

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools):                                          
(Check all that apply, if any)    Charter            Title 1            Magnet            Choice

Name of Principal: Ms. Deborah Mott

Official School Name: Brown Summit Middle School Center for Advanced Academics

School Mailing Address: 4720 NC Hwy 150 East  
Brown Summit, NC 27214-9551

County: Guilford County    State School Code Number: 410341

Telephone: (336) 656-0432    E-mail: mottd@gcsnc.com

Fax: (336) 656-0439            Web URL: http://www.gcsnc.com/schools/middle/brownsummitmiddle/index.html

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. Maurice "Mo" Green    Superintendent e-mail: greenmo@gcsnc.com

District Name: Guilford County    District Phone: (336) 370-8100

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Alan Duncan

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

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All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 67 Elementary schools  
 (per district designation) 23 Middle/Junior high schools  
28 High schools  
3 K-12 schools  
121 Total schools in district
2. District per-pupil expenditure: 831242

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	45	40	85
K	0	0	0		7	42	43	85
1	0	0	0		8	22	48	70
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
<b>Total in Applying School:</b>								240

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
3 % Asian  
25 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
60 % White  
8 % 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 2009-2010 school year: 0%

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, 2009 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	1
(4)	Total number of students in the school as of October 1, 2009	240
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 10

Specify languages:

Spanish, Chinese, Ukranian, Italian, Arabic, Indian, 4 African Dialects

9. Percent of students eligible for free/reduced-priced meals: 23%  
 Total number of students who qualify: 55

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%  
 Total number of students served: 1

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

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

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>9</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>3</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>22</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 26:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	99%	97%	97%
Daily teacher attendance	95%	96%	96%	97%	98%
Teacher turnover rate	0%	8%	25%	42%	92%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Like many new programs, Brown Summit Middle School has suffered through some growing pains. It has taken a few years for the program to gain the level of stability it benefits from today. When the decision was made to open the school as a dedicated magnet for advanced academics there was no criteria in place for student selection. Even though there was strong community support to open a school that offered an advanced curriculum with a focus on Latin, hurried planning and a lack of direction and focus resulted in a facility that was not prepared or equipped to put its best foot forward.

By the end of the first school year, there were rumors that the school was going to be moved. As a result, low teacher morale due to inconsistencies in opening the new building, lack of planning, and change in leadership, caused many teachers to leave.

Another contributing factor to the high teacher turnover was the fact that during those critical early years Brown Summit Middle had four principals in its first five years.

Over the last few years, the school has strived to overcome the many challenges that existed. One of the main positives of a small school with a small staff is the personal relationships that we develop with our students. A small staff is also one of our drawbacks in that if one of us leaves (retirement, transfer, etc.), it results in a high percentage of teacher turnover.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

Brown Summit Middle School Center for Advanced Academics is a former neighborhood elementary school in the rural town of Brown Summit, North Carolina. The school is nestled between a beautiful golf course located behind the campus and a peaceful horse pasture along the front. Until 1999, the fifty year-old building was used as an elementary school for 425 students. In 2000, a new elementary school was built two miles away and the Brown Summit site remained vacant until the summer of 2004. The school reopened as a middle school in 2005 and became an advanced academic magnet, with entrance requirements the following school year. Brown Summit Center for Advanced Academics is a dedicated magnet for 252 students. Due to the rigor of the curriculum and the pace of the instruction, it is required that our students meet the following entrance requirements:

- 70th percentile or higher on the EOG in both Math and Reading in the 4th Grade Year.
- a final (end of year) grade of an A or B in each subject area in the 4th Grade Year.
- a semester grade of an A or B in each subject area in the first semester of the 5th Grade Year.

Student applicants apply from all over the county, and although we are not considered a “traditional neighborhood school,” we are a community.

Our mission, as developed by our School Improvement Team(a team of representative stakeholders), is “to provide an exemplary learning experience that encourages students and staff to actively discover, integrate, and apply knowledge in a dynamic global and technological environment.” Our mission statement reflects our vision of the best attributes of our school, “To be a globally competitive school that inspires, challenges, and empowers students to meet high academic standards, lead ethical lives, and demonstrates knowledgeable, responsible citizenship in an increasingly challenging world.” The major stakeholders of the school (teachers, faculty and staff, parents, students, and community members) are the epitome of Brown Summit Middle School’s belief system: our relationship with students helps to guide them to discover their full potential through rigorous independent thought focusing on critical analysis and evaluation of information, with well-designed, technology infused, active, relevant, inquiry-based learning experiences that are essential for the 21st century global student to be competitive.

We strive to teach our students the responsibilities they hold as stakeholders in their school, community, and world. As a result, our students recite and practice “The Brown Summit Way.” This has become our mantra, our belief that we are preparing our students to be successful through academic achievement, character development, and service. We want our students to strive to: *Be respectful and tolerant by always exercising honor; Strengthen the mind; Make ourselves globally competitive; and Show integrity, honor, and civic responsibility.* We celebrate students who uphold the Brown Summit Way with merits; we want to “catch” them doing the right thing. Students who receive merits have the opportunity to win prizes twice a month.

We have been recognized for many accolades in the short time we have been in existence as a school. These include Southern Association of Colleges and Schools, Honor School of Excellence (2004-05, 2006-07, 2008-09, and 2009-10), School of High Academic Growth (2004-05), and Magnet School of Distinction (2009).

One of our greatest assets is the dedication of our PTSA. They have raised money to assist with funding a variety of needs including supplies for our Art and Latin classrooms, physical education equipment, student agendas, students incentives, a new sign for the front of the school, sponsorship of school dances, field trip scholarships for students, and many other worthwhile projects. In addition, PTSA members are

valuable spokespersons in the community. They accompany staff and students to magnet fairs and elementary school visits and answer many questions in ways that support and promote our school community. PTSA members have also written and received grants for special projects including “Men in PTSA” and “Multicultural Day”, two specific events encouraging parental involvement. The Brown Summit Middle School PTSA also publishes a monthly newsletter for all Brown Summit Middle School families and staff.

Our mascot is the Phoenix, and we are the true definition of a school that continues to rise from the ashes. Each year brings new promise, and the Blue Ribbon Award will make us burn brighter.

### 1. Assessment Results:

Brown Summit Middle School is in its seventh year of operation. Over the last five years, the testing data has showed an increase in the performance of our students. The increases in performance can be attributed to many causes including an application process, increased stability of the staff, more stability with the administration, and various strategies implemented for tutoring and enrichment.

Beginning in August, 2006, the school implemented an admission process for enrollment within the school. The first three years of data (2005-2008) represents a class of students that were not required to meet the criteria for admission and were “grandfathered” in to the school. For the 2008 through 2010 school years, all students tested were admitted to the school based on excellence in their academic performances. This is reflective in our data. Our overall proficiency rates increased each year from 83.5% to 91.7% to 94.1% to 100% for the past two years.

During the first few years of existence, there was a large turnover rate in staff and administration. With an increased constancy of the teaching staff, we had an increase in the overall student performance proficiencies. The first few years of data also represents a teaching staff that was very early in their careers. As the staff gained experience and confidence in their subject areas, students benefited from this greater knowledge. This is reflected in the test scores. These last two years, with a lower turnover rate, the students achieved 100% passing, as did all subgroups. The 2007-2008 school year we had both staff and administration turnover. Our principal passed away mid-year that year and it affected many of our students.

Over the past five years, we have only had two areas with gaps of more than ten percentage points between the numbers for proficient and subgroup data. These two areas were the math scores for the subgroup of African American students in the 6<sup>th</sup> grade in 2006 and in the 8<sup>th</sup> grade in 2008. The data applies to the same group of students. There were some possible explanations for the achievement gaps for this group of students during those two years. This particular subgroup was our last group of students who did not have to meet the required criteria to gain entry into the program. Finally, these students were possibly affected by the high transition of teacher turnover during their tenure at Brown Summit Middle, and ultimately the sudden death of the principal during their eighth grade year.

In creating our School Improvement Plan each year, the team members and administrator meet to go over the student performance data from the previous year with the ultimate goal of decreasing the achievement gap between majority and subgroups. This data helps us determine the areas of focus for the whole school, as well as for each grade level. The team analyzes the data so that it can assist the content area teacher with the development of a tutoring and/or enrichment program that is offered two days a week throughout the school year. The team also will analyze our quarterly formative assessments throughout the year to add or remove students from the tutoring programs. The school also has university tutors in math and reading from one of the local college campus come in to help those struggling students receive additional small group instruction time in the specific content area. Finally, based on the formative assessments as well as the previous year’s testing data, there is the possibility of attending a Saturday Academy. During these four hour sessions, students will receive small group instruction from licensed math and reading/Language Arts teachers from the school or district. Students are chosen based on a combination of the previous year’s End-Of-Grade tests, quarterly assessments, teacher input, and parent input.

Overall, the testing data has steadily improved through the years. These improvements are contributed to the stability of the staff and administration, the academic abilities of our students, and the increased focus on the success of all students through tutoring and enrichment.

Our State Performance Levels (Achievement Levels) are: Level I- Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level. Level II-Students performing at this level demonstrate inconsistent mastery of knowledge and skills that are fundamental in this subject area and that are minimally sufficient to be successful at the next grade level. Level III-Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level. Level IV- Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work. The North Carolina website to view state testing results is <http://www.ncpublicschools.org/accountability/reporting/leaperformancearchive>.

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

The members of Brown Summit Middle School use assessment data in various ways to improve student and school performance. Each content with a county-level benchmark (math, language arts, and science) will evaluate the data to recognize students that are performing below expected levels. These students are identified and participate in twice-weekly remediation in the identified content area. These students are then reassessed after the next benchmark to determine if they need to continue or can be exited. The students that score at higher levels participate in twice-weekly enrichment activities.

Teachers will also use the quarterly benchmark data as starting points in the planning of instruction. The areas of weakness shown allow teachers to incorporate into their lesson plans strategies for increasing student understanding of these concepts. The data also provides teachers with information to assist them with assigning groups, differentiated activities, and tutoring activities. Finally, it assists teachers with planning their instruction for the course.

Classroom assessment data is used as a tool for instruction. Both formal and informal assessments as well as formative assessments allow for teachers to plan for instruction. This data will also inform teachers as to what, if any, content needs to be reintroduced to the students or if a small group of students needs to be tutored. Summative assessments will demonstrate how well the students understand the material and which areas are ones of weakness that need to be reinforced.

Staff and administration analyze testing data, normally end-of-grade and end-of-course tests, to determine areas of focus for the next school year in the school improvement plan. This data drives the professional development provided for the teachers within the school. Furthermore, the data is utilized by the teachers as a way to focus on areas of weakness for the grade level that year. The analysis of the data enables teachers and staff in knowing where to incorporate enrichment and remediation.

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

The school has various means for distributing and communicating information regarding student performance. During each quarter, parents receive at least two interim reports from each teacher. These are sent home in paper format at three weeks and six weeks. At the end of each quarter, parents will receive a report card with current grades. At the end of the first semester as well as the end of the school year, parents are invited to attend an awards ceremony celebrating the success and growth of our students. There is an online program, ParentAssist, that allows parents to create an account to see their child's grades at any time. The grades are updated by each teacher at least every Monday for the ease of parents' viewing. Furthermore, parents are encouraged to contact the teachers via email, phone or face-to-face meetings if there are any questions, concerns, or successes to share. Similarly, teachers are also encouraged to initiate contact with parents.

Student test scores are available through the ParentAssist portal as well as sent home in paper format. Parents will receive an initial letter communicating the score and achievement level after the data is received by the school. Official score results are mailed with the final report cards at the end of the school year. Throughout the year, parents have the opportunity to contact teachers, guidance counselor or

principal with concerns or questions regarding assessment data. Assessment data is also posted on our school website in the school report card.

Brown Summit's Parent Teacher Student Association, along with the teachers and administrator, hold many events for parents to showcase the successes of our students. These events can range from a talent competition to a writer's symposium to an end-of-the-school year celebration with snow cones and a dunking booth. The PTSA also assists with learning sessions including one for our parents to learn and obtain access to the ParentAssist portal as well as to asking questions about student performance and assessment data.

#### **4. Sharing Lessons Learned:**

Teachers within the school participate in district-wide teaching and learning sessions. These are content-specific, but can vary from K-12 meetings to just one level. Teachers from Brown Summit have been asked to present at these content-specific curriculum meetings as well as regional and district principals' meetings. At these teaching and learning sessions, the teachers from Brown Summit interact in small group sessions with teachers from other middle schools on successful classroom strategies. Several of our teachers have worked with the district's curriculum department to develop lesson plans based on our own classrooms for the purpose of publishing these lesson plans on the school's curriculum website. Teachers have the opportunity to attend district level and state level professional teachers' conferences specific to their content to present lessons to their colleagues around the state.

Several teachers at the school have participated in higher education cohorts or content-specific cohorts. These have focused on the Academically Gifted education, middle grades education, art, science, and social studies. Within these cohorts teachers have been able to design, teach, and present their lessons to their colleagues from all over the district and state. The cohorts have provided the opportunity to reflect on the best strategies as well as those areas of the lessons that need to be adjusted for higher learning. Some of the lessons presented within the educational cohort have been presented to the staff of other districts and schools within the district or recognized by course leaders as exemplary lessons.

## 1. Curriculum:

**Curriculum:** Brown Summit Middle School follows a rigorous curriculum while encompassing the North Carolina Standard Course of Study as its foundation. Our core curriculum includes math, language arts, science and social studies. Encore courses include physical education, Latin, and art. The high standards provide our students with stability to build their future by being challenged and moved purposefully toward readiness for Advanced Placement courses, post-secondary education, and global competitiveness. Because Brown Summit Middle School's population is small, teachers know students personally. This allows them to focus on encouraging each individual to reach and exceed their potential. It also allows teachers to communicate with one another about an individual student and work cooperatively to help that student work to their potential. Teachers also know most parents and guardians by their first names. This promotes teamwork between family, school and community.

**Math:** As an Advanced Academic magnet, our students are one to two grade levels ahead in their mathematics courses. Sixth grade students are assigned to either Advanced Sixth Grade Math or AIMM (Advanced Integration Middle Math). AIMM combines the sixth grade mathematic objectives with Pre-Algebra objectives. Seventh grade students are assigned to either Pre-Algebra or Algebra I. Eighth grade students are assigned to either Algebra I or Algebra II. Teachers in all three grade levels work through a rigorous curriculum that prepares students for Honors level mathematics courses in high school.

**Language Arts:** The spiraling curriculum allows for skills to continue developing over the course of a year, and scaffold from year to year. The Language Arts teachers use a variety of print and non-print resources, through a variety of genres, to enrich the rigorous curriculum for productive student learning. All of our Language Arts classes implement the SpringBoard program, a branch of *CollegeBoard*, in which students learn strategies and skills that high school Advanced Placement classes use.

**Science:** This department encompasses a multi-disciplinary approach to science. Contents in each grade level cover aspects of the Earth and environmental, biology, chemistry, and physical sciences. Each grade level incorporates hands-on, inquiry lessons as well as differentiation to meet the diverse needs of our students.

**Social Studies:** The social studies courses at our school encompass World History, Geography, North Carolina History, and United States History. Students are engaged in reenacting, individual and group projects, and other cooperative learning lessons. Students participate in a Living Museum each year where they bring to life an historical figure they have researched. We have certified "History Alive" instruction which engages our students beyond the state curriculum, incorporating 21st-Century technology through Internet lessons, the use of Moodle, and student-created media products.

**Foreign Language:** Latin is the foreign language taught at Brown Summit and is required for all three years in the middle school. The Latin language and the Greco-Roman culture are explored from the sixth grade introductory level up through Latin 1A and 1B. The eighth grade students take the Latin 1 End of Course test at the conclusion of the course and, if passed, receive one-year of high school credit of Latin.

**Art:** Brown Summit students have created digital art using *befunky.com* and *sumopaint*. The instructor integrates software into the course work and the students enjoy using the technology to create their art pieces.

**Physical Education:** Our physical education program emphasizes a safe environment that promotes a tolerance for diversity of skill level making it a comfortable atmosphere. We strive to have our students

gain an appreciation for personal physical fitness. Our eighth grade students participate in CPR certification.

**Technology:** Brown Summit Middle School is equipped with a state-of-the-art computer lab. All teachers are trained in Moodle and most homework lessons are created in Moodle to allow for teacher-student and student-student interaction.

## **2. Reading/English:**

The English Language Arts curriculum is driven by the North Carolina Standard Course of Study. The spiraling curriculum allows for skills to continue developing over the course of a year, and scaffold from year to year. The Language Arts teachers use a variety of print and non-print resources, through a variety of genres, to enrich the rigorous curriculum for productive student learning. Our school serves a large population of identified Academically Gifted students. In order to best serve their needs, teachers implement best practices in differentiation through content, process, and product modifications.

All of our Language Arts classes implement the SpringBoard program, a branch of *CollegeBoard*, in which students learn strategies and skills that high school Advanced Placement classes use. This program emphasizes intensive concentration on reading, writing, collaborative, oral, and technology/media skills. Each level of SpringBoard focuses on a central theme and is explored through a variety of literature and writing tasks. Students demonstrate mastery with embedded assessments that go beyond paper/pencil tests and allow for students with a variety of interests to showcase their talents and show what they have learned throughout the unit. Each of the five units spirals back to the central theme, allowing students different perspectives and deeper understanding.

In addition, students participate in an advanced level of vocabulary development with *Sadlier-Oxford Vocabulary Workshop*. This program employs intense word-study of SAT vocabulary through word origins, straightforward definitions, synonyms, and antonyms, as well as practice using the words in real-world situations that the students can relate to. The vocabulary program works in conjunction with the use of stringent routine of grammar practice to strengthen language conventions.

The teachers participate in monthly content meetings and Teaching and Learning sessions (sponsored by the district). These meetings offer opportunities, through vertical teaming within the middle schools, to exchange ideas for continuous student success, as well as keep up-to-date on best teaching practices.

Even though we have a large population of Academically Gifted students, we do have a few students who may perform below the levels of their peers. Teachers use quarterly benchmark assessments to assess student mastery of skills. Students who may need extra support are asked to attend 30 minute in-school tutoring sessions on Tuesdays. An Exceptional Children's teacher is also on staff for student support.

## **3. Mathematics:**

The Mathematics curriculum is driven by the North Carolina Standard Course of Study. Each strand focuses on the mathematical concepts, skills, operations, and relationships that build and scaffold in complexity for each course. Our school serves a large population of identified Academically Gifted students. In order to best serve their needs, teachers implement best practices in differentiation through content, process, and product modifications.

As an Advanced Academic magnet, our students are one to two grade levels ahead in their mathematics courses. Sixth grade students are assigned to either Advanced Sixth Grade Math or AIMM (Advanced Integration Middle Math). AIMM combines the sixth grade mathematics objectives with Pre-Algebra objectives. Seventh grade students are assigned to either Pre-Algebra or Algebra I. Eighth grade students are assigned to either Algebra I or Algebra II. Teachers in all three grade levels work through a rigorous curriculum that prepares students for Honors level mathematics courses in high school.

Throughout the year, several students participate in math enrichment opportunities during and outside of school. Math 24 involves students working through problems in which the answers result in 24; the focus is on working through the problems and not on the answer. Many of our students participate in the annual Math Day competition, where students are challenged to demonstrate mastery of mathematic skills with other students in the district. In the eighth grade, students have access to an online program for enrichment and remediation. Our eighth grade students are also competing with their classmates in Survivor Math, for recognition of the “winning tribe” in developing and demonstrating math skills.

Even though we have a large population of Academically Gifted students, we do have a few students who may perform below the levels of their peers. Teachers use quarterly benchmark assessments to assess student mastery of skills. Students who may need extra support are asked to attend 30 minute in-school tutoring sessions on Thursdays. An Exceptional Children’s teacher is also on staff for student support.

#### **4. Additional Curriculum Area:**

The school-wide emphasis on service learning is included in the focus of our courses and particularly in our social studies units. Students are actively involved in projects to help other students around the world. They have taken on various projects ranging from collecting supplies for homeless kids in Addis Ababa, Ethiopia to raising funds for non-first born children in China that can not afford to attend school. Other projects include participating in the International Crop Walk, collecting coats for the homeless in town, teaching dance to autistic children, and sending letters of encouragement to service men and women around the world. The purpose of these projects is to develop informed, responsible citizens who have a better understanding of their neighbors as well as their world.

The social studies curriculum also addresses the goals of becoming a 21<sup>st</sup> century student. Technology is incorporated into social studies lessons, student activities, and student presentations daily. By utilizing technology in daily lessons, it is encouraging students to become active in their learning as well as enabling students to grow academically, which is also a school goal. Brown Summit’s students are genuinely interested in technology and incorporating this interest into social studies allows them to learn more.

#### **5. Instructional Methods:**

Our school has a large population of identified Academically Gifted students. Approximately half of the teaching staff is certified to teach Academically Gifted students. These teachers have the knowledge and experience to provide best practices for helping these students go beyond their already high potential. Yet, within this subgroup, we have a few students who have dual exceptionalities which qualify them for extra services in their area(s) of need. On our staff is an Exceptional Children’s teacher. This teacher is responsible for providing teachers with the necessary modifications in order to meet the needs of the identified students. This teacher is also the liaison between the student, parents, and teachers for helping everyone understand the language of an Individualized Education Plan, as well as strategies for differentiating through specific classroom modifications. This teacher also participates in lesson planning with the necessary core teacher(s).

Through our monthly content meetings, we as a staff have had many opportunities to share successful strategies that promote student learning and achievement. Academically Gifted students have a tendency to show the least amount of growth on End of Grade tests because they score at the top. In order to continue to push them, we have stepped up our efforts in differentiation through content, process, and product modifications. This allows our Academically Gifted students to enrich their strengths and improve areas of weakness. Students who show an aptitude for upper-level mathematics may be enrolled in an advanced level math that is one to two years ahead of middle school students not enrolled in our advanced academic magnate. Each classroom is equipped with basic technology tools that help to enhance lessons and appeal to as many of the multiple intelligences as possible. Teachers also use a variety of products to demonstrate mastery. One example of this is a “Tic-Tac-Toe” of products in which students select three different products to demonstrate mastery. Many of our teachers have opted for a

product matrix that grows in complexity on the continuum. Students have a required set of products, with the opportunity to complete additional ones for enrichment. A few teachers have implemented individualized work plans for students that allow students to work through a unit at their own pace, meeting certain requirements. Teachers use required assignments and assessments to measure mastery and determine whether or not remediation or enrichment is needed.

## **6. Professional Development:**

Professional Development provides teachers an opportunity to promote personal and professional growth for effective teaching strategies that reflects best practices and current research in accordance with individual, school, and district goals. The goal of our professional development is to have a positive impact on student achievement. Although professional development opportunities occur within the district, our school has had a number of in-service opportunities this year to cultivate strategies.

Moodle is a district-wide initiative in which educators are given free access (teachers' accounts are created after the initial training) to create learning sites for students to access. Our teachers use this site as a 21<sup>st</sup> century technology liaison between school and home. Moodle is also a way for students to keep up with work if they are out of school. Teachers can modify their websites to give and collect assignments, provide useful links to other sites and resources, provide safe discussion boards, assign blogs and journal responses, and surveys that include an immediate feedback option.

Introduction to Windows 7 and Introduction to Microsoft Office 2010 have been introduced in our school when we received new technology with the updated software. Many of our students come to us with a vast knowledge of technology, but they may lack the basic skills in the everyday programs needed to be successful in the outside world. As we strive to keep up with the latest advances in technology, our teachers learned how to make use of the programs in the classroom, as well as how to convert files from older programs. This becomes especially important as we begin to prepare students for the eighth grade computer test, a high school graduation requirement for the district.

Service Learning is a district-wide initiative to combine service experiences, academic learning, personal growth, and civic responsibility to develop a student's character. Through service learning, our students take what they are learning in their classrooms and then translate that into improving their community and their schools. Our district has a service component for graduating high school students. We are preparing our students for the demands of this piece by celebrating what they do on their own. Each teacher in our school spearheads a service activity for students to earn hours, doubling the number of hours if the student can connect the service to academic learning.

## **7. School Leadership:**

At Brown Summit Middle School, we are all responsible for every child in this building. It is our responsibility to contribute positively to our learning community. Each staff member, including certified staff, is a stakeholder included in the decisions made in the building. The principal's role in the building is to facilitate student centered programming and remove barriers to student learning. Brown Summit's principal is Ms. Debbie Mott. She ensures that policies, programs and resources are all student centered with our mission and goals at the forefront. The principal is accountable to the regional superintendent of Guilford County Schools. Our School Improvement Team (SIT) is comprised of representatives from each department and two parent representatives, all elected by their constituents. The team's responsibilities include making decisions regarding school based policy and budget issues. Each representative serves as a liaison between their department and the leadership team and brings concerns to the team and communicates SIT discussion and decisions back to their respected peers. While we do not have a student representative on the team due to transportation issues, we consult with our Student Council when student input is necessary.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: End of Grade

Edition/Publication Year: 2005-2010 Publisher: North Carolina Department of Public Instruction

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	100	100	100	100	82
Advanced Level IV	94	62	88	69	37
Number of students tested	67	69	64	62	62
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	100	100	100	100	81
Advanced Level IV	94	52	89	63	38
Number of students tested	18	21	18	24	26
<b>2. African American Students</b>					
Proficient	100	100	100	100	72
Advanced Level IV	89	46	80	58	27
Number of students tested	18	37	25	31	36
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Advanced Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Advanced Level IV					
Number of students tested					
<b>6. White</b>					
Proficient	100	100	100	100	96
Advanced Level IV	96	81	92	81	48
Number of students tested	49	32	39	31	26
<b>NOTES:</b>					

11NC6

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: END OF GRADE

Edition/Publication Year: 2005-2010 Publisher: North Carolina Department of Public Instruction

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	100	100	98	98	95
Advanced - Level IV	84	64	75	89	46
Number of students tested	67	69	64	62	62
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	100	100	100	96	96
Advanced - Level IV	94	57	72	78	36
Number of students tested	18	21	18	24	26
<b>2. African American Students</b>					
Proficient	100	100	100	97	92
Advanced - Level IV	89	46	68	77	36
Number of students tested	18	37	25	31	36
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>6. White</b>					
Proficient	100	100	97	100	100
Advanced - Level IV	82	84	79	100	58
Number of students tested	49	32	39	31	26
<b>NOTES:</b>					

11NC6

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: End of Grade

Edition/Publication Year: 2005-2010 Publisher: North Carolina Department of Public Instruction

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	100	100	98	79	84
Advanced - Level IV	57	73	45	33	37
Number of students tested	63	66	57	57	68
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	100	100	100	77	82
Advanced - Level IV	43	61	40	18	0
Number of students tested	21	18	20	22	17
<b>2. African American Students</b>					
Proficient	100	100	96	67	75
Advanced - Level IV	43	67	44	18	19
Number of students tested	30	24	26	33	36
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>6. White</b>					
Proficient	100	100	100	96	94
Advanced - Level IV	70	76	45	48	53
Number of students tested	33	42	31	24	32
<b>NOTES:</b>					

11NC6

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: End of Grade

Edition/Publication Year: 2005-2010 Publisher: North Carolina Department of Public Instruction

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	100	100	97	93	99
Advanced - Level IV	62	79	73	74	70
Number of students tested	63	66	57	57	68
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	100	100	100	96	100
Advanced - Level IV	52	67	65	71	29
Number of students tested	21	18	20	22	17
<b>2. African American Students</b>					
Proficient	100	100	96	88	97
Advanced - Level IV	50	71	60	69	49
Number of students tested	30	24	26	33	36
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>6. White</b>					
Proficient	100	100	97	100	100
Advanced - Level IV	73	83	83	79	94
Number of students tested	33	42	31	24	32
<b>NOTES:</b>					

11NC6

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: End of Grade

Edition/Publication Year: 2005-2010 Publisher: North Carolina Department of Public Instruction

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	100	100	82	95	86
Advanced - Level IV	72	56	53	54	46
Number of students tested	68	55	49	62	28
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	100	100	75	85	92
Advanced - Level IV	67	44	47	24	36
Number of students tested	18	18	20	20	12
<b>2. African American Students</b>					
Proficient	100	100	67	94	83
Advanced - Level IV	72	48	33	36	40
Number of students tested	25	25	27	33	12
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>6. White</b>					
Proficient	100	100	100	97	88
Advanced - Level IV	72	63	68	75	50
Number of students tested	43	30	22	29	16
<b>NOTES:</b>					

11NC6

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: End of Grade

Edition/Publication Year: 2005-2010 Publisher: North Carolina Department of Public Instruction

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	100	100	82	100	100
Advanced - Level IV	53	42	33	81	61
Number of students tested	68	55	49	62	28
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	100	100	75	100	100
Advanced - Level IV	28	39	13	60	67
Number of students tested	18	18	20	20	12
<b>2. African American Students</b>					
Proficient	100	100	74	100	100
Advanced - Level IV	20	24	25	67	33
Number of students tested	25	25	27	33	12
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>6. White</b>					
Proficient	100	100	91	100	100
Advanced - Level IV	72	57	40	97	81
Number of students tested	43	30	22	29	16
<b>NOTES:</b>					

11NC6

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	100	100	94	92	84
Advanced - Level IV	75	64	60	50	32
Number of students tested	198	190	170	181	158
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	100	100	91	88	84
Advanced - Level IV	67	53	53	33	22
Number of students tested	57	57	58	66	55
<b>2. African American Students</b>					
Proficient	100	100	87	87	75
Advanced - Level IV	64	52	47	34	19
Number of students tested	73	86	78	97	84
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>6. White</b>					
Proficient	100	100	100	98	93
Advanced - Level IV	81	74	71	68	47
Number of students tested	125	104	92	84	74
<b>NOTES:</b>					

11NC6

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	100	100	93	97	98
Advanced - Level IV	66	63	63	81	59
Number of students tested	198	190	170	181	158
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	100	100	91	97	98
Advanced - Level IV	58	54	49	68	40
Number of students tested	57	57	58	66	55
<b>2. African American Students</b>					
Proficient	100	100	90	95	95
Advanced - Level IV	49	47	47	67	39
Number of students tested	73	86	78	97	84
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Advanced - Level IV					
Number of students tested					
<b>6. White</b>					
Proficient	100	100	96	100	100
Advanced - Level IV	76	76	68	93	78
Number of students tested	125	104	92	84	74
<b>NOTES:</b>					

11NC6