



Southwest High School

**1420 Burgaw Highway
Jacksonville, NC 28540**

www.onslow.k12.nc.us/swhs

*School Strategic Plan
2007-2010*

“Excellence Has No Boundary”

Table of Contents

School Profile	3
Vision, Mission, Motto, Goal	7
Strategic Planning Process	8
Building Leadership Team	9
AVID Site Team and Safe and Civil Team	10
School Data	
Student Membership (20 Day Count)	11
Student Membership (Ethnicity)	12
Student Membership (Gender)	13
EOC Proficiency	14
VoCATS Proficiency	16
Drop Out Data (Gender)	17
Drop Out Data (Grade)	18
Tardy Data	19
Chill-Out Referral Data	20
In-School Suspension	21
Out-of-School Suspension	22
School Safety – Students	23
School Safety – Staff	24
School Safety – Parents	25
Strategic Plans	
Goal # 1 – Mastery of Curriculum	26
Goal # 2 – Leadership	28
Goal # 3 – Safe Environment	29
Goal # 4 – Family/Community Partnerships	31
Goal # 5 – Effective/Efficient Systems	33
Waivers	34
Budget	37
Glossary	39
Assurance Page	42
Appendices	44
AVID Mission and AVID Plan	45
NC School Report Card for 2006-2007	51



School Profile

Southwest Community

Southwest High School is a rural high school located on Highway 53 just outside the city limits of Jacksonville, North Carolina. The high school receives students that reside in a school district radius of less than ten miles. Southwest Middle, New Bridge Middle, Southwest Elementary, and Blue Creek Elementary are currently the feeder schools for Southwest High School. A major factor in the Southwest High School Community is the Camp Lejeune Marine Corps Base and the New River Marine Corps Air Station. Many of the students at Southwest High School have family connections to the military base as active duty personnel, retired military personnel, or civil service employment as indicated in the chart below.

2006-2007 Federally Connected Students Living On Base	1
2006-2007 Federally Connected Students Living Off Base	129
2006-2007 Civilian Parents Working On Base	98

The Southwest community has several local business ties, volunteer fire departments, and churches that regularly support Southwest High School's academic, athletic and extracurricular programs. Additional support is received from other businesses and civic groups within the city limits of Jacksonville. An increased number of residential developments are currently being established in the Southwest community thus increasing the number of elementary students for this district.

Southwest High School

Southwest High School is one of thirty-four public schools in Onslow County and one of seven high schools. The school's enrollment has remained relatively stable during the past three years with 771 students in membership at the end of the twentieth day of school of the 2006-2007 school year. In addition to the regular school enrollment, Southwest High School houses the county's high school program for English as a Second Language with an average enrollment of twenty-four students. The school year is 180 days in length and is divided into two semesters of ninety days each with four ninety-minute block courses offered each day. All of the course credits are awarded in Carnegie units at the end of each semester. Therefore, each student has the opportunity for eight credits per year, or thirty-two credits during his or her high school career.

Faculty and Staff

Presently, Southwest High School has ninety-six employees that serve the school's population in numerous capacities. The school has three administrators, fifty-seven certified faculty members, two counselors, one school resource officer, nine non-certified instructional support

employees, three office employees, one nurse, one school social worker, and nineteen student services employees. Of the present certified staff members, forty-six percent have ten or more years experience, thirty-two percent have four to nine years of experience, and twenty-two percent have less than four years of teaching experience. Thirteen teachers are currently in the North Carolina Beginning Teacher Program while an additional seven staff members are considered as probationary. Thirty-five per cent of the certified staff members have an advanced degree and nine of the certified staff members have successfully completed the requirements to be identified as National Board Certified. The following chart is a breakdown of the certified staff's gender and ethnicity:

Race	Male	Female	Percentage
American Indian	0	1	2%
Asian	0	2	2%
African-American	3	3	10%
Hispanic	1	0	2%
Multi-Racial	0	1	2%
White	16	31	82%

Student Body

The student body is diverse as illustrated by the following breakdown of student gender and ethnicity:

Race	Male	Female	Percentage
American Indian	3	6	1%
Asian	5	5	1%
African-American	102	100	29%
Hispanic	25	12	5%
Multi-Racial	21	31	7%
White	201	208	57%

Southwest High School is one of two high schools with a consistently higher number of students receiving either free or reduced meals of the seven high schools in Onslow County. The average percentage of students receiving meal assistance at Southwest High School for the 2006-2007 school year was forty-three percent.

Curriculum

The curriculum at Southwest High School includes College/University Prep, College Tech Prep, and the Occupational Course of Study as outlined by the North Carolina Department of Public Instruction. In addition to traditional courses taken on campus, Southwest High School also offers classes via the North Carolina Virtual Public School and dual-enrollment courses through Coastal Carolina Community College. In the College/University Prep, College and Tech Prep courses of study, courses are divided among Advanced Placement, Honors, and Academic class offerings. Southwest High School offers Advanced Placement courses in Biology, U.S. History, English IV, Calculus and Statistics. Honors courses are offered in Algebra II, Geometry, Pre-Calculus, Introduction to Calculus, Biology, Earth Science, Chemistry, Physics, Civics and Economics, World History, English, Journalism, Foreign Languages, Art, Music, Small Business Entrepreneurship and E-Commerce. The Career and Technology Department offers courses in Allied Health Sciences, Automotive Technology,

Business, Construction Technology, and Family and Consumer Sciences. Southwest High School is the only school in the county to offer an Academy of Transportation Technologies to its students.

Grading Scale

Numerical grades are assigned to students each six weeks, with a final grade assigned at the end of the semester. The semester grade is the average of the three six-week grades and the final exam, each weighted equally. Letter grades correspond to the following numerical grades:

Letter Grade	Numerical Grade
A	93-100
B	85-92
C	77-84
D	70-76
F	Below 70 (No Credit Awarded)

Quality points are used to determine grade point average. Each course is worth four quality points. Honors level courses are worth five quality points. Advanced Placement courses are worth six quality points.

Student attendance is also connected to grade eligibility. Students must be present eighty-four of the ninety semester days per course to remain eligible for course credit.

Notable Characteristics

Southwest High School's faculty, staff, students, parents, and community strive for excellence as evidenced by daily activities that take place within as well as outside of the school. High expectations are established for all aspects of the schooling process and everyone works diligently to meet those expectations. Some notable accomplishments and characteristics are:

- Met Federal AYP goals for the past four years,
- Met Expected Growth goals in the state's ABC model for the past five years,
- Decreased dropout rate for the last five years,
- Five AVID classes and the implementation of the AVID instructional philosophy (WIC-R) in all classes,
- Participating in Johns Hopkins Strategic Reading Research with the implementation of a strategic reading class for at-risk learners,
- Weekly Advisor/Advisee class periods with a specific curriculum (GO! & CFNC),
- Implementation of reading strategies in all classes,
- Socratic questioning techniques used in all classes,
- Summer Leadership Academy for eighth grade transition to the high school,
- Teacher facilitated tutoring before and after school,
- Job Ready Internship program with a full-time on-site facilitator,
- P.R.I.D.E. (Personal Responsibility In Daily Effort) Club to recognize and reward academic achievement,
- Technology available for staff and student usage,

- Field-based science inquiry in conjunction with Sturgeon City and the University of North Carolina at Wilmington,
- Field-based science inquiry in conjunction with the Contemporary Science Center,
- Report card pick-up events held for parents,
- Transition, Extended day and recovery programs,
- Extra-curricular activities, clubs, and programs for students, and a
- Highly successful athletic program.

Significant Changes

There have been several significant changes at Southwest High School that should have a direct effect upon the school as it continues to strive for excellence. Some of those changes are:

- Staff development and expansion of the AVID curriculum to include feeder schools,
- Utilization of the North Carolina Virtual Public School,
- Establishment of the Academy for Transportation Technology,
- Participation in *Project K-Nect* in conjunction with Drexel University to use digital communication (Smart Phones) to supplement Algebra I instruction,
- Participation in the science, mathematics, and pre-engineering *ITEST* program in partnership with East Carolina University,
- Expansion of inclusion classes to meet the needs of EC students,
- Staff development for Socratic seminars and questioning strategies,
- Implementation of the SWEEP program to reduce tardies to START on time, and
- Review and restructure of school traffic patterns to improve safety.

Future Goals

As a staff with a vision of setting high expectations for all learners and with the determination to work together to help all students meet those expectations, certain expectations must be established to guide our journey into the next three years. Being driven by the school's vision that "Excellence Has No Boundary," the future expectations that Southwest High School will strive to include:

- A decrease in the number of high school dropouts along with a greater number of students completing high school requirements in four years or less,
- A greater percentage of graduating seniors with college credit,
- A greater percentage of graduating seniors attending a post-secondary school,
- Increased articulation with feeder schools,
- A learning environment that promotes a positive relationship between adults and students and one that is safe and conducive for student success,
- Successful implementation of new graduation exit standards to include the Graduation Project,
- Increased integration of technology in classroom practices, and
- Utilization of CHAMPs and ACHIEVE programs as part of the "Safe and Civil" schools initiative in Onslow County.

Southwest High School

VISION STATEMENT

“Excellence Has No Boundary”

MISSION STATEMENT

Southwest High School will prepare students to be globally competitive and responsible citizens in the 21st century through a rigorous and challenging curriculum.

MOTTO

Encouraged, Enlightened, Educated

CORE VALUES

We value:

1. A safe and organized environment conducive to learning.
2. Resources that promote mastery learning and high student achievement.
3. An ethical and moral code of conduct.
4. Supportive relationships that personalize the educational experience for ALL.
5. Experiences and activities that promote positive character development.
6. Health and fitness education to improve the quality of life both now and for the future.
7. A high school experience that ensures that ALL learners are well-prepared for higher education and work.
8. The promotion of respect and understanding for the diversity of the school community.

STRATEGIC GOALS

1. Southwest High School students will be globally competitive through the mastery of a rigorous and relevant curriculum.
2. Southwest High School will be led by creative, passionate and technologically skilled professionals.
3. Southwest High School students will learn in a safe environment to be civil, healthy and productive citizens.
4. Southwest High School leadership will foster innovation with the cooperation of families and community partners.
5. Southwest High School will be supported by effective and efficient systems.



Strategic Planning Process

The Onslow County School system has been involved in comprehensive school improvement since 1991. Under the leadership of the county's superintendent, a commitment has been made to maintain a strategic planning process with core components flexible enough to allow for necessary changes yet standardized enough to retain the basic structure for continuous school improvement. The goal of the strategic planning process is to actively involve all stakeholders in shared decision-making when reviewing and rewriting a strategic plan that will guide the county and each individual school in its quest for continuous improvement.

At Southwest High School, actions have been taken to seek and include representatives from all school departments, the student population, and parents for input on the school's strategic plan. A team of five (principal, assistant principal, and three teacher representatives) attended the initial district planning meeting conducted on July 16, 2007 to receive information and directions that would guide summer strategic planning for the 2007-2010 strategic plan. On July 17 and 18, the strategic planning teams from Southwest Middle School and Southwest High School met together to create a framework for the new strategic plans. Southwest High School's staff received and reviewed the results of the strategic planning team's summer efforts during the opening staff workdays. Staff input was gathered and utilized by the School Leadership Team to make further revisions to the strategic plan. Various forms of data (EOC test results, VoCATS test results, Climate Surveys, and the Teacher Working Conditions Survey) were used as decisions were made on how the school would approach the new 21st century goals. The School Leadership Team met on several occasions to review each component of the plan making final recommendations to be received and approved by the school's staff. Team action plans will be written to include very specific goals that will be based upon the academic needs of each department.

The recommended strategic plan was presented to staff, parents, and Student Council members. Concerns were discussed and revisions were made to better define the plan. A final reading was completed by a county peer review committee consisting of the county high school director and teachers and administrators from the Southwest District. Additional revisions were considered based upon recommendations from this committee.

Southwest High School staff members have the final authority to accept or reject the recommended strategic plan by voicing their opinion through the casting of a secret ballot.



Building Leadership Team

School Team

Debra Bryan, Principal
Michelle Baker, Assistant Principal
Glenn Reed, Assistant Principal
Vicky Fulcher, Guidance Counselor
Ris  Hatton, Teacher Assistant
Eric Kliewer, Teacher
Dayna Martin, Teacher
Mark Price, Teacher
Jeff Story, Teacher

Polly Blake, Teacher
Carolyn Davila, Teacher
Maxine Jenkins, Teacher
Jeff Fuller, Teacher
Alicia Hill, Head Custodian
David McLeod, Teacher
Sue Phoebus, Teacher
Jason Smith, Teacher
Paul Van Hemel, Teacher

Parent Representatives

Marsue Barker
Joe Berti
Salena Coleman
Katie Hatfield
Leesha Joseph
Mark Kemp
Pam Horne
Nicki Moore
Stephanie Peedin
Monica Rochelle
Yolanda Rodgers
Janet Sharpe
Aisha Williams

Jo Belfiore
Monica Burney
Krista Doyle
Kim Jackson
Colleen Kemp
Elizabeth Kratochvila
Brian Moore
Linda Parker
Cynthia Pickett
Christopher Rodgers
Melissa Rhodes
Michael Tinklenberg

The Student Council Members



AVID Site Team

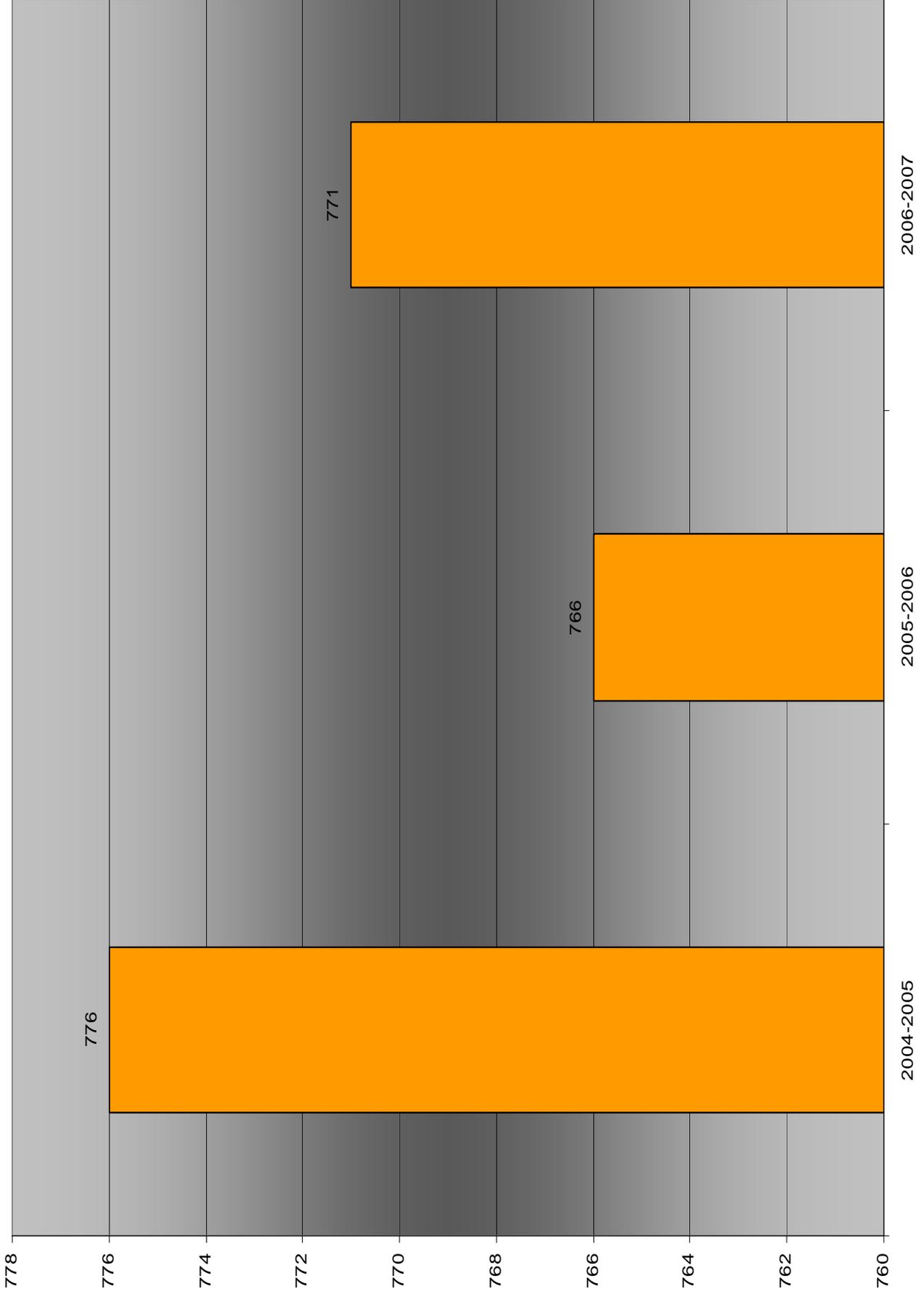
Debra Bryan, Principal
Michelle Baker and Glenn Reed, Assistant Principals
Mary Wible, AVID Coordinator / Math
John Sweeney, Social Studies
Jeff Whitehead, Social Studies
Tabitha Huffman, Social Studies
Melissa Salas, English
Rachael Dodgens, Science
Suzette Kliewer, Math
Amy Taft, CTE
Judith Arevalo, EC



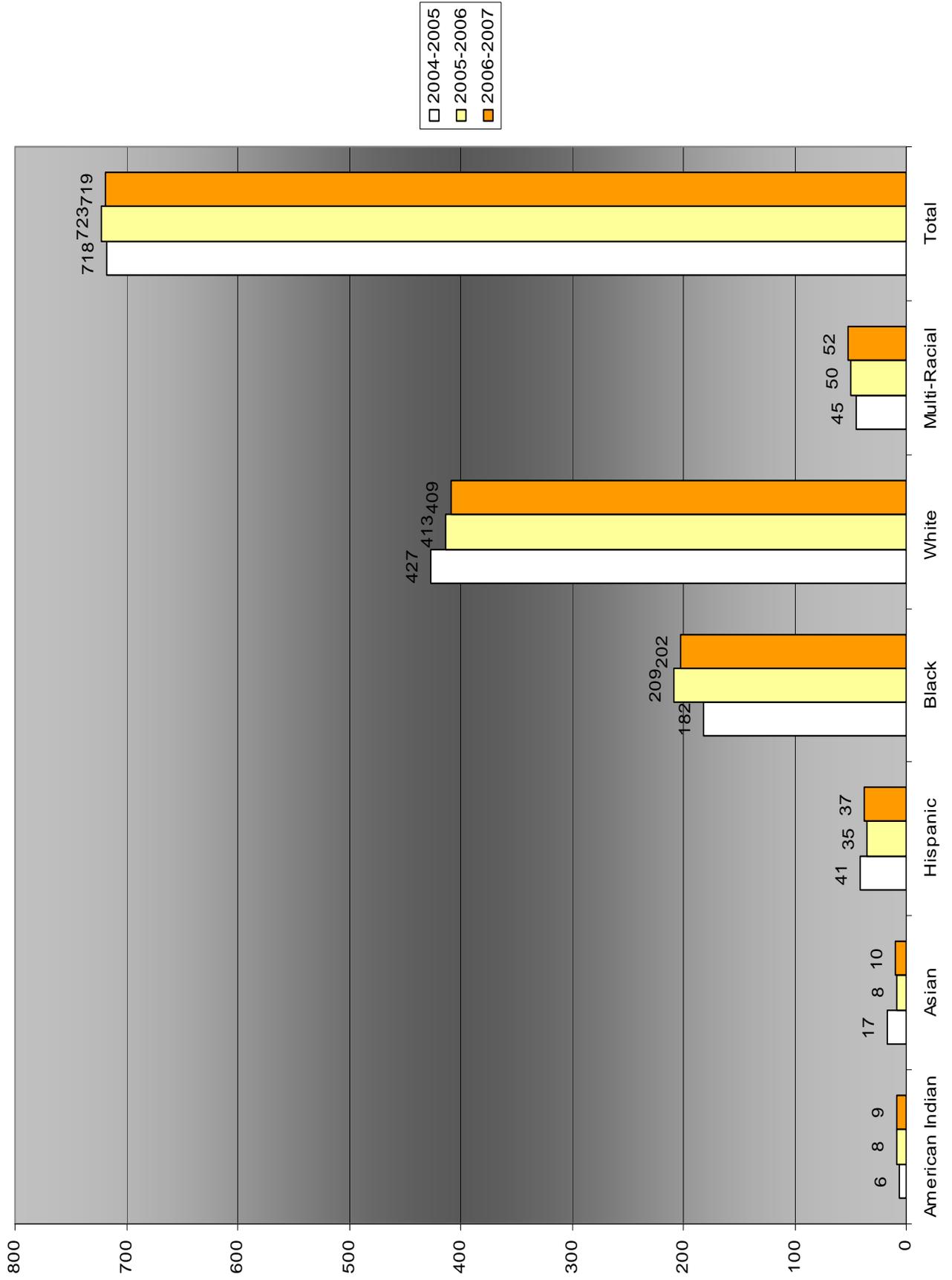
Safe and Civil Team

Michelle Baker
James Browning
Debra Bryan
Diane Dail
Arlandis Green
Alicia Hill
Jesse Martinez
Robert Mewborn
Dave McLeod
Glenn Reed

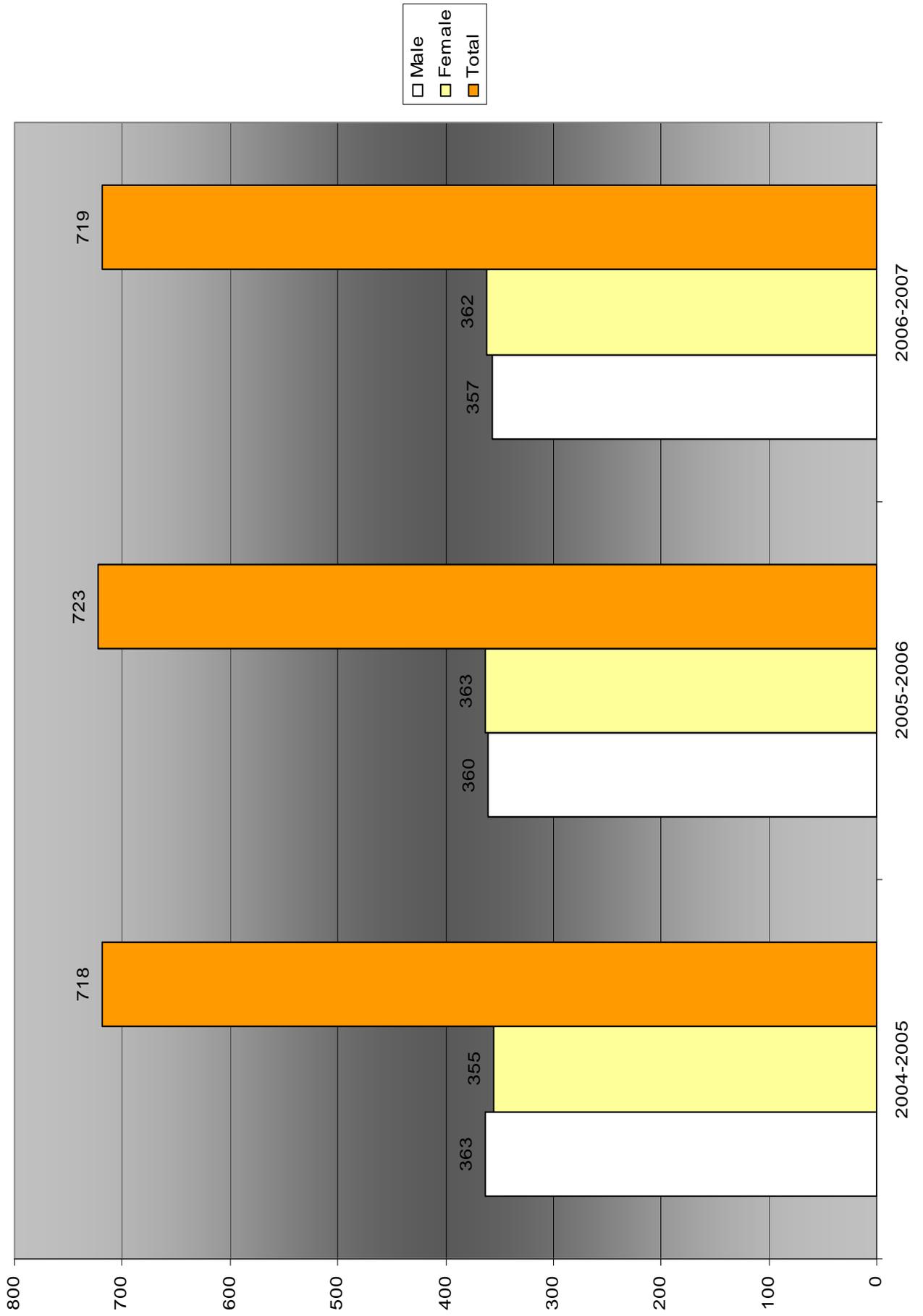
Southwest High School Membership (Day 20) 2004-2007



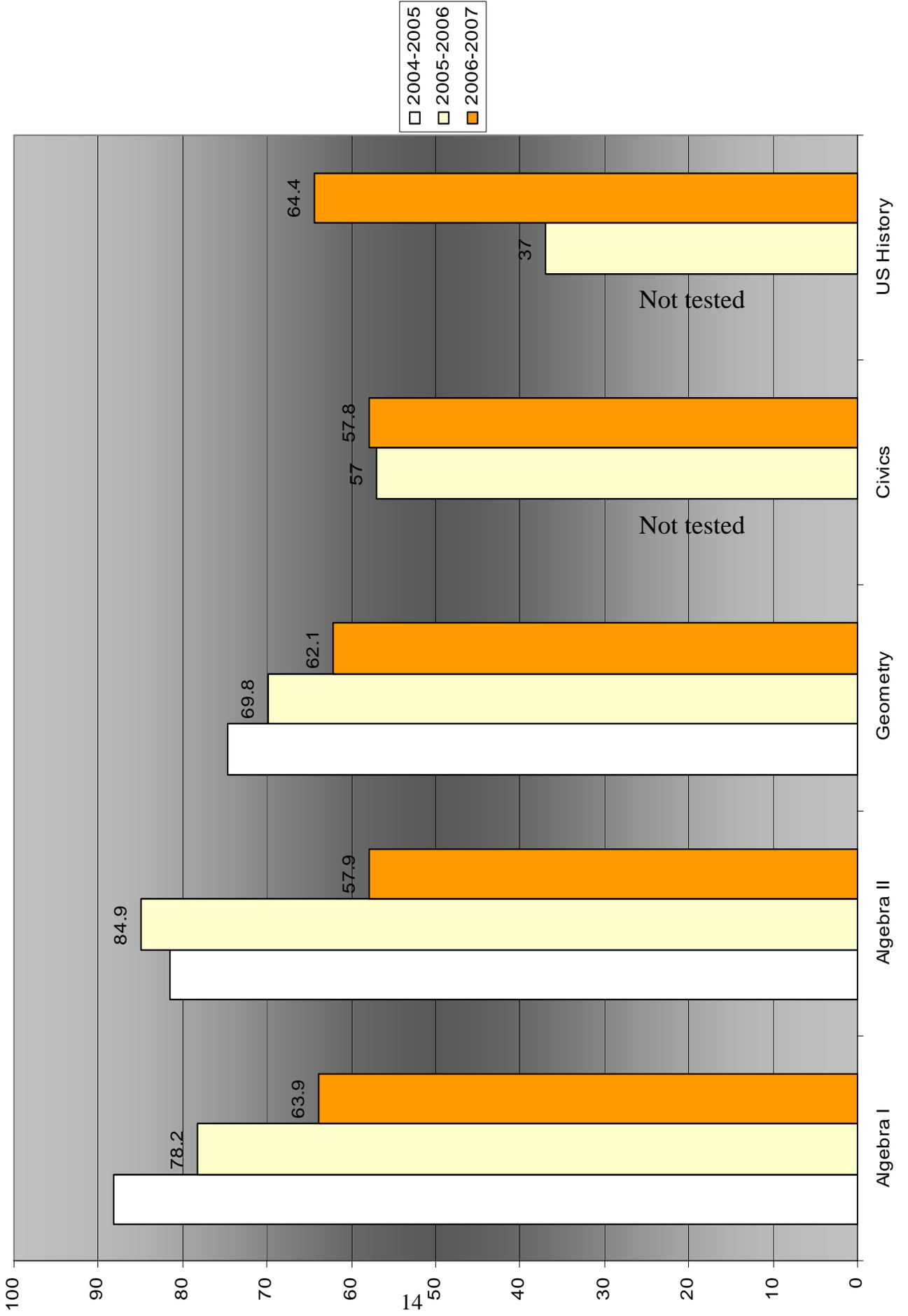
2004-2007 End of Year Membership by Ethnicity



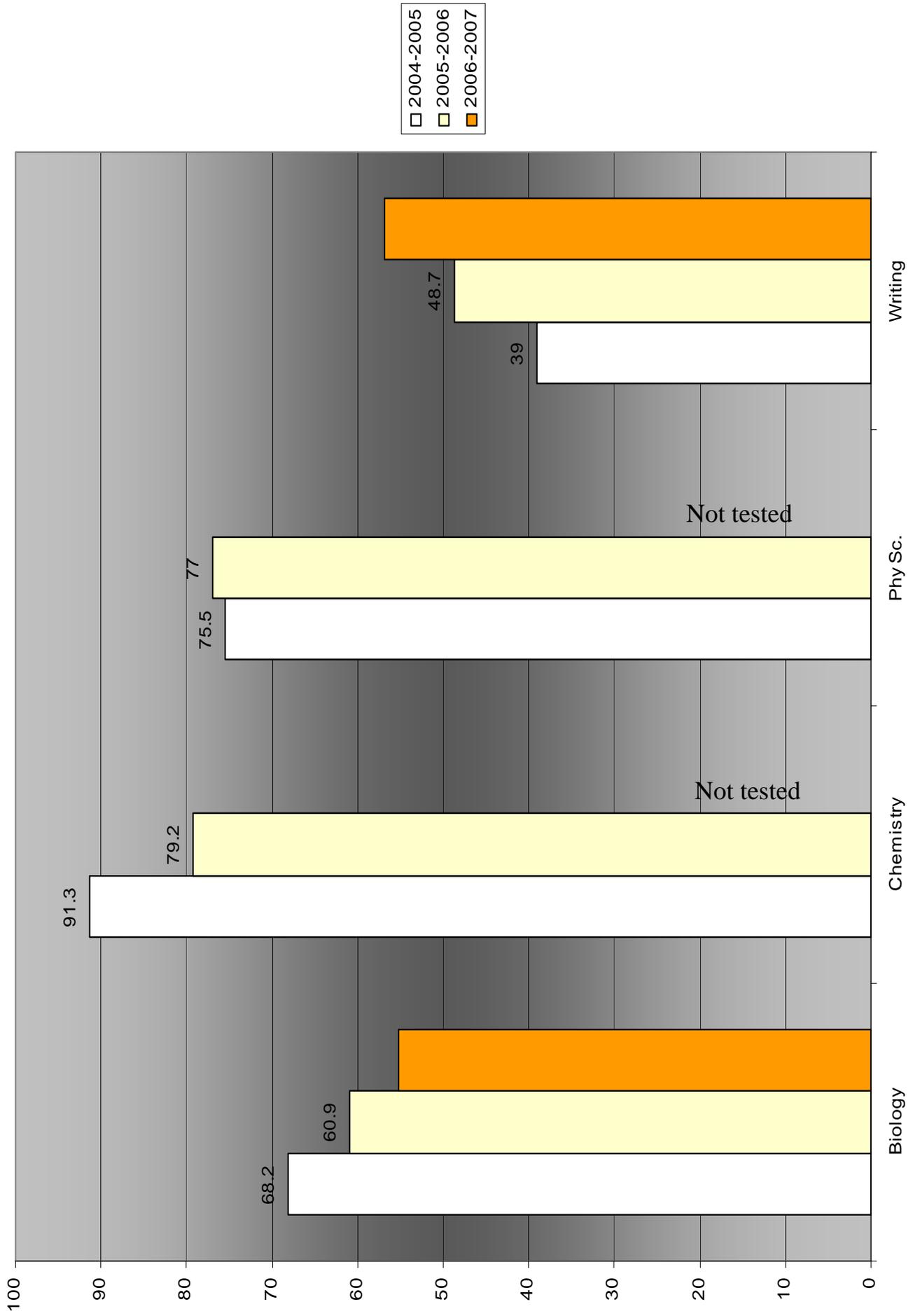
2004-2007 End of Year Membership by Gender



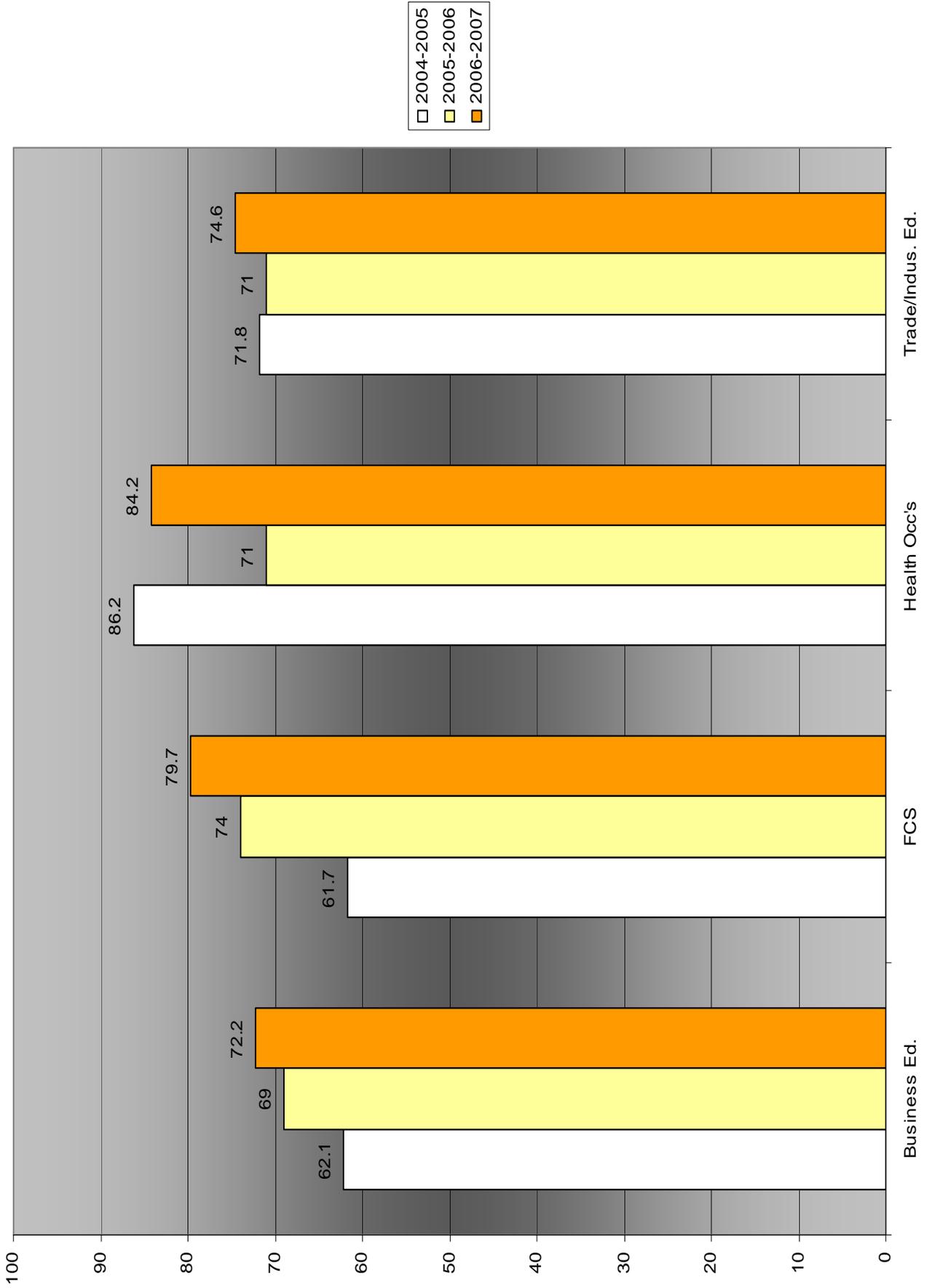
Southwest High School EOC Proficiency Results Comparison 2004-2007



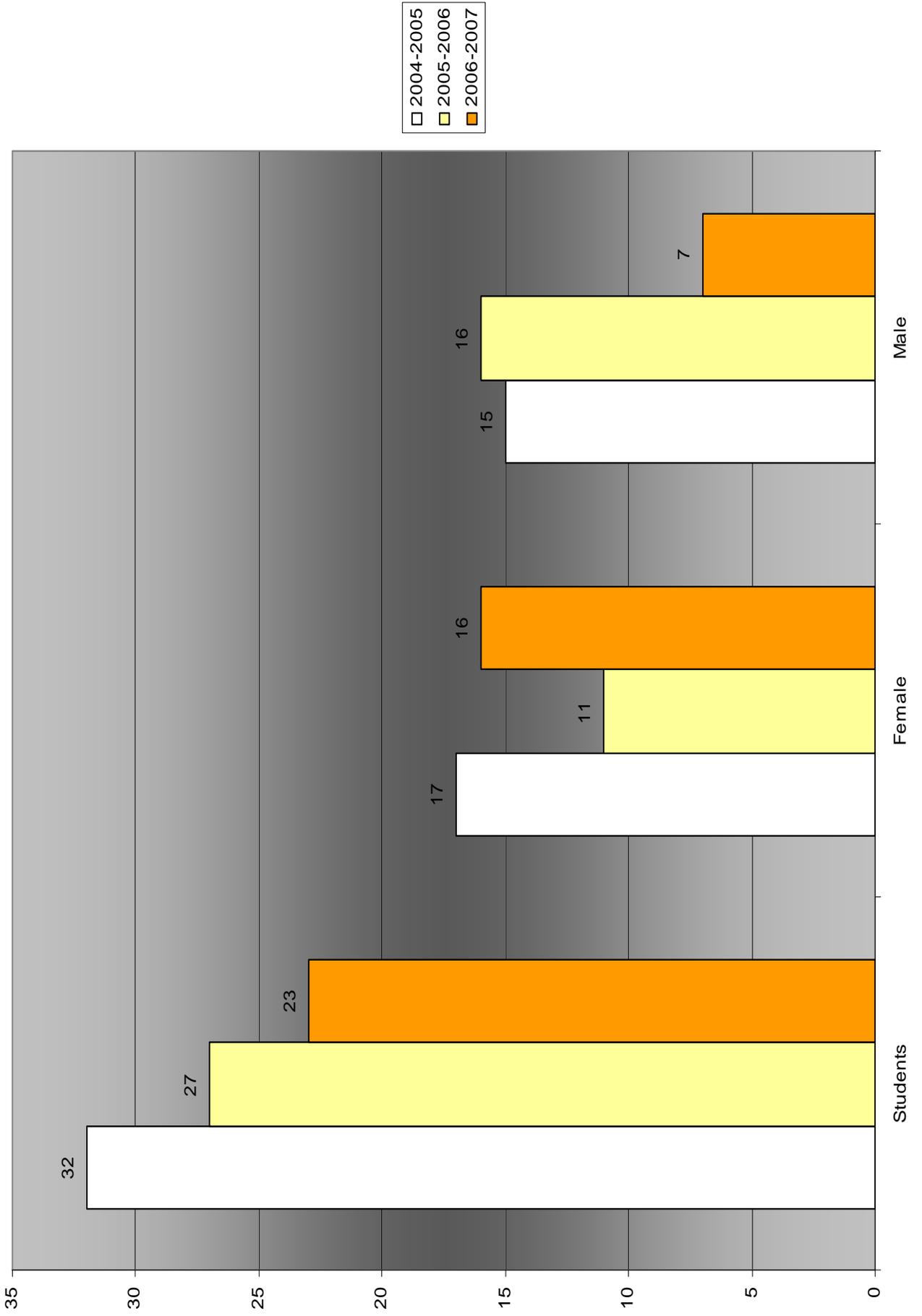
Southwest High School EOC and Writing Proficiency Results Comparison 2004-2007



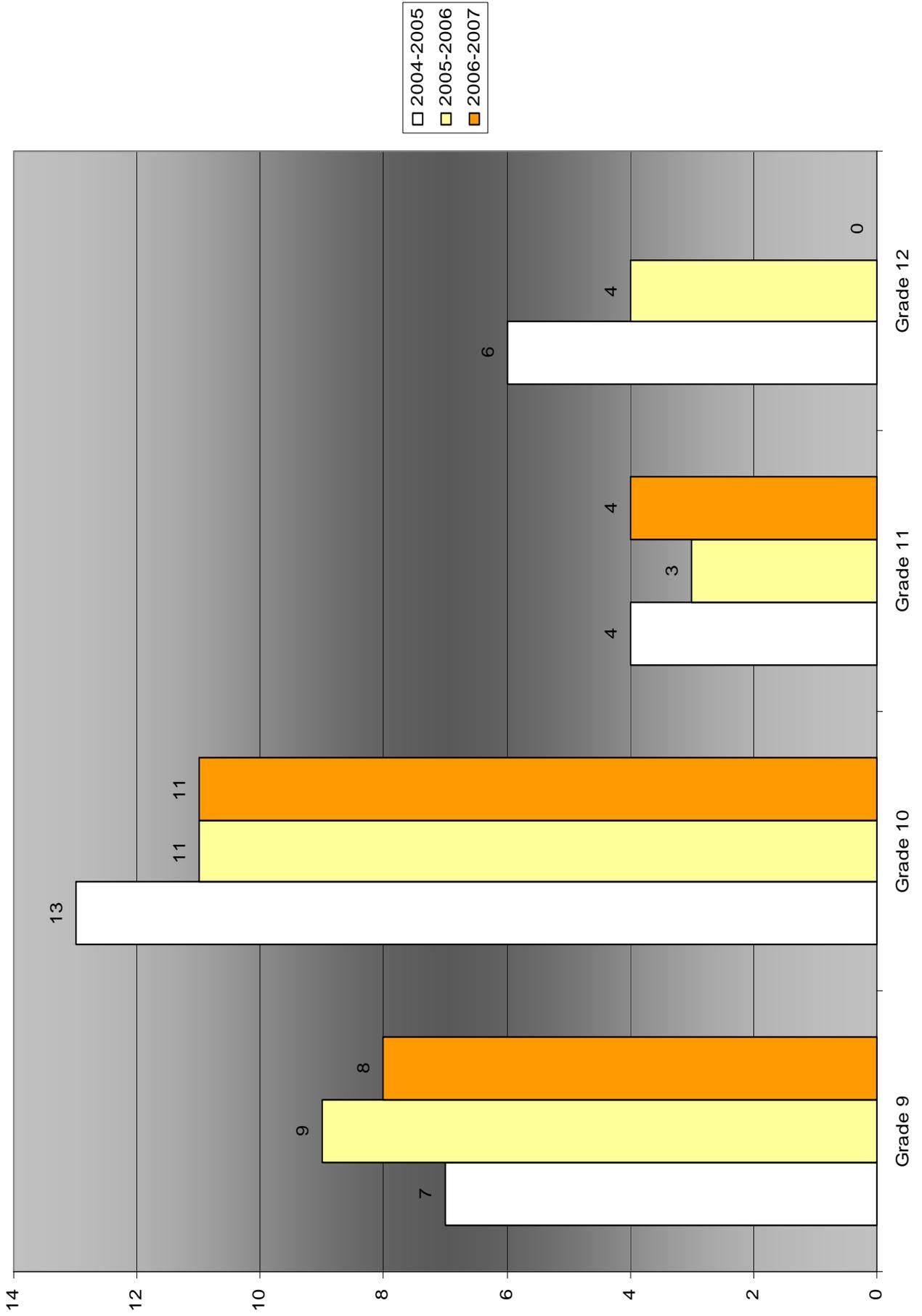
Southwest High School Career and Technical Education I Proficiency Results 2004-2007



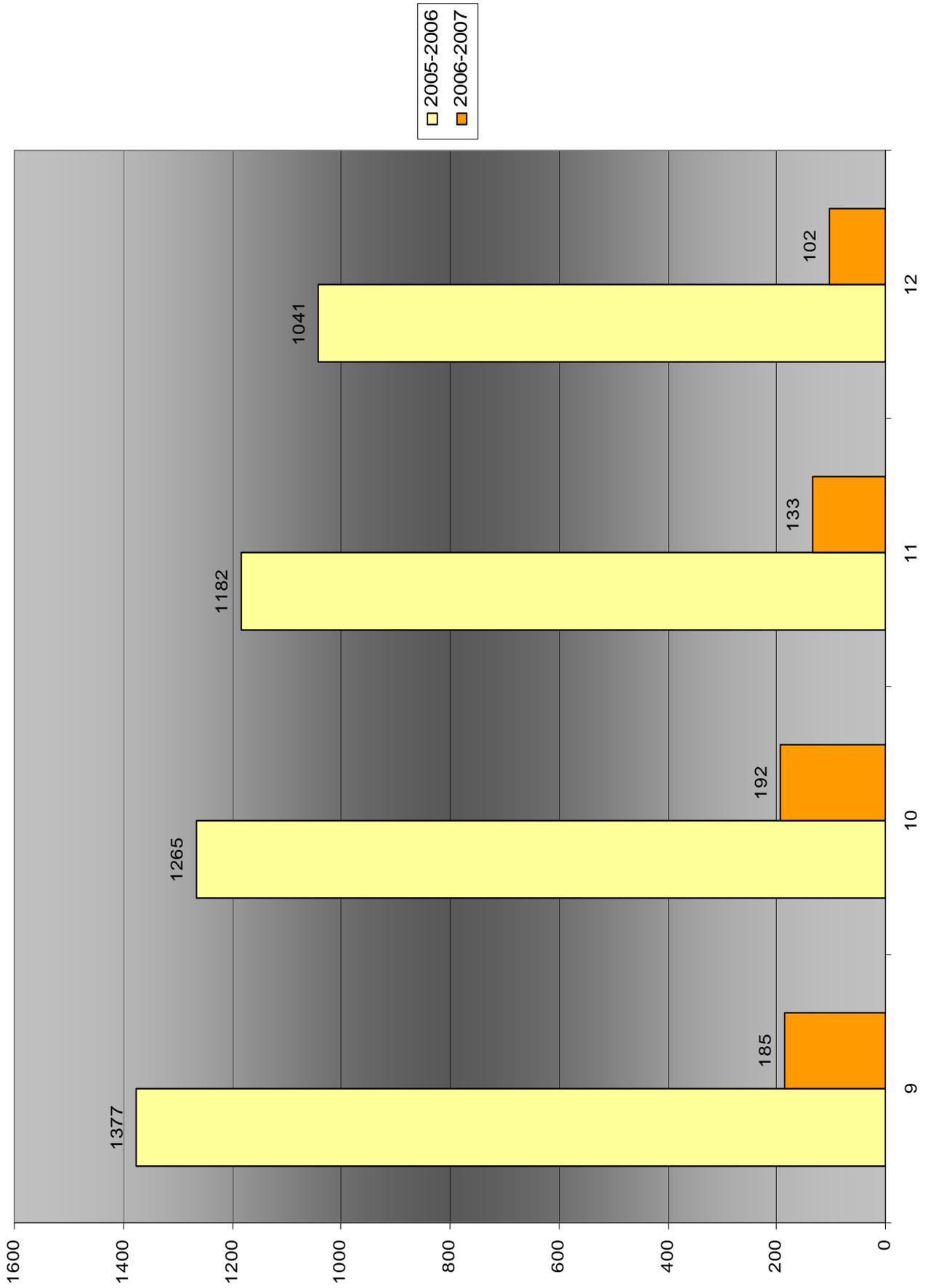
Southwest High School Drop Out Data 2004-2007



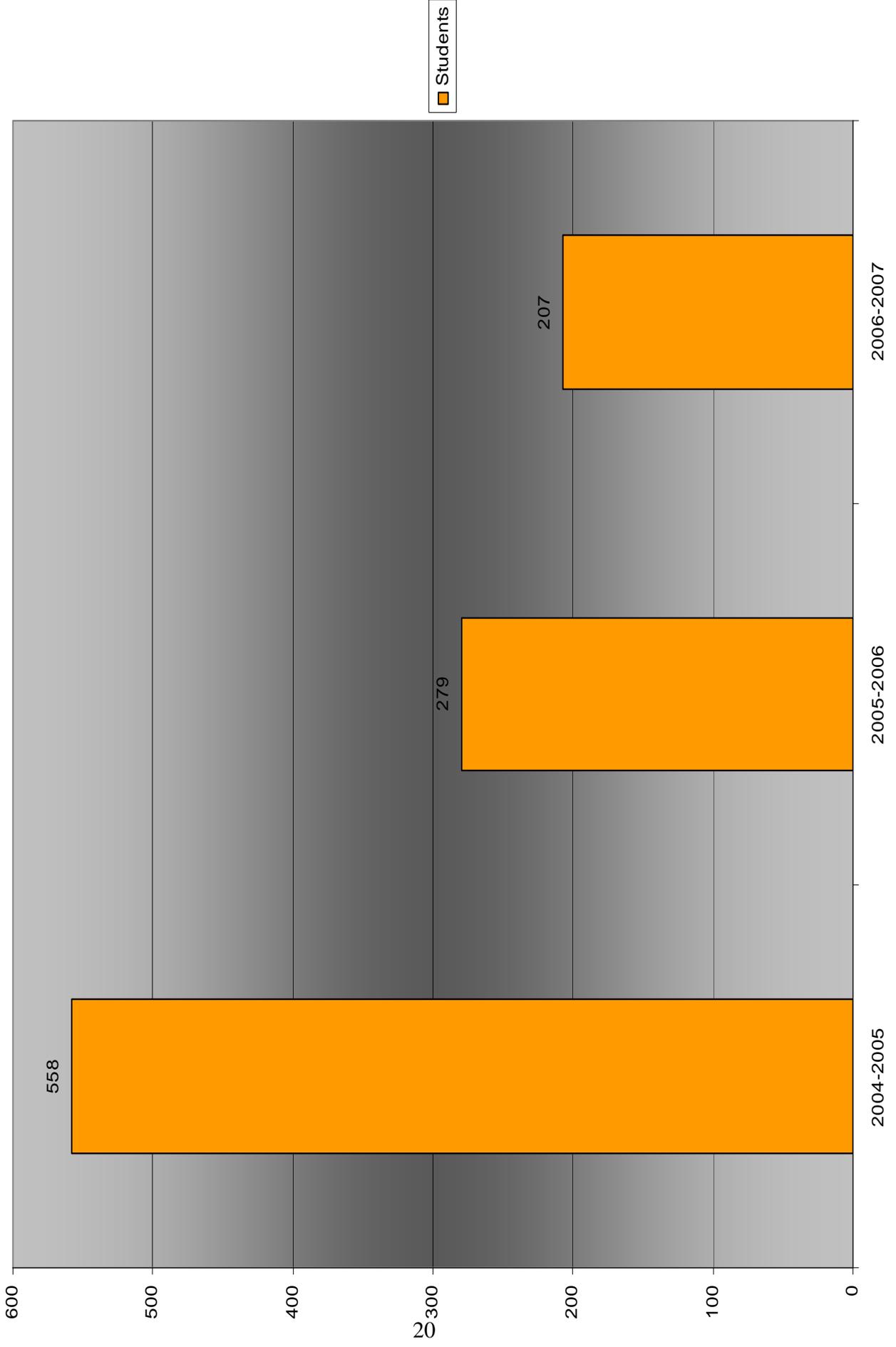
Dropout Data 2004-2007 by Grade



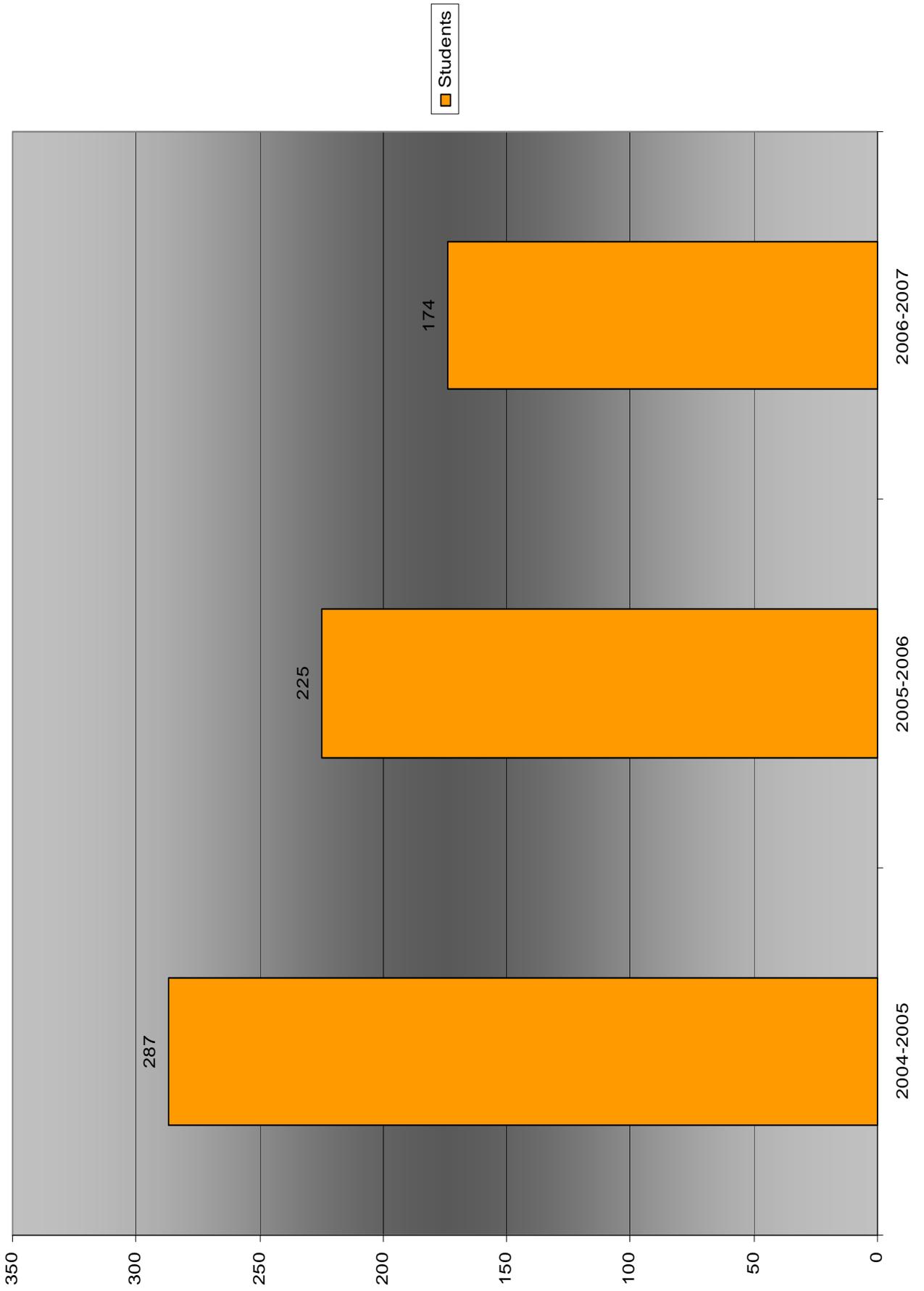
Tardy Data 2005/06 & 2006/07
SWEEP Program Implemented October, 2006



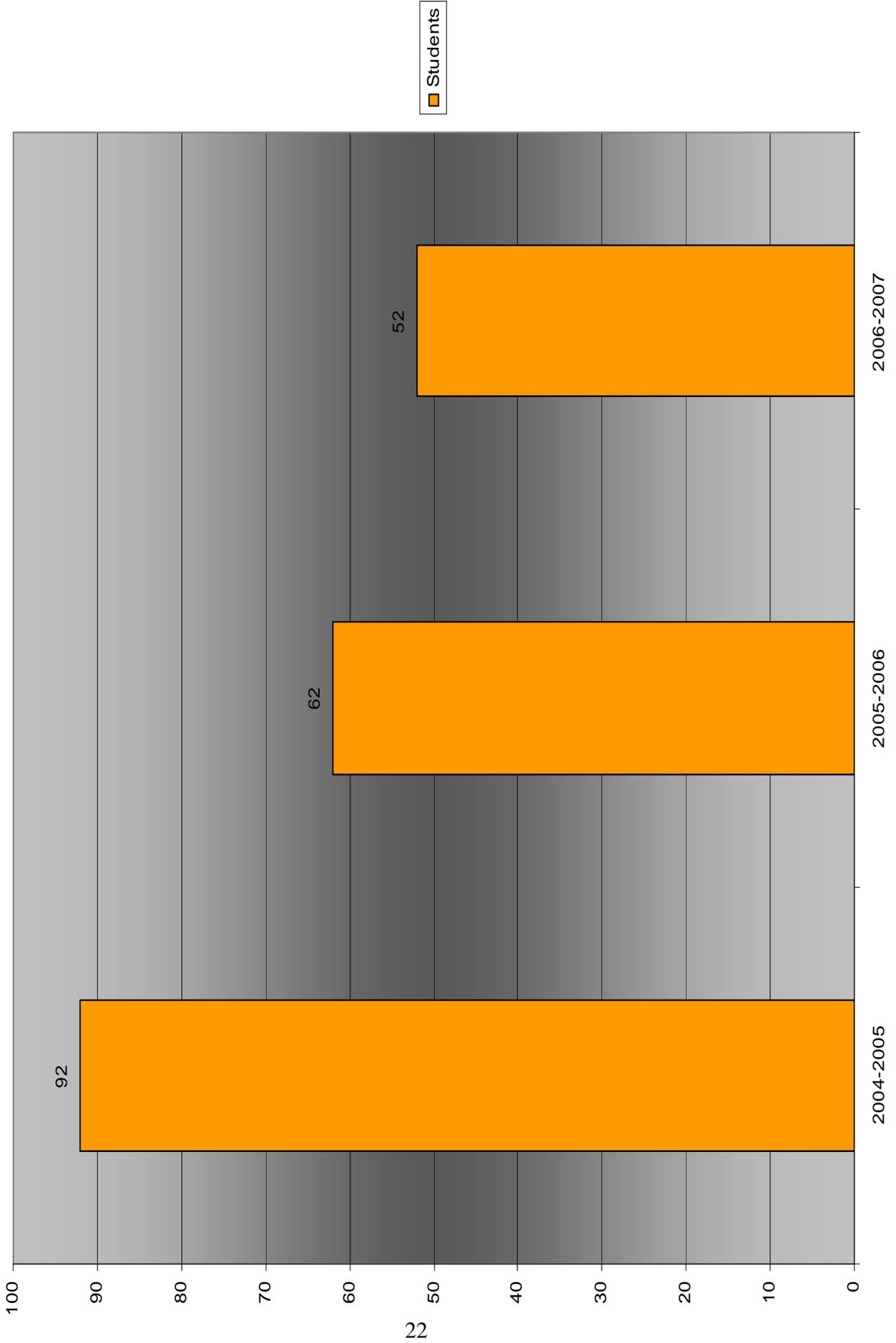
Southwest High School Discipline Data Chill-Out Referrals 2004-2007



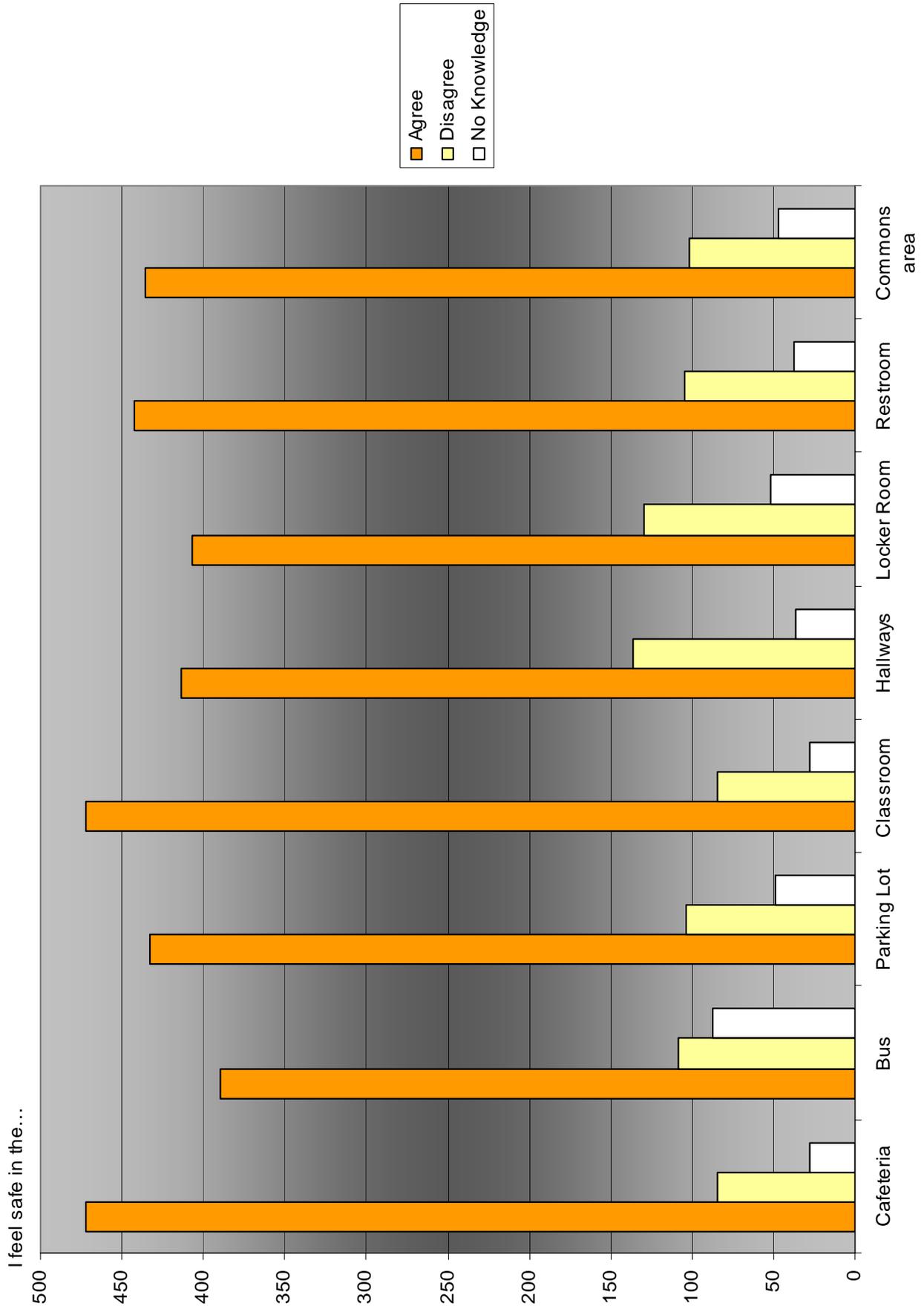
Southwest High School Discipline Data In-School Suspension 2004-2007



Southwest High School Discipline Data Out-of-School Suspension 2004-2007

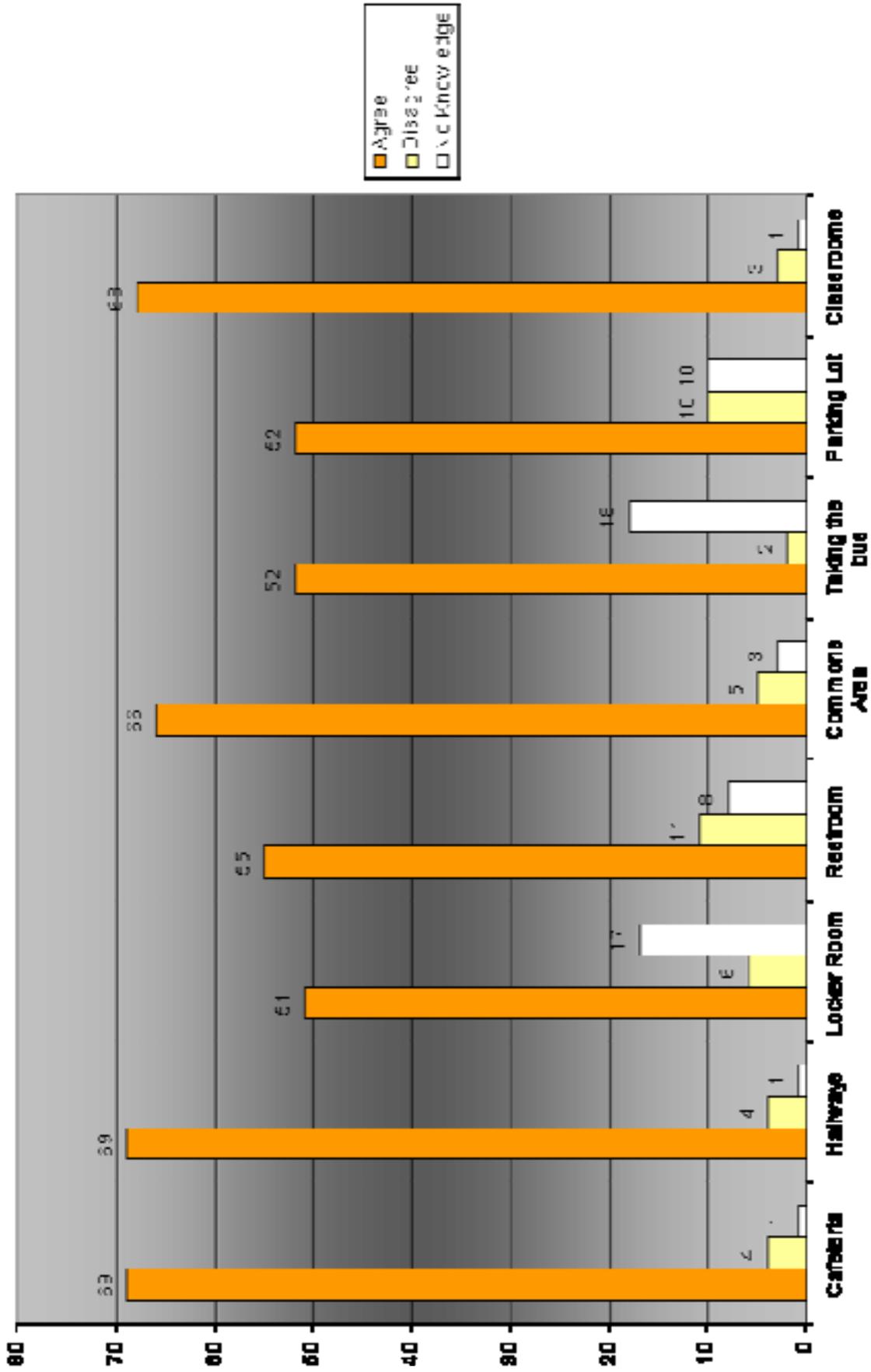


Southwest High School Safety Climate Results 2006-2007 (Students)

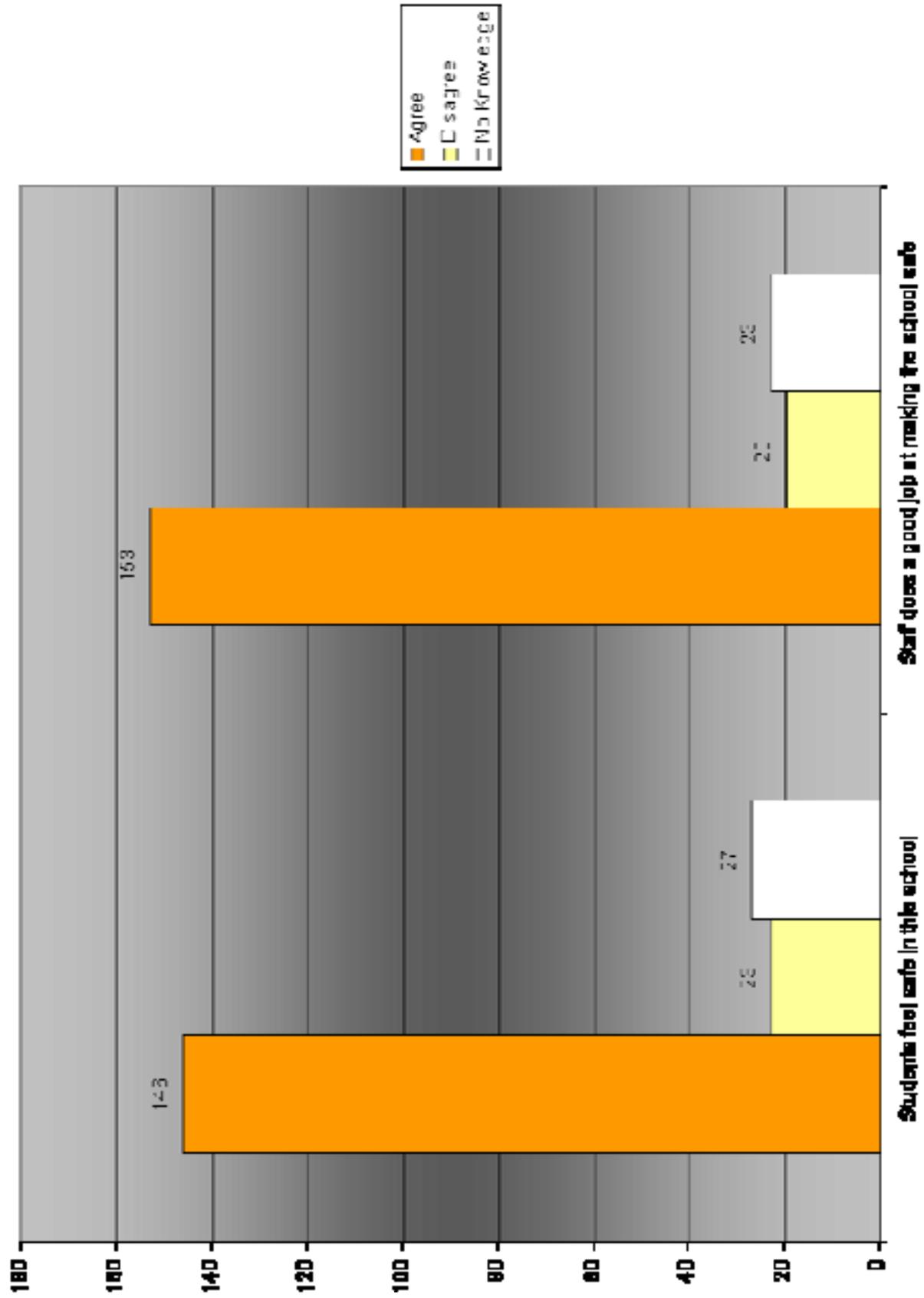


Southwest High School Safety Climate Survey Results 2006-2007 (Percent)

We work hard to ensure students feel safe in the...



Southwest High School Climate Safety Results 2006-2007 (Parents)



Southwest High School School Strategic Plan 2007-2010

NC Goal #1: North Carolina public schools will produce globally competitive students.

OCS Goal #1: Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.

SWHS Strategy #1: Ensure a consistent school focus that enables all students to achieve at high levels through the support and leadership of all school staff.

Desired Results:

- Lessons and classroom observations indicate a rigorous, challenging and globalized curriculum.
- School wide writing instruction integrated into all curriculums.

- Achievement at the highest level in the North Carolina ABC program.
- Decreased achievement gap based on race, gender, and socioeconomic status on all academic measures.
- EC students will achieve proficiency in state-mandated graduation exit requirements.

- AIG students will pursue honors level and AP courses.
- CTE students demonstrate proficiency in each state-required assessment.

- Increased student enrollment in Honors and AP courses.

- Successful completion of North Carolina graduation requirements in four years or less.
- Increased number of students completing a minimum of two college-level courses.
- Students will be provided opportunities and skills to successfully enter a globally competitive workforce.

- Student participation in co-curricular activities increases.
- Number of students earning recognition, honors, and awards in all curricular areas increases.

Measures:

- Lesson plans and classroom visits (using Classroom Walkthrough method), formal, and informal observations
- Improved NC writing test scores, writing samples from all classes

- ABC Recognition Program
- AYP Program
- SIMS/NCWise enrollment and other data
- NC Public Schools Assessment
- Locally-developed constructs
- Graduation Reports
- Team action plans

- Honors and AP Course summary report

- NC VoCATS and CTE completer data

- School generated reports and Virtual Public School reports

- Dual-enrollment reports from CCCC
- Number of students attending on-site and off-campus college and career awareness opportunities
- Number of students that attain or exceed national averages for ACT, PSAT and SAT
- Number of students receiving SAT scholarships
- Graduation Project for future seniors
- Number of seniors who have taken action for post-graduation education and employment
- Data from Vocational Rehabilitation Agency

- Student participation in organizations, teams, clubs and community service
- Number of certificates and awards

- Climate survey

NC Goal #1: North Carolina public schools will produce globally competitive students.

OCS Goal #1: Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.

Processes:

- Expand student and staff awareness of learning opportunities that support student access to a rigorous curriculum to include Virtual Public School, CCCC, LCC, UNC-W, and ECU.
- Provide professional development opportunities that support the Strategic Plan.
- Structure classroom instruction in a manner that provides students with opportunities to become critical thinkers, proficient writers, and effective communicators. (Socratic Seminars, Philosophical Chairs, Literacy Strategies/Strategic Reading, Smart Phones in Algebra I, Higher-Level Questioning Strategies, Cornell Note-taking with Reflections, *Writing Next*)
- Provided differentiated instructional activities to address students' learning needs to increase the number of students meeting yearly growth expectations in the ABC model and meeting subgroup expectations in the AYP model.
- Monitor student progress in all state accountability areas, use data to make instructional changes that ensure student success in meeting all graduation exit standards, and utilize Instructional Interventions (PEP) as needed... (Instructional changes include: student grouping, year-long coursework, looping, and teacher course assignment.)
- Guide students in making elective selections that focus on future college and employment plans while taking advantage of opportunities to obtain up to two years of college including an associate's degree.
- Identify and provide intervention to seniors who have not taken action for post-graduation education or employment.
- Utilize the NC Teacher's Desk Reference to ensure the implementation of a rigorous and challenging curriculum with the utilization of higher-level questioning strategies.
- Increase articulation efforts among SWHS departments and with SWM to improve grade nine transitions and performance across grade levels in all curricular areas. (AVID, Algebra I, and Second Languages)
- Address new graduation requirements with students and parents.
- Increase and support Arts Education.
- Meet expectations outlined in the three tier county plan for technology use in classrooms.
- Integrate the use of technology at all grade levels in all subjects/courses.
- Expand staff awareness and use of on-site technology by providing opportunities for staff to train and work with IT personnel.
- Explore new student recognition programs to include the Renaissance Program.
- Explore and extend usages of the PLATO lab.

Resources:

- Allocate resources for staff development in technology, Learning Intervention Manual, AVID methodology, World View, *Writing Next*, Professional Learning Communities, Classroom Instruction that Works, and differentiated instructional practices.
- Allocate resources to purchase additional technology and to update/replace outdated technology.
- Allocate funds for on-site college and career fairs.
- Maintain an appropriate number of certified teachers to schedule special classes (AVID, Academies) as well as year long classes as needed by student population.

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
--	---

2007-2008	Next Steps
-----------	------------

NC Goal #2: North Carolina public schools will be led by 21st century professionals.

OCS Goal #2: Onslow County schools and students will be led by creative, passionate and technologically skilled professionals.

SWHS Strategy # 2: Create and foster a workplace that attracts and retains high quality professionals; communicate and foster a climate of high expectations for employee performance.

Desired Results:

- Evaluations of employees conducted according to state, federal, and local guidelines.
- Sustained diverse and high quality workforce.
- Increased employee retention rate.

- Increased success for beginning teachers and staff new to the school.
- Increased workplace satisfaction and sense of community.
- Increased percentage of teachers utilizing technology in classroom instruction.
- Establishment of Professional Learning Communities.

Measures:

- Annual employee evaluation data and audit reports.
- System Full-Time Personnel Report.
- School annual attrition reports.

- Orientation/mentoring agendas, rosters, and monthly reports.
- Teacher Working Condition and Staff Climate Survey results.
- Lesson plans / team action plans.
- Formal and informal teacher observations.
- Participation in Professional Learning Community.

Processes:

- Provide orientation opportunities for all new employees prior to the start of the school year.
- Provide trained mentors for all employees with opportunities for the mentors/mentees to work together.
- Develop and include a professional development plan aligned with identified continuous improvement strategies.
- Maintain an evaluation system that supports school improvement and holds all personnel responsible for job effectiveness.
- Promote a safe working environment for all employees through “Safe and Civil” professional development opportunities and on-site safety practice sessions to include some session conducted with local agencies.
- Investigate, create and promote Professional Learning Communities.
- Expand and improve the methods of positive communication with and among all segments of the school community to include weekly parent e-mails from teachers and the school as a whole.
- Continue duty-free lunch periods for teachers and assistants.

Resources:

- Allocate resources for staff development in technology, AVID methodology, *World View*, Professional Learning Communities, The Fred Factor, and areas related to developing a high quality workforce.
- Allocate resources to purchase additional technology and to update and replace outdated technology.
- Allocate resources for release time related to school-district articulation.

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends.
Were improvements made?

2007-2008

What are the areas for improvement? What will you do differently the next time?

Next Steps

NC Goal #3: North Carolina public schools will be healthy and responsible.

OCS Goal #3: Onslow County students will learn in a safe environment to be civil, healthy and productive citizens.

SWHS Strategy # 3: Implement, monitor and adhere to the “Safe and Civil Schools” series which emphasizes school-wide behavior management plans and all safe schools’ criteria and healthy child legislation.

Desired Results:

- Expectations for safe schools criteria met.
- Expectations for science lab audits met.
- Increased number of students, staff, and parents reporting that they feel safe at school.
- Reduced number of in-school and out-of-school suspensions.
- Reduced number of reportable acts related to crime and violence on school campus.

- Increased number of students passing a physical fitness assessment.
- Maintain the student average attendance rate at no less than 95%.

Measures:

- Safe Schools Audit: County Audit Team Scorecard.

- Climate Survey Data.

- School discipline data.
- Uniform System Discipline Data Collection tool used by NCDPI.
- NC Annual Report on School Crime and Violence Report.
- NC Annual Report on suspensions and expulsions.

- Standardized physical fitness test.

- Student attendance data.
- Team Action Plans.

Processes:

- Address areas of identified needs based upon Safe School Audits and Climate Survey data.
- Expand and improve the methods of positive communication with and among all segments of the school community.
- Provide a safe, disciplined learning and working environment by continuing to train in “Safe and Civil” practices.
- Implement innovative approaches to positive classroom management as identified in department Action Plans using the Teacher’s Resource Guide for strategies to solve learning and behavior problems.
- Expand community service learning opportunities for students as alternative to school suspensions.
- Incorporate school-wide health and wellness activities into classroom, A/A, and extra-curricular functions.
- Explore new student recognition programs such as *Renaissance*.
- Investigate opportunities for school-wide community service projects.
- Utilize A/A lesson plans to promote/teach monthly character traits.
- Incorporate school safety into classroom lesson plans.
- Expand/Update Crisis Plan yearly or as needed to ensure a safe campus.
- Investigate and establish student mediation teams.

Resources:

- Allocate resources for student recognition programs.
- Onslow County’s “Safe and Civil Schools” Project.
- Student Agendas.
- CHAMPs/ACHIEVE materials.
- Community partnerships.
- School resource officer, school social worker, guidance counselors and nurse.
- Josten’s.
- Teacher’s Resource Guide by Hawthorne.

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made? What are the areas for improvement? What will you do differently the next time?

2007-2008

Next steps

NC Goal #4: Leadership will guide innovation in North Carolina public schools.

OCS Goal #4: Leadership will foster innovation in the Onslow County School System with the cooperation of families and community partners.

SWHS Strategy #4: Create a culture that embraces change, promotes dynamic continuous improvement, and collaborates with stakeholders to discover innovative initiatives.

Desired Results:

- Maintain no less than a 95% graduation rate.
- Increased number of students completing a minimum of two college level courses at graduation.

- Reduced dropout rate.

- Increased number of students who meet community service eligibility requirement for SAT scholarships.
- Criteria for SACS/CASI met.
- Increased parental and community involvement.
- Increased/improved communication among stakeholders.

- Increased number of businesses and agencies participating in student internships, apprenticeships and mentoring opportunities.

Measures:

- Graduate Analysis Report.
- College-level course enrollment data.
- Graduate survey.
- Number of students participating in program initiatives with post-secondary institutions.

- SIMS/NC WISE data.
- AYP and ABC data.

- Number of students receiving SAT scholarships.

- SACS/CASI Annual Reports.
- JobReady and Cohort Program Data.
- Climate Surveys.
- Documentation of stakeholder involvement.

- B.A.S.E.S. reports.
- Occupational Business Report.

Processes:

- Educate staff regarding resources available in the community and strategies for utilizing them.
- Utilize a comprehensive communication system to disseminate information to and solicit feedback from stakeholders.
- Communicate educational information through electronic technology and other media sources.
- Increase partnerships with post-secondary institutions. (ECU - ITEST, Drexel – Smart Phones, CCCC – Dual Enrollment, LCC – Academy of Transportation Technology, UNCW – Student Partnerships)
- Recruit and /or provide training, supervision, and recognition for community stakeholders.
- Establish strong business and community relationships in order to provide student opportunities for real-world experiences.
- Make decisions in collaboration with community and civic organizations to impact student success.
- Explore and implement requirements required in the Graduation Project.

Resources:

- Allocate resources for training and recognition of stakeholders.
- Allocate resources for the implementation of teacher websites.
- Allocate resources for communication with stakeholders.
- ALERT Now

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made? What are the areas for improvement? What will you do differently the next time?

2007-2008

Next steps

NC Goal #5: North Carolina public schools will be governed and supported by 21st century systems

OCS Goal #5: Onslow County Schools will be supported by effective and efficient systems.

SWHS Strategy #5: Maximize resource utilization to meet instructional and operational needs.

Desired Results:

- Instructional and operational environments contribute to the successful operation of the school.
- Increased utilization of the Technology Facilitator for instructional needs.
- Security system used to protect both individuals and public assets.
- Increased familiarization with and use of existing technology.
- Utilization of PD 360 through UNCW.

Measures:

- NC Teacher Working Conditions Survey.
- Climate Survey.
- Work order completion for maintenance and technology requests.
- Adoption of long and short range capital planning.
- Lesson plans / department action plans.
- Participation in PLC development.
- Media reports for technology usage.
- Number of staff completing professional development using PD 360.

Processes:

- Use process analysis to improve efficiency and effectiveness.
- Present, train, and utilize online professional development resources from the School Improvement Network (PD 360).
- Expand staff awareness and use of on-site technology while providing opportunities for staff to train and work with IT personnel.
- Train appropriate staff on usage of Security Systems technology.
- Increase student use of technology to support the development of 21st century skills.
- Investigate, create and promote Professional Learning Communities.
- Provide training in and time for intra- and inter-departmental planning.
- Investigate and plan for technology updates and replacement.

Resources:

- Allocate resources for release time for articulation and planning.
- Allocate resources to maintain, update and increase technology to meet requirements in tiers of the county plan for technology use in classrooms.
- Allocate resources for staff development.
- PD 360 online professional development resources.

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?	Were	What are the areas for improvement? What will you do differently the next time?
2007-2008		Next steps

Building Level School Leadership and Accountability Plan Waiver Request

Type of Waiver and Explanation

1. (Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)

Instructional Supplies Budget: Allow transfers from instructional budget to textbook budget as needed.

2. Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.

Students may be denied access to a sufficient number of textbooks.

3. How will the waiver be used?

To purchase sufficient quantities of textbooks for students.

4. How will the waiver permit the school to improve student performance?

It will help provide sufficient textbooks for students to complete classroom and homework assignments independently.

School: Southwest High School Code: 344

Building Level School Leadership and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. (Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)

Textbook Budget: All transfers to Classroom Materials/Instructional Supplies/Equipment as needed.

2. Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.

Students may be denied adequate classroom materials, equipment needed for instruction, and specific pieces of technology.

3. How will the waiver be used?

To purchase classroom materials and equipment needed for instructing students.

4. How will the waiver permit the school to improve student performance? It will help:
 - Provide appropriate materials and equipment that meet diverse student needs
 - Assist in efforts to close performance gaps among students
 - Enhance remediation and acceleration efforts
 - Provide students a challenging curriculum

School: Southwest High School Code: 344

Building Level School Leadership and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. (Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)

Class Size - Class size and daily teacher load limitations in grades 9-12

2. Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.
 - Students will be denied being assigned classes that specifically meet their needs.
 - At the secondary level, students may be denied access to a singleton course if too few students for two classes are registered.
3. How will the waiver be used?
 - To reduce class size
 - To assign students to classrooms based upon needs
 - To assign students to classes based upon student interests
4. How will the waiver permit the school to improve student performance?
It will help:
 - Provide more focused interventions to at-risk students
 - Meet the needs of students
 - Reduce performance gaps among targeted student populations

BUDGET/FINANCE

Southwest High School
Year: 2007-2008

SWHS Strategy # 1: Ensure a consistent school focus that enables all students to achieve at high levels through the support and leadership of all school staff.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
<u>Master Teacher Program</u>	\$710.85	State Instructional	Weekly Readings
<u>Classroom Instruction That Works</u>	\$1,772.19	State Instructional	Book Study – Effective Classroom Practices
<u>Working on the Work</u>	\$400.00	State Instructional	Book Study for Leadership Team
Summer Team Meetings, Summer Leadership Student Meetings, Grade Nine Transition to HS	\$7,225.31	At-Risk	Salaries for teachers to prepare Academy lesson plan. Salaries for teachers to work with students for grade nine transitions. Salaries for teachers to prepare Algebra I, Algebra II, and Tech Math 9 lessons.
Instructional Supplies	\$25,000.00	State Instructional	Various supplies to support instructional strategies in all courses.
Technology	\$20,000.00	State Instructional and Textbook	Replacement purchases. Staff requests.
Library Books/Periodicals	\$15,000.00	State Instructional and Textbook	Replacement purchases. New purchases.

SWHS Strategy # 2: Create and foster a workplace that attracts and retains high quality professionals; communicate and foster a climate of high expectations for employee performance.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Instructional Supplies	\$25,000.00	State Instructional	Various supplies to support instructional strategies in all courses.
Technology	\$20,000.00	State Instructional and Textbook	Replacement purchases. Staff requests.
<u>The Fred Factor</u>	\$750.00	Staff Development	PLC
AVID	\$7,000.00	State Instructional, Staff Development, and Local School	Professional Development, Supplies, Student Field Trips

SWHS Strategy # 3: Implement, monitor, and adhere to the “Safe and Civil Schools” series which emphasizes school-wide behavior management plans and all safe schools’ criteria and healthy child legislation.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Items for student recognition	\$5,000.00	Local School Funds	Meals, Prizes, Trips
<u>Teacher’s Resource Guide</u> (Hawthorne)	\$250.00	Staff Development	Books for Teams to use when writing PEPs.

SWHS Strategy # 4: Create a culture that embraces change, promotes dynamic continuous improvement, and collaborates with stakeholders to discover innovative initiatives.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Technology	\$20,000.00	State Instructional and Textbook	Replacement purchases. Staff requests.
Teacher Web Sites	\$1,500.00	Local School Funds	Fees

SWHS Strategy # 5: Maximize resource utilization to meet instructional and operational needs.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Instructional Supplies	\$25,000.00	State Instructional	Various supplies to support instructional strategies in all courses.
Technology	\$20,000.00	State Instructional and Textbook	Replacement purchases. Staff requests.
AVID	\$7,000.00	State Instructional, Staff Development, and Local School Funds	Professional Development, Supplies, Student Field Trips
Professional Development Opportunities	\$5,000.00	Staff Development and Local School Funds	Professional Development Opportunities

Glossary

- ABC – NC State education model mandated by the Legislature, which focuses on Accountability, basics, and local control.
- Academic Rigor – A set of standards established for students and staff. This included helping students develop the capacity to apply content knowledge, processes, and strategies that are complex, thought-provoking, and personally or emotionally challenging.
- Achievement Levels – Based on scale score ranges, achievement levels identify four levels of student performance on state-required tests. Level 1 is deficient, Level 2 is marginal, Level 3 is on grade level, and Level 4 is well above grade level.
- AdvancED (Advancing Education in Excellence worldwide) – An organization that has defined shared, research-based accreditation standards that cross state, regional, and national boundaries – made up of NCA/CASI, SACS/CASI and NSSE.
- AIG (Academically Intellectually Gifted): Refers to students who have met the criteria to be served in an advanced academic enrichment program.
- Alert Now – School safety procedure that allows rapid parental phone or e-mail communication in the event of a school emergency.
- AP Courses (Advanced Placement courses) – Nationally-developed courses offered for college credit based upon final test scores.
- AVID (Advancement Via Individual Determination) – Program designed to restructure the teaching methods of an entire school and to open access to the curricula that will ensure four-year college eligibility to almost all students.
- AYP (Adequate Yearly Progress) – An accountability measure established by federal legislation that requires individual schools and the system to meet annual target goals.
- B.A.S.E.S. (Businesses Assisting Schools in Education Students) – A partnership between Onslow County Schools and the Jacksonville-Onslow Chamber of Commerce to provide volunteer resources and services to students.

- CHAMPS – “Safe and Civil” transition practice that promotes Conversation, Help, Activity, Movement, and Participation for classroom success
- COWS (Computers On Wheels) - Mobile wireless computer workstations.
- Curriculum Assistance Classes – Classes designed to provide instructional support and IEP goals for the exceptional children’s population.
- Differentiated Instruction – A series of instructional and management strategies for designing learning options that are responsive to the unique needs of students.
- EC (Exceptional Children) – Students with handicapping conditions.
- EOC (End-of-Course) – Classes in grades 9-12 that have mandated tests given at the end of the semester.
- ESL (English Second Language) – Refers to a program serving students whose primary language is not English.
- FCS (Family Consumer Science) – Courses offered through Career Technical Education.
- GO! – Curriculum implemented in the weekly Advisor/Advisee period.
- IEP (Individualized Education Plan) – A written plan that defines and describes the specialized instruction to include supplemental aids and services designed and implemented to meet the needs of a students who meets the definition of disabled under the Individual with Disabilities Education Act (IDEA).
- ITEST (Information Technology Experiences for Students and Teachers) - Program offered through ECU to increase opportunities for students and teachers to learn about, experience, and use information technologies within the context of science, technology, engineering, and mathematics.
- JobReady – A program which focuses on preparing students for the workforce.
- NBCT (National Board Certified Teacher) – Certification process completed by teachers to receive advanced recognition.
- NCSCOS (North Carolina Standard Course of Study) – A brief guide outlining the curriculum in all subject areas taught in NC public schools.

- PD 360 – Comprehensive online professional development resource.
- PEP (Personalized Education Plan) – Plan written for students having difficulties in a subject to ensure guidance for success in that subject.
- PLATO – A computer-assisted instructional program aligned to the required curriculum from the North Carolina Standard Course of Study.
- PLC (Professional Learning Community) – Strategies implemented to promote continuous professional growth among all stakeholders.
- PRIDE (Personal Responsibility In Daily Effort) - The PRIDE Club at Southwest High School recognizes students for academic excellence each grading period.
- Project K-Nect – Program that delivers supplemental digital instructional content while fostering peer to peer collaboration through mobile devices to increase Algebra I achievement. (Drexel University and Florida State University)
- SAT (Scholastic Achievement Test) – A national test required for entrance into many colleges and universities.
- S.A.T., Inc. (Sponsors for Academic Talent, Inc.) – A nonprofit organization that provides scholarships for students who meet performance and volunteer standards.
- START – “Safe and Civil” practice that promotes Safe Transitions And Reduced Tardies.
- STOIC – “Safe and Civil” intervention practice to promote Structuring for Success, Teaching Expectations, Observing Student Behavior, Interacting Positively, and Correcting Misbehavior Fluently
- SWEEP – “Safe and Civil” practice that encourages students to get to class on time. Tardy students are “swept” to a waiting room to allow the teacher to START class on time.
- WICR (Writing, Inquiry, Collaboration, and Reading) - AVID instructional components.

**Building Level School Strategic Plan
Regulatory Information and Assurance Statement
2007-2010**

School	Date Submitted	
<u>Southwest High School</u>		<u>October 1, 2007</u>
1. Number of School Improvement Plan Team Members		<u>29</u>
2. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT).		X Yes <input type="checkbox"/> No
3. Percentage of total school staff approving plan (Number approving plan divided by number voting.)		<u>98.5%</u>
4. Date of Vote		<u>September 26, 2007</u>
5. A secret ballot vote for staff approval of the plan was conducted. Check one:		X Yes <input type="checkbox"/> No
6. Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check one:		X Yes <input type="checkbox"/> No
7. Percentage of School Strategic Planning Team who are parents providing input in the development of the plan. (Number of parents divided by members on the team.)		<u>38%</u>
8. The required staff development reports have been disseminated to the appropriate persons or departments. Check one:		X Yes <input type="checkbox"/> No
9. The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check one:		X Yes <input type="checkbox"/> No
10. All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C.		X Yes <input type="checkbox"/> No
11. All required local, State and Federal programs have been addressed in the School Strategic Plan.		X Yes <input type="checkbox"/> No

Principal's Signature

**Signature, SSPT
Facilitator/Chairperson**

**Signature of Elected Parent
Representative**

**Signature of Elected Parent
Representative**

Note: Eligible voting staff – principals, assistant principals, licensed instructional personnel, support personnel, and teacher assistants.

Appendices

AVID's Mission

AVID's Purpose

SWHS AVID Plan

**2005-2006 SWHS
NC School Report Card**

The Mission of AVID

AVID is designed to increase school wide learning and performance. The mission of AVID is to ensure that all students and most especially the least served students in the middle capable of completing a college path:

- ❖ will succeed in rigorous curriculum,
- ❖ will enter mainstream activities of the school,
- ❖ will increase their enrollment in four-year colleges, and
- ❖ will become educated and responsible participants and leaders in a democratic society.

The Purpose of AVID

The purpose of the AVID program is to restructure the teaching methods of an entire school and to open access to the curricula that will ensure four-year college eligibility to almost all students.

**AVID Summer Institute
Site Team Planning Strand
Exit Form**

Place cursor in a gray field and enter information—field expands as you type.

State NC School Year 2007-2008
 County/Region Onslow
 District Onslow County Schools
 Site Southwest High School
 Principal Debra Bryan
 Date July 23, 2007

School Southwest High School
 Address 1420 Burgaw Highway
 City Jacksonville State NC ZIP 28540
 AVID Coord. Mary Wible
 Phone 910-455-4888 E-mail Mary.Wible@Onslow.k12.nc.us
 Administrator or Designee Debra Bryan
 Phone 910-455-4888 E-mail Debra.Bryan@Onslow.k12.nc.us
 Number of AVID Elective Sections 5 Date First Implemented 2004

Site Plan Status

X Complete and delivered to Regional/District Director

Support Needs

Our needs for immediate or ongoing support include Binders/dividers/markers/chart easels/chart paper/trained personnel/trained tutors/staff development on Path Training and Summer Institute/allocated resources for transportation and meetings/AVID materials

AVID Site Team Members Presently Preparing Site Plan

Name	Title/Role
<u>Debra Bryan</u>	<u>Principal</u>
<u>Glenn Reed</u>	<u>Assistant Principal</u>
<u>Michelle Baker</u>	<u>Assistant Principal</u>
<u>Mary Wible</u>	<u>AVID Coordinator / Math Teacher</u>
<u>Vicky Fulcher</u>	<u>Counselor</u>
<u>John Sweeney</u>	<u>Social Studies Teacher</u>
<u>Jeff Whitehead</u>	<u>Social Studies Teacher</u>
<u>Melissa Salas</u>	<u>English Teacher</u>
<u>Tabitha Huffman</u>	<u>Social Studies Teacher</u>
<u>Rachael Dodgens</u>	<u>Science Teacher</u>
<u>Suzette Kleiwer</u>	<u>Math Teacher</u>
<u>Amy Taft</u>	<u>CTE Teacher</u>
<u>Judith Arevalo</u>	<u>EC Teacher</u>

Signature of Coordinator

Signature of Administrator/Designee

Signature of Regional/District Director

AVID Site Team Plan

Essential # 4 Indicator # 1, 3 [For experienced sites, is this recommended in your CSS? X YES NO]

AVID Level of Use Not AVID (Level 0) X Meets Certification (Level 1) Routine Use (Level 2) Institutionalization (Level 3)

Critical Question: Is there a support plan and monitoring plan for student success in challenging courses?
What articulation needs to occur to ensure AVID students are prepared for rigor?

Objective: AVID students will continue to take rigorous courses to become college-ready.

Outcome	Action	Timeline	Evaluation
What do we want to achieve?	How will we make it happen? What expenditures are necessary? Who else needs to be involved (individuals/committees)? Who will take responsibility to see that this is accomplished? What is the relationship to district plans? What is the relationship to vertical alignment of ML and HS curriculum in our district?	When will we complete this? What will be the benchmark?	What evidence will we have to demonstrate our success?
<ul style="list-style-type: none"> 100% of AVID students take courses that are the same or more academically challenging than those take in the prior year. 	<ul style="list-style-type: none"> All 9th and 10th grade AVID students will be required to take at least two honors courses. All 11th and 12th grade AVID students will be required to take at least three advanced courses. All AVID students must attempt two courses for college credit. 	<ul style="list-style-type: none"> Requirements must be met by the class of 2010. 12th grade requirements must be met by the class of 2009. 	

COMPLETE THE FIRST THREE COLUMNS AS YOU PLAN. COMPLETE THE LAST COLUMN AS YOU GATHER EVIDENCE THROUGHOUT THE SCHOOL YEAR.

AVID Site Team Plan

Essential # 6 Indicator # 1 & 2 [For experienced sites, is this recommended in your CSS? X YES NO]

AVID Level of Use Not AVID (Level 0) X Meets Certification (Level 1) Routine Use (Level 2) Institutionalization (Level 3)

Critical Question: How can we use inquiry as the basis for ALL instruction and learning?

Objective: Consistent and Effective Use of Inquiry in Instruction and Learning

Outcome	Action	Timeline	Evaluation
What do we want to achieve?	How will we make it happen? What expenditures are necessary? Who else needs to be involved (individuals/committees)? Who will take responsibility to see that this is accomplished? What is the relationship to district plans? What is the relationship to vertical alignment of ML and HS curriculum in our district?	When will we complete this? What will be the benchmark?	What evidence will we have to demonstrate our success?
<ul style="list-style-type: none"> AVID students will consistently initiate and facilitate the use of inquiry to increase understanding. AVID students will take ownership of the Academic Coaching process. 	<ul style="list-style-type: none"> Teachers and students will utilize the Cornell Notes rubric for the left-hand column. (Strategies for Success page 32) Teachers will require an AVID-worthy Academic Coaching request form, prepared prior to the time of the session, in which students' academic coaching questions are written using higher levels of thinking. (Strategies for Success page 119+) Utilize thought-provocative texts during Socratic Seminars for student engagement. Teachers will require an AVID-worthy Academic Coaching request form, prepared prior to the time of the session, in which students' academic coaching questions are written using higher levels of thinking. Teachers will emphasize that the reflection aspect of the tutorial form is the "next step" for mastery learning. 	<ul style="list-style-type: none"> September 2007 Ongoing - Initiated by the Date Academic Coaches Start January 2008 Ongoing - Initiated by the Date Academic Coaches Start Ongoing - Initiated by the Date Academic Coaches Start 	

COMPLETE THE FIRST THREE COLUMNS AS YOU PLAN. COMPLETE THE LAST COLUMN AS YOU GATHER EVIDENCE THROUGHOUT THE SCHOOL YEAR.

AVID Site Team Plan

Essential # Indicator # 1,3 [For experienced sites, is this recommended in your CSS? X YES NO]

AVID Level of Use Not AVID (Level 0) Meets Certification (Level 1) Routine Use (Level 2) Institutionalization (Level 3)

Critical Question: How can we provide adequate support for rigor?

Objective: To enhance productivity and effectiveness of tutorials.

Outcome	Action	Timeline	Evaluation
What do we want to achieve?	How will we make it happen? What expenditures are necessary? Who else needs to be involved (individuals/committees)? Who will take responsibility to see that this is accomplished? What is the relationship to district plans? What is the relationship to vertical alignment of ML and HS curriculum in our district?	When will we complete this? What will be the benchmark?	What evidence will we have to demonstrate our success?
<ul style="list-style-type: none"> Regular facilitation of collaborative inquiry groups by trained academic coaches. Academic coaches have ongoing support from coordinator. Ratio of less than 7:1 with college tutors. 	<ul style="list-style-type: none"> Creation of the Academic Coach Coordinator position which will facilitate communication among participants, monitor program effectiveness and schedule regular recognition events for stakeholders. Actively recruit academic coaches through volunteer agencies, internet sites and collaborative partnerships with local institutions of higher learning. Create a common understanding of the academic coach program roles and methods among site team members, students and academic coaches. 	<ul style="list-style-type: none"> All strategies will be in place by September 2007. 	

COMPLETE THE FIRST THREE COLUMNS AS YOU PLAN. COMPLETE THE LAST COLUMN AS YOU GATHER EVIDENCE THROUGHOUT THE SCHOOL YEAR.

AVID Site Team Plan

Objectives 10 & 11

Outcome	Action	Timeline	Evaluation
2008-2009 YEAR 2 FOCUS AREA	Continue articulation and vertical teaming to increase access to rigorous coursework for all students.	August 2008	
2008-2009 YEAR 2 FOCUS AREA	Increase the percentage of teachers attending PATH training.	May 2009	
2009-2010 YEAR 3 FOCUS AREA	Implement an AVID community service project.	October 2009	
2009-2010 YEAR 3 FOCUS AREA	Increase the percentage PATH training.	May 2010	
2010-2011 YEAR 4 FOCUS AREA	Examine the need to increase the number of AVID electives.	May 2011	
2010-2011 YEAR 4 FOCUS AREA	Achieve Level 3 in all Essentials and become an AVID demonstration site.	May 2011	

COMPLETE THE FIRST THREE COLUMNS AS YOU PLAN. COMPLETE THE LAST COLUMN AS YOU GATHER EVIDENCE THROUGHOUT THE SCHOOL YEAR.



School Year ▾ Quick Search **ADVANCED SEARCH** **RESOURCES** **CONTACT US**

2005 - 06 School Year

SCHOOL PROFILE | **HIGH STUDENT PERFORMANCE** | **SAFE, ORDERLY & CARING SCHOOLS** | **QUALITY TEACHERS**

1420 Burgaw Hwy
Jacksonville, NC 28540-7910
(910) 455-4888

Southwest High
 Debra Bryan, Principal
 Welcome Letter

Onslow County Schools
Grades 9-12
Regular School, Traditional Calendar

The documents to the right are provided in PDF format. To  download, you will need the Acrobat Reader, a free download from Adobe.

- SCHOOL REPORT CARD SNAPSHOT**
[English](#) [Spanish](#)
- TIPS TO UNDERSTANDING YOUR SCHOOL SNAPSHOT**
[English](#) [Spanish](#)

School Size

The total number of students in your school, and the average number of students in schools with similar grade ranges in your district and the state.

MORE INFORMATION

Our School:	748
District:	916
State:	1,004

Average Course Size

The average number of students enrolled in the courses below at the time of testing.

MORE INFORMATION

	English I	Algebra I	Algebra II	Geometry	Biology	Chemistry	Physical Science	Physics	Civics & Economics	US History
Our School	24	22	26	26	20	14	21	N/A	16	20
District	24	19	24	24	22	19	23	15	23	22
State	19	20	20	19	19	19	18	15	19	19

Specialized Course Enrollments

The percentage of high school Advanced Placement (AP) and International Baccalaureate (IB) course enrollments, community college and university regular academic course enrollments, and high school and community college career and technical course enrollments.

MORE INFORMATION

Percentage of Total Course Enrollments in:

	Advanced College Prep Courses (AP*, IB**, Community College, University)	Career and Technical Courses (School, Community College)
Our School	2	22
District	2	19
State	4	16



School Year GO Quick Search GO **ADVANCED SEARCH** **RESOURCES** **CONTACT US**

SCHOOL DISTRICT STATE

2005 - 06 School Year

SCHOOL PROFILE **HIGH STUDENT PERFORMANCE** **SAFE, ORDERLY & CARING SCHOOLS** **QUALITY TEACHERS**

**1420 Burgaw Hwy
Jacksonville, NC 28540-7910
(910) 455-4888**

Southwest High
Debra Bryan, Principal
Welcome Letter

**Onslow County Schools
Grades 9-12
Regular School, Traditional
Calendar**



The documents to the right are provided in PDF format. To download, you will need the Acrobat Reader, a free download from Adobe.

- SCHOOL REPORT CARD SNAPSHOT**
English Spanish
- TIPS TO UNDERSTANDING YOUR SCHOOL SNAPSHOT**
English Spanish

STUDENT PERFORMANCE

North Carolina students in grades 3-8 must complete annual ABCs End-of-Grade tests in reading and mathematics. Students enrolled in the following courses must complete End-of-Course tests: English I, Algebra I, Algebra II, Geometry, Biology, Chemistry, Physical Science, Physics, Civics & Economics, and US History. Results from tests taken by students in this school are reported below.

Overall Student Performance

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Students in Each Course on the ABCs End-of-Course Tests

Percentage of students' scores at or above grade level*

[MORE INFORMATION](#)

	English I	Algebra I	Algebra II	Geometry	Biology	Chemistry	Physical Science	Physics	Civics & Economics	US History
Our School	88.6	81.3	84.9	69.8	60.9	79.2	77.0	N/A	57.2	37.7
# of Tests Taken	176	198	152	179	207	53	122	0	208	175
District	88.0	85.9	91.0	82.1	70.0	86.9	74.9	94.1	63.3	53.1
State	82.8	82.6	80.3	68.8	63.4	77.1	69.1	85.1	60.1	56.8

* If the number of students in a category is 5 or fewer, then results are not shown and are represented by a N/A.

* Civics & Economics and US History End-of-Course data reflect new tests based on the revised Standard Course of Study.

Performance of Each Student Group on the ABCs End-of-Course Tests

The percentage of passing scores on the state End-of-Course tests grouped by gender, ethnicity and other factors.*

[MORE INFORMATION](#)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.O.	N.E.D.	L.E.P.	Wigrant Students	Students with Disabilities
Our School	69.3	70.7	67.9	76.0	56.2	58.0	87.5	75.0	69.8	59.4	74.3	40.9	N/A	48.0
# of Tests Taken	1,470	704	766	845	395	88	16	20	106	495	975	22	0	152

District	76.5	77.8	75.3	80.1	65.4	72.1	84.0	81.0	80.8	70.1	78.7	48.3	N/A	46.0
State	71.8	72.6	71.1	81.2	52.9	60.1	62.7	80.2	75.4	57.9	78.1	42.5	45.1	45.6

*If the number of students in a category is 5 or fewer, then results are not shown and are represented by a N/A.

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

[Click here for additional information on student performance by group.](#)

Additional Student Performance Data

SAT

The percentage of high school seniors who took the SAT along with average combined scores on the SAT I verbal and SAT I math scores. Scores from the new writing portion of the SAT are not included in these percentages.

[MORE INFORMATION](#)

	Participation Rate (%)	Average Total SAT Score
Our School	46	951
District	51	1,003
State	71	1,008
Nation	48	1,021

SCHOOL PERFORMANCE

Each year, schools in North Carolina may receive several designations based on their performance on the state's ABCs tests. Those designations are awarded on the basis of the percentage of students performing at grade level and on whether students have learned as much as they are expected to learn in one year. The designations earned by your school are displayed below, followed by a brief description of each designation.

[MORE INFORMATION](#)

Our School's Designation(s): School of Progress, Expected Growth

Designation	Performance: Students performing at grade level	Growth: Learning achieved in one year			Percent of Schools with Designation	
		High Growth	Expected Growth	Expected Growth Not Achieved	District	State
Honor School of Excellence	At least 90% of students at grade level and the school made adequate yearly progress (AYP)			--	0	1
School of Excellence	At least 90% of students at grade level			--	0	1
School of Distinction	80 to 90% of students at grade level			--	0	7
School of Progress	60 to 80% of students at grade level			--	43	39
No Recognition	60 to 100% of students at grade level	--	--		57	32
Priority School	50 to 60% of students at grade level or Less than 50% of students at grade level				0	16
Low Performing	Less than 50% of students at grade level	--	--		0	4

Adequate Yearly Progress (AYP) Results

North Carolina has set target goals that schools must meet to make Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act.

[MORE INFORMATION](#)

<p>AYP</p> <p>Our school made adequate yearly progress.</p>	<p>Targets</p> <p>We met 17 of our 17 performance targets.</p>
---	--

[Click here for additional information on AYP by student group and subject.](#)

School Improvement Status

Under the federal No Child Left Behind law, schools enter Title I School Improvement Status by not meeting target goals in the same subject (reading or mathematics) in each of three grade spans (3-5, 6-8, and high school) for two years in a row. A school in Title I School Improvement must take certain measures to improve performance.

Our school is not in school improvement status.

[MORE INFORMATION](#)

[Click here for information on student performance on End of Course tests by group and subject.](#)

AYP Graduation Rate

The 2005-06 school year is a transition year in North Carolina's measurement of the graduation rate. The Four-Year Cohort Graduation Rate is reported for this year (2006) for the first time. The four-year cohort rate reflects the percentage of first time ninth graders who have graduated from high school four years later. Because 2006 is the first year for the four-year cohort rate, North Carolina also is reporting the On-Time Graduation Rate, the percentage of regular diploma graduates who graduated in four years or less. This enables a trendline to be shown as required by No Child Left Behind. In 2007 and beyond, only the cohort rate will be reported.

[MORE INFORMATION](#)

Our school met its on-time graduation target.

	On-time Graduation Rate	Four-Year Cohort Graduation Rate
Our School	>95	76.6
District	>95	65.2
State	>95	68.7

[Click here for additional AYP Graduation rate information.](#)

Highly Qualified Teachers

[Click here for Classes Taught by Highly Qualified Teachers](#)





School Year GO Quick Search GO **ADVANCED SEARCH** **RESOURCES** **CONTACT US**

2005 - 06 School Year

SCHOOL DISTRICT STATE

SCHOOL PROFILE | HIGH STUDENT PERFORMANCE | SAFE, ORDERLY & CARING SCHOOLS | QUALITY TEACHERS

**1420 Burgaw Hwy
Jacksonville, NC 28540-7910
(910) 455-4888**

Southwest High
Debra Bryan, Principal
Welcome Letter

**Onslow County Schools
Grades 9-12
Regular School, Traditional
Calendar**



The documents to the right are provided in PDF format. To download, you will need the Acrobat Reader, a free download from Adobe.

SCHOOL REPORT CARD SNAPSHOT

[English](#) [Spanish](#)

TIPS TO UNDERSTANDING YOUR SCHOOL SNAPSHOT

[English](#) [Spanish](#)

SCHOOL SAFETY AND ACCESS TO TECHNOLOGY

School Safety

The number of acts of crime or violence reported per 100 students, which includes all acts occurring in a school, at a bus stop, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

MORE INFORMATION

Out of 748 students in our school, there were a total of 15 acts of crime or violence.

The number of acts of crime or violence per 100 Students:

Our School	2
District	2
State	2

Student Out-of-School Suspensions & Expulsions

The average number of short-term (10 days or less) and long-term (more than 10 days) out-of-school suspensions and expulsions per 100 students.

MORE INFORMATION

	Short-Term Suspensions	Long-Term Suspensions	Expulsions
Our School	10	0	0
District	25	0	0

School Attendance

The average percentage of students who attend school daily.

MORE INFORMATION

Our School	96
District	95

State 95

Access to Books and Technology

Number of Books per Student

The number of library/media center books per student in your school and district and in the state.

[MORE INFORMATION](#)

	Books
Our School	12.57
District	17.58
State	16.71

Average Age of Media Center/Library Collection

The average age of the books in the school media center/library collection.

[MORE INFORMATION](#)

	Year
Our School	1984
District	1990
State	1990

Number of Students per Instructional Computer

The number of students per instructional computer in your school and district and in the state.

[MORE INFORMATION](#)

	Students
Our School	2.89
District	3.55
State	3.24

Number of Students per Internet-Connected Computer

The number of students per Internet-connected computer.

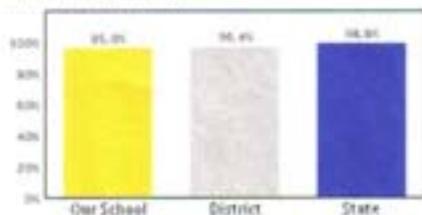
[MORE INFORMATION](#)

	Students
Our School	4.18
District	4.44
State	3.43

Percentage of Classrooms Connected to the Internet

The percentage of your school's classrooms that are connected to the Internet.

[MORE INFORMATION](#)



(Display data in table format)

School Health

Research has demonstrated that healthier students will learn better and become healthier adults. Following are some questions to ask about the health of your child's school.

[MORE INFORMATION](#)



School Year GO Quick Search GO **ADVANCED SEARCH** **RESOURCES** **CONTACT US**

2005 - 06 School Year

SCHOOL PROFILE | **HIGH STUDENT PERFORMANCE** | **SAFE, ORDERLY & CARING SCHOOLS** | **QUALITY TEACHERS**

1420 Burgaw Hwy
Jacksonville, NC 28540-7910
(910) 455-4888

Southwest High
Debra Bryan, Principal
Welcome Letter

Onslow County Schools
Grades 9-12
Regular School, Traditional Calendar

The documents to the right are provided in PDF format. To download, you will need the Acrobat Reader, a free download from Adobe.

- **SCHOOL REPORT CARD SNAPSHOT**
English Spanish
- **TIPS TO UNDERSTANDING YOUR SCHOOL SNAPSHOT**
English Spanish

Classroom Teachers

The total number of classroom teachers in your school and the average number of teachers in schools with similar grade ranges at the district and state levels.

[MORE INFORMATION](#)

Our School	52
District	58
State	69

Fully Licensed Teachers

The percentage of classroom teachers with clear initial or clear continuing licenses in all license areas in your school and the percentage of teachers with licenses in schools with similar grade ranges at the district and state levels.

[MORE INFORMATION](#)

Our School	79
District	84
State	84

[Click here to view the percentage of teachers with emergency/provisional licenses or who are entering teaching via lateral entry.](#)

Classes Taught by Highly Qualified Teachers

The percentage of classes in your school taught by Highly Qualified teachers as defined by federal law and the percentage of classes taught by Highly Qualified teachers in schools with similar grade ranges at the district and state levels.

[MORE INFORMATION](#)

Our School	91
District	95
State	91

Teachers with Advanced Degrees

The percentage of teachers who have completed an advanced college degree, including a master's or doctoral degree and the percentage of teachers with advanced degrees in schools with similar grades at the district and state levels.

[MORE INFORMATION](#)

Our School	23
District	24
State	25

National Board Certified Teachers

The number of school staff, including teachers, administrators and guidance counselors, who have received National Board Certification and the average number of school staff in schools with similar grade ranges at the district and state levels.

[MORE INFORMATION](#)

Our School	8
District	9
State	7

Years of Teaching Experience

The percentage of teachers who have taught for 0 - 3 years, 4 - 10 years or over 10 years and the percentage of teachers with the same levels of experience in schools with similar grade ranges at the district and state levels.

[MORE INFORMATION](#)

	0 - 3 Years	4 - 10 Years	10+ Years
Our School	23	19	58
District	19	25	56
State	23	25	53

Teacher Turnover Rate

The percentage of teachers employed in a school last year who are no longer employed in the same school this year and the percentage of teacher turnover in schools with similar grade ranges at the district and state levels.

[MORE INFORMATION](#)

Our School	12
District	16
State	20

Teacher Working Conditions

In April 2006, North Carolina's teachers were asked to complete a survey on the working conditions in their school. 37 teachers in your school responded. Data from this survey may be requested from your school principal or may be viewed online at www.northcarolinatwc.org.