

Piedmont IB Middle School



A Message from the Principal

To our Piedmont IB Middle School families:

We are proud to present this School Progress Report for Piedmont IB Middle, part of our effort to keep you fully informed about our students' academic progress, our staff and our school environment.

For 37 years, Piedmont has been an alternative school serving the diverse needs of the inner city. Last year, we became a full International Baccalaureate (IB) World School, but we maintain many of the philosophies of the Open program that began at Piedmont in 1973. We continue to be an exemplary inner-city magnet school with a strong tradition of academic excellence, a long history of integration of the arts and foreign languages, a celebration of diversity and a strong commitment to community, the environment and service.

The state End-of-Grade tests show that 2009-2010 was a great year for Piedmont. Our students made High Growth in all subjects except seventh-grade reading, where they missed out by only one-tenth of a point. In math, more than 95 percent of our students were at or above grade level; in reading, 91.7 percent. We also made Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act.

This year, we will focus on maintaining High Growth status, strengthening reading across all subgroups, improving performance on the End-of-Grade science test and integrating technology and 21st-century skills in all content areas. We also plan to complete our work in aligning the state curriculum with IB assessments.

We look forward to furthering our partnership with the University of North Carolina at Charlotte, which provides pre-service teachers to tutor students. We will also continue our partnership with Charlotte Center City Partners and Charlotte businesses, allowing students to experience global connections in action and develop an awareness of the skills required for success in the 21st-century workplace. Through our IB Middle Years Programme, we strive to help our students grow into citizens of the world.

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

6 - 8

Piedmont IB Middle School is a full International Baccalaureate magnet.

School Population

- Students: **888**
- Classroom Teachers: **47**
- Support Staff:
 - 2 Assistant Principals
 - 0.5 English as a Second Language Teachers
 - 0.1 Speech Pathologists
 - 1 Exceptional Children Teacher
 - 1 Academic Facilitator
 - 2 Counselors
 - 30 Other

Student Demographics

- African-American..... **69.4%**
- White..... **15.5%**
- Hispanic..... **4.7%**
- Asian..... **7.4%**
- Other..... **2.9%**
- Economically..... **43.6%**
disadvantaged students

Additional Facts*

- Per-pupil expenditure **\$4,188**
- Teacher-to-pupil ratio **1:25**
- Student-mobility rate **5%**

**Click here for more information.*

CONTACT INFORMATION

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► Piedmont IB Middle School

(Principal's message continued)

Our faculty remains strong, enthusiastic, highly qualified and committed to middle-grades education. A number of our teachers have had international training and each of them works to connect the world with the classroom, helping students view learning from different perspectives. Many of our teachers hold advanced degrees and are National Board-certified, and all are highly qualified.

Piedmont students excel in the classroom and in the many extracurricular activities we offer in athletics, music, art and drama. We sponsor numerous theatrical, musical and other arts performances throughout the year.

Our athletic teams were league champions in football, basketball, baseball, volleyball and track last year, and we are also strong in golf, softball and soccer.

Students have many opportunities for leadership in National Junior Honor Society, Student Council and service clubs. They participate in many programs, including Science Olympiad (where we made the state level of competition in our first year), Battle of

the Books, Math Counts, chess club and Odyssey of the Mind (where we placed third in the regional competition). None of this is possible without parental involvement. Piedmont is blessed with an abundance of devoted volunteers.

We continue our commitment to the community, with all students completing 20 to 30 hours of service. Developing world citizens is a goal we take seriously. We believe passionately in a strong educational setting, where rigor, relevance and relationships are highly valued, and where parents, teachers and students work as partners to meet common goals. That was Piedmont Open in 1973, and it continues as Piedmont IB today.

Sincerely,
Dee Gardner
Principal

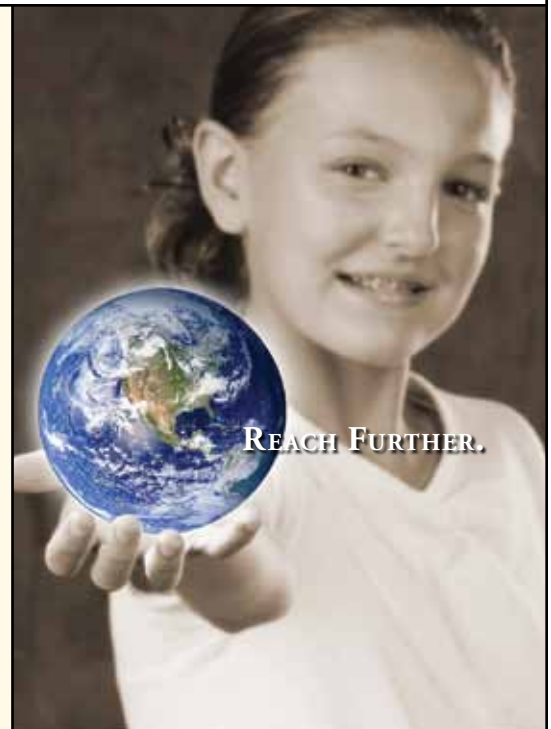
– Click to view our School Improvement Plan

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.



Piedmont IB 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%	83.6%	93.1%
	▶ Students performing at or above grade level in reading	95%	69.9%	79.9%	91.7%
	▶ Students performing at or above grade level in math	88%	81%	87.1%	>95%
	▶ 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%	78.9%	83.1%
	Disparity between racial/ethnic groups in reading	10%	33.8%	19.7%	10.7%
	Disparity between racial/ethnic groups in math	10%	24.2%	17.1%	4.2%
	Disparity between racial/ethnic groups in science	10%	37.8%	33.3%	19.9%
	Disparity between socioeconomic groups in reading	10%	31%	23.6%	10.4%
	Disparity between socioeconomic groups in math	10%	20.7%	17.8%	3.5%
Disparity between socioeconomic groups in science	10%	31.4%	26.2%	12%	
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%	100%
	National Board-certified teachers	17%	10%	8%	13%
	Teachers with graduate degrees	37%	35%	38%	46%
	Teachers' average years of experience	11.1	10	9.9	11.2
Adequate Resources & Facilities	Student/Computer Ratio	5:1	3:1	3:1	3:1
	Teachers who indicate satisfaction with school facilities	—	70.7%	—	86.8%
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%	99.2%	96.8%
	Students who indicate this is a safe school ²	80%	85.3%	88%	93.7%
	Teachers who indicate this is a safe school ^{1,2}	—	84.1%	87.5%	97.4%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	33.6	31.4	23.2
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	42	40.1	18.9
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%	90.5%	92.7%
Strong Parent & Community Connections Click to view parent survey results	Parents who indicate satisfaction overall with this school ^{1,2}	—	78.2%	91.4%	87.9%
	Number of volunteer hours ⁴	Increase by 25% district-wide	204	283	739
	Number of business and community partnerships	Increase by 25% district-wide	87	0	1

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** make AYP
(25 of 25 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: **Honor School of Excellence (DID meet high growth expectations)**

Proficiency:	2008-09	2009-10
	83.6%	93.1%

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		81.9	84.6

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.

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

Our School 2008-09: 80.7 **Our School 2009-10: 83.8**

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%		57.5%	69.5%

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

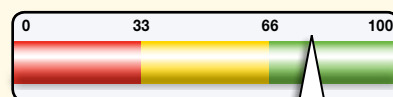
Our School's Results:	2008-09	2009-10
Safety	88%	93.7%
Encouragement	97.5%	98.7%
Engagement	94.6%	98.4%

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: 77.1**



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>