

PART I - ELIGIBILITY CERTIFICATION

12NC3

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 67 Elementary schools (includes K-8)
 (per district designation): 22 Middle/Junior high schools
29 High schools
4 K-12 schools
122 Total schools in district
2. District per-pupil expenditure: 8408

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2011 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	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	0	31	31
3	0	0	0		10	0	23	23
4	0	0	0		11	0	36	36
5	0	0	0		12	0	25	25
Total in Applying School:								115

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
90 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
3 % White
3 % 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 2010-2011 school year: 3%

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, 2010 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1, 2010	115
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 65%

Total number of students who qualify: 57

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: 6%

Total number of students served: 7

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>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</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>10</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>0</u>
Total number	<u>16</u>	<u>1</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:

11:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	97%	96%	93%	91%
High school graduation rate	100%	97%	91%	82%	83%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>25</u>
Enrolled in a 4-year college or university	<u>68%</u>
Enrolled in a community college	<u>24%</u>
Enrolled in vocational training	<u>4%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>4%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

The Middle College at Bennett is located on the beautiful, historic campus of Bennett College in Greensboro, a thriving metropolitan area in the Piedmont region of central North Carolina. The Middle College at Bennett has the distinction of being the only all-female high school in the state of North Carolina. It began in 2003 as a middle college serving female 11th and 12th grade students who were at risk of dropping out of high school. By 2006, with the help of The New Schools Project Reform Initiative, our school expanded its populations to include 9th and 10th graders and began offering dual enrollment. With dual enrollment, students take college courses and earn transferrable college credit as they earn their high school degree. Students begin taking college courses their 9th grade year and earn up to 24 transferrable credit hours upon completion of their senior year.

Under this reform initiative, the school committed itself to transforming the education of at-risk students by incorporating instructional practices that foster academic success, strong leadership, participatory citizenship, unquestionable character, and the skills to succeed in higher education. Our school offers a college preparatory core curriculum, high school and college level electives, cultural field trips, and service learning opportunities.

Our dedication to the education of students is evidenced by our numerous accomplishments that include:

2009-2010 School Year

- North Carolina State ABC Accountability “School of Distinction with High Growth”
- 96% Graduation Rate
- Guilford County School-Most Improved School Award

2010-2011 School Year

- North Carolina State ABC Accountability “Honor School of Excellence”
- North Carolina Association of Supervision and Curriculum Develop (NCASCD) Lighthouse Award
- North Carolina New Schools Project (NCNSP) Innovator Finalist Award
- Anne L. & George H. Clapp Charitable and Educational Trust “Sisters in Science” Grant
- Adequate Yearly Progress (AYP) for 5 Consecutive Years
- Project Ignition Service Learning Grant
- 100% Graduation Rate

Our many accolades are a result of our commitment, at all levels, to accomplishing the school’s mission, which is “to provide a nurturing environment on a college campus where high school female students can maximize their academic and leadership potential.” Our vision statement reflects the strengths of our school, which is “a rigorous academic learning community with dedicated, highly trained, nurturing and supportive faculty who create a culture that produces highly motivated students willing to accept the multi-leveled challenges that will enable them to become life-long learner in this ever-changing world in which we live.” The focus of every teacher and staff member is producing students with skills needed to be successful in the 21st century such as critical thinking, working collaboratively, communicating effectively, and demonstrating technological self-assurance.

Students who make application to attend the school come from all areas of Guilford County School District. We have 115 students and 90 % of our students are African American. To be selected a student must have multiple risk factors which would interfere with their success in a traditional high school setting. Our students are underserved in the college population, academically at-risk, known to have attendance issues, and/or be socially maladjusted.

Since its inception, our school has collaborated with Bennett College to create a learning community that promotes constant academic and personal growth of its students. Many of our traditions are adapted from our Bennett College Family and include such activities as Convocatum EST, Honor's Convocatum, and Academic Cultural Enrichment Series (ACES). Convocatum EST is Latin for "first gathering" and is the official welcoming and introduction of the incoming freshmen to the school family. Honor Convocatum celebrate the academic accomplishment of our students. ACES programs expose Early/Middle College students to influential leaders, poet, actors, and authors. Past ACES speakers have included Dr. Maya Angelou, Dr. Bill Cosby, Oprah Winfrey, Nikki Giovanni, Reverend Jesse Jackson, Victoria Rowell, and Terry Macmillan.

The Middle College at Bennett is the home of "aspiring young women." When girls enter our doors, they must learn, embrace, and live our motto "Success is not an option, but an expectation." Although our expectations are high and the curriculum is rigorous, our teachers provide the academic and social support necessary to foster student growth. Whether it is a word of encouragement or extra tutoring during lunch or after school, staff members are available to support student achievement and accomplish the vision and mission of our school.

1. Assessment Results:

The Middle College at Bennett participates in the North Carolina State Accountability Model. The North Carolina End of Course (EOC) tests are administered to measure students' knowledge of subject-related concepts as outlined in the North Carolina Standard Course of Study. The tests are designed to provide a global estimate of students' mastery of the material in a particular content area. Students enrolled in the following courses are required to take the North Carolina EOC tests: Algebra I, Algebra II, Biology, English I, Physical Science, Civics & Economics, and U.S. History. Student performance is reported on four achievement levels.

Level I: Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Level II: Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Level III: Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Level IV: Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

The State of North Carolina has identified Level III and Level IV as measures of proficiency in End of Course Exams.

B. Math and English achievement data has increased over the past five years. 2006-07 school year: 41% of students scored proficient in Algebra I as compared with 67% of all students in the state and 63% of all students in the district. 2010-11 school year: 100% of students scored proficient on the EOC exam as compared with 77% of all students in the state and 73% of all students in the district. This was an increase of 59% in Algebra I at the end of the five years as compared with an increase of 10% in the state and 10% in the district.

2006-07 school year: 25% of students scored proficient in Algebra II as compared with 65% of all students in the state and 55% of all students in the district. 2010-11 school year: 77% of students scored proficient on the EOC exam in Algebra II as compared with 82% of all students in the state and 72% of all students in the district. This was an increase of 52% in Algebra II at the end of the five years as compared with an increase of 17% in the state and 17% in the district.

2006-07 school year: 14% of students scored proficient in Geometry as compared with 63% of all students in the state and 59% of all students in the district. 2009-10 school year: 77% of students scored proficient on the EOC exam in Geometry as compared with 82% of all students in the state and 73% of all students in the district. This was an increase of 63% in Geometry at the end of the four years as compared with an increase of 19% in the state and 14% in the district. The state of North Carolina did not assess Geometry at the end of the 2010-11 school year.

2006-07 school year: 72% of students scored proficient in English 9 as compared with 72% of all students in the state and 66% in all students at the district. 2010-11 school year: 100% of students scored proficient on the EOC exam in English as compared with 81% of all students in the state and 79% of all students in the district. This was an increase of 28% in English 9 at the end of the five years as compared with an increase of 9% in the state and 13% in the district.

The increase in proficiency in math and English was based on several factors. First, our math teachers participated in Cumulative Effect, a system-wide math professional development program. This professional development was geared toward content knowledge and effective teaching strategies. The second factor that contributed to the marked increase in student proficiency in math and English was the use of formative assessments of learning and for learning. Various methods of assessment were used to drive instruction. Formative assessments were used to re-teach information, correct misconceptions and to enrich and accelerate learning. Benchmark assessments were administered monthly as an instructional tool to reflect on teaching and student learning. Pre-assessments were administered at the beginning of each unit of study for instructional planning. Students began to take ownership of their learning as they understood what was to be learned and were able to monitor their progress via self-assessments. Finally, an online individualized computer program was used to give students additional support. These strategies, implemented with fidelity, contributed to the academic success of our students.

2. Using Assessment Results:

At the Middle College at Bennett, students are taught using the North Carolina Standard Course of Study. We also use the Guilford County Schools district pacing guides that are aligned with the state Standard Course of Study to focus our instruction. Our state provides us with data from EVAAS (Education Value-Added Assessment System), which produces reports that predict student success. Student data from all subjects are used in the predictions. During the course of the year, students take common formative assessment benchmark tests that are published by our school district each quarter to assess students' knowledge of the required instructional goals and objectives. These district benchmark tests are used in our English, math, and science departments.

The assessments are part of the Achievement Series district assessment program, which analyzes student results according to the state standards, the student average, the class average, and the district average for school performance. Using these results, teachers can focus on improving understanding of a particular objective that the entire class may show weakness in, or on individual student's weak areas. Using the data from these assessments, teachers analyze student strengths and weaknesses, and determine the next course of action to improve student performance. For example, English and math students who have a low or below average EVAAS predictor, along with low or below average benchmark data, are required to attend our school's Extended Learning program, which provides additional academic support. In this after school program, students receive more personalized instruction from the subject area teacher, and focus on identified weaknesses based on the formative assessment benchmark test data. The Extended Learning program operates twice a week, one day for each tested subject area (English and math), and students are provided transportation home after school. Students also are given a benchmark analysis document to self-assess their progress towards mastering objectives. After totaling the correct and incorrect items according to the goals and objectives covered, each student determines which goals and objectives she needs help with, and writes a plan of action to show how she will get the help she needs. This action plan can include staying after school for remediation, making and using flashcards, studying at home at least fifteen minutes a night, or completing a remediation package. Once the action plan is determined, the student signs the action plan sheet, and takes it to their parent/guardian to sign as well. This process is completed each quarter, so that the student and parent are regularly reminded of how the assessment results are used to drive instruction for the individual student. In addition to the teacher using the assessment results, the school principal and the school curriculum facilitator meet with students who receive an Academic Referral Form from a teacher. Students who are at a "C" or below on any interim report given in each quarter are required to have an Academic Referral Form completed from the subject area teacher. The Academic Referral Form includes the subject area, the student's interim grade, the reasons for the student receiving the grade (attendance, lack of classroom effort, incomplete/missing assignments, etc.), actions taken by the teacher to assist the student, and a list of strategies used to assist the student and whether or not the strategies have been effective.

The principal reviews each referral to determine the next course of action to improve the student's performance. Teachers keep parents informed of student academic achievement through interim reports

and telephone calls. Each teacher keeps an updated parent contact log that shows the purpose of the contact, the form of contact, and notes from the contact/conference. Teachers are required to call parents if students do not return their interim reports. Our school principal makes home telephone calls to parents via the Connect Ed system, alerting them when interim reports are going home, and has set up a Twitter account for parents and community members to follow the progress of our schools' academic achievement. We also use our assessment results in developing our school improvement plan. The entire plan is posted on our school webpage to make parents and community aware of our goals to increase students' academic achievement.

The Leadership Team reviews the school improvement plan every quarter to determine the strategies that have worked to increase school performance, and to create new strategies based on school performance as determined by the quarterly assessment results. Our entire school's state assessment results are published in North Carolina's annual school report card. These state report cards are posted on the district and school websites for parents and the community to view. The state report cards are also given to students to take home with an explanation letter from the principal.

3. Sharing Lessons Learned:

The Middle College at Bennett College presented a workshop at the North Carolina New Schools Project Conference titled "Making It Personal," which is the belief that knowing students' personal interests and goals beyond the classroom environment will enhance student learning. At our high school, we provide a nurturing environment on a college campus where female high school students can maximize their academic and leadership potential. With that focus, we shared strategies on "Making It Personal" as it pertains to the relationship with our higher education partner, Bennett College. Through our continued relationship and commitment to excellence, our students shared in a variety of programs and events that highlighted their many gifts and accomplishments such as the "Convocatum EST," "Sisters in Science," "Save a Girl ... Save a World," and the "Promise Ceremony."

- "Convocatum EST" - a program where the president of Bennett College welcomes and greets individually ALL new incoming freshmen and upper classwomen to the campus along with the newly matriculated college students at the beginning of the fall and spring semesters.
- "Sisters in Science" - experiential laboratory mentorship program between Bennett College LSAMP (Louis Stokes Alliances for Minority Partnerships) and the Early /Middle College. LSAMP scholars mentor Early / Middle College students who are interested in science, technology engineering, and math (STEM) fields.
- "Save a Girl ... Save a World" – mentor program hosted on the historic campus of Bennett College. Our students attend a weekend retreat on campus and are housed in the Bennett College Honors Dormitory. Professional female leaders from all over the United States (mentors) are paired with our students and Bennett College students (mentees). Each mentor pledges to assist mentees with tutoring, academic assistance, college readiness and career preparation. In addition, mentors serve as role models to their respective mentees.
- "Promise Ceremony" – a program that celebrates our teachers' promises to students and parents as well as the students' and parents' promises to our school. We hold this ceremony because we believe our school is a family. Families make promises and hold each other accountable for keeping them. Our students are honored with white pearls as a symbol of: honesty, faith and purity.

After sharing our strategies with more than 100 schools at the conference, we challenged them to go back and implement at least one of our "Making It Personal" ideas at their school and higher education partner.

4. Engaging Families and Communities:

Because engaged families are informed families, the Middle College at Bennett strives to keep families informed of all aspects of our school. An automated telephone system is used to inform families of student absences, upcoming events and other relevant announcements. Monthly parent meetings are organized around specific topics. A recent parent meeting combined a potluck meal along with the opportunity for parents to meet with area college representatives. Other successful parent meetings have featured information about community resources, college application information, general information about helping students succeed in high school, and conference time with individual teachers. Interim reports from all classes are sent home every three weeks. If reports are not returned with a parent's signature, teachers make personal contact with the parent. Teachers must communicate directly with parents of students whose academic performance is less than proficient. Teachers submit parent contact logs to school administration quarterly.

Parents are strongly encouraged to take advantage of our district's new Parent Academy, which provides parent workshops on numerous topics and also allows parents to access online information about their individual students' grades, current assignments, and attendance.

Our school counselor is available to parents and families to assist with a range of concerns, including an array of information about the college application process. The school social worker is also available to assist families in overcoming obstacles to academic success.

Because our school draws students from across the entire school system, we define community differently than schools with a fixed attendance zone. Certainly one community of which we are a member is Bennett College, on whose campus we are located. Bennett College students serve our students as mentors and tutors. Our students have participated at the college's day care center, most recently sponsoring a student book drive for the day care's children. Students also participate in many college-sponsored programs and the college lecture series.

The local chapter of the national service organization, The Links, Inc., has worked very closely with our students. This service organization has contributed significant amounts of time to provide invaluable experiences and information to our students.

During the 2010-11 school year, our school received a grant from State Farm Insurance and the National Youth Leadership Conference to develop a safe teen driving project. A local television station, city Fire Department, other system high schools, and community organizations worked with our students to implement this project.

1. Curriculum:

The Middle College at Bennett envisions a rigorous academic learning environment that produces highly motivated students willing to accept the multi-leveled challenges that will enable them to become lifelong learners. We offer courses in all content areas which are rigorous and yet, targets the personal relevance to our community of learners.

The science curriculum is aligned with the N.C. New Schools Project and Universal Design for learning philosophies, ensuring that all students graduate college and career ready. Students practice objective analysis of the world while also gaining experience with critical 21st Century skills such as collaborative group work, higher order questioning, and modern technology use.

We offer Algebra 1, Honors Algebra 2, Honors Geometry, and Advanced Functions and Modeling. We design our curriculum to be rigorous and provide knowledge and skills for our students to be successful and contributing members in the 21st century global economy. Our math curriculum prepares our students for upper level math courses in high school, in college, and in their chosen careers.

Our Foreign Language program is set up to provide many opportunities allowing all learners in the classroom to participate and to achieve the instructional and behavioral goals of general education. It also provides means for demonstrating understanding and to think beyond the common modes of reading and writing.

The social studies discipline provides our students with three major pathways to reach the goals of our mission statement. In the words of our students, it “connects classroom knowledge with real world experiences; allows us to learn to be leaders by studying leaders of the past and present; and requires us to learn new ways to read, discuss and study.” In the many layers of collaborative learning we foster in our classrooms, our students learn to think, to synthesize, to convince, and to debate. We know our mission and we exercise every opportunity to help our students maximize their academic and leadership potential and make sure they are college and career ready.

The English department is unique in its offering of many English electives. Students have the opportunity to take electives such as, speech and debate, multicultural literature, SAT prep, and creative writing. Students also have the privilege of taking English courses offered by Bennett College. The college courses offer the students rigorous instruction and opportunities to earn college credit.

Visual and performing arts allow students to learn about tone, voice, quality, pitch and projection along with viewing art in the areas of film and drama. The arts build and foster peer relations while students interact and provide service to their school and community. Students become the arts as they act and perform for various school and community functions, which in turns enhance their academic performance.

Our fitness club focuses on total fitness; of the mind, body, and soul. Students researched several topics this year. For the spring semester, the fitness club is providing our student body with healthy tips. We will focus on dressing for the changes in weather, the importance of drinking enough water, and also the benefits of adding fiber to our diets.

Technology is incorporated into every curriculum. We believe that technology enhances student learning, student engagement, and achievement. Classrooms are equipped with numerous teaching tools: SMART Boards, computers with Internet access, Elmo visual presenters, and LCD projectors. Laptops and iPods

are available for teacher-student usage as needed for instruction. Technology and computer assisted teaching and learning are integral components of our program of studies.

In our effort to continually prepare 21st century learners, college and career readiness activities are integrated fluidly into our curriculum. Students meet daily in their advisor/advisee classes to discuss varying grade specific topics, such as, financial awareness, post-secondary options and resources, career interest inventories, goal setting, and activities that encourage ways to become highly effective and engaged students. The counselor conferences with students individually to determine possible course selections and various academic extension activities, including summer programs, internships, and study abroad.

2. Reading/English:

Our English curriculum allows students to develop in multiple ways. Students practice the college and career skills of reading literary and informational texts, writing, and speaking daily. Each course also provides focused instruction in these areas. Students refine their reading comprehension skills in English I, English III, SAT prep, and multicultural literature. These courses challenge students to hone their analytical skills and require students to demonstrate an understanding of literature from diverse perspectives, genres, and time periods. English II and creative writing provide students with opportunities to improve their writing skills. Pairing these courses allows the English teachers to provide sustained writing practice for an entire year. Students practice various writing styles including both fiction and non-fiction writing; they compose fairytales, comic books, short stories, and persuasive and expository essays. Finally, students gain instrumental speaking and listening practice in English IV and speech and debate courses. In English IV, students use their cumulative high school courses to compose and execute a graduation project. The course culminates in a presentation before a panel of judges. In their presentations, students explain and defend their research and express the stages of their self-directed projects. While enrolled in speech and debate, participants practice formal and informal debate styles, compose speeches, and learn to assess themselves as well as others in the area of speaking well.

Teachers facilitate learning for students by engaging them in seminar-type discussions and literacy groups. Scaffolding and collaborative groups are permanent fixtures in the classrooms. Teachers challenge students with questions from the highest levels of Bloom's Taxonomy. In addition to demonstrating research skills and producing final papers and projects, students use technology to compose and edit video explaining major themes in novels and use Web 2.0 technologies to compose short works, review vocabulary, and share their understanding of literature.

The English curriculum promotes literacy in each of its courses. Students read canonical literature, contemporary selections, and news articles and editorials. Students are also given opportunities to explore self-selected readings during their English instruction. This allows students who are above grade level an opportunity to challenge themselves beyond classroom instruction. Students who need added support in reading are paired with peers to supplement their reading instruction. Peer tutors provide feedback for students and assist with vocabulary development, and have been assigned to various English courses to support struggling students on a weekly basis.

3. Mathematics:

In compliance with the State Board of Education Essential Standards for Math, The Middle College at Bennett offers Algebra 1, Honors Algebra 2, Honors Geometry, and Advanced Functions and Modeling. Algebra 1 continues the study of algebraic concepts. It includes operations with polynomials, creation and application of linear functions and relations, algebraic representation of relationships in geometry, and introduction to nonlinear functions. Students enrolled in Algebra 1 must achieve level 3 or 4 on an EOC exam to meet the high school graduation requirement.

Honors Algebra 2 continues students' study of algebraic concepts including functions, polynomials, rational expressions, systems of functions and inequalities, and matrices. Students are expected to

describe and translate graphic, algebraic, numeric, tabular, and verbal representations to solve problems. Emphasis is placed on practical applications and modeling.

Honors Geometry continues students' study of geometric concepts, building upon middle school topics. Students move from an inductive approach to deductive methods of proof in their study of two- and three-dimensional geometric figures. Reasoning skills are emphasized and students will broaden the use of the coordinate plane.

Advanced Functions and Modeling provides students with a deeper study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are a few areas where students learn to apply these concepts.

As a Middle College, we are fortunate to meet on the campus of Bennett College. Our math students who successfully complete the courses we offer have the opportunity to enroll in college courses that provide both high school credit and college credit. The college level courses our students are taking in the 2011-2012 school year are College Algebra B, Finite Mathematics, and Pre-Calculus.

Our math classes are equipped with Promethean Systems, including interactive teacher-student ActivSlates and ActiVotes. We also have access to, and use on a daily basis, laptop computers and software applicable to subject areas, TI-84 graphing calculators, and iTouch devices. Appropriate technology, from manipulatives to graphing calculators to application software, is used regularly for instruction and assessment.

Extra tutoring sessions are offered for students who need to improve their skills in mathematics. We offer one-on-one peer tutoring, AmeriCorps tutors for assistance, working lunch sessions with the teacher for extra help, and an after school extended learning program designed to strengthen the diagnosed weaknesses of the individual student.

4. Additional Curriculum Area:

World Cultures and Humanities is a social studies elective at the Middle College at Bennett that provides a strong interdisciplinary foundation while also allowing students the opportunity to focus their studies. The goal of this course is to help students function in an increasingly global and technologically advanced world. For students to become leaders in this ever-changing society, they must be taught the importance of examining the values, beliefs, and traditions of other cultures. Through World Cultures and Humanities, students learn how connections between cultures have existed for centuries, but in modern times have become increasingly diverse. Students in this class are taught how to become productive citizens and to understand themselves as both individuals and members of a group. Students are required to use a variety of acquired skills to foster individual and cultural identity. World Cultures and Humanities further develops students' reading comprehension and writing ability. Additionally, students learn how to analyze primary source documents in order to identify, understand, and work to solve the problems facing our diverse nation. World Cultures and Humanities teaches students the differing roles of various social sciences and provides them with the opportunity to complete assignments by paying special attention to how a particular social scientist would approach or analyze the topic of study. It is the mission and vision of our school that our students accept the multi-leveled challenges that will enable them to become lifelong learners in the ever-changing world in which we live. World Cultures and Humanities epitomizes our mission by producing knowledgeable citizens who can understand their place in a culturally diverse, democratic society in an independent world.

5. Instructional Methods:

The Middle College at Bennett instruction is supplemented using the N.C. New Schools Project (NCNSP) set of common instructional strategies. These strategies are formally referred to as the Common Instructional Framework (CIF), and support design principles to ensure that all students graduate prepared for work and college. The CIF includes Collaborative Group Work, Writing to Learn, Questioning Strategies, Scaffolding Texts, Classroom Talk, and Literacy Groups. Teachers use these instructional

methods in their classrooms on a daily basis, and each teacher is observed by the NCNSP Instructional Coach for additional support. All teachers' lesson plans reflect the instructional strategies in the NCNSP CIF. Our principal also has a list of Instructional Non-Negotiables that teachers must adhere to when planning their lessons. These include the following: students are engaged in learning; essential question(s) posted; checking for student understanding; thinking skills; and the teacher as a facilitator of learning. These strategies ensure that students are working in a whole group, small groups, and individually throughout the class period as teachers are monitoring instruction. Although all teachers are using the CIF strategies, instruction is still modified to ensure high levels of student achievement. For example, the CIF of Writing to Learn in a math class may mean students are able to explain in their own words why the formula makes sense. Whereas, in an English class, students may effectively use quotes or other evidence from the text in their response to a written prompt. We are fortunate to have AmeriCorps tutors who work with individual students during class time to strengthen the diagnosed weaknesses in a specific subject area. If a student does not perform well on an assignment, the student is given the chance to SOAR (Student Opportunity for Academic Revision) to improve her academic performance. Parent permission is required to SOAR, so they have knowledge of the student's performance. All of our classes are equipped with either a Promethean ActivBoard or an e-Beam system. The e-Beam is a technology tool that turns any flat surface into an interactive area. This technology is widely used in our district to engage and interact with students on all grade levels and curriculum areas. Students also use laptops and iPods in classes to gather pertinent research material, find answers to teachers' and their own inquiries, and to develop or publish class projects. All of these methods give our students ownership in their learning.

6. Professional Development:

As a part of the New Schools Project, our school has adopted the Common Instructional Framework (CIF) which guides our bi-weekly professional development workshops. The CIF is built on powerful teaching and learning strategies that actively engage our students in their learning and prepare them for college readiness and the world of work. In addition, our team engages in in-house rounds. We give each other feedback on implementing our teaching strategies and receive advice on how to continuously improve our teaching practice.

Each workshop is led by our curriculum coach and our in-house curriculum facilitator. Prior to our adoption of the CIF, our test scores did not reflect the dedication, energy, passion, and effort that our students and team were employing. In other words, we were working very hard but it did not show in our student's learning and test scores. Once the entire team adopted the CIF framework, we noticed that students were engaged, took responsibility for their own learning, and their test scores started to improve.

For example, to help our students improve their writing skills, we have employed the strategy of daily quick-writes. This has impacted our students' achievement as reflected on the state 10th grade writing exams. Our students passed with 100% proficiency. Our professional development further integrated quick writes with the focus on moving from low stakes to mid-stakes to high stakes writing as we continue to prepare our students for college and the world of work.

Our district's professional development has focused on standards-based grading. With the help of consultant Ken O'Connor, all schools in our district attended his workshop focused on grading and making a paradigm shift in our grading practices that traditionally hindered student achievement. Based upon the lessons learned from the workshop, our school then created a committee and rolled out a rubric used in the district that grades students based upon mastery of content versus how high their test scores are. Focusing on mastery of content has dually boosted student morale and student achievement. In addition, we also graded students on communication skills, social skills, work ethic, and collaboration. Developing these are 21st century skills needed for college readiness and the world of work is our primary mission.

7. School Leadership:

The principal of the Middle College at Bennett is the leader of our school. Our principal, who considers herself a servant leader, has served in this capacity for the past six years. During her tenure, she has led our school to cultivate a culture that signifies high expectations for all students and staff. Her philosophy of excellence in academics, leadership, character, and service is exemplified in our school's vision and mission. Our school's motto states: Success is not an option, but an expectation.

As an instructional leader, our principal consistently provides resources, support, and direction for the school community. As a resource provider, she ensures that teachers have the needed materials, equipment, and facilities to perform their work. She supports the day-to-day instructional activities and programs by modeling desired behavior and consistently gives priority to instructional concerns. She communicates clear goals aligned with the school's mission and vision and articulates these goals to the entire school community through a variety of media.

Our school has two standing teams that govern the work at our school. Our School Improvement Team (SIT) focuses on instructional initiatives associated with powerful teaching and learning which includes; professional development, curriculum, and instruction. This team develops policies and procedures which affect the day to day operation and school climate. SIT meets regularly to monitor our progress on school goals. Based on evidence from a variety of sources, adjustments may be made to our strategic plan. At the end of each semester, the SIT analyzes student learning data, student and parent perceptual data, and process data to make informed decisions on policies and procedures at our school. Our School Support Team (SST) primarily focuses on events that happen outside of the classroom. However, these events highly impact student's leadership, service and the character development tenets of our mission and vision.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Geometry EOC

Edition/Publication Year: NC D.P.I. Publisher: NC D.P.I.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month		May	May	May	May
SCHOOL SCORES					
Level III and Level IV		77	33	14	14
Level IV		11	9	0	0
Number of students tested		35	33	14	21
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV		76	16	14	9
Level IV					
Number of students tested					
2. African American Students					
Level III and Level IV					
Level IV					
Number of students tested					
3. Hispanic or Latino Students					
Level III and Level IV					
Level IV					
Number of students tested					
4. Special Education Students					
Level III and Level IV					
Level IV					
Number of students tested					
5. English Language Learner Students					
Level III and Level IV					
Level IV					
Number of students tested					
6.					
Level III and Level IV					
Level IV					
Number of students tested					
NOTES:					
We do not have the specific number of students tested in the subgroup economically deprived nor do we have the number of students who scored only at Level IV. The state of NC did not test Geometry in the 2010-11 school year					

12NC3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Algebra II EOC

Edition/Publication Year: NC D.P.I. Publisher: N.C. D. P. I.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Level III and Level IV	77	92	47	28	25
Level IV	6	0	0	0	0
Number of students tested	61	24	17	7	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV	72	92	62	0	12
Level IV					
Number of students tested					
2. African American Students					
Level III and Level IV					
Level IV					
Number of students tested					
3. Hispanic or Latino Students					
Level III and Level IV					
Level IV					
Number of students tested					
4. Special Education Students					
Level III and Level IV					
Level IV					
Number of students tested					
5. English Language Learner Students					
Level III and Level IV					
Level IV					
Number of students tested					
6.					
Level III and Level IV					
Level IV					
Number of students tested					
NOTES:					
We do not have data for the number of economically deprived students who scored specifically at Level IV nor do we have the number of students in this category who were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: Algebra I E.O.C.

Edition/Publication Year: State DPI Publisher: State DPI

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Level III and Level IV	100	100	42	54	41
Level IV	22	30	7	5	0
Number of students tested	18	13	28	37	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV					
Level IV					
Number of students tested					
2. African American Students					
Level III and Level IV					
Level IV					
Number of students tested					
3. Hispanic or Latino Students					
Level III and Level IV					
Level IV					
Number of students tested					
4. Special Education Students					
Level III and Level IV					
Level IV					
Number of students tested					
5. English Language Learner Students					
Level III and Level IV					
Level IV					
Number of students tested					
6.					
Level III and Level IV					
Level IV					
Number of students tested					
NOTES:					
The Middle College at Bennett is 98% African American. Our subgroup data is the school as a whole in English 9 and Algebra I.					

12NC3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 9 Test: English 9 E.O.C

Edition/Publication Year: NC State DPI Publisher: State DPI

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Level III and Level IV	100	100	75	86	72
Level IV	40	26	21	16	16
Number of students tested	30	23	36	37	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV					
Level IV					
Number of students tested					
2. African American Students					
Level III and Level IV					
Level IV					
Number of students tested					
3. Hispanic or Latino Students					
Level III and Level IV					
Level IV					
Number of students tested					
4. Special Education Students					
Level III and Level IV					
Level IV					
Number of students tested					
5. English Language Learner Students					
Level III and Level IV					
Level IV					
Number of students tested					
6.					
Level III and Level IV					
Level IV					
Number of students tested					
NOTES:					
The Middle College at Bennett is 98% African American. Our subgroup data is the school as a whole in English 9 and Algebra I.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Level III and Level IV	82	86	39	41	28
Level IV	9	10	6	3	0
Number of students tested	79	72	78	58	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV	0	0	0	0	0
Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Level III and Level IV	0	0	0	0	0
Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Level III and Level IV	0	0	0	0	0
Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Level III and Level IV	0	0	0	0	0
Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Level III and Level IV	0	0	0	0	0
Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Level III and Level IV	0	0	0	0	0
Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12NC3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Level III and Level IV	100	100	75	86	72
Level IV	40	26	21	16	16
Number of students tested	30	23	36	37	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV	0	0	0	0	0
Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Level III and Level IV	0	0	0	0	0
Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Level III and Level IV	0	0	0	0	0
Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Level III and Level IV	0	0	0	0	0
Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Level III and Level IV	0	0	0	0	0
Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Level III and Level IV	0	0	0	0	0
Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12NC3