public Schools Annual Report Card for Hancock County

END OF COURSE TESTS

% of students passing + pass Plus on EOCT in 2004- 2005

	2005		2006		2007	
	Hancock	State	Hancock*	State	Hancock	State
9th Grade Lit	**70%**	**81%**		**65%**	**53%**	**67%**
Am. Lit & Comp	**95%**	**94%**		**81%**	**56%**	**80%**
Alg. 1	**23%**	**62%**		**64%**	**38%**	**63%**
Geometry	**12%**	**65%**		**63%**	**18%**	**63%**
Biology	**63%**	**78%**		**57%**	**39%**	**56%**
Phys. Sci	**26%**	**68%**		**61%**	**34%**	**61%**
US History	**38%**	**72%**		**71%**	**41%**	**70%**
Econ/Business	**9%**	**56%**		**58%**	**38%**	**63%**

*not reported in the Annual Report Card data

GRADUATION TESTS

% of students passing on GHSWT- % of 11th Grade First time test takers

	2005		2006		2007	
	Hancock	State	Hancock	State	Hancock	State
All Students	**80%**	**89%**	**83%**	**92%**	**81%**	**91%**

% of students passing + pass Plus on GHSGT- % of 11th Grade First time test takers

	2005		2006		2007	
	Hancock	State	Hancock	State	Hancock	State
ELA	**97%**	**95%**	**94%**	**96%**	**93%**	**96%**
Math	**86%**	**92%**	**87%**	**92%**	**85%**	**93%**
Social Stud.	**82%**	**83%**	**81%**	**86%**	**65%**	**87%**
Science	**55%**	**68%**	**56%**	**73%**	**58%**	**75%**

Absences, Retention, and Discipline

The District may want to examine their attendance, grade retention, and disciplinary data by school level. Data on grade retention and disciplinary infractions (i.e., suspension, detention, office referrals) were not available. These are potentially important sources of information and may indicate areas for improvement and/or students who are in need of additional support.

ABSENCES FOR ALL STUDENTS.
From the *2006-2007 State of GA K-12 Public Schools Annual Report Card*

	5 or fewer days		6 to 15 days		> 15 days	
	Hancock	State	Hancock	State	Hancock	State
2005	72.1%	54.1%	22.5%	35.3%	5.3%	10.6%
2006	78.9%	56.4%	7.8%	33.8%	3.3%	9.8%
2007	83.7%	54.9%	3.5%	35%	2.8%	10%

High School and Post-Secondary Outcomes

GRADUATION RATE from *2006-2007 State of GA K-12 Public Schools Annual Report Card for Hancock County*

- 3 year comparison of Graduation Rates

YEAR	Hancock County %	State %
2005	**82.6%**	**69.4%**
2006	**84.5%**	**70.8%**
2007	**81.1%**	**72.3%**

DROPOUT RATE for High School (9- 12)
From *2006-2007 State of GA K-12 Public Schools Annual Report Card for Hancock County*
Hancock County

YEAR	TOTAL STUDENTS	% of DROPOUTS
2005	**472**	**3.6%**
2006	**471**	**4%**
2007	**471**	**2.8%**

Georgia

YEAR	TOTAL STUDENTS	% of DROPOUTS
2005	**481,408**	**5%**
2006	**499,000**	**4.7%**
2007	**512,828**	**4.1%**

Performance on Other Standardized Tests

- **SAT** (Verbal, Math, and Writing) for High School Seniors out of possible 2400

2006-2007 State of GA K-12 Public Schools Annual Report Card for Hancock County

	2005		2006		2007	
	Hancock	State	Hancock	State	Hancock	State
Composite			**1161**	**1468**	**1129**	**1458**

National 2005:
National 2006: 1506
National 2007: 1495

- **ACT** Scores

2006-2007 State of GA K-12 Public Schools Annual Report Card for Hancock County

	2005		2006		2007	
	Hancock	State	Hancock	State	Hancock	State
Composite	**15.6**	**20**	**15.4**	**20.2**	**16.4**	**20.3**

National 2005: 20.9
National 2006: 21.1
National 2007: 21.2

HOPE Scholarships

HOPE Scholarship from *2006-2007 State of GA K-12 Public Schools Annual Report Card for Hancock County*

Hancock County

- Number of 2006 Graduates: 87
  - Number Eligible: 47
  - Percent Eligible for Hope: 54.0%
- Number of 2007 Graduates: 86
  - Number Eligible: 27
  - Percent Eligible: 31.4%

State Data

- Number of 2006 Graduates: Not Available
  - Number Eligible: NA
  - Percent Eligible for Hope: NA
- Number of 2007 Graduates: 77,737
  - Number Eligible: 29,617
  - Percent Eligible: 38.1%

Post-Secondary

2006-2007 State of GA K-12 Public Schools Annual Report Card for Hancock County

% of graduates entering Georgia Public Colleges

2005		2006		2007	
Hancock	State	Hancock	State	Hancock	State
		23.3 %	**38.2%**	**19.1%**	**41.6%**

% of graduates entering Georgia Public Colleges requiring Learning Support

2005		2006		2007	
Hancock	State	Hancock	State	Hancock	State
		55%	**19.6%**	**21.5%**	**38.9%**

% of graduates entering Georgia Technical Colleges

2005		2006		2007	
Hancock	State	Hancock	State	Hancock	State
		28.1%	**10.3%**	**20.7%**	**10.1%**

Teacher Qualifications

Hancock County

Certified Personnel Data
From the Public School Annual Report Card

		Administrators	Support Personnel	PK-12 Teachers
Positions	Number	12.00	8.07	95.41
	Average Annual Salary	$74,852.06	$55,104.14	$47,449.90
	Average Contract Days	205.83	190.00	190.00
	Average Daily Salary	$363.65	$290.02	$249.74
Personnel	Full-time	11	7	89
	Part-time	2	6	10
Gender	Male	4	5	29
	Female	9	8	70
Certificate Level	4 Yr Bachelor's	0	4	48
	5 Yr Master's	5	6	37
	6 Yr Specialist's	7	3	11
	7 Yr Doctoral	1	0	2
	Other *	0	0	1
Race/ Ethnicity	Black	12	12	86
	White	1	1	7
	Hispanic	0	0	1
	Asian	0	0	4
	Native American	0	0	0
	Multiracial	0	0	1
Years Experience	< 1	0	0	12
	1-10	2	3	33
	11-20	5	4	19
	21-30	5	5	27
	> 30	1	1	8
	Average	20.00	17.69	14.23

State of Georgia

Certified Personnel Data

		Administrators	Support Personnel	PK-12 Teachers
Positions	Number	8,277.03	10,935.04	113,055.20
	Average Annual Salary	$81,616.97	$59,199.24	$49,836.08
	Average Contract Days	218.63	195.69	190.53
	Average Daily Salary	$373.30	$302.52	$261.56
Personnel	Full-time	7,905	10,150	108,502
	Part-time	2,070	2,910	6,352
Gender	Male	3,359	2,317	21,933
	Female	6,616	10,743	92,921
Certificate Level	4 Yr Bachelor's	696	1,360	49,766
	5 Yr Master's	3,255	7,303	49,238
	6 Yr Specialist's	4,661	3,815	13,946
	7 Yr Doctoral	1,361	562	1,423
	Other *	2	20	481
Race/ Ethnicity	Black	3,055	3,254	25,271
	White	6,821	9,630	87,231
	Hispanic	53	102	1,280
	Asian	29	40	696
	Native American	9	9	158
	Multiracial	8	25	218
Years Experience	< 1	52	556	8,641
	1-10	1,605	4,517	49,869
	11-20	3,533	3,916	31,769
	21-30	3,514	3,121	19,730
	> 30	1,271	950	4,845
	Average	19.84	15.13	12.32

*Includes One- and Two-Year Vocational Certificates.