

# ▶ Davidson IB Middle School



## A Message from the Principal

To our Davidson IB Middle School families:

This is the first School Progress Report for Davidson IB Middle, part of our effort to keep families fully informed about our students' academic progress, our staff and our school environment.

The 2007-2008 school year was highly successful for the students and staff at Davidson IB, full of shining moments. On End-of-Grade tests, 94.9 percent of our students were proficient, testing at or above grade level.

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.

Our Science Olympiad team placed first in the region, second in the state and 13th in a national competition of 60 teams. Our Future Cities team won the regional events for the National Engineers Week Future City Competition, and went on to represent North Carolina at the national level. Students at Davidson IB completed approximately 6,000 hours of community service and raised \$5,000 for Free the Children and Walk for Darfur.

For the past 15 years, Davidson IB Middle has been an authorized International Baccalaureate Middle Years Programme (IBMYP). In our recent IBMYP evaluation visit, we were commended for our exceptional learning climate, our development of the whole child, our professional leadership, our safe learning environment and our balance of instructional strategies. Through the IBMYP, we strive

*(Principal's message continued on back.)*

## KEY FACTS

### Principal

Dr. Jo F. Karney

email: [jo.karney@cms.k12.nc.us](mailto:jo.karney@cms.k12.nc.us)

Davidson IB Middle School is a full International Baccalaureate magnet.

### Grades

6 - 8

### School Population

- 236 Students
- 18 Teachers
- 1 Assistant Principal
- 1 Counselor
- 10 Support Staff

### Student Demographics

- 20.8% African American
- 66.9% White
- 3.0% Hispanic
- 9.3% Other
- 11.9% of students qualify for free or reduced-price lunch

### Learning Community

North

Area Superintendent:

Monique Gardner-Witherspoon

16630 Northcross Drive

Huntersville, NC 28078

980-343-1457

email: [monique.witherspoon@cms.k12.nc.us](mailto:monique.witherspoon@cms.k12.nc.us)

Data effective as of spring 2008.

## Davidson IB Middle School

251 South Street  
Davidson, NC 28036  
980-343-5185

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



CMS 2010 Strategic Plan Goals	Key Performance Measurements	CMS 2010 Goal	School Result 2007 - 2008
<b>High Academic Achievement</b>  <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 <sup>1</sup>	—	<b>94.9%</b>
	Students performing at or above grade level in Reading	95%	<b>93.2%</b>
	Students performing at or above grade level in Math	88%	<b>94.9%</b>
	Students performing at or above grade level in Writing	80%	<b>97.4%</b>
	Disparity between racial/ethnic groups in Reading	10%	<b>16.7%</b>
	Disparity between racial/ethnic groups in Math	10%	<b>16.7%</b>
	Disparity between racial/ethnic groups in Writing	10%	<b>10.5%</b>
	Disparity between socioeconomic groups in Reading	10%	<b>16.6%</b>
	Disparity between socioeconomic groups in Math	10%	<b>14.5%</b>
	Disparity between socioeconomic groups in Writing	10%	<b>11.1%</b>
<b>Effective Educators</b>	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	96%	<b>100%</b>
	National Board-certified teachers	16%	<b>33%</b>
	Teachers with graduate degrees	35%	<b>39%</b>
	Teachers’ average years of experience	10.4	<b>11.8</b>
<b>Adequate Resources &amp; Facilities</b>	Student/Computer Ratio	5:1	<b>2:1</b>
<b>Safe &amp; Orderly Schools</b>	Passed the CMS “safe school audit”	YES	<b>YES</b>
	Parents perceive the school as safe <sup>2</sup>	70%	<b>92.3%</b>
	Students perceive the school as safe <sup>3</sup>	80%	<b>83.3%</b>
	Teachers perceive the school as safe <sup>1,4</sup>	—	<b>100%</b>
	Number of incidents resulting in in-school suspensions <sup>1,5</sup>	—	<b>0.4</b>
	Number of incidents resulting in out-of-school suspensions <sup>1,5</sup>	—	<b>16.9</b>
<b>Freedom &amp; Flexibility with Accountability</b>	Principal has been granted additional freedom and flexibility <sup>1</sup>	—	<b>NO</b>
<b>World-Class Service</b>	Parents perceive the school as responsive <sup>2</sup>	80%	<b>87.2%</b>
<b>Strong Parent &amp; Community Connections</b>	Parents that give the school either an A or B grade <sup>1,2</sup>	—	<b>95.4%</b>
	Number of volunteer hours <sup>6</sup>	Increase by 25% district-wide	<b>201.1</b>
	Number of business and community partnerships	Increase by 25% district-wide	<b>5</b>

<sup>1</sup>Not a Strategic Plan goal

<sup>2</sup>Based on completed parent surveys

<sup>3</sup>Based on completed student surveys

<sup>4</sup>Based on completed teacher surveys

<sup>5</sup>Incidents per 100 students

<sup>6</sup>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** make AYP  
(13 of 13 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](http://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: **No Recognition**  
(DID NOT meet growth expectations)

**Proficiency: 94.9%**

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: 79.7%**

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: 50.5%**

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: 76.6%**

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: 76.2%**

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.**

# ▶ Davidson IB Middle School

*(Principal's message continued.)*

to develop learners who are knowledgeable, inquiring, caring, balanced, principled, open-minded, reflective and well prepared for the academic and personal challenges of life after middle school.

The 2008-2009 school year promises to be another outstanding one. As always, our primary focus is on student learning, strong teaching and high achievement. Davidson IB Middle School provides a rigorous, holistic education that is both academically and personally enriching. Our experienced, highly qualified faculty provides students with an accelerated learning program that includes high-level foreign language instruction, interdisciplinary instruction, hands-on experiential science, the fine arts and computer technology.

This fall, we welcomed 85 new sixth-graders to our student body; these students come from 20 different elementary schools around Mecklenburg County

and bring with them wonderful energy, enthusiasm and curiosity. Throughout the year, students' school experience will be enriched by events such as our annual talent show, field trips to Camp Thunderbird and Discovery Place and a wide variety of clubs, including Battle of the Books, Ballroom Dancing and Math Counts. This year we will participate in Davidson's Walking Wednesdays program to promote green living and greater environmental awareness.

We are proud of our academic achievements and our development of internationally minded, compassionate students of the world. It is a pleasure and an honor to be a part of the Davidson IB learning community.

Sincerely,  
Dr. Jo F. Karney  
*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.

