

▶ Sedgefield Middle School



A Message from the Area Superintendent

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 overall school environment.

As you will see from this report, Sedgefield Middle made overall Expected Growth. Additionally, our students in sixth through eighth grades made Expected Growth on the North Carolina End-of-Grade reading test and recorded a 7-point gain in reading and math (without retests). As a result of last year's achievements, we have become the first CMS school to exit the Achievement Zone. I am proud to say that we are now a member of the Central Learning Community.

We did not meet Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act. We came close, however, by meeting 23 of our 25 targets.

Sedgefield is a model for providing support services to encourage academic progress. A number of programs help students: extended day, Supplemental Educational Services, corrective reading, rewards, Reach Math, guided tutorials and guided study hall.

Under our instructional leadership, we have spent three years transforming our 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 school-wide, teacher-developed common formative assessments, Accelerated Math and ClassScapes.

(Area Superintendent's message continued on back)

KEY FACTS

Data effective as of spring 2009

Sedgefield Middle School is a partial International Baccalaureate magnet.

Grades

6 - 8

School Population

- 421 Students
- 36 Teachers
- 1 Assistant Principal
- 3 Counselors
- 1 Social Worker
- 28 Support Staff

Student Demographics

- 50.8% African American
- 8.1% White
- 35.2% Hispanic
- 2.9% Asian
- 3.1% Other
- 85.7% of students qualify for free or reduced-price lunch

Learning Community

Central

Area Superintendent: Joel Ritchie
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Sedgefield Middle School

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<http://pages.cms.k12.nc.us/sedgefield68>



CMS 2010 Strategic Plan Goals	Key Performance Measures	CMS 2010 Goal	CMS Result 2008 - 2009	School Result 2008 - 2009
<p>High Academic Achievement</p> <p>Students in grades three through eight who do not pass the End-of-Grade tests may take the test again. Retests often raise a school's score at least slightly, because some students pass the test on the second try. Retest results were not included in school scores until 2008-2009. Comparing the 2007-2008 scores and the 2008-2009 scores is therefore not valid, because the scores were not calculated the same way.</p> <p>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.</p> <p><i>Data effective as of 7/14/09</i></p>	Students performing at or above grade level overall ¹	—	72%	59.6%
	Students performing at or above grade level in reading	95%	67%	50.7%
	Students performing at or above grade level in math	88%	78%	69.5%
	Students performing at or above grade level in science	80%	64%	51.0%
	Disparity between racial/ethnic groups in reading	10%	36%	47.9%
	Disparity between racial/ethnic groups in math	10%	28%	28.6%
	Disparity between racial/ethnic groups in science	10%	40%	42.8%
	Disparity between socioeconomic groups in reading	10%	28%	8.8%
	Disparity between socioeconomic groups in math	10%	20%	-2.2%
	Disparity between socioeconomic groups in science	10%	30%	-1.3%
<p>Effective Educators</p>	Teachers deemed highly qualified, having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	96%	97%	89%
	National Board-certified teachers	17%	9%	3%
	Teachers with graduate degrees	35%	32%	31%
	Teachers' average years of experience	10.5	9.6	10.9
<p>Adequate Resources & Facilities</p>	Student/Computer Ratio	5:1	3:1	1:1
<p>Safe & Orderly Schools</p>	Passed the CMS safe school audit	YES	YES	YES
	Parents who indicate this is a safe school ²	70%	96%	Insufficient Response
	Students who indicate this is a safe school ²	80%	85%	87.6%
	Teachers who indicate this is a safe school ^{1,2}	—	89%	90.4%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	—	0
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	—	60.6
<p>Freedom & Flexibility with Accountability</p>	Principal has been granted additional freedom and flexibility ¹	—	—	NO
<p>World-Class Service</p>	Parents who indicate satisfaction with the responsiveness of staff at this school ²	80%	88%	Insufficient Response
<p>Strong Parent & Community Connections</p>	Parents who indicate satisfaction overall with this school ^{1,2}	—	86%	Insufficient Response
	Number of volunteer hours ⁴	Increase by 25% district-wide	—	0
	Number of business and community partnerships	Increase by 25% district-wide	—	0

¹Not a CMS 2010 goal

²Based on responses to 2008-09 survey; 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 NOT** make AYP
(23 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: **Priority School**
(DID meet growth expectations)

Proficiency: 59.6%

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: 80%
Our School: 81.0%

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.

► Students Making or Exceeding a Year's Worth of Growth

State Standard: 60%
Our School: 54.0%

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.

► Amount of Growth for Students in the Lowest Achieving Group

Our School: 79.9%

Are we helping our low achievers catch up? Historically, some poor 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 percentage for this measure is higher than the Average Growth for the school, the school is closing the achievement gap.

► Positive Responses to Multiple Student Survey Items

Our School's Results:	Safety	88%
	Encouragement	99%
	Engagement	98%

Do our students perceive this school as safe and welcoming? This measure is subjective—it is taken from a student survey.

► Sedgefield Middle School

(Area Superintendent's message continued)

Sedgefield Middle will be welcoming the middle school Montessori program for the 2010-2011 school year and we are very excited about this addition to our school.

We have almost completed our three-year renovation project that includes improvements to the classrooms and breezeways. These renovations have made our campus an inviting place that students, staff, families and community appreciate and use with enthusiasm.

Our teachers support each other and work as a team to sustain our professional learning community. This year, we are fully staffed, our turnover rate is extremely low and all of our teachers are experienced and highly qualified. Everyone here is determined to do whatever it takes to achieve consistent academic growth for our students.

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 them throughout their formative middle school years. There are many ways for parents to participate as our partners in education, including membership in our PTSA, input to the school improvement team, volunteering and attending parent conferences and school events.

New school facilities and a renewed spirit of collaboration among community, parents, staff and students mark the 2009-2010 school year as one of promise. We will continue to make improvements to help our students strive, achieve and excel.

Sincerely,
Joel Ritchie
Area Superintendent

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 2008-09 school year in making progress on these seven goals. On page 3, 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.

