

Randolph IB Middle School



A Message from the Principal

To the Randolph IB Middle School community:

In this third School Progress Report, we are providing an update on the academic progress of Randolph IB Middle students, our plans to continue improvement efforts and information about the school learning environment.

As shown in this report, Randolph made Expected Growth on the North Carolina End-of-Grade tests, with more than 90 percent of students performing on grade level. We are delighted to be designated an Honor School of Excellence as a result. We are especially proud of our improvements in math and reading; in each case, our proficiency rate increased by close to 10 percent. I am also pleased to report that we were able to reduce the disparity between racial/ethnic groups and socioeconomic groups while maintaining high overall performance.

We are also very proud that we again made Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act. This general improvement in academic achievement shows that our teachers are providing effective instruction for all of our students.

We used a combination of new teaching strategies last year to address areas needing improvement. We scheduled several single-gender classes in math and language arts at all grade levels. We also emphasized common planning time to allow teachers to collaborate more effectively. In addition, we focused on instruction in our inclusion classes to better meet the needs of students with disabilities and English as a Second Language students. Our test scores indicated that these strategies were successful and they will be continued this year.

Our staff has received special training in improving students' reading and writing skills. In our opinion, literacy is the foundation for all content areas. Social studies, science and foreign language

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

6 - 8

Randolph IB Middle School is a full International Baccalaureate magnet.

School Population

- Students: **910**
- Classroom Teachers: **47**
- Support Staff:
 - 2 Assistant Principals
 - 1 English as a Second Language Teacher
- 0.3** Speech Pathologists
- 5** Exceptional Children Teachers
- 0.5** Social Workers
 - 1 Academic Facilitator
 - 1 Talent Development Teacher
 - 2 Counselor
 - 27 Other

Student Demographics

- African-American..... **41.6%**
- White..... **29.1%**
- Hispanic..... **15.9%**
- Asian..... **7.5%**
- Other..... **5.8%**
- Economically **47.2%** disadvantaged students

Additional Facts*

- Per-pupil expenditure **\$4,899**
- Teacher-to-pupil ratio **1:18**
- Student-mobility rate **4%**

**Click here for more information.*

CONTACT INFORMATION

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Randolph IB Middle School

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▶ Randolph IB Middle School

(Principal's message continued)

teachers, in particular, have been trained to incorporate reading instruction in the materials they use in their classes every day. Teachers will continue to receive this training and will emphasize differentiation of instruction (teaching to individual learning levels) to increase the level of rigor in all classes for all students.

The teachers at Randolph are experienced in working with middle school students, but recognize the value of improving their teaching skills and content knowledge. More of our teachers are gaining National Board certification and advanced degrees. Furthermore, our staff is stable, with low teacher turnover.

We introduced a new discipline model two years ago to focus on building good character and effective peer relationships among our students. As a result, out-of-school suspensions have continued to decrease. We have improved this model through feedback from students and staff.

Finally, we are strengthening our connection with parents and the community through service projects and initiatives, such as our Schoolyard Habitat and vegetable garden.

The Randolph staff believes strongly that it is our diversity (ethnic, religious, economic and academic) that supports academic growth and sets us apart from other educational programs. Our catchphrase, A World of Possibilities, exemplifies the attitude of our students and staff. We strive each year to provide an environment where accomplishments are celebrated and weaknesses are seen as opportunities for growth.

Sincerely,
Jackie Menser
Principal

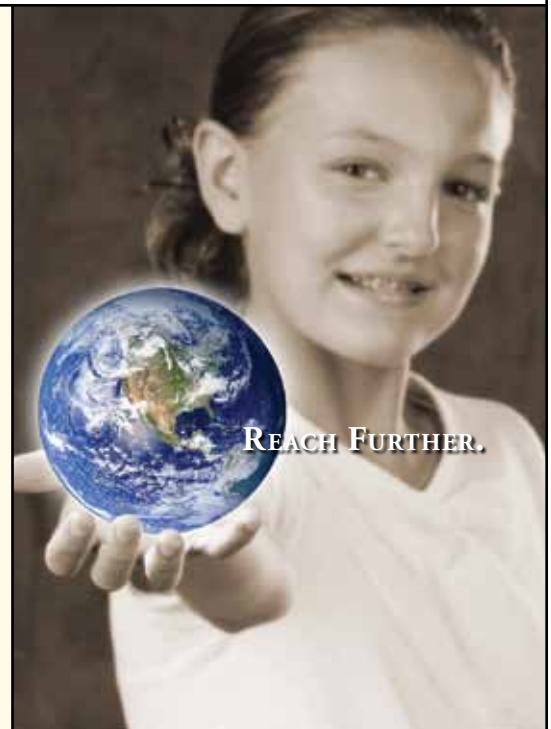
[– Click to view our School Improvement Plan](#)

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.



Randolph 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%	82.3%	91.5%
	▶ Students performing at or above grade level in reading	95%	69.9%	77.8%	90%
	▶ Students performing at or above grade level in math	88%	81%	84.5%	94.1%
	▶ 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%	81.4%	84%
	Disparity between racial/ethnic groups in reading	10%	33.8%	32.6%	16.6%
	Disparity between racial/ethnic groups in math	10%	24.2%	20.8%	14.3%
	Disparity between racial/ethnic groups in science	10%	37.8%	28.3%	24.6%
	Disparity between socioeconomic groups in reading	10%	31%	23.7%	11.1%
	Disparity between socioeconomic groups in math	10%	20.7%	17.9%	6%
Disparity between socioeconomic groups in science	10%	31.4%	22%	17.2%	
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%	98%	100%
	National Board-certified teachers	17%	10%	2%	4%
	Teachers with graduate degrees	37%	35%	33%	46%
	Teachers' average years of experience	11.1	10	10	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%	—	79.5%
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	95.1%
	Students who indicate this is a safe school ²	80%	85.3%	88%	88.6%
	Teachers who indicate this is a safe school ^{1,2}	—	84.1%	93.9%	98.2%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	33.6	6	6.5
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	42	18.3	14.5
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	64%	NO	NO
World-Class Service	Parents who indicate satisfaction with the responsiveness of staff at this school ²	80%	79.5%	Insufficient Response	83.8%
Strong Parent & Community Connections Click to view parent survey results	Parents who indicate satisfaction overall with this school ^{1,2}	—	78.2%	Insufficient Response	81.3%
	Number of volunteer hours ⁴	Increase by 25% district-wide	204	844	381
	Number of business and community partnerships	Increase by 25% district-wide	87	6	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
(37 of 37 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 growth expectations)**

Proficiency:	2008-09	2009-10
	82.3%	91.5%

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		81.6	81.1

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: 81.4**

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%		57.9%	53.9%

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%	88.6%
Encouragement	95.8%	96.6%
Engagement	94.7%	94.7%

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: 59.7**



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>