

School Profile: Rockdale County High School

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Rockdale County High School (RCHS) is located approximately 20 miles East of Atlanta in the second smallest county in Georgia. RCHS serves a diverse population of approximately 1275 students. It was built in 1962 and was until 1976 the only high school in the county. The increase of population over the last 25 years in Rockdale has resulted in the opening of 2 other high schools. The estimate population of the county in 1999 was 69,490, an increase of over 10,000 residents since 1990.

9-12 Enrollment, by Race/Ethnicity and Sex

Total	Black	White	Hispanic	Asian	American Indian	Multi-Racial	Male	Female
1,238	334	840	16	23	15	0	625	613
	27.8%	67.9%	1.3%	1.9%	1.2%	0.0%	50.5%	49.5%

- Over the past several years, the demographics of the student population have changed. The percentage of African-American students in the school has grown from 20% in 1994-1995 to over 29% in 2000-2001.
 - This is important to note since statistically poor and minority students are not achieving at the same levels as their advantaged white peers. It is important to couple this information with the achievement data below.
- In comparison to the other county high schools, Rockdale County High School has a much more diverse population. (Heritage – 13% Black, 84% White Salem – 16.8% Black, 74.4% White)
- The increasing stratification of the student population, 27.8% being African American and 67.9% being White has led to racial tensions in the past. This situation should be monitored closely; perhaps a Teaching Tolerance/Cultural Awareness Program is needed. **Note:** Address in a needs survey at the beginning of the school year.
- The small population of Hispanic, Asian and American Indian population may be overlooked since they represents such a small portion of the school population. Special attention should be given to the success & achievement data of these students, since on the surface this information may look average or above average.
 - For example, looking at the statistic that 4 Hispanic students have been retained in any given year might not be a cause for a second look. However, coupled with the fact that there are only 16 Hispanic students, this is cause for alarm, since 4 students constitutes 25% of the Hispanic population.

Enrollment in Selected Programs

Program	Program Enrollment	% of Student Population
Gifted	100	8.1%
Non-Vocational Labs	993	80.2%
Vocational Labs	759	61.3%
Alternative Programs	26	2.1%

- The breakdown of this data by Race/Ethnicity & Sex is essential in order to determine equity and/or possible bias in programming. i.e. Are white students over represented in Gifted Education services? Are minority or low SES students over represented in alternative programming?

Students Eligible to Receive Free % Reduced Lunch

	Number	Percent
School	371	30.0%
System	3,443	25.4%
State		42.9%

- Students' eligible to receive free & reduced lunch rate over a five-year period from 1996-2000 has increased from 16% to 30%.
- Although Rockdale County High School has a higher SES than the state, they have a lower SES when compared to the rest of the system.
- In comparison to the two other county high schools, RCHS community is **significantly** poorer. (Eligible for Free & Reduced Lunch -10.2% Heritage, 10.9% Salem)
- This is important to note since statistically poor and minority students are not achieving at the same levels as their advantaged white peers. This increase coupled with the increase of the minority student population and the increase of students receiving special education and remedial services in the 1999-2000 school year may be significant. (See below)

Enrollment in Compensatory Programs

Program	Program Enrollment	% of Student Population	County Percentages	Heritage High School	Salem High School
Special Education	137	11.1%	10.3%	6.0%	7.0%
ESOL	0	0.0%	1.6%	0.0%	1.1%
Remedial Education	68	5.5%	9.6%	2.8%	1.9%

- Once again, the breakdown of this data by Race/Ethnicity & Sex is essential in order to determine equity and/or possible bias in programming.
- Rockdale County High School (RCHS) has a higher percentage of students in special education services than the County as a whole.
- RCHS also has the highest percentage of students in special education across all three high schools in the county.
- Although RCHS is well below the county percentage for remedial education, it is significantly higher than the other two county High Schools.
- RCHS has the lowest SES of all the county high schools, the highest % of minority students and the highest representation of students in remedial and special education. Does this achievement gap does not exist because students aren't capable of high-level work? Or does it exist because of the schools' low academic expectations for them? Are these students being offered the same curriculum that enables other students at the other, my wealthy and high schools to perform at high levels?

Drop Out Rate

	Number	Rate
School	71	5.2%
System	171	3.8%
State		6.5%

- Although lower than the state average, RCHS has a higher drop out rate than the county and has the highest rate of all the county high schools (2.4% - Heritage, 4.0% - Salem).

Retained Students, by Race/Ethnicity & Sex

Total	Black	White	Hispanic	Asian	American Indian	Multi-Racial	Male	Female
Number	23	29	1	1	2	0	33	23
% to Total Number Retained	41.1%	51.8%	1.8%	1.8%	3.6%	0.0%	58.9%	41%
% to Total by Race/Ethnicity & Sex	6.9%	3.45%	6.25%	4.34%	13.3%	0.0%	5.28%	3.75%

- Looking at this data initially, it appears that more white students have been retained than minority students. However, it is important to look at this data in regards to the percent to the total population (Race/Ethnicity). In this light RCHS retained 6.9% of the African American population, 6.5% of the Hispanic population, 4.34% of the Asian population and 13.3% of American Indian population, in comparison to 3.45% of the White population.

Georgia High School Graduation Tests (GHSGT)

	1999-2000			1998-1999			1997-1998		
	School	System	State	School	System	State	School	System	State
English Language Arts	97%	98%	95%	98%	98%	96%	99%	98%	94%
Mathematics	93%	97%	92%	94%	95%	88%	96%	95%	88%
Social Studies	89%	92%	85%	89%	90%	80%	94%	90%	78%
Science	74%	83%	73%	77%	83%	72%	88%	89%	74%
All Components Listed Above	72%	80%	71%	77%	80%	68%	83%	84%	68%
Writing	91%	95%	91%	95%	97%	93%	97%	97%	92%

- RCHS has declined each year since the 1997-1998 school year in every subject area.
- In the 1998-1999 & 1999-2000 school years, RCHS scored lower than the system as a whole.
- Significant discrepancies exist between the school and the system in Science.
- With scores of 498 and 495 respectively, the average Science scores for African American males and African American females fell below proficiency.

Disaggregation of SAT Data by Gender & Ethnicity for 1999-2000

	Verbal	Math	Total
African-American Males	394	353	777
African-American Females	427	406	833
White Females	475	486	961
White Males	520	494	1014

- African American Males and Female scored considerably lower of the SAT then their White counterparts, with 61.4% of seniors taking the test.
- The different between the total scores of African-American Males and White Males is approximately 240 points.

1999 -2000 Failure Rates

	African-American Males	African American Females	White Females	White Males
Literature/Composition 9A	15.8%	16.1%	19.2%	28.9%
Literature/Composition 9B	30.3%	14.3%	2.2%	20.0%
Literature/Composition 10A	47.7%	20.0%	23.1%	26.7%
Literature/Composition 10B	38.9%	22.5%	21.3%	28.8%
Literature/Composition 11A	54.2%	37.0%	34.0%	33.9%
Literature/Composition 11B	21.7%	25.0%	2.9%	12.3%
Algebra 1A	46.7%	36.8%	7.4%	27.7%
Algebra 1B	50.0%	50.0%	20.6%	45.6%
Concepts in Problem Solving A	33.3%	0.0%	33.3%	30.8%
Concepts in Problem Solving B	31.2%	33.3%	3.2%	40.0%
Biology A	36.2%	20.5%	7.5%	22.4%
Biology B	26.3%	16.3%	9.8%	29.2%
Physical Science A	31.9%	14.6%	20.8%	12.4%
Physical Science B	13.5%	10.8%	5.2%	28.6%
Environmental Science	16.7%	0.0%	26.7%	15.8%
World History A	48.9%	29.5%	23.3%	30.0%
World History B	57.8%	25.9%	33.1%	40.9%
U.S. History A	14.8%	23.3%	25.8%	24.1%
U.S. History B	22.2%	25.9%	8.5%	16.1%

- Highlighted areas correspond to failure rates of above 30% in average level core courses.
- African American Males have failure rates at or above 30% in 12 core courses.
- White Males have failure rate at or above 30% in 6 core courses.
- Coursework that have A & B sections require that A be passed before B can be taken. This means that summer school or night school must be taken in order to move on to the next section, putting students at least a semester behind, if not more, depending on how many A/B courses they fail and how many tries it takes them to pass. This puts students behind in grade level classification (a Junior, with a Freshman standing).
- Most importantly, the A/B failures forces a student who might wish to seek a college prep diploma, to change to a vocational track in order to take a full load of classes, in place of the core classes which they can not take.
 - When reviewing this data, we may be tracking students, specifically African American Males, into vocational diplomas.
- A large achievement gap exists in this data. Upon review of this data RCHS has put together an action plan to improve students performance.

2000 Graduates by Credentials, Race/Ethnicity and Sex

	Total	Black	White	Hispanic	Asian	American Indian	Multi-Racial	Male	Female
Diplomas w/ Both College Prep. & Voc. Endorsement	80	18	61	0	1	0	0	39	41
% to Total Number Diplomas Given		22.5%	76.3%	0.0%	1.3%	0.0%	0.0%	48.8%	51.3%
% to Total Number of Diploma Given by Race/Ethnicity & Sex		33.3%	37.2%	0.0%	20%	0.0%	0.0%	37.1%	33.9%
Diplomas w/ College Prep. Endorsement	79	12	61	1	4	1	0	29	50
% to Total Number Given		15.2%	77.2%	1.3%	5.1%	1.3%	0.0%	36.7%	63.3%
% to Total Number Given by Race/Ethnicity & Sex		22.2%	37.2%	50%	80%	100%	0.0%	27.6%	41.3%
Diplomas w/ Vocational Endorsement	54	18	35	1	0	0	0	28	26
% to Total Number Given		33.3%	64.8%	1.9%	0.0%	0.0%	0.0%	51.9%	48.1%
% to Total Number Given by Race/Ethnicity & Sex		33.3%	21.3%	50%	0.0%	0.0%	0.0%	26.7%	21.5%
General High School Diplomas	0	0	0	0	0	0	0	0	0
Special Education Diplomas	13	6	7	0	0	0	0	9	4
% to Total Number Given		46.2%	53.8%	0.0%	0.0%	0.0%	0.0%	69.2%	30.8%
% to Total Number Given by Race/Ethnicity & Sex		11.1%	4.3%					8.6%	3.3%
Total All Diplomas	226	54	164	2	5	1	0	105	121
		23.9%	72.6%	.9%	2.2%	.4%	0.0%	46.5%	53.5%

- The General High School Diploma data is misleading. RCHS does not offer a General High School Diploma; therefore the column should not say 0, but N/A.
- 74.4% of the White students graduated with College Prep or College Prep & Vocational endorsements, in comparison to 55.5% of African American students and 50% of the Hispanic students.
- Special Education diplomas were given to 11.1% of the graduating African American students.
- The data would be insightful to know how many students initially matriculated freshman year in comparison to the number who graduated 4 years later; and on average how many students across Race/Ethnicity took over 4 years to complete their degree.

High School Completion Rate

	School	System	State
Completion Rate 1996 –2000	84.0%	87.3%	70.7%

- This data takes into account how many students initially matriculated freshman year in comparison to the number who graduated 4 years later
- On average how many students across Race/Ethnicity took over 4 years to complete their degree?
- How do transient students fit into this data?.