

▶ Albemarle Road Middle School



A Message from the Principal

Dear Albemarle Road Middle School families:

This is the first School Progress Report for Albemarle Road Middle. We are sending this to you so that you may be fully informed about our students' academic progress, our staff and our school environment.

Albemarle Road is a Title I school, which means we receive extra funding based on the percentage of students receiving free or reduced-price lunch. This allows the school to have smaller classes in language arts and math, and provide tutoring both during and after school.

Albemarle Road offers the International Baccalaureate Middle Years Programme, an international curriculum designed to help students develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world. This program encourages global thinking and interdisciplinary and service learning.

Turning to academic progress, you will see that the percentage of students at or above grade level in the whole school continues to increase each year.

The state introduced a new reading test in 2007-2008. As a result of more rigorous expectations, reading scores declined across the state, including in CMS. Since the new test covers different material from that covered in the previous test, direct year-over-year comparisons are not necessarily accurate.

We are committed to offering students a variety of opportunities to increase academic success. These include a type of sheltered instruction often used with English-language learners; it is available to all students at Albemarle Road. We also offer Citizen Schools, an after-school program that gives tutoring help and allows students to

(Principal's message continued on back.)

KEY FACTS

Principal

Thomas D. Lamb

email: thomas.lamb@cms.k12.nc.us

Albemarle Road Middle School is a partial International Baccalaureate magnet.

Grades

6 - 8

School Population

- 805 Students
- 59 Teachers
- 3 Assistant Principals
- 3 Counselors
- 1 Social Worker
- 31 Support Staff

Student Demographics

- 53.0% African American
- 7.2% White
- 33.2% Hispanic
- 6.6% Other
- 81.7% of students qualify for free or reduced-price lunch

Learning Community

East

Area Superintendent: Nancy Bartles
9601 E. Independence Boulevard
Matthews, NC 28105
980-343-1461
email: nancy.bartles@cms.k12.nc.us

Data effective as of spring 2008.

Albemarle Road Middle School

6900 Democracy Drive
Charlotte, NC 28212
980-343-6420

<http://pages.cms.k12.nc.us/arms>



CMS 2010 Strategic Plan Goals	Key Performance Measurements	CMS 2010 Goal	School Result 2007 - 2008
High Academic Achievement <i>Disparity between socioeconomic groups is shown as a positive percentage when non-economically-disadvantaged students outscore economically-disadvantaged students; a negative percentage indicates the reverse.</i>	Students performing at or above grade level overall ¹	—	45.8%
	Students performing at or above grade level in Reading	95%	34.3%
	Students performing at or above grade level in Math	88%	47.8%
	Students performing at or above grade level in Writing	80%	43.8%
	Disparity between racial/ethnic groups in Reading	10%	28.0%
	Disparity between racial/ethnic groups in Math	10%	29.9%
	Disparity between racial/ethnic groups in Writing	10%	37.7%
	Disparity between socioeconomic groups in Reading	10%	14.0%
	Disparity between socioeconomic groups in Math	10%	18.1%
Disparity between socioeconomic groups in Writing	10%	13.2%	
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	96%	98%
	National Board-certified teachers	16%	2%
	Teachers with graduate degrees	35%	26%
	Teachers’ average years of experience	10.4	9.8
Adequate Resources & Facilities	Student/Computer Ratio	5:1	3:1
Safe & Orderly Schools	Passed the CMS “safe school audit”	YES	YES
	Parents perceive the school as safe ²	70%	NOT COLLECTED
	Students perceive the school as safe ³	80%	46.4%
	Teachers perceive the school as safe ^{1,4}	—	78.6%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	46.2
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	57.9
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	NO
World-Class Service	Parents perceive the school as responsive ²	80%	NOT COLLECTED
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	NOT COLLECTED
	Number of volunteer hours ⁶	Increase by 25% district-wide	43.5
	Number of business and community partnerships	Increase by 25% district-wide	5

¹Not a Strategic Plan goal

²Based on completed parent surveys

³Based on completed student surveys

⁴Based on completed teacher surveys

⁵Incidents per 100 students

⁶Per 100 students

CMS Accountability Measures

In this section, we are highlighting several key performance indicators for our school and its students.

► Adequate Yearly Progress (AYP)

Our school **DID NOT** make AYP
(18 of 29 goals met)

The federal No Child Left Behind Act requires that every school make Adequate Yearly Progress (AYP). State test results are used to set AYP proficiency targets for every grade. Targets are set for the school as a whole, as well as for nine separate subgroups. The subgroups are: white, black, Hispanic, Native American, Asian, multiracial, economically disadvantaged students, students with limited English proficiency and students with disabilities. A school's attendance and graduation rates are also measured for AYP.

The subgroup measurements are intended to prevent an overall score from masking poor results by one or more subgroups. Because the number of subgroups can vary depending on a school's diversity, the number of targets varies also. Some schools may have only a few targets to meet; others may have as many as 41.

AYP is an all-or-nothing standard that says every target must be met. No Child Left Behind also requires that every student be proficient by the 2013-2014 school year.

For a more complete overview of AYP, visit www.dpi.state.nc.us/nclb/abcayp/overview/ayp

For details of AYP results for our school and its student groups, visit <http://ayp.ncpublicschools.org>

► ABC Designation

Our school's designation: **Low Performing**
(DID NOT meet growth expectations)

Proficiency: 45.8%

The North Carolina ABCs program was introduced more than a decade ago to better target school improvement efforts. Two basic measures determine a school's designation: the Average Growth of students (at right); and the Performance Composite, which measures how well students performed against a set standard of proficiency.

Schools are given one of seven designations (in descending order): Honor School of Excellence; School of Excellence; School of Distinction; School of Progress; No Recognition; Priority School; Low Performing.

For more information about ABCs, visit <http://abcs.ncpublicschools.org/abcs>

► Average Growth

State Standard: 80%
Our School: 79.6%

Each year, the state sets individual growth expectations for each student. A student is expected to perform as well, or better, on the End-of-Grade (EOG) assessment for the current year as he or she did, on average, during the previous two years. The Average Growth is calculated by comparing *actual* performance versus *expected* performance and then averaging the difference across all students and all subjects. The score above reflects the combined growth rate of all of our students. A school classified as making expected growth would have a score of 80% or higher.

► Students Making or Exceeding a Year's Worth of Growth

State Standard: 60%
Our School: 51.5%

This measurement assesses whether students have learned as much as they are expected to learn in one year. Expectations are set for each student based on individual performance for the previous two years. Across the state, about half of students typically meet or exceed their growth expectation. High growth is defined as a score of 60% or higher and having met expected growth.

► Amount of Growth for Students in the Lowest Achieving Group

Our School: 72.0%

Narrowing the achievement gap is widely recognized as one of the biggest challenges in public education. The lowest achieving group for CMS includes certain minority groups and those receiving free or reduced-price lunch. If lower-achieving students grow at a faster rate than better-achieving students, the achievement gap is narrowed. When the above percentage is higher than the Average Growth for the school (see Average Growth above), the school is closing the achievement gap.

► Positive Responses to Student Surveys

Our School: 63.6%

Student feedback is a subjective, but essential, component of the measure of our school's performance. We want all of our students to have a caring, supportive environment at school. This is a measure of the positive reaction from our students covering the areas of school safety, engagement and encouragement.

For more information on our school's performance, visit <http://pmd.cms.k12.nc.us>

CHARLOTTE-MECKLENBURG SCHOOLS

REACH FURTHER. **Global competitiveness starts here.**

▶ Albemarle Road Middle School

(Principal's message continued.)

work with businesses in partnerships. Supplemental Education Services, provided free of charge two days a week, focuses on reading and math strategies. Mi Casa Su Casa is a partnership that offers services for Latino students and families. Finally, we participate in the Communities in Schools program, the nation's largest and most effective dropout-prevention network.

At Albemarle Road, we use data to identify those areas where students are achieving and those where we need to revise our approach.

Our faculty is committed to helping all students achieve and become global citizens. All teachers and paraprofessionals are highly qualified. Staff turnover for the last two years has been approximately six percent. The staff has access to professional development designed to address needs within the school for students and staff. This training allows staff members to increase their knowledge and sharpen skills within their specific content areas.

At Albemarle Road, we are dedicated to the belief that everyone counts. This is reflected in every part of our school from the classroom to the main office and beyond. We are working tirelessly to make the school a center for the community, doing whatever it takes for everyone who is part of the school to be successful.

Albemarle Road continues to strive to be a school where all students experience success each day, where parents and the community feel welcome and, above all, where everyone counts and is valued.

Sincerely,
Tom Lamb
Principal

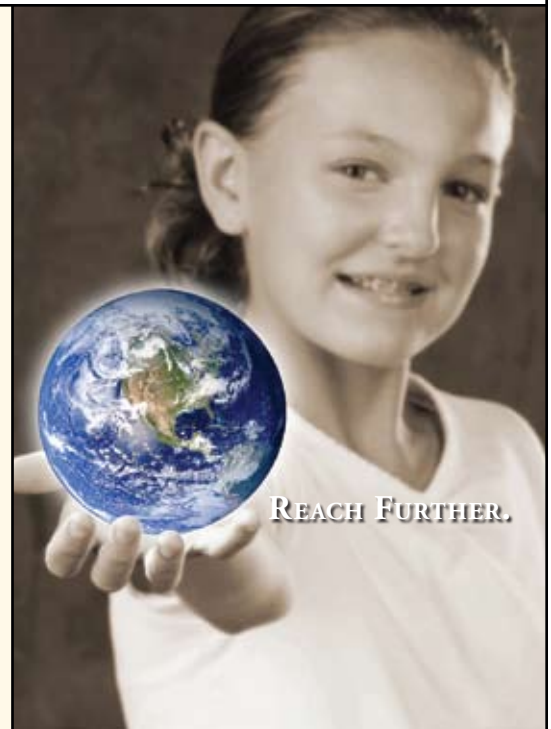
What is the School Progress Report?

In 2006, we introduced the *Charlotte-Mecklenburg Schools Strategic Plan 2010* outlining our vision and strategy to educate our students to compete locally, nationally and internationally.

The plan outlines seven areas of concentration: high academic achievement; effective educators; adequate resources and facilities; safe and orderly schools; freedom and flexibility with accountability; world-class service, and strong parent and community connections.

In this report, you will notice how our school performed in the 2007-2008 school year compared to the stated 2010 goals. On page 3, you will also find an explanation of federal and state accountability measures with a specific emphasis on growth.

As educators and parents, we have a common goal of preparing our children to compete in an ever-growing global community. This goal requires constant dialogue between school and parents, so please feel free to contact the principal or any staff member at our school with your questions, concerns or suggestions.



REACH FURTHER.

