



## **PART I - ELIGIBILITY CERTIFICATION**

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12NC8

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

12NC8

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)  
 (per district designation): 3 Middle/Junior high schools  
2 High schools  
0 K-12 schools  
11 Total schools in district
2. District per-pupil expenditure: 8300

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 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		<b>6</b>	22	19	41
K	0	0	0		<b>7</b>	25	26	51
1	0	0	0		<b>8</b>	14	14	28
2	0	0	0		<b>9</b>	0	0	0
3	0	0	0		<b>10</b>	0	0	0
4	0	0	0		<b>11</b>	0	0	0
5	0	0	0		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								120

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
22 % Black or African American  
4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
70 % 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: 7%

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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	5
(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	120
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

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: 43%

Total number of students who qualify: 53

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: 12%

Total number of students served: 14

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</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>7</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>0</u>
Total number	<u>11</u>	<u>5</u>

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

16:1

13. Show 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%	96%	96%	95%	95%
High school graduation rate	%	%	%	%	%

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

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?

How one would summarize, “What is Jamesville Middle School?” depends upon the perspective from which that person views the school or the role one plays as a member of the school. Jamesville Middle is literally, and figuratively, located in the heart of this tiny eastern North Carolina town, whose name it bears, with a population of 450 people. The 120 students that compromise the Jamesville Middle family carry on the traditions established by their parents, grandparents and great-grandparents, and all share the pride and commonality of being a Jamesville Bullet.

The past two years have been a time of trepidation and change for Jamesville Middle. For many years, the middle school was a part of a grade 7 – 12 configuration called Jamesville High School. Although Jamesville Middle did exist, it was always lumped together with the high school and, as such, had no identity of its own. Two years ago, the Martin County Board of Education consolidated the four county high schools into two schools. The high school students of Jamesville were moved to Williamston into a newly consolidated school now known as Riverside High. The consolidation, and concurrent absorption of the sixth grade from the elementary, finally allowed JMS to finally step out on its own and show everyone the quality education being provided in the middle grades. The school established as its vision “Excellence Everyday for Every Student” and has been working diligently every day since its inception to fulfill that vision. To support the school’s vision, our staff adopted as its mission, "Through data driven instruction, peer evaluated best practices, and character education by which we will develop students that are well prepared for the rigors of their educational career and the challenges of life and work within the 21st century. An education earned at Jamesville Middle School inspires, enables and empowers students to meet high academic standards, lead ethical lives and demonstrate responsible citizenship."

Staff members quickly gelled into a tightly-knit group that had a unified goal of giving each individual student a quality and meaningful education that will prepare them for life in high school, college and beyond. The cohesiveness of the staff was shaken at the beginning of this school year. Two of the six core area staff members, who have been fixtures in the Jamesville community for several years, were transferred to another middle school in the district. Neither the people being transferred nor those of us remaining at the school wanted to see such a shake up but that decision, however, was beyond our control. As such, we have shifted of teaching assignments, welcomed new members into the Bullet family, and have accepted the renewed challenge to prove ourselves to the community and district as a whole. Throughout all of the changes, one thing has remained constant: Excellence Everyday for Every Student remains our focus and guiding principle.

The small size of Jamesville allows, more so than larger schools, the individual student to truly be the central point of all endeavors within the school. Staff meetings, lunches, planning periods and breaks all center around how students are doing in class, who is having trouble and what can be done to help those having trouble. As a result, the struggling student is provided the opportunity for individualized interventions through personalized education plans and individual teacher attention during planning time. Similarly, the advanced student is also afforded the opportunity to grow and flourish via assignments of advanced enrichment activities that supplement and compliment their academic classes. Students are allowed to accelerate in their mathematics studies through taking courses either above their current grade level offerings or via the North Carolina Virtual Public School. Any student who wishes to participate in early foreign language study may also utilize this portal to accelerate their learning opportunities in the Spanish language as well. Jamesville Middle must depend on the use of NCVPS far more now than when it was conjoined with the Jamesville High School and such accelerated opportunities were readily available “in-house.”

Technology plays a key role at Jamesville Middle. This is partly due to the small size of the school and our having to seek curricular advancement and enrichment outside of the school. More importantly,

however, technology use allows us to match our instruction with our students' preferred learning mode. Today's students are infinitely more comfortable utilizing technology in the process of learning. Our school is 100% wireless and has a student to computer ratio of nearly 1 to 1. We regularly utilize 21<sup>st</sup> century programs and resources to monitor student achievement, develop skills, present lessons and peak student interest. Programs such as ClassScape, Khan Academy, Discovery Learning, Study Island, SAS Curriculum Pathways, and the NC Virtual Public School program are a vital part of our teaching endeavors and are available to our students daily. A school wide focus on formative assessment provides teachers and administration with relevant and pertinent data upon which curricular decisions can be made. Finally, in an effort to match our student's education to the ever-changing needs of society, Jamesville Middle is joining a consortium of area schools in a middle school STEM curriculum implementation starting next school year.

In short, Jamesville Middle School is worthy of the Blue Ribbon designation simply because of the way we approach teaching and learning: one student at a time. Excellence Everyday for Every Student is not just a vision for our school; it is a way of life for the Bullets. Our student's success evidences this as they carry the traditions of excellence from the Jamesville of the past into their future. Radio host Jo Madison frequently states, "The new currency of the 21st Century will be education." With that in mind, Jamesville Middle works daily to make our students millionaires!

### 1. Assessment Results:

The North Carolina Department of Public Instruction establishes all performance levels for state administered standardized tests at Jamesville Middle. Test raw scale scores have a predetermined range, and those ranges are converted to proficiency scores of Level I through Level IV. The minimum acceptable proficiency score is a level III. Level III is defined as, “Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.” Level IV is defined as, “Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.” The standardized tests administered at the school are reading tests for grades six through eight, math tests for grades six through eight, a science test for grade eight and an Algebra 1 test for those students who took that course. Algebra 1 is generally taken by a large majority of eighth-grade students and, on occasion, seventh graders who show exceptional proficiency in math. Minimum acceptable scores at JMS are level III but we challenge all students to perform at a level IV proficiency. More information regarding North Carolina’s End of Grade tests can be found at <http://www.dpi.state.nc.us/accountability/testing/>.

Jamesville’s growth over the past five years has been somewhat mixed. Part of this can be attributed to the Department of Public instruction re-norming the EOG’s scores in School Year 2007-2008. Growth from SY 08-09 through SY 10-11, however, has been steady and consistent in reading with scores moving from 53.5% of our students at or above proficiency to 90% in 2011. Likewise, math has seen the same steady and consistent growth during this time. In SY 08-09, 77.9% of our students showed proficiency and in SY 10-11 greater than 95% of the students scored at a level III or IV. Growth in 8<sup>th</sup> grade science has been trending consistently upwards since the inception of the science test in SY 07-08. Jamesville students were at 53.5% proficiency during that first year and last school year 83.3% of the students showed proficiency on this test. Disaggregation of the Algebra 1 data is somewhat more difficult being that in school years 2007 through 2009 the middle school Algebra 1 test scores were combined with the high school test scores. This is due to both schools being housed under the same roof and middle school students taking Algebra 1 actually being in class with high school students. The data, however, reflects a steady growth in Algebra 1 with the SY 06-07 proficiency registering at 50.7% and the SY 10-11 proficiency being 100%.

In viewing our assessment result data, especially in relation to the performance of some of the subgroups, one must bear in mind the small number of students in the school and an even smaller number of minority subgroups. As an example, when one views student performance on the 2010-2011 6<sup>th</sup> Grade EOG Reading test, one notes that African American male students were 80% proficient in comparison to the 94.1% proficiency of White male students. When scanning the data we see a 14.1-point discrepancy in proficient performance, which is not acceptable. Upon looking at the actual numbers, however, one will see that there are only five African American males in the 6<sup>th</sup> grade and all but one student scored at a proficient level. Small numbers create large percentage point scores and it is with a close discernment that one must view our data to gain the true picture of what is accomplished at our school.

There are 120 students on the rosters of Jamesville Middle. Of that number, 10 students are not on the JMS campus at any point during the day. These students are located at another middle school due to their exceptionalism and JMS not having a full time EC teacher on campus. As such, when state testing results are reported, 8.3% of our test results are not under any influence of our teaching staff. Such a situation is not the most desirable in terms of school performance but the needs of the individual student must supersede the test performance data of our school. Again, discernment is key in the review of data of from our school. This aside however, one can see our school has made tremendous growth in all tested areas.

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

A key to the growth of the school over the past year is the careful analysis of student performance history and the projection of future student performance via the NCDPI tool EVAAS (Education Value Added Assessment System). This tool predicts, with a high degree of accuracy, how well a student will perform on an End of Grade test based on the comparison of the individual student's past testing history in comparison to thousands of other students with similar testing histories. At the beginning of the year, the principal provides all staff members with a color-coded EVAAS prediction printout of how the students in their particular classes are projected to do on the End of Grade test. These lists allow all staff members to begin to develop differentiated instruction and remedial instructional activities for these students before they even arrive at school. In conjunction with this data, the principal monitors student activity reports from Study Island and USA Test Prep. These data reports provide details on how well the individual students are progressing on specific learning objectives within the English, math and science curriculums. Details of these reports are analyzed and then provided to the particular teacher in a concise fashion in order that the individual teacher can address issues with the students. Finally, three to four times per year, each class is given a benchmark test developed by the district office. Again, the principal does an analysis of the data at the individual student/learning objective level to monitor progress or regression. The results of these tests are then disseminated to staff members who, in turn, continue, modify or change remedial plans, general lesson planning and extra help strategies.

As we progress through the year, there is a high expectation that the staff utilize ClassScape, USA Test Prep, Success Maker and Study Island. Each of these programs allows the staff to target specific goals and sub goals within their particular subject. Assessments and practice sessions for the individual student are designed around that student's area of weakness. Each of these programs provides assessment results broken down at the sub goal level. As such, the teacher and principal can monitor the growth and progress of the student towards achieving proficiency in their area of need. Another utilization of this data is for the teacher to monitor his or her own proficiency and clarity in instructional presentation. In this case, the teacher can get clear and unbiased feedback on how well he or she has presented a given topic to the class. Utilizing these technologies for assessment helps to eliminate any bias that may show up in teacher-made assessments. As important as the student progress data is to our instructional planning, the interpretation of the data to give a picture of teacher effectiveness is equally, or more, important to our efforts to provide the student with effective and comprehensive lessons on a daily basis.

Finally, all of the data generated from the above-mentioned sources helps us to keep parents well informed as to the progress of their child in school. Having multiple sources of objective data to present to the parents allows the teacher and the parent to unite in the education of their students both at school and at home. Parents can hone in on specific topics to assist their child with their studies. Equally as important, the objectivity of the data helps to eliminate an "us verses them" mentality that sometimes arises between the teacher and parent. Unbiased and objective data provides a strong foundation for the professional, but caring, relationship between the parents and the school that we all seek on a regular basis.

## **3. Sharing Lessons Learned:**

The ideas and methods utilized at Jamesville Middle are not closely guarded secrets. We very much are open to sharing our successes with anyone who asks. The principal has presented data analysis workshops for other administrators within the school district. In these sessions, he discussed the use of EVAAS and previous testing data as the foundation for targeted instructional practices. He then tied this to the use of the other assessment tools as the lesson development/modification component for the instructional delivery system in place at the school. These same types of discussions have been held by the JMS principal and with principals of schools in a neighboring district on an individual basis. These situations were a direct outgrowth of professional and personal friendships held between the principal and those individuals. The principal has, in the past, presented this methodology and practice to the North Carolina Principal's Executive Program at the University of North Carolina – Chapel Hill.

Tremendous opportunities for discussion between staff members have presented themselves this school year as direct result of our preparation for the implementation of the Common Core Curriculum. As the JMS teachers interact with other school staff members across the district, they have the opportunity to share and discuss what is going on at Jamesville Middle. More importantly, they have the opportunity to notice what is being used at other schools that is yielding success with students in these schools. The staff is continually seeking successful instructional practices to compliment and enhance the instruction at Jamesville Middle.

#### **4. Engaging Families and Communities:**

Keeping the Jamesville community informed is a relatively easy task for the school. With the town population being around 450 people, word gets around very quickly here. Families are always welcome at the school. It is not unusual for parents to simply drop in to see what their child is doing in class and to sit and talk with the principal or teachers of the school. Several parents take the time to come to the school to eat lunch with their children on a regular basis. This provides the opportunity for the principal or teachers to have a quick conversation about an individual child or the school as a whole. The school makes very frequent use of the Blackboard ConnectED program to notify parents of upcoming events, student daily attendance, report card or progress report release dates, or most anything, that is of importance to the school. The school has a report card pick-up twice per year whereby the parents actually come to the school to meet with the teachers and get their child's report cards. Parent conferences are regularly held for students who may be struggling in particular subject area. In these conferences, formative and summative data is shared and a joint plan for improvement is developed. A parent advisory committee meets on a regular basis wherein the principal can interact with this group to share proposed activities, address concerns and speak directly with the Board of Education representative for the school. Another great venue for school and parent interaction is at the football, basketball or baseball games. The town shows a tremendous support for the athletic events at the school and there is always a good crowd of parents at the games. This, again, provides the principal and teachers the chance to sit and talk informally about issues within the school and, if necessary, arrange for a more formalized conference setting. The adage about everyone knowing everyone else's business in a small town is quite true in Jamesville. We at Jamesville Middle turn this into a positive for the school on a regular basis.

## 1. Curriculum:

The instruction at Jamesville Middle is driven by the requirements set out in the North Carolina Standard Course of Study and expectations established by the Martin County Board of Education. Lessons are expected to cultivate knowledge and nurture skill development within the individual student that will allow that student to be an effective 21<sup>st</sup> Century learner and citizen. The school's mission statement, "Through data driven instruction, peer evaluated best practices, and character education, we will develop students that are well prepared for the rigors of their educational career and the challenges of life and work within the 21<sup>st</sup> century," is a very accurate summary of the expectations and delivery of instruction within the school. In addition, the staff has been receiving extensive instruction and preparation for the implementation of the Common Core curriculum in School Year 2012-2013. Finally, the school schedule is crafted to maximize student instructional contact time and provide the opportunity for teachers to be able to present fully developed lessons. English/Language Arts and math classes are each blocked into 90-minute periods while all other classes are scheduled into 45-minute blocks. Students, with only few exceptions, are with the same group of classmates throughout the entire school day. This arrangement allows staff flexibility in being able to jointly plan some instructional activities across the entire school day as opposed to single class periods. While not the norm of everyday instruction, the regular use of this flexibility has proven effective.

At the core of our instructional program is the development of literacy and writing skills and higher order thinking skills. This is pervasive across all classrooms regardless of curricular content. This focus truly helps the student to develop a deeper and longer lasting understanding of the particular subject as opposed to the retention garnered via simple memorization of facts. We, as a faculty, feel the development of a student's analytical and writing skills is one of the best things we can do to prepare them for success in high school and college. Having a strong command of written communication skills, functional syntax and grammatical techniques, and the ability to critically analyze an assignment and then apply the lessons learned in future endeavors will enable the individual student to successfully navigate most any educational venue into which they may venture.

This cross-curricular integration can be seen in multiple settings across our school. The projects developed by our art students to provide visual interpretations of literary selections being studied in English is one example. Additionally, the art teacher will coordinate the study of particular works of art and/or artists who may be relevant to a particular literary selection being studied. The ELA staff also will coordinate with the social studies teacher in order that they may provide a historical or geographic backdrop to the literature being studied in the English class. As an outgrowth of this, the social studies teacher will have their lessons being reinforced in both art and music. This is done by the cultural arts teachers performing or studying musical or visual art compositions relevant to the era. This collaboration is a very natural pairing being that the arts provide one of the best and most lasting records of historical events and societal culture. This process, in effect, allows the student a multidimensional study of their English/Language Arts curriculum requirements and addresses the majority of student learning styles.

The math program offers the traditional middle grades curriculum and offers, for those students who qualify, Algebra 1 and geometry. The geometry class is offered via the NC Virtual Public School online classes. Additionally, our science and math teachers will provide interdisciplinary lessons pertinent to mathematical formulae use in the areas of physical science and chemistry. Science studies are focused on earth science, introductory biological sciences and introductory physical science and chemistry. There is some interaction between the social studies teacher and science teacher in regards to earth science and geography. Again, in these areas there is a strong emphasis placed on authentic assessment via project based learning and writing.

In the area of non-core curriculum, all students are involved in a general health/physical education course every year. In the 6<sup>th</sup> grade, the course is yearlong and in the 7<sup>th</sup> and 8<sup>th</sup> grade, the course is alternated by semester with computer classes. As discussed earlier, students have the option to select band or art as an elective subject. There are approximately 40 students in grades 6 through 8 participating in the instrumental music program. Sixth-grade students who do not opt for band take a media class in which they spend 45 minutes per day working with the Success Maker program to enhance and sharpen reading skills. This is a diagnostic/prescriptive computer program in which the students are electronically assessed to determine reading levels and then given progressive reading assignments and exercises to improve fundamentals and comprehension. The 7<sup>th</sup> and 8<sup>th</sup> grade computer classes focus on keyboarding skills and introductory office suite skills respectively. As the students progress in the computer classes, they are expected to increasingly utilize technology to create projects and written documents for the core area classes. This expectation is to prepare the students for the upcoming testing requirements for North Carolina in which all End of Course and End of Grade assessments will be administered online. Finally, due to the extremely small size of our school, any student wishing to pursue a foreign language must take the course online course via the NC Virtual Public School. Due to the limitations at the high school to which we feed, the only language available is Spanish.

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

Jamesville Middle School's English/Language Arts Department consists of two National Board Certified teachers working closely together to provide a differentiated instructional program for all students. Methodology is based on the current North Carolina Standard Course of Study with an eye towards the new Common Core Standards and 21<sup>st</sup> Century learning best practices. The teachers collaborate regularly on units of study and share innovative projects ideas and assessment rubrics.

Language arts classes actively participate in integrated projects ranging from units on the Holocaust to novels by Charles Dickens. Instruction is fabricated to meet all learning styles that best meet the needs of each type of learner. Students are made aware of the learning targets for each unit and then are given a variety of learning tasks and series of formative assessments. Activities and assessments include creating models, role-playing, writing journals and news articles, power-point presentations, and completing databased charts and graphs. These activities, in conjunction with other assignments, consistently provide developmental opportunities for student reading, writing, speaking, and listening skills. Teachers also ensure that the integration of other subjects into the language arts curriculum is evident in order for the students to make connections and become well-rounded continuous learners. A major component of this integration is utilizing technological tools in order to help students become proficient 21<sup>st</sup> Century learners. Teachers take their language arts classes to the computer lab weekly in order to enhance their students' reading skills using a variety of online programs. Additionally, the teachers use interactive technologies in the classrooms to create an even greater interest in the curriculum and teach students with tools that are of high interest to them.

Not only does the integration of technology promote 21<sup>st</sup> Century learning and provide teachers with a variety of instructional tools to help struggling readers, it also provides advanced learners with enrichment opportunities. Teachers create whole-class assignments initially in order to appropriately assess the level of each student. After carefully analyzing the data based on all language arts objectives, teachers can identify the needs of their students and then target these needs appropriately. The teachers are aware that students' needs change as the year progresses; therefore, this process is ongoing.

Additional strategies that the teachers use to help meet the needs of their students include developing personalized educational plans for all students who are considered "at risk." The plans are visited throughout the year, and parents are encouraged to remain actively involved in their child's learning process. Students who are considered academically gifted have the opportunity to be on the school's Battle of the Books team in which they are given a variety of books to read and interpret based on different genres. The staff and curriculum of the English/Language Arts department is focused on students becoming proficient, responsible, and respectful 21<sup>st</sup> Century citizens.

### **3. Mathematics:**

Jamesville Middle School's mathematics team consists of two highly qualified, master's level teachers. Our mathematics curriculum and instruction are based jointly on the North Carolina Standard Course of Study (NCSCOS), a set of guidelines set forth by the State Board of Education and the Department of Public Instruction for Public Schools of North Carolina, as well as the new Common Core State Standards for Mathematical Practice. The mathematics department at JMS steadfastly implements the goals established by these entities to include the following topics: Number and Operations, Measurement, Geometry, Data Analysis/Statistics and Probability, Expressions and Equations, and Algebra and Functions. As established in Bruner's Spiral Curriculum model, students at each grade level are expected to utilize prior knowledge and apply this knowledge to new concepts and skills taught during each specific school year. Mathematics teachers at JMS are encouraged to employ a variety of teaching strategies and instructional methods to ensure that each student is exposed to a learning style that best benefits and matches their individual needs. Examples of instructional methods practiced include projects, group activities, peer learning, cross-curricular integration, formative and summative assessments, as well as a large portion of technology-based learning. Each teacher regularly incorporates the use of TI-83 graphing calculators as well as some form of instruction delivered via the Starboards located in the classrooms. Other instructional methodology includes computer-based assessment programs delivered via programs such as ClassScape, Study Island, USA Test Prep, and Success Maker. All instructional programs utilized are aligned with the North Carolina Standard Course of Study and are summarily evaluated on an annual basis via the NC End of Grade Tests. Additionally, these instructional technology tools assist us in preparing our students with essential 21<sup>st</sup> Century learning skills.

A tremendous advantage afforded the JMS staff by being a smaller school is the opportunity to work more closely with all students and better determine their individual strengths and weaknesses. Students identified as performing below grade level benefit greatly from the computerized mathematics programs previously mentioned. Each student is provided with customized problems aimed at improving weaknesses associated with specific mathematic objectives. Students performing above grade level also benefit from these computerized mathematical programs, as they can strengthen their knowledge by working on more advanced lessons. These students are also eligible for placement on the Mathcounts team and are provided the chance to compete against other top math students in the district. The top priority at Jamesville Middle is the commitment to providing individualized instruction and to ensure that each student is successful in his or her math endeavors.

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

The visual arts program is available to all students not enrolled in band. While most middle schools offer art for one semester, our students take art for an entire year. Students attend class for 45 minutes each day. Because of this extended length of time, students are able to experiment and pursue their creative interests. Each JMS art student is required to keep an art journal and a portfolio of all completed two dimensional class projects. In addition, independent projects, based on student interest, are assigned to every student. Recent visual art projects on which our students have been working are integrated with the English/Language Arts curriculum. These projects include star books, art journals, and identity collages. Additional lessons completed that integrate with the math curriculum are optical illusion drawings, grid method enlargements, geometric string art, and recycled tube sculptures.

Developing 21st century skills is a priority at our school, and our art classes are the ideal atmosphere for students to think creatively, experiment with multifarious solutions, and collaborate. As important as acquiring essential skills are, personal fulfillment cannot be underestimated. At Jamesville Middle School, every student is valued and our art program is one in which students are free to take risks and enjoy the process of creating art, being themselves and not be unduly preoccupied with the final product. In this setting, there really is no right or wrong; all that is required is to provide an honest attempt at the fulfillment of one's personal esthetic expression.

Our mission statement, "Excellence Everyday for Every Student," necessitates a fastidious collaboration between all faculty members on a continual basis. Being that the visual art program is interconnected with every subject, communication and collaboration between the art instructor and core curriculum teachers is essential to providing our students with meaningful learning experiences. This joint effort raises the level of student engagement, addresses a diversity of learning styles, and spurs students toward making personal connections to what they are learning. It is our tenant that the visual arts program should complement and support our core subjects while allowing and promoting students' self-expression, creative exploration and esthetic development.

## **5. Instructional Methods:**

One size does not, and cannot, fit all. This is the key premise on which differentiated instruction is founded and one of the linchpins of instructional delivery at Jamesville Middle School. While small in numbers, Jamesville has a diverse community of learners from varied backgrounds, each having a unique set of needs when they enter our doors each morning. As such, our staff must be prepared on a daily basis to meet these needs. A key to our instructional delivery is having a firm understanding of how each student has performed in the past. There is an extensive use of data at our school that is gathered from sources such as EVAAS, district benchmark testing, EOG testing, online assessment/remedial programs such as ClassScape, Success Maker and USA Test Prep and, most importantly, general observations by the individual teacher. With this data as a basis, our staff can then make informed decisions as to how best present materials to our students.

Within the classrooms at our school, one will find teachers utilizing peer-to-peer tutoring, project based learning, computer-assisted instruction, traditional lecture, student-led instruction, full online delivery of class instruction and, as noted in previous sections of this document, a great deal of cross-curricular integrated lessons. While not a panacea for all instruction, there is a growing use of technological based lessons within our building. This is a priority simply because our students are far more technologically inclined than any previous generation of student. This is a medium in which they are comfortable and, as such, learning is more effective and opportunities for success are enhanced when presented via these 21<sup>st</sup> Century tools.

To meet the needs of our struggling students, Personalized Education Programs (PEP) are implemented early on in the year. The PEP is not to be confused with the traditional IEP or 504 plan that we utilize for our special needs students or students with disabilities in which modifications are provided, although a student with either of these traditional plans may also have a PEP. This plan takes into account a variety of issues that may be affecting the student's learning. All the data sources discussed in the opening of this section are utilized, and additional factors such as previous retention, possible non-traditional home issues, and others are considered in the development of this document. When specific areas are identified, the student is then provided remedial services, tutorial services, modified assignments, targeted instruction within the classroom and other such items to help the student get back to where they need to be within the identified areas of weakness. The PEP can be short-term or last for a full year. Time is not a factor; student growth and success are the only factors determining duration.

## **6. Professional Development:**

Professional development opportunities over the past two years at Jamesville Middle have focused on Professional Learning Communities, Formative Assessment, implementation of the Common Core Curriculum and use of technology in the classroom. The implementation of PLC's at Jamesville has been relatively easy due to the small size of the teaching staff. The focus of the PLC's has been on cross-curricular integration of lessons and the effectiveness of those efforts on student achievement. The students have only one science and social studies teacher throughout their tenure at Jamesville Middle and, dependent upon their math selections, they will have the same math and English teacher for at least two of the three years they spend here. This circumstance allows our staff to monitor student growth and progress not only on a yearly basis, but also in a longitudinal manner. The PLC setting provides a

formalized opportunity to have discourse on what is truly working with both the individual student and the class/grade-level as a whole. Having the PLC training makes these discussions far more productive.

Formative assessment has been a focus not only at Jamesville Middle but also of North Carolina schools in general. NCFALCON is a NC Department of Public Instruction training that addresses the on-going process of assessment. This professional development opportunity provides teachers with a proven model for frequent informal assessment by which they can efficiently examine student understanding. The training in the Common Core has been multifaceted. The staff is examining the differences in our current Standard Course of Study and what changes are to be employed. Teachers are developing core lesson plans, curriculum crosswalks and evaluative instruments aligned with the Common core. The staff is also learning of the new state level assessment formats that will be put into service along with the Common Core Curriculum.

## **7. School Leadership:**

“Provide the teachers with the data needed to make sound decisions, the training and the resources necessary to deliver effective instruction and then get out of the way and let them teach.” This is the overarching philosophy of the principal at Jamesville Middle.

The Bullet School Improvement/Leadership Team consists of the principal, who is the only administrator on campus, and the entire 10 member teaching staff. School decisions influencing student learning are discussed among the staff as a whole, departmentally, or by the individual teacher and the principal prior to implementation. In the vast majority of instances, the principal follows the direction set by the teacher simply because the teacher knows what is best at that moment for their class. This fluidity and independence creates an atmosphere of trust at the school and creates an environment that maximizes student learning and progress. Additionally, the school also has a Parental Advisory Committee whereby the principal can share ideas, plan with parents and get feedback. More importantly, the principal gets parental perspectives of how the school is operating in general and what areas may need his attention. In a town of 450, it is very important that the leadership of the school develop a strong rapport with the community in order for the school to maximize its effectiveness.

The principal is the chief data analyst for the school and provides teachers with statistics on student performance at the class and individual level. The principal also provides historical performance data and predictive performance data in order to give the teaching staff adequate information to make knowledgeable decisions regarding instruction. The principal also will seek out individual staff development opportunities for the teachers to provide them with training in areas that may need some adjustment. The staff is fully aware of the budgetary status of the school and shares in the decisions as to the expenditure of funds for the school. The principal is visible in the school and has a good rapport with the students in the school.

Finally, the principal is frequently known to step back and let teachers lead the school when that is the best thing for the school. He has been known to say, “There is only one classroom in the school in which I know what is exactly right and wrong from bell to bell, and that is the subject I taught before going into administration. Now, I know good teaching when I see it ,but the individual teacher is the expert in their room, and that is what I expect of them everyday.” This philosophy allows the staff to teach without fear, take risks when appropriate and know they are supported in their efforts. Concisely stated, the principal strives to create a safe and sound learning environment and expects nothing less than Excellence Everyday for Every Student by staff and students alike.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 6      Test: N.C. End of Grade Test

Edition/Publication Year: 2011 Publisher: NC Department of Public Instruction

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May				
<b>SCHOOL SCORES</b>					
Level III or IV	94				
Level IV	36				
Number of students tested	50				
Percent of total students tested	100				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III or IV	94				
Level IV	36				
Number of students tested	18				
<b>2. African American Students</b>					
Level III or IV	91				
Level IV	36				
Number of students tested	11				
<b>3. Hispanic or Latino Students</b>					
Level III or IV					
Level IV					
Number of students tested	2				
<b>4. Special Education Students</b>					
Level III or IV					
Level IV					
Number of students tested	6				
<b>5. English Language Learner Students</b>					
Level III or IV					
Level IV					
Number of students tested					
<b>6.</b>					
Level III or IV					
Level IV					
Number of students tested					
<b>NOTES:</b>					
6th grade became a part of JMS in SY 2010-2011. Prior to this year, the 6th grade had been a part of Jamesville Elementary School. As such, there is no data for years 06-07 through 09-10.					

12NC8

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: N.C. End of Grade Test

Edition/Publication Year: 2011 Publisher: NC Department of Public Instruction

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May				
<b>SCHOOL SCORES</b>					
Level III or IV	98				
Level IV	24				
Number of students tested	50				
Percent of total students tested	100				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III or IV	94				
Level IV	17				
Number of students tested	18				
<b>2. African American Students</b>					
Level III or IV	91				
Level IV	20				
Number of students tested	11				
<b>3. Hispanic or Latino Students</b>					
Level III or IV					
Level IV					
Number of students tested	2				
<b>4. Special Education Students</b>					
Level III or IV					
Level IV					
Number of students tested	6				
<b>5. English Language Learner Students</b>					
Level III or IV					
Level IV					
Number of students tested					
<b>6.</b>					
Level III or IV					
Level IV					
Number of students tested					
<b>NOTES:</b>					
6th Grade classes were moved to JMS in School Year 2010-2011. Prior to that time, the 6th grade was a part of Jamesville Elementary School. As such, there is no data reflected in this table for years 06-07 through 09-10.					

12NC8

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: N.C. End of Grade Test

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: NC Department of Public Instruction

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Level III or IV	100	86	97	79	80
Level IV	48	30	41	17	17
Number of students tested	33	40	37	42	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III or IV	100	77	100	77	74
Level IV	48	18	41	12	20
Number of students tested	14	17	12	17	19
<b>2. African American Students</b>					
Level III or IV				64	
Level IV				9	
Number of students tested	7	7	3	14	8
<b>3. Hispanic or Latino Students</b>					
Level III or IV					
Level IV					
Number of students tested	3	1	1	3	4
<b>4. Special Education Students</b>					
Level III or IV					
Level IV					
Number of students tested		5	1	7	2
<b>5. English Language Learner Students</b>					
Level III or IV					
Level IV					
Number of students tested					
<b>6.</b>					
Level III or IV					
Level IV					
Number of students tested					
<b>NOTES:</b>					

12NC8

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: N.C. End of Grade Test

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: NC Department of Public Instruction

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Level III or IV	85	75	87	59	95
Level IV	36	38	24	21	53
Number of students tested	33	40	37	42	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	3	
Percent of students alternatively assessed	0	0	0	7	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III or IV	71	65	75	72	84
Level IV	29	18	16	6	40
Number of students tested	14	17	12	17	19
<b>2. African American Students</b>					
Level III or IV				43	
Level IV				7	
Number of students tested	7	7	3	14	8
<b>3. Hispanic or Latino Students</b>					
Level III or IV					
Level IV					
Number of students tested	3	1	1	3	4
<b>4. Special Education Students</b>					
Level III or IV					
Level IV					
Number of students tested		5	1	7	2
<b>5. English Language Learner Students</b>					
Level III or IV					
Level IV					
Number of students tested					
<b>6.</b>					
Level III or IV					
Level IV					
Number of students tested					
<b>NOTES:</b>					

12NC8

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: N.C. End of Grade Test

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: NC Department of Public Instruction

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Level III or IV	100	77	84	77	74
Level IV	50	10	18	18	23
Number of students tested	36	39	45	44	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III or IV	100	55	77	71	77
Level IV	47	27	15	7	13
Number of students tested	15	11	17	14	23
<b>2. African American Students</b>					
Level III or IV			86		64
Level IV			12		9
Number of students tested	7	4	14	5	14
<b>3. Hispanic or Latino Students</b>					
Level III or IV					
Level IV					
Number of students tested		1	1		1
<b>4. Special Education Students</b>					
Level III or IV					
Level IV					
Number of students tested	2	5	7		
<b>5. English Language Learner Students</b>					
Level III or IV					
Level IV					
Number of students tested					
<b>6.</b>					
Level III or IV					
Level IV					
Number of students tested					
<b>NOTES:</b>					

12NC8

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: N.C. End of Grade Test

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: NC Department of Public Instruction

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Level III or IV	83	74	67	48	98
Level IV	22	10	2	11	51
Number of students tested	36	39	45	44	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III or IV	100	55	53	27	100
Level IV	42	27	11		40
Number of students tested	15	11	17	14	19
<b>2. African American Students</b>					
Level III or IV			57		100
Level IV					45
Number of students tested	7	4	14		14
<b>3. Hispanic or Latino Students</b>					
Level III or IV					
Level IV					
Number of students tested		1	1		1
<b>4. Special Education Students</b>					
Level III or IV					
Level IV					
Number of students tested	2	5	7		
<b>5. English Language Learner Students</b>					
Level III or IV					
Level IV					
Number of students tested					
<b>6.</b>					
Level III or IV					
Level IV					
Number of students tested					
<b>NOTES:</b>					

12NC8

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Level III or IV	97	81	89	77	77
Level IV	43	20	28	17	19
Number of students tested	119	79	82	86	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III or IV	97	68	86	74	75
Level IV	43	21	25	9	16
Number of students tested	47	28	29	31	42
<b>2. African American Students</b>					
Level III or IV	96	63	76	62	63
Level IV	51	17	9	6	14
Number of students tested	25	11	17	19	22
<b>3. Hispanic or Latino Students</b>					
Level III or IV					
Level IV					
Number of students tested	5	2	2	3	5
<b>4. Special Education Students</b>					
Level III or IV		30			
Level IV		0			
Number of students tested	8	10	8	7	2
<b>5. English Language Learner Students</b>					
Level III or IV	0	0	0	0	0
Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Level III or IV	0	0	0	0	0
Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12NC8

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Level III or IV	89	74	76	53	96
Level IV	26	24	11	15	52
Number of students tested	119	79	82	86	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	3	0
Percent of students alternatively assessed	1	0	0	7	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III or IV	89	61	62	51	92
Level IV	28	21	13	3	40
Number of students tested	47	28	29	31	38
<b>2. African American Students</b>					
Level III or IV	71	54	52	42	100
Level IV	28	8	0	5	42
Number of students tested	25	11	17	19	22
<b>3. Hispanic or Latino Students</b>					
Level III or IV					
Level IV					
Number of students tested	5	2	2	3	5
<b>4. Special Education Students</b>					
Level III or IV		10			
Level IV		0			
Number of students tested	8	10	8	7	2
<b>5. English Language Learner Students</b>					
Level III or IV	0	0	0	0	0
Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Level III or IV	0	0	0	0	0
Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12NC8