

▶ Northwest School of the Arts



A Message from the Principal

To Northwest School of the Arts families:

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

With our sixth- through 12th-grade configuration, we have more academic goals than traditional middle or high schools. Our total proficiency rate for middle school math was 57.2 percent. Our composite proficiency rate for all high school End-of-Course tests was 64.7 percent. While this is not where we want to be, we are certainly headed in the right direction.

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.

Northwest School of the Arts did not make Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act. Northwest is a diverse school, which means that we have many targets to meet for AYP—33 in all—and we met 26 of them.

What is our plan to improve students' academic progress? We are revitalizing our approach to teaming, and we are assigning an administrator to work closely with each middle school team and academic area. We are using data more effectively to help identify how much curriculum is being mastered; we will then work to help students with the goals they have missed. We are also looking at redesigning the master schedule to better meet students' academic needs.

(Principal's message continued on back.)

KEY FACTS

Principal

Dr. Barry Bowe

email: barry.bowe@cms.k12.nc.us

Northwest School of the Arts is a full Visual and Performing Arts magnet.

Grades

6 - 12

School Population

- 1,058 Students
(Middle 439, High 619)
- 75 Teachers
- 3 Assistant Principals
- 4 Counselors
- 2 Social Workers
- 42 Support Staff

Student Demographics

- 51.0% African American
- 38.8% White
- 5.6% Hispanic
- 4.5% Other
- 36.7% of students qualify for free or reduced-price lunch

Learning Community

Central

Area Superintendent: Joel Ritchie
324 N. McDowell Street
Suite 100
Charlotte, NC 28204
980-343-1465
email: j.ritchie@cms.k12.nc.us

Data effective as of spring 2008.

Northwest School of the Arts

1415 Beatties Ford Road
Charlotte, NC 28216
980-343-5500

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



Northwest School of the Arts 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	—	64.8%
	Students performing at or above grade level in Reading	95%	58.1%
	Students performing at or above grade level in Math	88%	57.2%
	Students performing at or above grade level in Writing	80%	74.7%
	Disparity between racial/ethnic groups in Reading	10%	34.8%
	Disparity between racial/ethnic groups in Math	10%	32.6%
	Disparity between racial/ethnic groups in Writing	10%	21.6%
	Disparity between socioeconomic groups in Reading	10%	21.4%
	Disparity between socioeconomic groups in Math	10%	29.0%
	Disparity between socioeconomic groups in Writing	10%	19.1%
<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>			
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	97%
	National Board-certified teachers	9%	9%
	Teachers with graduate degrees	38%	39%
	Teachers’ average years of experience	13.4	9.4
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%	NOT COLLECTED
	Teachers perceive the school as safe ^{1,4}	—	95.2%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	29.7
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	12.5
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	11.1
	Number of business and community partnerships	Increase by 25% district-wide	2

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 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 Progress**
(DID meet growth expectations)

Proficiency: 64.8%

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: 79.4%

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: 47.6%

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: 76.3%

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.**

▶ Northwest School of the Arts

(Principal's message continued.)

We have one of the strongest faculty teams in our history. Ninety-seven percent of our teachers are highly qualified; some are National Board certified and we have few inexperienced teachers. We have very low staff turnover, and we have been fortunate to fill some critical positions in the arts last year with high-quality staff. After a number of rocky years in band, we are pleased to have hired a new band director. We have also added a full-time dance instructor this year.

As principal and instructional leader, I am focused on quality instruction. We will continue to work toward raising student achievement this year by using data to drive instruction, and I can say with all confidence that we will continue to see gains.

Northwest will continue to have a safe, supportive, orderly environment in which students and staff treat each other with respect.

At the start of this school year, I became only the third principal in the history of the school. I will work

diligently to put together an effective administrative staff that supports a common goal of excellence in academics and the arts.

Northwest students are offered a full range of Advanced Placement, honors, arts and arts-related Career and Technical Education courses. Our students have some of the most wonderful learning opportunities afforded any student in Charlotte-Mecklenburg Schools. Working together, we will focus on the common goals of student learning, strong teaching and increasing student achievement. At the same time, we will continue to provide our students with the excellent opportunities in the arts that they have always enjoyed.

Sincerely,
Dr. Barry Bowe
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.

