SCHOOL PROGRESS REPORT 2007-2008

Community House Middle School

A Message from the Principal

Dear Community House Middle School families:

I am pleased to share with all of you the first School Progress Report for Community House Middle. This document will give you information about our students' academic progress, the quality of our staff and our school environment.

This school year, we are beginning with 90.5 percent of our students at or above grade level in math. This holds fairly steady in comparison to the previous year's data. Our students achieved High Growth in sixth- and eighth-grade math. Seventh-grade math students missed this target by .1 percent and, therefore, achieved Expected Growth. Ninety-nine percent of algebra students passed the high school exam as well as 100 percent of our geometry students. Our students are performing at very strong levels in comparison with the state as a whole.

Last year, 80 percent of our seventh-grade students passed the writing test, compared to 76 percent the previous year. Our students demonstrated a higher increase in this area than most CMS schools.

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.

The test results show that our student achievement is good. We will move to great student achievement by not accepting any excuses this year and by incorporating strategies to increase each lesson's rigor and relevance. All students will be challenged to greater levels. Our

(Principal's message continued on back.)

KEY FACTS

Principal
Jamie Brooks
email: jamie.brooks@cms.k12.nc.us

Grades
6 - 8

School Population
- 1,373 Students
- 72 Teachers
- 3 Assistant Principals
- 3 Counselors
- 34 Support Staff

Student Demographics
- 12.5% African American
- 67.3% White
- 8.7% Hispanic
- 11.6% Other
- 13.0% of students qualify for free or reduced-price lunch

Learning Community
South

Area Superintendent: Robert Avossa
8500 Pineville-Matthews Road
Suites F & G
Charlotte, NC 28226
980-343-1467
email: robert.avossa@cms.k12.nc.us

Data effective as of spring 2008.

Community House Middle School
9500 Community House Road
Charlotte, NC 28277
980-343-0689
http://pages.cms.k12.nc.us/communityhouse

cms®
Charlotte-Mecklenburg Schools

Community House Middle School

PROGRESS REPORT

CMS 2010 Strategic Plan Goals	Key Performance Measurements	CMS 2010 Goal	School Result 2007 - 2008
High Academic Achievement	Students performing at or above grade level overall[1]	—	**87.2%**
	Students performing at or above grade level in Reading	95%	**81.6%**
	Students performing at or above grade level in Math	88%	**90.5%**
	Students performing at or above grade level in Writing	80%	**80.0%**
	Disparity between racial/ethnic groups in Reading	10%	**38.8%**
	Disparity between racial/ethnic groups in Math	10%	**31.6%**
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.	Disparity between racial/ethnic groups in Writing	10%	**19.8%**
	Disparity between socioeconomic groups in Reading	10%	**21.3%**
	Disparity between socioeconomic groups in Math	10%	**17.9%**
	Disparity between socioeconomic groups in Writing	10%	**22.0%**
Effective Educators	Teachers deemed "highly qualified" having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	96%	**100%**
	National Board-certified teachers	16%	**19%**
	Teachers with graduate degrees	35%	**39%**
	Teachers' average years of experience	10.4	**11.0**
Adequate Resources & Facilities	Student/Computer Ratio	5:1	**5:1**
Safe & Orderly Schools	Passed the CMS "safe school audit"	YES	**YES**
	Parents perceive the school as safe[2]	70%	**92.6%**
	Students perceive the school as safe[3]	80%	**NOT COLLECTED**
	Teachers perceive the school as safe[1,4]	—	**95.6%**
	Number of incidents resulting in in-school suspensions[1,5]	—	**3.7**
	Number of incidents resulting in out-of-school suspensions[1,5]	—	**4.6**
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%	**78.3%**
Strong Parent & Community Connections	Parents that give the school either an A or B grade[1,2]	—	**84.8%**
	Number of volunteer hours[6]	Increase by 25% district-wide	**98.2**
	Number of business and community partnerships	Increase by 25% district-wide	**0**

[1]Not a Strategic Plan goal
[2]Based on completed parent surveys
[3]Based on completed student surveys
[4]Based on completed teacher surveys
[5]Incidents per 100 students
[6]Per 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
(32 of 33 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: **School of Distinction**
(DID meet growth expectations)

Proficiency: 87.2%

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: 85.6%

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: 73.9%

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: 72.6%

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: Not Collected

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**

Community House Middle School

(Principal's message continued.)

student performance is good, with 90.5 percent of students proficient in math, but approximately half of these remain at Level 3. Great performance means moving them to Level 4.

Of our 33 Adequate Yearly Progress (AYP) goals, we met 32, which means we did not make AYP, the standard set for schools by the No Child Left Behind Act, and our school will not be named an Honor School. For this year, we have, therefore, added a highly qualified teacher for subgroups that are falling behind, and we have created common planning time and opportunities for teachers to learn new instructional strategies.

All of our teachers are highly qualified. We have 14 National Board-certified teachers. Less than five percent of our teachers are in their first three years of teaching. We had staff turnover last year of less than 15 percent. This indicates that our teachers are happy to work here.

Our administrative team is new. As principal, I bring 13 years of experience in middle schools. I served most recently as an administrator for one of our feeder high schools. This experience means I know how our students need to be prepared for excellence in high school. Other senior staff members have elementary and high school experience, which helps to round out our administrative team.

To address our growing population and meet the needs of all students, the entire team will align its efforts toward our common goal. That shifts us from a group to a team. We are Team Cavalier, and our goal is to take our students from good to great!

Sincerely,
Jamie Brooks
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.

cms®
Charlotte-Mecklenburg Schools