

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

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

Name of Principal: Mr. Michael Satterfield

Official School Name: Chapin High School

School Mailing Address:  
300 Columbia Avenue  
Chapin , SC 29036-9422

County: Lexington State School Code Number\*: 32-05-038

Telephone: (803) 575-5400 Fax: (803) 575-5420

Web site/URL: http://www.lex5.k12.sc.us/ChapinHS.cfm E-mail: msatterf@lex5.k12.sc.us

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. Herbert Berg

District Name: School District Five of Lexington and Richland Counties Tel: (803) 476-8000

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. Robert Gantt

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

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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:
- |           |                     |
|-----------|---------------------|
| 12        | Elementary schools  |
| 4         | Middle schools      |
|           | Junior high schools |
| 3         | High schools        |
| 1         | Other               |
| <b>20</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 9157

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. 4 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
PreK			0	7			0
K			0	8			0
1			0	9	191	160	351
2			0	10	168	134	302
3			0	11	160	171	331
4			0	12	134	130	264
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							1248

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
5 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
91 % White  
1 % 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: 10 %

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.	42
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	79
(3)	Total of all transferred students [sum of rows (1) and (2)].	121
(4)	Total number of students in the school as of October 1.	1261
(5)	Total transferred students in row (3) divided by total students in row (4).	0.096
(6)	Amount in row (5) multiplied by 100.	9.596

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 20

Number of languages represented: 7

Specify languages:

Spanish, Portuguese, Cantonese, German, Russian, Mandarin, Japanese

9. Students eligible for free/reduced-priced meals: 14 %

Total number students who qualify: 175

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.

The methodology used by the SC Department of Education to calculate school poverty level is the number of students on free and reduced price lunch plus the number of students on Medicaid divided by student population.

Total number of students from low-income families: 175

Total number of students who qualify for free/reduced meals: 119

Total number of students on Medicaid: 56

10. Students receiving special education services: 10 %

Total Number of Students Served: 123

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>2</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>24</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>85</u> Specific Learning Disability
<u>8</u> Emotional Disturbance	<u>2</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>4</u>	<u>1</u>
Classroom teachers	<u>74</u>	<u>4</u>
Special resource teachers/specialists	<u>6</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>53</u>	<u>11</u>
Total number	<u>140</u>	<u>17</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 16 :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%	97%	97%	97%
Daily teacher attendance	96%	95%	94%	95%	95%
Teacher turnover rate	12%	9%	10%	10%	13%
Student dropout rate	1%	1%	0%	1%	1%

Please provide all explanations below.

The daily attendance rate for teachers in 2005-2006 reflects leave days teachers took for professional activities such as attending conferences, chaperoning student groups, and other required meetings.

Many members of the faculty have enough years experience to retire, and a number of the faculty became eligible for retirement in 2003-2004.

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	299	
Enrolled in a 4-year college or university	<u>57</u>	%
Enrolled in a community college	<u>34</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>8</u>	%
Military service	<u>1</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u><b>100</b></u>	<b>%</b>

## PART III - SUMMARY

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Chapin High School is an accredited four-year comprehensive, Southern Association of Colleges and Schools (SACSCASI) educational institution and is a member of the SREB High Schools That Work Program. Our high school is the heart of our community as witnessed through the continuous support of parents and community residents. Chapin High School takes pride in fulfilling our mission by providing an environment “where school and community unite in partnership, to ensure every student the opportunity to achieve full potential for academic excellence and personal growth.”

Chapin High School is located in the town of Chapin, South Carolina, a growing bedroom community of Columbia, our state’s capital. The rapid growth of our community has presented both challenges and opportunities for our school. The current facility was opened in 1970 for students in grades seven through twelve. To house our constantly changing student population, 23 portables have been added to our campus. The faculty, staff, students and community are committed to excellence and have worked hard to overcome obstacles faced by lack of space, lack of technology, and the need for new programs and have not allowed these obstacles to detract from our mission of student success. We have also seen an increase in the number of students qualifying for free and reduced lunch. We have added two self-contained special education classes to serve the needs of our increasingly diverse population. To further meet the needs of our at-risk student population, a unique program, SAIL (Success Acquired In Learning), was implemented three years ago. To provide more student involvement through physical fitness opportunities, an intramural program was also added. This is the second year for our MAST (Mentor and Student Teams) program, designed to build relationships between certified staff and students and to provide academic and career guidance opportunities.

To support academic and career goals, students can enroll in career and technology courses, both on our campus and at the other district high schools. Opportunities to receive postsecondary credits are available through AP courses offered on campus and through partnerships with neighboring four year colleges, universities, and Midlands Technical College. A myriad of extended learning opportunities are offered with virtual labs, HSAP labs, inclusion of special needs students, senior internships, job shadowing, and senior projects. Extra academic help is also provided during enrichment offered by all teachers three days a week during after-school hours.

The tradition of excellence permeates into all areas of school life. Chapin High has been named a Palmetto Gold or Silver Award Winner for the past 7 years. This award program is designed to recognize schools that have attained high levels of absolute performance and/or improvement. Our students consistently score above the state and national averages on the SAT and our scores are among the highest in the state. In addition, US News and World Report listed Chapin High as a Silver Medal School in its 2009 Best High Schools Search. Our NJROTC has been named best unit in the state and nation numerous times and, in 2008 an unprecedented seven cadets received ROTC scholarships to schools of higher learning. Our athletic program has been recognized as the “Best Athletic Program in the Midlands” while the band, chorus, and visual arts programs have also received numerous awards.

Chapin High School personifies its motto, “Built on Pride and Tradition.” While we take great pride in the recognition our programs have received, we are equally proud of the opportunities we provide for our students as they grow into productive, well-rounded, and civic-minded community members. Our challenge and goal will continue to be the redesign and implementation of programs that provide equity in education for each of our students and allow for the development of a culture of continuous improvement so that our students may meet the challenges of a changing world. Being good is not good enough, and we understand that we must adapt to the challenges of change so that we can continue to be recognized as a great school.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

Chapin High School students take the High School Assessment Program (HSAP) test in the tenth grade. HSAP is used as the high school exit exam and consists of two sections: English/Language Arts (ELA) and Mathematics. The HSAP exam assesses students' content knowledge of the State standards that all students should have learned by the end of the tenth grade year. Scores range from 1-4 and are noted as below basic, basic, proficient, or advanced, respectively. Students who score a 2 or above meet the passing standard for the HSAP exam. If students score below a 2 on any part of the exam, the student must retake that part until a passing score is achieved.

In the last five year period, there is a consistent increasing trend in the percentage of proficient and advanced students in both ELA and Math HSAP scores even though the number of students taking the HSAP test has increased by 17%. The percentage of proficient and advanced students, the two highest levels on the HSAP test, has increased by 4 percent for both ELA and Math over the last five years. Most notably the African American subgroup has improved dramatically from 36% proficient and advanced to 50% proficient and advanced in ELA over the five year period. The Math scores for the African American subgroup have also increased over the five year period. Website:

<http://www.ed.sc.gov/agency/offices/assessment/Programs/HSAP/>

Chapin High School students are also successful on the SAT. In 2008, 80% of the graduating class took the SAT, and the mean score for verbal/critical reading was 507 and the mean score for math was 531. Both mean scores were above the State and National averages. In the past five years, Chapin High School students have scored above the State and National average in both the Verbal and the Mathematics tests.

The Advanced Placement (AP) program is also very successful at Chapin High School. The number of tests administered to students has increased by 37% over the last three years. The number of students achieving a passing score of 3 or above has also increased over the last three years. In the 2007-2008 school year, Chapin High School had four tests administered that had a 100% pass rate. The tests were AP Chemistry, AP Studio Art: Drawing, AP Studio Art: 2D design, and AP Studio Art: 3D design. Other notables for the 2007-2008 school year are AP Calculus AB, European History, AP Biology, and AP English Language which had outstanding pass rates of 89%, 83%, 73%, and 71%, respectively.

### 2. **Using Assessment Results:**

Chapin High School uses two programs, TestView and AP Potential, to generate and analyze student test data. TestView has all available test data and is customized for the teachers showing only their students separated by class. Teachers periodically attend professional development training on how to use TestView and are given time to generate, analyze, and discuss the data. Using TestView allows teachers to quickly and easily generate score reports which they use to make recommendations for classes and levels and to tailor their instruction. Using class data from TestView, a teacher can identify any high or low performing individuals and/or classes and differentiate instruction to meet those students' needs. AP Potential, provided by the College Board, uses students' PSAT scores. All tenth through twelfth grade students are included in this data because all tenth grade students take the PSAT and the results are archived from year to year. Based on the correlation between PSAT scores and AP success rates, AP Potential generates a report of all students who have the potential to do well in AP classes as well as a letter to the parents showing AP classes in which the student is likely to succeed. The AP teachers meet to discuss the student lists. Using AP Potential should increase enrollment in AP because the program identifies many students who would not normally have considered enrolling otherwise.

Disciplines within the school focus on certain test scores to improve instruction. In English and Math, teachers use MAP scores to determine the RIT bands of their students in order to better differentiate instruction. In AP classes, teachers look at AP score reports from the College Board to analyze where the strengths and weaknesses lie in order to improve instruction. In the Freshman Success class for the SAIL students, the teacher analyzes MAP scores in English and Math, and based on those scores, the teacher and

students work together to set goals for improvement. Students are tested two more times during the year and the scores are reviewed to see if the goals have been met and to chart progress. PSAT and PLAN scores are available for all tenth graders and the score reports provided by each are also analyzed to improve SAT and ACT scores.

### **3. Communicating Assessment Results:**

At Chapin High School, teachers and administrators use many avenues for communicating student performance and assessment data. Assessment data from the PLAN test and KUDER is analyzed during Individual Graduation Plan (IGP) meetings between the parent, student, guidance counselors, and the career development facilitator to determine the best career cluster and major for the student. Parents have the opportunity to meet with teachers and discuss their student's interim grades during regularly scheduled Interim Pick Up Nights. All teachers have access to phones in their rooms and keep parent contact logs showing all of their contacts throughout the year. All teachers are expected to contact every parent during the school year and send out good news note cards every month for students who are doing well or improving. Parents also attend Parent Nights which are separated and specialized by class. Freshman night focuses on study skills, end of course tests and HSAP, sophomores discuss PSAT, PLAN and HSAP results, juniors discuss college planning, and seniors focus on graduation, scholarships and post secondary goals. In September, 2008, Chapin High School hosted a parent night to discuss the honors and AP curriculum and expectations. Parents can also monitor their student's grades, attendance, and discipline through an online program called In Touch. Teachers input grades and the program updates every twenty-four hours so that parents can stay informed of any changes in their student's performance. Interim Pick Up Nights are also used to disseminate the School Report Cards, and MAP, end of year course and HSAP results. For those parents unable to attend Interim Pick Up Night, the materials are sent home with their students. The school as well as the district posts information on their websites and publishes newsletters to keep the parents and community informed. In addition, an automated call out system, a local television station, and local newspapers are used. Chapin High School also has an active School Improvement Council (SIC) where parent representatives meet with school administrators, teacher representatives and community members to discuss school issues/concerns and solutions.

### **4. Sharing Success:**

Teachers are involved in many different professional development endeavors in order to share their expertise and Chapin High School's success with others. Teachers are regularly asked to lead and develop district level professional development presentations and workshops focusing on best practices and improving scores on tests. Recently, Chapin High School's English teachers presented a district level professional development workshop on how to improve scores on the end of course exam in English because Chapin High students excelled over the other two high schools in the district. Teachers are also involved in district leadership meetings by disciplines where they discuss vertical teaching/learning strategies and ideas with middle and elementary school teachers in an effort to better prepare students for the high school curriculum. Chapin High School is also an active member of High Schools That Work (HSTW), and teachers and administrators attend HSTW conferences to share best practices with teachers across the nation.

Our teachers are also active in many professional organizations and hold offices in those organizations. As part of their responsibilities as officers, teachers organize and develop conferences to share strategies with other teachers. Our teachers also hold workshops in many areas such as the arts and improving SAT scores. At national and state conferences, teachers have shared how Chapin High School uses calculators and lab probeware in math and science to engage students and differentiate instruction. The SAIL program has been shared with districts throughout the state as a model for starting their own at risk program. Teachers and administrators will continue to share successful practices in all of these professional forums as requested by others.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

All teachers use a variety of educational techniques to differentiate instruction and address all learning modalities. Lectures, discussions, project-based learning, labs, videos, ETV streamline, journals, inquiry based learning, graphic organizers, and peer tutoring are just some of the methods used. When available, “Smart Boards,” computer labs, LCD projectors and TI Calculators afford students meaningful learning experiences. Cohorts meet on a regular basis to share ideas from research.

The social studies department offers a wide range of courses designed to meet rigorous state and national standards and contribute to students’ growth toward global citizenship. Core courses in grades 9-11 are humanities-based in conjunction with the English department. This affords cross curricular activities that engage students in such creative activities as the Trial of King Henry VIII, Guess Who is Coming to Chapin, and Create a Culture. Social studies electives provide a wide range of rigorous and relevant experiences including AP and collegiate level courses. Courses such as Teacher Cadet, Service Learning and Project Citizen allow for real world experiences. Differentiation focuses on interest and talents of students and helps them engage in meaningful experiences to meet the standards.

The science curriculum includes courses in the core areas of Physical Science, Biology, Chemistry and Physics and uses the state standards. Honors and AP level classes present the curriculum content beyond the state standards. The typical progression is one course per year, but many students choose to take an additional science. Students can choose from elective courses such as Environmental Science, AP Biology, AP Chemistry, AP Physics, AP Environmental Science, Anatomy and Physiology, Chemistry II (forensics), Marine Science, and Wildlife and Natural Resources. Computer based data collection and nontraditional lab settings such as simulated crime scenes and school-wide recycling are used to engage learners and make learning relevant.

Math courses are organized according to the state standards and align with the National Council of Teachers of Mathematics Curriculum Standards. The standards indicate what should be taught, learned, and assessed at each specific grade level. Also included in each course is a process oriented standard that considers the analysis of teaching, learning, and assessing. The processes include problem solving, reasoning and proof, communication, connections, and representation. Courses ranging from Algebra I through AP Statistics and Calculus AB and BC are offered. Teacher directed instruction is supplemented by student exploration through individual and collaborative group work, student presentations of problems on the board and the use of graphing calculators and the TI-Navigator system to engage students in higher order thinking skills and contextual problems. Guided notes as well as peer tutoring are used for the lower level learner.

The visual and performing arts have a variety of offerings including Band, Chorus, Drama, Orchestra, Photography, 2D and 3D Design classes. Offerings range from the novice level to honors auditioned and AP Visual Arts and AP Music Theory classes designed for those choosing to pursue an arts career. All classes are taught using the national standards. Students receive authentic learning experiences by participating in art shows, performances, and cross curricular studies.

English I and II are offered at advanced and honors levels while English III and IV are offered at advanced and Advanced Placement levels. All courses focus on writing skills, critical reading skills, and communication. English I – English III are taught in a humanities setting where each grade/level is paired with a social studies course. Electives including Test Prep Verbal, Journalism, Best Sellers, Mythology, and Creative Writing are offered as well as lab courses for students needing HSAP assistance. All core English courses are available through APEX credit recovery. Incorporation of best practices and current technology varies from the use of ETV Streamline clips to reinforce concepts to Socratic Seminars.

The foreign language curriculum offers a five-year sequence in both French and Spanish. All college-bound students are encouraged to take a minimum of three consecutive years of the same foreign language as many colleges are moving toward a three-year requirement. Integrated performance assessments (IPA) are given in interpersonal, interpretive and presentational assessments which require students to demonstrate their skills in an authentic manner. Spanish IV and V and French IV and V are offered at the honors level, incorporating a separate syllabus from the college preparatory level, an advanced text with more rigorous ancillary materials and a holistic, comprehensive assessment of language fluidity and fluency.

The Physical Education, Special Education, and Career and Technology Education Departments and the NJROTC program also provide curriculums that help meet the varied needs and interests of our students. Their focus on wellness and fitness for life, individual strengths and needs of students, team building and leadership, and job related knowledge and skills help ensure that students leave us equipped to be successful.

## **2b. (Secondary Schools) English:**

The English department integrates classical and contemporary prose and poetry as well as relevant non-fiction pieces into a rigorous curriculum that emphasizes writing and reading as process-oriented and career-relevant. In order to reach all levels of student learning, we provide electives that allow for smaller classes and preparation for state and national standardized tests as well as lab-style individualized classes that provide assistance in tutoring for HSAP, and in aiding students who read below grade level. One section of Freshman Success is dedicated to reading recovery and additional assistance to succeed in high school. Through grants for this class, laptops and field experiences are provided to make learning relevant. All instruction is differentiated and based on MAP scores and individual RIT bands. Students meet with teachers for personalized assistance during an after-school tutoring period. Because we wish to access as many student interests as possible we offer classes as varied as Mythology, Best Sellers, Creative Writing, and Jazz Age.

The English curriculum sequence incorporates a heavily-emphasized humanities partnership with social studies teachers of parallel expertise areas. Common planning allows English and social studies teachers to collaborate in unit design and assessment. In ninth and tenth grade, our English sequence involves world literatures, emphasizing both historical and postcolonial authors so that our students receive a broad cross-cultural experience. In eleventh grade, American history and American literature complement each other to grant students a comprehensive understanding of our nation's cultural, historical, and literary development. Standards-based vertical teaming ensures that students' matriculation is as seamless as possible. Our department offers college-preparatory as well as honors and Advanced Placement classes. Graduates can earn up to six college credits in English since we offer both AP English Language and AP English Literature.

## **3. Additional Curriculum Area:**

Our social studies department is geared toward helping meet and exceed our school's mission statement and beliefs. Our students unite in partnership with the community through numerous opportunities offered through our curriculum. Our award winning service learning classes volunteer not only in our community but in surrounding areas. The purpose is to have them give back to a community that has given to them. They reach their potential and grow as individuals simultaneously. Our award winning Project Citizen classes formulate public policy to improve our community. They work in partnership with community leaders to enhance our town's future and to give them a sense of volunteerism. Our government classes require students to volunteer ten hours of their time to the community. They must serve two or more of these hours in the political arena. By doing these activities, they can gain better understanding of what it is to be a good citizen. We also have a teacher cadet program at Chapin where students spend a semester in the classroom assisting teachers and actually teaching some of the lessons. This is an invaluable way for teens to discover the joy of working with others. Our economics classes are directly involved with raising money for the annual musical play presented in the spring. They raise money in the community which gives the donors ownership of the presentation. Our

humanities program helps our students achieve their full potential by crossing curricular lines. Our classes are team-taught with the English department so students can make connections between the two disciplines. The WWII Literature/Film class further fosters this and helps students connect literature with experiences of the WWII veterans in our community.

#### **4. Instructional Methods:**

In preparing our students for the twenty-first century work place, our teachers and staff employ research-based instruction. Numeracy and literacy are presented and assessed in a variety of methods to meet the individual needs. Students participate in project-based assignments, simulations, and independent research as part of the enhanced instructional program and engage in inquiry-based learning, cooperative grouping, kinesthetic learning, and active problem solving. Information literacy skills are infused throughout the curriculum. AP courses provide a rigorous course of study for those who are committed to the accelerated pace and wish to earn college credit while in high school. Community based learning and school based businesses are part of a functional curriculum that prepares students seeking a certificate of attendance for independent living. To challenge each student to reach his or her potential and to aid students in acquiring the skills needed to be successful after high school, we are exploring eliminating on grade level and offering only advanced, honors and AP level courses. To further aid students in achieving academic success, teachers and media center resources are available at least three days a week after school for extra help. Lesson plans are also provided monthly to the principal, and feedback is given on differentiation, student engagement, rigor, and assessment.

Common faculty planning time is built into the weekly schedule, promoting collaboration within departments as well as interdisciplinary collaboration among all faculty members. During this time cross-curricular lessons are developed for co-teaching. Evidence of this collaboration includes a three year humanities program that integrates the study of literature, global culture, and history.

Our career and technology (CATE) education programs enhance and support our rigorous core curriculum incorporating advanced mathematics and science skills and are available to our students both on campus and at the other high schools in the district. These classes coordinate with the Individual Graduation Plans (IGP) to provide authentic career related experiences in areas such as business, construction, engineering, cosmetology, health science technology, law enforcement services, automotive technology, automotive collision technology and design, electricity, and computer technology.

#### **5. Professional Development:**

Professional development is an integral part of our learning environment. For the last two years our school professional development has revolved around cohort groups who focus on research-based data driven instructional strategies that can be incorporated into the curriculum to improve student achievement. The teachers in the cohorts meet monthly to share and discuss their research findings. Teachers then implement strategies gleaned from research in their classroom and reflect on the effectiveness of each on student achievement and program improvement. Teachers also conduct peer observations and provide feedback on best practices observed. The effectiveness of the strategies tried is also shared with the entire faculty. Cohort groups have focused on such topics as incorporating literacy across the curriculum, meeting the needs of the at-risk student, strategies to decrease failure rates, use of authentic assessments, and student engagement. The staff has used books such as Working on the Work by Phillip C. Schlechty and Rigor is Not a Four-Letter Word by Barbara R. Blackburn to stimulate professional conversations. Another resource available to teachers is the professional library located in the media center that has copies of professional magazines and books related to pedagogy and best practices.

Faculty members are encouraged to attend professional conferences and conventions as participants and presenters. In addition, the school sends a team of administrators and teachers each year to the SREB High Schools that Work Conference. Information obtained from these meetings are shared with the faculty in

meetings and through handouts placed in files located across from the faculty mailboxes. Articles are also placed on bulletin boards in and outside the faculty lounge.

## **6. School Leadership:**

The principal involves staff in decision-making that impacts the school and instructional programs. Before school begins, the administrative team meets to evaluate strengths and weaknesses and to select a theme or focus for the coming year. The Leadership Team, consisting of administrators, department heads, the athletic director, an NJROTC instructor, and guidance director then meets to set goals aligned with the theme. This theme is presented to the entire faculty upon their return, and departments meet to develop strategies to meet the goal(s) set. The administrators meet bi-weekly with the Leadership Team to discuss concerns, needs, school initiatives, and to brainstorm ways to improve programs and student achievement. Representatives from each department and the support staff serve on The Claw Executive Council - an advisory group that meets monthly. Concerns from the faculty and staff are brought before this group and proposed solutions are taken by the chairperson to the principal. The administrators work as members of the cohort groups and set yearly professional goals for themselves. They try to attend the state administrator's leadership conference and the High Schools that Work Conference each year and spend time after sessions in collaborative planning incorporating information learned. Much is expected of our teachers so much effort is given to recognizing our faculty and creating a positive work place environment. Administrators and staff nominate those who go the extra mile to be recognized as GEMS. GEMS receive a pin to wear on their ID, a certificate to display, and their picture and nomination are placed on the GEM bulletin board for the student body and visitors to see. Periodically, to let staff know how much they are appreciated, the administrators wheel coolers of soft drinks and treats through the halls and deliver them to teachers' classrooms. Departments submit lesson plans monthly to the principal. Comments are made on each plan, a lesson plan of the month is selected, and a restaurant gift certificate is given to the winner. All administrators conduct classroom observations, and a class of the week is selected from those observed. A banner is placed outside the winning classroom, and a picture of the class is placed on the Class of the Week bulletin board. The principal also hosts an annual Coffee with the Administrators where teachers can meet with the administrators during their planning period to express concerns and needs and give feedback on how effective initiatives have been.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: Math

Edition/Publication Year: Annual

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	86	82	78	85	82
Advanced	51	53	60	55	55
Number of students tested	324	280	297	245	272
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient Plus Advanced	58	75	46	53	50
Advanced	21	25	17	37	29
Number of students tested	19	21	24	21	14
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient Plus Advanced	88	84	81	87	84
Advanced	82	56	52	57	56
Number of students tested	296	259	273	220	256
<b>3. (specify subgroup): African-American</b>					
Proficient Plus Advanced	55	43	40	63	50
Advanced	36	7	20	19	29
Number of students tested	11	14	15	18	14
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

1. The number of Free and Reduced Lunch/Socio-Economic/Disadvantaged students tested does not represent 10% of the school's enrollment for any of the 5 years reported.

2. The number of African-American students tested does not represent 10% of the school's enrollment for any of the 5 years reported.

Subject: Reading

Grade: 10

Test: HSAP

Edition/Publication Year: Annual

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	84	83	74	82	80
Advanced	48	49	41	50	47
Number of students tested	319	280	299	245	272
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient Plus Advanced	33	75	46	42	43
Advanced	17	35	17	5	14
Number of students tested	18	21	24	21	14
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient Plus Advanced	85	84	77	84	82
Advanced	49	50	44	52	49
Number of students tested	292	259	275	220	256
<b>3. (specify subgroup): African-American</b>					
Proficient Plus Advanced	50	50	53	44	36
Advanced	20	14	20	13	21
Number of students tested	10	14	15	18	14
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

1. The number of Free and Reduced Lunch/Socio-Economic/Disadvantaged students tested does not represent 10% of the school's enrollment for any of the 5 years reported.

2. The number of African-American students tested does not represent 10% of the school's enrollment for any of the 5 years reported.