

▶ Metro School



A Message from the Principal

To our Metro School families and care providers:

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

Our students in grades three through eight and 10th grade are tested in reading, writing, math and science through the NC Extend1 assessment. In 2009-2010, we surpassed all of the academic goals set by our School Leadership Team. For example, our math goal was for 60 percent of students to receive a level III or IV, and 83 percent of students achieved that goal. In reading, the goal was 42 percent and we achieved 62 percent. Finally, our science goal was 48 percent and 77 percent of our students were successful.

In addition, we made Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act, by meeting all nine of our goals.

Our elementary-aged students made notable gains in reading, thanks in part to the use of Early Literacy Skills Builder, a program designed for students with significant cognitive disabilities. For K-10 students with similar disabilities, instruction is driven by a state-mandated curriculum, the NC Extended Content Standards, which includes grade-specific content standards for language arts, math and science. We also provide grade-aligned instruction in global studies. Preschool students receive instruction via the Expanded Forerunners of the Creative Curriculum, which promotes development of language, cognition, socialization, movement and other skills. Our 11th- and 12th-grade students work to extend their knowledge and skills into age-appropriate and self-selected community settings in preparation for life after graduation.

Students' individual needs are addressed via their individual education plans, which include academic and behavioral goals, the development of independence and work skills and physical education. We collect data on all these goals and apprise parents of their child's progress on a quarterly basis.

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

Pre-K - 12

School Population

- Students: **233**
(Pre-K 5, Elementary 67, Middle 39, High 122)
- Classroom Teachers: **37**
- Support Staff:
 - 2 Assistant Principals
 - 3 English as a Second Language Teachers
 - 3 Speech Pathologists
 - 1 Academic Facilitator
 - 1 Counselor
 - 84 Other

Student Demographics

- African-American.....**48.5%**
- White.....**38.2%**
- Hispanic.....**9.9%**
- Asian.....**3%**
- Other.....**0.4%**
- Economically.....**63.2%**
disadvantaged students

Additional Facts*

- Per-pupil expenditure**\$24,105**
- Teacher-to-pupil ratio **1:6**
- Student-mobility rate.....**9%**

**Click here for more information.*

CONTACT INFORMATION

Principal

Denise M. Comeaux
email: d.comeaux@cms.k12.nc.us

Zone: Exceptional Children Area
Zone Superintendent: Dr. Jane Rhyne
700 E. Stonewall Street
Charlotte, NC 28202
980-343-6960
email: j.rhyne@cms.k12.nc.us

Metro School

405 S. Davidson Street
Charlotte, NC 28202
980-343-5450

<http://schools.cms.k12.nc.us/metroEC>



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(Principal's message continued)

We developed a team to help assess and drive the work of our faculty in taking and analyzing student data. The team set a goal of achieving greater consistency across the school in the collection and analysis of data.

We were again placed on the NC Board of Education's probation list as a Persistently Dangerous School. As a result, our Safe School team developed a response plan aimed at minimizing student outbursts and other negative behavior.

We have received several grants to fund some of the specialized equipment and materials needed by our students. One substantial grant from the Foundation For The Carolinas will provide iPods equipped with specialized software to assist our nonverbal students in their communication. We also equipped almost every classroom and support-class area with a SMART Board (interactive white board), and courtesy of funds provided by the Jimmie Johnson Foundation, we purchased a SMART Table that can be used in any location.

All classrooms are staffed with a highly qualified special education-certified teacher and two dedicated assistants. Support-area teachers are certified in the specific content area they teach. All faculty members are certified in crisis prevention and intervention techniques to support the behavioral needs of our students. We have a behavior-response team and first responders for any health and medical concerns.

We are very proud of the work students do in their classrooms, support-area classes and the community. Everyone works hard to prepare our students to achieve their goals and learn the skills needed for successful adult life. We thank you for allowing us to work with your child at Metro School, where we put the needs of our students first.

Sincerely,
Denise Comeaux
Principal

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

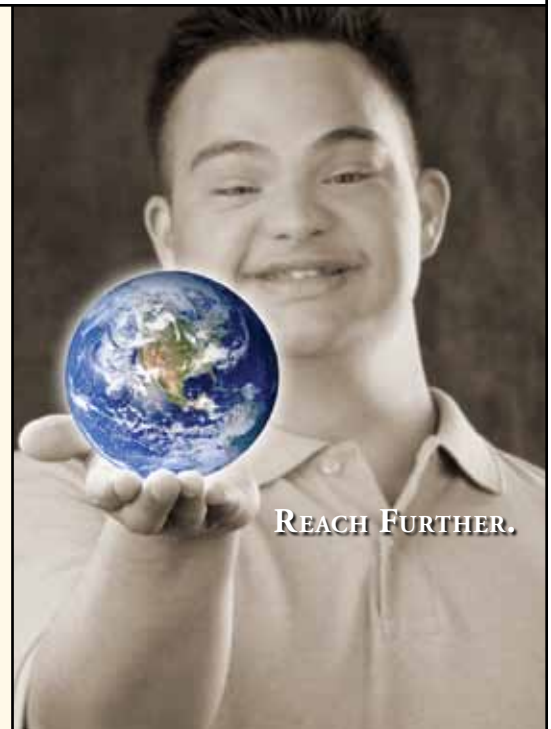
[– Click to view our School Improvement Plan](#)

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.



Metro School

PROGRESS REPORT

CMS 2010 Strategic Plan Goals	Key Performance Measures	CMS 2010 Goal	CMS 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	—	NA	51.2%	75%
	▶ Students performing at or above grade level in reading	NA	NA	42.2%	62.3%
	▶ Students performing at or above grade level in math	NA	NA	60.9%	83%
	▶ Students performing at or above grade level in science	NA	NA	50%	76.9%
	Disparity between racial/ethnic groups in reading	NA	NA	37.8%	17%
	Disparity between racial/ethnic groups in math	NA	NA	22.2%	13%
	Disparity between racial/ethnic groups in science	NA	NA	22.7%	11.8%
	Disparity between socioeconomic groups in reading	NA	NA	-5.8%	-21.3%
	Disparity between socioeconomic groups in math	NA	NA	-15.2%	-18.3%
	Disparity between socioeconomic groups in science	NA	NA	-4.3%	15.3%
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	—	100%	98%	100%
	National Board-certified teachers	—	15%	3%	2%
	Teachers with graduate degrees	—	38%	45%	45.7%
	Teachers' average years of experience	—	10.6	13.2	14
Adequate Resources & Facilities	Student/Computer Ratio	5:1	4:1	3:1	3:1
	Teachers who indicate satisfaction with school facilities	—	72.7%	—	71.2%
Safe & Orderly Schools	Passed the CMS safe school audit	100%	69%	YES	YES
	Parents who indicate this is a safe school ²	70%	96.8%	88.6%	85.1%
	Students who indicate this is a safe school ²	80%	91.8%	Not Collected	Not Collected
	Teachers who indicate this is a safe school ^{1,2}	—	90.4%	83.2%	74.9%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	—	0	0
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	—	0.8	2.1
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	—	NO	NO
World-Class Service	Parents who indicate satisfaction with the responsiveness of staff at this school ²	80%	88.6%	100%	85.7%
Strong Parent & Community Connections Click to view parent survey results	Parents who indicate satisfaction overall with this school ^{1,2}	—	88.4%	91.7%	83%
	Number of volunteer hours ⁴	Increase by 25% district-wide	235	5,194	804
	Number of business and community partnerships	Increase by 25% district-wide	580	38	19

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** make AYP

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: **NA**

Proficiency:	2008-09	2009-10
	51.2%	75%

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		NA	NA

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: 80 Our School 2009-10: 0

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%		NA	NA

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

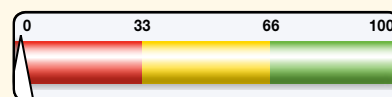
Our School's Results:	2008-09	2009-10
Safety	Not collected	Not Collected
Encouragement	Not collected	Not Collected
Engagement	Not collected	Not Collected

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 Elementary School Index: 50.9 Our School Index: -1.8



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>