

Revised March 10, 2006

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal **Ms. Roberta M. Ellis**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Brawley Middle School**
(As it should appear in the official records)

School Mailing Address **664 Brawley School Road**
(If address is P.O. Box, also include street address)

Mooreville, NC 28117-9121
City State Zip Code+4 (9 digits total)

County Iredell State School Code Number* 490-308

Telephone (704) 664-4430 Fax (704) 664-9846

Website/URL www.iss.k12.nc.us/schools/brawley/ E-mail ellisb@iss.k12.nc.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* **Dr. Terry Holliday**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Iredell-Statesville Schools Tel. (704) 924-2029

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson **Dr. David Cash**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 20 Elementary schools
 7 Middle schools
 Junior high schools
 5 High schools
 3 Alternative Schools

 35 TOTAL
2. District Per Pupil Expenditure: \$6,100.00

 Average State Per Pupil Expenditure: \$6,922.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 14 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	139	155	294
K				8	154	150	304
1				9			
2				10			
3				11			
4				12			
5				Other			
6	184	169	353				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							951

6. Racial/ethnic composition of the students in the school: 92 % White
3 % Black or African American
2 % Hispanic or Latino
2 % Asian/Pacific Islander
1 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 13 %

[This rate should be 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 until the end of the year.	67
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	39
(3)	Total of all transferred students [sum of rows (1) and (2)]	106
(4)	Total number of students in the school as of October 1	837
(5)	Total transferred students in row (3) divided by total students in row (4)	.126
(6)	Amount in row (5) multiplied by 100	13%

8. Limited English Proficient students in the school: 1 %
6 Total Number Limited English Proficient
Number of languages represented: 2
Specify languages: Spanish and Vietnamese

9. Students eligible for free/reduced-priced meals: 9 %
Total number students who qualify: 84

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 federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %
76 Total Number of Students Served

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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>16</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>46</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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>3</u>	<u>0</u>
Classroom teachers	<u>51</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>7</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>11</u>	<u>29</u>
Total number	<u>79</u>	<u>36</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 19:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	96%	95%	96%	95%
Daily teacher attendance	95%	94%	95%	95%	95%
Teacher turnover rate	14%	10%	13%	21%	15%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

Snapshot

Brawley Middle School (BMS) is located near Lake Norman, north of Charlotte, NC. Because of lake development and the racing industry, we are in a high growth area with students from all over the United States. BMS is a high performing middle school currently with 960 students in 6th, 7th, and 8th grade. Last year, we ended the year with 862 students and are projected to open next fall with 1050 students. We are 92% Caucasian, 8% minority, and 9% who qualify for free and reduced lunch. Once a sleepy rural school, we now battle constant construction on and around our campus. We have learned that “flexibility is our strength” and it has thus become our motto.

Brawley has been recognized as a North Carolina School of Excellence for the past four years. This means that more than 90% of our students scored proficient on NC End-of-Grade tests. Brawley has not only achieved high growth on North Carolina’s ABC’s Accountability Report, but has also made Adequate Yearly Progress (AYP) for all reading and math subgroups. In 2005, BMS was recognized as a North Carolina Middle School to Watch by The National Forum to Accelerate Middle-Grades Reform in collaboration with the North Carolina Middle School Association and the North Carolina Department of Public Instruction. As a Middle School to Watch, we have conducted many tours of our school/programs, presented at the NC Middle School Conference, and been members of two state-wide panels.

Brawley’s Mission Statement reflects the emphasis and participation by all stakeholders in achieving such growth. “We will consistently challenge all students to achieve their academic potential while becoming responsible citizens and lifelong learners. Through teamwork, we will achieve this mission by communicating clear visions, goals and expectations to all stakeholders.” Teachers are gaining student support in the implementation of the school’s mission statement by creating aligned classroom mission statements. Using quality tools from the Baldrige Model for Performance Excellence, students are engaged in the development of classroom mission statements. A sample eighth grade classroom mission statement produced is: “We will work to our fullest potential. While we respect ourselves and others, we can achieve our highest expectations.” Several days later, a student was misbehaving and before the teacher could respond, another student stated, “Excuse me, but that’s not what we agreed on!” The student felt ownership of his learning and wanted to achieve.

In 2004-2005, Brawley’s vision was to be in the top 10% of NC Schools and to receive the NC Schools to Watch Award. We achieved both goals. This year our vision is to be recognized as a No Child Left Behind - Blue Ribbon School. As a high performing school, we do not receive remediation funding needed to achieve our mission. Instead, the School Improvement Team decided to utilize flex time allowing four teachers to be available one hour every morning before school for tutoring students. This hour allows students tutoring and/or grade recovery.

Part of what makes Brawley unique is our ability to be flexible in order to meet the needs of our academically diverse population. We offer self-contained, resource, and inclusion classes for our exceptional children. We offer subject advancement for our gifted population. For the fifth year, we have set aside time each day for remediation and enhancement during our Discovery period. We provide additional reading, math, and writing remediation to all who need it. Students may choose to be in a competition Discovery such as Science Olympiad, Math Counts, Odyssey of the Mind, and NC History Quiz Bowl. Many students may choose a service Discovery such as newspaper, Junior Beta Club, yearbook, WBMS (in house TV show), drama, jazz band, or show choir. For the more eclectic students we rotate the rest of the Discoveries through a series of 4 ½ week special interest classes like boat safety, chess, yoga, novel units, technology, science topics, and math games. The social/emotional well being of our students is addressed as well. Discovery allows time for our Student Assistance Program groups. Over 50 groups are run each year including anger management, divorce, ADHD, self-esteem, bully busters, etc.

Middle school students need opportunities to express concerns and issues on school matters in an appropriate forum. Brawley addresses this need through the Student Advisory Council, the Student Council, and a monthly community service focus. This year we raised over \$10,000 for Katrina, provided Christmas for over 100 students and their families in a low income elementary school, and provided assistance for two of our families who lost everything in house fires. We have a wonderful school, a caring and motivated student body, a dedicated faculty and staff, and a giving community. We would like to see their hard work recognized as a No Child Left Behind - Blue Ribbon School.

PART IV- INDICATORS OF ACADEMIC SUCCESS

Assessment Results

Brawley Middle School participates in the North Carolina End-of-Grade (EOG) Testing Program (<http://www.ncpublicschools.org/accountability/testing/eog/>). The NC EOG Tests are designed to measure student performance on the goals, objectives, and grade-level competencies specified in the North Carolina Standard Course of Study (NCSCOS - <http://www.ncpublicschools.org/curriculum/ncscos>). Student scores in reading and mathematics from EOG tests are used in the computation of school growth and performance composites as required by the state-mandated ABCs Accountability Program and for determining Adequate Yearly Progress (AYP) under the No Child Left Behind Act. Student scores are reported as Developmental Scale Scores, Percentile Ranks, and Achievement Levels I – IV (Level I is insufficient mastery, Level II is inconsistent mastery, Level III is consistent mastery, and Level IV is superior mastery). Levels III and IV are considered to be at or above grade level, or proficient. Grade 8 EOG tests in Reading and Mathematics are also statewide standards (gateways) for promotion and high school graduation.

EOG assessments in Mathematics are based on competency goals and objectives of the mathematics curriculum for each grade. These goals are organized into five strands: Number and Operations, Measurement, Geometry, Data Analysis/Probability, and Algebra. Reading comprehension on the EOG Reading assessment is assessed by having students read authentic selections. Students answer cognition, interpretation, critical stance, and/or connection questions directly related to selections. Knowledge of vocabulary is assessed indirectly through application and understanding of terms within the context of selections and questions. The authentic selections for reading tests are chosen to reflect reading for various purposes such as literary experience, gaining information, and performing a task.

As a North Carolina School of Excellence, Brawley's overall percentage of students scoring Level III or IV on both the Reading and Mathematics EOG was 92% in 2002-2003, 94% in 2003-2004, and 97% in 2004-2005 for a total growth of 5%. The No Child Left Behind subgroups, which are counted in our AYP status (>40 students), contributed greatly to this high growth. Economically Disadvantaged Students who passed both the Reading and Mathematics EOG was 80% in 2002-2003, 84% in 2003-2004, and 92% in 2004-2005 for a total growth of 12%. Although there were dips in the percentage of Economically Disadvantaged Students At or Above Meets State Standards (Levels III & IV) in eighth grade Reading for 2003-2004, the percentage of students At Exceeds State Standards (Level IV) showed growth. Economically Disadvantaged Students also showed a decline in proficiency in seventh grade math from the 2003-2004 school year to the 2004-2005 school year. In 2004-2005, one hundred percent (100%) of Economically Disadvantaged Students met At or Above Meets Standards in sixth grade math.

Students with Disabilities who passed both the Reading and Mathematics EOG were 52% in 2002-2003, 68% in 2003-2004, and 79% in 2004-2005 for an overall growth of 27%. This growth was led by sixth grade Reading where students went from 38% at or above grade level in 2002-2003 to 82% of the Students with Disabilities scoring 82% at or above grade level. As a result of this high growth, Brawley earned the distinction of Honor School of Excellence for 2004-2005. Although in eighth grade Reading, Students with Disabilities did not show growth for students At or Above Meets State Standards for 2004-2005 (Levels III & IV), the percentage of students At Exceeds State Standards (Level IV) grew 5% for the grade and 7% from their seventh grade scores.

With our demographics, the only other subgroups with AYP significance are Male, Female, and White. Their growth was not as statistically significant. Over 95% of our eighth grade students have met the statewide standards (gateways) for promotion with 96% of the eighth grade students achieving the gateway for 2004-2005. Additional information can be found at the NC School Report Cards site (<http://www.ncreportcards.org/src/>).

When compared to the Iredell-Statesville Schools district and the state of North Carolina, Brawley Middle School consistently performs over 10% higher than the district and state averages on the Reading and Mathematics End-of-Grade Tests. Subject advanced students in Algebra 1 and Geometry take the North Carolina End of Course Tests (high school level tests) in addition to the EOG Tests. Students in both classes score 100% proficient At or Above Meets State Standards (Levels III & IV) and At Exceeds State Standards (Level IV).

Using Assessment Results

At the beginning of each school year, Brawley Middle English/Language Arts and Mathematics teachers receive disaggregated End-of-Grade test data in Reading and Mathematics for their current classes of students. Using the Developmental Scale Score results, teachers set class goals and guide their students in setting individual growth goals for the year. To assess student progress towards goals, the Iredell-Statesville School System administers quarterly Predictive Assessments which are aligned to the North Carolina End-of-Grade Tests in Reading and Mathematics. The Lead Teacher assists the classroom teachers in analyzing and charting class and student progress towards goals. Following the spring administration of the End-of-Grade tests, teachers immediately examine their data for growth and reflect on opportunities for improvement for the next school year.

Students who are not proficient (Levels I or II) on the End-of-Grade tests in Reading receive remediation through Read 180 or Corrective Reading. Students who participated in Read 180 showed an average of four to five Developmental Scale Score points above the average growth for all classes on the Reading EOG in 2004-2005 while students who participated in Corrective Reading showed an average gain of three to five Developmental Scale Score points.

Students who are not proficient (Levels I or II) on the End of Grade tests in Mathematics receive remediation through the Math Success Discovery and the Early Extended Day Tutoring Program. Students in the Math Success Discovery showed an average gain of one to three Developmental Scale Score points above the average growth for all classes on the Mathematics EOG in 2004-2005. Students who attended the Early Extended Day Tutoring Program showed an average gain of two to four Developmental Scale Score points above the average growth for all classes on the Mathematics EOG in 2004-2005. (See Curriculum Part V for additional information about remedial programs.)

Although highest in district and well above state, our greatest need has been achieving proficiency on the 7th grade writing test. Three LA teachers attended state training last summer and have trained not only our language arts teachers but those across the system. We are encouraged by the writing predictive assessments results so far this year.

Communicating Assessment Results

Brawley Middle communicates student performance to parents in a variety of methods. In addition to quarterly report cards, parents receive interim progress reports mid-quarter. Many teachers send weekly reports, emails, and notes to parents as well as using the student planner to communicate daily student performance and achievement. Student-Led Conferences (SLC) are held twice a year. At the SLC, students share their goals, work samples, and progress with their parents. Students, academic teams, and sports teams, who win awards are announced on the intercom, reported in the Parent/Teacher/Student/Organization (PTSO) newsletter, posted on the school marquee, recognized in the student produced newspaper, posted on our website, and published in five local newspapers.

Individual student assessment data on the North Carolina End-of-Grade Tests is distributed to all students and parents following annual testing at the end of the school year. This report includes the student's Developmental Scale Score, Achievement Level, Percentile, Lexile (reading) level, and comparative data to the School, System, and State averages in Reading and Math. A brochure to assist parents in interpreting the End-of-Grade test results accompanies the Student Report (http://www.ncpublicschools.org/docs/accountability/grade_8parentteacherreport_final.pdf). Reward celebrations are held in classrooms and grade level assemblies to acknowledge student growth and achievement. Students quickly shared the school's positive growth with their parents last spring so they could participate in the school-wide reward of wearing jeans instead of their school uniform slacks. The PTSO newsletter reports data results to the parents and community as well. Banners celebrating success are hung in the building and the marquee in front of the school announces our successes.

School, district, and state level assessment results are shared with parents and the community through local newspapers, the Iredell-Statesville Schools website (<http://www.iss.k12.nc.us/>) and the North Carolina Department of Instruction (NCDPI) (<http://abcs.ncpublicschools.org/abcs/>). NCDPI also issues a North Carolina School Report Card in October of each year which includes Adequate Yearly Progress results from the previous school year (<http://www.ncreportcards.org/src/>).

Sharing Success

As a high performing middle school, the faculty and staff of Brawley Middle School understands the importance of sharing our successes with other schools. Information about our school is posted on the NC Governor's Report Card, Iredell-Statesville School System's webpage, our school webpage, and on the national Schools to Watch webpage (<http://www.schoolstowatch.org/>). We have been an innovative middle school model in our school system, and through the Schools to Watch recognition, we have become a nationwide model. We have hosted visitors from North Carolina as well as surrounding states to observe our mission in action. They enthusiastically respond to our programs that are sustaining student achievement and creating a school culture where failure is not an option. Our Discovery program, where students receive remediation and enrichment, is one of the outstanding programs that has been explored and put into action at other school sites.

Our Media Specialist updates our school website on a regular basis. Each teacher is responsible for maintaining his/her website with current class information and projects. This is done so that teachers and administrators from other systems can learn from our achievements and successes. Best practices are shared by our Lead Teacher, who meets weekly with other middle school Lead Teachers in our district. We also have a partnership with South Charlotte Middle School, another School to Watch with similar demographics. We visit and correspond with their faculty to share and compare data, curriculum, and best practices.

Teachers and administrators have presented at the North Carolina Middle School Association conference about the programs and successes at BMS. One teacher represented Brawley on a state level "town hall" panel to discuss middle school issues. We also participate in the national Schools to Watch conference in Washington, DC. Over the summer, our staff had been involved with system and state level curriculum development and pacing.

PART V – CURRICULUM AND INSTRUCTION

North Carolina is a state school system with a state curriculum, the NC Standard Course of Study (NCSCOS), which can be found at <http://www.ncpublicschools.org/curriculum/>. At Brawley all students receive instruction in Language Arts, Math, Science, Social Studies, Spanish, Healthful Living (Physical Education/Dance, Health), Computer/Technology/Careers and the Arts (Band, Music, Theatre, and/or Visual Art). The state provides testing at all grade levels in reading and math (calculator active and inactive). The state also tests writing at the seventh grade level as well as computer competency and science competency (begins this year) at the eighth grade level. Predictive Assessments are given quarterly in math, reading and writing.

The English Language Arts objectives of fostering personal, social, and civic literacy are embedded in the oral language, written language, and other media/technology strands of the NCSCOS through expressive, informational, argumentative, critical, and literary goals. Grammar and language usage are integrated throughout the study of literature and written language.

The NCSCOS for Mathematics provides a set of mathematical competencies for each grade to ensure rigorous student academic performance standards that are uniform across the state. It is organized in five strands or goals for 6-8: Number and Operations, Measurement, Geometry, Data Analysis and Probability, and Algebra. Brawley provides subject advancement to Algebra I and Geometry at the 7th and 8th grade levels. Hands-on inquiry is promoted at all grade levels.

Brawley Middle School students achieve scientific literacy through an instructional program based on the science component of the NCSCOS for Science. The SCOS is designed to merge unifying concepts of science, strands, content goals, and objectives. In addition to regular textbooks, all our science classes utilize a hands-on curriculum through TASC (Teachers and Scientists Collaborating), which is a NSF grant that was awarded to Duke University for the purpose of promoting high quality inquiry based science instruction in public schools. We are one of seven school systems in this partnership.

In our Social Studies program, students continue the geographic study of world regions as they examine South America in the Western Hemisphere and Europe, Africa, Asia and Australia in the Eastern Hemisphere. They also engage in a historical study of the relationship of the historical development of NC within the development of the United States. In the process, students continue the development of basic concepts taken from history, geography, culture, and the other social science disciplines. These studies are designed to allow students to examine societies dissimilar to their own in such a way as to broaden their understanding of people and places in an increasingly interdependent world.

The NCSCOS for Second Language places emphasis on the on-going progressive development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting. All Brawley students are required to take three levels of conversational Spanish. This continuing program is a sequential program which builds on the previous study of Spanish and its culture. Eighth grade students may elect to complete a Spanish I course in lieu of the third level during their eighth grade year. In addition to our second language classes, eighth grade students rotate through a Hispanic Culture Discovery class.

Healthful Living is a combination of health education and physical education. The two courses complement each other. Students experience a sequential educational program that involves learning a variety of skills that enhance a person's quality of life. All students are given fitness tests, "Fitness Gram", and students can track their progress through a computer program.

Computer/Technology/Career Exploration is organized into seven strands from Societal/Ethical Issues to Telecommunications/Internet. All students are required to take these classes each year and Brawley has always achieved over 97% passing the 8th grade computer competency test. Our career exploration lab provides students with an opportunity to further their computer skills at Computer Aided Stations as they explore career options by performing simulated job tasks.

The intent of the Arts SCOS in dance, music, theatre arts and visual arts is that a comprehensive understanding of one or more of the arts be accomplished by each student throughout middle school. Brawley students elect at least one class each year from band, music, theatre, and/or visual arts. Instruction in the arts occurs through a hands-on orientation. Our band, chorus, and visual arts groups have performed at system, district, and state level competitions.

Reading is taught through our English Language Arts classes which meet daily for 85 minutes. The goals of the NCSCOS in Reading can be found as a grade span continuum www.ncpublicschools.org/curriculum/languagearts/scos/2004/37appendixb#68 . At Brawley, we use a combination of literature books, novels, and other print materials to deliver direct comprehension instruction. Effective instructional principles are embedded in context. Use of diverse texts provides greater student engagement and motivation as well as opportunities for text based collaborative learning. Class levels include: self-contained cross-categorical, resource, inclusion, regular and academically gifted.

Each year, pretests assess Lexile levels that are used to insure that students read literature that will be challenging. Each LA teacher does at least one project in the computer lab where students may post their work on web pages. Many times this project is a result of an interdisciplinary team unit. All students are required to read and take Reading Counts tests based on their Lexile level and academic placement. The ongoing predictive assessments given quarterly to our students assist teachers in planning and focusing instruction to meet the needs of students. Teachers and students use the data to monitor student success and progress in language arts.

Teacher teams meet weekly to ensure all students are experiencing success. Some students need intense, individualized instruction especially in the areas of decoding and fluency. Five remedial programs are available during our 50 minute daily Discovery period. Teachers recommend students for these programs based on their individual needs. Some students stay only briefly while others may remain in the remedial class for the year. The five programs are: Corrective Reading, Read 180, *Language!*, Study Island, and Writing Success. The first three are scientific research based programs that provide direct, explicit instruction. Four exceptional childrens' teachers provide the corrective reading instruction; however students do not need to be identified as EC to attend. A certified Reading teacher provides the Read 180 instruction not only during Discovery, but also during the regular school day. Study Island is a computer program that primarily assists students with reading comprehension skills, while Writing Success incorporates reading and writing. Student Growth in these remedial classes has more than doubled for these students as compared to their grade level's growth average on our state tests.

Our inquiry-based approach to Science, in-service professional development, and support from Duke University scientists, make our science program unique and closely tied to our school's mission statement. We have clear visions, goals, and expectations for our science students. Iredell-Statesville schools initiated a science task force in 2005 when the state changed our science continuum. With Brawley teachers assisting, the science curriculum for grades 6, 7, and 8 was broken down into essential curriculum and a pacing guide was devised that listed: NCSCOS Standard and Objectives, Priority Pacing (Essential, Important to Know, Nice to Know and Maintenance), Instructional/Learning Resources and Activities, Integration with other Curriculum areas, and Assessment. In pursuit of our mission to establish lifelong learners, Brawley Middle School is participating in TASC (Teachers and Scientists Collaborating), a partnership between Duke University, four North Carolina School systems, and both The NC Dept. of Public Instruction and The NC Science, Math, and Technology Education Center. This program is funded by the National Science Foundation and is an inquiry based science putting students in the role of scientists. It is a well-researched hands-on inquiry based program that eases classroom management, levels the playing field among students, and offers amply opportunity for authentic writing and math. Scientists train teachers and the close working relationship with scientists on a regular basis means that teachers can confidentially handle student questions and investigations. More information on TASC can be found at <http://tasc.mspnet.org/> .

Parents are involved in our science program. They come in as guest speakers (Career Day, Engineer Day, etc.), help coach our Science Olympiad teams, and participate in our Math/Science Night of activities. In addition to science fieldtrips, we also partner with Discovery Place, a local science museum. They bring their programs to the school. The favorite is the tent planetarium.

In January 2006, Brawley's lead science teacher, Larry Ezzell, was honored with an invitation to participate in the Math and Science Partnership National Conference in Washington. This is a meeting of all the organizations that have National Science Foundation Grants. Mr. Ezzell was able to interact with high level scientists and researchers from across the United States and attend numerous sessions that will enhance his teaching.

The goal of the different instructional methods used at Brawley is to increase students' ability to learn more easily and efficiently by mastering the learning process. Our staff's use of various models of instruction and the positive effects on student learning is evident in the fact that for the past four years our students have performed at the School of Excellence level based on state End-of-Grade testing. Teachers have access to a myriad of instructional materials to assist them in creating high quality lesson plans that address different learning styles; thereby, engaging all students in meaningful academic activities. The interdisciplinary units, cooperative-learning tasks, thinking skills exercises, and forms of assessment used by our classroom teachers are aligned with Robert Marzano's Dimensions of Thinking and Gardner's Multiple Intelligences. The language arts and social studies teachers combine social models of teaching/learning with information processing models in order to foster their students' ability to go beyond surface leaning and prepare them for adult life. Specific methods of instruction include: book talks, structured inquiry, Socratic Seminar, Cornell Notes, Thinking Maps, role play, direct instruction, cooperative grouping, Murray Cards, and mnemonics. These instructional strategies improve student learning because they eliminate gender and socioeconomic differences, help students become independent learners and problem solvers, enable them to process and analyze information, assist in the comprehension of new ideas, and enhance reading, writing and communication skills. Math and science teachers incorporate instructional activities such as mastery learning, simulations, TASC, hands on scientific inquiry, group investigation, and direct instruction. These instructional strategies improve student learning by assisting students in tackling difficult material, providing teachers with opportunities to monitor progress and provide immediate feedback, engaging students in real-life based activities, teaching students how to make inferences and test hypothesis, and encouraging them to study together to master new information and skill sets. In addition to technology classes, students have access to computers on a daily basis. Every classroom has Internet access where teachers and students use various computer programs to enhance curriculum, deliver instruction, and present information. The technology skills taught at Brawley will prepare our students for the increasingly competitive job market.

The professional development program at Brawley Middle is designed to speak to student learning styles and teaching goals and is aligned with the North Carolina Standard Course of Study. Areas addressed in staff development are determined by the state/district/school strategic priorities and goals, which include High Student Performance (HSP); Healthy, Safe, Orderly and Caring (HSOC); Quality Teachers, Administration, and Staff (QS); Strong Family, Community and Business Support (P); and Effective and Efficient Operations (EE). Under the HSP umbrella, our staff has presented and participated in writing workshops/conferences in order to increase student proficiency in the writing process. Additionally, the language arts teachers have been trained to score student writing and increase inter-rater reliability based on the state writing rubric. In order to effectively address the various leaning styles of our students, teachers participate in ongoing staff development on Differentiated Instruction. Our science teachers are participating in TASC (teacher and scientists collaborating) training, which enables the teacher to bring his/her students into the scientific process through the inquiry model of instruction. Students help collect and analyze data plus reflect on theories and hypotheses. Currently Brawley's principal and a counselor are leaders in a district-wide initiative to confront the issue of bullying in schools. A student's motivation to learn improves when he/she feels safe, and the bullying training tackles the social-emotional barriers to learning that students experience in the classroom (HSOC). Over the course of two years, two of our National Board Certified Teachers have introduced student-led conferencing to the staff and it has been successfully implemented at Brawley. Students are required to keep up with all assignments and grades so they can facilitate a discussion with their parents regarding his/her academic strengths and weaknesses (P). In addition, data on how all staff development impacts student learning is done through the Baldrige-based leaning system, which all staff has been trained to implement in the classroom (EE). Using Baldrige training, each class has developed a mission statement, and teacher and students work together to create and implement a PDSA for the purpose of achieving an academic goal. Our staff development falls under the umbrella of Quality Teachers, Administrators, and Staff, and is monitored on the district SEA System located at <http://www.seasystem.net/cgi-bin/iss/>. To date this 2005-2006 school year, Brawley staff members have participated in 172 incidences of professional development as well as weekly opportunities offered at Brawley Middle School.

PART VII - ASSESSMENT RESULTS

NORTH CAROLINA END-OF-GRADE TESTS

For 2005-2006 an alternative assessment, “Extend 2”, will be given to all self-contained students. These tests include grade level concepts (6-8) with modified wording. For the data below, self-contained students were given the AAI (Academic Alternative Assessment Instrument). AAI is an achievement level based test that could only be passed if they mastered the test at the highest level (6) but then took the next level test the following year.

Subject: Reading
 Grade: 6th
 Test: North Carolina End-of-Grade Test
 Edition/Publication Year: 2003
 Publisher: N.C State Department of Public Instruction

Scores are reported here as percent of students passing the test.

	2004-2005	2003-2004	2002-2003
Testing month	May	May	May
SCHOOL SCORES*			
% At or Above Meets State Standards*	95%	94%	91%
% At Exceeds State Standards*	59%	54%	50%
Number of students tested	278	258	275
Percent of total students tested	99%	100%	100%
Number of students alternatively assessed	1	0	4
Percent of students alternatively assessed	<1%	0	1%
SUBGROUP SCORES			
1. Male			
% At or Above Meets State Standards	93%	91%	85%
% At Exceeds State Standards	53%	52%	48%
Number of students tested	132	125	156
2. Female			
% At or Above Meets State Standards	97%	96%	98%
% At Exceeds State Standards	64%	56%	51%
Number of students tested	146	133	119
3. White			
% At or Above Meets State Standards	96%	95%	91%
% At Exceeds State Standards	60%	55%	51%
Number of students tested	263	240	257
4. Economically Disadvantaged			
% At or Above Meets State Standards	93%	86%	82%
% At Exceeds State Standards	47%	33%	37%
Number of students tested	15	21	27
5. Students with Disabilities			
% At or Above Meets State Standards	82%	67%	38%
% At Exceeds State Standards	29%	7%	4%
Number of students tested	17	15	28

Subject: Reading
 Grade: 7th
 Test: North Carolina End-of-Grade Test
 Edition/Publication Year: 2003
 Publisher: N.C State Department of Public Instruction

Scores are reported here as percent of students passing the test.

	2004-2005	2003-2004	2002-2003
Testing month	May	May	May
SCHOOL SCORES*			
% At or Above Meets State Standards*	97%	95%	95%
% At Exceeds State Standards*	68%	69%	70%
Number of students tested	284	277	273
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	5	1
Percent of students alternatively assessed	0%	2%	<1%
SUBGROUP SCORES			
1. Male			
% At or Above Meets State Standards	97%	92%	94%
% At Exceeds State Standards	70%	68%	67%
Number of students tested	142	157	160
2. Female			
% At or Above Meets State Standards	97%	98%	95%
% At Exceeds State Standards	70%	70%	74%
Number of students tested	142	120	113
3. White			
% At or Above Meets State Standards	97%	95%	95%
% At Exceeds State Standards	70%	71%	71%
Number of students tested	259	257	260
4. Economically Disadvantaged			
% At or Above Meets State Standards	90%	89%	80%
% At Exceeds State Standards	32%	46%	47%
Number of students tested	19	26	15
5. Students with Disabilities			
% At or Above Meets State Standards	89%	71%	58%
% At Exceeds State Standards	50%	23%	25%
Number of students tested	18	31	24

Subject: Reading
 Grade: 8th
 Test: North Carolina End-of-Grade Test
 Edition/Publication Year: 2003
 Publisher: N.C State Department of Public Instruction

Scores are reported here as percent of students passing the test.

	2004-2005	2003-2004	2002-2003
Testing month	May	May	May
SCHOOL SCORES*			
% At or Above Meets State Standards*	97%	97%	96%
% At Exceeds State Standards*	71%	74%	68%
Number of students tested	296	282	292
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	5	2	3
Percent of students alternatively assessed	2%	1%	1%
SUBGROUP SCORES			
1. Male			
% At or Above Meets State Standards	96%	96%	97%
% At Exceeds State Standards	72%	70%	68%
Number of students tested	167	161	155
2. Female			
% At or Above Meets State Standards	98%	98%	96%
% At Exceeds State Standards	71%	80%	68%
Number of students tested	129	121	137
3. White			
% At or Above Meets State Standards	97%	98%	97%
% At Exceeds State Standards	73%	76%	70%
Number of students tested	272	267	275
4. Economically Disadvantaged			
% At or Above Meets State Standards	96%	80%	89%
% At Exceeds State Standards	50%	40%	37%
Number of students tested	28	15	27
5. Students with Disabilities			
% At or Above Meets State Standards	78%	80%	76%
% At Exceeds State Standards	25%	20%	16%
Number of students tested	32	25	25

Subject: Math
 Grade: 6th
 Test: North Carolina End-of-Grade Test
 Edition/Publication Year: 2001
 Publisher: N.C State Department of Public Instruction

Scores are reported here as percent of students passing the test.

	2004- 2005	2003- 2004	2002- 2003
Testing month	May	May	May
SCHOOL SCORES*			
% At or Above Meets State Standards*	98%	99%	97%
% At Exceeds State Standards*	87%	81%	79%
Number of students tested	278	258	275
Percent of total students tested	99%	100%	100%
Number of students alternatively assessed	1	0	4
Percent of students alternatively assessed	<1%	0%	1%
SUBGROUP SCORES			
1. Male			
% At or Above Meets State Standards	96%	98%	96%
% At Exceeds State Standards	83%	82%	79%
Number of students tested	132	125	156
2. Female			
% At or Above Meets State Standards	99%	100%	98%
% At Exceeds State Standards	90%	81%	80%
Number of students tested	146	133	119
3. White			
% At or Above Meets State Standards	99%	99%	97%
% At Exceeds State Standards	88%	82%	80%
Number of students tested	263	240	257
4. Economically Disadvantaged			
% At or Above Meets State Standards	100%	95%	93%
% At Exceeds State Standards	73%	62%	74%
Number of students tested	15	21	27
5. Students with Disabilities			
% At or Above Meets State Standards	94%	87%	79%
% At Exceeds State Standards	71%	40%	98%
Number of students tested	17	15	28

Subject: Math
Grade: 7th
Test: North Carolina End-of-Grade Test
Edition/Publication Year: 2001
Publisher: N.C State Department of Public Instruction

Scores are reported here as percent of students passing the test.

	2004-2005	2003-2004	2002-2003
Testing month	May	May	May
SCHOOL SCORES*			
% At or Above Meets State Standards*	97%	97%	95%
% At Exceeds State Standards*	97%	84%	82%
Number of students tested	284	277	273
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	5	1
Percent of students alternatively assessed	0%	2%	<1%
SUBGROUP SCORES			
1. Male			
% At or Above Meets State Standards	96%	95%	94%
% At Exceeds State Standards	79%	80%	81%
Number of students tested	142	157	160
2. Female			
% At or Above Meets State Standards	97%	99%	96%
% At Exceeds State Standards	78%	88%	85%
Number of students tested	142	120	113
3. White			
% At or Above Meets State Standards	97%	97%	96%
% At Exceeds State Standards	79%	85%	84%
Number of students tested	259	257	260
4. Economically Disadvantaged			
% At or Above Meets State Standards	84%	96%	87%
% At Exceeds State Standards	47%	58%	47%
Number of students tested	19	26	15
5. Students with Disabilities			
% At or Above Meets State Standards	89%	77%	58%
% At Exceeds State Standards	67%	39%	46%
Number of students tested	18	31	24

Subject: Math
 Grade: 8th
 Test: North Carolina End-of-Grade Test
 Edition/Publication Year: 2001
 Publisher: N.C State Department of Public Instruction

Scores are reported here as percent of students passing the test.

	2004-2005	2003-2004	2002-2003
Testing month	May	May	May
SCHOOL SCORES*			
% At or Above Meets State Standards*	96%	96%	95%
% At Exceeds State Standards*	81%	83%	73%
Number of students tested	296	282	292
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	5	2	3
Percent of students alternatively assessed	2%	1%	1%
SUBGROUP SCORES			
1. Male			
% At or Above Meets State Standards	95%	94%	95%
% At Exceeds State Standards	79%	83%	75%
Number of students tested	167	161	155
2. Female			
% At or Above Meets State Standards	98%	98%	93%
% At Exceeds State Standards	83%	82%	70%
Number of students tested	129	121	137
3. White			
% At or Above Meets State Standards	96%	97%	95%
% At Exceeds State Standards	82%	85%	74%
Number of students tested	272	267	275
4. Economically Disadvantaged			
% At or Above Meets State Standards	96%	80%	82%
% At Exceeds State Standards	64%	47%	56%
Number of students tested	28	15	27
5. Students with Disabilities			
% At or Above Meets State Standards	72%	68%	68%
% At Exceeds State Standards	50%	40%	32%
Number of students tested			

Subject: Algebra I
 Grade: 7th & 8th
 Test: North Carolina End of Course Test
 Edition/Publication Year: 2001
 Publisher: N.C State Department of Public Instruction

Scores are reported here as percent of students passing the test.

	2004- 2005	2003- 2004	2002- 2003
Testing month	May	May	May
SCHOOL SCORES*			
% At or Above Meets State Standards*	100%	100%	100%
% At Exceeds State Standards*	100%	100%	98%
Number of students tested	86	101	104
Percent of total students tested	29%	36%	36%
Number of students alternatively assessed	5	2	3
Percent of students alternatively assessed	2%	1%	1%
SUBGROUP SCORES			
1. Male			
% At or Above Meets State Standards	100%	100%	100%
% At Exceeds State Standards	100%	100%	100%
Number of students tested	55	54	55
2. Female			
% At or Above Meets State Standards	100%	100%	100%
% At Exceeds State Standards	100%	100%	100%
Number of students tested	31	47	49
3. White			
% At or Above Meets State Standards	100%	100%	100%
% At Exceeds State Standards	100%	100%	100%
Number of students tested	80	99	99
4. Economically Disadvantaged			
% At or Above Meets State Standards	0%	0%	0%
% At Exceeds State Standards	0%	0%	0%
Number of students tested	0	0	0
5. Students with Disabilities			
% At or Above Meets State Standards	0%	0%	0%
% At Exceeds State Standards	0%	0%	0%
Number of students tested	0	0	0

Subject: Geometry
 Grade: 8th
 Test: North Carolina End of Course Test
 Edition/Publication Year: 2001
 Publisher: N.C State Department of Public Instruction

Scores are reported here as percent of students passing the test.

	2004-2005	2003-2004	2002-2003
Testing month	May	May	May
SCHOOL SCORES*			
% At or Above Meets State Standards*	100%	100%	100%
% At Exceeds State Standards*	100%	100%	100%
Number of students tested	4	2	3
Percent of total students tested	1%	1%	1%
Number of students alternatively assessed	5	2	3
Percent of students alternatively assessed	2%	1%	1%
SUBGROUP SCORES			
1. Male			
% At or Above Meets State Standards	100%	100%	100%
% At Exceeds State Standards	100%	100%	100%
Number of students tested	4	1	1
2. Female			
% At or Above Meets State Standards	0%	100%	100%
% At Exceeds State Standards	0%	100%	100%
Number of students tested	0	1	2
3. White			
% At or Above Meets State Standards	100%	100%	100%
% At Exceeds State Standards	100%	100%	100%
Number of students tested	4	2	3
4. Economically Disadvantaged			
% At or Above Meets State Standards	0%	0%	0%
% At Exceeds State Standards	0%	0%	0%
Number of students tested	0	0	0
5. Students with Disabilities			
% At or Above Meets State Standards	0%	0%	0%
% At Exceeds State Standards	0%	0%	0%
Number of students tested	0	0	0