

# ▶ Northridge Middle School



## A Message from the Principal

To the Northridge Middle School family:

This is the first School Progress Report for Northridge Middle. It is our goal to keep you informed about our students' academic progress, the quality of our staff and the school environment.

Northridge Middle had a composite score in reading of 41.8 percent on grade level and a composite score in math of 58.7 percent on grade level. The math score represents a 14 percent increase over the previous year.

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.

I am proud to report that last year, Northridge made High Growth. We did not make Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act. Northridge is a diverse school, which means that we have many targets to meet for AYP—and we met 26 of 29 of them. Of our many subgroups, our students with disabilities posted some of the most significant gains, with an increase of nearly 16 percent in math scores over the previous year.

How will we continue this trend of excellence? At Northridge, we do not believe in stagnation. We plan to create a highly reliable organization, an environment where any failure is viewed as catastrophic. We are diligently putting steps in place for early identification of difficulty. Teachers plan lessons using real-time data—pre-testing and post-testing to measure students' growth. We create opportunities for students to demonstrate their

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

## KEY FACTS

### Principal

Jamal Crawford

email: [jamal.crawford@cms.k12.nc.us](mailto:jamal.crawford@cms.k12.nc.us)

### Grades

6 - 8

### School Population

- 848 Students
- 54 Teachers
- 2 Assistant Principals
- 3 Counselors
- 1 Social Worker
- 37 Support Staff

### Student Demographics

- 67.5% African American
- 5.7% White
- 19.3% Hispanic
- 7.5% Other
- 68.0% 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](mailto:nancy.bartles@cms.k12.nc.us)

Data effective as of spring 2008.

## Northridge Middle School

7601 The Plaza  
Charlotte, NC 28215  
980-343-5015

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



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>53.9%</b>
	Students performing at or above grade level in Reading	95%	<b>41.8%</b>
	Students performing at or above grade level in Math	88%	<b>58.7%</b>
	Students performing at or above grade level in Writing	80%	<b>53.4%</b>
	Disparity between racial/ethnic groups in Reading	10%	<b>25.9%</b>
	Disparity between racial/ethnic groups in Math	10%	<b>26.1%</b>
	Disparity between racial/ethnic groups in Writing	10%	<b>38.1%</b>
	Disparity between socioeconomic groups in Reading	10%	<b>14.8%</b>
	Disparity between socioeconomic groups in Math	10%	<b>18.8%</b>
	Disparity between socioeconomic groups in Writing	10%	<b>12.2%</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>96%</b>
	National Board-certified teachers	16%	<b>2%</b>
	Teachers with graduate degrees	35%	<b>35%</b>
	Teachers’ average years of experience	10.4	<b>7.5</b>
<b>Adequate Resources &amp; Facilities</b>	Student/Computer Ratio	5:1	<b>3:1</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>67.9%</b>
	Students perceive the school as safe <sup>3</sup>	80%	<b>51.7%</b>
	Teachers perceive the school as safe <sup>1,4</sup>	—	<b>84.2%</b>
	Number of incidents resulting in in-school suspensions <sup>1,5</sup>	—	<b>49.8</b>
	Number of incidents resulting in out-of-school suspensions <sup>1,5</sup>	—	<b>50.4</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>68.5%</b>
<b>Strong Parent &amp; Community Connections</b>	Parents that give the school either an A or B grade <sup>1,2</sup>	—	<b>66.7%</b>
	Number of volunteer hours <sup>6</sup>	Increase by 25% district-wide	<b>65.0</b>
	Number of business and community partnerships	Increase by 25% district-wide	<b>0</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  
(26 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](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: **Priority School**  
(DID meet growth expectations)

**Proficiency: 53.9%**

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: 83.5%**

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: 63.7%**

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: 82.7%**

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: 67.2%**

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>

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

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*(Principal's message continued.)*

knowledge through curriculum nights, science fairs and other academic competitions. In other words, Northridge is moving rapidly toward a differentiated instructional model that teaches students based on their individual needs.

The faculty of Northridge is one of the finest anywhere. Ninety-six percent of our teachers are highly qualified. Approximately 35 percent of the staff holds advanced degrees, and several are working toward National Board certification. Our teachers are incredibly dedicated, and our entire staff fully embraces the notion that students come here to be made better citizens.

I have no doubts as to the continued progress and success of this wonderful school. The community has always embraced and supported Northridge. Students are friendly and well behaved in a safe environment that is conducive to learning. Parents are supportive of their children's teachers and maintain open and honest dialogue.

Our staff turnover has been steadily decreasing. The eighth-grade team has been together for three years, and the sixth-grade team has only two new additions from a year ago. All but one of the Exceptional Children teachers are deemed experienced by state standards. I have the privilege of being the school's fourth principal in 14 years. Clearly, Northridge is more than a school or place to work; it is a place where people want to be.

A new spirit has wrapped itself around Northridge. Teachers are pushing students harder and faster, and students are responding. Parents are demanding even more and are becoming ever more active and involved. Here, it is all about: One school, with one staff, one direction, one goal—student achievement!

Sincerely,  
Jamal A. Crawford  
*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.

