

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Parrie L Hook

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Bethune-Bowman Middle/High School

(As it should appear in the official records)

School Mailing Address 4857 Charleston Highway

(If address is P.O. Box, also include street address.)

Rowesville

South Carolina

29133-9407

City

State

Zip Code+4(9 digits total)

County United States

State School Code Number* 3805010

Telephone (803) 516-6011

Fax (803) 516-6013

Web site/URL http://bbmhs.ocsd5schools.org/

E-mail plh53@orangeburg5.k12.sc.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Melvin Smoak

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Orangeburg Consolidated School District Fiv Tel. (803) 534-5454

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Julius Page

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 8 Elementary schools
 _____ 4 Middle schools
 _____ 0 Junior High Schools
 _____ 3 High schools
 _____ 1 Other
 _____ 16 TOTAL
2. District Per Pupil Expenditure: _____ 4945
 Average State Per Pupil Expenditure: _____ 5976

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 3 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7	31	17	48
K			0	8	31	26	57
1			0	9	35	29	64
2			0	10	30	28	58
3			0	11	25	29	54
4			0	12	22	23	45
5			0	Other			0
6	29	23	52				
TOTAL STUDENTS IN THE APPLYING SCHOOL							378

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 0 | % Asian or Pacific Islander |
| 93 | % Black or African American |
| 1 | % Hispanic or Latino |
| 6 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 7 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	11
(2)	Number of students who transferred from the school after October 1 until the end of the year	16
(3)	Total of all transferred students [sum of rows (1) and (2)]	27
(4)	Total number of students in the school as of October 1	378
(5)	Total transferred students in row (3) divided by total students in row (4)	0.07
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 0 %
- | | |
|---|---|
| 0 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 0

Specify languages: 0

9. Students eligible for free/reduced-priced meals: 93 %

Total number students who qualify: 352

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %
51 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>3</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>15</u>	Specific Learning Disability
<u>30</u>	Emotional Disturbance	<u>15</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support Staff	<u>11</u>	<u>0</u>
Total number	<u>58</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of 20 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	94 %	97 %	95 %	96 %
Daily teacher attendance	96 %	94 %	95 %	94 %	95 %
Teacher turnover rate	18 %	23 %	26 %	31 %	24 %
Student drop out rate (middle/high)	0 %	0 %	1 %	1 %	3 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

The Student drop-off rate is as follows:

2006-2007 6%
 2005-2006 0%
 2004-2005 9%

2003-2004 0%
2002-2003 5%

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	65	
Enrolled in a 4-year college or university	42	%
Enrolled in a community college	26	%
Enrolled in vocational training	0	%
Found employment	8	%
Military service	6	%
Other (travel, staying home, etc.)	15	%
Unknown	3	%
Total	100	%

PART III - SUMMARY

Bethune-Bowman Middle/High School is the only middle and high school in the Bowman and Rowesville communities. The vision statement of the school, 'Excellence by Choice Not by Chance', conveys the strong commitment to academic success. This commitment to personal accountability and maximum effort commonly unites the team of students, faculty staff, parents, and community. The mission of the school is to partner with students, parents, and community to create an active learning environment that develops productive global citizens in a technological society.

Beliefs for Bethune-Bowman High School:

All individuals can learn.

Awareness of cultural diversity enhances society.

A commitment by students, parents, community and businesses is necessary for successful development of the individual.

Everyone has worth and dignity.

Higher expectations create higher achievement.

All individuals deserve a supportive, clean and safe environment that promotes active learning.

Learning is a continuous process.

Learning is ultimately the responsibility of the individual.

The school's ultimate goal is to provide all students with the best possible education. The school has policies and procedures in place that provides effective operation of the school. Four major organizations: the School Instructional Leadership Team (ILT), School Improvement Council (SIC), the Parent Teacher Association (PTA), and the Student Council collaborate and provide input in the school's operations.

Bethune-Bowman Middle/High School assists students in the development of civic, social and personal responsibility. This is done in an effort to promote honesty, integrity, trustworthiness, responsibility, citizenship, self-discipline, and respect. Presently we have several different clubs that allows students the opportunity to be creatively involved in school programs. Some of those clubs are as follows: Men of Excellence, Junior Beta Club & National Honor Society, Young Scientists & Young Historians, JROTC, U.N.I.T.Y., Future Farmers of America, and Student Government Association. Students are also encouraged to become a part of the athletic teams such as basketball, track and field, football, cheerleading, baseball, and volleyball.

Bethune-Bowman Middle/High School believes in giving all students a quality education. As evidence, we have received the following awards: 2004-2005 Palmetto Gold Award School, 2005-2006 Palmetto Silver Award School, 2006-2007 Palmetto Gold Award School, and Palmetto Showcase School. The Palmetto Gold and Silver Awards Program was established by the South Carolina Education Accountability Act of 1998. As an important part of the education accountability system in South Carolina, the Awards program is designed to recognize and reward schools that attain high levels of absolute performance and schools that attain high rates of improvement. Our School is also SACS accredited. We consider ourselves to be a family, and as a family, we work cooperatively and collaboratively for one common goal: 'Excellence by Choice, Not by Chance!'

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Bethune-Bowman Middle/High School participates in the South Carolina assessment program yearly. Over the span of five years the tests have consisted of the Palmetto Achievement Challenge Test (PACT), Basic Skills Assessment Program (BSAP) Exit Exam from 1988 ' 2003 and the High School Assessment Program (HSAP) Exit Exam from 2004 ' present. Middle school students begin taking the PACT assessment in the 6th grade and continue through the 8th grade. The PACT test consists of four sections: English/Language Arts, Mathematics, Science, and Social Studies. Students can achieve a score of Below Basic, Basic, Proficient, and Advanced. The PACT exam assess students' content knowledge of the selected South Carolina academic standards that all students should have learned by the end of the 6th, 7th, and 8th grade year. Students who achieve scores of Basic and above meet the standards on the PACT.

Students begin taking high school exit exam tests in the 10th grade. The HSAP test consists of two sections: English/Language Arts and Mathematics. The HSAP exam assess students' content knowledge of the selected South Carolina academic standards that all students should have learned in the core content areas by the end of the 10th grade. Students can achieve a score of 1, 2, 3, or 4 sometimes noted as Below Basic, Basic, Proficient, or Advanced respectively. Students who achieve scores of Basic and above meet the standards on the HSAP exit exam. If students score below Basic on the HSAP, they can retake part(s) of the exam that they did not achieve mastery over in the 11th and 12th grade.

In 2003, 46% of the middle school students scored basic or above in English/Language Arts and 54% scored basic or above in mathematics. In 2004, the passage rate on the PACT exam was 52% in English/Language Arts and 57% in mathematics. In 2005, the passage rate for the PACT exam continued to increase with 62% of the students scoring basic or above in English/Language Arts and 70% in mathematics. Scores continued to steadily increase in 2006, with 78% of the students scoring basic or above in English/Language Arts and 87% in mathematics. In 2007, the PACT test data indicates that 68% scored basic or above in English/Language arts and 74% in mathematics.

In the year prior to the administration of the HSAP, 80% of the Bethune-Bowman Middle/High School tenth graders met the graduation standard on all three sections of the BSAP exit exam the first time they were tested. The HSAP test data indicates that in 2004, over 60% of the students passed both the math and English subtests. In ELA, 74% of students scored at 'Basic' level or above and in math, 70% scored at 'Basic' level or above. The data further revealed that 31% of the students who took the HSAP scored Proficient or above in ELA and 30% scored Proficient or Above in math. In 2005 HSAP scores indicated that first attempt 10th grade students had an overall passage rate of 60% on both the math and English subtest. Specifically, 69% of the students scored at the 'Basic' level or above in ELA, and 71% of students scored at the 'Basic' level or above in math. In, 2006, HSAP math and ELA scores reflected an overall first attempt passing rate of 81%, which increased by 21% from 2005. More specifically, 87% of students scored at the 'Basic' level or above in ELA; and 91% of students scored at the 'Basic' level or above in math. In 2007, test data indicated a steady increase in academic achievement with 94% of all first attempt 10th graders scoring Basic or above on both the math and English subtests. An approximate 93% of students scored at the 'Basic' level or above in ELA, and 97% of students scored at the 'Basic' level or above in math.

The national student performance data examined is the SAT. Over the past four years, the school has made significant improvement in SAT scores, moving from a composite score of 776 in 2001 to a score of 917 in 2005. The 141-point increase over four years includes a 65-point increase between 2003 and 2004. This was the 11th highest point gain of all high schools in the state in 2004. Also, the 2004 composite score was thirteen points higher than the district composite score. In 2006, our scores declined to a composite score of 828; however, we have increased that composite score for the 2007 school year by 77 points to a composite score of 905. More information about the South Carolina State Assessment programs can be found at the following web address:

2. Using Assessment Results

Our vision for the future is created by using grade and content level expectations based upon the South Carolina State Standards, results of the Palmetto Achievement Challenge Test (PACT), the High School Assessment Program (HSAP), End-of-Course Examination Program (EOCEP), SAT/ACT, and other pertinent assessments. A curriculum map is designed for each content area that is aligned with the state standards. Our school uses several models that allow us to collect and disaggregate data on a continuous basis. Scantron, Plato, and My Skills Tutor are used by administration, faculty, and staff to monitor and evaluate student learning on an individual basis while enabling students to strengthen and excel in areas of weakness. For example, students must complete a diagnostic online assessments created by MySkills Tutor for each content area. After the diagnostic assessment has been graded and analyzed, the students are then given individually prescribed lessons that will challenge them, as well as, close any achievement gaps.

Bethune-Bowman Middle/High School's mission and belief is to educate all students. Several initiatives have been established based on the needs derived from sources such as desegregated data from state assessments and school report cards, needs assessment surveys, and school improvement council meetings. The middle school offers an enrichment program through the 21st century learning grant. Through this grant, students are able to receive extra enrichment within the core content areas during the afternoon hours of 3:45p.m. ' 6:00p.m. Additionally, all middle school students attend summer school to get individualized instruction based on their performance on the PACT test. The high school has obtained the 'iAm Laptop Grant' upon which all current ninth graders for a span of three years receive their own personal laptop. Through this grant we are able to integrate technology into instruction, give individualized instruction to all students that will better prepare them for the HSAP assessment, as well as, prepare our students to be global citizens in the 21st century.

Students complete online assessments weekly in each of the four core content areas. Periodically, formative assessments are given to gauge the progress of each student. To ensure the ongoing monitoring of student achievement, grade level and content teams have been implemented as a tool for discussion and learning. Goals that align with our School Renewal Plan are stated. Lessons and concepts that aid in achieving the goals are shared. Diagnostic results are reviewed, analyzed, and discussed. New lessons and concepts are shared, as well as pertinent outside research that increases student learning. Based on the goals that have been implemented for this school year, instructional Facilitators have been assigned in the science and English content areas to daily assist students and teachers with increasing academic achievement and closing the achievement gap for all students.

3. Communicating Assessment Results

PACT, HSAP, End-of-Course (EOCEP), and SAT/ACT results determine our vision for the next school year. Parents are notified of the results through a school report to the community in a pamphlet provided by the school and located on the school's web page. Annually, the faculty, staff, parents, and community members collectively create a new School Renewal Plan that will increase student performance on the aforementioned tests. Teachers analyze this new set of data in order to set goals and make informed decisions to increase student learning through quality instruction.

Assessment results are communicated to parents via mail in a timely manner. Interim progress reports are mailed every two weeks and report cards are mailed at the end of the nine weeks. State assessment results are mailed to parents as soon as the South Carolina State Department of Education makes them available. Additionally, all content areas host a content area class night at which parents are informed about the progress of their children, receive hands on experience with what the students are learning in class, and learn effective strategies to assist their children at home.

4. Sharing Success:

Bethune-Bowman Middle/High School shares its successes with other schools through various types of communications. Every two weeks, reports are made from each school within Orangeburg Consolidated School District Five highlighting the school's successes at scheduled

Board of Trustee meetings. Monthly, the administrative staff shares school improvement with other school leaders throughout the district during executive cabinet meetings.

Selected faculty and staff members highlighting the success of the school provide professional development throughout the district, as well as statewide. During these professional development sessions, Bethune-Bowman Middle/High School serves in the capacity of a 'Model School', where the presenters offer key elements that will facilitate the implementation of strategies to promote academic excellence within a school. The faculty and staff have been fortunate to present for The South Carolina Alliance of Black School Educators, The South Carolina Middle School Conference, The South Carolina State Department of Education, and Orangeburg Consolidated School District Five. Additionally, the success of our school can be found daily on our school website, featured on the South Carolina State Department of Education's website as a 'Palmetto Showcase School' and viewed on various local broadcasting networks, as well as read about in the local newspapers as a featured school of academic excellence.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum of a school serves as its hallmark reflecting the values of the faculty, the capabilities of its students, and the aspirations of the institution. Our curriculum evolves through a continuing process of change. Teachers of English/Language Arts, math, science and social studies are required to develop curriculum maps, as well as utilize pacing and curriculum guides in their content areas. These serve as blueprints in delivering instruction. The administrative team, curriculum facilitator and instructional coaches work closely with teachers to ensure instructional alignment with the state standards through review of long range plans, weekly/daily lesson plans, syllabi, and computer-based programs such as Accelerated Reading/Math and My Skills Tutor. The school also aligns textbooks, software, and supplemental materials to the curriculum and clearly defines expectations for student learning. Scantron, a software program that enables teachers to create Benchmark tests, study guides, and homework activities, is currently being utilized. These periodic assessments ensure that progress is measured and directly linked to instruction.

We are committed to high quality standards and expectations for students. Our course offerings include applied, college prep, honors, advanced placement, and International Baccalaureate (IB) classes to meet the needs of students and to assist them in achieving their academic goals. Students taking IB courses are enrolled in the Orangeburg Consolidated School District Five International Baccalaureate program. Our curriculum includes challenging courses of studies for college-bound students and vocational courses for those students that are preparing to enter the workforce upon graduating from high school.

We offer a rigorous and relevant curriculum with the South Carolina Curriculum Standards as our foundation. The curriculum is taught within the 4X4 block schedule. Students are required to take four classes each semester. We do not have study halls or early/late arrivals. We do allow advanced students who have completed the requirements for the awarding of a diploma to cross enroll in college classes for college credit. Additionally, we allow students to take advanced courses to obtain high school credits while enrolled in middle school.

Our core courses in the English, math, science, and social studies content areas offer a variety of classes suited for all students. Students are admonished to choose courses that interest and challenge them academically. English classes are offered from English 1 to English 4. There are electives in journalism and college summit. Math classes are offered from Introduction to Algebra to Advanced Placement (AP) Calculus. Social studies offer U.S. History and American Government/Economics along with an elective class of African American studies. Science classes use inquiry and experimentation to teach courses including Physical Science, Biology, Applied Biology, Chemistry, Chemistry for the technologies, and Physics Honors. Additionally, an elective of Anatomy & Physiology is offered.

The foreign language curriculum allows students to communicate successfully in another language; learners must develop strategies to assist them in bridging the communication gaps that exist because of differences in languages and cultures. The foreign language class provides a safe haven for learners to practice and work through the challenges that one encounters when communicating with speakers of other languages. The curriculum includes the philosophical perspectives, the behavioral practices, and the products both tangible and intangible of a society. The foreign language presently offered at Bethune-Bowman Middle/High School is Spanish.

The Physical Education department emphasizes the need for healthy choices to promote healthy lifestyles. Physical education allows students to gain experience in aerobic fitness, tennis football, softball, volleyball, and weight training.

The Special Education curriculum is customized to service the needs of students individually. Students can be assigned to resource classes for additional help and support. Other students are self-contained and are taught skills that help them to perform at their

optimal level.

There are other electives such as keyboarding, JROTC, multimedia, child development, parenthood, and applied business applications. Other electives are offered at the Orangeburg Consolidated School District Five-Technology Center. Our intent is to ensure that there are classes available for every interest a student may have.

2b. (Secondary Schools) English:

The English/Language Arts curriculum is based on knowledge of human growth and development, as well as current learning theories. The curriculum enforces academic excellence through the integration of technology into instruction by using such programs as: STAR testing, Accelerated Reader, PLATO, My Skills Tutor, and other computer assisted instructional programs and software. The curriculum employs the usage of best practices such as reading across the curriculum, writing across the curriculum, and differentiated instruction. Writing across the curriculum is implemented in all subject areas in which extended response items are completed monthly and constructed response items weekly. Students receive instruction in a standards- based curriculum centered on rigor and relevance.

English teachers have developed curriculum maps that are aligned to the South Carolina Curriculum Standards, course goals and objectives, materials, resources, and assessments. Standards-based benchmarks are administered quarterly to assess student progress. Literacy programs have been implemented to improve the reading skills and close the achievement gap of identified students who read below grade level. The literacy programs, 'Success For All', 'Soar to Success' and 'Reading Renaissance', have proven to be developmentally appropriate and research-based. Summer reading is also required for all students to continuously fortify and improve their reading skills. Remediation, enrichment, and acceleration courses are integrated throughout the school day for students who need to improve their performance on End of Course Tests, SAT/ACT, PACT and HSAP assessments.

3. Additional Curriculum Area:

The math curriculum equips students with the mathematical skills and understanding that will allow them to be competent and competitive within a global society. The curriculum engages students in instruction that utilizes math process skills such as problem solving, decision making, critical thinking, and applied learning. The curriculum is based on the South Carolina State Curriculum Standards and focuses on the acquisition of knowledge through engagement and inquiry.

The integration of technology into the curriculum is an integral facet of this program. Teachers use computer programs and software such as: Accelerated Math, Cognitive Tutor Math, Texas Instrument Graphing Calculators, Scantron Testing, PLATO, and My Skills Tutor. Additionally, the curriculum ensures academic improvement and excellence through the integration of remediation and enrichment through the HSAP Prep and SAT/ACT prep classes. Student performance is monitored on a continual basis by analyzing classroom grades, benchmarks, and other assessment data that will enhance student achievement. Advanced Placement courses are also offered for students to obtain college credit while enrolled in high school.

4. Instructional Methods:

Our school provides varied instructional activities/strategies that facilitate student learning. From the results of quarterly mandated district benchmarks, PACT, HSAP, End-of-Course Examination program (EOCEP), and SAT/ACT, teachers tailor Scantron, Plato, and My Skills Tutor enrichment activities to meet the individual needs of students. Our curriculum and instructional practices accommodate various cultural differences, abilities, and learning styles. Our instructional practices place emphasis on teachers facilitating the learning process through standard based and student centered instruction.

A variety of instructional strategies and research-based activities such as Differentiated Instruction, Accelerated Reader and Math, River Deep, Plato, and Reading Renaissance are included in our curriculum. Our school provides course schedules that include a 45-minute literacy reading block. Writing, listening, speaking, and viewing strands are addressed informally throughout the instructional day. All content area teachers are required to include constructed response items in their weekly lessons. English Language Arts teachers are also required to complete a formal extended response item on a monthly basis.

To avoid loss of instructional time, our school makes announcements only at the beginning and end of the school day and interrupts teachers only in case of emergencies. In addition, students are only allowed to leave the classroom in emergency situations. Instructional time is further protected limiting non-educational activities to before or after school. Teachers instruct a minimum of 25 hours weekly. High school classes are taught in 90 minute blocks and middle school classes in 80 minute blocks. Our school calendar includes 180 days of instruction for students and 190 days for teachers with 10 staff development/work days.

The administrative team provides faculty and staff with instructional technology, materials, and resources to support the curriculum as outlined in the School Renewal Plan. Our school has three operable computer labs, and teachers have at least two computers in their classrooms with Internet access.

5. Professional Development:

Yearly formal evaluations are conducted for all professional staff utilizing the South Carolina ADEPT model or the South Carolina Goals-Based Evaluation model. Paraprofessionals and substitute teachers are monitored as outlined by the Orangeburg Consolidated School District Five Handbook and Policy and Procedure Manual. Paraprofessionals are included in district and school-wide professional development opportunities. Professional development activities at our school focus on the four core content areas, classroom management, technology, differentiated instruction and writing. These activities are based upon the School Renewal Plan, PACT, HSAP, SAT/ACT, End-of-Course tests, classroom observations, and other assessment tools. In addition, there are five educational journals and magazines that are available in the media center for teachers to read, to critique and to present to other faculty members during our collaborative learning community sessions that are held twice a month.

Our school constantly promotes and implements a vision, a mission and a direction that focuses on student learning. Decisions are made based upon what is in the best interest of the children. The school curriculum is driven by standards that are clear, concise, and appropriate for each grade level. The goals, objectives and activities reflect a wide range of age-appropriate skills. Assessments are used to measure and describe student learning. Data are used to drive instruction and assessments. Faculty/staff and departments meet regularly to discuss decisions and/or address concerns that affect the entire school/department. Professional development, coaching, mentoring, and collaborative teaching is provided on a daily basis by the instructional coaches in the science and English content areas. The curriculum facilitator provides professional development and feedback to all teachers in the various subject matters on a weekly basis. Additionally, professional development is provided for teachers through in and out-of-state, district, and national professional conferences.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 10 Test High School Assessment Program (HSAP) 2004-20
Edition/Publication Year 2003-2007 Publisher South Carolina State Department of Educati

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Proficient, & Advanced	93	87	68	74	69
% "Exceeding" State Standards					
Proficient & Advanced	46	56	32	32	
Number of students tested	71	50	65	58	40
Percent of total students tested	90	96	100	97	100
Number of students alternatively assessed	11	12	12	0	3
Percent of students alternatively assessed	15	24	18	0	8
SUBGROUP SCORES					
1. Not Disabled					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Proficient, & Advanced		89	76	80	
% "Exceeding" State Standards					
Proficient & Advanced		63	38	33	
Number of students tested	60	38	53	48	
2. Subsidized Meals					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Proficient, & Advanced	92	86	67	70	
% "Exceeding" State Standards					
Proficient & Advanced	45	55	28	28	
Number of students tested	65	49	48	49	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Proficient, & Advanced	97	91	71	70	78
% "Exceeding" State Standards					
Proficient & Advanced	80	87	37	30	
Number of students tested	71	50	65	58	40
Percent of total students tested	90	96	100	97	100
Number of students alternatively assessed	11	12	12	10	3
Percent of students alternatively assessed	15	24	18	17	8
SUBGROUP SCORES					
1. Not Disabled					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Proficient, & Advanced		94	80	76	
% "Exceeding" State Standards					
Proficient & Advanced		91	44	30	
Number of students tested	60	38	65	48	
2. Subsidized Meals					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Proficient, & Advanced	96	91	72	66	
% "Exceeding" State Standards					
Proficient & Advanced	79	86	35	21	
Number of students tested	65	49	48	49	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Proficient, & Advanced	64	57	57	57	54
% "Exceeding" State Standards					
Proficient & Advanced	7	16	21	11	6
Number of students tested	50	54	55	54	59
Percent of total students tested	100	85	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Not Disabled					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Proficient, & Advanced	75	58	60	53	
% "Exceeding" State Standards					
Proficient & Advanced	18	19	24	15	
Number of students tested	40	43	50	40	
2. Subsidized Meals					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Proficient, & Advanced	73	56	59	50	
% "Exceeding" State Standards					
Proficient & Advanced	15	19	24	15	
Number of students tested	33	43	49	40	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Proficient, & Advanced	75	88	57	55	39
% "Exceeding" State Standards					
Proficient & Advanced	15	42	6	5	2
Number of students tested	48	61	57	60	62
Percent of total students tested	100	85	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	2	3	0	0	0
SUBGROUP SCORES					
1. Not Disabled					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Proficient, & Advanced	85	87	56	57	
% "Exceeding" State Standards					
Proficient & Advanced	18	40	2	6	
Number of students tested	40	53	43	52	
2. Subsidized Meals					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Proficient, & Advanced	85	87	56	57	
% "Exceeding" State Standards					
Proficient & Advanced	18	38	3	7	
Number of students tested	39	47	39	44	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Proficient, & Advanced	66	88	72	44	45
% "Exceeding" State Standards					
Proficient & Advanced	34	45	8	3	8
Number of students tested	59	57	61	62	64
Percent of total students tested	100	79	100	98	97
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	2	2	0	0	0
SUBGROUP SCORES					
1. Not Disabled					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Proficient, & Advanced	70	87	76	44	
% "Exceeding" State Standards					
Proficient & Advanced	36	40	9	4	
Number of students tested	53	45	54	46	
2. Subsidized Meals					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Proficient, & Advanced	69	85	75	40	
% "Exceeding" State Standards					
Proficient & Advanced	33	39	8	4	
Number of students tested	45	41	48	45	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Proficient, & Advanced	81	91	81	80	66
% "Exceeding" State Standards					
Proficient & Advanced	53	50	43	30	21
Number of students tested	50	54	55	54	59
Percent of total students tested	100	85	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Not Disabled					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Proficient, & Advanced	88	93	84	85	
% "Exceeding" State Standards					
Proficient & Advanced	58	51	48	38	
Number of students tested	40	43	50	40	
2. Subsidized Meals					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Proficient, & Advanced	78	91	84	83	
% "Exceeding" State Standards					
Proficient & Advanced	43	51	49	38	
Number of students tested	41	43	49	40	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Proficient, & Advanced	58	100	74	58	52
% "Exceeding" State Standards					
Proficient & Advanced	31	52	28	10	16
Number of students tested	48	61	57	60	62
Percent of total students tested	100	85	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	2	3	0	0	0
SUBGROUP SCORES					
1. Not Disabled					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Proficient, & Advanced	70	100	77	67	
% "Exceeding" State Standards					
Proficient & Advanced	38	49	33	12	
Number of students tested	40	53	43	52	
2. Subsidized Meals					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Proficient, & Advanced	58	100	77	66	
% "Exceeding" State Standards					
Proficient & Advanced	33	49	28	9	
Number of students tested	45	47	39	44	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Proficient, & Advanced	80	65	59	36	47
% "Exceeding" State Standards					
Proficient & Advanced	18	40	7	2	8
Number of students tested	59	57	61	62	64
Percent of total students tested	100	79	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	2	2	0	0	0
SUBGROUP SCORES					
1. Not Disabled					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Proficient, & Advanced	81	60	61	35	
% "Exceeding" State Standards					
Proficient & Advanced	17	36	7	2	
Number of students tested	53	45	54	46	
2. Subsidized					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Proficient, & Advanced	72	61	58	31	
% "Exceeding" State Standards					
Proficient & Advanced	12	34	6	0	
Number of students tested	50	41	48	45	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					