

North Carolina Student Accountability Standards

On April 1, 1999, the State Board of Education adopted the North Carolina Student Accountability Standards. These standards require students in Charlotte-Mecklenburg and across the state to meet promotion standards in grades 3, 5, and 8.

The standards, also called “gateways,” are designed to ensure that students are working at grade level in reading, writing and mathematics. Students of Limited English Proficiency shall meet the same standards as all students. However, English language proficiency, in accordance with federal law, cannot be the factor that determines a student has not met performance standards at each gateway.

The Student Accountability Standards will focus on ensuring that each student receives direction, intervention, resources and support in order to be successful.

Promotion Standards

Students must demonstrate grade level proficiency on state end-of-grade tests in reading and mathematics.

Students must also meet local CMS promotion requirements which require students to earn a grade of “D” (70) or higher in language arts, mathematics, science and social studies.

Policy Addresses Students with Special Needs

Students with disabilities participate in all required state testing with appropriate and necessary accommodations determined by the Individual Education Program team. If it is determined by the IEP team that a student is unable to participate in the NCSCOS, the IEP team can determine state approved alternatives.

Students of Limited English Proficiency shall meet the same standards as other students. However, English language proficiency, in accordance with federal law, cannot be the factor which determines that a student has not met performance standards at each gateway. Students with limited English proficiency may be eligible for accommodations.



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In compliance with federal law, Charlotte-Mecklenburg Schools administers all education programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.

*Americans with Disabilities Act (ADA) Accessibility:
 If auxiliary aids for communication are necessary for participation in a CMS program or service, participants are encouraged to notify the ADA coordinator at least one week prior to program commencement at 980-343-6661 (voice) or accessibility@cms.k12.nc.us.*



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MIDDLE SCHOOL

Parent Support Guide

“Tell me and I forget.
 Teach me and I remember.
 Involve me and I learn.”
 – Benjamin Franklin



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CMS Commitment

Students not meeting the gateway standards or those at risk of not meeting the standards will be provided focused interventions. A Personalized Education Plan (PEP) will be developed for all students not meeting the standards. Extended school day programs (after-school and/or Saturday academies), tutorial sessions, intensive parental involvement, special homework assignments, within-class grouping, multi-age grouping, and reduced class sizes are some of the intervention strategies that may be used by a school.

The Student Accountability Standards will ensure that each student receives the direction, support and resources he or she needs to be successful.

For students who do not meet gateway requirements, the Student Accountability Standards includes procedures for re-testing. For students not meeting the gateway standards after the EOG re-test, there will be a formal review process and students may be promoted to the next grade level based on school principal's decision. Parents will be informed in writing if a student has not met gateway standards for promotion and whether or not the student has been promoted.

Family Commitment

- Schedule daily study time in a quiet location.
- Monitor your child's homework.
- Limit time spent watching TV and playing video games.
- Read, sign and return all papers requiring your signature.
- Request parent/teacher conferences as needed with counselors or teachers.

Reading

The following are activities and strategies to enhance your child's reading proficiency and critical thinking skills:

- Encourage your child to read every day. A suggested daily amount for reading would be 30 to 40 minutes each day.
- Take your child to the library and encourage him or her to select books of interest.
- Read with your child and encourage your child to read a variety of materials – books, magazines, and newspapers.

- Ask your child to read to a younger sibling, friend or family member.
- Discuss topics that interest your child and research those topics.
- Talk with your child about what he or she reads– discuss the main characters, the plot and the ending of the story.
- Play word games such as Scrabble and Concentration.
- Search for a familiar part in unfamiliar words.
- Build vocabulary using dictionaries and thesauruses.
- Provide print materials – magazines, newspapers, books – for your child to read. Visit the public library or trade books with friends or neighbors.
- Read different kinds of genre (fairy tales, short stories, myths, tall tales) and discuss the characters.
- Talk about how texts are similar and how they are different.

Writing

The following are strategies to support the writing curriculum to ensure successful academic achievement for all students:

- Have a suggestion box at home – let your child write suggestions to you or other family members.
- Encourage your child to write thank-you notes and letters to family members.
- Help your child find a pen pal that he or she can write to often.
- Encourage your child to keep a journal of their daily activities, thoughts and feelings.
- Encourage your child to use the computer at home, visit the public library, and use the computer. Let them utilize electronic mail to send letters and messages to others.
- Look for ways that authors use action words, words that describe, and interesting words in their writing.
- Discuss the different purposes for which an author writes.
- Read and discuss editorials from the newspaper to help your child understand point-of-view writing.
- Ask your child to include his or her preferences in their writing.
- Read books, articles and stories together and discuss how an author uses a beginning sentence to grab a reader's interest.

Mathematics

The following are activities that may be used at home to support and enhance your child's understanding of mathematical concepts and problem solving skills:

- Have your child explain his or her math lesson to you.
- Demonstrate how you use math at home – let your child see you balancing the checkbook, creating a budget, and counting change.
- Let your child help with tasks that use “real life” math – spend time in the kitchen following a recipe – let them cook a meal or create a budget with the money they earn each week.

Number Sense

- Practice common fraction, decimal, and percent equivalents.
- Estimate the cost of purchasing several items in the grocery store.
- Review basic math facts such as multiplication tables.
- Discuss positive and negative temperatures.
- Discuss the meaning of large numbers found in the newspaper (ex: 1.3 million).
- Discuss changes in the stock prices.
- Discuss the meaning of information given in advertisements.

Spatial Sense

- Use measurement tools such as rulers, measuring cups, etc.
- Estimate distances using maps.
- Compare the amount of wrapping paper needed to wrap objects that are different sizes and shapes.

Patterns and Relationships

- Look for patterns that occur in nature.
- Recognize and use patterns to make predictions.

Data, Probability, and Statistics

- Discuss graphs that are printed in magazines and newspapers.
- Discuss box scores from sporting events.
- Discuss the information presented in commercials that use data and statistics to support their products.
- Play board games.
- Play guessing games to illustrate estimation.
- Discuss what “averages” indicate about the performance of athletes in various sports.

How it all works...

Mary is currently an eighth grader in Charlotte-Mecklenburg Schools.

Mary will take the state end-of-grade tests in reading and mathematics. She also completed four state writing assignments in seventh grade.

If Mary does not make a Level III or higher on the state end-of-grade tests in reading and mathematics, she will have an opportunity for re-testing.

If Mary does not make a Level III or higher on the re-test, she may be promoted to the next grade level.

