

# ▶ Metro School



## A Message from the Principal

To our Metro School families and caregivers:

This is the first School Progress Report for Metro School. We are sending this to you to share information about our testing results from last year and to outline our plans to further increase student achievement this year.

Our students in grades three through eight and grade 10 participate in the statewide testing program via the North Carolina Extend 1 assessment. This is an assessment of students' knowledge and mastery of academic objectives in math, language arts and science as outlined in the North Carolina Extended Content Standards. The North Carolina Department of Public Instruction developed a new version of the Extend 1 assessment for 2007-2008. Statewide, scores on this new version were significantly lower than previous years when our students scoring at grade level or above were in the 90 percent range.

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.

While test scores provide useful measurements of progress, they do not tell the whole story. We also evaluate individual students' progress on their Individualized Education Program goals.

We have adopted professional learning communities to focus our discussions on student achievement. We will look at student work samples, progress made on objectives from lessons and student demonstration of understanding. We will plan across grade-level teams to develop a more comprehensive instructional format that incorporates all objectives in our curriculum at each grade level.

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

## KEY FACTS

### Principal

Denise M. Comeaux  
email: [d.comeaux@cms.k12.nc.us](mailto:d.comeaux@cms.k12.nc.us)

### Grades

K - 12

### School Population

- 198 Students  
(Elementary 46, Middle 31, High 121)
- 37 Teachers
- 2 Assistant Principals
- 1 Counselor
- 79 Support Staff

### Student Demographics

- 48.0% African American
- 41.9% White
- 7.6% Hispanic
- 2.5% Other
- 59.1% of students qualify for free or reduced-price lunch

### Learning Community

Exceptional Children Area  
Area Superintendent: Dr. Jane Rhyne  
700 E. Stonewall Street  
Charlotte, NC 28202  
980-343-6960  
email: [j.rhyne@cms.k12.nc.us](mailto:j.rhyne@cms.k12.nc.us)

Data effective as of spring 2008.

## Metro School

405 S. Davidson Street  
Charlotte, NC 28202  
980-343-5450

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



CMS 2010 Strategic Plan Goals	Key Performance Measurements	CMS 2010 Goal	School Result 2007 - 2008
<p><b>High Academic Achievement</b></p> <p><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></p>	Students performing at or above grade level overall <sup>1</sup>	—	<b>23.8%</b>
	Students performing at or above grade level in Reading	95%	<b>14.8%</b>
	Students performing at or above grade level in Math	88%	<b>18.2%</b>
	Students performing at or above grade level in Writing	80%	<b>32.4%</b>
	Disparity between racial/ethnic groups in Reading	10%	<b>6.3%</b>
	Disparity between racial/ethnic groups in Math	10%	<b>9.4%</b>
	Disparity between racial/ethnic groups in Writing	10%	<b>8.3%</b>
	Disparity between socioeconomic groups in Reading	10%	<b>-6.6%</b>
	Disparity between socioeconomic groups in Math	10%	<b>-12.3%</b>
	Disparity between socioeconomic groups in Writing	10%	<b>9.9%</b>
<p><b>Effective Educators</b></p>	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	<b>97%</b>
	National Board-certified teachers	9%	<b>3%</b>
	Teachers with graduate degrees	38%	<b>44%</b>
	Teachers’ average years of experience	13.4	<b>12.6</b>
<p><b>Adequate Resources &amp; Facilities</b></p>	Student/Computer Ratio	5:1	<b>3:1</b>
<p><b>Safe &amp; Orderly Schools</b></p>	Passed the CMS “safe school audit”	YES	<b>YES</b>
	Parents perceive the school as safe <sup>2</sup>	70%	<b>100%</b>
	Students perceive the school as safe <sup>3</sup>	80%	<b>NOT COLLECTED</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</b>
	Number of incidents resulting in out-of-school suspensions <sup>1,5</sup>	—	<b>1.5</b>
<p><b>Freedom &amp; Flexibility with Accountability</b></p>	Principal has been granted additional freedom and flexibility <sup>1</sup>	—	<b>NO</b>
<p><b>World-Class Service</b></p>	Parents perceive the school as responsive <sup>2</sup>	80%	<b>92.3%</b>
<p><b>Strong Parent &amp; Community Connections</b></p>	Parents that give the school either an A or B grade <sup>1,2</sup>	—	<b>100.0%</b>
	Number of volunteer hours <sup>6</sup>	Increase by 25% district-wide	<b>326.3</b>
	Number of business and community partnerships	Increase by 25% district-wide	<b>8</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 NOT** make AYP  
(5 of 9 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: **NA**  
(*DID meet growth expectations*)

**Proficiency: 23.8%**

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: NA**

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: NA**

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: NA**

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>

CHARLOTTE-MECKLENBURG SCHOOLS

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

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*(Principal's message continued.)*

We are working to improve communication across grade level teams and to directly involve special-area teachers with planning. Our literacy facilitator and an administrator attend each grade-level planning meeting to bring continuity and consistency. Support-area teachers are assigned to each meeting to bring information and improve collaboration and consistency.

Students change classes for content instruction. By high school, students receive instruction from three or four content teachers. At the high school level, our teachers meet weekly to ensure uniformity in instruction across the three high school teams. This also allows teachers to focus their talents primarily in one content area. We believe this model provides greater focus in instruction and improved differentiation to meet the individual needs of students and improve student achievement.

Each teacher will have a Web site containing important information and weekly lesson plans. Parents can access any teacher's lesson plans.

Teachers will also be able to view their colleagues' lesson plans, and this helps improve communication and collaboration.

We have reading, math and science labs to provide additional hands-on learning experiences for our students. We have several SMART Boards (interactive white boards) throughout the school. We believe that such interactive technology will go far in helping our students to learn.

I am confident that we will continue to see significant improvements in student achievement. Our focus is on your child's academic achievement and independence, with attention to your child's dignity and right to respect. It is my privilege to serve as your child's principal. Thank you for supporting our school.

Sincerely,  
Denise M. Comeaux  
*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.

