

▶ James Martin Middle School



A Message from the Principal

To our James Martin Middle School families:

This is the first School Progress Report for James Martin Middle, a proud member of the Governor's Village, a 200-acre campus that encompasses four state-of-the-art schools and the Northeast Learning Community.

As you will see, James Martin Middle School met Expected Growth under the North Carolina ABCs. We are extremely proud of the hard work of our students and staff that led to this accomplishment. Even though we met Expected Growth, we know that moving from 39.8 percent of our students being proficient to 42.5 percent proficient is not enough. In order for our students to compete globally, they must perform at higher levels, and this year our goal is High Growth for every student.

You will also see that many of our students were proficient in two subjects where End-of-Course tests are given. Eighty percent of our Algebra I students passed the state End-of-Course test, and 100 percent of our geometry students passed the End-of-Course test.

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.

Although we did not make Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act, we increased the percentage of our goals met from 63.6 percent to 70.3 percent. James Martin is a diverse middle school, which means that we have many targets for AYP—37 in all, and we met 26 of them.

(Principal's message continued on back.)

KEY FACTS

Principal

Dr. Anna S. Renfro
email: anna.renfro@cms.k12.nc.us

Grades

6 - 8

School Population

- 1,369 Students
- 89 Teachers
- 3 Assistant Principals
- 3 Counselors
- 1 Social Worker
- 45 Support Staff

Student Demographics

- 67.5% African American
- 6.2% White
- 17.5% Hispanic
- 8.8% Other
- 66.2% of students qualify for free or reduced-price lunch

Learning Community

Northeast

Area Superintendent: Scott Muri
2750 E. W.T. Harris Boulevard
Suite 101
Charlotte, NC 28213
980-343-1459
email: scott.muri@cms.k12.nc.us

Data effective as of spring 2008.

James Martin Middle School

7800 IBM Drive
Charlotte, NC 28262
980-343-5382

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



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	—	42.5%
	Students performing at or above grade level in Reading	95%	34.6%
	Students performing at or above grade level in Math	88%	45.3%
	Students performing at or above grade level in Writing	80%	38.9%
	Disparity between racial/ethnic groups in Reading	10%	15.4%
	Disparity between racial/ethnic groups in Math	10%	31.4%
	Disparity between racial/ethnic groups in Writing	10%	21.4%
	Disparity between socioeconomic groups in Reading	10%	10.2%
	Disparity between socioeconomic groups in Math	10%	12.6%
	Disparity between socioeconomic groups in Writing	10%	7.6%
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	96%	95%
	National Board-certified teachers	16%	3%
	Teachers with graduate degrees	35%	31%
	Teachers’ average years of experience	10.4	10.1
Adequate Resources & Facilities	Student/Computer Ratio	5:1	4:1
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%	31.1%
	Teachers perceive the school as safe ^{1,4}	—	34.3%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	25.9
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	73.4
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	YES
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	0
	Number of business and community partnerships	Increase by 25% district-wide	0

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
(26 of 37 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: **Priority School**
(*DID meet growth expectations*)

Proficiency: 42.5%

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: 80.5%

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: 52.7%

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: 79.9%

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: 57.2%

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.**

▶ James Martin Middle School

(Principal's message continued.)

So what are we doing to improve our students' academic progress this year? We have restructured our school into three small learning communities. Each hall consists of a sixth-, seventh- and eighth-grade team and students will remain on these halls for the three years they are with us. Bells have been eliminated to allow for instruction to move students, not bells. Accelerated Reader has become a part of our daily program, giving students a specific time for independent reading.

Our faculty is strong and we have the added benefit of having many experienced master teachers and the newest members of the profession working side by side.

I was one of 50 principals chosen last year to pilot a CMS initiative called Freedom and Flexibility with Accountability. This means that I have been given some additional autonomy to keep James Martin Middle School, and our students, moving forward.

Middle school students have lots of energy, and James Martin Middle provides many opportunities for them to show their strengths in the classroom as well as on the athletic field. Under outstanding coaches and teachers, our young athletes are developing skills to help them excel in their chosen sports. Our gymnasium showcases numerous banners recognizing conference championships in many sports.

Our strength lies in our passion, pride and purpose. These characteristics guide our day-to-day efforts to provide our students with the best education possible and to prepare them for their futures in the global community.

Sincerely,
Anna S. Renfro, Ed.D.
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.

