

► Bailey Middle School



A Message from the Principal

Dear Bailey Middle School families:

At Bailey Middle, learning is not optional; it is required. For four years, Bailey has worked with our community to improve and ultimately ensure high academic achievement by all of our students. As we work toward our goal, we want you to be fully informed about our students' academic progress, our staff and our school environment.

Over the last four years, our students have made academic gains and steadily improved their performance in reading, science and math. As a result of this success, we achieved High Growth last year and were designated a School of Distinction. We narrowly missed making Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act. We met 28 of our 29 targets. We are focused on building on our successes and continuing our record of excellence.

Outside the classroom, our students are equally successful. Our nationally recognized band program continues to earn accolades. In sports, our male and female athletic teams are some of the best in the district. Our arts program staged a production of Grease last winter and orchestrated an Evening with the Arts program in the spring. In addition, we hosted our second annual International Night, an opportunity for students and their families to showcase their pride in our culturally diverse roots. Our students participated in a wide array of clubs and co-curricular activities, such as the National Academic League, National Junior Honor Society, Battle of the Books and Math Counts. It is important that our students pursue their interests outside the classroom while they continue to excel in school.

We encourage our students to be civic-minded and participate in community-service projects. For example, they collected more than

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

6 - 8

School Population

- Students: **1,198**
- Classroom Teachers: **60**
- Support Staff:
 - 2 Assistant Principals
 - 1 English as a Second Language Teacher
- 0.3** Speech Pathologists
- 5** Exceptional Children Teachers
- 1** Academic Facilitator
- 3** Counselors
- 27** Other

Student Demographics

- African-American..... **10.9%**
- White..... **76.7%**
- Hispanic..... **7.3%**
- Asian..... **1.6%**
- Other..... **3.6%**
- Economically **24.1%** disadvantaged students

Additional Facts*

- Per-pupil expenditure **\$4,223**
- Teacher-to-pupil ratio **1:24**
- Student-mobility rate **10%**

**Click here for more information.*

CONTACT INFORMATION

Principal

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Bailey Middle School

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(Principal's message continued)

1,000 books for Classroom Central, supplies for the animal shelter and canned goods for the local food bank. Additionally, we coordinated a Million Minutes Read program, where students were sponsored for the number of minutes they read. Finally, we raised more than \$5,000 for Doctors Without Borders, a nonprofit organization that provides medical services to underserved areas.

To achieve our goals for this school year, we are planning to expand our array of student services to give additional support where it is needed. Students may receive additional tutoring, homework help and small-group instruction. We are confident that providing students the individualized resources they need will continue to propel them forward.

While we are proud of our students' many accomplishments, we are not complacent, and we are dedicated to improving academic achievement. Our

teachers continue to analyze the students' work to find strengths and weaknesses and provide support where necessary. We use a variety of resources and strategies to address the needs of our diverse student population and we will continue to work collaboratively and diligently to achieve our goals. We embrace our challenges—just as we embrace our successes—and view them as opportunities to achieve more.

Together, we are promoting and facilitating high achievement for all of our students. I look forward to working with each one of you and your children as we continue our tradition of excellence this school year.

Sincerely,
Jennifer Lee Dean
Principal

– [Click to view our School Quality Review](#)

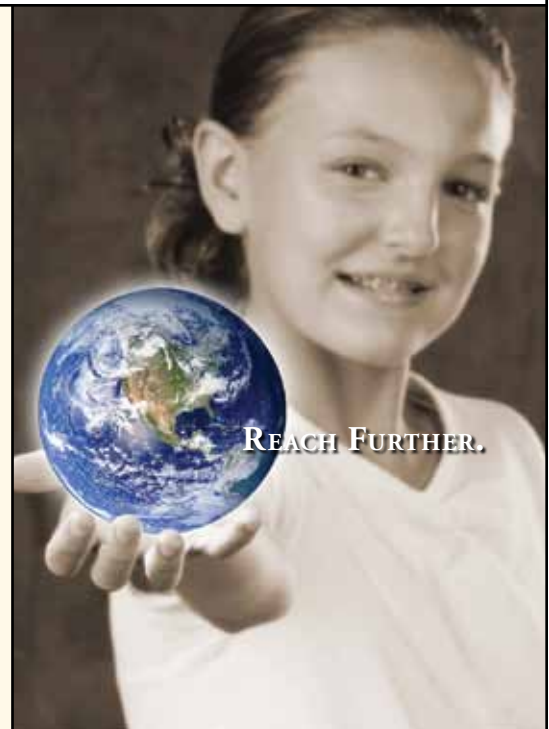
– [Click to view our School Improvement Plan](#)

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 2009-10 school year in making progress on these seven goals. On the final page, 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.



Bailey Middle School

PROGRESS REPORT

| CMS 2010 Strategic Plan Goals | Key Performance Measures | CMS 2010 Goal | CMS Middle Schools 2009 - 2010 | Our School 2008 - 2009 | Our School 2009 - 2010 |
|--|---|-------------------------------|--------------------------------|------------------------|------------------------|
| High Academic Achievement ▶ Because of federal privacy regulations, the actual values for these measures are not shown if the percentage is greater than 95 percent or less than 5 percent. 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>Data effective as of 8/27/10</i> | ▶ Students performing at or above grade level overall ¹ | — | 75.5% | 85.6% | 88.5% |
| | ▶ Students performing at or above grade level in reading | 95% | 69.9% | 83.4% | 85.2% |
| | ▶ Students performing at or above grade level in math | 88% | 81% | 91.3% | 91.3% |
| | ▶ Students performing at or above grade level in Algebra 1 ¹ | — | >95% | — | >95% |
| | ▶ Students performing at or above grade level in science | 80% | 70.3% | 74.3% | 85.3% |
| | Disparity between racial/ethnic groups in reading | 10% | 33.8% | 34.3% | 34.6% |
| | Disparity between racial/ethnic groups in math | 10% | 24.2% | 21% | 26.2% |
| | Disparity between racial/ethnic groups in science | 10% | 37.8% | 45.5% | 48.3% |
| | Disparity between socioeconomic groups in reading | 10% | 31% | 30.4% | 27.2% |
| | Disparity between socioeconomic groups in math | 10% | 20.7% | 19.2% | 20% |
| Disparity between socioeconomic groups in science | 10% | 31.4% | 29.8% | 20.9% | |
| Effective Educators Click to view teacher survey results | Teachers deemed highly qualified, having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching | 98% | 99% | 96% | 100% |
| | National Board-certified teachers | 17% | 10% | 16% | 16% |
| | Teachers with graduate degrees | 37% | 35% | 43% | 46% |
| | Teachers' average years of experience | 11.1 | 10 | 9.7 | 10.5 |
| Adequate Resources & Facilities | Student/Computer Ratio | 5:1 | 3:1 | 4:1 | 4:1 |
| | Teachers who indicate satisfaction with school facilities | — | 70.7% | — | 81.5% |
| Safe & Orderly Schools | Passed the CMS safe school audit | 100% | 97% | YES | YES |
| | Parents who indicate this is a safe school ² | 70% | 93.4% | 99.1% | 93.8% |
| | Students who indicate this is a safe school ² | 80% | 85.3% | 89.4% | 83.9% |
| | Teachers who indicate this is a safe school ^{1,2} | — | 84.1% | 91.8% | 87% |
| | Number of incidents resulting in in-school suspensions ^{1,3} | — | 33.6 | 26.3 | 28.9 |
| | Number of incidents resulting in out-of-school suspensions ^{1,3} | — | 42 | 14.4 | 23 |
| Freedom & Flexibility with Accountability | Principal has been granted additional freedom and flexibility ¹ | — | 64% | NO | YES |
| World-Class Service | Parents who indicate satisfaction with the responsiveness of staff at this school ² | 80% | 79.5% | 100% | 79.3% |
| Strong Parent & Community Connections Click to view parent survey results | Parents who indicate satisfaction overall with this school ^{1,2} | — | 78.2% | 92.4% | 77.8% |
| | Number of volunteer hours ⁴ | Increase by 25% district-wide | 204 | 41 | 160 |
| | Number of business and community partnerships | Increase by 25% district-wide | 87 | 0 | 0 |

¹Not a CMS 2010 goal

²Based on responses to surveys; 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 NOT** make AYP
(28 of 29 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 high growth expectations)**

| Proficiency: | 2008-09 | 2009-10 |
|--------------|---------|---------|
| | 85.6% | 88.5% |

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 | Our School: | 2008-09 | 2009-10 |
|----------------|-------------|---------|---------|
| 80 | | 83.4 | 83.7 |

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.

▶ Amount of Growth for Students in the Lowest-Achieving Group

Our School 2008-09: 82.7 **Our School 2009-10: 81.9**

Are we helping our low achievers catch up? Historically, some economically disadvantaged 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 score for this measure is higher than the Average Growth for the school, the school is closing the achievement gap.

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

| State Standard | Our School: | 2008-09 | 2009-10 |
|----------------|-------------|---------|---------|
| 60% | | 64.7% | 66.2% |

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.

▶ Positive Responses to Student Survey Items

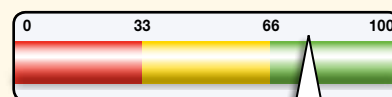
| Our School's Results: | 2008-09 | 2009-10 |
|-----------------------|---------|---------|
| Safety | 89.4% | 83.9% |
| Encouragement | 96.5% | 94.7% |
| Engagement | 94.2% | 89.3% |

Is our school environment conducive to learning? This measure is subjective—it is taken from a student survey.

[Click to view student survey results.](#)

▶ Return-on-Investment Index

CMS Middle School Index: 59.4 **Our School Index: 75.3**



Return on Investment is calculated by comparing students' academic growth to the per-pupil expenditure. This measure is intended to help parents and community members understand how money is spent in our schools. [Click here for more information.](#)

For more information on our school's performance, visit <http://pmd.cms.k12.nc.us>