

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13NC1

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Name of Principal: Mr. Eric Hines

Official School Name: Middle College of NC A & T

School Mailing Address: 1601 East Market Street
Greensboro, NC 27411-0002

County: Guilford State School Code Number*: 410483

Telephone: (336) 691-0941 E-mail: hinese@gcsnc.com

Fax: (336) 691-0952 Web site/URL: www.gcsnc.com

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*: Mr. Maurice Green Superintendent e-mail: greenmo@gcsnc.com

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

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

_____ Date _____
(Superintendent's Signature)

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

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

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

**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 70 Elementary schools (includes K-8)
23 Middle/Junior high schools
28 High schools
3 K-12 schools
124 Total schools in district
2. District per-pupil expenditure: 8095

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 5
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	31	0	31
10	35	0	35
11	29	0	29
12	29	0	29
Total in Applying School:			124

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
97 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
1 % White
1 % 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: 6%

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 <i>to</i> the school after October 1, 2011 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2011	105
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 61%
 Total number of students who qualify: 76

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: 8

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</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>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>0</u>
Total number	<u>20</u>	<u>1</u>

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

10:1

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	98%	97%	97%	96%	94%
High school graduation rate	100%	95%	96%	96%	77%

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:	<u>20</u>
Enrolled in a 4-year college or university	<u>100%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>100%</u>

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

The Middle College at N.C. A&T's identity in part is derived from the mission, vision, and values of the school. Our mission is to provide a single-gender education that will establish a school culture raising educational achievement in an innovative, nurturing environment where young men are offered exceptional challenging education opportunities that support academic development at the highest standard.

In a collaborative arrangement with North Carolina Agricultural and Technical State University (A&T), Guilford County Schools (GCS) was the first to provide an all-male public school in North Carolina and one of a few in the nation. This unique, publicly funded school offers smaller class size and the opportunity for students to build supportive relationships with teachers and administrators. The classroom environment allows students the chance to receive the individual attention and support necessary for academic success. Students have access to all courses required for graduation. It is the school's goal for every student to graduate with a high school diploma and two years of transferable college credit with tuition paid by GCS.

The Middle College at N.C. A&T has an application and interview process. The selection process is open to all males in Guilford County Schools. Once applications are submitted, our staff contacts each student and parent to set up interviews with every student who applies. Once the interviews are complete, the staff meets to select incoming students based on a scoring rubric. When selecting students, we use a set of criteria implemented by the district. These criteria look at factors such as whether a student is a first-generation high school student, a first-generation college student, qualifies for free or reduced-price lunch, a victim of bullying, socially disengaged in middle school, living in a single-parent household, at risk of dropping out, behind in credits, has minor challenges with behavior/discipline, and/or shows declining performance academically.

Upon the arrival of current principal Eric Hines in 2008, the district's 2012-13 Principal of the Year, the school was struggling academically and many students' needs were not being met. Principal Hines knew a change to the school culture was necessary. To facilitate this cultural change, he put things in place that would educate the whole child. The school, and the district, believe and embrace the idea from Dr. Martin Luther King, Jr.: "Intelligence plus character – that is the true goal of education."

One notable implementation was the Essential 10 character traits or manners that are taught and reinforced daily. While these traits are not strictly academic, we can see the impact it has on our students' education and success, both in our school and the university as well. We have seen this effort transform our school into a safe place where everyone is respected and valued. Not only does this change affect our school, it permeates the university campus and community. We have gone from being viewed as an alternative setting for "those kinds of kids" to one deserving of admiration and respect.

Academic improvement was seen almost immediately. In 2008-09, the school made high growth, and in the following two years, continued to make high growth while meeting the state's Adequate Yearly Progress. In 2010-11, the school was recognized by the state as a School of Distinction and earned the state's Turnaround Performance Award. In 2011-12, the middle college was recognized as an Honor School of Excellence, the state's highest recognition. That same year, the Class of 2012 earned a 100 percent graduation rate, increasing from 77 percent just five years ago. In addition, the Class of 2012 earned a 100 percent university acceptance rate.

The Middle College at N.C. A&T is a special school whose students value their education and whose teachers and staff truly care about seeing all students succeed, both in the classroom and in life. Administrators, faculty and staff have created an intellectual climate with high expectations for all

students. With caring faculty and staff who are willing to challenge their students to succeed and who take risks to change and engage their learners, the school has created an innovative, groundbreaking school– a brilliant light on a hill guiding young men throughout Guilford County to be ready for college, career, and life.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The North Carolina Department of Public Instruction handles public school districts' standardized assessments. At the high school level, these standardized assessments are based on student performance on the North Carolina End-of-Course tests in English I, Algebra I and Biology. There are four levels of performance, I – IV, on the state's End-of-Course tests. Students performing at Level I do not have sufficient mastery of knowledge and skills in a grade level or subject area, while students performing at Level II demonstrate inconsistent mastery of knowledge and skills in a grade level or subject area. Students performing at Level III showing mastery of a subject matter and are well prepared for the next grade, while students performing at Level IV consistently perform in a superior manner clearly beyond that required to be proficient. Students are considered to be at or above grade level if they receive a score of Level III or IV on the state's tests, and both of these levels are acceptable of our school's standards.

From the time the school opened in 2003 until 2008, the school was a low-performing, high-priority school. In the 2007-08 school year, the school's End-of-Course (EOC) composite scores showed a 41.5 percent proficiency. That score increased to above 90 percent in less than five years, moving from 60 percent proficient in 2008-09, 75 percent proficient in 2009-10, 83.7 percent proficient in 2010-11 and 93 percent proficient for 2011-12.

In 2011, 95 percent of our students graduated, and in 2012, 100 percent of students graduated with 100 percent of our students getting accepted in 4-year colleges or universities. The Class of 2012 graduates also earned more than \$1 million in scholarships.

The Middle College at N.C. A&T was designated an Honor School of Excellence for its 2011-12 academic achievements, which was preceded with the honor of being named a Turnaround High School by the N.C. Department of Public Instruction during the 2010-11 school year. The school has also been named one of the most improved schools in Guilford County and received the state's Turnaround Performance Award.

These extraordinary gains in academics can be explained by several factors. The first was creating an environment in which students felt accepted, supported, and challenged. To achieve this excellence in learning, the school worked hard to create a community of learners within the organization. This community of learners includes students, faculty, staff, parents, and the community. High academic standards and expectations are clearly established for students and staff and both students and teachers are held accountable and responsible for student learning. Setting high expectations for our school and modeling what is expected has changed our school from low-performing to high performing. It has transformed perceptions of our school from an alternative school a school for young men that continues to strive for excellence.

During the last several years, our school, along with the district, has emulated an idea from Dr. Martin Luther King, Jr.: "Intelligence plus character – that is the true goal of education." A strategy that has helped create notable improvements in academics has been the implementation of the "Essential 10." These are 10 character traits or manners that are taught and reinforced daily. While these traits are not strictly academic, we can see the impact it has on education and the success of our students both in our school and the university as well. We have seen this effort transform our school into a safe place where everyone is respected and valued. Not only does this change affect our school but it permeates the university campus and community.

2. Using Assessment Results:

Teachers use multiple sources of data and research to assess, identify, and apply instructional improvement. Through weekly collaborative PLCs, we look at data, instructional trends, and best practices to determine what will be effective teaching and learning that will ultimately affect student achievement. Reflection is part of our personal and professional growth. Various opportunities will be made available, for parents, to play an integral role in the success of their child. When parents are informed and are a part of the accountability, we see greater success in students.

Our teachers use assessment data in various ways to improve student and school performance. Each content area (math, English and Biology) has a county-level benchmark against which we evaluate our data to identify students who are performing below expected levels. These students participate in any necessary remediation in the identified content area. Teachers also use quarterly benchmark data as starting points in planning instruction. The areas of weakness shown allow teachers to incorporate into the lesson plans strategies to help students increase their understanding of a concept. The data also provide teachers with information to assist them in assigning groups, differentiating activities, and offering tutoring activities. In addition, it assists teachers with planning their instruction for the course.

Classroom assessment data are a tool for instruction. Both formal and informal assessments as well as formative assessments guide teachers in planning instruction and inform teachers of any content that needs to be reintroduced or if small groups of students need additional tutoring. Summative assessments demonstrate how well the students understand the material and identify areas of weakness that will need to be reinforced.

Staff and administration analyze testing data, normally End-of-Course tests, to determine areas of focus for the next school year in the school improvement plan. These data also drive professional development for the teachers within our school. Furthermore, the data are used by our teachers to focus on areas of weakness for the grade level that year. The analysis helps teachers and staff know where to incorporate enrichment and remediation.

The school has various means for distributing and communicating information regarding student performance. During each quarter, parents receive at least two interim reports from each teacher; at the end of each quarter, parents receive a report card with current grades. An online program called Parent Assistant allows parents to create an account and see their child's grades at any time. Student test scores are also available. Communicating with parents about their child's performance has proven a challenge for our school, so in addition to these traditional ways of communication, we added several parent engagement activities. This way, parents are coming to school to spend time with their child in meaningful activities, while also being able to speak with teachers, staff and administration about their child's performance at school.

3. Sharing Lessons Learned:

Teachers participate in district-wide teaching and learning sessions that are usually content-specific, but can vary from K-12 meetings to focusing on just one grade level. Curriculum Facilitators and counselors meet on a regular basis and share best practices, while administration often shares best strategies at monthly principal meetings.

Because of the unique setting of our school – both as a single-gender school and as a school that is set in a University – teachers have the opportunity to attend district-level and state-level professional teacher conferences and present lessons to colleagues regionally.

As a result of our success, we were invited to present at the 2011 North Carolina New Schools Project Summer Institute and facilitated a session on Educating At-Risk Males. In addition, Principal Hines

participated in a panel discussion with GCS' Superintendent Maurice Green entitled, "Acting on Our Beliefs: Every Student Ready," that took place during the same conference.

4. Engaging Families and Communities:

Parent involvement was a challenge for the Middle College at A&T, but we have worked to find creative ways to get parents into our building and be engaged in their child's education. In doing so, we have launched efforts that have become rituals in our school.

Each fall, we host a "Men of Distinction Day," which begins with a free breakfast buffet in the university's cafeteria for our students and their father, or male relative/mentor (many fathers are not in our students' lives). A speaker from the community shares with the group about such topics as the importance of relationships, academic excellence, and medical challenges for men of color. Healthcare providers and volunteers also attend the event and provide free health screenings. Students and their guests attend an N.C. A&T football game for free. This has been an incredible outing for our students. In one case, a student reconnected with his father, whom he had not seen for nine years.

We also have a special event for mothers/grandmothers and their sons. The "Mom Prom" honors the women who make so many sacrifices for our young men to succeed. The semi-formal evening event features fine dining and dancing in a university ballroom. Sons, dressed in suits, escort their guests, and as each pair enters the ballroom, a photographer takes their portrait, which is later mailed home.

Each semester, our school holds "Walk the Schedule Night." At these events parents come to the school are able to speak with their child's teachers, pick up report cards, and hear firsthand on how their child is doing. Students also have the opportunity to speak to their guardian about how they are doing in school, presenting data and information to them. This puts the student in control and gives them more accountability for their own work.

Last, "Lunch on the Lawn" is an annual celebration event for the entire school – staff, students, parents, community members and university staff—where we acknowledge that our success is the result of the work we do together. These events have increased our parent involvement exponentially. Parents feel more comfortable talking with their child about school and they know that by being involved can only help their child succeed.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At the Middle College at N.C. A&T, we work to provide a single-gender education that will raise students' educational achievement in an innovative, nurturing environment. Young men are offered exceptionally challenging educational opportunities that support their academic development to the highest standard. The Middle College at N.C. A&T provides a unique opportunity for male students who are disconnected from, disinterested in, or dissatisfied with traditional high school. The school's nurturing environment and small classes offer students a boost to their self-esteem and a promising future. The Middle College at N.C. A&T offers college prep and college tech diplomas. Students have access to all courses required for graduation.

As students realize their potential for academic success, they are encouraged to take one or more college courses. In addition to a rigorous and relevant curriculum, students are given numerous opportunities to develop leadership skills through leadership forums, classes, field trips, guest speakers, etc. Students are also assigned a faculty advisor to assist with leadership development.

The curriculum at The Middle College at N.C. A&T is similar to that of traditional high schools, but students benefit from smaller classes and individual attention from teachers and professors. The school follows a rigorous curriculum while encompassing the new Common Core State Standards. Our core curriculum includes math, English, science, and social studies. Business education, Spanish and physical education are also offered. Enrichment activities, including academic clubs, are available to students through the university partnership. College students in the education track provide additional tutoring for the students.

Common Core State Standards now drive our English Language Arts curriculum and teachers are expected to follow these guidelines and collaborate on lesson plans that go across subjects. The Common Core State Standards have also affected our math curriculum, such that math problems use more real-world and hands-on applications. A great deal of emphasis has been placed on extra academic practice through mentors from the school's partner university, before and after-school tutorials and one to one peer tutoring. Teachers work through a rigorous curriculum that prepares our students for higher level math classes.

2. Reading/English:

Common Core Standards and Curriculum drive our ELA curriculum. Teachers are expected to follow Common Core Guidelines and collaborate in developing lesson plans. Our students are given the Gates-McGinitie test to determine reading levels. This test is administered at the beginning of the school year and is assessed at the end of the academic year to determine student growth. As a result of the pretest, we establish best practices and protocols school wide that we feel are effective in increasing our Literacy rate.

In addition, a retired reading specialist has been hired to come to our school 3 days per week to team teach and work with our more struggling readers individually. This strategy proved to be very effective as the data results showed 1 to 2 grade level growth in most of our students. Another strategy was to partner with NC A&T State University in a reading initiative called "Text-In-Community." This initiative was a university effort to increase literacy performance on their campus. Through our partnership, our students, staff, and parents joined in a community book reading program. We read the book "The Other Wes Moore." We implemented school wide activities and protocols related to this book that helped increase our literacy rate and students' interest in reading. We were careful to select material that related to our

students. By doing so, we witnessed a dramatic increase in reading as evidenced by their conversations and participation in activities.

There is also a school-wide initiative for the Three Million Book Challenge that reinforces the Strategic Plan for the district. Our school showed a dramatic increase in the number of books read. In one year, we increased from 65 books read to 394 books read. This increase in reading was evident in our ACT and SAT Reading scores, which reached an all-time high for our students.

Each class participates in New School Project protocols to enhance instruction. These protocols include: Think Pair-Share, Jigsaw, Collaborative Group Work, Writing to Learn, Literacy Groups, Questioning, Scaffolding, and Classroom Talk. There is an emphasis placed on Balanced Literacy across curricula.

3. Mathematics:

Common Core Standards and Curriculum drive our Mathematics department. Instruction is focused on extensive modeling of examples for students. Through Professional Development and Professional Learning Community meetings, we find ways to create relevant real world problems for our students to solve. We have learned that it is okay for students to struggle and to work as a team to find solutions.

As a math department we changed from an idea of quantity to one of quality. So instead of giving students 25-30 problems to solve for homework, we gave them five to seven. In doing so, we saw a drastic increase in homework participation and completion and an increase in our students' understanding and math success rate. A great deal of emphasis is placed on extra academic practice through mentors from the university, before and afterschool tutorials, and one to one peer tutoring. Principal Hines mandated afterschool tutorial twice a week for students with a grade below a C average, and funded two late buses that would take our students home. The number of students staying for tutorials, as well as parent support for students' participation improved dramatically.

We also looked at the way we scheduled students and made changes that benefited students and the way they learn. We extended some math subjects to become yearlong math classes, thus allowing teachers to work on skills that students were lacking. In addition, we engaged University Math Education students in coming to our classrooms to assist students during class, providing students with extra support during the academic day. The school leadership also purchased an online math tutorial program available to students both at school and at home so they could receive extra support. During Lunch and Learn, students are permitted to go into the computer labs to practice modules where they are identified as being weak.

Our use of formative assessment and student EVASS data enabled us to assess the strengths and weaknesses of our math students. In content meetings, math teachers would discuss these data with our Curriculum Facilitator and the principal to determine a success plan for each student. This individual focus for each student yielded great dividends in math and increased student confidence levels throughout the school.

Teachers work through a rigorous curriculum that prepares our students for higher level math classes. We partner with the University math department and share professional development that allowed for vertical teaming. Through established relationships with the University, professors tutor our students 2 days per week.

The Common Instructional Strategies offered through our New Schools Project and district Coaches have been a tremendous resource for our Math department. Finally, a collaboration between the Math and Science departments introduces real life situations and learning opportunities that our students will encounter as they go on to college or career. Relevance is a strong component of the Math department's instruction.

4. Additional Curriculum Area:

The overall school curriculum focus incorporates technology along with literacy in efforts to create 21st century learners. Technology is incorporated into all classes, student activities, and presentations. By using technology daily, students are more actively engaged and encouraged to be resourceful learners as well as demonstrating growth academically. Student growth is one of the Smart Goals of our School Improvement Plan. Students at the Middle College @ NCA&T are genuinely interested in technology and incorporating this interest into our school-wide best practices has increased student engagement and proficiency as we make them college and career ready.

5. Instructional Methods:

The Middle College @ NCA&T has a population of all male students who range from below average to moderately gifted. Our staff has the knowledge and experience to use best practices to propel male students to high academic achievement. Through weekly Professional Learning Community meetings, we analyze student data and discuss strategies that foster success in male students. We have increased our efforts in differentiating instruction and understanding how males learn to ensure success in the students we serve.

Each classroom is equipped with 21st century technology tools that help to enhance lessons and appeal to the different learning styles of our students, such as SMART board technology, 4 computer labs, an Ipad Touch cart, and laptop cart.

Throughout our school we have students reading, writing, speaking, and thinking in every class, every day. Teachers use blogs, wikis, twitter, and email accounts to post assignments and send and receive assignments from students. This 21st century approach creates a community of learners eager to achieve success. Teachers use formative and summative assessments, required assignments, and projects to measure mastery and determine focused interventions for students as needed.

6. Professional Development:

Our staff has participated in professional development that enabled teachers to promote interpersonal and professional growth in using effective teaching strategies based on current research. The purpose of our professional development is to have a positive impact on student achievement and the overall culture of our school. Our teachers use online professional development offered by the district as well as face to face professional development by NC New Schools Project. As we incorporate the latest advances in technology, our teacher learn from the district as well as the "Train the Trainer" model to make use of current trends in the classroom. This is especially important as we prepare students for state assessments and college careers.

Although professional development opportunities occur within the district, our school has had a number of in-service opportunities to cultivate strategies. A climate of continuous learning for adults is tied to student learning. In order to facilitate this, professional staff development is provided, supported, and expected.

With the introduction of Common Core, teachers have had additional professional development activities so they feel better equipped to meet these new standards and ensure our students are prepared to succeed under new state assessments.

With the unique setting of the Middle College at A&T as a single-gender school, teachers are given opportunities for professional development in single-sex gender teaching and learning.

Service-learning is a district-wide initiative that combines service experiences, academic learning, personal growth, and civic responsibility to develop a student's character. Through service-learning, our

students take what they are learning in their classrooms and then translate that into improving their community and their schools. GCS has a service component for graduating high school students, and our teachers have learned to incorporate service-learning into their curriculum. Our teachers have helped steer student-led activities to ensure that they are getting the hours needed to go toward a service-learning award or diploma.

7. School Leadership:

The principal of the Middle College at N.C. A&T, has set a standard that no student will be reassigned to his home school unless he violates a university policy or engages in behavior or violations that require law enforcement to be called. Our goal is to not suspend students from our school. We strive to be proactive where behavior is concerned, hoping to reduce the likelihood of unacceptable behavior. We use creative ways to take advantage of teachable moments to redirect certain behaviors. As a staff we practice responding to situations instead of reacting to them. We also use the district's Student Services department, community members, parents, and university resources to correct actions and behaviors that are unacceptable in our school. Our school-wide incentive programs work to increase student academics, attendance and behavior. This has proven to work well for our school and we continue to be creative to improve practices that keep our students in school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: End-of-Course Algebra I

Edition/Publication Year: 2007-2012 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	90	67	56	45	39
Proficient	90	67	56	45	39
Number of students tested	21	15	18	29	41
Percent of total students tested	20	16	19	32	51
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	89	70	Masked	54	39
Proficient	89	70	Masked	54	39
Number of students tested	18	10	9	13	18
2. African American Students					
Proficient	90	71	56	42	39
Proficient	90	71	56	42	39
Number of students tested	20	14	18	26	36
3. Hispanic or Latino Students					
Proficient					
Proficient					
Number of students tested					
4. Special Education Students					
Proficient					
Proficient					
Number of students tested					
5. English Language Learner Students					
Proficient					
Proficient					
Number of students tested					
6.					
Proficient					
Proficient					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. NC DPI EOCs show all grades/results of students who are enrolled in the specific course					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 9 Test: End-of-Course English 1

Edition/Publication Year: 2007-2012 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	94	90	79	71	60
Proficient	94	90	79	71	60
Number of students tested	33	29	29	28	25
Percent of total students tested	31	31	30	30	31
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	93	90	81	75	64
Proficient	93	90	81	75	64
Number of students tested	28	20	16	12	14
2. African American Students					
Proficient	94	89	79	69	61
Proficient	94	89	79	69	61
Number of students tested	31	26	29	26	23
3. Hispanic or Latino Students					
Proficient					
Proficient					
Number of students tested					
4. Special Education Students					
Proficient					
Proficient					
Number of students tested					
5. English Language Learner Students					
Proficient					
Proficient					
Number of students tested					
6.					
Proficient					
Proficient					
Number of students tested					
NOTES:					
NC DPI EOCs show all grades/results of students who are enrolled in the specific course					