

▶ Piedmont IB Middle School



A Message from the Principal

To our Piedmont IB Middle School families:

This is the second School Progress Report for Piedmont IB Middle, part of our effort to keep you fully informed about our students' academic progress, our staff and our school environment.

For more than 35 years, Piedmont has been an alternative school serving the diverse needs of the inner city. This year, the Charlotte-Mecklenburg Board of Education voted to drop the open program and expand our International Baccalaureate (IB) status. We continue to be an exemplary inner-city magnet school with a strong tradition of academic excellence, a long history of integration of the arts and foreign languages, a celebration of diversity and a strong commitment to community, the environment and service.

The state End-of-Grade tests show that 2008-2009 was a great year for Piedmont. Our students made High Growth in math and algebra, scoring 87.1 percent and 97.7 percent respectively. We made Expected Growth in reading with a score of 79.9 percent. In eighth-grade science, 78.9 percent of students scored proficient, and 85.1 percent passed computer competency.

We also made Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act.

This year, we will focus on raising our reading scores while maintaining exceptional growth in all other areas. We will also continue to strengthen the integration of technology into our regular instruction.

We look forward to furthering our partnership with the University of North Carolina at Charlotte, which provides more than 30 pre-service teachers to tutor students. We will also create partnerships with Uptown Charlotte businesses, allowing students to experience

(Principal's message continued on back)

KEY FACTS

Data effective as of spring 2009

Principal

Deirdra A. Gardner
email: d.gardner@cms.k12.nc.us

Piedmont IB Middle School is a full International Baccalaureate magnet.

Grades

6 - 8

School Population

- 953 Students
- 60 Teachers
- 2 Assistant Principals
- 3 Counselors
- 35 Support Staff

Student Demographics

- 71.2% African American
- 17.2% White
- 3.6% Hispanic
- 4.4% Asian
- 3.6% Other
- 43.2% of students qualify for free or reduced-price lunch

Learning Community

Central

Area Superintendent: Joel Ritchie
324 N. McDowell Street
Suite 100
Charlotte, NC 28204
980-343-1465
email: j.ritchie@cms.k12.nc.us

Piedmont IB Middle School

1241 E. 10th Street
Charlotte, NC 28204
980-343-5435

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



| CMS 2010 Strategic Plan Goals | Key Performance Measures | CMS 2010 Goal | CMS Result 2008 - 2009 | School Result 2008 - 2009 |
|---|---|-------------------------------|------------------------|---------------------------|
| <p>High Academic Achievement</p> <p>Students in grades three through eight who do not pass the End-of-Grade tests may take the test again. Retests often raise a school's score at least slightly, because some students pass the test on the second try. Retest results were not included in school scores until 2008-2009. Comparing the 2007-2008 scores and the 2008-2009 scores is therefore not valid, because the scores were not calculated the same way.</p> <p>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.</p> <p><i>Data effective as of 7/14/09</i></p> | Students performing at or above grade level overall ¹ | — | 72% | 83.6% |
| | Students performing at or above grade level in reading | 95% | 67% | 79.9% |
| | Students performing at or above grade level in math | 88% | 78% | 87.1% |
| | Students performing at or above grade level in science | 80% | 64% | 78.9% |
| | Disparity between racial/ethnic groups in reading | 10% | 36% | 19.7% |
| | Disparity between racial/ethnic groups in math | 10% | 28% | 17.1% |
| | Disparity between racial/ethnic groups in science | 10% | 40% | 33.3% |
| | Disparity between socioeconomic groups in reading | 10% | 28% | 23.6% |
| | Disparity between socioeconomic groups in math | 10% | 20% | 17.8% |
| | Disparity between socioeconomic groups in science | 10% | 30% | 26.2% |
| <p>Effective Educators</p> | Teachers deemed highly qualified, having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching | 96% | 97% | 97% |
| | National Board-certified teachers | 17% | 9% | 8% |
| | Teachers with graduate degrees | 35% | 32% | 38% |
| | Teachers' average years of experience | 10.5 | 9.6 | 9.9 |
| <p>Adequate Resources & Facilities</p> | Student/Computer Ratio | 5:1 | 3:1 | 3:1 |
| <p>Safe & Orderly Schools</p> | Passed the CMS safe school audit | YES | YES | YES |
| | Parents who indicate this is a safe school ² | 70% | 96% | 99.2% |
| | Students who indicate this is a safe school ² | 80% | 85% | 88.0% |
| | Teachers who indicate this is a safe school ^{1,2} | — | 89% | 87.5% |
| | Number of incidents resulting in in-school suspensions ^{1,3} | — | — | 31.4 |
| | Number of incidents resulting in out-of-school suspensions ^{1,3} | — | — | 40.1 |
| <p>Freedom & Flexibility with Accountability</p> | Principal has been granted additional freedom and flexibility ¹ | — | — | NO |
| <p>World-Class Service</p> | Parents who indicate satisfaction with the responsiveness of staff at this school ² | 80% | 88% | 90.5% |
| <p>Strong Parent & Community Connections</p> | Parents who indicate satisfaction overall with this school ^{1,2} | — | 86% | 91.4% |
| | Number of volunteer hours ⁴ | Increase by 25% district-wide | — | 283 |
| | Number of business and community partnerships | Increase by 25% district-wide | — | 5 |

¹Not a CMS 2010 goal

²Based on responses to 2008-09 survey; multiple survey items may have been used to create a composite

³Incidents per 100 students

⁴Per 100 students

CMS Accountability Measures

The learning of students in public education is measured in multiple ways. There are assessments given at regular intervals by CMS—tests that we use to measure how students are learning as the school year progresses. Other tests are required by the state and given once or twice a year, such as End-of-Course and End-of-Grade tests. Some of the state test results are also used to calculate district progress on the federal standard of Adequate Yearly Progress for each student. This page provides brief explanations of some of the measures and tests used in CMS.

► Adequate Yearly Progress (AYP)

Our school **DID** make AYP
(25 of 25 goals met)

The federal No Child Left Behind Act requires that every school make Adequate Yearly Progress (AYP). AYP is an all-or-nothing standard: Every target must be met.

State test results are used to set AYP targets. There are separate targets for the school as a whole and for nine subgroups of students: white, black, Hispanic, Native American, Asian, multiracial, economically disadvantaged students, students with limited English proficiency and students with disabilities. Subgroups of students are measured separately so that an overall score for a class or a school does not mask poor results within a subgroup.

Some schools are more diverse than others, so the number of subgroups varies by school. Therefore, the number of AYP targets varies by school, too. Some schools may have only a few targets to meet; others may have the maximum, which is 41. School attendance and graduation rates are also measured for AYP.

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: 83.6%

The North Carolina ABCs program was introduced more than a decade ago to help schools improve. It uses two basic measures to assess a school's performance: the Average Growth of students (at right); and the Performance Composite, which measures how well students performed against a state-set standard of academic achievement.

Schools are given one of seven designations. In descending order, they are: Honor School of Excellence, School of Excellence, School of Distinction, School of Progress, No Recognition, Priority School, and Low Performing.

For more information about ABCs, visit <http://abcs.ncpublicschools.org/abcs>

► Average Growth

State Standard: 80%
Our School: 81.9%

Did our students meet the state's expectation for academic growth? Each student is expected to perform as well (or better) on the End-of-Grade assessment as he or she did, on average, during the previous two years. Average Growth for a school is calculated by comparing actual performance to 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. To make expected growth, a school must have a score of 80% or higher.

► Students Making or Exceeding a Year's Worth of Growth

State Standard: 60%
Our School: 57.5%

Did our students learn as much as they were expected to learn this year? As described above, the state sets expectations for each student based on individual performance for the previous two years. Across the state, about half of students typically meet or exceed this growth expectation. To earn the high-growth designation, a school must meet the average-growth standard described above and also have more than 60% of its students make expected growth.

► Amount of Growth for Students in the Lowest Achieving Group

Our School: 80.7%

Are we helping our low achievers catch up? Historically, some poor and minority students have trailed their classmates in academic achievement. This is called the achievement gap, and closing it is one of the biggest challenges in public education. If the lower-achieving students at a school show academic growth at a faster rate than higher-achieving students, the achievement gap is narrowed. When the percentage for this measure is higher than the Average Growth for the school, the school is closing the achievement gap.

► Positive Responses to Multiple Student Survey Items

| | | |
|------------------------------|----------------------|------------|
| Our School's Results: | Safety | 88% |
| | Encouragement | 98% |
| | Engagement | 95% |

Do our students perceive this school as safe and welcoming? This measure is subjective—it is taken from a student survey.

► Piedmont IB Middle School

(Principal's message continued)

global connections in action and develop an awareness of the skills required for success in the 21st-century workplace. Through our IB Middle Years Programme, we will strive to help our students grow into citizens of the world.

Our faculty remains strong, enthusiastic, highly qualified and committed to middle-grades education. Many of our teachers have had international training and each of them works to connect the world with the classroom, helping students view learning from different perspectives.

We will sponsor numerous theatrical, musical and other arts performances throughout the year and offer students the opportunity to explore many new interests.

Piedmont students excel in the classroom and in the many extracurricular activities we offer in athletics, music, art, drama and creative writing, to name just a few. They also participate in programs such as Battle of the Books, Science Olympiad, Math Counts,

National Academic League and Odyssey of the Mind. This year, we are excited to offer competitive debate for the first time.

We will continue our commitment to the community, with all students completing 20 to 30 hours of service. Developing world citizens is a goal we take seriously. We believe passionately in a strong educational setting where rigor, relevance and relationships are highly valued, and where parents, teachers and students work together to meet common goals. That was Piedmont Open in 1973, and it continues as Piedmont IB today.

Sincerely,
Dee Gardner
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. This report summarizes how our school performed in the 2008-09 school year in making progress on these seven goals. On page 3, you will also find an explanation of federal and state accountability measures.

Educators and parents have a common goal of preparing our children to compete in an ever-growing global community. Working together requires frequent dialogue between school and parents, so please feel free to contact the principal or any staff member at our school.

