



# **Executive Summary**

Hancock Central High School  
Hancock County Schools

Mr. Charles Jones, Principal  
11311 Highway 15 North  
Sparta, GA 31087

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## REPORT INTRODUCTION AND PURPOSE

### Your ASSIST-Generated Executive Institutional Summary

The Adaptive System of School Improvement Support Tools (ASSIST) is a new, state-of-the art alternative that allows schools to streamline and enhance their efforts to boost student achievement. Using ASSIST, a school can gain a better understanding of its past successes and opportunities and confidently build a solid, research-based plan for the future.

Every school has its own story to tell. The context in which teaching and student 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 school leadership considers how to organize, maintain order, and stay faithful to the school's vision. A description of the level of stakeholder engagement, trends and issues affecting the school, and the kinds of programs and services that the school implements to support student learning also contributes to the overall narrative.

The purpose of the Executive Institutional Summary (EIS) is to give schools an opportunity to tell their story, to describe their context both strengths and challenges so that the public and members of the school community have a more complete picture of how the school perceives itself and what it is deliberating as it engages in the process of self-reflection for continuous improvement.

This report is structured into 4 sections that give context about what the school faces on a day-to-day basis in providing teaching and learning in its community:

#### Section 1: Introduction

- Describes the community in which the school is located. Identifies the unique features and special challenges of this school community. Provides brief demographic information with regards to both students and staff and the community at large.

#### Section 2: Student Performance

- Gives a brief description of the school's vision about students and their performance.
- Provides a brief summary of student performance in this school. Identifies the school's goals and how the school will know they have achieved them. Describes the variety of the school's student performance assessments. Identifies how the staff engages in meaningful analysis of student work in order to modify instruction.
- Describes the school's student support programs and services. Identifies the ways in which the school ensures community/parent involvement in the life of the school.

#### Section 3: Challenges and Opportunities

- Identifies the major challenges the school has faced in the last 3 years and how it has addressed those challenges.

#### Section 4: Conclusion

- Identifies what the school is most proud of and why.
- Relates other information the school would like to share with the public and the school community.

**DEMOGRAPHICS**

**Institution**

<b>District</b>	Hancock County Schools
<b>Country</b>	US
<b>State/Province</b>	GA
<b>City</b>	Sparta
<b>Governance</b>	Public, non-charter
<b>Setting</b>	Rural
<b>Type</b>	High School
<b>Grade(s)</b>	09, 10, 11, 12
<b>Religious Denomination</b>	Not Applicable
<b>Gender</b>	Coed
<b>Enrollment</b>	443

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## EXECUTIVE INSTITUTIONAL SUMMARY

### Section 1: Introduction

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**Describe the community in which your school is located. What are the unique features and special challenges of your school community?**

**Briefly provide demographic information with regards to both students and staff and the community at large.**

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**Narrative:**

Linton S. Ingraham founded the Sparta Agricultural and Industrial Institute in 1910. The institute started as a two-room structure and later became a 231-acre facility. In 1959, Hancock Training School was constructed on Dyer Drive. Its name was changed in 1963 to Hancock Central High School. The current facility which is located on Highway 15 North, opened December 9, 1993. Although the facility houses a middle and a high school that share the cafeteria, gymnasium and media center, they function as separate entities.

There are 43 members of the Hancock Central High School administration, faculty and staff. There are 19 women and 24 men. African Americans comprise 88% of the staff population; Caucasians make up 7% of the staff population and Hispanics and Asians represent 5% of the staff population.

There are 387 students who attend Hancock Central High School. African American students comprise 98.9% of the population whereas Caucasian students make up 1.1% of the student body. There are 188 males and 199 females. In the ninth grade there are 92 students that consist of 46 males and 46 females. In the tenth grade there are 129 students that consist of 65 males and 64 females. In the eleventh grade there are 83 students that consist of 41 males and 42 females. In the twelfth grade there are 83 students that consist of 36 males and 47 females. Special needs student's make up approximately 11% of the entire student population.

Hancock Central High School serves several small rural communities in Hancock County. According to the 2010 Census Data, Hancock County has an estimated population of 9,219 residents which represents an 8.5% decrease from the year 2000. The demographic composition of the county is: 75.6 % African American, 23.7 % Caucasian, 0.2% American Indian, 0.1% Asian Americans, 0.8% Hispanic/Latino, and 0.4% Other. There are 4,792 housing units with a median income of \$28,039 and 31.4% of the households are below the poverty level. Of the residents over the age of 25, 62.2% have high school diplomas and 9.8% have bachelor degrees.

Hancock County Schools, Hancock County Local Government, Hancock State Prison, and Saint Gobain are the four primary employers within the county. According to data obtained from the Georgia Department of Labor, the unemployment rate for Hancock County is 20.6% as of October 2010. A large number of residents are employed outside the county and travel an average of 36.2 miles to work.

## Section 2: Student Performance

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**Give a brief description of your school's vision about students and their performance. Provide a brief summary of student performance in your school. What are your goals and how will you know you have achieved them?**

**Describe the variety of your school's student performance assessments. How does your staff engage in meaningful analysis of student work in order to modify instruction?**

**Describe the school's student support programs and services. In what ways does your school ensure community/parent involvement in the life of the school?**

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### **Narrative:**

Hancock Central High School's future growth will be enhanced by consistent review of student achievement data, increasing student communication opportunities in a variety of subjects, increasing use of performance assessments school-wide, increasing opportunities for teacher collaboration that focus on student work, maintaining teacher quality, and focusing on student learning.

We investigated the current achievement data to address subjects, skills, and concepts that need improvement. Students in the eleventh grade are assessed using the Georgia High School Graduation Tests. On the Fall 2009 administration of the Georgia High School Writing Test, 92% of all first time test takers achieved a passing score.

The Spring 2010 administration of the Georgia High School Graduation Test data showed that 84% of all first time test takers achieved a passing score in English/Language Arts. Students were weak in the reading comprehension and literary analysis domains. In the area of Mathematics, 87% of all first time test takers achieved a passing score. The weakest domain was Measurement and Geometry. In the area of Social Studies, 74% of all first time test takers achieved a passing score. The weakest domains were World Geography and United States History to 1865. In the area of Science, 91% of all the first time test takers achieved a passing score. The weakest domains were Forces, Waves, and Electricity.

Hancock Central High School has achieved adequate yearly progress (AYP) for the last three years making our school a Title I Distinguished School. During the 2009-2010 school year, Hancock Central High School received the Governor's Office of Student Achievement Gold Award.

In the 2009-2010 school year, students in all grades were administered one or more of the eight End of Course Tests (EOCT) in the subject areas of Ninth Grade Literature and Composition, American Literature and Composition, Math I, Math II, Economics/Business/Free Enterprise, United States History, Physical Science, and Biology. Students scored the highest on Ninth Grade Literature and Composition, American Literature and Composition and Economics.

On the Ninth Grade Literature/Composition EOCT, 68% of students met or exceeded the standard. On the American Literature/Composition EOCT, 69% of students met or exceeded the standard. On the Math I EOCT, 24 % of students met or exceeded the standard. On the Math II EOCT, 10% of students met or exceeded the standard. On Economics EOCT, 70% of students met or exceeded the standard. On the Physical Science EOCT, 54% of students met or exceeded the standard. On the Biology EOCT, 44% of students met or exceeded the standard.

We have based our information on all students in the school and have identified students and groups of students who are not yet meeting the State's academic content standards and performance standards. All subgroups either met AYP or, in the case of students with disabilities, the numbers were not large enough to report as a subgroup. However, we are closely monitoring the progress of students with disabilities and using strategies such as inclusion to promote achievement of these students. The data also revealed that we have made progress in achieving AYP, but that there is a strong need to continue to improve student achievement in the areas of reading, English Language Arts, Mathematics, Social Studies, and Science in grades 9-12.

- The major strengths that we found in our program was in the areas of English/Language Arts and Writing at the high school level. However, there have been substantial gains in the areas of GHSGT Science and Economics EOCT.
- The major needs that we found in our program were in the areas of mathematics and social studies.
- The needs that we will address in our program are reading comprehension, critical thinking skills, mathematics, social studies, and achievement of students with disabilities in all areas.

- We have found several root causes underlying the specific academic needs that include a high administrator turnover rate, a need for improvement in instructional strategies and practices, increased parental involvement, and increased student morale.

Informal assessments as well as sample End of the Course Test and High School Graduation test materials will be used to help determine proficiency in reading comprehension, fluency, social studies skills, science concepts, math computation, problem solving, estimating, data analysis, geometry and measurement, and algebraic relations and patterns.

Research shows that parents have a strong influence on student achievement. Hancock Central will focus on increasing parental involvement by implementing a policy that is designed to increase two-way communication with parents. Parents are invited into the school on a regular basis to meet with teachers and assess their child's progress, gain information about programs offered at the school, become involved in career planning, and learn how to provide assistance in meeting state assessment goals. Administrators and teachers send home newsletters, flyers, and memorandums that keep parents informed about curriculum issues and student progress. Parents and teachers also use technology to effectively communicate. Parent Portal for Infinite Campus is an online tool with features that allow parents to monitor student progress via the computer. Infinite Campus, the teacher side of Parent Portal, provides teachers the mechanism to report student grades, discipline, homework, and communications with parents on a daily basis.

We have developed a Parental Involvement Policy that meets the requirements of the No Child Left Behind Act. We have included strategies to increase parental involvement such as:

- Open House
- Parent Night Out (by grade levels)
- School Newsletters
- Title I Parent Involvement Meetings

Our school provides individual student academic assessment results, including an interpretation of those results. The following measures are used to assist and inform parents of their child's progress:

- The School District Website
- The Hancock Central Multi-media Center
- Telephone Calls
- Parent/Teacher Conferences
- Response to Intervention (RTI) sessions
- Newsletters
- Parent meetings – Parent/Community Involvement Coordinator
- PTSO Meetings
- Curriculum Grade Level Nights
- Reports- report cards, progress reports
- Marquee

Parent conference dates are posted in the school calendar on the county school system website and the student handbook. All forms of assessments will be shared with the parents during the conference. Parents not attending conferences will receive information by phone or reports sent home. Individual summaries of the Georgia High School Writing and Graduation Tests will be sent home via students. Report cards (including semester exams results and EOCT results) will be sent home via students. Student-teacher conference documentation will be explained to the parents about all academic goals.

We have provided activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards will be provided with effective, timely additional assistance. These activities include a number of programs such as:

- The Title I program is staffed with certified teachers to work with students every Monday thru Thursday evening after school and during the summer.
- The 21st Century enrichment program is available for students Monday- Thursday, after school and during the summer. This enrichment program is staffed with certified teachers.
- The academic lab is used to provide additional instruction and practice using the GHSGT software, Math I, II, and III software, and SAT online test preparation.
- Educational Talent Search is a program coordinated with the University of Georgia, which provides tutorial services while exposing

students to real life learning activities.

Our primary goal is to continue to achieve adequate yearly progress.

We also plan to increase GHSGT and EOCT assessment results and provide an opportunity for all students to maximize their full potential. To achieve these goals, we will continue to analyze assessment data and use research-based and innovative strategies of our own. We will know that we have achieved our goals when we continue be a Title I distinguished school and make sufficient gains on statewide standardized assessments.

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### Section 3: Challenges and Opportunities

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**What are the major challenges your school has faced in the last 3 years and how have you addressed those challenges?**

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**Narrative:**

In the last three years, one of the challenges our school has faced has been the instability of school-level administration. We have had two principals, two interim principals, two assistant principals and two interim assistant principals. This year, however, we have a principal and an assistant principal working in conjunction with our leadership team to establish a stable work and learning environment.

Another challenge we faced was to increase the percentage of students with disabilities (SWD) graduating with a regular education diploma. Prior to 2009, only 25% of SWD graduated from Hancock Central High School with a regular education diploma. Last year, we had 78% of SWD to graduate with a regular education diploma. We overcame this challenge by developing co-teaching teams who worked collaboratively to implement accommodations to ensure the success of these students.

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## Section 4: Conclusion

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**What is your school most proud of and why?**

**Is there any other information you would like to share with the public and the school community?**

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**Narrative:**

Hancock Central High School has achieved adequate yearly progress (AYP) for the last three years making our school a Title I Distinguished School. During the 2009-2010 school year, Hancock Central High School received the Governor's Office of Student Achievement Gold Award. We have an 87.5% graduation rate that is the highest in the Oconee RESA area.

The major strengths that we found in our academic program are in the areas of English/Language Arts and Writing. However, there have been substantial gains in the areas of GHSGT Science and Economics EOCT.

Our ability to retain highly qualified faculty and staff is also an asset. According to the most recent HI-Q report, 100% of Hancock Central High School faculty and staff are highly qualified. The majority of the Hancock Central High School faculty and staff have tenure of three or more years at our school.

Finally, the school culture and pride at Hancock Central High School has been improved. An athletic complex consisting of a football stadium, a field house, a track and field facility, and a tennis court was constructed. Our community has actively utilized the complex for the last three years. We are also proud of the 2008 Class A State Champion Hancock Central High School Boys Basketball team. This is the first championship in our school's history.