

PART I - ELIGIBILITY CERTIFICATION

12NC4

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
26 High schools
0 K-12 schools
115 Total schools in district
2. District per-pupil expenditure: 6893

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: 2
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	25	23	48
3	0	0	0		10	17	37	54
4	0	0	0		11	20	46	66
5	0	0	0		12	18	43	61
Total in Applying School:								229

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
16 % Asian
64 % Black or African American
12 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
3 % White
4 % 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.	1
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2010	236
(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: 2%

Total number of ELL students in the school: 5

Number of non-English languages represented: 3

Specify non-English languages:

French, Spanish and Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 75%

Total number of students who qualify: 177

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: 10

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>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</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>16</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>0</u>
Total number	<u>26</u>	<u>2</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:

13:1

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%	95%	95%	95%	0%
High school graduation rate	95%	100%	95%	96%	0%

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>63</u>
Enrolled in a 4-year college or university	<u>70%</u>
Enrolled in a community college	<u>21%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>1%</u>
Military service	<u>8%</u>
Other	<u>0%</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 vision of The Academy at Smith is to become the premiere Career Academy in the United States by challenging students to become more competitive in an increasingly globalized world. To that end, the mission of the Academy at Smith is to build relationships with students, parents, and community members to provide each student with a program of study that is relevant and rigorous. We also strive to establish a positive environment that prepares students for future careers with an emphasis on electrical technologies and medical professions.

Among the strengths of The Academy at Smith is its outreach and communication to parents regarding student academic progress. Timely and regular communication regarding student grades and progress is appreciated as timely feedback on student progress is fundamental for effective parent involvement, and results in increased study performance and success. It is essential that the school staff and students be involved in the community in order to generate and maintain community support. Consequently, a second strength is the utilization of community resources such as a mentoring program to benefit students, incorporating community service opportunities such as Habitat for Humanity, and exhibiting a desire to reach and involve the community wherever possible. As future career requirements and jobs change it is imperative that education programs change in order to maximize student opportunities. Therefore, the Academy committed to maximizing learning opportunities for students as evident in the addition of new career pathway courses (Business, Medical Spanish, Pharmacy Tech), dual enrollment opportunities in Guilford Technical Community College, and interdisciplinary instructional activities is a third strength of our school. An additional strength is the way the staff makes the vision “come alive through a culture of expecting excellence and instilling in students the importance of post-high school education and training. Given that the vision serves as the foundation for our school, a clear vision and understandable mission is necessary in order to deliver consistent and effective message to students.

The Academy at Smith serves a population that is derived mostly from the Ben L. Smith High School attendance district. Our student body is 75 percent free and reduced lunch, and predominately African American with a significant number of Asians and Latinos. The majority of our students will be first generation college students. Our parental community is very concerned and responds to the school when called upon. We have significant parental involvement during our Focus parent meetings and orientations. However, we have low participation from parents when it comes to volunteering.

A major milestone for the Academy was moving from low performing to a school of excellence. The accumulation of more than five million dollars in scholarship funds for the 2011 senior graduating class was another landmark experience for the academy. Maintaining a 95 percent plus graduation rate for three consecutive years is considered a momentous accomplishment for students, parents and faculty members.

Our school has a very distinctive culture of high expectations for student learning. Additionally we have an established and communicated shared purpose and direction for improving the performance of students and the effectiveness of the school. Furthermore, leadership and governance is provided to promote student performance and school effectiveness. In addition to a research-based curriculum and instructional methods that facilitate achievements, we enact a comprehensive assessment system that monitors and documents performance. We are equipped with the resources and services necessary to support our vision and purpose while fostering effective communications and relationships with and among our stakeholders. The academy establishes, implements, and monitors a continuous process of improvement that focused on student achievements. It is for these aforementioned reasons and the receiving of the Honor School of Excellence for two consecutive years that makes the Academy at Smith worthy of Blue Ribbon Status.

1. Assessment Results:

A. The Academy at Smith administers state mandated End of Course (EOC) exams in English, Science, Math and United States History. In addition, we administer EOC exams in all our Career and Technology Education (CTE) courses. Our students also take the certification exams in their career pathways. The Academy's ABC Performance Composite scores for the 2009 and 2010 academic year were 77.9 percent and 93.6 percent respectively.

Our proficiency rate for the 2010-2011 academic year is as follows; Algebra I 100%, Algebra II 92.3%, Biology 100%, Civics and Economics 100%, English IX 98%, and US History 94%. With the composite scores in excess of 95% the academy received the distinction of being an Honor School of Excellence for the second consecutive year. In our school, it is expected that all students achieve proficiency at Level III or Level IV as defined by North Carolina Department of Public Instruction ABC Accountability Model.

Students in the CTE pathway consistently perform at a proficiency rate above 90 percent. Students in the Health Careers pathway take the Certified Nurses Aid examination, and/or the Pharmacy Tech Mission certification. The passing rate for the Certified Nursing Assistant (CNA) examination continues to improve from 71% in the 2010-2011 academic year to 100% for current semester. In 2010-2011 we introduced pharmacy tech as a class and new certification track. Eighty percent of the students taking the pharmacy technician examination passed. All students enrolled in the Electrical Trades classes have received their certification cards from the National Center for Construction Education and Research (NCCER).

B. The Academy at Smith's data for a five year period of time shows continued upward growth in both reading and math. This growth can be directly attributed to the effective use of Benchmark data, Achievement Series data, individualized and group tutorials, and increased parent involvement. Teachers have the responsibility of continuously assessing their instruction and assessment of students' work. The data is used to design lesson plans, formative and informative assessments and, class rules and expectations. Emphasis is placed on hiring highly qualified teachers and providing staff development that focuses on improving instructions and increases student achievement. Additionally, the academy's curriculum and course offering were changed. All core classes in Math and English were changed to honors level classes. Deliberate focus was placed not only on just changing the name, but also the rigor and expectation of students in these courses. Teachers were required to work in Professional Learning Communities (PLCs), and to share successes and failures. In an effort to improve our achievement levels in reading and English we implemented the One School, One Book initiative, in which we provided every student, faculty and staff member, and parents with copies of *Gifted Hands: The Ben Carson Story*. A reading program was developed that consisted of a curriculum, lesson plans, assessments, and enrichment activities that were used school-wide. The program also included fifteen minutes of daily sustained student reading.

Our tutorial program is data driven. Students received instructions and assistance in areas where they were determined to be deficient using Benchmark data. Each student received individualized tutoring instructions. Our tutoring efforts are complimented by three hour Saturday Academy sessions.

We also implemented three week reflective compensation with teachers and administration to review lesson plans, student achievement, parental contact, Benchmark data, and student behavior. These sessions allowed teachers the opportunity to share successes, evaluate perceived failures, and to make necessary adjustments.

The Academy at Smith implemented a new student progress report schedule. Students receive progress reports at the three-week mark and a mid-nine week report card at the four and one-half week period. Students not performing at 80 percent or higher, parents were contacted to schedule a conference with the teachers, counselor, principal and student. During the conference a Personal Education Plan is devised for the student to encourage high academic achievement. These efforts propelled the academy from a dismal ABC (Accountability, Basic Skills and Control) performance composite of 34.4 percent in 2007 to 95.4 percent in 2011.

Another assessment we looked at was our SAT Composite Score and Participation Rate. In 2010 we included increasing both our composite score and participation rate in our School Improvement Plan (SIP), we have registered The Academy at Smith as a Testing site for both the SAT and ACT. We have started the process of strongly encouraging all juniors to take the SAT or ACT. We have infused the SAT Vocabulary curriculum into our English classes. The goal here is building each student's vocabulary enrolled at the Academy. We have seen a significant increase in our participation rate as we now have a better process for tracking students taking the test. We anticipate an increase in our composite score at the end of this school year. We also added several Advance Placement Courses to our course offerings to further strengthen our overall curriculum.

2. Using Assessment Results:

The Academy at Smith has established a clear set of standards for student learning based upon the North Carolina Standard Courses of Study. Career and Technical Education (CTE) programs provide a structured set of standards for student performance. Benchmark data is used as an assessment tool throughout the school.

Assessment data from Benchmark testing, End-of-Course (EOC) exams, the Tenth Grade Writing Test, and CTE testing are regularly reviewed. Teachers in subject area disciplines analyze data to assess student progress and use that data to guide instruction and share best practices. The assessments in place for all core subjects are aligned with the school's written learning expectations as well as district and state guidelines.

Teachers use benchmark data to determine gaps in learning for both individual students and entire classes. They also use on-going formative assessment in the classroom to assess student understanding and to adjust instructional strategies. The academy has a comprehensive and purposeful tutoring program in place to provide intervention for students prior to summative assessments. Demographic data is maintained for each student, and used to identify subgroups of students in need of tutoring and remediation. In an effort to help students be successful, transportation is provided for afternoon tutoring, and breakfast and snacks are provided for Saturday Academies.

Results from periodic analysis of the School Improvement Plan (SIP) are used to assess instructional and organizational effectiveness. Many of our EOC courses have reached a 100 percent passing rate. Teachers of these subjects use Benchmark data and Achievement Series to guide student success. This data is then applied to their lesson plans, tutoring and remediation. The data collected is shared school-wide. An example of sharing data among teachers and staff is the tenth grade NC Writing Assessment. At the beginning of 2008 school year a weakness in our student's writing ability was identified. The data from the Writing Benchmarks was used to implement a school wide writing program. Information in the areas of writing and grammar was posted in every classroom. All teachers attended a professional development workshop on Writing Across the Curriculum. Enrichment classes in English, history, math and science were then held each morning to teach writing skills.

The Academy communicates the results of student performance to both students and parents on a regular basis. Parents have access to their student's academic performance in each class through the Parent Assist Module (PAM) of the North Carolina Window of Information on Student Education (NCWISE). Teachers consistently inform students of their academic progress. Additionally the Academy instituted a

mid-quarter report card during 2010-2011; the report card, with a message from the principal addressing each student's progress is, mailed to parents.

Community Effort is utilized to compare our student performance data to that of other schools designated as middle colleges. Follow-up data is collected on CTE students to evaluate program effectiveness.

The Academy at Smith has met Adequate Yearly Progress (AYP) for the past five years. Subsequently, being ranked as Low Performing on the North Carolina Accountability Model in 2007-2008, the academy progressed to be the level of High Growth in both 2008-2009 and 2009-2010. Teachers use Education Value-Added Assessment System (EVAAS) data to track student progress in core courses. Certification in electrical trades and health careers has been steadily increasing.

As a school, we are confident of the assessment system in place to yield timely, accurate, and secure and information, are in accordance with state and federal regulations, which also serve to inform and provide an understanding to all stakeholders including school leaders, teachers, parents and students see our improvement efforts. Achievement data will continue to be collected to analyze and improve all areas of our school.

3. Sharing Lessons Learned:

The Academy at Smith has shared lessons learned during joint Assessment for Learning (AFL) staff development with the Middle College at Guilford Technical Community College (GTCC) at Jamestown, and the University of North Carolina at Greensboro (UNCG) Middle College. All certified teachers from the three schools meet on Early Release days to learn the components and concepts of authentically assessing student's mastering and understanding of the course curriculum taught. Teachers also attend district wide Professional Learning Communities (PLC) within their respective discipline. All middle colleges and academies meet monthly as innovative high schools to share teaching strategies, review school achievement data, lesson plans, and school wide initiatives. The information acquired during these meetings is shared with our school's leadership team to see if they may in some way help us improve our school operations.

The Academy at Smith and the Academy at High Point Central join together in a week long retreat to develop integrated lesson plans and unit plans to promote learning across the curriculum. In these sessions math teachers partnered with business teachers and electrical trades teachers to create lesson plans that can be taught in both curriculums. Science teachers paired with medical careers, physical education and Spanish teachers to create lesson plans to be taught in these classes. English and social studies teachers paired together to create lesson plans for teaching in both disciplines. This collaboration resulted in the Academy at High Point Central sharing their Medical Spanish curriculum with the Academy. As a result, we now offer Medical Spanish to all students completing the Health Career Pathway.

All teachers attend common core curriculum meetings, and teach and learn sessions. For the upcoming new Essential Standards, our CTE teachers meet with other CTE teachers throughout the district and share lessons plans, projects, and assessments. The Academy's electrical trades' teachers also serve as the NCCER (National Center for Construction Education and Research) master teachers providing instructions, training, and resources to beginning teachers at other schools as well as assisting with students attending other schools receiving NCCER certification.

4. Engaging Families and Communities:

The Academy at Smith has implemented several successful strategies of collaboration for family and community involvement. Parent nights are focus meetings that target the different grade levels at the academy. During the meetings specific issues that impact the students and parents are discussed including teacher and student expectations, discipline, dress codes, and progress reports. Topics covered during Senior Parent nights are centered on graduation requirements and college preparations covering a variety

of activities. These meetings include reviewing transcripts, financial aid and scholarship information, creating CFNC (College Foundation of North Carolina) accounts for college, completing FAFSA forms, and being exposed to opportunities after high school. Underclassmen parent night information sessions include the registration process for the next school year, SAT (Scholastic Aptitude Test) and ACT (American College Test), testing information, graduation requirements, scholarship and post secondary options, summer programs and opportunities, and extracurricular activities and service learning.

The Family Academic Commitment to Excelling (FACE) program is a way for parents, students, and teachers to communicate, cooperate, and contribute to student academic success. Using seven foundational principles, parents can take an active and interactive role in helping their student develop better study, organizational, and attendance habits. The monthly program provides a forum for parents and school staff to partner as a team of concerned adults that have a common goal and use a common framework to practical daily and weekly routines and attitudes that lead to academic achievement, and ultimately graduation.

An active and effective mentoring program is in place involving regular weekly visits from community members that contribute to student success. Character Education acknowledges students who exemplify traits of integrity, perseverance, self-discipline and -determination, respect, courage, and responsibility to inspire and encourage students as well as promote parent involvement. Student participation in community events such as working with Habitat for Humanity, Guilford County health fairs, and elementary school student vision screening provides experience and responsibility opportunities in addition to community involvement.

The Academy's partnership with NCA& T State University resulted in a team entering Robotics competition. The Community Service Club provide an avenue for students involvement and service to the community.

1. Curriculum:

The Academy at Smith is a Career Academy focusing on Health Careers and Electrical Trades. Students complete a vigorous academic core curriculum and a career pathway. All core classes are honors level designed to encourage students to become 21st Century Learners prepared for post-secondary education or the work force.

Students are required to complete the following units: four English, three science, three social studies, four math units, physical education/health, at least two foreign languages, and a pathway in health careers or electrical trades.

The majority of students' core requirements are completed during their sophomore year allowing them to take courses at Guilford Technical Community College and Advance Placement Courses on North Carolina Virtual Public Schools (NCVPS) during their junior and senior year. This allows students to synthesize their academic classes with Career and Technical Education classes to earn both a College University Prep Diploma and a Career Tech Prep Diploma. Students earning the CTP Diploma maintaining a 2.5 GPA is eligible for a two-year scholarship at GTCC in their completer track.

Health Careers include HealthTeams, Biomedical, Medical Careers I & II, and Medical Spanish; they may also elect to take Pharmacy Technology. Medical Careers II requires a clinical internship at a local hospital and nursing home facility. Students may choose to take the Certified Nurses and Pharmacy Technology Exams. Two state-of-the-art medical labs are equipped with computers, projectors, digital thermometers, blood pressure cuffs, SmartBoard and Elmo Docs preparing students for optimum clinical experiences.

Electrical Trades include Electrical I & II, Carpentry I, and Advanced Technology and Instruction. Electrical students gain practical experience working on Habitat Houses and competing in Skills USA Competitions. These students can obtain their Certified Electrical Apprentice license that is recognized nationally. Computers, electrical stations, wiring, conduits, receptacles, and light fixtures in the two electrical labs provide classroom training for use in residential, commercial and industrial settings.

The English curriculum comprises all honors courses; English 12 is anchored with a comprehensive senior project. We are in the process of creating a project to anchor each grade level of English. We also offer advance writing, speech and debate.

The math curriculum is comprised of Honors - Algebra I and II, Geometry, Advanced Functions of Modeling, Pre-Calculus, Discrete Math, Calculus, and Advance Placement Calculus AB; utilizing Promethean Boards. This gives students the opportunity to take math throughout their high school career.

The science curriculum, although limited, aligns with our career pathways. We offer students Honors: Environmental Science, Biology, Chemistry and Human Anatomy. Students may also take additional courses through NCVPS.

The social studies curriculum offers Honors: World History, Civics and Economics, Current Events and Government, Honors and Advance Placement United States History, and African American History.

All students are required to take two units of foreign language (Spanish); physical education/health, and selected courses from our business curriculum, in which Paint, Word, Publisher, PowerPoint, Gimp, Fireworks, Dreamweaver, Aftereffects, and Flash, and Google Sketchup for building houses are used.

School wide technology include iPods, iPads II, Netbooks, Elmo Doc Cams, digital cameras, data projectors, and IBeams. Many students take full advantage of the curriculum offered and graduate with at least a semester of college courses and certification in a skilled area.

Visual and performing arts are captured through the Anime Club centering on appreciation and learning about Japanese manga and animated movies, the Drama Club, which aims to facilitate students by producing public service announcements that involve school issues as well as encourage script writing and productions by students, and the Robotics Club, which involves engineering designing, and the application of designs into a working robot for exhibit and competition.

2. Reading/English:

The Academy at Smith follows the North Carolina Standard Course of Study (NCSCS) guidelines. Consequently, a rigorous course of study is offered in the English department.

In Honors English I, ninth graders learn the goals and objectives of the SCS as outlined by the North Carolina Department of Public Instruction. According to this standard," students explore the ways that audience, purpose, and context shape oral communication, written communication, media, and technology. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes." Intense remediation prior to the English I End-of-Course test, and in the event that a retest is necessary, additional remediation takes place.

Tenth graders enrolled in Honors English II read, discuss and write about world literature, with the exception of British and American authors. Additionally, students use writing in order to connect literature to "real-world" situations.

Academy juniors enrolled in Honors English III "analyze United States literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes."

Seniors have the option of taking either Honors English IV or Advanced Placement (AP) English Literature. In Honors English IV, "students integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be life-long learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British Literature." Moreover, students in AP English Literature are engaged through careful reading of literary works, critical analysis, interpretation and the study of writing. All seniors must complete a thoroughly researched topic. The completed product is then presented before a panel of judges.

The department chairperson of Exceptional Children/Children With Special Needs works closely with the English department in order to ensure that all students read at or above grade level. Special reading programs such as audio books and directed reading are made available to students who require additional services.

In essence, the vision at The Academy at Smith is "to become the premiere Career Academy in the United States by challenging students to become more competitive in an increasingly globalized world." In order for the vision to reach fruition, teachers in the English department use the NCSCS in order to prepare students for careers and a world beyond the confines of high school.

3. Mathematics:

The curriculum for mathematics at The Academy at Smith covers a wide array of mathematics courses from Algebra I to Advance Placements Calculus.

The Algebra I curriculum covers the study of algebraic concepts including operations with polynomials and matrices creation, and application of linear functions. The curriculum strengthens the ability of the students to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and to use these representations to solve problems.

The Algebra 2 course accentuates students' study of advanced algebraic concepts with more emphasis on practical applications and modeling.

The Geometry course builds upon middle school topics and move students from an inductive approach to deductive methods of proof in their study of two-and three-dimensional geometric figures. It also broadens their use of the coordinate plane.

Advanced Functions and Modeling course provides students with an in-depth study of modeling and applying functions through the analysis of various facts originated from home, work, recreation, consumer issues, public policy, and scientific investigations.

The Discrete Mathematics course introduces students to the mathematics of networks, social choice, and decision making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study.

The Pre-Calculus course provides students an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis, application and modeling in preparation for calculus.

The Honors Calculus course at The Academy at Smith develops the student's understanding of the concepts of calculus such as functions, graphs, limits, derivatives and encourages the geometric, numerical, analytical, and verbal expression of concepts, results, and problems.

In addition to the content of the Honors Calculus course content, the AP Calculus course at The Academy at Smith encourages the geometric, numerical, analytical, and verbal expression of concepts, results, and problems.

The instructional method is directed towards differentiation instruction. The teaching is conducted in small size classes with high interest on practical mathematics. The educational practices are supported by rigorous and scientific data (End of Course Exams and other formal exams) and provide artifacts (projects' outcomes) that demonstrate positive results. Appropriate technology from manipulatives to calculators and application software, Promethean Board system, iPads are also used regularly for instruction and assessment.

The mathematics curriculum at the Academy at Smith is designed to improve not only the mathematics skills of students who are performing below grade level, but also those who are performing above grade level. Thus, Mathematics teachers at The Academy at Smith provide before and after school tutoring sessions, and Saturday academy classes to improve students' skill. In addition, students with high levels in mathematics are encouraged to take high standard nationwide mathematics challenging exams or college level classes.

4. Additional Curriculum Area:

The major purpose of the Social Studies department is to prepare students to be rational, informed and proactive members of a diverse, yet interdependent global society. As a department, we believe that every child can learn, and seek to prepare each student with a curriculum that adheres to the state standards while being flexible and can be mastered.

To become proactive, students must develop the skills needed to analyze how decisions, actions and attitudes, both historic and contemporary, interact with culture and the environment. Furthermore, Social

Studies courses are designed to train students to apply a wide range of analytical skills, to develop their own conclusions, to respond effectively to issues from a variety of sources, and to communicate effectively within a cross-cultural context.

Students at The Academy at Smith start their high school experience in grade nine learning about World History and cultures. They later gain an appreciation of how the United States Government works in the tenth grade before advancing into United States History in the eleventh grade. Designated eleventh grade students are placed in the Advanced Placement United States History course where they are given an opportunity to challenge the Advanced Placement Exam. Twelfth grade students are given the opportunity to choose between social studies electives. The electives offered for the 2011-2012 academic year are Honors Current Events and Honors African American History.

We at The Academy at Smith believe that after students have taken and mastered these courses they are prepared to attend and succeed at the tertiary and university level. Parent feedback and input are sought and encouraged throughout the entire process. This occurs through parent information sessions, student led conferences, and communication via email and letters addressed to the parents at home. This is who we are and what we do as a Social Studies Department at The Academy at Smith.

5. Instructional Methods:

The Academy at Smith is dedicated to ensuring that all students are successful. Technology is integrated into classrooms to enhance student learning. All math classrooms are outfitted with Promethean boards. Career and Technical Education (CTE) teachers utilize SMART Boards to augment their educational practices. Other teachers use EBeams, ITouches, Interwrite Boards, iPads II, Electronic games, Netbooks and LCD projectors to integrate technology, as well as to expand the educational experience.

CTE teachers use simulation boards, labs, and mock facilities to allow students to practice their knowledge in the classroom. CTE students get real world experience when they take their learning outside the classroom by working on Habitat for Humanity homes, caring for nursing home patients at Brighten Gardens, and learning routines at Moses-Cone hospital. The Electrical Trades department is in the process of implementing an Apprentice Program with local contractors to take the learning experience outside the classroom.

With an expectation for every student to excel, translators are provided for English as Second Language (ESL) students. Exceptional Children are mainstreamed within the classrooms with a co-teaching model. Electrical trades' classrooms are often evenly distributed by gender where female students (non-traditional) routinely excel within these courses. Transportation is provided for students in after school tutoring. A partnership with CVS Pharmacy provides internships and clinical hours for students working towards a Pharmacy Technician certification.

To address the school's ethnic and racial diversity students work with the Spanish and Pakistani teachers to create a Diversity Fair allowing students to share and learn about other cultures. The Student Human Relations Commission includes intentional Asian and Hispanic nominated members who attend off-campus seminars. Student schedules are adjusted for participation in a selected male mentoring program for eleventh and twelfth graders. A partnership with the City Manager's office provides male ninth and tenth graders access to mentoring. Female students are given an opportunity to access the Precious Pearls mentoring program with Alpha Kappa Alpha Sorority from North Carolina Agricultural and Technical University.

The Academy at Smith implements interventions to help students meet high expectations for learning. The One School One Book initiative offers school wide opportunities of engagement and collaboration. Small class size contributes significantly to the amount of effective instruction that occurs on a regular basis. Student's active involvement in the learning process is promoted and allows for exploration of higher order thinking and opportunities to investigate new approaches to apply what they have learned.

6. Professional Development:

Professional development for all staff is a focus for The Academy at Smith. Staff members attend monthly meetings to gain access to new and innovative instructional strategies, and to use classroom data. A team from the school attends brain based learning workshops over the summer and share the information with the staff. The school has instituted a balanced literacy model as well. Within the past two years, the Lead Team has used Mission Possible data to gauge the school's success as it relates to other schools similar to the academy.

Staff members are assigned sufficiently to address the vision and purpose of the school. Innovative approaches are utilized for staffing during budget constraints; however the school was able to add additional courses for students in the areas of Medical Spanish, Business Law, and a Pharmacy Technician course of study. A plan was developed for providing staff incentives for the participation in the Saturday Academy due to loss of funding within the budget. Teachers are provided compensatory time instead allowing the intervention program to continue.

A process is in place to recruit, employ and mentor qualified professional staff. There are two certified mentors on staff who meet with new teachers every week. Staff members participate in the interview process of potential new staff; the focus is to make sure that each new staff member is a "good-fit" for the school and for the students.

Staff members are assigned responsibilities based upon their qualifications. When choices for staff assignments are made, focus is always placed on appropriate certification. The next level of focus is on the teacher's strengths within courses. The assurance that all needs are addressed is based upon the class schedule and student needs. The End-of-Course Test data is then used to manage staff assignments where needed.

The faculty attends staff development workshops at the local, district, and state level. Teachers have received training in Writing Across the Curriculum, Brain Based Research, and Teaching Diverse Learners. Last summer, the Career and Technical Education, core teachers and other staff members participated in a week long training to improve curriculum integration.

The Academy's administration continues to make staff adjustments and additions where needed to support the school's vision and purpose to ensure student achievement.

7. School Leadership:

The Academy at Smith provides governance and leadership that promote student performance and school effectiveness. There are clearly established policies and procedures for the school's operation. The leadership team (Lead Team) role is clearly defined. There are two parent members on the Lead Team. The focus of the Lead Team is on instructional issues. Day-to-day management issues in the building are handled effectively through the principal's office.

The principal is both the instructional and administrative leader of the school. He is the third principal in the six years of the school's existence. He is respected by parents, students, and staff, and was able to set a steady instructional direction during his first year at the school. The principal encourages and practice an "open door" policy that is appreciated.

The academy complies with all applicable laws, rules and regulations. In addition to the local Guilford School's policies and procedures the administration maintain compliance with Title I regulations. The two career program areas (Electrical Trades and Health Careers) have specific program certification standards; the National Center for Construction Education Research for the Electrical Trades program, and the Health Career program complies with all state standards for the Certified Nursing Assistant program.

The administration ensures that student performance and school effectiveness are regularly reviewed. Student progress reports are given eight times per year (mid-quarter and end-of-quarter). Progress toward meeting School Improvement Plan goals/objectives is reviewed with the Lead Team and with the appropriate central office staff every nine weeks (quarterly). Student data is reviewed in department meetings.

A positive learning community is promoted at the academy. Teachers are always willing to assist students in meeting the high expectations they hold for them. Parents are encouraged to visit the school. The administration also supports parents' unannounced visit in their child's classroom. Parent/student conferences are conducted regularly; however they are encouraged to discuss their child's academic needs at any time. Effective interdisciplinary planning and teaching among the programs in Career and Technical Education and in general education classes is practiced.

There are numerous opportunities for both students and teachers to be involved in leadership activities. The Lead Team is comprised of teachers voted by their peers who serve two-year terms. Teachers also serve as interviewers for prospective teachers and mentors to new teachers. Student involvement is recruited through student government, community outreach efforts and community mentoring programs.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 9 Test: Algebra I EOC

Edition/Publication Year: N/A Publisher: NCDPI

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Level III plus Level IV	100	100	78	66	31
Level IV	39	31	29	9	5
Number of students tested	18	13	45	76	13
Percent of total students tested	100	100	100	100	93
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III plus Level IV	100		73	66	
Level IV	47		27	13	
Number of students tested	15	6	33	56	7
2. African American Students					
Level III plus Level IV	100		79	61	27
Level IV	36		27	11	5
Number of students tested	11	9	33	54	11
3. Hispanic or Latino Students					
Level III plus Level IV					
Level IV					
Number of students tested			8	8	
4. Special Education Students					
Level III plus Level IV					
Level IV					
Number of students tested				5	
5. English Language Learner Students					
Level III plus Level IV					
Level IV					
Number of students tested				5	
6. Asian					
Level III plus Level IV					
Level IV					
Number of students tested				7	
NOTES:					

12NC4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 9 Test: English 9 EOC

Edition/Publication Year: N/A Publisher: NCDPI

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Level III plus Level IV	98	95	83	77	50
Level IV	35	35	28	18	5
Number of students tested	48	49	68	74	6
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III plus Level IV	95	95	82	76	
Level IV	43	40	26	13	
Number of students tested	37	30	54	53	
2. African American Students					
Level III plus Level IV	95	95	76	78	
Level IV	22	32	18	15	
Number of students tested	27	31	38	54	
3. Hispanic or Latino Students					
Level III plus Level IV			80		
Level IV			30		
Number of students tested		6	10	7	
4. Special Education Students					
Level III plus Level IV					
Level IV					
Number of students tested					
5. English Language Learner Students					
Level III plus Level IV					
Level IV					
Number of students tested			6		
6. Asian					
Level III plus Level IV			95		
Level IV			50		
Number of students tested	6		16	7	
NOTES:					

12NC4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Level III plus Level IV	100	100	78	66	31
Level IV	39	31	29	9	5
Number of students tested	18	13	45	76	13
Percent of total students tested	100	100	100	100	93
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 plus Level IV	100		73	66	
Level IV	47		27	13	
Number of students tested	15	6	33	56	7
2. African American Students					
Level III plus Level IV	100		79	61	27
Level IV	36		27	11	5
Number of students tested	11	9	33	54	11
3. Hispanic or Latino Students					
Level III plus Level IV					
Level IV					
Number of students tested	0	0	8	8	0
4. Special Education Students					
Level III plus Level IV	0	0	0		0
Level IV	0	0	0		0
Number of students tested	0	0	0	5	0
5. English Language Learner Students					
Level III plus Level IV	0	0	0		0
Level IV	0	0	0		0
Number of students tested	0	0	0	5	0
6. Asian					
Level III plus Level IV	0	0	0		0
Level IV	0	0	0		0
Number of students tested	0	0	0	7	0
NOTES:					

12NC4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Level III plus Level IV	98	95	83	77	50
Level IV	35	35	28	18	5
Number of students tested	48	49	68	74	6
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 plus Level IV	95	95	82	76	0
Level IV	43	40	26	13	0
Number of students tested	37	30	54	53	0
2. African American Students					
Level III plus Level IV	95	95	76	78	0
Level IV	22	32	18	15	0
Number of students tested	27	31	38	54	0
3. Hispanic or Latino Students					
Level III plus Level IV	0		80		0
Level IV	0		30		0
Number of students tested	0	6	10	7	0
4. Special Education Students					
Level III plus 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 plus Level IV	0	0		0	0
Level IV	0	0		0	0
Number of students tested	0	0	6	0	0
6. Asian					
Level III plus Level IV		0	95		0
Level IV		0	50		0
Number of students tested	6	0	16	7	0
NOTES:					

12NC4