

▶ Sedgefield Middle School



A Message from the Principal

To our Sedgefield Middle School families:

This is the annual School Progress Report for Sedgefield Middle and is part of our effort to keep families fully informed about our students' academic progress, our staff and our school environment.

I am pleased to be the new principal of Sedgefield Middle. Everyone involved with our school—faculty, students and parents—is committed to continued success and growth. As you will see from this report, Sedgefield Middle made High Growth in reading, math and overall academic achievement. As a result of last year's successes, we have become a North Carolina School of Progress.

We did not meet Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act, but we did meet 20 of our 25 targets. Despite making High Growth in math, we missed several state-mandated math goals. We have, therefore, restructured under Title I rules, including the formation of sixth-grade and seventh-/eighth-grade academies to serve our traditional school population in 2010-2011. In addition, we are introducing our new Montessori Adolescent Magnet program this school year. We are excited to be able to continue the principles of Montessori education for students from the three CMS Montessori elementary magnet programs and welcome our new students and families.

At Sedgefield, we have spent the last four years transforming the school into a research-based learning organization driven by best practices. We employ interventions to respond to the diverse academic needs of our students and to improve academic progress. We also use varied assessment approaches, including schoolwide, teacher-developed common formative assessments, Accelerated Math and ClassScapes.

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

6 - 8

Sedgefield Middle School is a partial International Baccalaureate magnet.

School Population

- Students: **410**
- Classroom Teachers: **27**
- Support Staff:
 - 1 Assistant Principal
 - 2 English as a Second Language Teachers
- 0.2** Speech Pathologists
- 3** Exceptional Children Teachers
- 1.3** Academic Facilitators
 - 2 Counselors
 - 27 Other

Student Demographics

- African-American.....**46.3%**
- White.....**8.5%**
- Hispanic.....**37.8%**
- Asian.....**3.2%**
- Other.....**4.1%**
- Economically.....**92.4%** disadvantaged students

Additional Facts*

- Per-pupil expenditure **\$7,509**
- Teacher-to-pupil ratio **1:16**
- Student-mobility rate **28%**

**Click here for more information.*

CONTACT INFORMATION

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Sedgefield Middle School

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(Principal's message continued)

This year sees the introduction of a new data-collection system to allow teachers even quicker access to student information. As an early adopter of this technology, Sedgefield is a model for providing support services and encouraging academic progress based on student data.

We employ a number of programs at Sedgefield to give additional help to our students. These programs include Extended Day, Supplemental Educational Services, Corrective Reading, Rewards, Reach Math, Guided Tutorials and Homework Center.

Our teachers support each other and work as a team to sustain our professional learning community. We are fully staffed, our turnover rate is extremely low and all of our teachers are experienced and highly qualified.

We welcome parental involvement at Sedgefield. Our surveys indicate that parents and students enjoy coming to the school and know that teachers are here

to motivate, challenge and support students throughout their formative middle school years. There are many ways for parents to participate as our partners in education, including helping to reinstate our PTA, joining the school leadership team, volunteering and attending parent conferences and school events.

Our faculty, students and community know that excellence may only be achieved through hard work and dedication.

Sincerely,
Mark Robertson, Ed.D.
Principal

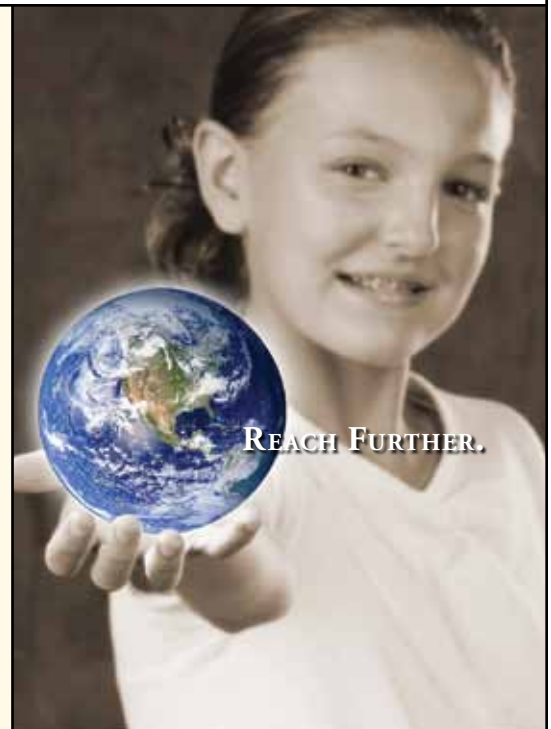
[– Click to view our School Improvement Plan](#)

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.



Sedgefield 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%	59.6%	60%
	▶ Students performing at or above grade level in reading	95%	69.9%	50.7%	52.8%
	▶ Students performing at or above grade level in math	88%	81%	69.5%	67.9%
	▶ 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%	51%	50.8%
	Disparity between racial/ethnic groups in reading	10%	33.8%	47.9%	33.7%
	Disparity between racial/ethnic groups in math	10%	24.2%	28.6%	31.1%
	Disparity between racial/ethnic groups in science	10%	37.8%	42.8%	46.1%
	Disparity between socioeconomic groups in reading	10%	31%	8.8%	-0.1%
	Disparity between socioeconomic groups in math	10%	20.7%	-2.2%	7.8%
Disparity between socioeconomic groups in science	10%	31.4%	-1.3%	-0.9%	
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%	89%	100%
	National Board-certified teachers	17%	10%	3%	3%
	Teachers with graduate degrees	37%	35%	31%	30%
	Teachers' average years of experience	11.1	10	10.9	12
Adequate Resources & Facilities	Student/Computer Ratio	5:1	3:1	1:1	1:1
	Teachers who indicate satisfaction with school facilities	—	70.7%	—	77.8%
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%	Insufficient Response	100%
	Students who indicate this is a safe school ²	80%	85.3%	87.6%	85.5%
	Teachers who indicate this is a safe school ^{1,2}	—	84.1%	90.4%	93.3%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	33.6	0	29
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	42	60.6	47.8
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%	Insufficient Response	50%
Strong Parent & Community Connections Click to view parent survey results	Parents who indicate satisfaction overall with this school ^{1,2}	—	78.2%	Insufficient Response	80%
	Number of volunteer hours ⁴	Increase by 25% district-wide	204	0	0
	Number of business and community partnerships	Increase by 25% district-wide	87	0	10

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
(20 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: **School of Progress (DID meet high growth expectations)**

Proficiency:	2008-09	2009-10
	59.6%	60%

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	82.6

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: 79.9 **Our School 2009-10: 82.4**

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%		54%	63%

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	87.6%	85.5%
Encouragement	98.6%	96.8%
Engagement	97.7%	91.5%

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: 33.4**



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>