



Accountability Report

Issued 2020–21

Dacula

High School

Dr. Bryan Long, *Principal*

Dr. Reuben Gresham, *Assistant Superintendent*

Local school improvement connected to district’s strategic direction

Gwinnett County Public Schools’ accountability system for improving schools is called the Results-Based Evaluation System (RBES). RBES fairly and systematically measures a school’s progress, providing a process that clearly communicates expectations; reviews, monitors, and supports school performance; and evaluates that performance. With a waiver from federal requirements during the COVID-19 pandemic, the Georgia Department of Education did not administer state tests in the spring or produce related reports on school effectiveness. This abbreviated report reflects available graduation and achievement data from the 2019–20 school year. Using local data, school

administrators, teachers, and parent advisory groups developed this year’s Local School Plans for Improvement (LSPI) which outline our improvement goals and guide the work we will do throughout the 2020–21 school year to support student learning. These improvement plans are connected to the school district’s strategic direction and our core business of teaching and learning. Find our school’s LSPI on the website. The Dacula school council and school leaders collaborated on the highlights in this accountability report, which also serves as the school’s annual report. **Please review this report to learn more about our improvement efforts and progress.**

2019–20 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, and an optional essay component. SAT and ACT postponed and/or cancelled administrations or reduced sites due to COVID-19.

2019–20 ACT Averages

	English	Math	Reading	Science	Total
Dacula	19.7	21.3	21.8	21.6	21.2
GCPS	22.4	22.8	23.4	22.9	23.0
State	21.3	21.0	22.5	21.6	21.7
National	19.9	20.2	21.2	20.6	20.6

2019–20 SAT Averages

	Reading/Writing	Math	Total
Dacula	534	528	1062
GCPS	552	545	1097
State	537	516	1053
National	528	523	1051

2019–20 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 Dacula 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 2019–20, 8.5% of courses taken at Dacula HS were AP courses, compared to 9.4% at all GCPS high schools. Note that AP exams were administered differently in 2019–20 due to COVID-19.

AP Percentages	School Level	2017–18	2018–19	2019–20
% Students Who Took an AP Course	Dacula	36.5	31.5	29.8
	GCPS	32.1	31.1	31.4
% AP Exams Taken	Dacula	75.9	74.1	73.4
	GCPS	82.7	83.0	82.6
% Test-Takers Who Scored 3+	Dacula	57.5	59.9	59.6
	GCPS	66.7	68.3	67.4

2019–20 Senior Report

	Students Completing HS†	Number Who Enrolled in College or Postsecondary School (Fall 2020)*	Number of Honor Graduates†	Seniors with Dual Enrollment†
Dacula	445	302	108	94
GCPS	11,887	7,966	3,672	1,928

*Based on the National Student Clearinghouse enrollment records

†Reflects system-reported data as of August 2020

Dacula High School

Other 2019–20 Highlights...

- In 2019–20, Dacula High School graduates were offered \$11.5 million in scholarships (not including HOPE Scholarships), and the Class of 2020 included 27 AP Scholars, 11 AP Scholars with Honors, 5 AP Scholars with Distinction, and 2 National AP Scholars.
- DHS Student Council collected 10,533 pounds of food during the Food Fight event to help stock local food pantries.
- The 2020 Color Run raised more than \$6,000 for CURE Childhood Cancer.
- Our team won its fourth Region Football Championship in a row and made it to the Final Four.
- We won the Championship in Softball and made it to the Elite 8 for the state.
- Our Girls Basketball team won the Championship and made it to the Elite 8 for the state.
- Student musicians participated in the Masterworks Concert that brings together more than 300 musicians from three high schools.
- Dacula High School was acknowledged by the Georgia Department of Education as a 2020 Advanced Placement (AP) Honor School in three categories— AP Access and Support, AP School of Distinction, and AP STEM (Science, Technology, Engineering, Mathematics).

2019–20 Graduation Rate Information

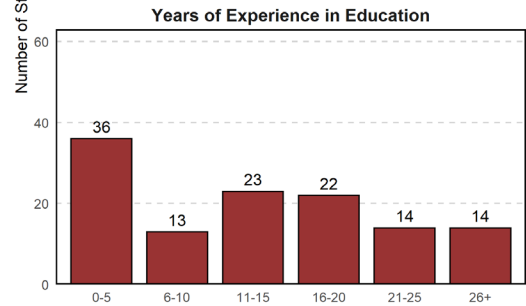
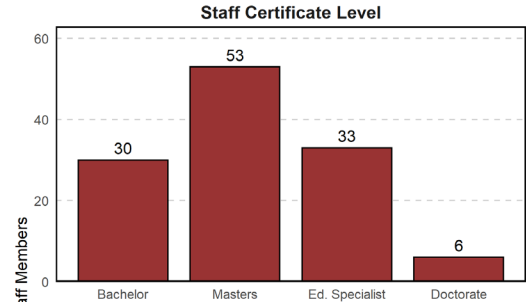
The Graduation Rate is calculated using the number of students who begin 9th grade at the same time

Graduation Rate (2017 to 2020)

	2017	2018	2019	2020
Dacula	88%	84%	87%	90%
GCPS	81%	82%	81%	83%
State	81%	82%	82%	84%

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. As a result of COVID-19, the Class of 2020 was granted a one-time waiver of the Gateway assessment requirement.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	2121	2224	2196
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	4%	4%	4%
+Black/African American*	41%	42%	42%
+Hispanic or Latino, <i>any race</i>	20%	22%	24%
+Multiracial, <i>two or more races</i> *	4%	4%	4%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	31%	28%	26%
Special Education	13%	14%	15%
Gifted Eligible	4%	5%	6%
English Learner**	19%	17%	17%
Free/Reduced Lunch	45%	44%	42%
Average Attendance***	95%	96%	96%

*Not Hispanic or Latino

**Since 2017–18, the category for English Learners has reflected both students who qualify for services and those being monitored.

***Based on in-school attendance through March 12, 2020. Students participated in online learning from March 16 to May 20.

School Safety Perceptions

Based on responses from those with an opinion who responded to the 2019–20 RBES Perception Survey...

- 83.5% of students agreed or strongly agreed that they felt safe at Dacula High.
- 91.7% of parents agreed or strongly agreed that their child's school was safe.

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.

Dacula High School

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