



NORTH CAROLINA SCHOOLS TO WATCH

MODEL SCHOOL—VISITOR'S GUIDE

Kernodle Middle School



Designated in 2007

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2009-10 School Statistics

(Source: 2009 NC School Report Card.)

Community: Suburban
Enrollment: 970
Grade Levels: 6-8
School Schedule: Traditional

Student Demographics

70% White
22% African American
5% Hispanic
3% Asian

12% Free/Reduced Lunch
2% English Learners

2007 AYP: High Growth, School of Excellence
Met 28 of 29 performance targets

2008 AYP: High Growth, School of Distinction
Met 30 of 31 performance targets

2009 AYP: High Growth, Honor School of Excellence
Met 29 of 29 performance targets

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

School Characteristics and Replicable Practices

John R. Kernodle, Jr. Middle School operates under the vision of becoming a professional learning community, upholding a standard of excellence, fostering academic and social growth through creativity, caring, collaboration, and reflection. The vision is clearly apparent in all classrooms by the quality performance of teachers and students. The four Cougar Core Values: respect, responsibility, participation, and compassion provide the basis for much discussion and activity in A/A and throughout the school. From the actions of students to the professionalism of staff, it was very clear the Core Values have been internalized by all who walk in the halls of Kernodle.

Academic Excellence

- Fast Paced instruction with rigorous standards
- Vertical Alignment with feeder elementary and high schools
- Varied instructional strategies used in classrooms
- The school has an effective mentoring programs with NC A&T University and UNC-Greensboro
- The staff includes 16 National Board Certified Teachers

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Developmental Responsiveness

- Cougar Core Values (Respect, Responsibility, Compassion, Participation) drive the school
- The school has over 36 clubs addressing a variety of student interests
- Over half of the staff actively sponsor clubs or activities
- There are MANY effective business and community partnerships
- Real world problems and relevant situations are used to engage students in learning

Social Equity

- Special effort is made to include special needs students in school activities
- Many meetings occur outside of the school day--Grade Level Fun Nights, Parent Meetings, etc.
- There is no In School Suspension. The school works to find meaningful alternative methods to promote positive student behavior
- The Core Values appears to have led to a very compassionate and caring student body and faculty
- The staff works to ensure that all students are in the most challenging classes possible

Organizational Support

- School Vision in every room with mission statement and Core Values
- Principal communicates and facilitates a shared vision for success and improvement.
- Opportunities for study of professional publications such as books and journal articles
- Counselor's hand-schedule the majority of student schedules to make sure the classes are balanced socially, academically, and ethnically
- Administrators and counselors loop with the grade levels for discipline and guidance. This includes the principal