

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

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

Name of Principal: Mr. Rex Ward

Official School Name: Ninety Six High School

School Mailing Address:
601 Johnston Road
Ninety Six, SC 29666-1417

County: Greenwood State School Code Number*: 2452025

Telephone: (864) 543-2911 Fax: (864) 543-3132

Web site/URL: http://www.greenwood52.org/nshs/site/default.asp E-mail: rward@greenwood52.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Dan Powell

District Name: Greenwood District 52 Tel: (864) 543-3100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Sammy Corley

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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.

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

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| 1 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| 1 | Other |
| 4 | TOTAL |

2. District Per Pupil Expenditure: 8752

Average State Per Pupil Expenditure: 8577

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 area
 Suburban
 Small city or town in a rural area
 Rural

4. 2 Number of years the principal has been in her/his position at this school.

6 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
PreK			0	7			0
K			0	8			0
1			0	9	87	66	153
2			0	10	56	48	104
3			0	11	57	56	113
4			0	12	51	60	111
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							481

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
21 % Black or African American
 _____ 1 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 78 % White
 _____ % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)].	35
(4)	Total number of students in the school as of October 1.	477
(5)	Total transferred students in row (3) divided by total students in row (4).	0.073
(6)	Amount in row (5) multiplied by 100.	7.338

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 1

Number of languages represented: 1

Specify languages:

Chinese

9. Students eligible for free/reduced-priced meals: 51 %

Total number students who qualify: 246

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 free and reduced-price school meals 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: 11 %

Total Number of Students Served: 53

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>39</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>3</u>	<u>0</u>
Classroom teachers	<u>33</u>	<u>3</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>42</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 24 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	97%	97%	96%	95%	95%
Teacher turnover rate	1%	14%	8%	0%	9%
Student dropout rate	1%	1%	2%	2%	1%

Please provide all explanations below.

In 2006-2007, five teachers left for the following reasons: health, college football coaching position, closer to home (child began school,) and husband and wife (2) for husband's coaching position.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	99	
Enrolled in a 4-year college or university	43	%
Enrolled in a community college	43	%
Enrolled in vocational training	0	%
Found employment	6	%
Military service	2	%
Other (travel, staying home, etc.)	0	%
Unknown	6	%
Total	100	%

PART III - SUMMARY

Ninety Six High School is located in Greenwood County, South Carolina. Greenwood School District 52, also known as the Ninety Six School District, was established in 1954. The district has approximately 1,600 students. The school district is composed of grades K-12 and has one school at each of the following levels: primary, elementary, middle and high school. One of the community's biggest selling points is the school district. People purchase homes in the school zone so their child can attend within the district.

According to census data available from the year 2000, the population of Ninety Six is approximately 1,936. Data regarding the educational attainment of the town of Ninety Six was collected from the United States Census Bureau. Approximately 76% of people over the age of 25 completed high school. Forty-four percent of the population went on to some form of higher education after the completion of high school.

Students in grades nine through twelve attend Ninety Six High School. Ninety Six High School's student body is 25% African-American, 74% Caucasian and 1% other ethnicities. Forty-three percent of students qualify for free and reduced meals. Eleven percent of the students are served in special education.

Ninety Six High School has received many honors in the past four years. We have been recognized as a Palmetto Gold school for the past four years by the South Carolina Department of Education. For the last two years, the school has been recognized as a Bronze Medal winner by the *U.S. News and World Report* magazine for being one of America's Best High Schools. We also have been a School of Promise and received the Red Carpet award for friendly service and good public relations.

The mission of Ninety Six High School is to build a community of learners in a positive, safe environment and to prepare students to be successful in life. Our motto is, "Learning is a journey...stay the course." We believe that all learners:

- Have potential and can achieve
- Have the right to and the responsibility for a quality education
- Benefit from mutual respect between teachers and students
- Benefit from mutual respect for others and respect for cultural diversity
- Benefit when parents are the first and most important teachers
- Benefit when parents are active participants in the school and community
- Benefit from school/community partnerships
- Have responsibility to become productive members of society

On February 6, 2008, the South Carolina Department of Education's Office of School Facilities closed fifteen of the school's thirty classrooms. For fourteen days, classes were held in every available space and students were transported to vacant classrooms at the primary school. Twenty portables, aka "Learning Cottages," were brought in and set up in the back of the school. During this transition, the students and teachers did not miss a beat and the percentage of students who passed the state's HSAP exam on the first attempt increased by two percent over the previous year.

Ninety Six High School is an unique, small, rural school. Caring relationships make the school special. Our faculty and staff are like family, working well together and supporting each other. Also, our teachers bond with students and go the extra mile to help them succeed. With our small size, our teachers are able to spend quality time with the students to build these relationships. After students graduate, some will return and visit with their former teachers. On occasions, students visit their former teachers for help in their college classes. When fifteen of our thirty classrooms were closed, the relationships between the students and teachers carried us through this adverse situation.

Another strength NSHS has is the student support within the school structure that contributes to the academic success of our students. Our students have exceeded local and state averages on HSAP and the end-of-course state tests.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The HSAP is the state assessment that is required for students to receive a South Carolina diploma. Students take it initially in April of their second year in high school. It consists of ELA and mathematics subtests, which are scored with the four following levels: below basic, basic, proficient, and advanced. Students meet standard with a minimum score of basic. Students scoring below basic must repeat that subtest until standard is met. Only with scoring at least basic on both subtests will a student receive a diploma. Additional information about HSAP is available at the South Carolina Department of Education website at www.ed.sc.gov/agency/accountability/assessment.

This fall one senior on her fourth attempt took one subtest and passed, and last year no one had to retest his senior year. Our first-attempt passing rate for both subtests has improved 14% from 80% in 2003-04 to 94% in 2007-08. Our scores have consistently and steadily improved in both ELA and math. Since our subgroups are small, individual scores have a greater impact on the mean, which increased 8 points in ELA and 13 points in math. Also, the median increased 5 points in ELA and 13 points in math.

In addition to the increase in the first-attempt passing rate, which indicates scores of at least basic, NSHS students have also shown significant gains in the percentage scoring advanced and proficient and the percentage scoring advanced on both the ELA and math subtests since 2003-04. The increase in subgroup scores has contributed greatly to the overall improvement of our test results.

In ELA, the percentage of total students scoring at the proficient and advanced levels has increased from 66% in 2003-04 to 76% in 2007-08 for a gain of 10%. The percentage of total students scoring advanced has increased from 33% to 40% for a gain of 7%.

The same upward trend has been experienced in math. The percentage of total students scoring at the proficient and advanced levels has increased from 51% in 2003-04 to 69% in 2007-08 for a gain of 18%. The percentage of total students scoring advanced has increased from 19% to 33% for a gain of 14%.

In ELA, the percentage of students eligible for free and reduced meals scoring proficient and advanced increased from 51% in 2003-04 to 61% in 2007-08 for a gain of 10%. The percentage of students eligible for free and reduced meals scoring advanced increased from 12% to 31% for a gain of 19%. The percentage of African-American students scoring proficient and advanced increased from 46% to 63% for a gain of 17%.

The same upward trend has been experienced in math. The percentage of students eligible for free and reduced meals scoring proficient and advanced increased from 24% in 2003-04 to 55% in 2007-08 for a gain of 31%. The percentage of students eligible for free and reduced meals scoring advanced increased from 5% to 22% for a gain of 17%. The percentage of African-American students scoring proficient and advanced increased from 27% to 48% for a gain of 21%. The percentage of African-American students scoring advanced increased from 3% to 19% for a gain of 16%.

Assessment results indicate that we are reducing the achievement gap between historically low-performing and high-performing student subgroups. Students eligible for free and reduced meals and African-American students have demonstrated a faster rate of improvement than their white counterpart. In ELA, the rate of gain from 2003-04 to 2007-08 averaged 15.5% for students eligible for free and reduced meals, 7% for African-American students, and 6.5% for white students. In math, the rate of gain averaged 24% for students eligible for free and reduced meals, 18.5% for African-American students, and 13.5% for white students.

2. Using Assessment Results:

Assessment results are disaggregated for data analysis reference. New data is added yearly so longitudinal and latitudinal comparisons can be made. Each teacher is given a summary report for reference. Data results are discussed at 4-meetings for review and planning, and departments have meetings to target their specific curriculum areas. Teachers use student assessment data in their long-range plans for each class they teach. School summaries provide information for the curriculum as a whole. Subgroup data provides needed information. Teachers use curriculum areas identified as weak and strong in planning so that time is utilized efficiently. An example would be that poetry was an identified weak area so more emphasis was put on poetry in the curriculum. Another example is that PSAT is used to identify potential students for advanced placement courses. MAP (Measure of Academic Progress) scores are used by students to set personal targets and to estimate HSAP scores. The end-of-course data is used by teachers to help determine if what they had taught was on target and adjust curriculum accordingly. All students take college preparatory classes.

Eighth grade PACT results, along with grades, are used to identify students who would benefit from having English and/or math all year rather than one semester on the block schedule. Power English and Power Math provide an extended curriculum rather than a watered-down one. This added support helps students build a firm foundation so that they will be more confident and more successful in their high school experiences.

Using assessment results is an on-going process. Teachers do it informally, and we do it school-wide. It is used for students to learn and move forward wherever they may be.

3. Communicating Assessment Results:

Communicating assessment results to parents is important to the academic success of students. Ninety Six is very much a community where the school is an integral part of the culture of the town. Much communication takes place at sporting events and the grocery store. Ninety Six High has mailings at least every 4 ½ weeks. Interim reports and report cards are mailed to ensure that parents receive them, and state assessment results are also mailed for the same reason. Open Houses are held twice a year along with a Conference Day. Also, an automatic phone system is used to provide parents with information and reminders when needed.

Various meetings are held at night to provide parents with information. Parents of rising freshmen have a meeting in the spring of the 8th grade and again right before school starts. The high school testing program and support systems available for students are explained to students and parents at this time. Junior Night and Senior Night are also provided for parents where assessments are explained. Counselors will meet with each ninth and tenth grade student and a parent to have Individual Graduation Plan conferences. Assessments will be used at this time for curriculum planning.

Articles about the school and students are sent to both the Ninety Six and Greenwood newspapers. Our new electronic marquis can be easily updated with pertinent information. For years, we have had the Wall of Fame with the names of students who make at least 1100 on the SAT. We have our Palmetto Gold flags on display and have a bulletin board in the hall that is updated daily with news articles of our school, students, and former students. Honor roll students are listed in the newspaper each quarter.

4. Sharing Success:

Ninety Six High School has been practicing many of the initiatives supported by High Schools That Work for a good while. We have always shared with surrounding districts and informally at state and national meetings. Teachers interact with others at common inservices in our consortium. Faculty members have presented and are willing to present at conferences. Faculty members would welcome opportunities to interact with others and share ideas via email or other methods. This would not only benefit others but would benefit our faculty as a forum for networking.

We place a lot of emphasis on school environment and relationships. One of the advantages of a small school setting is the opportunity to know your students and their needs. We try to meet these needs by thinking creatively to structure and schedule our school environment and school day. We consider our flexibility, shared ownership, and willingness to try new things strengths of our school. Some of the areas that we can share are as follows:

- Vertical teams
- Assessment structure
- Math help
- Homework Center
- HSAP review
- Assessment environment
- Summer reading
- Senior projects
- Scheduling for success
- Use of technology in the classroom
- Professional learning during the school day
- Academic acceleration
- Advisory schedule

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

In language arts, students are required to take an English class each year and are encouraged to take electives in the subject area. Students take either college preparatory or honors English. In addition to CP English, seniors may choose AP English or a college-transfer English class at the local technical college for dual credit. Seniors at Ninety Six High School have a required senior project built into the curriculum with a service-learning component, a research component and a power-point oral presentation to a community panel. Power English classes are available for students who are struggling with the subject or working below grade level. Electives include Literary Studies and Creative Writing.

Mathematics challenges each student to achieve to his or her highest level. Four math credits are required for graduation. Our course offerings are Algebra 1 A and B, Algebra 1, Geometry, Algebra 2, PreCalculus, Probability and Statistics, AP Calculus AB, and AP Calculus BC. Each of the first three is offered at both college preparatory and honors levels. Additionally, those who need extra help and/or time take Power Math. Every day our students are engaged in learning new skills through the use of Promethean boards and graphing calculators. Each math class has a class set of graphing calculators for daily use and some available to students for home use. When appropriate, hands-on activities and projects are also used to bring the concepts alive to the students.

Science offers a variety of courses to accommodate the needs of all students. We offer college preparatory and honors classes in physical science, biology and chemistry. We offer gifted classes in physical science, and our SC end-of-course results for physical science are significantly higher than the state average, 92.6% compared to 54.6% in the last report of 2006-2007. In addition, students can enroll in Botany, Anatomy and Physiology, Chemistry 2, Biology 2, Physics, and AP Biology.

Social Studies students begin their freshmen year in Global Studies I which covers prehistory to the expansion of the Muslim World-1300-1700. Also, we offer a Global Studies I Honors. After that introductory year, their options expand tremendously. Sophomores may choose from either Global Studies II which covers from 1700 to the present or Foundations of American History Honors. Juniors will either take United States History and Constitution CP or AP US History. All seniors are required to complete a semester of American Government and Economics, which may be taken here for college prep or at Piedmont Technical College for dual credit. The following social studies electives are offered: Psychology CP and dual credit, Human Growth and Development dual credit, Law Education, and Sociology. Fundamentals of Teaching is partnered with Lander University for dual credit within this department as well.

Ninety Six offers three levels of Spanish and French. With textbook publishers offering interactive software with the purchase of their material, our Spanish and French teachers have increased the amount of student interaction with the use of their Promethean boards and LCD projectors.

Visual and Performing Arts enhance the curriculum program and help produce a well-rounded educational and cultural experience for students. Chorus, band, drama and art classes are offered as performance classes along with music and art appreciation courses. The chorus and band programs have two major productions a year and perform in the community as well. Drama ends its class with an evening production. Dual credit courses in art appreciation and speech are offered at Piedmont Technical College, and Humanities through the Arts is offered through the SERC network.

2b. (Secondary Schools) English:

The English curriculum at Ninety Six High School recognizes that literacy and language arts are key elements in success in all content areas. Literacy and language skills are essential to each student's education and future success. The literature content is created to give students a broad perspective of our world, incorporating all genres: poetry, prose, media, essay, short stories, memoirs, novels, and drama incorporating fiction and non-fiction.

Grade nine sets the foundation for future classes by exploring a variety of themes in a survey course of various time periods, genres and cultures. Writing, research, vocabulary, language skills and literary analysis are imbedded in the study of literature. The curriculum of grade ten becomes more rigorous as it expands and builds on the ninth grade curriculum and prepares the students to take the HSAP exam in the spring. Eleventh grade students study American literature, concentrating on literary analysis. Preparation for the senior project begins in this class. Twelfth grade English students enter this capstone course using the foundation of skills taught in the previous grades. The emphasis is on preparation for postsecondary endeavors. Students continue the studies of literature, writing, language arts and research as they work on a culminating senior project that includes research, job skills, service learning, and an oral presentation integrated with a power point report. Students seeking an additional challenge, or who are interested in earning college credit while in high school may take the year-long AP English Literature and Composition course or may go off-campus to earn English credit at the local technical college.

Writing instruction occurs at all levels and includes all forms of writing including but not limited to: expository, poetry, technical, instructional, argumentative, comparison, and literary analysis. Peer review and student-teacher conferences are a regular part of the process. Writing is recognized as a process and students are encouraged to revise. A creative writing elective is available for students who wish to pursue the creative forms of writing. Daily grammar practice occurs at all grade levels as does vocabulary instruction. Emphasis is placed on SAT vocabulary and Latin and Greek roots.

Students who are struggling and/or have performed poorly on state-required high stakes tests are placed in Power English classes to optimize their opportunities to review and practice the skills needed to improve and build confidence. Tutoring is also available for all students at homework center and during lunches.

Literacy is targeted in all content areas but particularly in English. With the help and support of our media center, students are given time to read and help in selecting reading material of interest. We have a school wide summer reading program that provides a book for every student and a culminating program upon return to school. A literature studies elective is available for students who want more opportunities to read and discuss literature. We have silent sustained reading and a school-wide book club that meets during lunch.

3. Additional Curriculum Area:

Part of the mission of Ninety Six High is to prepare students to be successful in life. Proficiency in mathematics is an ever-increasing element essential to that success. Therefore, the mathematics department at Ninety Six offers a variety of courses designed to allow each student to prepare for success at the most appropriate level. For those who are struggling and need remediation before taking the exit examination required for graduation, Power Math is offered. Algebra 1 is offered in the eighth grade for the most advanced students. Others may take Algebra 1 in one semester or in two as deemed appropriate. Geometry and Algebra 2 are offered at both a college preparatory and honors levels. Every student takes these three courses. Since four units of mathematics are required for graduation, students must choose one more course from a variety of offerings. Many choose to take Statistics next since it is applicable to a variety of careers. Others seeking a higher degree of mathematics knowledge choose to take PreCalculus next. Finally, students choose between taking dual credit classes at the local technical college and taking Advanced Placement

Calculus AB and BC. For those who are motivated to do so, as many as seven math credits can be earned before graduation.

The math department faculty is dedicated to the success of these students. To that end, we have worked with the science department to learn activities that can be integrated into both curriculums. We believe that such integration and reinforcement will allow the students to see the relevancy of the information thereby increasing the likelihood of retention of the knowledge. Members of our department continue to grow in the discipline, obtaining advanced degrees and National Board certification, in our desire to enable our students to be successful and achieve our school mission.

4. Instructional Methods:

Ninety Six High School teachers use a variety of instructional methods which facilitate learning in our classrooms. Student-lead instruction, direct instruction, and open-ended discussion questions that lead to higher-order thinking skills can be observed around our campus. Our students participate in independent and group research projects, labs, presentations to classmates, and mock trials.

Occupational skills are taught at both Ninety Six and the local career center. Students participate in courses which are minds-on, hands-on and real-life. Youth apprenticeship, work-based learning and school-based enterprise are examples of the programs offered.

Ninety Six is in the early stage of implementing inclusion classes for students with learning disabilities. Regular education and special education teachers are working together to improve student learning and achievement.

Rising ninth graders who score below basic are placed in small, remedial English and math classes. These semester classes supplement the regular English and math classes to provide additional time and individualized instruction. This supplemental curriculum helps provide the firm foundation that they will build upon in subsequent courses.

Online courses are offered to provide flexibility and opportunities for students to take the courses needed to be successful in future endeavors. Students are offered courses that are not offered at Ninety Six, and some are taking credit recovery courses to meet graduation requirements. Seniors are able to take classes at the local technical school for both high school and college credit. Different classes are offered both semesters and students are able to incorporate these classes in their high school schedule.

Technology is beginning to be used more to organize and deliver instruction. We have reduced the amount of wasted instructional time by installing Promethean boards and LCD projectors in most of our classrooms. English students are able to share their opinions about teacher-led assignments with classmates by blogging. Teachers use an online lesson plan program and an online grade book to help organize instruction.

5. Professional Development:

The South Carolina Education and Economic Development Act requires all schools in the state to adopt the Southern Regional Education Board's High Schools That Work (HSTW) model by the 2009-2010 school year. Three years ago, Ninety Six joined this initiative and began participating in the different workshops offered through SREB. Guest speakers from SREB have conducted in-services at the school on student-centered instruction and creating a high performance learning culture. These in-services provided teachers with strategies that will actively engage students in the learning process and communicate the expectations the teachers should have for all students. Teachers have attended High Schools That Work workshops and the HSTW national convention during the past two summers. The workshops and national convention allow our

teachers the opportunity to talk with teachers from other states about what they are teaching, how they are teaching, and how the students are responding to specific teaching strategies.

An in-service on Inclusion was held for the Ninety Six faculty. To close the achievement gap between regular and special education students, special education teachers are being assigned into regular education classes.

Ninety Six's faculty meets once a week during their planning period for professional development and other housekeeping items. During the past two years, book studies have been held during these meetings. They have read and discussed *The Framework for Understanding Poverty* by Ruby K. Payne and *The World Is Flat* by Thomas Friedman. These two books have given our faculty a better understanding of how to deal with financially disadvantaged students and skills our students need to learn to be successful in the new global society.

In-service sessions are conducted by our teachers for other faculty members. Technology sessions and/or information sessions from teachers who recently attended a conference or workshop are presented at each in-service session.

6. School Leadership:

The principal uses the transformational style of leadership. Ideas from the faculty and staff to improve policies, programs and student achievement are encouraged. The leadership structure is made up of different teams and groups which provide new ideas and improvements to the current school policies, programs and operational procedures.

The principal organizes time for each team and group to meet. Staff meetings are conducted bi-monthly. This group, which consists of the principal, both assistant principals, both guidance counselors, the secretary and bookkeeper, organizes and makes recommendations on how to improve the day-to-day operations and the upcoming activities schedule. The department chairs meet with the principal monthly to discuss issues concerning instruction in his/her department and suggest ways to improve student achievement. Department chairs conduct monthly meetings with their departments to discuss their content area and needs that may arise. During the weekly professional development and housekeeping meetings which are held each Tuesday, issues concerning policies, programs and resources on improving student achievement are discussed.

Ninety Six participates in the Southern Regional Education Board's High Schools That Work initiative. The school has a leadership team which consists of the principal, the site coordinator and the chairpersons from the seven focus teams. The seven focus teams are as follows:

- Curriculum, Instruction and Professional Development
- Literacy
- Homework
- Guidance and Community
- Teachers Working Together
- Data
- Transition

The leadership team and all of the focus teams meet monthly. Each focus team discusses new ideas and ways to improve their designated topics. These new ideas are discussed during the leadership team meeting and incorporated in the overall HSTW action plan. The major goal of the HSTW action plan is to improve student achievement and prepare each student for success in post-secondary endeavors.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: HSAP (math)

Edition/Publication Year: updated annually

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	69	72	73	52	51
Advanced	33	41	24	25	19
Number of students tested	120	128	107	149	123
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient & Advanced	55	59	66	33	24
Advanced	22	22	11	8	5
Number of students tested	51	46	44	63	42
2. Racial/Ethnic Group (specify subgroup): White					
Proficient & Advanced	75	80	79	61	60
Advanced	37	47	30	31	25
Number of students tested	91	102	80	106	89
3. (specify subgroup): African American					
Proficient & Advanced	48	42	56	28	27
Advanced	19	19	7	8	3
Number of students tested	27	26	27	40	34
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 10 Test: HSAP (ELA)

Edition/Publication Year: updated annually

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	76	73	72	64	66
Advanced	40	43	36	33	33
Number of students tested	120	128	107	149	123
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient & Advanced	61	61	59	43	51
Advanced	31	28	21	13	12
Number of students tested	51	46	44	63	42
2. Racial/Ethnic Group (specify subgroup): White					
Proficient & Advanced	79	81	76	75	74
Advanced	47	49	40	42	39
Number of students tested	91	102	80	106	89
3. (specify subgroup): African American					
Proficient & Advanced	63	38	59	43	46
Advanced	15	19	22	13	18
Number of students tested	27	26	27	40	34
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: