

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [X] Middle [] High [] K-12 [] Charter

Name of Principal Ms. V. Christine Waggoner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name South Charlotte Middle School
(As it should appear in the official records)

School Mailing Address 8040 Strawberry Lane
(If address is P.O. Box, also include street address.)

Charlotte North Carolina 28277- 8600
City State Zip Code+4 (9 digits total)
Mecklenburg State School Code Number*600-537

Telephone (980)-343-3670 Fax (980) – 343-3725

Web site/URL http://www.cms.k12.nc.us/allschools/southcharlotte/index.htm
E-mail c.waggoner@cms.k12.nc.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Peter R. Gorman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Charlotte-Mecklenburg Schools Tel. (980)- 343-3000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Joe White, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 99 Elementary schools
 33 Middle schools
 0 Junior high schools
 21 High schools
 4 Other (*Behavior Management and Special Needs*)
- 157 TOTAL
2. District Per Pupil Expenditure: \$8,198
- Average State Per Pupil Expenditure: \$4,726

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	124	155	279
K				8	195	188	383
1				9			
2				10			
3				11			
4				12			
5				Other			
6	143	170	313				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							975

6. Racial/ethnic composition of the school: 73 White
10 Black or African American
7 Hispanic or Latino
8 Asian/Pacific Islander
4 American Indian/Alaskan Native
98 Total

**Please note that the above total percentage for the composition of the school does not reflect our 2 Multi-Racial group.*

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 10

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	44
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	58
(3)	Total of all transferred students [sum of rows (1) and (2)]	102
(4)	Total number of students in the school as of October 1	1040
(5)	Total transferred students in row (3) divided by total students in row (4)	.098
(6)	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 6
63 Total Number Limited English Proficient

Number of languages represented: 14

Specify languages: Spanish, Mandarin/Chinese, Russian, Korean, Portuguese, French, German, Japanese, Urdu, Gujarat, Farsi, Tagalog, Punjabi, and Liberian English

9. Students eligible for free/reduced-priced meals: 10

Total number students who qualify: 101

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 5 51 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>2</u> Orthopedic Impairment
<u>—</u> Deafness	<u>16</u> Other Health Impaired
<u>—</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>—</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>—</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>—</u>
Classroom teachers	<u>47</u>	<u>1</u>
Special resource teachers/specialists	<u>8</u>	<u>3</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff (<i>Includes secretaries, campus security, custodians, and cafeteria staff</i>)	<u>20</u>	<u>3</u>
 Total number	 <u>82</u>	 <u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97	97	96	96	96
Daily teacher attendance**	90	90	90		
Teacher turnover rate*	19	33	7	21	29
Student dropout rate (middle/high)					
Student drop-off rate (high school)					

**The undesirable teacher turnover rate is the result of new school construction in the South Charlotte vicinity, resulting in multiple changes in student enrollment and our attendance zone boundaries.*

***According to CMS, teacher attendance percentages are purged annually. Records beyond 2005 no longer exist within our system.*

PART III: SUMMARY

South Charlotte Middle School (SCMS) is located in the southern suburbs of Mecklenburg County, one of the highest growth areas in the county, which contributes greatly to our rapidly changing population. This area recently added two middle schools and a high school and is slated for three additional elementary schools by 2009. In keeping with the SCMS mission statement, we are committed to maintaining an academically rigorous curriculum with high expectations despite the ever-changing demographic shifts. Our student population includes Caucasian, African-American, Hispanic, Asian, Multi-racial, and Limited English Proficient (LEP) students as well as children with learning disabilities and economic needs. The number of subgroups at SCMS has grown from 25 to 31 over the last three years; however, SCMS has risen to the challenge.

In the midst of these changes and challenges, SCMS has demonstrated high growth each year since 1996 and has been named a School of Excellence with high growth each year since 2000. For the year 2004/2005, SCMS was identified by the North Carolina Department of Public Instruction to be among the top 25 schools to show the most improvement from the previous year on their test scores. In 2003, SCMS was the first middle school in Charlotte-Mecklenburg Schools (CMS) to be recognized by the National Forum to Accelerate Middle Grades Reform as a National School to Watch. In November, The National Middle School Association recognized Principal V. Christine Waggoner as a Distinguished Educator for 2006. In 2006, SCMS was the only school in CMS to demonstrate high growth in the state and local accountability programs, in addition to meeting all Adequate Yearly Progress (AYP) as part of the No Child Left Behind Act of 2001 (NCLB). The population may shift, the students may have more needs, the district boundary changes may move teachers; however, SCMS continues to demonstrate consistent success.

Classroom instruction is based on CMS assessments that indicate areas where further instruction is needed. The classroom instruction is supported by the 9th block, an innovative approach designed by SCMS for seventh and eighth graders to enrich the high achievers and remediate the struggling students. Patterned after the SCMS model, this 9th block concept has been implemented in all CMS middle schools and across North Carolina. Students at SCMS routinely take top honors in Math Counts, Science Olympiad, National Academic League, and Chess Club competitions and regularly participate in community service projects. Dedicated students benefit from 9th block and are able to grow academically, emotionally, and socially.

At SCMS, students are nurtured by teachers who enthusiastically embrace the most relevant teaching practices and who support each other in the goal to leave no child behind; thus, a reading specialist from Johns Hopkins University was invited to conduct a seminar on effective strategies. Reading is a responsibility of all departments including physical education. Interdisciplinary units of study require students to connect reading and social studies to math and science. Time is designated each week for teachers, administrators, and counselors to plan meaningful instruction, to discuss latest teaching trends and to address the needs of specific SCMS students. At SCMS all students participate in re-teaching activities to reinforce academic concepts. Struggling students are regrouped and encouraged to take advantage of tutorial options that are offered before and after school in addition to the re-teaching opportunities built into the school day.

Students, teachers, administrators, counselors, and staff at SCMS work diligently and daily to make this school the exemplary model it is. As a School to Watch and a School of Excellence, SCMS has proven that its commitment, academic rigor, and discipline fit the criteria of a Blue Ribbon School.

PART IV - ASSESSMENT RESULTS

1. Assessment Results: SCMS participates in the North Carolina end-of-grade (EOG) testing program (<http://ncpublicschools.org/accountability/testing/eog>) and the North Carolina end-of-course (EOC) testing program. The EOG tests have been designed to measure student performance in reading, math and writing. The EOC tests are used to evaluate performance in Algebra I and Geometry. The mandated state ABCs accountability program and AYP program use the EOG test scores to analyze academic growth for schools and subgroups as part of the NCLB. Individual student scores are reported as developmental scale scores, percentile ranks, achievement levels 1-4, and lexile levels in reading. Achievement levels rankings include: 1 = Insufficient mastery, 2 = Inconsistent mastery, 3 = Adequate mastery, and 4 = Superior mastery. Levels 3 and 4 are considered proficient with level 4 students exceeding mastery.

EOG reading goals are divided into four strands: cognition, interpretation, critical stance, and connection. Questions in these areas follow seven to nine passages of fiction and non-fiction. Writing is tested in the seventh grade utilizing evaluative and problem/solution models. Scores for the writing tests are divided into two categories: content with a scale of 0-4 and convention with a scale of 0-2. Zero indicates no mastery. Math goals include number operation, measurement, data analysis, and probability. A new math test was introduced in 2006, consequently math scores across the state declined from the previous year. SCMS was still able to meet high growth in this area according to the ABC program and met all criteria for the AYP program as well.

The AYP program ascertains the number of students tested by subgroups, which for SCMS are American Indian, Asian, Black, Hispanic, Multi-Racial, White, LEP, Free/Reduced Lunch, and Students with Disabilities. A specific group is only included in the AYP goals if there were at least 40 students participating within that subgroup; however, if there are less than 40 within a specific group, their result is labeled "Insufficient Data" and is not calculated towards proficiency. Each year the AYP program establishes a proficiency goal of at or above grade level and each group is measured. In 2006, each group was challenged to meet a 76.7 target goal for reading and 65.8 for math. Unlike the AYP program that measures the number of students on grade level per subgroup, the North Carolina ABC program emphasizes developmental growth from year to year in both reading and math. Within the past three years, SCMS AYP subgroups have increased from 25 to 31.

Disparities among subgroups are in direct correlation to the implementation of a pilot inclusion program for students with disabilities and a new state mandated math test that negatively impacted all subgroups. Despite these disparities in our subgroups, SCMS has continued to show high growth since the inception of the ABC program.

SCMS consistently surpasses the district and state averages in reading, math and writing. In 2006, our most significant gain was seventh grade writing with 83 performing on grade level, compared to the district average of 48. Our Algebra I and geometry students take high school EOC tests. These scores also surpass both district and state averages. Our progress by grade level has been significant especially in our gateway programs in the eighth grade where 100 of our students passed. This program is a statewide standard for eighth grade promotion.

Links to the state websites supporting the above results can also be found at <http://www.ncreportcards.org/src/>.

2. Using Assessment Results

At SCMS, the principal begins each school year by discussing the previous year's end-of-grade test results in-depth, by grade level, objectives, and subgroups. Teachers and administrators analyze student growth trends to create an action plan that includes strategies appropriate for the varying achievement levels of our students.

Based on objectives detailed in the North Carolina Standard Course of Study (NCSCOS) www.ncpublicschools.org/curriculum/ncscos, SCMS prepares students to successfully complete the North

Carolina EOG Testing Program. These results are used as data for the state mandated ABCs Accountability Program and also determine AYP in reading and math as required by NCLB. As of school year ending 2006, the ABCs Accountability Program measures growth in reading, math, seventh grade writing, algebra, and geometry.

These are state and federally mandated testing requirements; however, at SCMS, continuous assessment helps us to analyze and address the academic needs of our students. Our system also provides quarterly assessments for reading, math, eighth grade science, writing, and vocational courses in all grade levels. All students are required to take a diagnostic writing test within the first twenty days of school, as well as the Group Reading Assessment and Diagnostic Evaluation (GRADE). In the spring of each year, The Orleans-Hanna test is administered to all sixth graders to determine math placement in seventh grade.

Due to an ever-changing diverse population, teachers are expected to enhance their teaching strategies for maximum student understanding and comprehension. Collaborative strategies allow us to focus on the individual needs of students and to serve students based upon specifically identified areas of need. Flexible scheduling before and after school and during ninth block provides tutorial and enrichment opportunities based on student assessment results. Assessment results enable SCMS to foster life-long learners who are confident in their ability to acquire knowledge.

3. Communicating Assessment Results

“Communication leads to community”, and at SCMS, continuous communication is paramount to ensuring student success. We believe academic achievement is enhanced when everyone in the community is informed and actively involved in the learning process.

Assessment data is disseminated frequently throughout the school year. Students are provided with ample opportunities to demonstrate mastery of the curriculum. Formal and informal assessments are used to ascertain student progress. Verbal and written teacher feedback is given to students daily for remediation and enrichment. Parents receive detailed progress reports every four weeks from all disciplines, and action alerts are sent whenever a student’s grade drops below a “C” in the class. Personalized Education Plans (PEPs) are created at the end of the first quarter for those students who do not maintain a “C” average in all classes.

In addition to classroom assessment data, parents are provided with copies of results from the district GRADE exams administered in September and again in February. This detailed report provides parents with information about their child’s strengths and weaknesses in the areas of reading, vocabulary, grammar, and listening comprehension. The results of the district’s assessments in reading, writing, and math are also provided each quarter. Results of the yearly state assessments in these areas as well as science and social studies are sent home, are published in the city’s newspaper, The Charlotte Observer, are made public through other local media, and are posted on the school, district, and state websites.

In our quest to provide more timely assessment feedback, we have adopted new measures to improve communication with parents and the community. CMS teachers, administrators, and staff are expected to respond to parents within twenty-four hours. At all grade levels, teachers and counselors designate weekly conference times informing parents of their child’s academic progress. It is through this ongoing collaboration with the community that we are able to foster an environment for students where learning occurs beyond the school day.

4. Sharing Success

Students, teachers, and administrators at SCMS welcome opportunities to demonstrate programs and lessons that have led to a high percentage of students achieving at or above grade level. Since being designated a School to Watch, we have hosted school personnel from many school districts in North Carolina as well as other states, confident that they will see classrooms alive with interactive and carefully planned lessons. Our teachers discuss with these colleagues ways to implement lesson plans successfully as well as share materials designed to support the daily lessons.

Our teachers routinely attend and present at the State and National Middle School Conferences and the National Schools to Watch Conferences in Washington, D. C. Collaboration with other schools,

whether in our district, our state, or across the nation, is critical to staying informed about the latest developments in education. Our school is excited about the opportunities to share as is evidenced by an article written by the principal and academic facilitator of SCMS and published in the May 2006 issue of the Middle School Journal. The article, titled “Extending Student Learning Opportunities in a 6-8 Middle School” describes an SCMS elective block of teaching time, ninth block, which is designed to remediate and accelerate members of our student body. This model was so successful at SCMS that it has become a part of the schedule for all CMS middle schools.

SCMS math and language arts teachers work with lead teachers at each grade level who plan with middle school lead teachers from across the district to meet the needs of all students at each grade level and in each curriculum area. This collaboration among the teachers and the schools ensures optimum learning experiences. Our school is committed to smooth transitions for students from elementary school to middle school and from middle school to high school. Communication with these schools enables students coming to us and those leaving us to be prepared for the expectations in their new settings.

For the benefit of parents as well as other schools, South Charlotte Middle School is described in detail at its website at www.cms.k12.nc.us. It is also easy to find out about its programs at www.nmsa.org, and at www.greatschools.net. We are proud of our students’ achievements and willingly share our programs with other educators.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum: High expectations set the pace for all students at SCMS where programs are developed and created based on our changing population's needs. Only a strong and rigorous curriculum results in SCMS being consistently among the Schools of Excellence with high growth. To reach this level of excellence, teachers use the NCSCOS and the Charlotte-Mecklenburg Schools' (CMS) Pacing and Alignment Guide to ensure consistent instructional presentation that is evident throughout the building; however, much effort and time is put into lesson plans to offer challenging, innovative, and intense activities to expand higher level thinking skills of students and prepare them for real world experiences and cultures based on diverse needs.

Each grade level consists of four core subjects: math, science, language arts, and social studies which utilize a humanities based approach allowing students the opportunity, through interdisciplinary units of study, to develop connections between these four subjects based on a particular focus in social studies. Just as the real world around our students is concerned about the discoveries, economies, governments and cultural affairs, students at SCMS are afforded the same experience in their classrooms. SCMS seventh graders have created actual websites illustrating how selected diseases within a country of Africa could be prevented or made obsolete using economic endeavors, medicinal discoveries, and geographical conditions of the country. The writing focus was problem/solution which is the state required mode of writing thus incorporating technology, math, science, social studies, and language arts.

Electives are part of the core curriculum and offered at all grade levels and include art, Spanish, French, chorus, band, orchestra, dance, drama, technology and physical education. Foreign language and instrumental music are year-long classes, while other electives are semester classes. The elective teachers are dedicated professionals who assiduously present their course offerings to bring out the best efforts in their students publicly and privately. Weekly meetings enable these teachers to share strategies for developing the intellect of the whole child and to design plans that not only support their curricular area, but also support the core class instruction. The physical education department requires students to incorporate research and book reports as part of their program, which is in direct support of the language arts and social studies subjects. The orchestra teacher uses warm-up time to pique the interest of his students with facts about world events, historical figures, and interesting data.

The language arts program utilizes data from EOG testing, quarterly testing, lexile levels of students, and GRADE assessment results to place students in appropriate levels of study and to develop curriculum that is sensitive to students' needs. Reading instruction is carefully integrated with writing along with an emphasis on vocabulary, which has a direct correlation to deeper comprehension and analysis of the literature. Language arts teachers meet weekly to develop strategies and lessons in a collaborative manner in order to address the needs of our community of learners. As the needs of the students change based on data, so does the instructional presentation.

The mathematics curriculum also follows CMS and NCSCOS. Students are diagnostically placed according to previous math grades, teacher recommendations, EOG results, parent consultations, and Orleans-Hanna Algebra Prognosis Test where appropriate. All math students are equipped with a set of common essential experiences including multi-step problem solving and higher order thinking. Math teachers also meet weekly to collaborate.

SCMS recognized the need for a ninth block offering, which was pioneered in 2003 by our scheduling team to address the specific needs of a changing population. Students with identified areas of weakness are placed in classes designed to meet their needs in reading or math, and students who need to foster critical thinking skills are placed in enrichment classes such as Battle of the Books, Science Discovery, current events, or philosophy. This conceptual program enhances the skills for all of our diverse learners. These programs are customized for the specific needs of students to ensure their ultimate success in learning.

The strong academic program at SCMS is a collaborative effort of excellent teachers, tutors, volunteers, administrative staff, and focused students. This is a high-performing school where more than 95 of the students regularly score at level 3 or 4, putting SCMS among the top schools in the state

2b.: **English:** SCMS teaches the NCSCOS for language arts at all grade levels. Language arts teachers not only use the NCSCOS but also are encouraged to enhance their teaching strategies in order to respond to the varied needs of the student population. The language arts teachers at each grade level are led by a lead teacher model who attends training on a district level and returns to the school in the role of facilitator. This collaborative effort results in instruction that provides consistent quality of presentation and strategies to improve critical thinking skills for all students as they read across the curriculum.

Assessment data is used as a reflective tool to determine how a student can not only be challenged but also realize what will enable him or her to achieve maximum learning. This data helps teachers address the individual needs of each student as lesson plans are designed for vocabulary, comprehension, writing, and literary analysis. Vocabulary instruction focuses on stem meanings to enable students to apply knowledge when encountering new words to better comprehend text. Literature instruction mirrors the social studies periods in history and gives students the opportunity to compare and contrast works of fiction with nonfiction from primary and secondary sources.

Language arts classes, as well as English as a Second Language classes, at SCMS provide instruction that meets the needs of all students from honors to inclusion and LEP. Honors classes challenge level 4 students to carefully consider the learning process as they find ways to demonstrate growth when they are already in the 99 percentile. Inclusion classes make the most of collaboration as core classroom teachers and teachers of exceptional children present, encourage, remediate, cajole, and expect students to work to the best of their abilities and then to do a little more. LEP students are supported at all grade levels in a separate setting by an ESL specialist. These classes range from novice to proficient levels.

This approach has resulted in demonstrated growth for many students who exceed expectations as they come to realize that they are successful learners. Whether working with gifted students, exceptional children, or second language learners, teachers at SCMS have a common goal: students who are confident and willing readers and writers.

Part V-3 – Additional Curriculum

SCMS's mission statement declares that our students are being prepared to be life-long learners who can make contributions to our changing society. One of the beliefs states a goal of SCMS is to nurture the whole child. The music program at South Charlotte supports the core curriculum while nurturing the whole child through course offerings in band, orchestra, and chorus. University studies have determined that standardized test scores in math and reading are frequently higher for students who are pursuing or have pursued some musical study. SCMS offers band to all grade and ability levels in yearlong courses. In addition, eighth grade Jazz Band is offered during 9th Block and is by audition only, and seventh grade Jazz Ensemble is offered after school.

The SCMS elective curriculum includes four orchestras. In addition to an orchestra for each grade level, there is also a South Charlotte Symphony Orchestra that includes seventh and eighth grade strings as well as woodwinds, brass, and percussion. The orchestras play music from around the world and begin each class with a question that requires knowledge of information other than music to promote an understanding of a diverse culture. Chorus is a semester elective. Honors Chorus is offered during ninth block for one semester with students and the teacher committing to continue this program before school. SCMS music classes are taught by dedicated teachers who willingly embrace the task of each teacher to prepare students for end-of-grade accountability.

Whether using math skills to count music, language arts skills to better understand the concept of tone and mood of a piece of music, or reading skills to decode notes, these students are encouraged to use thinking skills necessary for success on the end-of-grade tests. The focus of the programs on public performance gives students the need to be serious and industrious in these classes. There is an expectation of excellence in these music programs that is closely aligned with the school's continuous focus on curriculum and achievement that keeps SCMS among the Schools of Excellence and Schools to Watch.

4. Instructional Methods

SCMS ensures that all students, teachers, and administrators are committed to the highest academic standards. The learning environment at our school is extremely reciprocal – everyone exhibits high expectations. To meet the needs of all learners, staff members have taken great strides to increase collaboration efforts.

“Together everyone achieves more.” This is why collaboration is so critical at SCMS. Teams and subject areas plan frequently so teachers can share instructional strategies and develop lessons for addressing the multiplicity of learners in our classrooms. Vertical collaboration by subject area between the grade levels allows staff members to build a firm foundation for academic success for all students. Weekly curriculum meetings enable teachers to evaluate and change curriculum when assessment data and student needs warrant.

Communication of the curriculum to students in a manner that is conducive to learning is vital to student success. For this purpose, teachers at SCMS use a variety of instructional strategies and activities in the classroom. Differentiated methods that address both student readiness and learning styles are practiced daily. Cooperative learning groups, Socratic seminars, hand-on scientific laboratories, and History Alive programs help ensure that all students are engaged in the learning process. Teachers utilize higher levels of Bloom’s Taxonomy as well as strategies from Marzano’s Classroom Instruction That Works to challenge students to think critically and creatively. Well-planned interdisciplinary units of study are introduced throughout the year to afford students great connections across the disciplines. Guest speakers and field trips are utilized to further enhance the learning experience. Because reading and writing across the curriculum have become the expectation at SCMS, all subjects emphasize instruction in these areas.

5. Professional Development:

Professional development is a key component of our learning community at SCMS. Providing our staff opportunities to improve and enhance their teaching strategies allows them to hone their delivery of instruction for optimum academic results. Reading and writing across the curriculum has become a major focus because teachers and administrators know it will lead to success for our students.

During the 2005 school year, a reading specialist from Johns Hopkins University conducted a daylong seminar for reading across the curriculum. Teachers were exposed to numerous strategies and teaching methods for any discipline that would enhance the reading skills of SCMS students. Additionally, teachers included a reading component as an identifiable goal for their yearly Individual Growth Plan. One strategy that has proven very beneficial is the addition of word walls in all classrooms throughout the school.

In 2005 our entire staff attended a seminar conducted by Ron Clark, a Disney Teacher of the Year and author of 55 Essentials in the Classroom. This workshop was motivational for all, as Mr. Clark shared his success stories from his own experience with at-risk students. His determination to ensure that his students were learning, his ability to differentiate instruction, and his techniques inspired our teachers who welcome a more diverse and challenging population.

This year, our district incorporated a district-wide lead teacher model, where the core classroom teachers attend monthly meetings that allow opportunities to learn different strategies and gather additional resources. These lead teachers return to their respective schools to facilitate collaborative opportunities for teachers of their respective subjects. It ensures that all students are learning the same objectives within subject areas, thus reinforcing their success on assessments.

SCMS places much needed value and emphasis on new teachers at our school. Veteran teachers within the building are paired with new teachers. These partners meet regularly to ensure that the transition is a smooth one. This assistance can include advice for lesson design, discipline, data analysis, organizational issues and even location of resources.

Weekly, each grade level meets with the academic facilitator for a curriculum meeting where

information about instruction, testing, objectives, technology, interdisciplinary opportunities, and overall programs for higher academic success are discussed. These meetings also offer the opportunity for interdisciplinary collaboration on a scheduled basis.

Professional development at SCMS is regular, meaningful, and satisfying because the experiences encourage and enrich teachers who return to the classroom to share enthusiasm for learning with students who will not be left behind.

Part VII – Assessment Results

Subject: Reading
 Grade: 6th
 Test: North Carolina End-of-Grade Test
 Edition/Publication Year: 2003
 Publisher: North Carolina State Department of Public Instruction

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES*			
Level 3 & Level 4 students	96	97	98
Level 4 students	62	68	72
Number of students tested	271	379	342
Percent of total students tested	100	100	100
Number of students alternatively assessed (IPT)	2	0	0
Percent of students alternatively assessed	<1	0	0
SUBGROUP SCORES			
1. Black			
Level 3 & Level 4 students	94	92	86
Level 4 students	11	46	39
Number of students tested	18	39	28
2. Asian			
Level 3 & Level 4 students	100	97	95
Level 4 students	71	50	74
Number of students tested	17	30	19
3. White			
Level 3 & Level 4 students	96	98	100
Level 4 students	68	75	77
Number of students tested	212	289	277
4. Free/Reduced Lunch			
Level 3 & Level 4 students	88	84	84
Level 4 students	27	40	40
Number of students tested	34	45	25
5. Students with Disabilities			
Level 3 & Level 4 students	83	75	81
Level 4 students	33	25	24
Number of students tested	12	24	21

Part VII – Assessment Results

Subject: Reading
 Grade: 7th
 Test: North Carolina End-of-Grade Test
 Edition/Publication Year: 2003
 Publisher: North Carolina State Department of Public Instruction

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES*			
Level 3 & Level 4 students	98	98	98
Level 4 students	80	84	78
Number of students tested	383	370	326
Percent of total students tested	100	100	100
Number of students alternatively assessed (IPT)	1	0	0
Percent of students alternatively assessed	<1	0	0
SUBGROUP SCORES			
1. Black			
Level 3 & Level 4 students	95	92	88
Level 4 students	70	47	56
Number of students tested	43	38	34
2. Asian			
Level 3 & Level 4 students	94	95	100
Level 4 students	67	90	82
Number of students tested	33	19	17
3. White			
Level 3 & Level 4 students	99	99	100
Level 4 students	84	89	83
Number of students tested	282	293	258
4. Free/Reduced Lunch			
Level 3 & Level 4 students	93	89	93
Level 4 students	57	41	53
Number of students tested	44	27	30
5. Students with Disabilities			
Level 3 & Level 4 students	86	91	95
Level 4 students	43	33	47
Number of students tested	21	21	19

Part VII – Assessment Results

Subject: Reading
 Grade: 8th
 Test: North Carolina End-of-Grade Test
 Edition/Publication Year: 2003
 Publisher: North Carolina State Department of Public Instruction

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES*			
Level 3 & Level 4 students	98	99	99
Level 4 students	83	82	86
Number of students tested	376	337	282
Percent of total students tested	100	100	100
Number of students alternatively assessed (IPT)	1	0	0
Percent of students alternatively assessed	<1	0	0
SUBGROUP SCORES			
1. Black			
Level 3 & Level 4 students	94	100	92
Level 4 students	53	48	72
Number of students tested	36	25	25
2. Asian			
Level 3 & Level 4 students	96	100	100
Level 4 students	71	82	93
Number of students tested	24	22	14
3. White			
Level 3 & Level 4 students	99	99	100
Level 4 students	89	86	88
Number of students tested	295	273	233
4. Free/Reduced Lunch			
Level 3 & Level 4 students	85	100	96
Level 4 students	41	48	63
Number of students tested	27	23	24
5. Students with Disabilities			
Level 3 & Level 4 students	81	94	85
Level 4 students	48	35	46
Number of students tested	21	17	13

Part VII – Assessment Results

Subject: Math
 Grade: 6th
 Test: North Carolina End-of-Grade Test
 Edition/Publication Year: 2006
 Publisher: North Carolina State Department of Public Instruction

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES*			
Level 3 & Level 4 students	91	97	99
Level 4 students	51	87	90
Number of students tested	271	379	345
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Black			
Level 3 & Level 4 students	50	90	86
Level 4 students	17	74	69
Number of students tested	18	39	29
2. Asian			
Level 3 & Level 4 students	100	100	100
Level 4 students	71	87	100
Number of students tested	17	31	19
3. White			
Level 3 & Level 4 students	94	98	100
Level 4 students	54	91	94
Number of students tested	212	288	277
4. Free/Reduced Lunch			
Level 3 & Level 4 students	64	89	89
Level 4 students	18	67	65
Number of students tested	34	45	26
5. Students with Disabilities			
Level 3 & Level 4 students	75	78	87
Level 4 students	25	39	52
Number of students tested	12	23	23

Part VII – Assessment Results

Subject: Math
 Grade: 7th
 Test: North Carolina End-of-Grade Test
 Edition/Publication Year: 2006
 Publisher: North Carolina State Department of Public Instruction

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES*			
Level 3 & Level 4 students	94	98	98
Level 4 students	59	92	88
Number of students tested	384	370	326
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Black			
Level 3 & Level 4 students	86	87	88
Level 4 students	28	66	50
Number of students tested	43	38	34
2. Asian			
Level 3 & Level 4 students	97	100	100
Level 4 students	61	100	100
Number of students tested	33	19	17
3. White			
Level 3 & Level 4 students	95	99	100
Level 4 students	65	96	93
Number of students tested	282	293	258
4. Free/Reduced Lunch			
Level 3 & Level 4 students	89	85	93
Level 4 students	33	59	67
Number of students tested	45	27	30
5. Students with Disabilities			
Level 3 & Level 4 students	48	81	95
Level 4 students	10	57	63
Number of students tested	21	21	19

Part VII – Assessment Results

Subject: Math
 Grade: 8th
 Test: North Carolina End-of-Grade Test
 Edition/Publication Year: 2006
 Publisher: North Carolina State Department of Public Instruction

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES*			
Level 3 & Level 4 students	96	98	99
Level 4 students	70	84	89
Number of students tested	379	337	282
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Black			
Level 3 & Level 4 students	83	96	100
Level 4 students	28	40	68
Number of students tested	36	25	25
2. Asian			
Level 3 & Level 4 students	100	100	100
Level 4 students	73	96	100
Number of students tested	26	22	14
3. White			
Level 3 & Level 4 students	97	98	99
Level 4 students	78	88	91
Number of students tested	295	273	233
4. Free/Reduced Lunch			
Level 3 & Level 4 students	74	100	96
Level 4 students	22	52	79
Number of students tested	27	23	24
5. Students with Disabilities			
Level 3 & Level 4 students	71	100	92
Level 4 students	33	47	39
Number of students tested	21	17	13

Part VII – Assessment Results

Subject: Algebra I
 Grade: 7th and 8th
 Test: North Carolina End-of-Grade Test
 Edition/Publication Year: 2006
 Publisher: North Carolina State Department of Public Instruction

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES*			
Level 3 & Level 4 students	100	100	100
Level 4 students	90	91	88
Number of students tested	283	369	249
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Black			
Level 3 & Level 4 students	100	93	100
Level 4 students	79	71	100
Number of students tested	19	14	13
2. Asian			
Level 3 & Level 4 students	100	100	100
Level 4 students	94	97	92
Number of students tested	16	31	13
3. White			
Level 3 & Level 4 students	100	100	100
Level 4 students	91	91	87
Number of students tested	237	312	215
4. Free/Reduced Lunch			
Level 3 & Level 4 students	100	92	100
Level 4 students	80	62	77
Number of students tested	10	13	13
5. Students with Disabilities			
Level 3 & Level 4 students	100	100	Insuff. Data
Level 4 students	86	83	Insuff. Data
Number of students tested	7	6	Insuff. Data

Part VII – Assessment Results

Subject: Geometry
 Grade: 8th
 Test: North Carolina End-of-Grade Test
 Edition/Publication Year: 2006
 Publisher: North Carolina State Department of Public Instruction

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES*			
Level 3 & Level 4 students	100	100	100
Level 4 students	99	100	100
Number of students tested	140	80	54
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Black			
Level 3 & Level 4 students	Insuff. Data	Insuff. Data	Insuff. Data
Level 4 students	Insuff. Data	Insuff. Data	Insuff. Data
Number of students tested	Insuff. Data	Insuff. Data	Insuff. Data
2. Asian			
Level 3 & Level 4 students	100	100	100
Level 4 students	100	100	100
Number of students tested	14	7	6
3. White			
Level 3 & Level 4 students	100	100	100
Level 4 students	99	100	100
Number of students tested	118	69	47
4. Free/Reduced Lunch			
Level 3 & Level 4 students	Insuff. Data	Insuff. Data	Insuff. Data
Level 4 students	Insuff. Data	Insuff. Data	Insuff. Data
Number of students tested	Insuff. Data	Insuff. Data	Insuff. Data
5. Students with Disabilities			
Level 3 & Level 4 students	Insuff. Data	Insuff. Data	Insuff. Data
Level 4 students	Insuff. Data	Insuff. Data	Insuff. Data
Number of students tested	Insuff. Data	Insuff. Data	Insuff. Data