



NORTH CAROLINA SCHOOLS TO WATCH MODEL SCHOOL—VISITOR'S GUIDE

West Pine Middle School



Designated in 2008

West Pine Middle School • Moore County Schools •
Moore County • North Carolina • Herb Cameron, Principal
• 144 Archie Rd, West End, NC 27376 • Phone 910-673-
1464 • E-mail hcameron@mcs.k12.nc.us • Website
<http://www.mcs.k12.nc.us>

2007-08 School Statistics

(Source: 2007 NC School Report Card.)

Community: Rural
Enrollment: 840
Grade Levels: 6-8
School Schedule: Traditional

Student Demographics

77% White
21% African American
2% Hispanic

22% Free/Reduced Lunch
<1% English Learners

2005 AYP: High Growth, Honors School of Excellence
Met 21 of 21 performance targets

2006 AYP: High Growth, School of Distinction
Met 22 of 29 performance targets

2007 AYP: High Growth, Honors School of Excellence
Met 21 of 21 performance targets

(Visit <http://www.ncschoolreportcard.org> to view this school's data for prior years.)

School Characteristics and Replicable Practices

West Pine Middle School is a rural school located in Moore County in the Sandhills of North Carolina. It is a school with very strong ties to the community, and many families make the ability to attend West Pine Middle School a determining factor when deciding where in the area to live. The school has worked diligently over the years to ensure that each and every child receives a rigorous and challenging education. At the same time, each child is a valued member of the Wildcat community.

Academic Excellence

- There are essential questions on board throughout the building, and students understand them
- Strong use of rubrics
- There is a very high level of time on task, and students are used to working in collaborative groups as well as individually. We did not see a single classroom with chairs and desks in straight rows—a wide variety of strategies are evident with strong use of project-based learning
- A wide variety of work products demonstrate mastery of concepts

(Continued)

Academic Excellence (*continued*)

- They have done a wonderful job of developing schedules to meet the needs of students—and not of plugging students into existing schedules.

Developmental Responsiveness

- The school is filled with happy, respectful students who love and are proud of their school
- There is a strong connection to the community and to needed resources and supports
- Students used Cornell notes, graphic organizers, and other organizational strategies to help them achieve mastery
- There is a “Working Lunch” in which students can get extra help
- Student voice is clear and evident throughout the building, and Discovery Clubs give opportunities to explore multiple interests

Social Equity

- The faculty and administration go above and beyond to help each student produce excellent work products
- There is strong use of enrichment activities that also take learning styles into consideration
- There has been a strong commitment to decreasing discipline issues, and it has paid off
- The faculty constantly seeks to improve their programs and practices
- Academic pep-rallies and other recognition activities celebrate excellence in many forms

Organizational Support

- There is a clear and constant vision evident at this school
- Professional development is a commitment of both the school and district
- The school makes effective use of data to not only disaggregate it, but to use it to drive changes in instruction
- The school is not content to be doing very well... they want each and every child to be performing far above grade level standards
- Family and community are regular fixtures in the school, and at any given time it is likely that there are a number of parents visiting