

► Bishop Spaugh Community Middle School



A Message from the Principal

Dear Bishop Spaugh Community Middle School families:

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

The 2007-2008 school year was an extremely busy and successful one for us. Student performance improved at most grade levels, and the achievement gap between students continued to narrow. Our students sustained their momentum in math and writing.

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.

The numbers only tell part of the story, of course. At Bishop Spaugh, we have a well-trained, diverse and eager staff. We use a variety of programs to enhance student learning, including Math's Cool, PLATO Math, reading enrichment and novel studies, Battle of the Books, Accelerated Reader and Reading Renaissance.

Our staff works on three basic premises: all students can learn; the staff takes responsibility to assure that all students can learn, and all teachers work to make sure that students who are not learning will be attended to every day.

The school will address four questions this year: How will we teach what we expect our students to learn? What is it that we expect our students to learn? How will we know when they have learned it? How will we respond when they don't learn?

(Principal's message continued on back.)

KEY FACTS

Principal

Tyrone McDonald

email: t.mcdonald@cms.k12.nc.us

Grades

6 - 8

School Population

- 549 Students
- 42 Teachers
- 2 Assistant Principals
- 3 Counselors
- 1 Social Worker
- 38 Support Staff

Student Demographics

- 86.0% African American
- 3.3% White
- 4.4% Hispanic
- 6.4% Other
- 95.1% 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.

Bishop Spaugh Community Middle School

1901 Herbert Spaugh Lane
Charlotte, NC 28208
980-343-6025

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



Bishop Spaugh Community Middle School PROGRESS REPORT

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	—	22.6%
	Students performing at or above grade level in Reading	95%	18.1%
	Students performing at or above grade level in Math	88%	24.0%
	Students performing at or above grade level in Writing	80%	23.6%
	Disparity between racial/ethnic groups in Reading	10%	23.8%
	Disparity between racial/ethnic groups in Math	10%	33.0%
	Disparity between racial/ethnic groups in Writing	10%	37.6%
	Disparity between socioeconomic groups in Reading	10%	4.4%
	Disparity between socioeconomic groups in Math	10%	-5.8%
	Disparity between socioeconomic groups in Writing	10%	-7.4%
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%	0%
	Teachers with graduate degrees	35%	22%
	Teachers’ average years of experience	10.4	7.7
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%	NOT COLLECTED
	Students perceive the school as safe ³	80%	NOT COLLECTED
	Teachers perceive the school as safe ^{1,4}	—	62.5%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	37.7
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	126.8
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	16.2
	Number of business and community partnerships	Increase by 25% district-wide	3

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
(11 of 19 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: 22.6%

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: 77.3%

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: 40.2%

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: 75.1%

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.**

► Bishop Spaugh Community Middle School

(Principal's message continued.)

We did not make Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act. Bishop Spaugh is in the restructured phase of Title I School Improvement for the 2008-2009 school year. Schools enter this phase after failing to make AYP for six years.

The restructuring began in 2006-2007 with my appointment as principal. I have focused on improving the quality of instruction by hiring new teachers and supporting them through the introduction of literacy and math facilitators.

Having established a school climate that is conducive to learning, the Bishop Spaugh staff is ready to take the next step toward academic success. This year, we have adopted the Quantum Learning for Teachers program. This training program provides a proven, research-based approach to effective design and delivery of the curriculum. It focuses on leadership, research-based teaching methods, cognitive psychology, learning and life skills, parent

involvement and school improvement through evaluation. For students, this means that content is meaningful and more relevant to their own lives. The program is based on three core beliefs: all people can learn, people learn differently and learning is effective when it is engaging and challenging.

During training for Quantum Learning, teachers learn to become the maestros of their classrooms and to adopt teaching strategies that build and spiral on each other with frequent review to strengthen students' understanding and competency. The program also includes steps for building a strong educational foundation, a positive atmosphere of rapport and respect and a supportive environment.

Sincerely,
Tyrone McDonald
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.

