

▶ South Charlotte Middle School



A Message from the Principal

To our South Charlotte Middle School families:

This is the first School Progress Report for South Charlotte Middle. The purpose of this document is to keep our community informed of our students' progress, our staff and the school environment.

We are pleased to report that South Charlotte Middle has been designated a School of Distinction, achieving High Growth on the North Carolina End-of-Grade and End-of-Course tests. We continue to see 91.4 percent of our students demonstrating proficiency on math tests. In 2007-2008, South Charlotte Middle made 32 of 33 targets toward Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act.

Out of only 35 CMS eighth-grade students who met the rigorous criteria for enrollment in high school-level algebra and geometry, 17 are South Charlotte students.

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 is more demanding, direct year-over-year comparisons are not necessarily accurate.

Our school motto is, "Making the Best Better." In that respect, we analyze our school program to determine how to increase achievement for all of our students, with special focus on students with disabilities. In order to continue meeting the needs of our increasingly diverse student population, the staff has introduced new programs and strategies.

Our strategies include offering inclusive classes for both Exceptional Children and students with limited proficiency in English. At all three grade levels, our Exceptional Children's inclusion classes are taught by experienced inclusion teachers.

(Principal's message continued on back.)

KEY FACTS

Principal

Christine Waggoner
email: c.waggoner@cms.k12.nc.us

Grades

6 - 8

School Population

- 895 Students
- 50 Teachers
- 3 Assistant Principals
- 2 Counselors
- 23 Support Staff

Student Demographics

- 10.3% African American
- 72.6% White
- 6.8% Hispanic
- 10.3% Other
- 11.6% of students qualify for free or reduced-price lunch

Learning Community

South

Area Superintendent: Robert Avossa
8500 Pineville-Matthews Road
Suites F & G
Charlotte, NC 28226
980-343-1467
email: robert.avossa@cms.k12.nc.us

Data effective as of spring 2008.

South Charlotte Middle School

8040 Strawberry Lane
Charlotte, NC 28277
980-343-3670

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



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	—	89.6%
	Students performing at or above grade level in Reading	95%	85.4%
	Students performing at or above grade level in Math	88%	91.4%
	Students performing at or above grade level in Writing	80%	82.7%
	Disparity between racial/ethnic groups in Reading	10%	35.2%
	Disparity between racial/ethnic groups in Math	10%	19.7%
	Disparity between racial/ethnic groups in Writing	10%	21.8%
	Disparity between socioeconomic groups in Reading	10%	28.1%
	Disparity between socioeconomic groups in Math	10%	21.8%
	Disparity between socioeconomic groups in Writing	10%	28.5%
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	96%	98%
	National Board-certified teachers	16%	6%
	Teachers with graduate degrees	35%	39%
	Teachers’ average years of experience	10.4	10.6
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%	91.6%
	Students perceive the school as safe ³	80%	83.5%
	Teachers perceive the school as safe ^{1,4}	—	100%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	17.1
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	6.8
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	YES
World-Class Service	Parents perceive the school as responsive ²	80%	78.1%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	89.0%
	Number of volunteer hours ⁶	Increase by 25% district-wide	115.4
	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
(32 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 Distinction**
(*DID meet growth expectations*)

Proficiency: 89.6%

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: 84.5%

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: 67.6%

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: 83.5%

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: 79.6%

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.**

▶ South Charlotte Middle School

(Principal's message continued.)

Teachers on our inclusion-limited English proficiency teams are being trained in the Sheltered Instruction Observation Protocol model. This is a well-articulated form of teaching designed to assist our teachers in working with English-language learners.

Please be assured that the teachers at South Charlotte Middle are focusing on all of our students and providing opportunities for them to move ahead academically. Challenge is provided via honors and standard-plus classes for students working at different levels of the academic continuum of achievement. Additional challenge can be found in one of our ninth-block enrichment classes, which include Speech and Debate, Leadership and Research and Experimental Design, just to name a few.

As one of the principals granted Freedom and Flexibility with Accountability, I have used this autonomy to initiate two single-gender classes at each grade level. Our purpose is to determine how boys and girls learn differently, and to see if more

focused instructional strategies allow students to perform at a higher level. So far, the informal reports from students, parents and teachers have been extremely positive.

We are very fortunate at South Charlotte Middle to have a quality teaching staff, with 39 percent holding advanced degrees and with an average experience in education of 10.6 years. These professionals are dedicated to providing an extremely strong academic program that includes a rich variety of topics and interests designed to meet the developmental needs of the early adolescent and to prepare your child to be competitive in high school.

Sincerely,
V. Christine Waggoner
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.

