

▶ Randolph IB Middle School



A Message from the Principal

To the Randolph IB Middle School community:

In this second School Progress Report, we are providing an update on the academic progress of Randolph IB Middle students, our plans to continue improvement efforts and information about the school learning environment.

As shown in this report, Randolph made Expected Growth on the North Carolina End-of-Grade tests, with more than 80 percent of students performing on grade level. We are especially proud of our improvements in math and reading; in each case, our proficiency rate increased by more than 10 percent. I am also pleased to report that we were able to reduce the disparity between racial/ethnic groups and socioeconomic groups while maintaining high overall performance.

We are also very proud that we made Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act, for the first time in several years. This general improvement in academic achievement shows that our teachers are providing effective instruction for all of our students.

We used a combination of new teaching strategies last year to address areas needing improvement. We scheduled several single-gender classes in math and language arts at all grade levels. We also emphasized common planning time to allow teachers to collaborate more effectively. In addition, we focused on instruction in our inclusion classes to better meet the needs of students with disabilities and English as a Second Language students. Our test scores indicated that these strategies were successful and they will be continued this year.

Our staff has received special training in improving students' reading and writing skills. In our opinion, literacy is the foundation for all

(Principal's message continued on back)

KEY FACTS

Data effective as of spring 2009

Principal

Jackie R. Menser

email: jackie.menser@cms.k12.nc.us

Randolph IB Middle School is a full International Baccalaureate magnet.

Grades

6 - 8

School Population

- 904 Students
- 60 Teachers
- 2 Assistant Principals
- 3 Counselors
- 43 Support Staff

Student Demographics

- 47.0% African American
- 26.4% White
- 14.4% Hispanic
- 7.0% Asian
- 5.2% Other
- 48.1% 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

Randolph IB Middle School

4400 Water Oak Road

Charlotte, NC 28211

980-343-6700

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



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%	82.3%
	Students performing at or above grade level in reading	95%	67%	77.8%
	Students performing at or above grade level in math	88%	78%	84.5%
	Students performing at or above grade level in science	80%	64%	81.4%
	Disparity between racial/ethnic groups in reading	10%	36%	32.6%
	Disparity between racial/ethnic groups in math	10%	28%	20.8%
	Disparity between racial/ethnic groups in science	10%	40%	28.3%
	Disparity between socioeconomic groups in reading	10%	28%	23.7%
	Disparity between socioeconomic groups in math	10%	20%	17.9%
	Disparity between socioeconomic groups in science	10%	30%	22.0%
<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%	98%
	National Board-certified teachers	17%	9%	2%
	Teachers with graduate degrees	35%	32%	33%
	Teachers' average years of experience	10.5	9.6	10.0
<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%	Insufficient Response
	Students who indicate this is a safe school ²	80%	85%	88.0%
	Teachers who indicate this is a safe school ^{1,2}	—	89%	93.9%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	—	6.0
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	—	18.3
<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%	Insufficient Response
<p>Strong Parent & Community Connections</p>	Parents who indicate satisfaction overall with this school ^{1,2}	—	86%	Insufficient Response
	Number of volunteer hours ⁴	Increase by 25% district-wide	—	844
	Number of business and community partnerships	Increase by 25% district-wide	—	6

¹ Not a CMS 2010 goal

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

³ Incidents per 100 students

⁴ Per 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
(33 of 33 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: 82.3%

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: 81.6%

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: 57.9%

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	96%
	Engagement	95%

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

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(Principal's message continued)

content areas. Social studies, science and foreign language teachers, in particular, have been trained to incorporate reading instruction in the materials they use in their classes. Teachers will continue to receive this training and will emphasize to students the importance of reading nonfiction material.

The teachers at Randolph are experienced in working with middle school students, but recognize the value of improving their teaching skills and content knowledge. More of our teachers are gaining National Board certification and advanced degrees. Furthermore, our staff is stable, with low teacher turnover.

We introduced a new discipline model last year to focus on building good character and effective peer relationships among our students. As a result, in-school and out-of-school suspensions have decreased. We will improve this model through feedback from students and staff.

Finally, we plan to strengthen our connection with parents and the community through service projects and initiatives, such as our Schoolyard Habitat and vegetable garden.

The Randolph staff believes strongly that it is our diversity (ethnic, religious, economic and academic) that supports academic growth and sets us apart from other educational programs. Our catchphrase, A World of Possibilities, exemplifies the attitude of our students and staff. We strive each year to provide an environment where accomplishments are celebrated and weaknesses are seen as opportunities for growth.

Sincerely,
Jackie Menser
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.

