

▶ Northeast Middle School



A Message from the Principal

To our Northeast Middle School family:

In an effort to keep our families fully informed about our students' academic progress, our faculty and our school environment, we have developed the first School Progress Report for Northeast Middle.

During the 2007-2008 school year, 60.8 percent of Northeast's students performed at or above grade level on state End-of-Grade tests. This represents an increase in scores over the previous school year. Additionally, we received positive feedback from you, with nearly 75 percent of our families reporting regular communication with the school and accessibility to our faculty and staff.

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.

Northeast met 24 out of 29—or 82.8 percent—of our Adequate Yearly Progress (AYP) goals. AYP is the standard set for schools by the No Child Left Behind Act. Under these classifications, Northeast has achieved the status of School of Progress, and we are continuing our climb toward becoming a School of Distinction.

In an effort to improve on the goals we missed, the faculty is making several changes for the 2008-2009 school year. We are using differentiated instruction, a flexible teaching approach that adapts the curriculum to individual learning needs. In addition, we are increasing the number of inclusion classes, creating additional remedial and enrichment opportunities, and using data to help identify students' strengths and weaknesses to best meet their learning needs.

(Principal's message continued on back.)

KEY FACTS

Principal

David Switzer

email: david.switzer@cms.k12.nc.us

Grades

6 - 8

School Population

- 978 Students
- 64 Teachers
- 3 Assistant Principals
- 3 Counselors
- 35 Support Staff

Student Demographics

- 41.0% African American
- 35.2% White
- 16.5% Hispanic
- 7.4% Other
- 50.3% of students qualify for free or reduced-price lunch

Learning Community

East

Area Superintendent: Nancy Bartles
9601 E. Independence Boulevard
Matthews, NC 28105

980-343-1461

email: nancy.bartles@cms.k12.nc.us

Data effective as of spring 2008.

Northeast Middle School

5960 Brickstone Drive
Charlotte, NC 28227
980-343-6920

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



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	—	60.8%
	Students performing at or above grade level in Reading	95%	47.8%
	Students performing at or above grade level in Math	88%	65.7%
	Students performing at or above grade level in Writing	80%	57.3%
	Disparity between racial/ethnic groups in Reading	10%	30.2%
	Disparity between racial/ethnic groups in Math	10%	24.5%
	Disparity between racial/ethnic groups in Writing	10%	34.9%
	Disparity between socioeconomic groups in Reading	10%	18.9%
	Disparity between socioeconomic groups in Math	10%	12.9%
	Disparity between socioeconomic groups in Writing	10%	14.8%
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	96%	96%
	National Board-certified teachers	16%	4%
	Teachers with graduate degrees	35%	22%
	Teachers’ average years of experience	10.4	9.1
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%	67.3%
	Students perceive the school as safe ³	80%	46.5%
	Teachers perceive the school as safe ^{1,4}	—	92.3%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	42.4
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	42.6
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%	74.5%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	65.1%
	Number of volunteer hours ⁶	Increase by 25% district-wide	17.8
	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
(24 of 29 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: 60.8%

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: 81.4%

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: 56.2%

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: 81.6%

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: 61.2%

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.**

▶ Northeast Middle School

(Principal's message continued.)

Northeast boasts a dedicated and experienced staff, with many of our teachers highly qualified. We also have three assistant principals (one per grade level), two guidance counselors, an academic facilitator and an active school leadership team.

The entire Northeast faculty will continue to work together as a team to raise student achievement. Each of our programs is designed to engage students and parents in a challenging and viable curriculum. We offer Eagle Academy, an extensive after-school tutoring program for students performing below grade level in reading and math. Additionally, we have reconfigured our REACH (Rigor, Enrichment and Acceleration for Children) classes to best meet the needs of individual students. We also hold an annual Backyard Bash Night in May to provide a boost for End-of-Grade test preparation.

At Northeast, we have low staff turnover. Our dedicated teacher base provides a strong mentoring

program for new teachers, and the whole team encourages our students to meet high expectations. We are able to retain talented faculty and staff because Northeast is a successful middle school that prides itself on a positive school climate. We have a supportive, orderly environment in which students and teachers treat each other with dignity and respect.

In order to prepare lifelong learners, we offer several honors level courses, a variety of clubs, an award-winning fine arts program and many extracurricular athletic options. These programs and activities are crucial to strengthening the core values that are essential to a child's success. At Northeast, we believe that when students, parents and faculty work together as one, we can reach for new heights!

Sincerely,
David Switzer
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.

