

► Sedgefield Middle School



A Message from the Principal

To our Sedgefield Middle School families:

This first School Progress Report for Sedgefield Middle is part of our effort to keep families fully informed about our students' academic progress, our staff and our school environment.

Sedgefield is a candidate for International Baccalaureate World School. In this magnet program, students integrate the state-mandated curriculum with five areas of interaction: approaches to learning, community and service, human ingenuity, environment and health and social education.

Throughout the school, we effectively differentiate instruction to adapt the curriculum to individual learning styles. At the same time, we use problem-based learning to challenge our students' higher-level thinking skills. We also maintain inclusive classrooms and adopt sheltered instruction strategies for our English Language Learners. In short, we provide the interventions and supports necessary to engage and challenge all students.

Sedgefield is a model for providing support services to encourage academic progress. A number of programs help students: homework center, extended day, Supplemental Educational Services, corrective reading, rewards, Rigor, Enrichment and Acceleration for Children in math, Fast ForWord (reading software), guided tutorials and guided study hall.

Writing scores for Sedgefield Middle have increased by 16 percent over the last two years. We have also made significant improvement in math.

The state introduced a new reading test in 2007-2008. As a result of more rigorous expectations, reading scores declined across the state,

(Principal's message continued on back.)

KEY FACTS

Principal

Darius Adamson

email: darius.adamson@cms.k12.nc.us

Sedgefield Middle School is a partial International Baccalaureate magnet.

Grades

6 - 8

School Population

- 426 Students
- 39 Teachers
- 1 Assistant Principal
- 3 Counselors
- 1 Social Worker
- 36 Support Staff

Student Demographics

- 56.3% African American
- 6.8% White
- 34.5% Hispanic
- 2.3% Other
- 84.5% of students qualify for free or reduced-price lunch

Learning Community

Achievement Zone

Area Superintendent: Curtis Carroll
701 E. Martin Luther King, Jr. Boulevard
Charlotte, NC 28202

980-343-6966

email: curtis.carroll@cms.k12.nc.us

Data effective as of spring 2008.

Sedgefield Middle School

2700 Dorchester Place
Charlotte, NC 28209
980-343-5840

<http://pages.cms.k12.nc.us/sedgefield68>



| 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 | — | 42.6% |
| | Students performing at or above grade level in Reading | 95% | 33.0% |
| | Students performing at or above grade level in Math | 88% | 46.0% |
| | Students performing at or above grade level in Writing | 80% | 54.3% |
| | Disparity between racial/ethnic groups in Reading | 10% | 29.0% |
| | Disparity between racial/ethnic groups in Math | 10% | 33.8% |
| | Disparity between racial/ethnic groups in Writing | 10% | 45.5% |
| | Disparity between socioeconomic groups in Reading | 10% | 16.7% |
| | Disparity between socioeconomic groups in Math | 10% | 13.5% |
| | Disparity between socioeconomic groups in Writing | 10% | 21.6% |
| Effective Educators | Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching | 96% | 89% |
| | National Board-certified teachers | 16% | 3% |
| | Teachers with graduate degrees | 35% | 32% |
| | Teachers’ average years of experience | 10.4 | 11.2 |
| Adequate Resources & Facilities | Student/Computer Ratio | 5:1 | 2:1 |
| Safe & Orderly Schools | Passed the CMS “safe school audit” | YES | YES |
| | Parents perceive the school as safe ² | 70% | 66.0% |
| | Students perceive the school as safe ³ | 80% | 49.6% |
| | Teachers perceive the school as safe ^{1,4} | — | 90.5% |
| | Number of incidents resulting in in-school suspensions ^{1,5} | — | 42.3 |
| | Number of incidents resulting in out-of-school suspensions ^{1,5} | — | 81.7 |
| 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% | 70.3% |
| Strong Parent & Community Connections | Parents that give the school either an A or B grade ^{1,2} | — | 53.8% |
| | 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
(17 of 25 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: **Low Performing**
(DID NOT meet growth expectations)

Proficiency: 42.6%

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: 79.8%

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: 51.4%

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: 79.6%

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: 68.6%

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.**

► Sedgefield Middle School

(Principal's message continued.)

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.

In 2007-2008, we did not make Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act, although we did meet 17 of our 25 targets.

Under our instructional leadership, we have spent two years transforming our school into a research-based learning organization driven by best practices. We employ interventions to respond to the diverse academic needs of our students and to improve academic progress. We use varied assessment approaches including school-wide, teacher-developed common formative assessments and Accelerated Math.

Our teachers support each other and work as a team to sustain our professional learning community. We are fully staffed, our turnover rate is extremely

low and many of our teachers are experienced and highly qualified. Everyone here is determined to do whatever it takes to achieve sustained academic growth for our students.

We welcome parental involvement at Sedgefield. There are many ways to participate as our partner in education, including membership in the PTSA, input to the school improvement team, volunteering and attending parent conferences and school events.

New school facilities and a renewed spirit of collaboration with community, parents and students mark the 2008-2009 school year as one of promise. We will continue to make improvements to help our students strive, achieve and excel.

Sincerely,
Darius Adamson
Principal

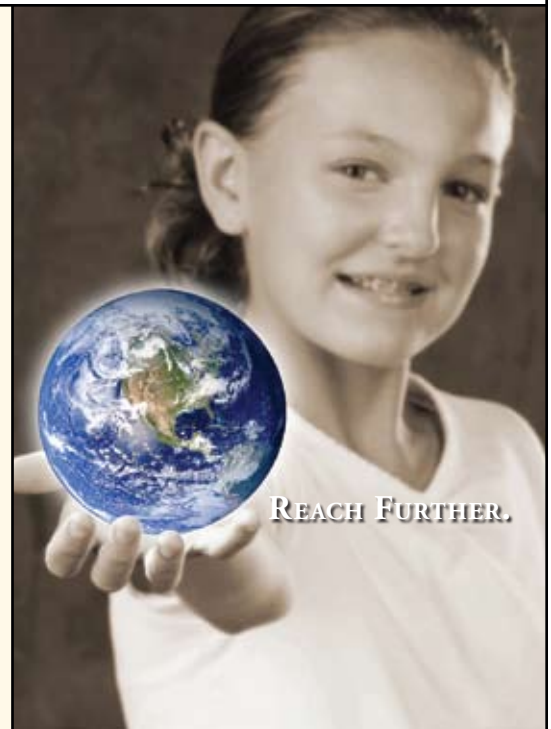
What is the School Progress Report?

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.



REACH FURTHER.

