

▶ Eastway Middle School



A Message from the Principal

To our Eastway Middle School families:

This is the annual School Progress Report for Eastway 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.

We take pride in the success of our students. We are eager to teach students who show they are eager to learn. While there is a need for improvement, the students have made tremendous progress both academically and socially. In this report, we will share with you our plans to address areas of concern.

As you will see, Eastway Middle made High Growth on the North Carolina End-of-Grade reading and math tests. In general, students did equally well in all grade levels. The results reflect retest results, which improved from the initial administration. For two consecutive years, performance on the eighth-grade science test has increased by 50 percent. Finally, more than 95 percent of our students demonstrated proficiency on the Algebra 1 test.

We did not make Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act. Eastway Middle is a diverse, comprehensive middle school, which means that have many targets to meet for AYP—31 in all. While we met all of our reading targets, we missed some in math. As a result, we will focus on improving our math teaching and learning this year. To boost achievement, we have introduced the co-teaching model into many of our classes; this gives students the benefit of working in small groups in classrooms led by two teachers.

Another way in which we addressed areas of academic concern was to provide professional development for selected staff members during

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

6 - 8

School Population

- Students: 777
- Classroom Teachers: 50
- Support Staff:
 - 2 Assistant Principals
 - 6 English as a Second Language Teachers
 - 7 Exceptional Children Teachers
- 0.5 Social Workers
- 2.3 Academic Facilitators
- 2.2 Counselors
- 30 Other

Student Demographics

- African-American.....45.8%
- White.....5.5%
- Hispanic.....33.8%
- Asian.....11.6%
- Other.....3.2%
- Economically.....91.8% disadvantaged students

Additional Facts*

- Per-pupil expenditure\$6,334
- Teacher-to-pupil ratio1:14
- Student-mobility rate.....31%

**Click here for more information.*

CONTACT INFORMATION

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(Principal's message continued)

the summer. Using assessment data, they developed yearlong pacing guides and plans. Teachers undertook research on best practices, use of technology in the classroom and analysis of the test data that impacts student performance.

We have changed the daily schedule at Eastway to include time for enrichment and tutoring. Students are scheduled for PrimeTime each day where they are homogenously grouped and receive instruction in developing test-taking skills, reading comprehension and vocabulary building in all content areas. We believe this will improve student achievement throughout the school.

Eastway has a diverse, well-trained and enthusiastic staff that is committed to the success of our students. Many of our teachers have completed, or are currently working on, advanced degrees, and some are National Board-certified. Most are experienced in working with

middle school students, and all of our teachers take great pride in creating an exciting, secure and flexible learning environment.

We are proud of the diversity (ethnic, religious, economic and academic) of our student body. Our programs provide opportunities for all students to demonstrate growth in a supportive and challenging atmosphere. We provide an environment where each student's strengths are noticed and weaknesses are addressed. We will build on this valuable diversity as we improve student achievement across the board.

Sincerely,
Anne Brinkley
Principal

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

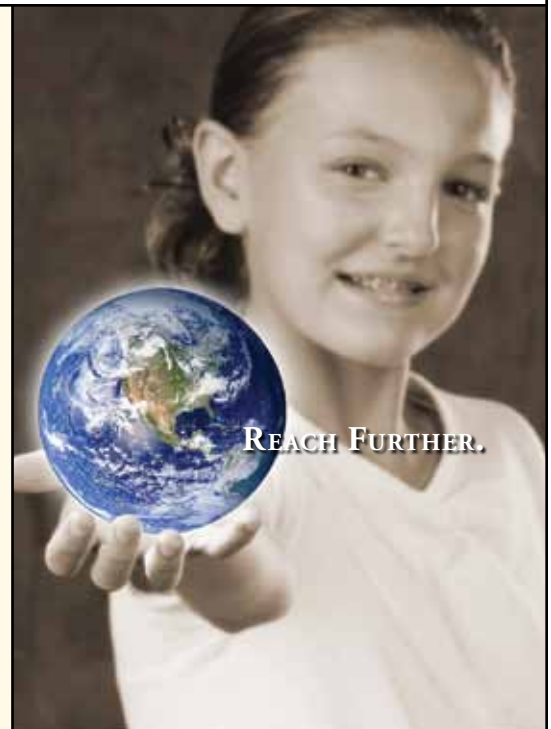
[– Click to view our School Improvement Plan](#)

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.



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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%	53.1%	59.1%
	▶ Students performing at or above grade level in reading	95%	69.9%	44.9%	50.1%
	▶ Students performing at or above grade level in math	88%	81%	62%	66.5%
	▶ 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%	40.1%	57.9%
	Disparity between racial/ethnic groups in reading	10%	33.8%	20%	33.8%
	Disparity between racial/ethnic groups in math	10%	24.2%	16.9%	20%
	Disparity between racial/ethnic groups in science	10%	37.8%	42.9%	35.5%
	Disparity between socioeconomic groups in reading	10%	31%	5.4%	11.1%
	Disparity between socioeconomic groups in math	10%	20.7%	-11.2%	1.7%
Disparity between socioeconomic groups in science	10%	31.4%	8.5%	2.4%	
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%	97%	98%
	National Board-certified teachers	17%	10%	6%	6%
	Teachers with graduate degrees	37%	35%	29%	35%
	Teachers' average years of experience	11.1	10	9	9.6
Adequate Resources & Facilities	Student/Computer Ratio	5:1	3:1	3:1	2:1
	Teachers who indicate satisfaction with school facilities	—	70.7%	—	75.5%
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%	Insufficient Response	Insufficient Response
	Students who indicate this is a safe school ²	80%	85.3%	86.2%	83.8%
	Teachers who indicate this is a safe school ^{1,2}	—	84.1%	86.3%	86.4%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	33.6	79.3	96.1
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	42	43.9	68.7
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	64%	YES	YES
World-Class Service	Parents who indicate satisfaction with the responsiveness of staff at this school ²	80%	79.5%	Insufficient Response	Insufficient Response
Strong Parent & Community Connections Click to view parent survey results	Parents who indicate satisfaction overall with this school ^{1,2}	—	78.2%	Insufficient Response	Insufficient Response
	Number of volunteer hours ⁴	Increase by 25% district-wide	204	58	35
	Number of business and community partnerships	Increase by 25% district-wide	87	6	2

¹ Not a CMS 2010 goal

² Based on responses to surveys; 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 NOT** make AYP
(27 of 31 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: **Priority School**
(DID meet high growth expectations)

Proficiency:	2008-09	2009-10
	53.1%	59.1%

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		81	84.3

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: 77.1 **Our School 2009-10: 83.6**

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%		54.8%	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

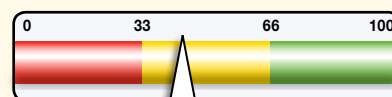
Our School's Results:	2008-09	2009-10
Safety	86.2%	83.8%
Encouragement	96%	96%
Engagement	95.4%	94.9%

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: 44.3**



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>