U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13NC3

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	☐	☐	☐	☑

Name of Principal: Mr. Charlie Langley

Official School Name: Greene Early College High School

School Mailing Address: 818 Highway 91
Snow Hill, NC 28580-7286

County: Greene State School Code Number*: 400315

Telephone: (252) 747-9044 E-mail: charlielangley@greene.k12.nc.us

Fax: (252) 747-9046 Web site/URL: http://gec.gcsedu.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Patrick Miller Superintendent e-mail: patrickmiller@greene.k12.nc.us

District Name: Greene County Schools District Phone: (252) 747-5942

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Patricia Adams

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The 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.

10. 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.

11. 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
   - 3 Elementary schools (includes K-8)
   - 1 Middle/Junior high schools
   - 2 High schools
   - 0 K-12 schools
   - 6 Total schools in district

2. District per-pupil expenditure: 9710

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural

4. Number of years the principal has been in her/his position at this school: 1

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	16	20	36
10	9	24	33
11	8	16	24
12	13	28	41
Total in Applying School:			134

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian
19 %	Black or African American
52 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
29 %	White
0 %	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 2011-2012 school year: 0%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred ***to*** the school after October 1, 2011 until the end of the school year.	0
(2)	Number of students who transferred ***from*** the school after October 1, 2011 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	0
(4)	Total number of students in the school as of October 1, 2011	125
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent of English Language Learners in the school: 3%

Total number of ELL students in the school: 4

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 70%

Total number of students who qualify: 94

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: 0%

Total number of students served: 0

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

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

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

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	7	1
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	1	0
Paraprofessionals	0	1
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	1	0
Total number	10	2

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: 18:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	100%	98%	99%	95%	96%
High school graduation rate	96%	96%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	27
Enrolled in a 4-year college or university	48%
Enrolled in a community college	33%
Enrolled in vocational training	4%
Found employment	11%
Military service	4%
Other	0%
Total	**100**%

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?

PART III - SUMMARY

The 2012-2013 school year was the eighth year of Greene Early College High School; one of the first Early College High Schools in North Carolina. In those eight years, the school has quickly built a reputation for student success and achievement for some of the district's hardest working students and teachers. What started with only 50 students has grown to five grade levels (9-13) with 134 students, each having the unique opportunity to earn an Associate's Degree to start the path toward a four-year college degree and better career opportunities for the students of Greene County. These students agree to extend high school to five years to meet the credit requirements of high school and college. Like all early college high schools within the state, Greene Early College is required to meet certain requirements for student enrollment. 80% of all enrolled students must belong to one of three categories: first generation college-bound, at risk for dropout, or belonging to a group that is historically underrepresented by colleges and universities. Our school has always taken pride in selecting students so that we exceed this requirement. Our commitment to helping students emerge from a rural, often impoverished area with skills and credentials ready for colleges and universities has driven us to adopt the following mission statement, "We will help all students maximize their potential while preparing them for college and the world of work."

While our teaching staff may be small, we work together as a highly dedicated group to improve upon our instruction as a whole school. All eight teachers are highly qualified and several hold advanced degrees or National Board Certifications. These teachers work in small classrooms with a lower teacher to student ratio than most schools in the state. We choose to keep high school classes on a year-long schedule rather than a semester or block schedule to maximize the personalized nature of their teaching. We feel that this hallmark of early college teaching offers stability for students and a much higher level of support.

Greene Early College has always been committed to meeting the needs of students as our primary function. Students are selected for school enrollment through an application process through which our staff assembles an incoming class that they feel will benefit from the "Rigor, Relevance and Relationships" our school has to offer. The application process includes interviews with students and their families as a means of communicating our mission even before the student is enrolled in our school. While GEC originally accepted almost all applicants, it currently can only support about one third of student applicants. The explosion in demand has been due to the great academic success that the school has seen in such a short amount of time. This success begins with our teaching staff and extends via our relationship with Lenoir Community College as a partner for higher learning. By working in college classes as freshmen, students become highly familiar with high academic standards and learn to make use of supports that are in place for them in the school. Under this model students have earned various high school and college accolades including membership in college honor societies at the age of sixteen. They have won national writing competitions and have been awarded scholarships to complete their college goals. As a goal, our greatest accomplishment was recently achieved when all of our students scored proficient or above proficient on all state mandated End-of-Course assessments. This occurred due to the teamwork of all teachers as well as the student body. We take great pride in this achievement and will accept no less from this point forward.

Aside from the academic success our school has enjoyed, we have remained committed to the concept of community service. At the school's inception, students and staff worked with the community to construct a community recreational center. This initial project has spawned a school that is dedicated to giving back to the community that supports them. Today, all students are expected to be engaged in community service activities, representing themselves as young citizens as well as the school at large. This expectation is non-negotiable for students and staff and holds us true to our initial commitment.

Our commitment to students and their future is why we feel that we are ready to be acknowledged as a Blue Ribbon School. We realize that it takes hard work, constant change, personalization, and dedication to develop young people into productive citizens ready for college and ready to change the world around them. While we are proud of the work that we do as educators to prepare our students academically, our real pride comes from what they do as people.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. North Carolina currently tests high school students in three courses: English II, Biology and Algebra I. Before the 2012-2013 school year English I was tested along with other math, science and social studies courses in previous years. The Department of Public Instruction grades student performance on these tests using four performance levels:

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

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

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

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

Students performing at Level III are considered proficient and students at Level IV are considered above proficient. Since its inception, Greene Early College has been dedicated to a goal of having all students performing at or above proficiency on all state mandated tests. We strongly believe that with our instructional focus and highly personalized student learning environment, we should be able to achieve this goal.

B. Our data tables show evidence of Greene Early College's achievement of our long-held goal of achieving 100% proficiency on all state tests. In the 2007-2008 school year our student data did not deviate from that of the district's comprehensive high school. Our teachers were learning about the Common Instructional Framework and shifting their thinking to how teaching and learning occur in an early college classroom. As our teachers continued to refine their teaching strategies, there continued to be large jumps in student achievement in math and English.

English has been a strong backbone for student achievement since the school began. During the 2007-2008 school year our students had an 83% proficiency rate on the English I End of Course assessment. While this did not meet our goal of 100%, our instructional focus shifted toward getting more students into a Level IV. That year only 19% of students were performed at the above proficient level. In the next year proficient scores grew to 87%, and above proficient scores grew as well. The numbers of students scoring proficient continued to grow each of the next three years as our English I teacher found ways to increase literacy skills and expand student motivation with engaging lessons and an ever-increasing personalized approach to student writing. This work paid off as students in the 2011-2012 school year achieved our goal of 100% proficient. While this was cause for great celebration, another real achievement occurred as students in the Level IV group increased to 32%.

Mathematics instruction has been an instructional focus for several years and has made huge gains in all tested areas. The data tables show student performance in three mathematics subjects: Geometry, Algebra I and Algebra II. North Carolina stopped testing students in Geometry in the 2009-2010 school year; however, between 2007-2008 and 2009-2010, student proficiency jumped from 44% to 83% numbers of students performing above proficiency jumped from 11% to 29%. This growth is attributed to teachers focusing heavily on application as a means of teaching. Geometry lends itself to real-world problem-

solving and students were able to apply concepts in class that matched the state curriculum. Following this model, students continued to apply mathematics concepts the next year in Algebra II, which was tested from 2008-2009 until 2010-2011. During that time, the growth seen in Geometry was continued as students moved from 83% proficient to 100% proficient on the state assessment. The growth in these two classes shows how important student engagement and applied learning is in math and science. Algebra I continues to be tested in North Carolina and this has been a true success story for our school. In the 2007-2008 school year our students were only performing at 56% proficient with only 17% above proficient. Our school instructional coach and Algebra I teacher teamed together to find ways to match the similar success students were seeing with Geometry and Algebra II. The team put together several strategies built around collaborative learning and utilization of Carnegie software. These math classes have grown to look much more like science labs where students work out situational problems together, playing roles to play within their group. Often this exercise is done before the new concept is even introduced. This shift in instructional practice led to a large jump in the first and second years, moving the school to 95% proficient in 2009-2010. The team continued to build upon this strategy and successfully reached the goal of 100% proficiency the following year.

2. Using Assessment Results:

Understanding assessment data is a big part of our school's success. Due to our small size, every student can have a big impact in overall school performance. Therefore, multiple data sources from different assessments are used to determine student needs for academic achievement and growth. Our school uses formative assessment data, summative test data, growth predictors, and high stakes test data to gain a comprehensive understanding of student needs so that we can meet each one individually.

Teachers use formative assessments as a daily part of instruction to determine student readiness for a task or concept. Teachers keep and analyze these data to determine class readiness before moving on to the next concept. All of our school's teachers have embraced technology as a means of formative assessment, using Carnegie, Odyssey, Edmodo, and Google Docs to quickly assess student readiness with lesson objectives in creative and practical ways. Formative assessment has also become a district-wide expectation as district schools have used the Research for Better Teaching model for data-driven instruction.
Likewise, summative data are also kept and analyzed to determine where individual students may have trouble or where a class may have had trouble or success with a particular teaching method. This information is collectively kept in a teacher's "Data Notebook," is reviewed periodically throughout the school year, and is used at teacher conferences with administrators and parents to create a holistic impression of student understanding and teacher effectiveness.

In regard to End-of-Course tests and college readiness tests like the SAT or ACT, the school uses a prediction model from EVAAS to understand school needs. Determining specific student needs and collectively supporting instruction to prepare students for these tests is a part of our school improvement plan. Once targeted areas are determined, our teachers and instructional coach work together to plan whole-school professional development activities to meet these targeted goals. This year's focus has been on improving English conventions. Our ACT predictions showed a slump in this area for 11th graders and the 10th grade class will take a new state assessment in English as well. This was a particular concern for our Hispanic students, who averaged 50% lower predictions than white or black students in this area. Understanding this data and using it to drive our professional development has allowed our school to develop a unified focus where the student need was at its greatest.

As important as preparing for student assessment can be, we understand that we must also acknowledge and reward hard work. Each year our school finds ways to acknowledge student achievement as individuals and collectively. Each month, our faculty chooses a student of the month based on hard work and increased achievement in multiple classes. The teachers document and submit to local media why

they chose the student and present a small award. Our school counselor and college liaison also play important roles in rewarding student achievement: Our counselor promotes college readiness and acknowledges school-wide a student's acceptance into college or university or winning a scholarship. Similarly, our college liaison promotes our student achievement in college courses and advocates their acceptance into college honor societies. At the end of each marking period, the school provides breakfast for the grade level with the overall highest average grades in all classes. This has become a competitive event with just fractions of a point separating average scores. Students help one another succeed and push one another to do better, creating a school culture that focuses on student achievement for individuals and for the school as a whole. As a school, we also celebrate student achievement with a field trip for each year that the school makes high growth status. Last year's achievement of 100% proficiency on the state End-of-Course tests led to a school wide celebration and quite a bit of notoriety within the community.

3. Sharing Lessons Learned:

Greene Early College High School, along with all other North Carolina Early Colleges, participates in site visits among partnering schools. In this model, teachers from other schools observe our teachers' modeling specific strategies from the Common Instructional Framework in a real classroom setting. This provides a chance for our teachers to receive feedback on their instruction in a non-evaluative manner while also sharing an instructional strategy with others. On multiple occasions our school has hosted these site visits to model effective instruction for the network. Additionally, our school has presented our data notebook concept to all other Early Colleges at the Summer Institute Conference, where our teachers explained their use of formative and summative data to other teachers and administrators. Locally, our school hosts a math drive-in workshop, where mathematics teachers share effective lesson strategies for all high school math subjects. This workshop was designed and implemented by our staff and has spread to several other schools within the network due to overwhelming success reported by participating teachers. Our school believes in sharing our successes with other schools within the Early College network so that the program will continue to grow and be as successful as we envision it to be.

Within our district, our teachers helped develop the curriculum maps that transitioned our instruction to the Common Core State Standards. Our teachers worked with district leaders and teachers from the traditional high school to develop instructional strategies, assessments, and best practices for Common Core instruction in math and English. Additionally, our science and social studies teachers worked with teachers, district leaders, and local university professors to develop similar instructional strategies. Our teachers were able to offer instructional practices that have been effective within the Early College Common Instructional Framework that could easily be implemented within a traditional classroom.

4. Engaging Families and Communities:

Keeping students focused on school and motivated at home is key to the success of any school. Schools also greatly benefit from community support, and ours is no exception. Starting with our 8th grade recruitment, we hold parent information nights to explain what early college high schools are all about. We ask that a parent attend student interviews so that we can start building lines of communication. Once students are selected, their parents, along with community members, receive regular information from the school via phone calls from teachers and administrators, newsletters, and open house nights. Each of these forms of communication also seeks to be as inclusive as possible for our Spanish-speaking parents. We have translators on hand or have our information translated to be sure that these parents are equally involved.

To foster community support and awareness, our school has a founding belief in community service. Since the school's inception, community service has been an annual expectation for all students. Throughout the year, our students serve in many ways as representatives of our school, performing a variety of services over the years, ranging from building a community walking trail to translating for parents at open house nights for elementary schools. Students pick several goals for fundraising each year and donate the proceeds to charities or local people in need. These efforts are supervised and guided by

our teachers who work with the community service club; however almost all of the planning, organization and commitment comes from the students. Our school feels that the community needs to see the positive ways in which our students give back so that they can understand the level of commitment that our school places on education and the improvement of our county.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Students who attend Greene Early College have a unique curriculum opportunity, attending high school for five years, from grades 9 to 13. During this extended high school stay, student can earn both a high school diploma and an Associate's degree from our partnering community college. Students begin taking community college courses in the 9th grade along with their core high school courses. Our school offers high school courses in mathematics, English, social studies, and science. All other courses are college courses and are taught by college professors on the college curriculum. Students earn dual credits for high school and college in most of the courses. To support students in their college courses, our high school teachers also teach seminar classes that focus on organization, vocabulary, standardized testing, citizenship, and college and career planning. This concept is made possible by the College and Career Promise and the unique partnership between our district and the community college.

Using this instructional design and the fact that the school is based on a community college campus, there is a great deal of flexibility in curriculum design. Students have several options in courses for arts and electives. Our counselor and college liaison work to ensure that student course selections meet high school graduation requirements, college degree requirements, and student goals and interests. This also means that the curriculum is rigorous enough that all students are working at a college level from day one. While all students have an opportunity to successfully complete a two-year Associate's Degree, teachers, administrators and counselors seek to promote instruction and course selection that will motivate students to progress toward a four-year degree. Because our school's teachers are not directly involved in arts and elective instruction, they have sought ways to offer enrichment and support for these areas through student organizations. Students attend clubs and school groups related to their interests that offer unique experiences and opportunities for them to excel. These opportunities allow students to be a part of a more wholesome high school experience while developing relationships with teachers and peers. These groups often expose students to places and opportunities that they may never see. This year, one student organization took a trip to Washington D.C. to tour the city, another used technology to build or repair computers or gaming systems, a third built leadership skills by going through a challenge course. Hands-on learning and learning-by-doing is highly valued at our school and a driving force behind all that we do.

Along with all other North Carolina public schools, our school implemented the Common Core curriculum during the 2012-2013 school year. This shift meant developing curriculum guides and instructional practices that met the new standards and expectations while also holding true to the innovative design and Common Instructional Framework expectations of all Early Colleges. We strongly feel that by holding our instruction accountable to both sets of standards, we can offer a top-notch educational opportunity to our students.

2. Reading/English:

All classes are informed by an instructional belief that begins with the work of our English teachers: All students should read and write in every class, every day. This expectation is carried out as English classes prepare students for reading comprehension and writing skills that will be used in all high school and college classes. Starting during their 9th grade year and ongoing throughout their high school classes, our English teachers begin structuring the rigor and expectations of their classes to equip students with the skills necessary to prepare them for the Accuplacer college placement test, the ACT college readiness test and success in upper level college classes. This is done through unique selections of course materials and lessons that are highly personalized to the student population. The English teachers at Greene Early College strongly believe in knowing each student as an individual so that lesson selections and readings can be tailored to student backgrounds and interests. Our English curriculum also focuses heavily on character education and citizenship. Lesson themes and student assignments require students to research,

write, and present thoughts and ideas related to being productive members of our society. Students are encouraged to consider themselves in the position of characters that they read about, both fictitious and real, and explain how they would react and why. We believe that these skills allow students to work within a Common Core framework for school assignments while also challenging them as young adults to make decisions about what kind of people they want to be. Another way English teachers design instruction is through collaboration with non-English teachers to build thematic units where students see similar course material and similar expectations across multiple classes. Our teachers believe that this integration reinforces the idea that skills learned in their classes apply across all other disciplines in their lives and their future careers. Finally, we also recognize that students come to our school with different abilities in English and language arts. Many of our students recently exited services for students who speak English as a second language, and we offer them individualized tutoring to improve their skills so that they can be successful in high school classes and college classes. We feel that if we do the hard work early in their high school years, they can avoid remedial college courses and will have better access to the courses that will lead to a career.

3. Mathematics:

All students school follow the North Carolina's University prep pathway. For high school mathematics, this includes Algebra I/MATH I, Geometry/MATH II, Algebra II/Math III and one higher level math. For high school we use Advanced Functions and Modeling as our fourth math course. From there, students must also take at least one college algebra course to fulfill their degree requirements with the community college. This year we have worked to restructure this course path to provide more pathways to high level math courses at the community college such as pre-calculus, calculus and statistics. These courses can substitute for the advanced functions and modeling course for our more advanced students. This also allows our math teachers to focus on more one-on-one instruction with the students who need it most. These students also receive special tutoring to ensure that when they take the college placement test for math, that they will be successful. Once they are in the college algebra course, students may receive small group tutoring throughout the semester from our high school teachers.

Several years ago the mathematics teachers at Greene Early College adopted a method of teaching high school mathematics that relied heavily on building a collaborative learning environment. Our students are highly accustomed to working in teams to challenge each other's methods in a teacher-guided environment. In almost all cases, classroom problems are presented in an application scenario to team of students that must solve the problem using the skills that they believe will work best. The teacher guides them through the process, but allows them to develop an answer and justify why they believe it is correct as a team. Having students justify their answer to their group peers and then to the class requires them to articulate the steps in math and reinforces the sequential foundations of math problems. In addition, our teachers also use the Carnegie math program, which is backed by national data and requires students also to justify their answers. These methods combined have produced tremendous mathematics growth by all students.

4. Additional Curriculum Area:

Our school's social studies curriculum seeks to maximize local resources and our small size to promote citizenship skills that are necessary for all students to be productive members of society during and after high school and college. In these classes, students receive very little direct instruction, relying much more on student research and presentation skills. Students are accustomed to being given a task and required to research, collaborate on, and present information either formally or through a simulation event. These research and presentation events hold students to college standards for writing and speech and the teachers seek to refine these skills for students throughout the school year. Students commonly are confronted with social issues that affect them locally or as global citizens. They have the opportunity to meet local government officials and visit them at their jobs to fully understand the processes of government. Students are required to take world history, civics, American history and a fourth social studies class within the high school. In addition, students also take a minimum of twelve semester hours

of social sciences courses as a requirement for both high school and college credits. These courses include religion, political sciences, sociology, psychology, and many others.

We are proud of how these courses prepare students not only for college and careers, but for life. Our students leave high school with not only the foundational knowledge of government and societies, but with skills needed to make informed decisions about many of the choices they will face in life. They also work on school goals related to improved reading and writing skills that prepare them for college-ready tests such as the SAT and the ACT. Our social studies teachers often collaborate with our English teachers to find ways to meet targeted goals for each student. Our staff and students can easily provide a wealth of examples of how social studies can be found in most or all of their classes regularly.

5. Instructional Methods:

As a part of North Carolina New Schools, Greene Early College plans instruction around the Common Instructional Framework. This framework guides teachers in building instruction using collaborative group work, questioning, literature circles, writing to learn, classroom talk, and scaffolding. Teachers incorporate as many of these strategies as possible into every lesson as a means of differentiation with an overall that every student reads, writes, speaks, and think in every class, every day. Aside from this framework, our teachers also make use of our district 1:1 laptop initiative and decade-long partnership with Apple Computers. Teachers and students use their laptops regularly for instruction, research, and presentation. Teachers are comfortable using technology to change how and what students learn and are able to personalize student learning to maximize the impact of standards-based teaching. Students are also comfortable researching and presenting using technology. At some point during their time at Greene Early College, all students engage in some type of online college course as well. Online courses and courses taught via a two-way streaming video allow the students to access a much wider variety of courses to tailor their learning to their career goals and interests.

In addition to the Common Instructional Framework, our teachers must also be cognizant of our student population and their needs. Greene Early College comprises over 50% Hispanic students. While most of these students have successfully exited language support services before reaching the 9th grade, their reading comprehension and writing skills are often not on par with those of their classmates. Our staff has developed strategies for differentiated assessment while continuing to build their language skills in all courses. We also continue to assist and track the progress of these students through the district ESL Coordinator to be sure they are receiving any supports they may need despite having officially exited from services.

6. Professional Development:

Greene Early College incorporates a wealth of professional development for teachers by valuing district professional development goals along with goals of the New Schools organization. Within the district, the school has successfully implemented professional development courses in the Research for Better Teaching model and using The Skillful Teacher and Observing and Analyzing Teaching courses for teachers and administrators. These courses have taught us how to value and promote clarity along with personal and relevant teaching and coaching.

The New Schools organization organizes and outlines professional developments for our staff as well, beginning with the use of our New Schools instructional coach, who spends a great deal of time defining personal goals for teachers aligned with school goals. The coach then collects data, co-teaches ,and conferences with individual teachers to improve instruction at any level. The Instructional Coach also provides school-wide professional development seminars aligned with goals set by the principal and the school improvement plan. Teachers play an important part in professional development by conducting instructional rounds and peer school reviews which allow teacher to observe other teachers in the building or as a part of a school-wide review of another early college. They collect data relative to a specific instructional goal and provide feedback to the teacher based on what they see and hear during the

observation. At the end of each school year, the culmination of all the professional development is examined as the entire staff participates in completing a School Analysis related to New Schools Design Principles. The staff uses a rubric to determine where they are on each principle along a continuum and uses this information to define goals for the next year. These goals, along with school data, are assembled into a School Action Plan or School Improvement Plan and will be the guiding document for the next year's professional development. Teachers, counselors, college liaisons and principals also attend state conferences and special instructional workshops as a part of the New Schools program.

7. School Leadership:

Due to our small size, the principal is the only administrative leader. That said, the principal must develop and guide a culture that uses teacher leadership and cooperation between the school and the leadership of the community college partner. Our school views leadership as a team approach with everyone invested to maximize resources and student success. The foundation of this concept begins with the principal and teaching staff developing and fostering the concept of the New Schools Design Principles. These Principles challenge schools to innovate in their organization by considering the following in all that we do: Ready for College, Require Powerful Teaching and Learning, Personalization, Redefine Professionalism, Leadership, and Purposeful Design. To ensure that leadership goals meet the New Schools model, each principal is provided a leadership coach who mentors and guides him or her. The principal must be highly visible and accessible to students, teachers, and parents. The principal works with the counselor and college liaison to advocate for student needs, both academic and personal. Our school also highly values the idea of instructional coaching and mentoring. Half of our school's teachers have fewer than four years of teaching experience. These teachers partner with our experienced staff for mentoring and sharing of ideas. This exchange has proven mutually beneficial.

The district leadership also plays an important role in facilitating the school's success. District leaders are highly accessible to all school staff to guide decisions and include the school in district goals and professional development; it also provides many resources. The district understands the impact of smaller classes and provides teachers and financial resources above the district's per-pupil allotment. This dedication to the goals and purpose of an early college allows school personnel to make a more dramatic impact on a daily basis.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: Geometry End of Course Exam

Edition/Publication Year: 2006-2007 Publisher: NC Department of Public Instruction

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month			May	May	May
SCHOOL SCORES					
Proficient			83	60	44
Above Proficient			29	7	11
Number of students tested			35	42	27
Percent of total students tested			100	100	100
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient			82	53	33
Above Proficient			32	5	5
Number of students tested			28	34	18
2. African American Students					
Proficient			Masked	Masked	23
Above Proficient			Masked	Masked	0
Number of students tested			6	9	13
3. Hispanic or Latino Students					
Proficient			91	53	Masked
Above Proficient			32	12	Masked
Number of students tested			22	17	4
4. Special Education Students					
Proficient				Masked	
Above Proficient				Masked	
Number of students tested				2	
5. English Language Learner Students					
Proficient			Masked	50	
Above Proficient			Masked	0	
Number of students tested			4	10	
6.					
Proficient					
Above Proficient					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
No other groups of students qualify as a federal sub-group. Geometry was not tested after the 2009-2010 school year.

13NC3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: Algebra II End of Course Exam

Edition/Publication Year: 2006-2007 Publisher: NC Department of Public Instruction

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month		May	May	May	
SCHOOL SCORES					
Proficient		100	94	83	
Above Proficient		13	19	13	
Number of students tested		32	32	23	
Percent of total students tested		100	100	100	
Number of students alternatively assessed		0	0	0	
Percent of students alternatively assessed		0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient		100	96	85	
Above Proficient		12	17	15	
Number of students tested		25	23	13	
2. African American Students					
Proficient		Masked	Masked	100	
Above Proficient		Masked	Masked	10	
Number of students tested		5	5	10	
3. Hispanic or Latino Students					
Proficient		100	100	Masked	
Above Proficient		5	7	Masked	
Number of students tested		19	13	4	
4. Special Education Students					
Proficient			Masked	Masked	
Above Proficient			Masked	Masked	
Number of students tested			2	2	
5. English Language Learner Students					
Proficient		Masked	Masked		
Above Proficient		Masked	Masked		
Number of students tested		1	2		
6.					
Proficient					
Above Proficient					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
No students were eligible to take Algebra II before 2008-2009. Algebra II was not tested after 2010-2011. No other student groups qualify as a federal sub-group.

13NC3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 9 Test: Algebra I End of Course Exam

Edition/Publication Year: 2006-2007 Publisher: NC Department of Public Instruction

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	100	100	95	78	56
Above Proficient	48	56	25	20	17
Number of students tested	27	27	21	40	52
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					
Proficient	100	100	90	83	58
Above Proficient	42	65	47	24	18
Number of students tested	19	17	19	29	33
2. African American Students					
Proficient	Masked	Masked	Masked	Masked	45
Above Proficient	Masked	Masked	Masked	Masked	1
Number of students tested	6	5	3	6	11
3. Hispanic or Latino Students					
Proficient	100	100	100	88	53
Above Proficient	46	75	23	25	16
Number of students tested	13	12	13	24	19
4. Special Education Students					
Proficient		Masked	Masked	Masked	Masked
Above Proficient		Masked	Masked	Masked	Masked
Number of students tested		1	1	1	1
5. English Language Learner Students					
Proficient	Masked	Masked	Masked	Masked	55
Above Proficient	Masked	Masked	Masked	Masked	9
Number of students tested	5	5	6	8	11
6.					
Proficient					
Above Proficient					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
No other student groups qualify as a federal sub-group.

13NC3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 9 Test: English I End of Course Exam

Edition/Publication Year: 2006-2007 Publisher: NC Department of Public Instruction

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	100	93	95	87	83
Above Proficient	32	19	14	24	19
Number of students tested	34	27	21	37	48
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					
Proficient	100	94	95	89	82
Above Proficient	29	24	5	21	18
Number of students tested	24	17	19	28	34
2. African American Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Above Proficient	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	5	3	6	9
3. Hispanic or Latino Students					
Proficient	100	92	92	91	83
Above Proficient	13	8	7	17	5
Number of students tested	15	12	13	23	18
4. Special Education Students					
Proficient		Masked	Masked	Masked	Masked
Above Proficient		Masked	Masked	Masked	Masked
Number of students tested		1	1	1	1
5. English Language Learner Students					
Proficient	Masked	Masked	Masked	Masked	80
Above Proficient	Masked	Masked	Masked	Masked	0
Number of students tested	5	5	6	8	10
6.					
Proficient					
Above Proficient					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
No other student groups qualify as a federal sub-group.