

▶ McClintock Middle School



A Message from the Principal

To our McClintock Middle School families:

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

I am excited to report that McClintock was recently designated a Science, Technology, Engineering and Math (STEM) school. As well as excellent subject content, STEM focuses on rigor, students working collaboratively and authentic project-based learning. The program adds several elective offerings, including robotics, and the Exploring Careers course provides a combination of career exploration and hands-on activities. We have increased the number of STEM features in our weekly in-school activity/leadership period, SWAG Thursday. We also offer STEM middle school clubs during our McClintock Family Nights. This new designation aligns perfectly with our mission of helping students learn the values and skills needed for success in the 21st century.

We are delighted to report that our students continue to make outstanding academic progress. For the second consecutive year, we achieved High Growth status, and our proficiency rate on the state End-of-Grade tests was 66.5 percent. As a result, McClintock's designation continues to be School of Progress. To put the school's growth in perspective, our students' math proficiency increased from 50.6 percent in 2007 to 61.2 percent (without retests) last year; in reading, the number of students at or above grade level rose from 45.4 percent in 2008 to 50.1 percent (without retests) last year. Notably, more than 95 percent of our algebra students were proficient on the 2009-2010 End-of-Grade test. While our Title I status reflects that we have many families struggling economically, our academic achievement is comparable to many schools with a much lower

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

6 - 8

School Population

- Students: **624**
- Classroom Teachers: **36**
- Support Staff:
 - 2 Assistant Principals
 - 1.5 English as a Second Language Teachers
 - 0.1 Speech Pathologists
 - 3 Exceptional Children Teachers
 - 0.5 Social Workers
 - 2 Academic Facilitators
 - 3 Counselors
 - 19 Other

Student Demographics

- African-American..... **56.1%**
- White..... **12.5%**
- Hispanic..... **22.3%**
- Asian..... **5.1%**
- Other..... **4%**
- Economically..... **82.1%**
disadvantaged students

Additional Facts*

- Per-pupil expenditure **\$5,677**
- Teacher-to-pupil ratio **1:16**
- Student-mobility rate **30%**

**Click here for more information.*

CONTACT INFORMATION

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(Principal's message continued)

percentage of economically disadvantaged families. We are determined that socioeconomic status will not be a predictor of academic achievement for any McClintock student.

Last year, we set a goal for 80 percent of our students to be performing at or above grade level and move McClintock to School of Distinction status. While we have not yet met that goal, we have come closer and will continue to work toward it this year. We know that our students are capable of achieving this level of success; we also know that it will take the collaborative efforts of our school and our community to make this possible. I remain very proud of the hard work and commitment of our students, staff, parents and volunteers in helping to raise our achievement levels.

At McClintock, we know that while academic success is critical, there are other elements to overall student success. In addition to expanding leadership and STEM activities for our SWAG Thursday, we are

continuing the Tuesday McClintock Family Nights where families are provided with transportation, dinner and childcare to support tutoring and parent classes.

Our vision statement at McClintock—Academic Excellence, Collaborative Environment, Strength in Diversity—encapsulates our belief that together, we can accomplish anything. I believe strongly in our children, our staff, our families and our community. I also believe that children benefit from a diverse learning environment that reflects modern society and the global marketplace. McClintock is an exciting, vibrant and innovative school. We are on the move, and we hope that you will join us on our journey.

Sincerely,
Pamela N. Espinosa
Principal

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

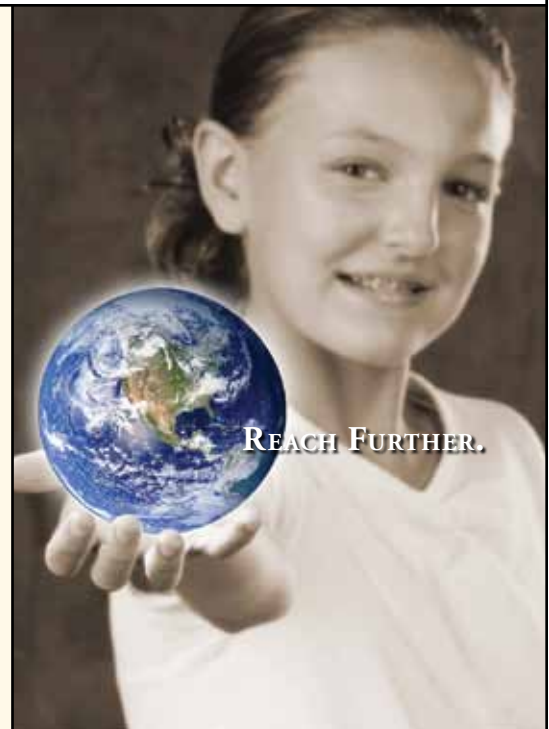
– [Click to view our School Improvement Plan](#)

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%	60.3%	66.5%
	▶ Students performing at or above grade level in reading	95%	69.9%	56.9%	61.1%
	▶ Students performing at or above grade level in math	88%	81%	67.4%	71.4%
	▶ 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%	54.7%	63.3%
	Disparity between racial/ethnic groups in reading	10%	33.8%	28%	26.7%
	Disparity between racial/ethnic groups in math	10%	24.2%	31.3%	18.2%
	Disparity between racial/ethnic groups in science	10%	37.8%	34.9%	29.3%
	Disparity between socioeconomic groups in reading	10%	31%	15.3%	12.6%
	Disparity between socioeconomic groups in math	10%	20.7%	10.9%	10.9%
Disparity between socioeconomic groups in science	10%	31.4%	22.2%	17.5%	
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%	6%	5%
	Teachers with graduate degrees	37%	35%	28%	29%
	Teachers' average years of experience	11.1	10	10.3	8.6
Adequate Resources & Facilities	Student/Computer Ratio	5:1	3:1	3:1	2:1
	Teachers who indicate satisfaction with school facilities	—	70.7%	—	35.2%
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	94.7%
	Students who indicate this is a safe school ²	80%	85.3%	80.2%	89.7%
	Teachers who indicate this is a safe school ^{1,2}	—	84.1%	69.2%	77.1%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	33.6	17.7	7.4
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	42	91.7	100.6
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	66.7%
Strong Parent & Community Connections Click to view parent survey results	Parents who indicate satisfaction overall with this school ^{1,2}	—	78.2%	Insufficient Response	76.1%
	Number of volunteer hours ⁴	Increase by 25% district-wide	204	1,248	1,351
	Number of business and community partnerships	Increase by 25% district-wide	87	2	24

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
(25 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 Progress (DID meet high growth expectations)**

Proficiency:	2008-09	2009-10
	60.3%	66.5%

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		82.4	84.2

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: 81.3 **Our School 2009-10: 84.2**

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%		61.1%	66.4%

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	80.2%	89.7%
Encouragement	97%	96.9%
Engagement	93.5%	95.9%

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: 51.6**



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>