

# ▶ Quail Hollow Middle School



## A Message from the Principal

To the Quail Hollow Middle School community:

In this School Progress Report for Quail Hollow Middle, we are providing an update on our students' academic progress, our plans to address areas of concern and information about our staff and our school environment.

As you will see from this report, Quail Hollow made Expected Growth in the North Carolina End-of-Grade math test. We made High Growth in reading overall and in eighth-grade math. Our algebra students performed well above the proficiency rate on the Algebra 1 End-of-Course test, with more than 95 percent of students scoring at or above grade level.

Quail Hollow did not make Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act. We did, however, make 29 of our 31 goals.

Looking ahead, we will address areas needing improvement by providing additional teacher training in differentiated instruction, a flexible teaching approach that adapts the curriculum to individual learning needs. We will also use common assessments among teachers of the same courses. Finally, we will adjust our scheduling options to include the use of inclusion for English as Second Language students and Exceptional Children. These changes should improve reading and math instruction for all students, including the lowest-performing.

Through our fifth-block program, we provide enrichment and remediation activities to address the various needs and interests of our students. Those requiring additional help in content areas receive instruction in small groups. Meanwhile, those students who master

*(Principal's message continued on next page)*

## 2009-2010 KEY FACTS

Data effective as of spring 2010

### Grades

6 - 8

### School Population

- Students: **888**
- Classroom Teachers: **44**
- Support Staff:
  - 2 Assistant Principals
  - 2.5 English as a Second Language Teachers
  - 0.4 Speech Pathologists
  - 7 Exceptional Children Teachers
  - 0.5 Social Workers
  - 2 Academic Facilitators
  - 2 Counselors
  - 25 Other

### Student Demographics

- African-American..... **37.8%**
- White..... **29.7%**
- Hispanic..... **25%**
- Asian..... **2.9%**
- Other..... **4.5%**
- Economically..... **67%** disadvantaged students

### Additional Facts\*

- Per-pupil expenditure ..... **\$4,861**
- Teacher-to-pupil ratio ..... **1:17**
- Student-mobility rate ..... **23%**

*\*Click here for more information.*

## CONTACT INFORMATION

### Principal

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## Quail Hollow Middle School

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*(Principal's message continued)*

course content participate in a variety of enrichment activities, including Advancement Via Individual Determination, advanced art, dance and drama classes, jazz band and Shakespeare recitation.

As we approach the end of the school year, we will provide students with additional End-of-Grade and End-of-Course refresher classes through the fifth block. Teachers will also provide after-school tutoring to help students master course content.

Our faculty is enthusiastic, strong and diverse. Most of our teachers have completed, or are currently working on, advanced degrees. Through grade-level teaming and content planning, they continue to work together to increase student achievement. We are also working to enhance vertical alignment within the school in order to provide students a strong academic program during their middle school career.

The mission of Quail Hollow is to produce lifelong learners, prepared for success in a global society. We are proud of the diversity (ethnic, economic and academic) of our student body. This is an environment where each student's strengths are noticed and weaknesses are addressed. I am confident that you will continue to see improvement in student achievement. Teachers build relationships with their students based on mutual respect and high expectations for learning. In summary, we are all focused on student learning, strong teaching and raising student achievement.

Sincerely,  
Jo Ella Ferrell  
*Principal*

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

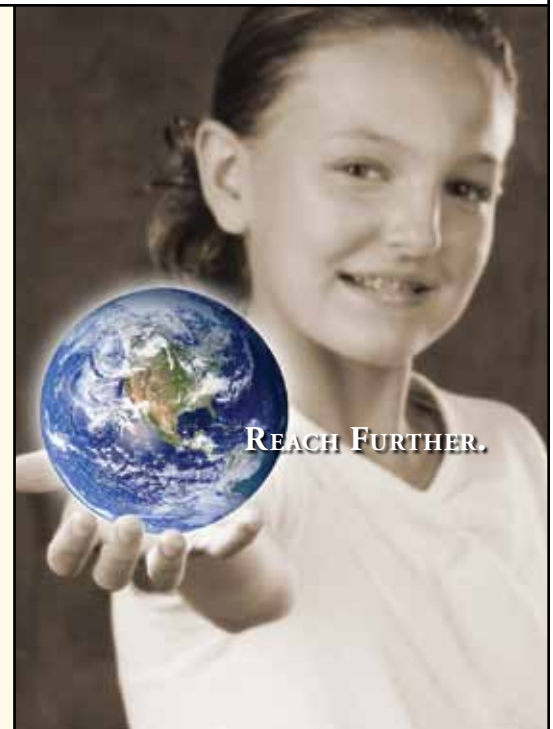
[– Click to view our School Improvement Plan](#)

## 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
<b>High Academic Achievement</b>  ▶ 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 <sup>1</sup>	—	75.5%	61.9%	68.4%
	▶ Students performing at or above grade level in reading	95%	69.9%	56.5%	62.5%
	▶ Students performing at or above grade level in math	88%	81%	69.9%	74.3%
	▶ Students performing at or above grade level in Algebra 1 <sup>1</sup>	—	>95%	—	>95%
	▶ Students performing at or above grade level in science	80%	70.3%	54.1%	62%
	Disparity between racial/ethnic groups in reading	10%	33.8%	40.3%	30.8%
	Disparity between racial/ethnic groups in math	10%	24.2%	35.7%	29.5%
	Disparity between racial/ethnic groups in science	10%	37.8%	46.9%	55.5%
	Disparity between socioeconomic groups in reading	10%	31%	21.8%	25.7%
	Disparity between socioeconomic groups in math	10%	20.7%	12%	20.1%
Disparity between socioeconomic groups in science	10%	31.4%	28.6%	31.7%	
<b>Effective Educators</b>  <a href="#">Click to view teacher survey results</a>	Teachers deemed highly qualified, having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	98%	99%	98%	100%
	National Board-certified teachers	17%	10%	7%	9%
	Teachers with graduate degrees	37%	35%	34%	34%
	Teachers' average years of experience	11.1	10	9.7	10
<b>Adequate Resources &amp; Facilities</b>	Student/Computer Ratio	5:1	3:1	2:1	3:1
	Teachers who indicate satisfaction with school facilities	—	70.7%	—	68.8%
<b>Safe &amp; Orderly Schools</b>	Passed the CMS safe school audit	100%	97%	YES	YES
	Parents who indicate this is a safe school <sup>2</sup>	70%	93.4%	Insufficient Response	88.6%
	Students who indicate this is a safe school <sup>2</sup>	80%	85.3%	86.3%	81.7%
	Teachers who indicate this is a safe school <sup>1,2</sup>	—	84.1%	72.9%	74.2%
	Number of incidents resulting in in-school suspensions <sup>1,3</sup>	—	33.6	69.7	53.9
	Number of incidents resulting in out-of-school suspensions <sup>1,3</sup>	—	42	46.3	36.7
<b>Freedom &amp; Flexibility with Accountability</b>	Principal has been granted additional freedom and flexibility <sup>1</sup>	—	64%	NO	NO
<b>World-Class Service</b>	Parents who indicate satisfaction with the responsiveness of staff at this school <sup>2</sup>	80%	79.5%	Insufficient Response	69%
<b>Strong Parent &amp; Community Connections</b>  <a href="#">Click to view parent survey results</a>	Parents who indicate satisfaction overall with this school <sup>1,2</sup>	—	78.2%	Insufficient Response	70.6%
	Number of volunteer hours <sup>4</sup>	Increase by 25% district-wide	204	286	246
	Number of business and community partnerships	Increase by 25% district-wide	87	5	1

<sup>1</sup> Not a CMS 2010 goal

<sup>2</sup> Based on responses to surveys; multiple survey items may have been used to create a composite

<sup>3</sup> Incidents per 100 students

<sup>4</sup> 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  
(29 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](http://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 growth expectations)**

Proficiency:	2008-09	2009-10
	61.9%	68.4%

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		81.4	82.5

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: 82.1**

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%		55.4%	59.1%

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

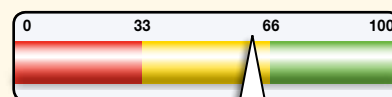
Our School's Results:	2008-09	2009-10
Safety	86.3%	81.7%
Encouragement	92.4%	90.8%
Engagement	90.4%	88.4%

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: 61.8**



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>