The “school effect”— the impact of what happens in the classroom— acknowledges the work of our faculty and staff in meeting our students where they are academically, and helping them to make progress, no matter where they start. Schools all strive to add value to a student’s education from year-to-year, causing students to make academic gains. One way to measure effectiveness in educating all students is to review a school’s score on Georgia’s College and Career Ready Performance Index (CCRPI), adjusting for the level of poverty at the school, to see the school effect on students’ academic growth.

This graphic representation plots CCRPI scores for high schools in the state (gray dots) against the percentage of the student population receiving free-and-reduced-lunch (FRL Percentage), a measure of poverty. The plotted points form a trend line representing the typical achievement level of a school in Georgia with its level of student poverty. The graph shows how Shiloh (represented by a large black diamond) and all GCPS high schools (maroon dots) fare when considering expected performance based on poverty measures. Dots above the line are higher-than-expected scores and dots below the line reflect lower-than-expected scores. Note: Georgia schools that serve breakfast and lunch to all students at no cost are not included in this comparison.
2017–18 Results: College-Admissions Tests

Students are encouraged to take one or both of the college-admissions tests that most colleges and universities require for admissions. The two tests—the SAT and the ACT—both assess college-readiness in language arts/reading and mathematics, with a science section on the ACT. Both the SAT and the ACT also have an optional essay component.

### 2017–18 ACT Averages

<table>
<thead>
<tr>
<th>School</th>
<th>English</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shiloh</td>
<td>18.2</td>
<td>18.8</td>
<td>19.3</td>
<td>19.0</td>
<td>19.0</td>
</tr>
<tr>
<td>GCPS</td>
<td>22.0</td>
<td>22.4</td>
<td>22.9</td>
<td>22.4</td>
<td>22.6</td>
</tr>
<tr>
<td>State</td>
<td>20.9</td>
<td>20.7</td>
<td>22.1</td>
<td>21.2</td>
<td>21.4</td>
</tr>
<tr>
<td>National</td>
<td>20.2</td>
<td>20.5</td>
<td>21.3</td>
<td>20.7</td>
<td>20.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Reading/Writing</th>
<th>Math</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shiloh</td>
<td>513</td>
<td>496</td>
<td>1009</td>
</tr>
<tr>
<td>GCPS</td>
<td>553</td>
<td>549</td>
<td>1102</td>
</tr>
<tr>
<td>State</td>
<td>542</td>
<td>522</td>
<td>1064</td>
</tr>
<tr>
<td>National</td>
<td>536</td>
<td>531</td>
<td>1068</td>
</tr>
</tbody>
</table>

2017–18 Results: High School Gateway Assessment

Gwinnett students must pass the school system’s High School Gateway Assessment as a requirement for earning a regular diploma. Typically given in the 10th grade, the Gateway measures students’ ability to write effectively about what they have learned in three courses taken in the first years of high school—Biology, Chemistry, and World History. Students write an essay on each topic, using their own knowledge and document-based information. Students regularly write essays and take assessments in class that mirror the Gateway format. This experience helps develop proficiency in content knowledge and writing skills required for college, career, and citizenship. To assist students, GCPS offers additional resources, tutorials, and practice opportunities. While most students are successful on their first try, those who are not have additional opportunities to take and pass the test.

2017–18 Results: Advanced Placement (AP) Exams

Advanced Placement (AP) courses are challenging, college-level classes taught by specially trained high school teachers. Students have the option of taking an AP exam at the end of the school year. Many colleges award credit for passing the exams or allow a student to exempt certain courses. The table below shows the percentage of students who took an AP class at Shiloh High, compared to the county average. The chart also shows the percentage of optional, course-specific AP exams taken, as well as the percentage of test-takers who scored 3 or better on a 5-point scale on one or more AP exams. In 2017–18, 3.7% of courses taken at Shiloh HS were AP or IB courses, compared to 9.8% at all GCPS high schools.

### AP Percentages

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shiloh</td>
<td>18.7</td>
<td>15.6</td>
<td>12.9</td>
</tr>
<tr>
<td>GCPS</td>
<td>33.6</td>
<td>33.0</td>
<td>31.2</td>
</tr>
<tr>
<td>% Students Who Took an AP Course</td>
<td>77.4</td>
<td>80.3</td>
<td>90.0</td>
</tr>
<tr>
<td>% AP Exams Taken</td>
<td>77.4</td>
<td>80.3</td>
<td>90.0</td>
</tr>
<tr>
<td>% Test-Takers Who Scored 3+</td>
<td>37.7</td>
<td>34.3</td>
<td>36.7</td>
</tr>
</tbody>
</table>

2017–18 Graduation Rate Information

The Graduation Rate is calculated using the number of students who begin 9th grade at the same time and graduate within four years with a regular education diploma. Students who take longer than four years to complete high school are not considered on-time graduates for the purpose of graduation rates, but they are not considered dropouts either. Additional students in the cohort will go on to graduate with a full diploma in their 5th year. Data shows that large numbers of students moving in during high school who are behind can have a negative impact on a school’s graduation rate, just as having students move who can’t be accounted for affects the rate. A number of GCPS initiatives—Credit Recovery, Online Campus courses, 7th period classes at Phoenix High, and summer school—offer students more opportunities to get and stay on pace for on-time graduation. GCPS is working to ensure that all students graduate, even if some students need more time to do so, and that all students are college- and career-ready.
2017–18 Senior Report

Students Completing HS†

<table>
<thead>
<tr>
<th>School</th>
<th>Number Who Enrolled in College or Postsecondary School (Fall 2018)*</th>
<th>Number of Honor Graduates†</th>
<th>Seniors with Dual Enrollment†</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shiloh</td>
<td>452</td>
<td>64</td>
<td>83</td>
</tr>
<tr>
<td>GCPS</td>
<td>11651</td>
<td>3347</td>
<td>1569</td>
</tr>
</tbody>
</table>

*Based on the National Student Clearinghouse enrollment records
†Reflects system-reported data as of August 2018

2017–18 State Reporting: Georgia’s College and Career Ready Performance Index (CCRPI)

The College and Career Ready Performance Index (CCRPI) is the state’s accountability system. Redesigned in 2017–18, it assesses how well students are prepared for college and careers and ensures that schools are focused on improving achievement among all students. The CCRPI recognizes a school’s levels of student test performance as well as those students’ improvements in performance across years and the school’s progress in closing achievement gaps with traditionally underserved subgroups of students.

Schools earn CCRPI points based on indicators that vary by grade and school level and align with measures of college- and career-readiness. For 2017–18, high schools earned up to a set number of points in five main categories, for a total of 100 possible points. Here are the factors considered in awarding points at the high school level in each category:

- **Content Mastery points** increase with greater percentages of students performing at high levels on the state’s End of Course (EOC) assessments.
- **Progress points** are tied to the level of academic progress students make from year to year.
- **Closing Gap points** are earned as schools work to close the gaps between different groups of students, including students learning English, students living in poverty, and students with disabilities.
- **Readiness points** take into account factors that have an impact on students’ college- and career-readiness, including reading ability; attendance; completion of accelerated coursework (AP, IB, or Dual Enrollment) and advanced academic, career/technical education, world language, or fine arts pathways; achievement of college-readiness scores on college-admission tests; success on End of Pathway assessments or completion of a work-based learning program; and preparation for coursework at a college/university in the Georgia Technical or University systems.
- **Graduation Rate points** are earned for four- and five-year graduation rates.

**About CCRPI Star Ratings...** Under CCRPI, schools are awarded star ratings in two areas—school climate and financial efficiency—using a five-star scale.

- **The School Climate rating** takes into account discipline and attendance data as well as perceptions of the quality and character of the school and its learning environment. Shiloh was awarded a School Climate star rating of ★★★.
- **The Financial Efficiency rating** is a measure that compares a school’s spending per student to the overall academic performance of its students. The School Financial Efficiency ratings for 2017–18 were not published at the time 2018 CCRPI results were released in the fall. Once available, parents can find them here: [http://www.gadoe.org/CCRPI/Pages/default.aspx](http://www.gadoe.org/CCRPI/Pages/default.aspx).
**Shiloh High School**

**Other 2017–18 Highlights...**

- Shiloh High seniors were offered $8.2 million in scholarships, including some full-tuition awards. In addition, 147 students were eligible for the HOPE scholarship. Five students graduated with the International Baccalaureate diploma.

- In the Class of 2018, 77% of Shiloh seniors planned to attend a four-year college, 13% planned to attend a two-year college/technical school, and 10% planned to enlist in the military or join the workforce.

- In 2017–18, Shiloh High produced 64 honor graduates, 147 HOPE-eligible Scholars, and 35 Advanced Placement (AP) Scholars.

- Sixty-five seniors were enrolled in college classes through the Dual Enrollment Program, earning both high school and college credit and creating opportunities for them to become college- and career-ready before high school graduation.

- Shiloh High school opened the first mock pharmacy in partnership with CVS. Students in the Wellness Health Education Academy explored options in this pathway such as a career as a pharmacy technician. Upon successful completion, these students had the opportunity to test for National Board Certification.

- A Shiloh High student advanced to national competition with HOSA–Future Health Professionals, a co-curricular organization.

- Several Shiloh High students participated in the Medical Explorers program through Gwinnett Medical Center.

- Shiloh High was awarded a grant to develop and build an Entrepreneurship Lab for the Marketing pathways.

- Shiloh High School opened a Care Closet for the community. The closet accepts donations for food, clothes, and resources to assist students, families, and community stakeholders who are in need.

- Shiloh High’s Future Business Leaders of America (FBLA) Team won state accolades in several events and competed at the National Leadership Conference. Our FBLA chapter received the Merit Award for being a Gold Seal Chapter and was recognized as Silver Chapter of the Year.

- Shiloh High School posted an 18% increase in passing scores on Industry Certifications through the End of Pathway Assessments.

- Shiloh High School’s JROTC Drill Team received the Air Force Outstanding Organization Award, based on community service.

- In athletics, Shiloh won the Gwinnett County Championship in the 182-pound weight class for wrestling. Several students who participated in the girls and boys track program were named All-State, All-Region, and All-County.

- Student artwork was displayed in an exhibit at the Georgia State Capitol, sponsored by the Georgia Art Education Association. Students also displayed their work at the Dogwood Festival in Piedmont Park.

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**Gwinnett County Public Schools**

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www.gwinnett.k12.ga.us

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Steven B. Knudsen (District II); and Everton Blair, Jr. (District IV)

J. Alvin Willbanks, CEO/Superintendent

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

Shiloh High School

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Dr. Danyel Dollard, Principal