



Executive Summary

Northside High School

Houston County Schools

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

In this section, an overview of community demographics, student demographics, student performance data, explanation of our school improvement plan, special education data, perceptions of school performance, and distinguishing school characteristics is provided.

Community Demographics

Houston (pronounced House-ton) County was incorporated May 15, 1821 as Georgia's 51st county. It is named for Governor John Houston who served as governor from 1778 to 1784. Georgia's sixty-fifth largest county in total area, it covers 377 square miles. Houston County is the 15th most populated county in the state of Georgia out of 159 counties. The county consists of three municipalities - Warner Robins, Perry and Centerville - and many unincorporated communities such as Bonaire and Kathleen. Perry serves as the county seat.

According to the U.S. Census, the 2012 population is estimated at 146,136, an increase of 4.4 percent since 2010 when the population was 139,900. From the 2000 Census to 2010, the population increased by 26.3 percent. The median age is 34.5 years; persons under 18 represent 26.3 percent of the population while seniors age 65 and older represent 10.5 percent. Females represent 51.3 percent of residents. The racial makeup is: white, 65.1 percent; black, 29.2 percent; American Indian/Alaska Native, .4 percent; Asian, 2.6 percent; native Hawaiian/Pacific Islander, .2 percent; two or more races, 2.4 percent; Hispanic, 6.2 percent. Those who speak a language other than English represent 7.6 percent of the population.

In 2011, the median household income was \$55,738. The per capita income in 2011 was \$25,329. Persons below the poverty level represent 12.7 percent of the population. The median home value was \$134,200, with 68.1 percent owing a home. As of 2011, 87.5 percent of those 25 years of age or older had earned a high school diploma or higher, with 24.5 percent having earned a bachelor's degree or higher. A total of 18,150 veterans call Houston home. (<http://quickfacts.census.gov/qfd/states/13/13153.html>)

Many opportunities exist in the area of higher education. Several colleges offer advanced education opportunities in Houston County. A Middle Georgia State College campus is located in Warner Robins. The county is also home to Central Georgia Technical College which offers our students dual enrollment opportunities. Georgia Military College, Georgia College and State University, Embry-Riddle and Fort Valley State University also offer degrees locally.

In 2009, the labor force (employed or actively seeking work) numbered 181,486. Of this number, 165,912 were employed. (http://www.houstoncountygga.net/documents/Houston2009_000.pdf) The 2010 unemployment rate was at 7.6 percent.

Houston County lies within one of the most impressive workforce regions of the state, with a strong mix of employers in the aerospace, healthcare, manufacturing, service, and construction sectors. Houston County is home to Robins Air Force Base (RAFB), Georgia's largest single industry with 18,158 civilian employees. The total economic impact of RAFB on Georgia for fiscal year 2012 was estimated at \$2.9 billion. The top base contractors are: Boeing, Northrop Grumman, Lockheed Martin and Raytheon. Outside of RAFB, the largest employers include the Houston County Board of Education, Frito Lay, Houston Healthcare Complex, Perdue Farms and Walmart. Other local businesses include Anchor Glass, CEMEX, Graphics Packaging International and Cascade Corporation.

The two cities in which our students live are Warner Robins which makes up 48 percent of Houston County's population and Centerville which makes up 5.1 percent of the county population. However, surprisingly, the Northside school enrollment has not changed appreciably since our last SACS study. Our city is expanding out into the county, but our school community remains constant.

The community offers many opportunities for academic, social, cultural, and spiritual growth. All major religions are represented in and around the Northside community. 52.7 percent of the population is affiliated with a religious organization. In addition to a modern media center within the school, there are three community and four college libraries open for student use. For those who experience academic difficulties, there are remediation programs in various churches and civic organizations. Culturally, students have access to community

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theaters, the Museum of Aviation (one of the largest Air Museums in the country), and various art and music programs and classes offered in the community. Socially, there are 4-H programs, Boys' and Girls' Club, Boy Scouts, Girl Scouts, various sororities and fraternities open to high-school age students, and there are many support groups for students who need other social or emotional outlets.

Northside's in-house clubs and organizations are also supported, both financially and physically, by groups within the community. For example, the Noon Optimist Club mentors the Junior Optimist Club by attending meetings, helping with projects, and providing financial assistance to those unable to pay their dues. Equally, the Rotary Club supports the Northside Interact Club by contributing a yearly stipend, as well as by helping with community projects and attending meetings.

Faculty and Staff

Northside High School possesses a thriving group of professionals, as complex as they are qualified. Ours is a diverse team comprised of 75 females and 48 males, 26 Black and 94 White. A highly educated group, Northside's faculty boasts 6 members with doctoral degrees, 23 with educational specialist degrees, and 57 with a Masters. 48 percent of our staff is comprised of veteran teachers (ten or more years teaching experience), giving Northside a seasoned group of professionals. Of those veterans, 19 percent have 21 or more years at Northside High School.

Northside's support staff is a nearly 55-member team of workers. Composed of 16 paraprofessionals, 8 office workers, 20 foodservice, and an 11 member janitorial team, Northside's support staff forms the backbone of our school and provides an environment in which students and professionals can work together.

The experience and diversity of our faculty and staff make Northside a motivating and comfortable work environment for all levels of employment. The longevity of so many careers illustrates the principle much of the staff holds dear, the Northside family atmosphere.

Northside High School's faculty and staff are a team.

Student Demographics

The racial composition of the school is not representative of the community as a whole. The gap between the majority and minority races is much closer in the school, which is 49 percent African American; 41 percent Caucasian; 2.3 percent Asian; 5.6 percent Hispanic; and .1 percent Native American. However, the community is 29.2 percent African American, 65.1 percent Caucasian, 2.6 percent Asian, and 6.2 percent Hispanic. Hence, race and subsequently socio-economic factors are issues that make the challenges Northside High School face unique both socially and academically. The school data do not include those students who are multiracial or those whose ethnicity is not specifically named above.

The number of students who receive free/reduced meals was 57 percent in 2011, up from 52 percent in 2009; however, the school averages are not necessarily higher than the state average, but these averages are 3 - 7 percentage points higher than the county averages. Currently, the 2013 total number of students who receive free/reduced meals is 61 percent.

Warner Robins High School (WRHS) is the only high school, of the four other high schools in our county, with similar demographics; however, WRHS's percentage of students who receive free/reduced meals, percentage of students classified as minority or their percentage of students with disabilities are not as high as our percentages at Northside High School(NHS). Hence, their challenges are not as great as ours. Although our population size is similar, the 2011 percentage of students at WRHS classified as free/reduced was 52 percent while 57 percent at NHS; the percentage of Black students (the largest minority population) was 43 percent at WRHS and 47 percent at NHS; the percentage of Students with Disabilities was 12 percent at WRHS and 14 percent at NHS. Currently, the 2013 total number of students at NHS who receive free/reduced lunch is 1038 (61 percent) and 962 (60 percent) students at Warner Robins High School receive free/reduced lunch.

Special Education Data

Northside High School's Special Education department is comprised of 212 students. The composition of the department by exceptionality is divided fairly equally. Thirty-five percent of these special education students are specifically learning disabled, 11.5 percent mildly intellectually disabled, 17 percent emotionally behaviorally disordered, and 21 percent other health impaired. To meet the special education students' needs, our teachers hold certificates with specialties in SLD, MIID, and EBD, as well as interrelated. Additionally our staff has additional certification in English Secondary, Math Secondary, Social Studies Secondary, Science Secondary, Guidance Counseling, and Education Leadership. Their college majors include English, Psychology, Education, Business, and History. Our program includes the self-

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contained classes for the county in the areas of specifically learning disabled and the mildly intellectually disabled. In addition, we house a satellite class for the GNETS program for student with Severe Emotional Behavior Disorders, also this class also has a many Autistic students.

Northside High School's Special Education population is made up of 150 males and 62 females, who work diligently to provide the best and most appropriate education for our students with special needs.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Northside High School began the task of delineating its beliefs and mission by a process which involved not only all the faculty in the school but also members of the community and student body.

A committee was developed to look at former mission statements and to formulate a new one, along with belief statements, to be consistent with the goals, attitudes, and beliefs of all those involved in the education process at Northside High School. We sought the opinions of our teachers, our students, our parents and other members of our community, including members of the support staff and administration. We reviewed the mission statement and goals of the Houston County Board of Education, taking care to support these goals at Northside High School.

We looked closely at the climate of our school and the demographics surrounding us. Taking into account research on future trends, higher education facilities, and the expectations of employers in our area, we formulated mission statement and belief statements which we believe are consistent with our goals and objectives.

Initial drafts of the mission and beliefs statements were emailed to all staff members, and they were given the opportunity to offer input as to changes and modifications. Feedback and comments from each constituency were sought to ensure consensus by the school community. Everyone at Northside had input into the final mission and belief statements.

To widely disseminate our mission statement we have placed it on the home page of our web site, and we have posted it in the office and every classroom. It has been included on communication to parents and is part of both the student and teacher handbooks.

Our Mission is "To produce high school graduates who are college/workforce ready." Our Vision is "To make every person in our school successful."

At Northside High School, we believe a quality school possesses a dedication to helping students become life-long learners and contributing members of society. We believe our students must have the ability to learn and grow in an ever-changing world. We believe our job as educators is to work together with our community to prepare our students to continue to learn regardless of their future plans or occupations. We believe that each student has innate worth, possessing unique physical, social, emotional, and intellectual needs which must be met.

Our 2012-2013 School Improvement Plan (SIP) outlined our goals in the areas of Student Achievement, Student and Stakeholder Engagement, and Learning and Growth. Many of the goals of this plan are continued in our 2013-2014 School Improvement Plan. For each goal performance objectives, initiatives, actions, performance measures, funding and persons responsible are denoted.

Our Student Achievement initiative entails ensuring the mastery of the standards by providing high quality instruction that is aligned with the Common Core Georgia Performance Standards; using the instructional framework to ensure classroom instruction is aligned with Common Core Georgia Performance standards; developing and implementing common formative and summative assessments to assist teachers in adjusting instruction; developing high and clear expectations for all students by implementing standards-based classroom processes; using the language of the standard to ensure that all assessments are aligned to Common Core Georgia Performance Standards; and identifying Standards on assessments in Infinite Campus.

In an effort to guarantee student success our teachers utilize response to interventions based on identified student needs. Training is provided to teachers about Response to Intervention (RTI) and information regarding RTI levels of students in their classes is provided. Teachers are also provided support for Tier 2 and 3 students with behavioral and academic issues. Moreover, after-school tutoring for 9th graders is provided.

Interventions through study skills credit recovery courses, by an Intervention Teacher, is provided for data identified Students with Disabilities (SWD) and academically at-risk students. Also, math and reading supports based on formative data is provided. Organizational

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skills strategies and study skills strategies to students requiring support is supplied. Moreover, NovaNet software courses are offered to identified students to gain needed course credit for graduation. Use of an Academic Lab for identified students who are under-credited (identified by the At-Risk Coordinator) is offered and use of a SWD Academic Lab to provide support for Students with Disabilities has been established. Reading support classes for targeted "at-risk" students are also provided.

In an effort to close the achievement gap between subpopulations, after-school tutorials through the Flexible Learning Program are offered at Northside High. Based on the Spring 2011 state assessment data, NHS was designated as a Focus School due to within-school gaps in graduation rate. The Flexible Learning Program is a 26 week after-school tutorial program providing supplemental instruction for identified students in a small group setting. Student selection is based on Title I, Part A rank order determination. Parents are notified twice a year at the beginning of each semester. Methods of notification include: letters, brochures, school and district websites, parent meetings, and BOE TV.

Hence, formalized processes of intervention for identified subpopulations are utilized. A universal screener is conducted three times annually to identify areas to strengthen in Tier One and to identify Tier Two, Three, and Four students needing interventions. All 9th grade students are tested. The Classworks Universal Screening and Progress Monitoring is utilized at NHS.

Complete progress monitoring on students receiving interventions is conducted. Students participate in remediation and interventions based on specific achievement data; Small group interventions and instructions with group sizes of no more than 5 students are delivered by certified teachers. Moreover, on-going formative common assessments are conducted.

NHS teachers also provide the data needed to identify at-risk students and provide successful interventions. Completion of an Individual Growth Plan is conducted, setting goals/objectives for identified students. Moreover, parents/guardians of students receiving supplemental tutoring services are contacted to ensure continued involvement in programs and to ensure on-going school-to-home communication.

At Northside High School teachers are trained to identify and work with different types of students and work together collaboratively. Teachers and administrators have attended the National Youth at Risk Conference. Also, reading and math professional development for targeted students has been provided for teachers. Additionally, teachers are provided professional learning opportunities for working collaboratively in co-taught classrooms; for example, the lesson on the utilization of IPADS for differentiating instruction for Students with Disabilities in the co-taught setting. Also, regular observations of co-taught classrooms are conducted by academic leaders.

In an effort to close the achievement gap between subpopulations, Northside High School is committed to providing formalized processes of intervention for identified subgroups. Students are continuously encouraged to participate in school activities. Ongoing collection of assessment data is conducted to monitor student progress, and the use of our SWD (Student with Disabilities) Academic Lab provides teachers support for making accommodations. Teachers and staff meet with our SWD "Focus" students on a regular basis to monitor grades, attendance and behavior. Additionally, SWD students are afforded time with their case manager to review and monitor grades, attendance and behavior.

Furthermore, our 2013-2014 Strategic Improvement Plan addresses implementing the use of "Thinking Maps" across all content areas to provide a common language of learning; the uses of High Impact/Best Practices to enhance classroom instruction, an increased use of non-fiction texts and periodicals, and an increased use of technology in classrooms by providing supplemental technology resources for teachers.

Student and Stakeholder Engagement is imperative for the progress and success of students at Northside High School. Processes have been implemented to promote positive student engagement. Student incentive programs such as Top Flight Academic Opportunity Time and an on-going collaboration between the SWD case manager for the purpose of creating the Individualized Graduation Plan and setting goals/objectives to stay on track to graduate are utilized. Processes to promote positive parent engagement and increased opportunities for parents to support their student's academic growth have been established. The Evening Advisement Program is an excellent example. Moreover, parents are provided informational/educational opportunities throughout the year. Northside's Family Involvement Committee continues to implement processes to promote positive stakeholder engagement and improve communication with all stakeholders and continues to identify target areas the school will focus on during the school year.

To keep students and stakeholders continuously informed Northside High School maintains an accurate and up to date school website. Furthermore, the School Improvement Plan and Title I School-wide Program Plan are posted on school website.

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Organizational effectiveness is determined by the ongoing facilitation and monitoring of organizational processes at NHS. A safe and productive learning environment is provided. Active supervision throughout the day is maintained for order and effectiveness. Administrators respond to referrals within 24 hours. School personnel maintain efficient financial processes. The Principal and bookkeeper ensure efficient fiscal management processes are utilized. Budgets are aligned with school improvement plans. Moreover, stakeholders are involved in the budgeting process.

New to Northside High, the 2013-2014 School Improvement plan address the implementation of our EAGLE Ambassador program to encourage good citizenship. Moreover, to increase the ability of all parents to support their student's academic growth parents our Evening Advisement program and parent informational and educational opportunities are regularly evaluated. Furthermore, Northside is dedicated to increasing the number of members in the Family Involvement Committee.

We have several goals for the current school year to communicate with stakeholders at the system and school level. We are committed to maintaining an accurate and up to date website and Facebook page, and to ensure accuracy of information, School Improvement Plans will be continually reviewed and revised by our Better Seeking Team members and regular updates to the faculty will be provided during planning period meetings.

To support our learning and growth goals, teachers at Northside High School are provided valuable professional learning experiences. Job-embedded professional learning focused on producing high achieving students is provided. Teachers continually receive instruction in Best Practices, Strengthening Tier One, and Response to Intervention strategies. Collaborative planning days for EOCT course teams and Department and Course Team meetings focused on data collection and the RTI process are conducted. Improved use of RTI strategies in tier one/classroom instruction are discussed in teacher meeting and continued data collection for students needing tier two interventions is collected. Teachers create common assessments aligned with standards. Moreover, NHS provides opportunities for professional development through content based conferences.

Northside High School is committed to ensuring the mastery of the standards. Our current school improvement plan targets the development of high and clear expectations for all students by implementing standards-based classroom processes. Teachers are provided time during the school day to participate in course team collaborative planning. Collaborative planning days are provided as needed. Teachers are required to use the Apperson scanner to analyze and compare data for all common assessments. Additionally, course team meeting minutes must be submitted to content administrator for evaluation. Northside High School is dedicated to implementing a balanced assessment approach that includes diagnostic, formative, and summative assessments designed guide instruction and maximize student performance.

To also ensure the mastery of the standards, technology is readily being integrated into curriculum, instruction, and assessment to improve student achievement. Northside High School has implemented a BOYD (Bring Your Own Device) policy for students. To support teachers with the BOYD initiative, teachers are provided with supplemental technology resources for their classrooms and training and are asked to document use of technology in their course team minutes.

Moreover, teacher professional learning communities will focus directly on producing high-achieving students. Job-embedded professional learning on Thinking Map techniques, Best Practices, technology support, and opportunities to participate in after-school professional learning will be provided during faculty meetings and on school site.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

National Measures

The national student performance data collected includes the SAT and ACT, as well as summary data of student performance on the Advanced Placement (AP) exams over a three year period. The number of students taking the ACT verses the SAT varies only slightly in favor of the SAT. For the past 3 years, the composite average score for the SAT has been 1488, each year higher than the State and County averages. In 2009, Northside High School earned the Governor's Cup for highest SAT scores in the State. However, the average composite average score of the ACT is 18.6, lower than both the State and County averages.

Currently, we offer thirteen Advanced Placement courses and our 2013-2014 enrollment is 336 students: 153 Gifted and 183 Non Gifted. 184 students are White, 99 are Black, 20 Asian and 24 classified as Mexican or Hispanic. The percentage of students scoring a 3 or better varies by subject from year to year. No pattern or trend has been determined. However, the percentage of those scoring 3 or better has increased over the last 3 years, 45.7 percent in 2009, 48 percent, in 2010, and 53.7 percent in 2011. The achievement gap between ethnicities who take AP courses is an issue Northside High School recognizes and is working to address. For example, in 2011 of the 94 students who tested, 72 were White, and only 8 Asian and 5 Black.

State Measures

The State assessments administered to Northside High School students are End of Course Tests (EOCT) and Georgia High School Graduation Tests (GHSGT). The percentage of our students meeting the state standard on GHSGT for the last three years has been equal to or better than the state average with one exception, social studies in 2010. The percentage of our students meeting the state standard on EOCT for the last three years has been equal to or better than the state average with few exceptions in 2011 and 2009. However, in 2010 all score percentages were lower than State percentages. The percentage of our students meeting the state standard on the Georgia High School Writing test for the last three years has been equal to or better than the state average.

In reference to students taking the Georgia Alternate Assessment, the number of students tested has increased over the last few years. In 2010, only 1.39 percent of our population took an alternate assessment. However, in 2011, 3.91 percent of the student of our population participated in alternate assessments. In 2012, only 0.73 percent of our students participated and only 0.62 percent in 2013. Hence, our percentages are declining.

In addition to national and state measures, the available profile data consists of graduation rate, dropout rate, retention by grade level, attendance and Hope Eligibility upon graduation. Currently, our graduation rate is higher than the state average. The graduation rate for most sub-populations is higher than the state average except for Black students; however, in 2009 the graduation percentage for Black students was higher than the state percentage, and the White student graduation rate percentage was lower than the state's. Both males and females exceeded the state averages of 67.8 percent and 70 percent respectively. Our students with disabilities have a graduation rate of 23.2 percent which is below the state average. Economically disadvantaged students also have a graduation rate below the state average.

Our dropout rate since 2009 has decreased from 4 percent to 1.1 percent. Moreover, the dropout rate for minority students does not vary significantly from majority students. In reference to attendance, over 50 percent of our students have not missed more than five days of school for the last three years; no more than 35 percent have missed 6 - 15 days of school; and less than 10 percent have missed 15 or more days.

In 2011, Northside High School's completers comprised of 40 percent College Preparatory Diplomas, 34 percent with Career Technical Diplomas, 14 percent with both College Prep and Career Technical diplomas, 2.5 percent Special Education Diplomas, and 9 percent of the completers received certificates of attendance. 328 graduates were HOPE eligible in 2011.

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Because of our increased Special Needs population, graduation rate, and comparative EOCT performance, over the next three years Northside High School plans to implement and cultivate programs to increase student achievement, student/stakeholder engagement, and learning and growth as evidence in our current School Improvement and Title I plans.

In an effort to close the achievement gap between our subpopulations, increase our graduation rate and improve EOCT scores standards-based practices are utilized, interventions through study skills credit recovery courses is provided for data identified Students with Disabilities (SWD) and at-risk students, after-school tutorials through the Flexible Learning Program are offered, formalized processes of intervention for identified subpopulations are and will continue to be utilized, and complete progress monitoring on students receiving interventions will be conducted.

Additionally, Northside High School teachers are trained to identify and work with sub-populations and work together collaboratively. NHS teachers provide the data needed to identify at-risk students and provide successful interventions. Consequently, completion of Individual Growth Plans are conducted, and goals/objectives will be set for identified students. Moreover, parents/guardians of students receiving supplemental tutoring services are contacted to ensure continued involvement in programs and to ensure on-going school-to-home communication.

Hence, teachers continually receive instruction in Best Practices, Strengthening Tier One, and Response to Intervention strategies. Distinguishing School Characteristics

Our efforts have earned us the title of "Best of the Best" in 2012 and 2013. Moreover, the U.S. News & World Report lists Northside High School as one of the best high schools in the country in 2013. The magazine named our school as a silver medal winner. We are ranked number 1,850 nationally and 38th in Georgia. Schools were awarded gold, silver or bronze medals based on state proficiency standards, such as the Georgia High School Graduation Test and how well the schools prepare students for college.

A distinguishing factor that sets Northside High School apart from other schools is the high level of student involvement in a wide array of quality extracurricular activities. In fact, the number of participants in these groups totaled over 42 percent of the population during the 2012-2013 school year. These activities contribute to the development of well-rounded citizens and assist students in gaining social skills, the ability to work collaboratively as team members, and a sense of belonging to a group.

Our highest level of participation in extracurricular activities is in fine arts, followed by athletics, career organizations, academic groups, and service organizations. Overall, the participation rate is higher among females than among males. The only type of activity with a higher participation by males than by females is athletics. The total participation rate in activities by ethnicity aligns closely with the ethnic composition of the student body. However, inequity does exist among grade levels--the highest rate of participation is in the senior class.

Northside High School's Drama Department has a long-standing tradition of excellence which started 50 years ago. Its dazzling one-act plays and literary participants continue to win Region championships and to place or win in State competition every year. In 2012, Northside has won its 17th state first place championship in state one-act literary and its 26th region championship; NHS holds the state record in all classifications. The Thespian Troupe sponsors several other annual events including the Spring Musical, the Miss Northside Pageant and Dinner Theatre. Furthermore, our instrumental and choral groups routinely earn superior ratings in festivals and competitions.

The Northside Eagles football team also has a successful tradition having made it to the state playoffs every year for the past twelve years. In fact, the Eagles are the only football team in the state to have won ten games or more each season for 15 years in a row. They have been 146-15 from 1998 to present. From 1988 to 2005, the school had five teams go 10-0 in the regular season. In 2006 and 2007, our football team won state championships. Our coaches work not only to develop students' athletic skills, but also their academic skills and their character.

Northside High School's sports program, like its other extracurricular opportunities, is both multifaceted in its offerings and diverse in its participants. Our football, track, cross country, tennis, golf, basketball, tennis, baseball, softball, soccer, wrestling, cheerleading, and swim teams offer students of all ethnicities and both genders the chance to excel in physical activity while learning important cooperative skills. Several of our sports have the participation of both sexes.

Teambuilding opportunities abound for Northside students of all cultural backgrounds, and support for each of those teams is a school-wide effort. As an example of this fact, the Macon Telegraph named Northside High School as having The Best School Spirit.

In addition, our students have won numerous awards at the region, state, and national levels in Beta Club, ROTC, Distributive Education,

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and Future Business Leaders of America. During the 2012-2013 school year our DECA club received 4 National Awards of Excellence; FBLA won 3rd, 9th, and 10th places in State competitions. Our Work-based Learning program received the YAP Innovative Career Activity for 2013 at the GACTE Conference. FCCLA won 3 Bronze and 3 Silver State Medals, along with 1 National Silver Medal. Our Early Childhood Education program achieved Industry Certification, and our Agricultural Education program won the Georgia Vocational Agriculture Teacher Association Most Outstanding Program designation. Many of our extracurricular organizations promote participation in community service projects that contribute to students' feelings of self-worth and to their desire to continue service to others after graduation.

Moreover, our school leadership and staff at all levels is committed to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. For instance, the collaboration between the Robins Air Force Museum of Aviation and Northside High School's Humanities students was touted as "admirable, effective and positive." Three Northside High School seniors curated an exhibit at the Museum on the 413th Flight Test Group at Robins Air Force Base. These students spent over 40 hours working on the exhibit. They used photos, video, text, and three dimensional objects to explain the mission of the 413th Flight Test Group.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Northside High School strives to meet the needs of a diverse student body through its offerings and programs. In return, we expect our students to have goals consistent with program expectations. In a survey administered in 2012 to the majority of the school population and stakeholders, factors such as program of study were linked with - purpose and direction, teaching and assessing for learning, resources and support systems and using results for continuous improvement - to gain an understanding of the comprehensive picture of the school.

Northside High School received high survey ratings from students, staff and parents in reference to the questions about school support of student learning. 76 percent of the parents reported that our school has established goals and a plan for improving student learning. 86 percent of them stated that their child knows the expectations for learning in all classes. 97 percent of our staff members believe that our school maintains facilities that support student learning, and 96 percent of our staff believe that our school has a continuous improvement process based on data, goals, actions, and measures for growth. Similarly, 72 percent of our students believe that a high quality of education is offered to them. However, contradicting views did emerge.

Whereas only 45 percent of parents stated that all teachers keep them informed regularly about their child's grades and only 50 percent said that teachers help them understand their child's progress, 64 percent of students state that teachers provide them with information about learning and grades.

Students, staff and parents shared similar views in reference to the school's effectiveness in sharing information with stakeholders. Only 44 percent of the students surveyed believe that all teachers keep their family informed of their academic progress. 62 percent of the parents stated that their child's administrators and teachers monitor and inform them of their child's progress, only 74 percent of our staff believe that all stakeholders are informed of policies, processes, and procedures related to grading and reporting.

The data that emerged from this survey was utilized to determine areas of strengths and weakness of the processes at Northside High School. Consequently, this information has been incorporated into our school improvement plan.

The following survey data represent individuals who agree or strongly agree:

Student Survey Low Scores (Scores closest to 50 percent or less of the participants)...

In my school, all students are treated with respect only 33 percent of the students agreed or strongly agree.

In my school, rules are applied equally to all students on 48 percent

In my school, students treat adults with respect 22 percent

My school makes sure there is at least one adult who knows me well and shows interest in my education and future 49.8 percent

All of my teachers change their teaching to meet my learning needs 38 percent

All teachers keep my family informed of my academic progress 44 percent

In my school, students respect the property of others 22 percent

In my school, students help each other even if they are not friends 35 percent

My school shares information about school success with my family and community members 50.5 percent

My school considers students' opinions when planning ways to improve the school 44 percent

Staff Survey Low Scores (Scores closest to 50 percent or less of the participants)...

All teachers in our school provide students with specific and timely feedback about their learning 67 percent

In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting 74 percent

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Our school ensures all staff members are trained in the evaluation, interpretation, and use of data 73 percent

Parent Survey low scores (Scores closest to 50 percent or less of the participants)...

Our school's purpose statement is formally reviewed and revised with involvement from parents 54 percent

Our school's governing body does not interfere with the operation or leadership of our school 53 percent

All of my child's teachers use a variety of teaching strategies and learning activities 60 percent

All of my child's teachers meet his/her learning needs by individualizing instruction 47 percent

All of my child's teachers work as a team to help my child learn 48 percent

All of my child's teachers help me to understand my child's progress 50 percent

All of my child's teachers keep me informed regularly of how my child is being graded 45 percent

All of my child's teachers report on my child's progress in easy to understand language 60 percent

My child sees a relationship between what is being taught and his/her everyday life 55 percent

Our school provides excellent support services (e.g., counseling, and/or career planning) 57 percent

Our school ensures the effective use of financial resources 57 percent

My child has administrators and teachers that monitor and inform me of his/her learning progress 62 percent

Student Survey High Scores (Scores representing more than 50 percent of the participants)...

In my school, programs and services are available to help me succeed 75 percent

In my school, the purpose and expectations are clearly explained to me and my family 70 percent

In my school, a high quality education is offered 72 percent

In my school, the principal and teachers have high expectations of me 71 percent

My school gives me multiple assessments to check my understanding of what was taught 69 percent

My school provides me with challenging curriculum and learning experiences 68 percent

All of my teachers explain their expectations for learning and behavior so I can be successful 64 percent

All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught 69 percent

All of my teachers provide me with information about my learning and grades 64 percent

In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center 64 percent

In my school, I can participate in activities that interest me 73 percent

In my school, I have access to counseling, career planning, and other programs to help me in school 68percent

My school prepares me for success in the next school year 67 percent

Parent Survey High Scores (Scores representing more than 50 percent of the participants)...

Our school's purpose statement is clearly focused on student success 85 percent

Our school has established goals and a plan for improving student learning 76 percent

My child knows the expectations for learning in all classes 84 percent

Our school provides qualified staff members to support student learning 81 percent

Our school provides opportunities for students to participate in activities that interest them 92 percent

Staff Survey High Scores (Scores representing more than 50 percent of the participants)...

Our school's purpose statement is clearly focused on student success 96 percent

Our school has a continuous improvement process based on data, goals, actions, and measures for growth 96 percent

Our school's leaders support an innovative and collaborative culture 95 percent

Our school's leaders provide opportunities for stakeholders to be involved in the school 93 percent

Our school provides qualified staff members to support student learning 97 percent

Our school provides a variety of information resources to support student learning 97 percent

Executive Summary

Northside High School

Our school provides opportunities for students to participate in activities that interest them 99 percent

Our school maintains facilities that support student learning 97 percent