Georgia Department of Education

Annual Fitness Assessment Program Report

October 2012

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Acknowledgements

The first Georgia fitness assessment was initiated in the 2011-2012 school year with collaborative support and funding.

Student Health and Physical Education (S.H.A.P.E.) Partnership
In an effort to support the fitness assessment initiative, the Governor's Office created the Georgia S.H.A.P.E. partnership in 2010. This group of government, education, healthcare, and not-for-profit leaders provided schools with the information and tools necessary to successfully implement a fitness assessment program. These partners provided funding, training, data centralization, reward/recognition, and a plan for long-term results. The initial S.H.A.P.E. group consisted of members from the Georgia Governor's Office, the Georgia Department of Education, the Georgia Department of Public Health (DPH), The Arthur M. Blank Family Foundation, Atlanta Braves Foundation, Atlanta Falcons Youth Foundation, and Children's Healthcare of Atlanta.

The Georgia Department of Education Fitness Assessment Advisory Committee
This expert panel was assembled to develop the details of the fitness assessment program by researching and identifying a testing tool, testing requirements for each grade level, and reporting needs. The committee will continue to provide ongoing technical assistance. Members represented the following: American College of Sports Medicine, Cherokee County Schools, Children's Health Care of Atlanta, Cobb County Schools, Coweta County Schools, Emmanuel College, Georgia Association for Health Physical Education Recreation and Dance (GAHPERD), Georgia Department of Education, Georgia Department of Public Health, Georgia Health Policy Center, Andrew Young School of Policy Studies, Georgia State University, Georgia Institute of Technology, Georgia Parent Teachers Association, Georgia Southern University, Georgia State University Department of Kinesiology and Health, Georgia State University Institute of Public Health, Governor's Office, Gwinnett County Schools, HealthMPowers, Lieutenant Governor's Office, Metro Atlanta YMCA, and several Pilot School Systems.

Pilot School Districts
During the 2010-2011 school year, a group of five local school districts participated in a pilot and evaluation of the fitness assessment process. This pilot program provided valuable guidance for a statewide rollout. The five participating Georgia school districts were Bibb, Gwinnett, Hall, Lowndes, and White.

Training
HealthMPowers developed and coordinated the training component of the pilot and statewide implementation.

Introduction

The Georgia Student Health and Physical Education (S.H.A.P.E.) Act was passed in the 2009 Georgia legislative session and is outlined in the Official Code of Georgia Annotated § 20-2-777. Beginning in the 2011-2012 school year, the law required each local school district to conduct an annual fitness assessment program for all students in grades 1-12 enrolled in classes taught by certified physical education teachers.

After the initiative was passed, a Georgia Department of Education (GaDOE) Fitness Assessment Advisory Committee was appointed to make recommendations to the State Board of Education about the assessment tool, the goals, and success measures of a pilot program. The Committee recommended FitnessGram, which is a comprehensive health-related physical fitness and activity assessment and computerized reporting system developed by The Cooper Institute, and is used by tens of thousands of schools nationwide. The Committee recommended and the Board approved an assessment battery to include aerobic capacity, flexibility, muscular strength, muscular endurance, and body composition measures. Aggregate reports and individual student reports for parents/guardians would be integral parts of the program.

For grades 1-3, it was determined that students should be familiarized with the aerobic capacity, flexibility, muscular strength, and endurance tests. Data should be collected on height/weight, with individual reports optional, and aggregate data reported.

Grades 4-12 should participate in a full battery of assessments and both individual and aggregate student data reported and recorded in all areas of the assessment.

After FitnessGram was selected as the assessment tool, the Governor's Office recognized the opportunity to bring together the Georgia S.H.A.P.E. Partnership, a group of government, education, healthcare, and non-profit leaders to collaborate on this statewide effort. Funding, project management, and a pilot program were identified as critical needs to ensure the ongoing success of the initiative.

A pilot fitness assessment program was funded during the 2010-2011 school year in five Georgia school systems: Bibb, Gwinnett, Hall, Lowndes, and White. These systems were identified based on variation in size, grade level, location, and whether fitness testing was currently being implemented annually. A total of 219 schools participated in this program. Training and equipment were provided to each participating school. Feedback and evaluation information from the pilot related to training, data collection and recording, test administration, and communication was utilized to help ensure a successful state-wide administration of the Georgia fitness assessment that was conducted in the 2011-2012 school year.

During the statewide implementation of the S.H.A.P.E. initiative, physical education teachers received professional training concerning testing protocol and data entry. They were also

supplied with the equipment, software, and technical support needed to conduct the assessment in their schools. Participants were also eligible to apply for the Governor's award and recognition program, which provides incentives to teachers and schools.

Georgia has received national recognition and attention for being one of seven states in the country that conducts a statewide fitness assessment of students in grades 1-12. Based on the findings of the pilot and statewide implementation, it has been determined that students and parents will benefit from this successful S.H.A.P.E. initiative in several ways. In the short term, parents will receive reports detailing their child's fitness level along with recommendations for improvement. These results will encourage important conversations about physical health and fitness, and endorse a long-term view of health-related fitness that promotes lifelong habits of physical activity. Over time, consistent data collection on health-related fitness standards will establish baseline data, provide an opportunity to track and monitor trends, and enable physical education teachers to develop instructional strategies to improve student fitness levels and knowledge. These strategies can be measurable and results driven.

GaDOE provided overall project management for the pilot and statewide implementation, with assistance from Children's Healthcare of Atlanta. Financial support was provided by Children's Healthcare of Atlanta, The Georgia Department of Public Health, and The Arthur M. Blank Family Foundation.

Summary

The first statewide *Annual Fitness Assessment Program* was conducted in spring 2012. Health-related fitness assessments using FitnessGram were implemented in physical education classes for students in grades 1-12 across Georgia.

Goals for the initial Annual Fitness Assessment program were to:

- Develop a "Fitness Gram Georgia" website
- Ensure physical education teachers were adequately trained to administer the fitness assessment, collect data, and utilize the FitnessGram Georgia website
- Distribute equipment required to conduct the Fitness Gram test to schools
- Administer the fitness assessment to all students in physical education classes taught by certified physical education teachers in compliance with O.C.G.A. §20-2-777. (In year one, to ensure adequate time for training in the first semester, the actual assessments were completed during the second semester of classes.)
- Provide parents with individual fitness assessment information utilizing the FITNESSGRAM reporting program
- Gather baseline aggregate data on the health related fitness of Georgia's children

Fitness Assessment Participation
The fitness assessment requirement is for all students in physical education classes taught by a certified physical education teacher. As identified in Figure 1 below, 100% of Georgia's 182 school districts assessed students and utilized the FitnessGram Georgia program to enter data to generate individual student reports for parents and guardians. Out of Georgia's 2,231 schools, 97% completed fitness assessments. Fitness scores were reported for 998,774 physical education students from 2,156 schools, representing 67% of the total population of students in grades 1-12. This percentage represents only those students enrolled in physical education classes. All students are not required to enroll in a physical education class each year in grades 6-12.

Figure 1: 2012 Fitness Assessment Completion Numbers

Local School Districts **182**	Local School Districts Reporting Fitnessgram **182**	Percentage **100%**
Schools **2231**	Schools Completing Fitness Assessment **2156**	Percentage **97%**
Total Enrollment Grades 1-12 **1,491,772**	Students Completing Fitnessgram **998,774**	Percentage **67% ***

Teacher Training
In preparation for this first assessment, 140 trainings were held between July 2011 and December 2011 for teachers. GaDOE, in partnership with HealthMPowers, developed a comprehensive professional learning model and training manual. Trainings were developed to

ensure consistency of fitness test administration, data collection, and messaging about fitness testing, as well as to improve knowledge about health and fitness. Trainings were scheduled across Georgia to ensure access and minimal travel for teachers from all Georgia public schools. Over 3,000 physical education teachers, paraprofessionals, and other school staff members were trained in a six month period.

Test Results

FitnessGram utilizes criterion-referenced standards to determine Healthy Fitness Zones (HFZ). Fitness scores in the HFZ indicate a fitness level associated with positive health benefits. Scores not in the HFZ over a sustained period of time may indicate some health risk. (Please see Appendix A for a description of each Fitness Gram test that was administered).

Aerobic Capacity:

Aerobic capacity data as measured using Progressive Aerobic Cardiovascular Endurance Run (PACER) or a mile run indicates that, in Georgia schools:

- 37% of students assessed are not in the HFZ for aerobic capacity.

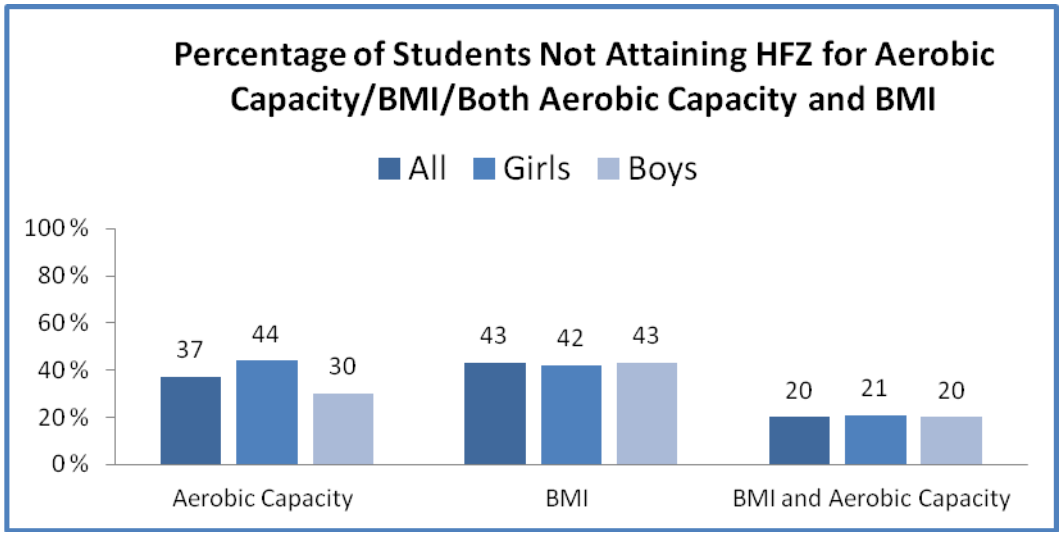
A larger percentage of female students (44%) failed to attain the HFZ than boys (30%).

Body composition data uses height and weight measures to determine Body Mass Index (BMI). In Georgia the body composition data indicates that:

- 43% of students assessed fail to attain the HFZ

As indicated in Figure 2, one in five students (20%) failed to attain the HFZ in both the aerobic capacity **and** body composition assessments.

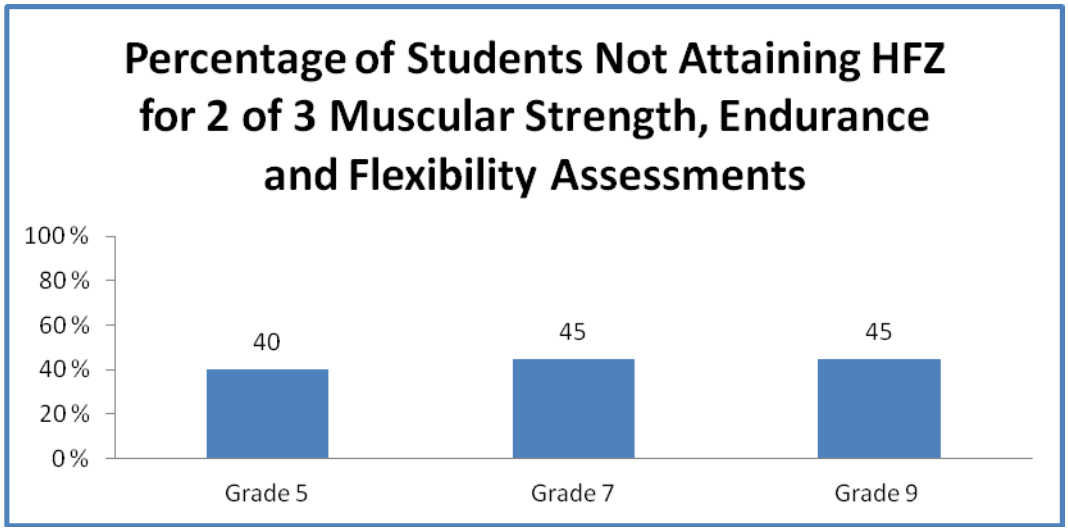
Figure 2: Percentage of Students Not Attaining HFZ for Aerobic Capacity, BMI and Combination of the Two Assessments



Muscular Strength, Endurance, and Flexibility:
Muscular strength, endurance, and flexibility data as measured by the curl up, push up, and back saver sit and reach assessments of students indicates:

- 40% of 5th graders did not attain HFZ in at least two of three assessments for muscular strength, flexibility, and endurance flexibility; 45% of 7th graders did not attain HFZ in at least two of three assessments for muscular strength, flexibility and endurance flexibility 45% of 9th graders did not attain HFZ in at least two of three assessments for muscular strength, flexibility and endurance flexibility.

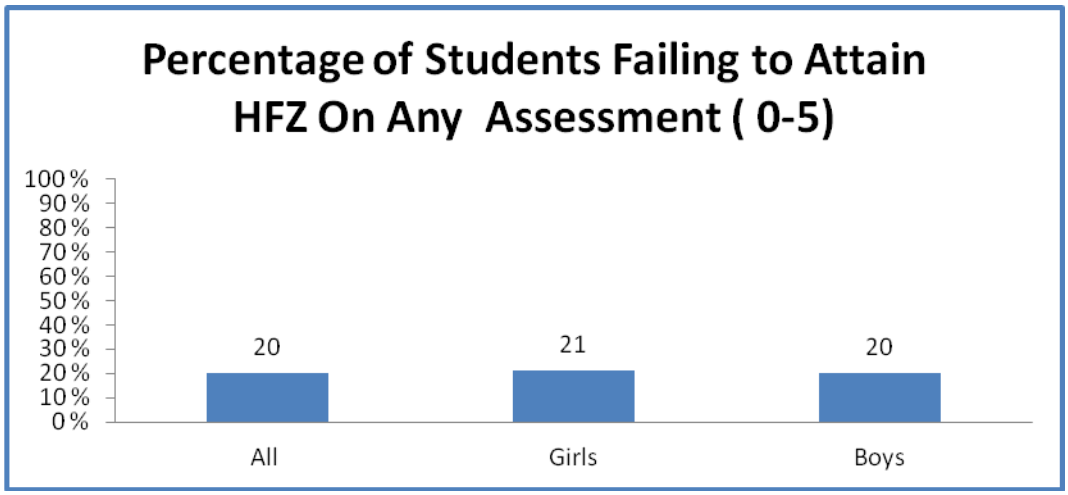
Figure 3: Percentage of Students Not Attaining HFZ for 2 or 3 Muscular Strength, Endurance, and Flexibility Assessments



Health Related Fitness: Percentage of Students Unable to Achieve HFZ on any assessment component.

- 20% of all students across all grade levels (4-12) did not achieve the HFZ in any of the five assessments (0 of 5)

Figure 4: Health Related Fitness: Percentage of Students Unable to Achieve the HFZ on any assessment component.



Evaluation

A team of researchers from Georgia State University were contracted by the S.H.A.P.E. Partnership to conduct an evaluation of the statewide implementation of fitness assessments in Georgia. The evaluation covered four key aspects of the fitness assessments: 1) Fitness Gram testing training; 2) Fitness Gram test administration; 3) Preparation and distribution of FitnessGram ©Parent Reports, and 4) Teacher, student, and parent/guardian perceptions of fitness testing in Georgia.

The evaluation revealed that the aerobic capacity, body composition, and flexibility measures, as collected, are reliable. However, there were some concerns about the accuracy of data in regards to form-breaks, specifically in the areas of muscular strength and endurance as measured in the abdominal curl and push-ups.

Findings from the report indicate the administration and assessment data collection are more accurate when physical education teachers worked with smaller groups; however this increased testing administration duration. Additional teacher training is needed to guide teachers on strategies that engage students in class activity while small groups are being assessed. To build on success and teacher effectiveness, booster sessions via webinars and video test practice will be available. The evaluation team also recommends continued work with the Cooper Institute and local school districts to provide accurate and specific class lists for data entry and report generation.

Parents were surveyed in order to gain insight on perception and understanding of the assessment. Over 4,000 requests were sent to parents asking for their participation in the on-line survey. Only 11 surveys were completed by surveyed parents, a number insufficient from which to make valid data analysis.

Additional recommendations for the S.H.A.P.E. partnership include the need to provide additional teacher training and communication tools.

Rewards and Recognition

Schools were invited to submit application to be recognized by the Governor's office as S.H.A.P.E. Honor Roll Schools. The goal of the reward and recognition component of S.H.A.P.E. is to provide recognition and incentives for participation in the fitness assessment and data reporting, as well as to encourage and recognize schools that embrace and include local practices to improve student wellness.

Schools are awarded through a three-tiered award system. The tiers are Bronze, Silver, and Gold. To qualify, schools submitted an application and related materials to the Governor's Office.

Conclusion

The initial implementation of the Georgia Fitness *Annual Fitness Assessment Program* was successful in meeting the goals of training teachers, providing needed assessment materials and equipment, and a method for data collection and reporting assessment information. Although students were actually only assessed in the second half of the 2011-2012 school year, almost 70% of Georgia's students participated in the assessment. A strong collaborative network contributed towards the success of this effort.

In this initial year, student data was successfully entered for 998,774 students, representing one hundred percent of Georgia school districts. Georgia established baseline data and a data-collection infrastructure for over ninety-five percent of all schools. In addition to a baseline data collection component, parents of almost one million students received valuable individualized student health-related fitness information.

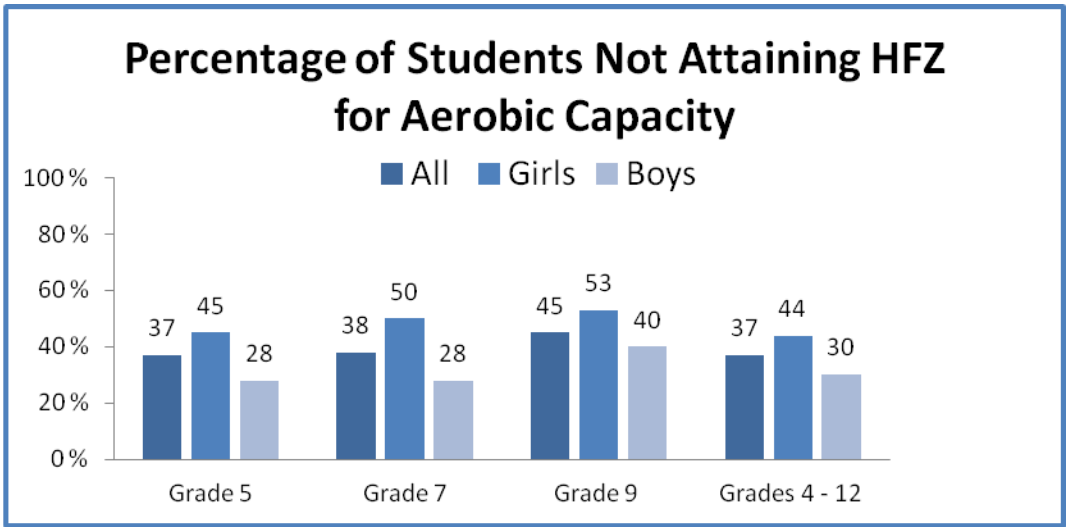
It is anticipated that future trainings will address specific concerns identified in the evaluation related to test administration, data collection, and communication. Additional partners and supporters joining the effort, combined with lessons learned from the pilot and first year implementation, will ensure that Georgia will continue to build on this statewide success.

Additional Health Related Fitness Data

Health Related Fitness: Aerobic Capacity (PACER or Mile Run)

- 37% of student in grades 4-12 did not attain the HFZ for aerobic capacity.
- 28% of grade 5 boys, 28% of grade 7 boys, and 30 % of grade 9 boys did not attain HFZ for aerobic capacity compared to 45%, 50%, and 53% of girls in respective grades.

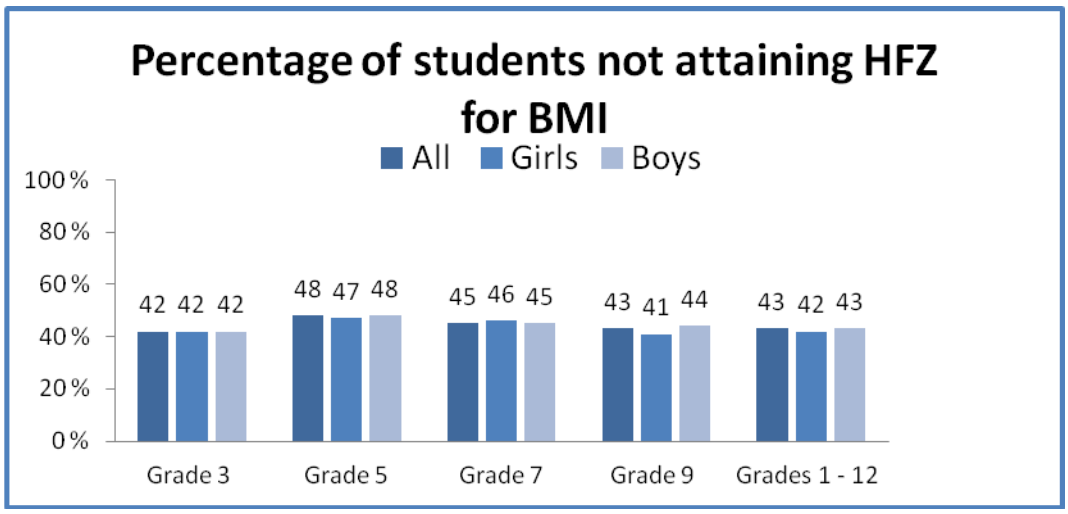
Figure 5: Health Related Fitness: Aerobic Capacity (PACER or Mile Run)



Health Related Fitness: Body Mass Index-height and weight measurement

- 43% of all students assessed in grades 1-12 did not attain the HFZ for body composition as measured using heigth and weight - BMI measurement
- 48 % of 5th grade students did not attain HFZ for body composition as measured using height and weight and a BMI measurement compard to 42% of 3rd grade students, 45 % of 7th grade students, and 43% of 9th students.

Figure 6: Health Related Fitness: Body Mass Index-height and weight measurement

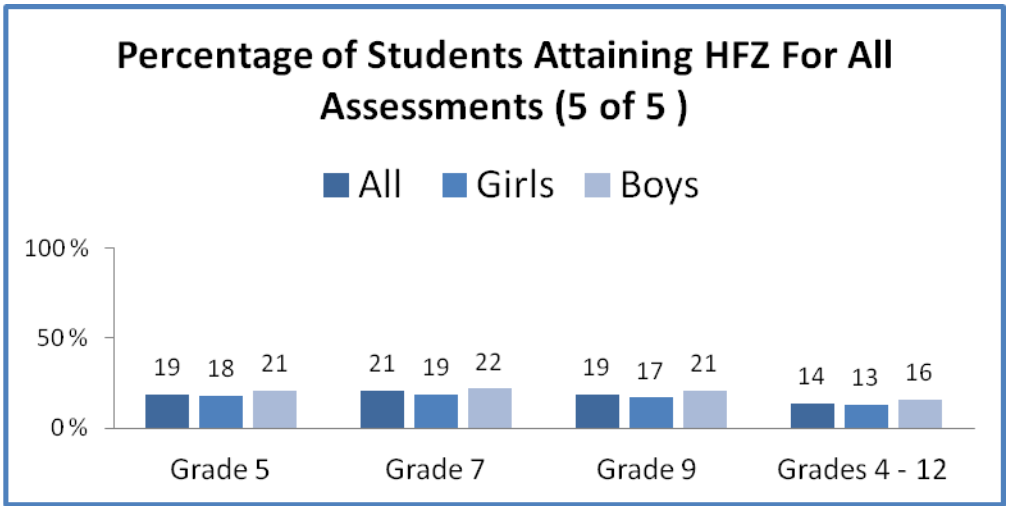


Health Related Fitness: Percentage of Students Achieving HFZ for all assessment components.

1. Aerobic Capacity – Progressive Aerobic Cardiovascular Endurance Run (PACER) or the One-Mile Run; 2.Body Composition – Height/Weight; 3. Abdominal Strength – Curl-Up;
4. Upper Body Strength – Push-Up; 5. Flexibility – Back-Saver Sit and Reach

- 21% of 5th graders, 22% of 7th grades and 21% of 9th grades achieved the HFZ in all five assessments (5 of 5)
- 16% of all students across all grade levels (4-12) achieved the HFZ in all five assessments (5 of 5)

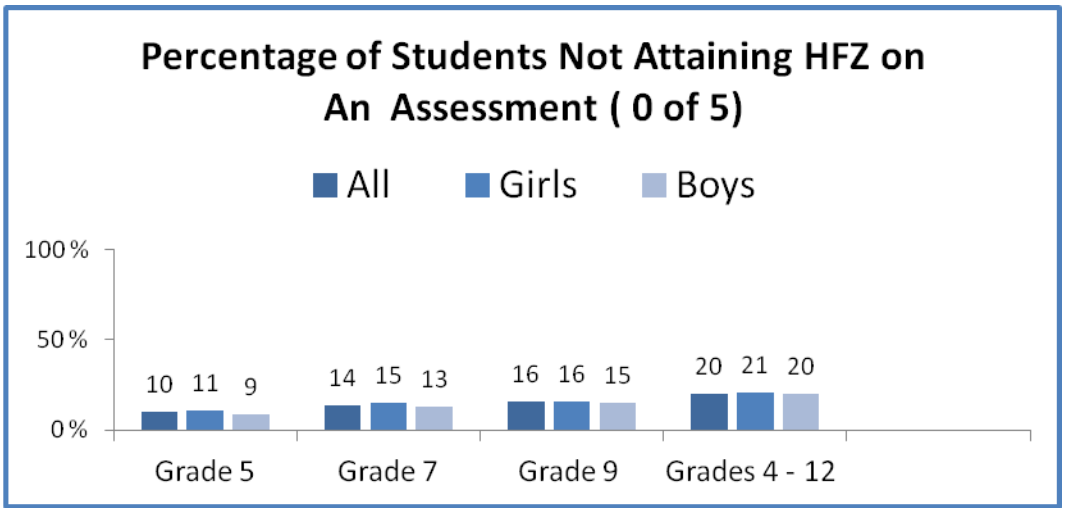
Figure 7: Health Related Fitness: Percentage of Students Achieving HFZ for all assessment components



Health Related Fitness: Percentage of Students Unable to Achieve HFZ any assessment component.

- 10% of 5th graders, 14% of 7th grades and 15% of 9th grades did not achieve the HFZ in any of the five assessments (0 of 5)
- 20% of all students across all grade levels (4-12) did not achieve the HFZ in any of the five assessments (0 of 5)

Figure 8: Health Related Fitness: Percentage of Students Unable to Achieve HFZ on any assessment component



APPENDIX A: Description of Georgia FitnessGram Tests

Aerobic Capacity – Progressive Aerobic Cardiovascular Endurance Run (PACER) or the One-Mile Run
Body Composition – Height/Weight
Abdominal Strength – Curl-Up
Upper Body Strength – Push-Up
Flexibility – Back-Saver Sit and Reach

Aerobic Capacity

PACER

The PACER (Progressive Aerobic Cardiovascular Endurance Run) uses a recorded pace as the student runs back and forth between two points that are 20 meters apart (a 15 meter version is available for elementary schools with smaller gymnasiums). The objective is to get from one point to the other before the recorded "beep" sounds. The recording of beeps also has music in the background. The PACER is progressive in intensity – it starts easy and gradually gets more difficult. When the student can no longer complete the distance in the time allowed, the assessment ends. The score is the number of completed laps.

The PACER score is converted to an estimated VO2max (indicates how efficiently the body uses oxygen). The score will be charted in the Healthy Fitness Zone, Needs Improvement – Some Risk, or Needs Improvement – High Risk.

The One- Mile Run

The One-Mile Run/Walk has been used for many years as a field test of aerobic capacity. For students who enjoy running and are highly motivated, it is a very good assessment. The objective of the test is to run one mile as fast as possible. Walking is permitted if necessary. The score on the test is the length of time in minutes and seconds to complete the distance.

The One-Mile Run/Walk score is converted to an estimated VO2max (indicates how efficiently your body uses oxygen). The score will be charted in the Needs Improvement area or within the Healthy Fitness Zone area of the graph.

A low score on the field test estimates of aerobic capacity (PACER/ One Mile Run) may be influenced by several factors (i.e., the student may not be familiar with the test, time of day the test is administered, etc.)

APPENDIX A: Description of Georgia FitnessGram Tests

Body Composition

Height/Weight Measurement

Body Mass Index (BMI) is calculated from a measurement of the student's height and weight. These numbers are entered into the software and the BMI is calculated. Body Mass Index provides an indication of the appropriateness of the weight for the height. Scores that fall either below or above this zone should receive attention, as these students have greater potential than others to develop health problems related to their level of fatness or leanness.

The body composition standards establish three zones based on potential risks for future health problems. The Healthy Fitness Zone was established by determining body fat values that indicate a low risk for potential health problems.

When interpreting body composition scores, it is important to remember the following:

- Body Mass Index provides an estimate of the appropriateness of the weight for the height.
- Body Mass Index may falsely identify a very muscular lean person as over fat (too heavy for height) or a lightweight person with little muscular development and a large percent of fat as being in the HFZ when the person is actually over fat).

Muscular Strength and Endurance and Flexibility

Curl Up –Abdominal Strength

The objective is to do up to 75 curl-ups to a specified cadence (three seconds per repetition). The student lies on the mat on his/her back, knees bent at an angle of approximately 140^{o}, feet flat on the floor, legs slightly apart, arms straight and parallel to the trunk with palms of hands resting on the mat. The fingers are stretched out and the head is in contact with the mat. The student curls up and moves the fingertips from one side of the measuring strip to the other (3.0 inches or 4.5 inches). The head must touch the mat at the end of each curl-up.

Students who score poorly in abdominal strength should be encouraged to participate in calisthenics and other strengthening and stretching activities that will develop the abdominal muscles. However, it is essential to remember that physical fitness training is very specific and that the areas of the body being assessed represent only a fraction of the total body.

APPENDIX A: Description of Georgia FitnessGram Tests

To focus on activities that develop the abdominal muscles without equal attention to the trunk extensor muscles will not accomplish the important objective, which is to develop an overall healthy musculoskeletal system. Poor performance on the measures of abdominal strength and trunk extensor strength and flexibility may merit special attention. Gaining strength and flexibility in these areas may help prevent low back pain, which affects millions of people, young and old.

90 ° Push up - Upper Body Strength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The objective is to do as many push-ups as possible to a specified cadence (three seconds per repetition). This movement is repeated as many times as possible. The student should push up and continue the movement until the arms is straight on each repetition. The rhythm should be approximately twenty (20) 90^{o} push-ups per minute or one (1) 90^{o} push-up every 3 seconds.
Students who score poorly in upper body strength should be encouraged to participate in calisthenics and other strengthening and stretching activities that will develop the muscles in the upper body. However, it is essential to remember that physical fitness training is very specific and that the areas of the body being assessed represent only a fraction of the total body. To focus on activities that develop the muscles that extend the arms without equal attention to the muscles that flex the arms will not accomplish the important objective, which is to develop an overall healthy musculoskeletal system. Upper body strength is important for functional health.

Sit and Reach- Flexibility


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This assessment primarily measures the flexibility of the muscles in the back of the legs. With the one leg straightened, the student reaches as far as possible toward the toes. Student must achieve the standard on both right and left legs to be in the Healthy Fitness Zone. Students who score poorly in flexibility should be encouraged to participate in stretching activities that will develop the flexibility in the back of the legs. To focus on activities that develop flexibility without equal attention to the muscles that maintain strength will not accomplish the important objective, which is to develop an overall healthy musculoskeletal system. Most children will have adequate flexibility. A major reason for assessing this area of physical fitness is to educate children about the importance of flexibility as they age.

APPENDIX B: Sample Parent FitnessGram Report (Georgia FitnessGram does not indicate information for the *Trunk Lift*)

FITNESSGRAM®

IN PARTNERSHIP WITH Play60 THE NFL MOVEMENT FOR AN ACTIVE GENERATION

Gloria Smith
Grade: 7 Age: 13
Northside Middle School

Instructor(s): Read, Kathy

Report for Parents

People come in all shapes and sizes, but everyone can benefit from regular physical activity and a healthy level of physical fitness. The FITNESSGRAM fitness test battery evaluates five different parts of health-related fitness, including aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition. Parents play an important role in shaping children's physical activity and dietary habits. This report will help you evaluate your child's current level of health-related fitness and help you identify ways to promote healthy lifestyles in your family.

	Date	Height	Weight
Current:	01/14/2010	5' 3"	90 lbs
Past:	09/15/2009	5' 1"	85 lbs

AEROBIC CAPACITY

Aerobic capacity is a measure of the ability of the heart, lungs, and muscles to perform sustained physical activity. In general, the more your child exercises, the higher his or her aerobic capacity level will be. Aerobic capacity is measured with the PACER test, the one-mile run, or the walk test.
Importance: Good aerobic capacity can reduce risks of heart disease, stroke, and diabetes. Although generally not present in children, these diseases can begin during childhood and adolescence.

Healthy Fitness Zone for 13 year-old girls = 23 - 51 laps

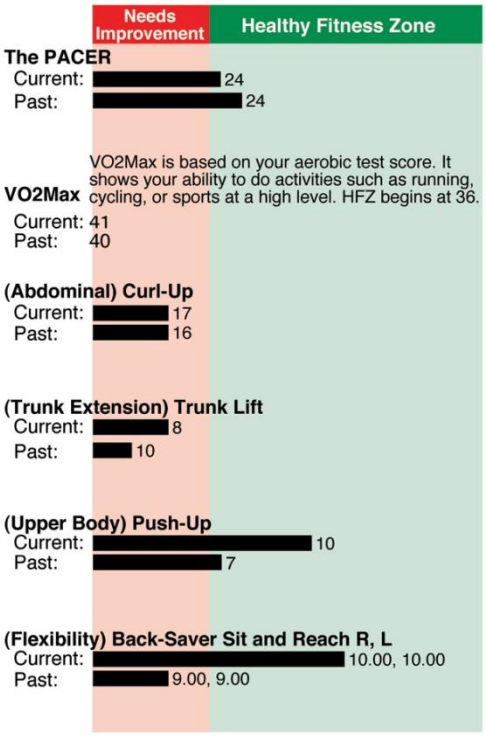
MUSCLE STRENGTH, ENDURANCE, & FLEXIBILITY

These components of health-related fitness measure the overall fitness of the musculoskeletal system. A variety of tests are used to assess these different components.
Importance: The fitness level of muscles is important for injury prevention and overall body function. Strength, endurance, and flexibility are important for maintaining good posture, low back health, and total body function.

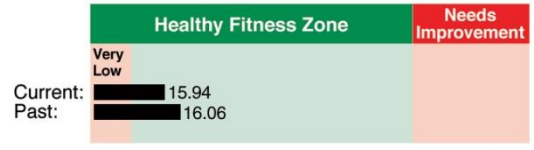
Healthy Fitness Zone for 13 year-old girls
Curl-Up = 18 - 32 repetitions
Trunk Lift = 9 - 12 inches
Push-Up = 7 - 15 repetitions
Back-Saver Sit and Reach =
At least 10 inches on R & L

BODY COMPOSITION

The body composition measure refers to the relative proportion of fat and lean tissue in the body. Body fat percentage can be estimated by skinfold calipers or other measuring devices. The Body mass index (BMI) is another indicator that determines if a person is at a healthy weight for his or her height.
Importance: Overweight youth are at high risk for being overweight adults. Adult obesity is associated with a number of chronic health problems. Many of these health problems can begin early in life. It is important to begin healthy eating and regular activity early.
Healthy Fitness Zone for 13 year-old girls = 14.90 - 24.50



Body Mass Index



Being too lean or too heavy may be a sign of (or lead to) health problems. However, not all people who are outside the Healthy Fitness Zone are at risk for health problems. For example, a person with a lot of muscle may have a high BMI without excess fat.

INTERPRETING THE FITNESSGRAM REPORT

Health-related fitness includes a variety of factors. With regular physical activity most children will be able to score in the Healthy Fitness Zone for most of the tests. It is important for all children to be physically active every day (a total of 60 minutes is recommended) even if they are already fit. If your child is in the Needs Improvement area on a particular test, it is important to provide additional opportunities to be active so they can improve their levels of fitness. **See back of page for more information.**

APPENDIX C: Georgia Fitness Advisory Committee Members

Georgia Fitness Advisory Committee Members
2012-2013

Mark Anderson	Cobb County Schools-Health and Physical Education Curriculum
James Annessi	Metro Atlanta YMCA
Adrian Watlington Cox	Georgia Parent Teacher Association
Seema Csukas	Georgia Department of Public Health
Dan Fesperman	Georgia Department of Public Health
Bob Heaberlin	Coweta County Schools -Lee Middle School
Trisha Hardy	Children's Health Care of Atlanta
Barry Joyner	Georgia Southern University
Christi Kay	HealthMPowers
Lucy Klausner	Children's Health Care of Atlanta
Rodney Lyn	Institute of Public Health Georgia State University
Dave Martinez	Cherokee County Schools-Adapted Physical Education
Therese McGuire	Georgia Department of Education
Michael Metzler	Georgia State University
Mindy Millard-Stafford	American College of Sports Medicine Georgia Institute of Technology
Mary Ann Phillips	Georgia Health Policy Center -Georgia State University
Jeff Townsend	Georgia Association for Health Physical Education Recreation and Dance
Richard (Bud) Reiselt	Emmanuel College
Katie Rogers	Georgia Governor's Office
Shea Ross	Georgia Lieutenant Governor’s Office
James Sessions	Pike County Schools Physical Education Teacher
Michael Tenoschok	Georgia Department of Education
Chuck Truitt	Gwinnett County Schools Health and Physical Education Curriculum
Kim Thompson	Georgia Association for Health Physical Education Recreation and Dance
Arianne Weldon	Georgia Department of Public Health
Shannon Williams	Georgia State University

APPENDIX D: Governor's S.H.A.P.E. Honor Roll 2012

Governor's S.H.A.P.E. Honor Roll is a program to recognize and reward the schools, students, and teachers that demonstrate excellence on measures of S.H.A.P.E. participation, data reporting, and student wellness.

Gold Level	Silver Level	Bronze Level
Birmingham Falls Elementary	Altamaha Elementary	Adairsville Middle
Black's Mill Elementary	Kinchafoonee Elementary	Baker Middle
Campbell Elementary	Garden City Elementary	Byron Middle
Carrollton Elementary	Cross Creek Elementary	Chatahoochee County High
Chestnut Mountain Elementary	Florine Dial Johnston Elementary	Chatahoochee County Middle
Chicopee Woods Elementary	Indian Knoll Elementary	Cherokee High
Cliftondale Elementary	Carmel Elementary	Clayton Elementary
Clyattville Elementary	Centralhatchee Elementary	Cleark Creek Middle
Clubview Elementary	Tucker Elementary	Clinch County Middle
Crescent Elementary	Southwest Laurens Elementary	Columbus High
Friendship Elementary	Perry Primary Elementary	Davis Middle
Guyton Elementary	Matt Arthur Elementary	Dean Rusk Middle
Holly Springs Elementary	Lyons Elementary	ET Booth Middle
Jackson Road Elementary	Southwestern Elementary	Forrest Road Elementary
Jacob Smith Elementary	Hannan Magnet Elementary	Georgia School for the Deaf
Lake Oconee Academy	Craig Elementary	Gilmer Middle
Elementary	Lewiston Elementary	Greenbriar Middle
Largo Tibet Elementary	Free Home Elementary	Harlem Middle
Lewis Frasier Middle	Marshpoint Elementary	Hart County High
Lowndes Middle	Reidsville Elementary	Heritage High
Lowndes High	Early Elementary	Jeff Davis High
Mill Creek Middle	Hickory Flat Elementary	Jefferson High
Mountain View Elementary	Asa Philip Randolph Elementary	McIntosh County High
North Hall Middle	Heards Ferry Elementary	McIntosh County Middle
Pine Grove Elementary	Freedom Middle	Midland Middle
Pine Grove Middle	Grace Snell Middle	MLK Jr. Elementary
Rincon Elementary	Harris County Carver Middle	Oak Grove Elementary
River Ridge High	Holcomb Bridge Middle	Parkside Elementary
Riverview Elementary	Islands High	Perry Middle
SEES Elementary	McConnell Middle	Reese Road Leadership
South Hall Middle	Savannah Arts High	Elementary
South Mitchell Elementary	Whigham Middle	Ridgeview Charter Middle
Spout Springs Elementary	Woodstock Middle	Riverside Middle
Springfield Elementary		Rothschild Middle
Stonewall Tell Elementary		Snellville Middle
Sugar Hill Elementary		Temple Middle
Walter White Elementary		Thomson Middle
West Chatham Elementary		Todd Grant Elementary
Westside Elementary		Veterans Memorial Middle
White Sulphur Elementary		Woodstock High

Report Prepared by:

Therese McGuire, Ed.S.

Georgia Department of Education

Program Specialist Health and Physical Education

tmcguire@doe.k12.ga.us