

# NEW BRIDGE MIDDLE SCHOOL



## Strategic Plan - 2007-2010

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## **New Bridge Middle School - 2007-2008**

### **School Administration**

Brent Anderson, Principal

Beth Sterchi, Assistant Principal

### **Office Staff**

Kathy Humphrey, Secretary

Nicole Bentrup, Receptionist

Karen Malone, SIMS

### **Instructional Staff**

Ange Bender, Guidance Counselor

Julie Baile, Science Coordinator

Jennifer Sullivan, Media Specialist

Elizabeth Angell, AIG Specialist

Gwen Simmons, EC Case Manager

Sandra Grissom, EC Teacher

### **Sixth Grade**

Barbara Edwards, Language Arts

Bill Gerichten, Social Studies

Krystal Jefferson, Science

Martha Larkin, Science/Social Studies

Maisha Mayfield, Language Arts/Social Studies

Francine St. Andrews, Math

Mike Titzel, Math/Social Studies

### **Seventh Grade**

Heidi Alderman, Science

Andrea Andress, Math

Betsey Ellis, Science

Karrie Helt, Math

Lisa Kinsey, Language Arts

Ryan Laurie, Social Studies

Howie Patterson, Social Studies

Katy Upton, Language Arts

### **Eighth Grade**

Sarah Batcheler, Language Arts

Leanne Bechter, Science

Megan Cordes, Math/Science

Jesse Cusworth, Social Studies

Kaitlin Wicker, Language Arts/Social Studies

Sherri Williams, Algebra/Math

### **Elective Team**

Princess Blunt, Health/PE

Bryant Copeland, Band

Angela Israel, CTE

Jennifer Mahouchick, Strings

Joey Mahouchick, Health/PE

Janet Nickle, Art/Graphic Design

Tambra Rosage, CTE

Lindsay Williams, Chorus

### **Support Staff**

Rick Long, Media Assistant

Joel McBroom, ISS Director

### **Custodial Staff**

Corey Carr, Head Custodian

Glender Arnold, Custodian

Ron Richardson, Custodian

Delores Samuel, Custodian

Lora Scott, Custodian

### **School Resource Officer**

Cometto Davis

### **Cafeteria Manager**

Vi Marriott

**New Bridge Middle School - 2007-2008**

**School Leadership Team (SLT)**

Jennifer Mahouchick, Strings - SLT Chairperson

Elizabeth Angell, AIG Language Arts

Julie Baile, Science Coordinator

Barbara Edwards, Language Arts

Karnie Helt, Math

Rick Long, Media Assistant

Tambra Rosage, CTE

Francine St. Andrews, Math

Sherri Williams, Algebra/Math

Brent Anderson, Principal

Beth Sterchi, Assistant Principal

Heidi Thomas, Parent

Kelly Green, Parent

Tammi Henley, Parent

Denise Rhodes, Parent

Rose Marshburn, Parent

Sherry Hambright, Parent

Beverly Goodson, Parent

Richard Davenport, Parent

Tina Houston, Parent

Crystal Johnson, Parent

Richard Davenport, Parent

Bobby Carter, Student

Summer Drum, Student

Garrett Snyder, Student

Princess Streeter, Student

## **Introduction**

New Bridge Middle School, located in the center of Jacksonville, North Carolina, opened in the fall of 1998. With its focus on math, science, and technology, it is Onslow County's first and only magnet school. The students, who are selected by a computer generated random selection process, come from elementary and middle schools throughout the county.

New Bridge Middle School's improvement plan has been developed after a careful analysis of information pertaining to all facets of the school. An effort has been made to carefully disaggregate all the data available to the staff, including state EOG scores, state writing scores, surveys and input from parents, students, and staff members. The resulting plan describes the current strengths of the school, identifies its needs, and articulates the strategies that will be implemented to meet those needs.

Currently, the students in grades six through eight participate in many innovative activities tailored for different learning styles. These exciting and varied programs have resulted in academic gains for all students. The staff, however, is committed to school improvement and will implement the improvement plan with the same enthusiasm that has always driven New Bridge Middle School's success.

## **School Profile**

Since its doors opened in August 1998, New Bridge Middle School has offered a curriculum with a focus in math, science, and technology along with many special programs to foster learning in a variety of areas. In addition to their academic achievements, students at the school have excelled in athletics, leadership, music, and the arts. They have consistently demonstrated caring citizenship through various community service projects. In the time the school has been open, it has developed a reputation as a school that sets high standards in a nurturing environment. At New Bridge Middle School, all children can succeed.

### **Characteristics of the School**

New Bridge is located in the center of Jacksonville, North Carolina, just blocks from the Jacksonville City Hall and the Onslow County Courthouse.

The building previously housed Jacksonville Middle School, which closed for renovations in 1997 to be reopened in the fall of 1998 as New Bridge Middle School, Onslow County's first magnet school. The purpose of the school was to relieve overcrowding in area middle schools.

Many more students apply to attend New Bridge Middle School than the school can accept. A computer program is used to randomly select the students who will be offered membership in the student body. Parents agree to support teachers in their expectations of high achievement and students agree to adhere to a prescribed dress code. The faculty and staff believe this dress code reduces discipline problems and instills school pride.

New Bridge Middle School is unique in that it draws students from every corner of Onslow County. This makes it possible for friendships to develop among students who might have otherwise not known each other. However, there are disadvantages to drawing students from such a large geographical area. Many students experience lengthy daily bus rides to and from such areas as Topsail Island, Swansboro, Richlands, and Maysville, and are less able to participate in after-school activities.

### **Student Demographic Data**

For 2007-2008, the enrollment of the school is 538 with an ethnic makeup of 70% Caucasian, 16% African-American, 7% Multi-racial, 5% Hispanic, 0.7% Asian-American, and 0.3% Native American. Approximately 29% of the student population is identified as academically gifted and approximately 7% of the student population is served through additional exceptional children's programs.

Demographic Comparison	New Bridge Middle School	Onslow County*
Caucasian	70%	75.8%
African-American	16%	17.8%
Multi-Racial	7%	3.2%
Hispanic	5%	6.6%
Asian-American	0.7%	2%
Native American	0.3%	0.9%

\*Onslow County QuickFacts from the US Census Bureau

### Student Performance Data

For the 1998-99 and the 1999-2000 school years, New Bridge was recognized as a School of Distinction and an Exemplary School with the percentage of students performing at or above Level III on the state End-of-Grade (EOG) testing at 86.5% and 85.2% respectively. For the 2000-01 school year, New Bridge was recognized as a School of Excellence with Exemplary Growth and 90.4% of all students achieving at or above Level III. The 2001-2002 and 2002-2003 school years saw New Bridge recognized as a School of Excellence with High Growth and proficiency rates of 95.2% and 96.5% respectively. In the 2003-2004 school year, New Bridge Middle School was recognized by the state as an Honors School of Excellence for meeting Expected Growth with 97.0% of all students achieving at or above Level III, and for meeting 21 of 21 goals under the federal No Child Left Behind guidelines. The 2004-2005 school year saw NBMS with 96.6% of students proficient, 21 of 21 AYP goals met, and a designation as an Honor School of Excellence. Following a state-wide readjustment of math scores during the 2005-2006 school year, New Bridge dropped to an 86.5% proficiency, and failure to meet AYP for the first time since 2002-2003. For the 2006-2007 school year, New Bridge Middle School increased our percent proficient by 0.7% to 87.2%. We also reached all 21 of our AYP target goals, achieved high growth, and were recognized as a School of Distinction by the Department of Public Instruction.

The percentage of students earning a proficient rating on the seventh grade Writing Assessment took a dramatic drop from 80.22% in 2005 to 60.59% for 2006. In the area of Career and Technical Education (CTE), New Bridge Middle School administered 344 VoCATS tests to students in the 2006-2007 school year with 73% of students scoring at Level III or IV. Students surpassed the county goal of 69.1% in 8<sup>th</sup> grade Business Education and 7<sup>th</sup> grade Business Computers, but missed the mark in 6<sup>th</sup> grade Keyboarding. Our high proficiencies in VoCATS have also resulted in significant gains on the eighth grade Test of Computer Competencies. Of the computer tests skills tests administered during the 2006-

2007 school year, only four eighth grade students did not receive a passing grade, resulting in 97.65% percent proficient.

School Year	Percent Proficient	ABC Designation	AYP Data
1998-1999	86.5%	School of Distinction	
1999-2000	85.2%	School of Distinction	
2000-2001	90.4%	School of Excellence	
2001-2002	95.2%	School of Excellence	
2002-2003	96.5%	School of Excellence	20 of 21 (95.2%)
2003-2004	97.0%	Honor School of Excellence	21 of 21 (100%)
2004-2005	96.6%	Honor School of Excellence	21 of 21 (100%)
2005-2006	86.5%	School of Distinction	20 of 21 (95.2%)
2006-2007	87.2%	School of Distinction	21 of 21 (100%)

### Analysis of Data

Since the first administration of EOG tests at the end of the 1998-1999 school year, New Bridge Middle School has consistently shown strong numbers of students at or above Level III. With the exception of 2005-2006, the percentage of students proficient in all grade levels in both reading and math has increased each year.

#### Percent Proficient

Reading	1999	2000	2001	2002	2003	2004	2005	2006	2007
6 <sup>th</sup>	89.4	86.9	87.6	91.4	93.8	93.0	96.4	94.9	94.9
7 <sup>th</sup>	90.1	87.6	94.3	94.1	98.8	96.4	93.9	98.3	96.5
8 <sup>th</sup>	93.1	95.4	97.0	97.0	96.4	98.2	98.2	97.6	99.4

#### Percent Proficient

Math	1999	2000	2001	2002	2003	2004	2005	2006*	2007
6 <sup>th</sup>	93.4	89.2	91.8	95.4	97.8	97.8	99.5	79.1	73.4
7 <sup>th</sup>	94.7	96.0	92.4	95.3	95.9	96.4	93.3	80.7	80.6
8 <sup>th</sup>	95.3	95.4	95.2	95.2	94.7	97.6	98.2	74.4	90.0

\*note: drop in scores reflect changes in state math assessment

An analysis of the 2006-2007 state EOG scores showed that New Bridge Middle School met expected growth in both reading and math for all grade levels, with high growth shown in seventh grade math, eighth grade math, and Algebra I. New Bridge students were 94.9% proficient in sixth grade reading and 96.471% proficient in seventh grade reading. 99.412% of eighth grade students were

proficient in reading. Math numbers were not as high, ranging from 73.446% proficiency in sixth grade to 90% proficiency in eighth grade. AYP data indicated lower proficiencies for free/reduced lunch students in both reading (94.2%) and math (70.8%). Additionally, black students in math (67.5%) performed at a lower level compared to our other identified subgroups.

### **Climate Survey Results**

Every school year, students, parents, and staff participate in a Climate Survey which is developed and administered by the Onslow County Schools. Participants are asked to answer questions related to expectations, school climate, discipline, effective instruction, communication, and parent involvement.

The 2006-2007 climate survey results indicated a positive feeling for the school and its programs. Parents (91.35%), students (80.18%), and staff (80.2%) feel safe at this school. On questions of safety at school, all respondents gave positive responses, with parents providing 88.41% agreement that "all staff members try to make this school safe." Responses on the survey further revealed that parents, students, and staff do not feel that alcohol, tobacco, nor drug use are problems on or off the NBMS campus. The survey also showed that all groups felt that fights are not prevalent on our campus, and that students are being taught the strategies to use to avoid fights and arguments in school.

There was also agreement among those surveyed that students know what is expected of them at NBMS (Parents - 89.42%, Students - 93.9%, Staff -94.23%), and that the class work provided to students is challenging (Parents 88.46%, Students - 69.17%, Staff - 82.69%). The survey further showed that parents (89.42%) and staff (92.31%) are satisfied with our school and prefer attendance at NBMS rather than transferring to another middle school.

Among areas needing work at NBMS, parents, students, and staff feel that there are issues related to student-to-student relationships and the use of technology in the classroom.



## **Vision, Mission, Goals and Beliefs**

### **Vision**

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Excellence in Education

### **Mission**

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New Bridge Middle School will prepare students to be globally competitive and responsible citizens in the 21<sup>st</sup> Century by bringing the world to them through technology, problem-based learning and scientific inquiry.

### **Beliefs**

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Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults.

Each student has access to personalized learning and to qualified, caring adults.

Each student enters school healthy and learns about and practices a healthy lifestyle.

Each student is actively engaged in learning and is connected to the school and broader community.

Each student is prepared for further study in a global environment.

### **Goals**

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New Bridge Middle School students will be globally competitive through the mastery of a rigorous and relevant curriculum.

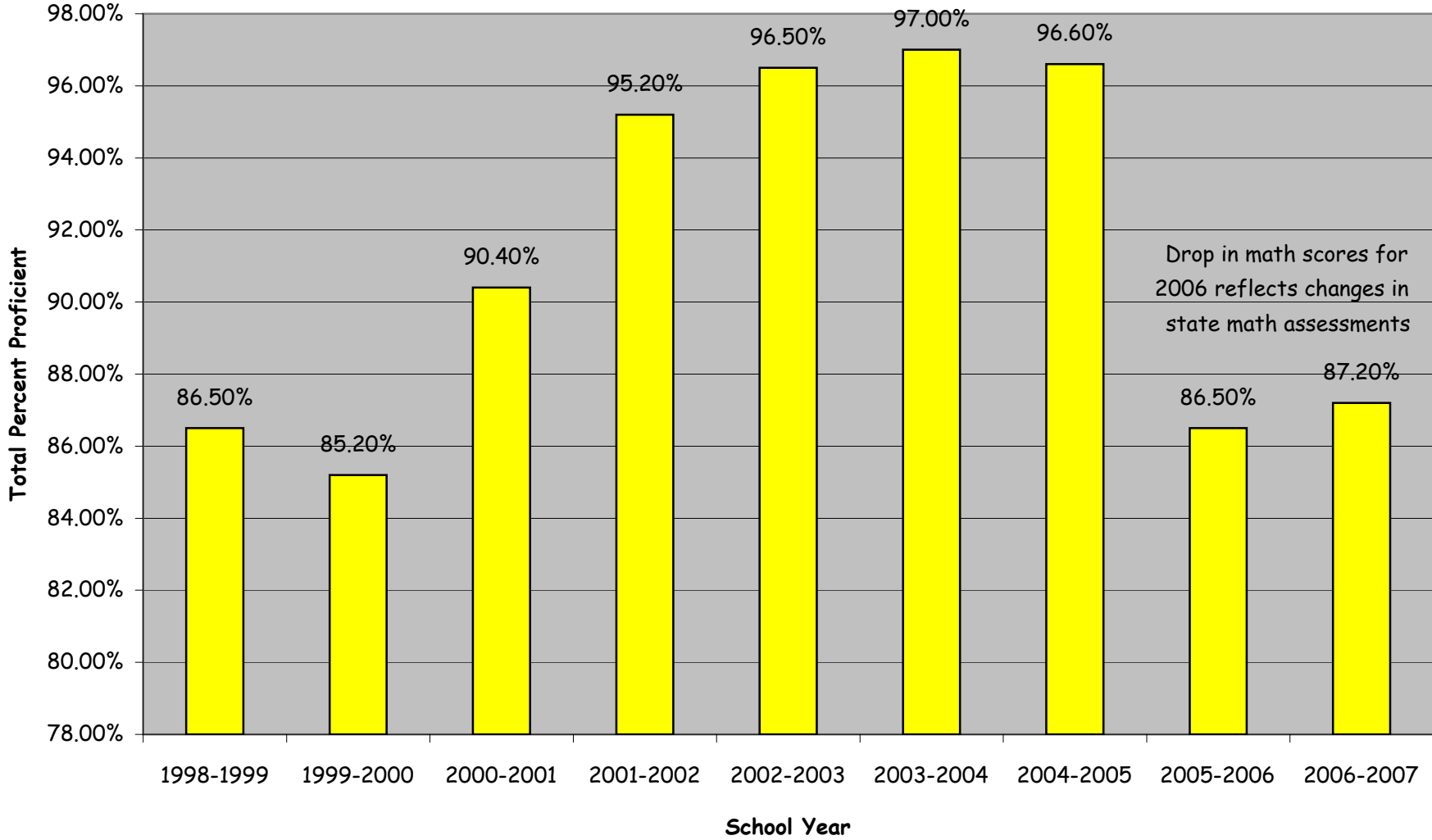
New Bridge Middle School and students will be led by creative, passionate, and technologically skilled professionals.

New Bridge Middle School students will learn in a safe environment to be civil, healthy and productive citizens.

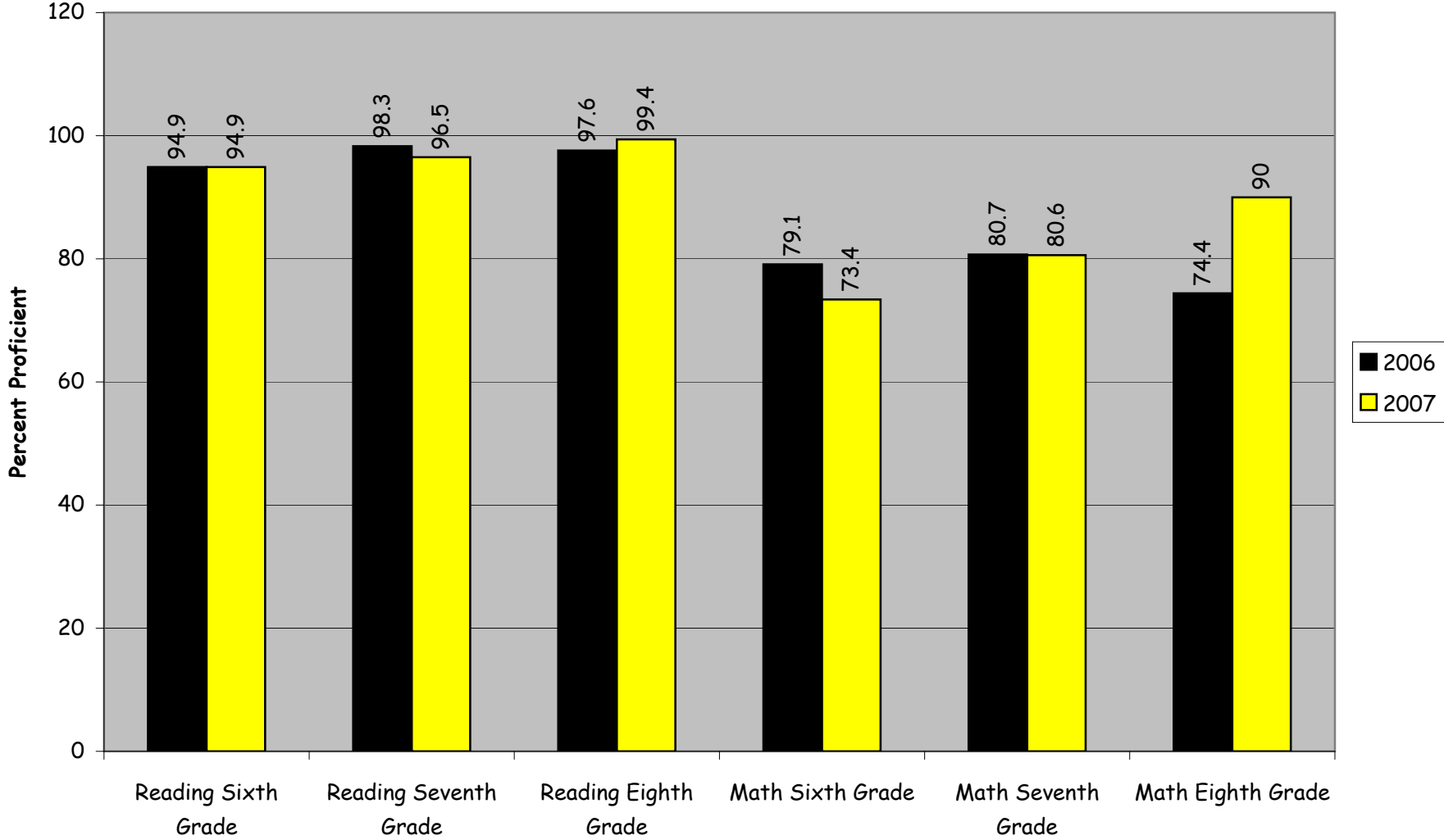
Leadership will foster innovation at New Bridge Middle School with the cooperation of families and community members.

New Bridge Middle School will be supported by effective and efficient systems.

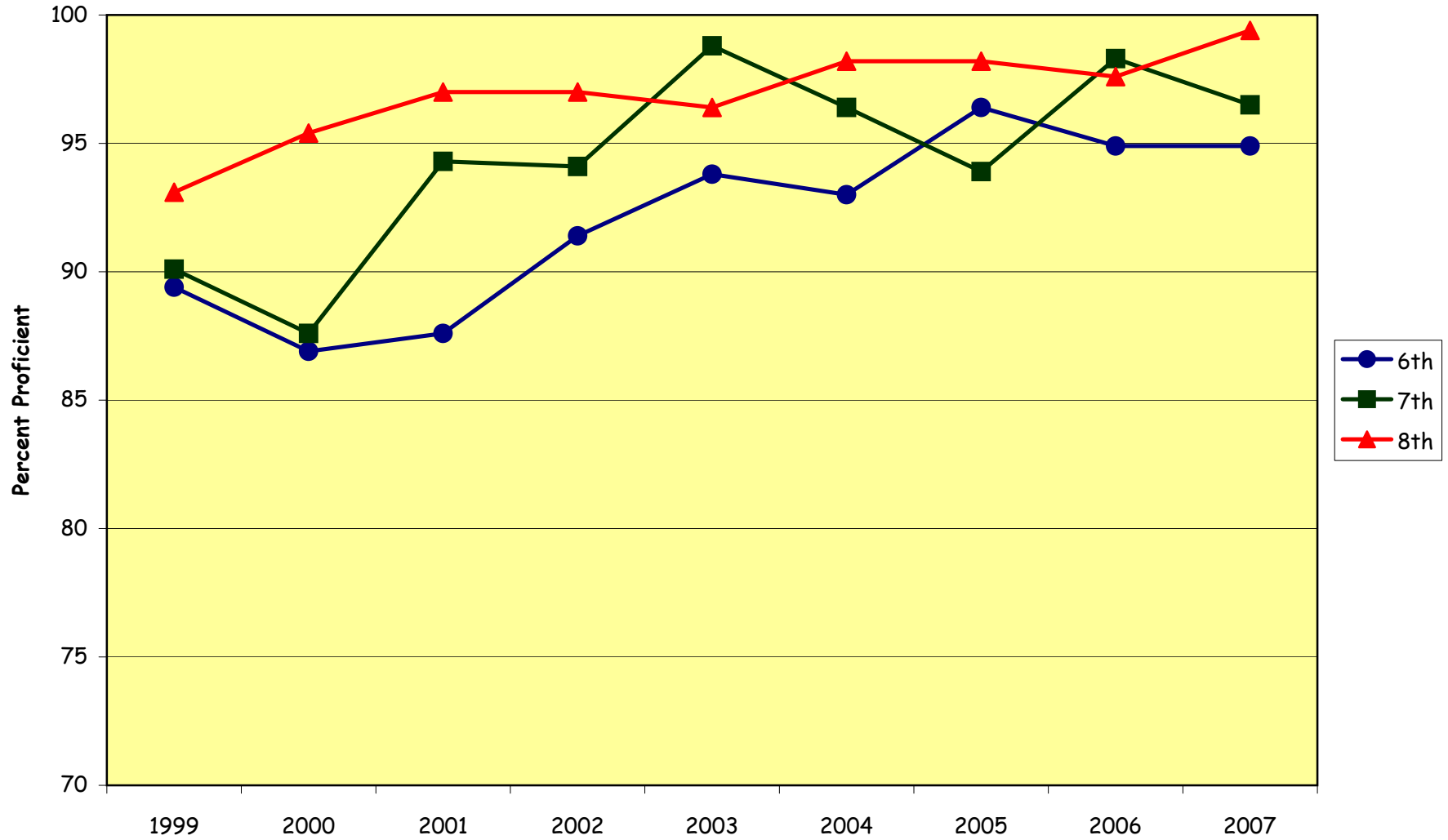
### NBMS Total Percent Proficient



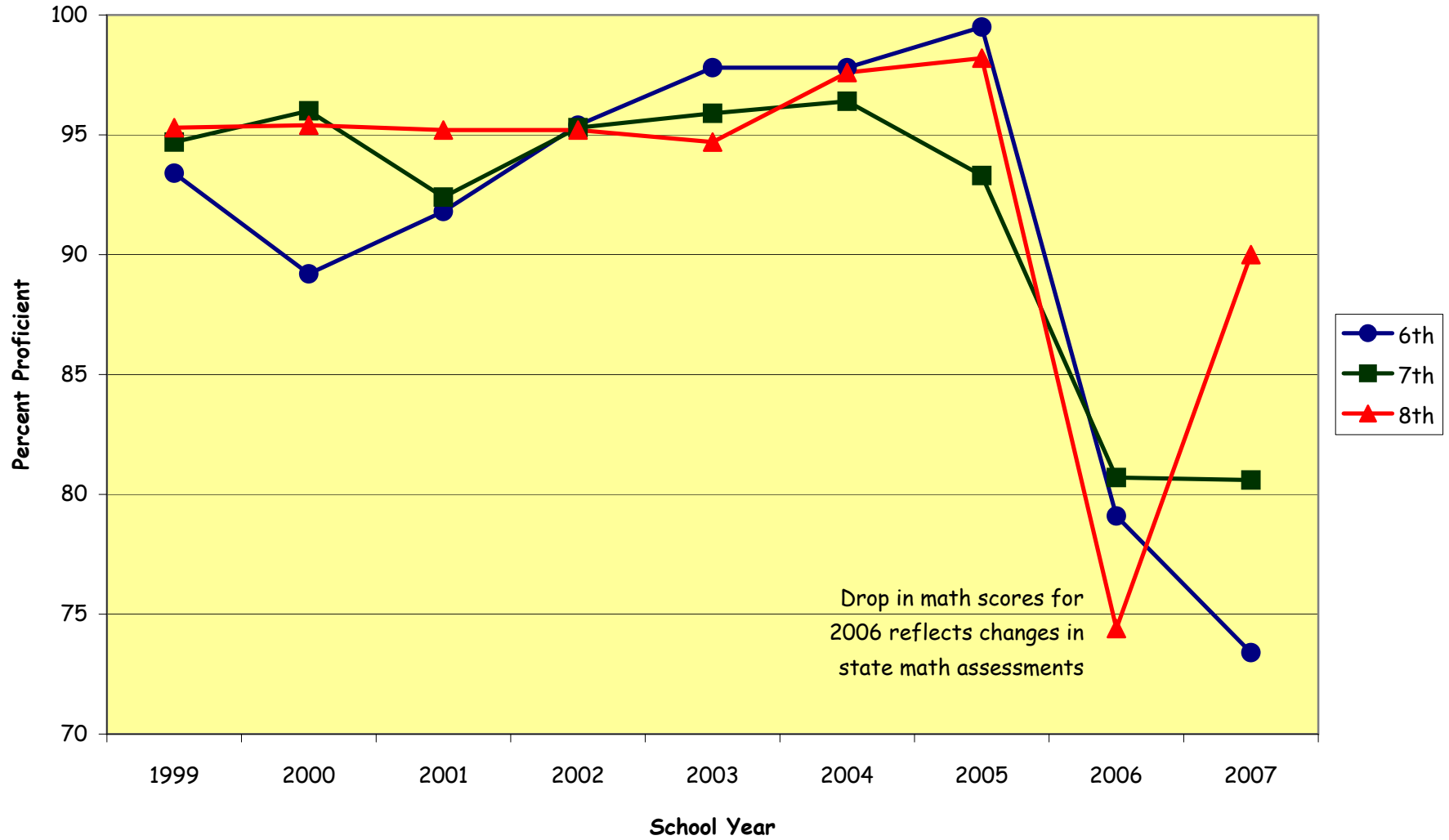
Comparison - 2006 & 2007 Percent Proficient



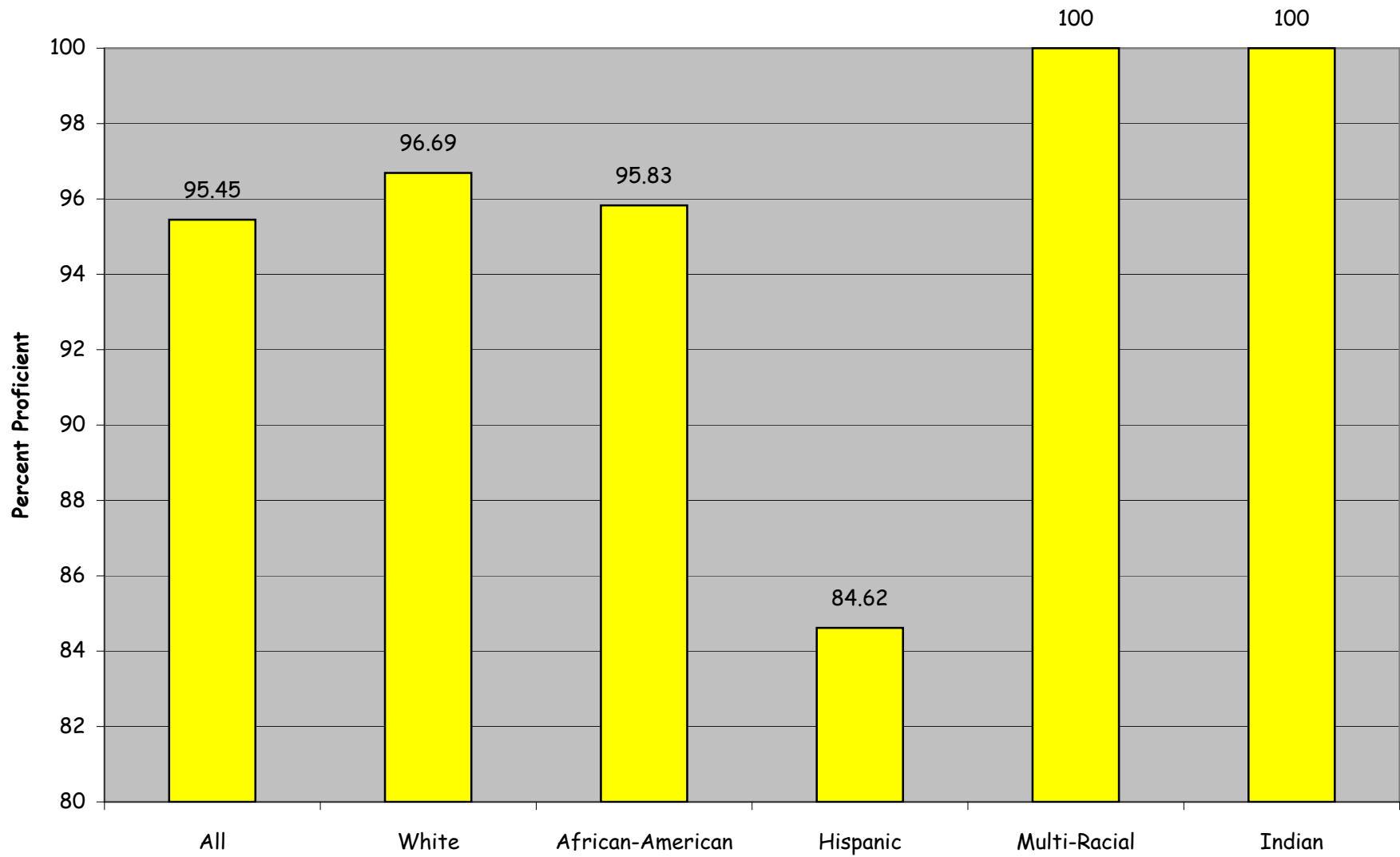
1999-2007 Percent Proficient - Reading



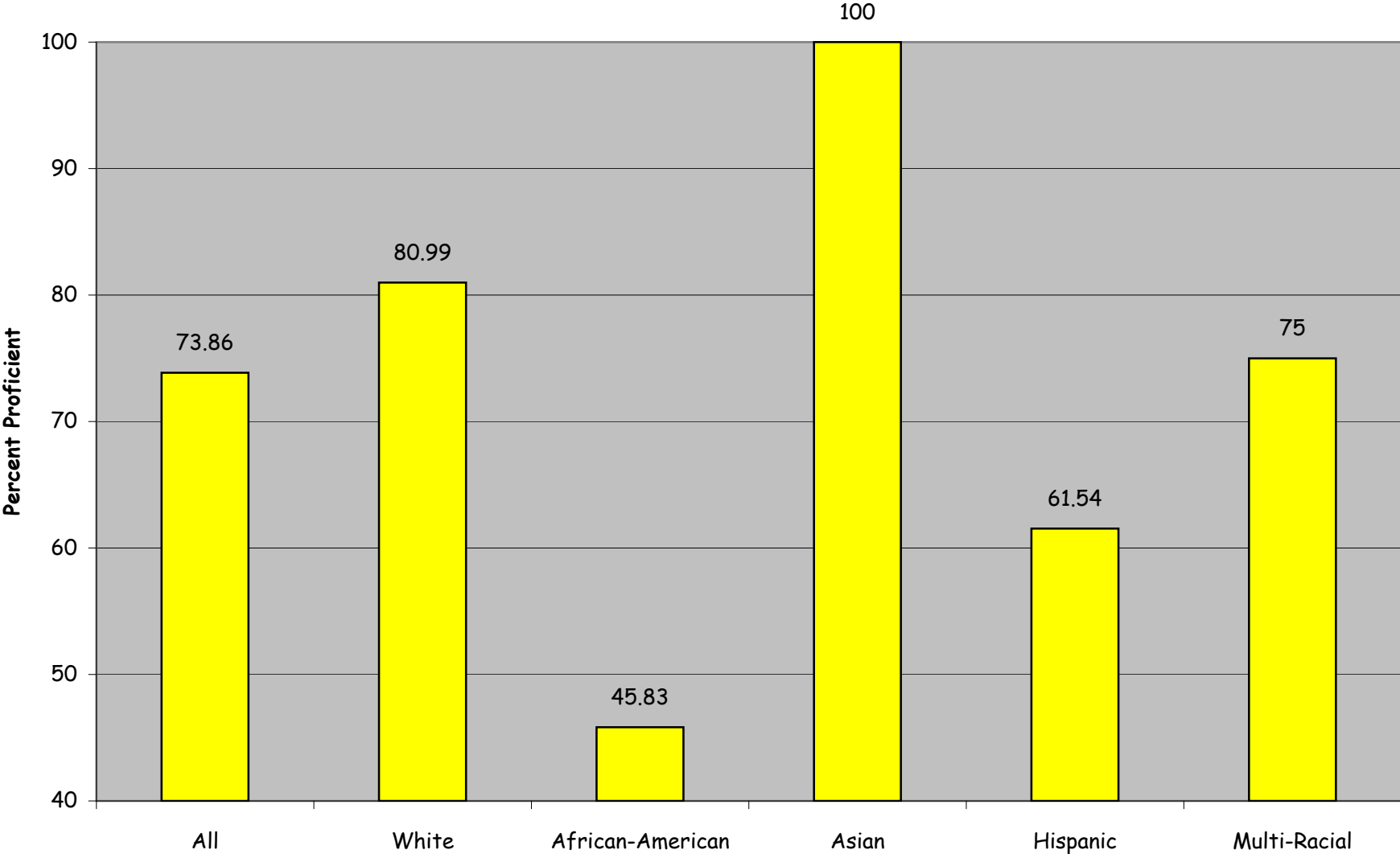
1999-2007 Percent Proficient - Math



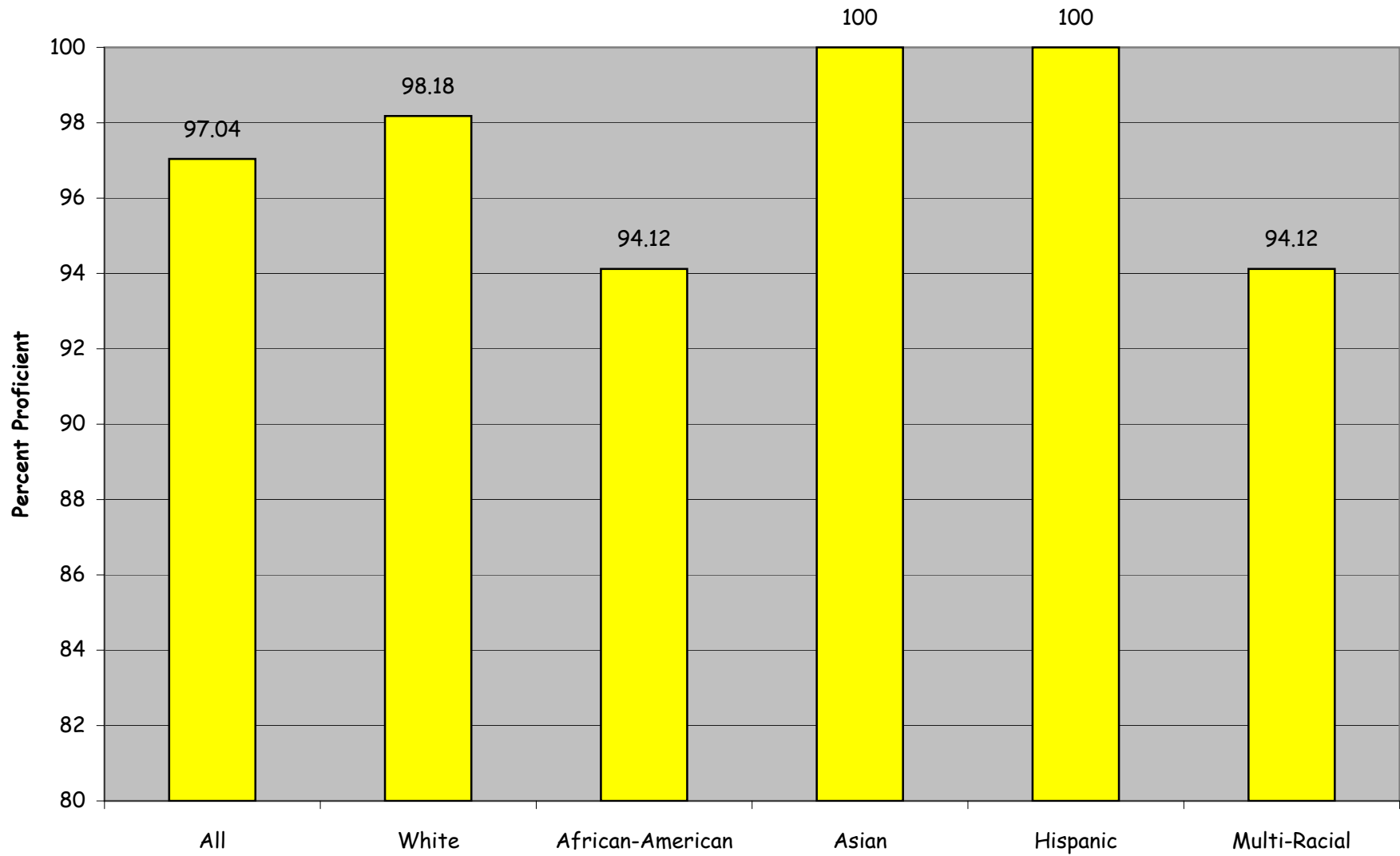
### Sixth Grade Reading - Percent Proficient



**Sixth Grade Math - Percent Proficient**

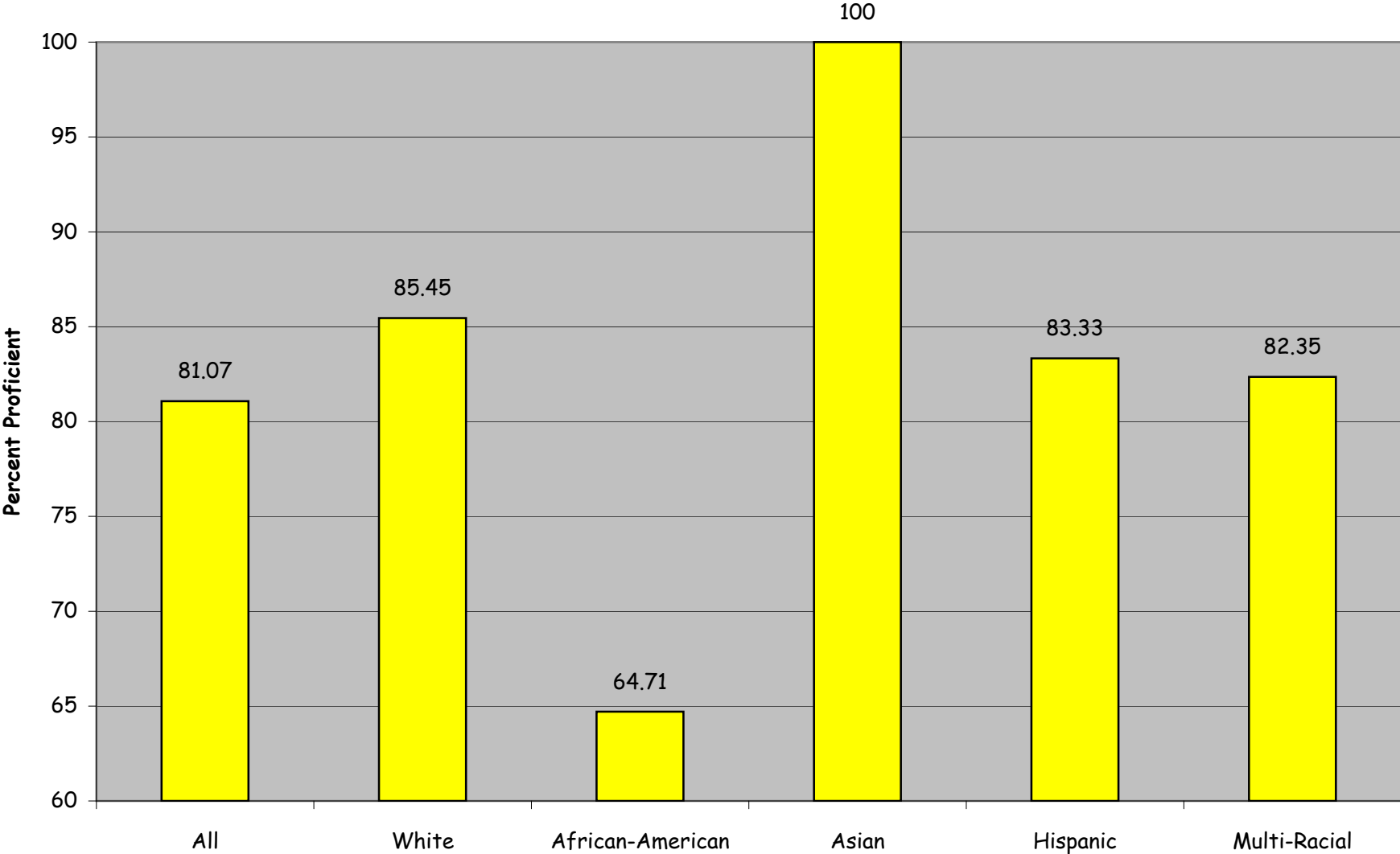


### Seventh Grade Reading - Percent Proficient

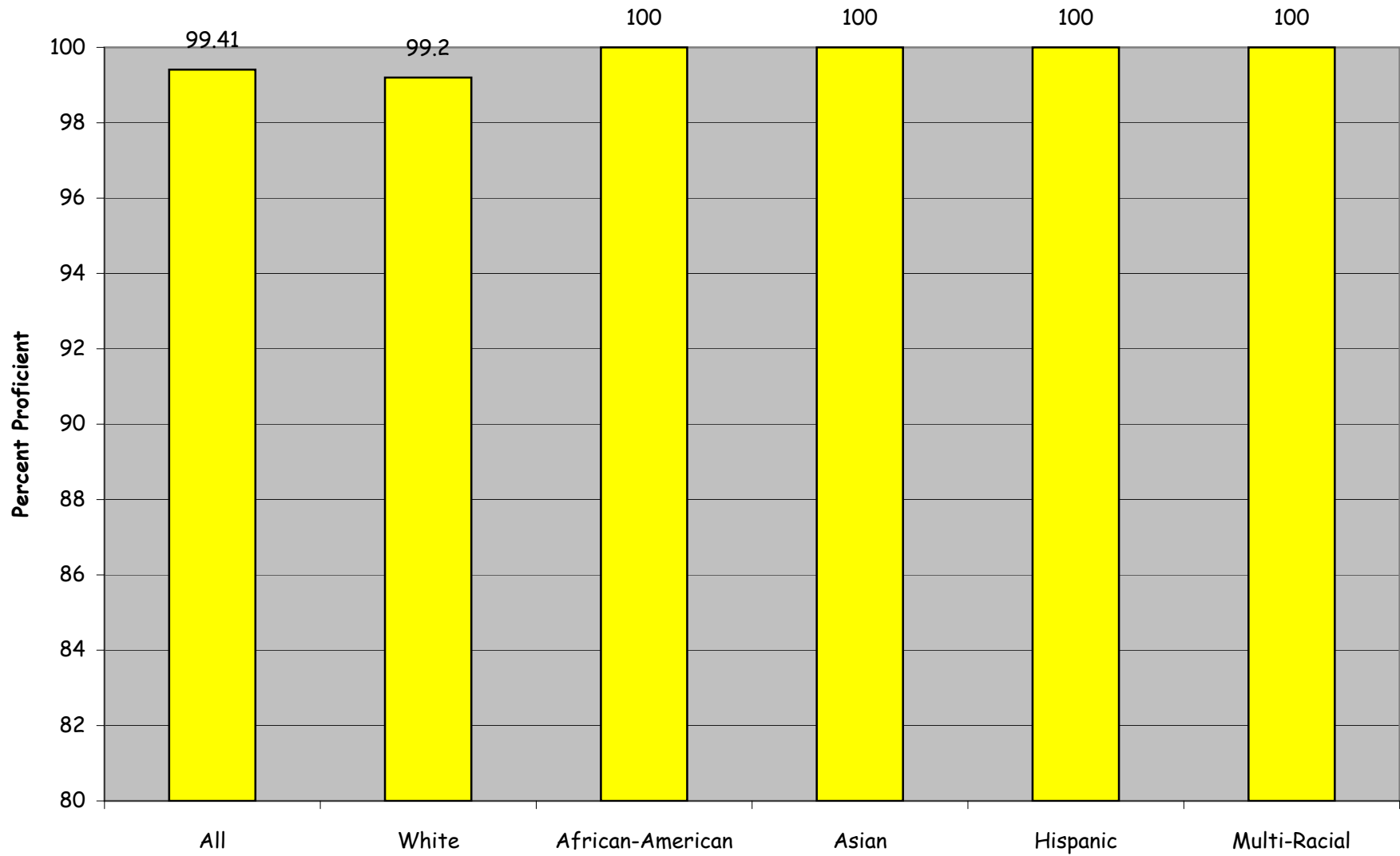




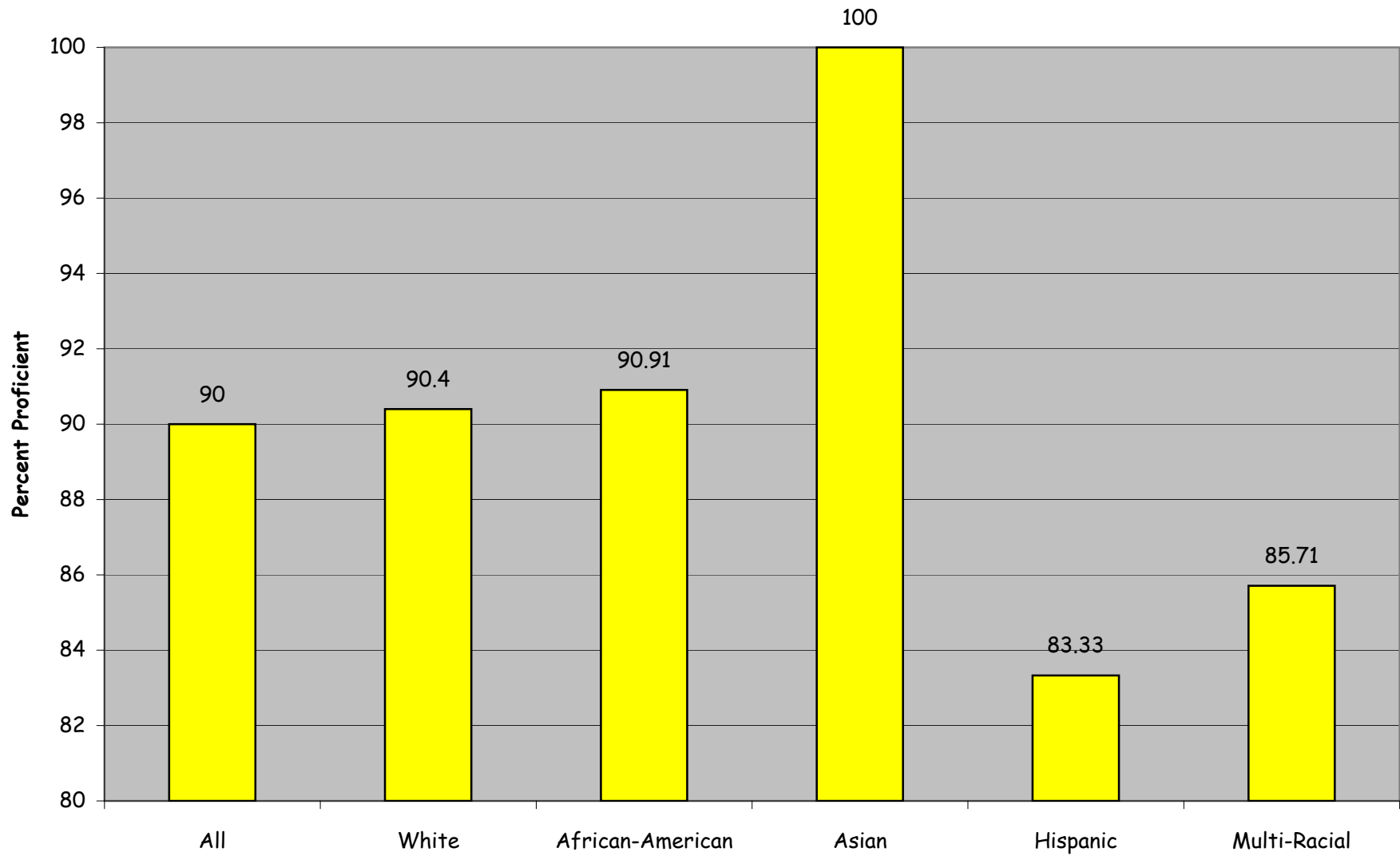
**Seventh Grade Math - Percent Proficient**



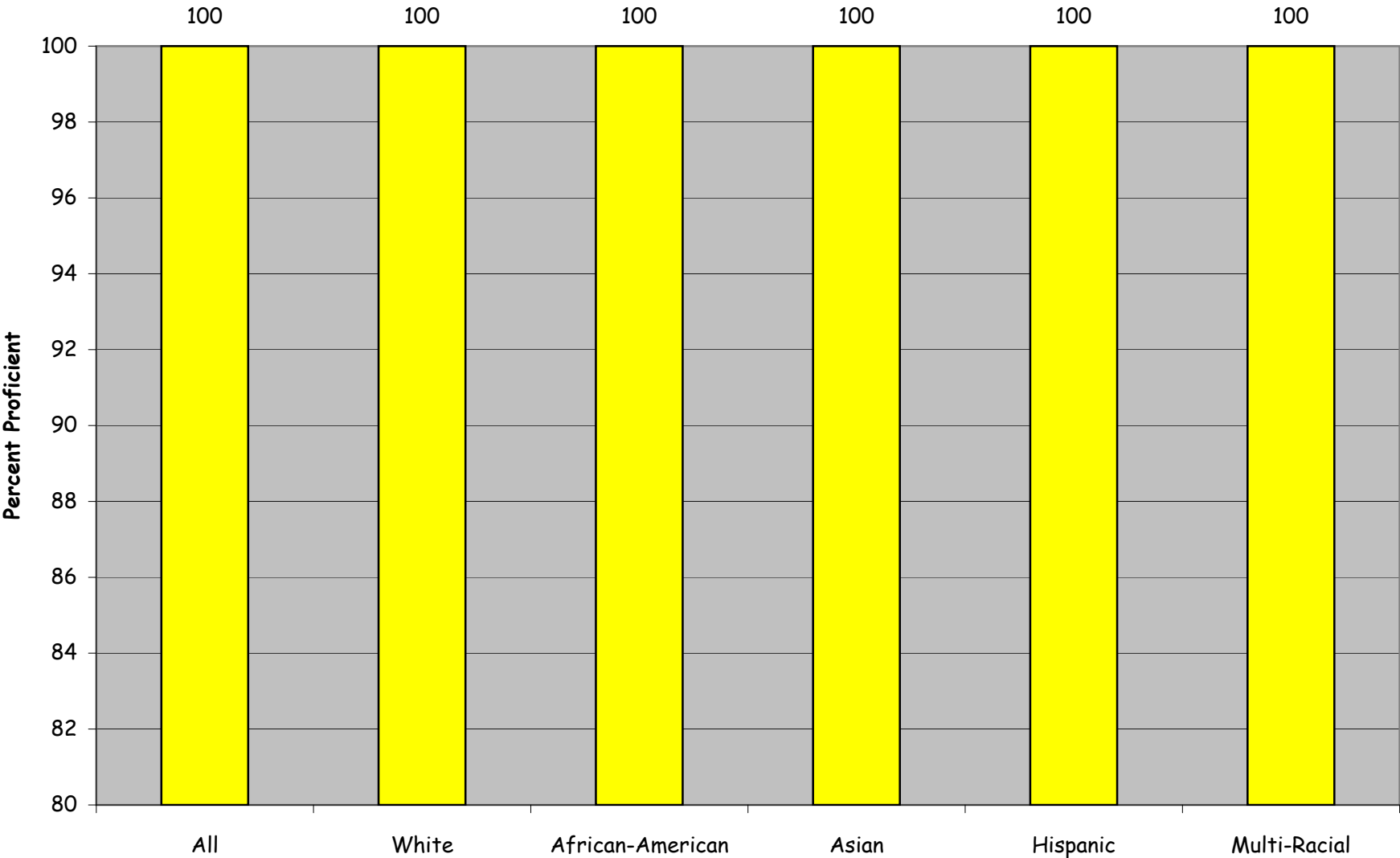
### Eighth Grade Reading - Percent Proficient



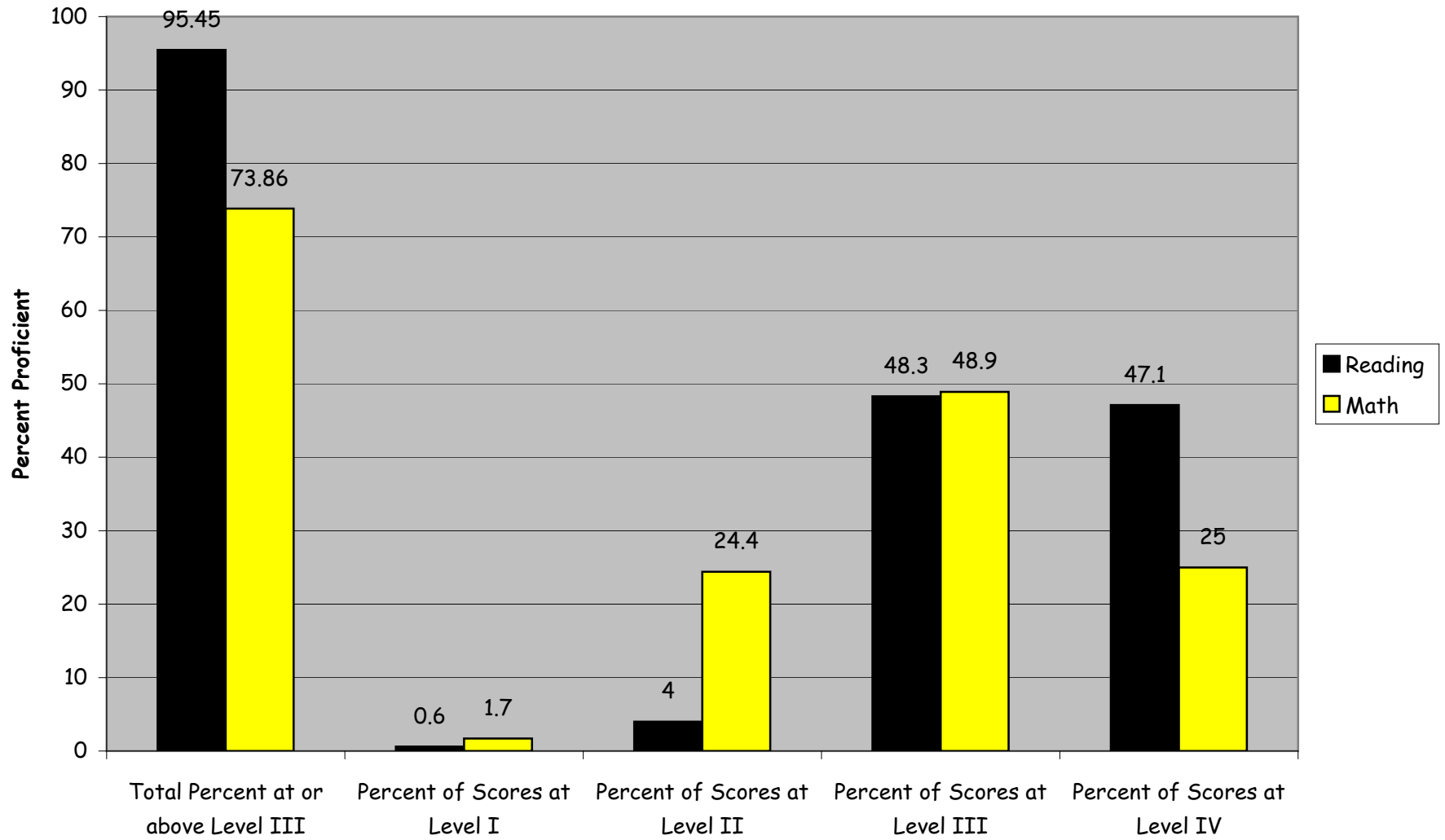
### Eighth Grade Math - Percent Proficient



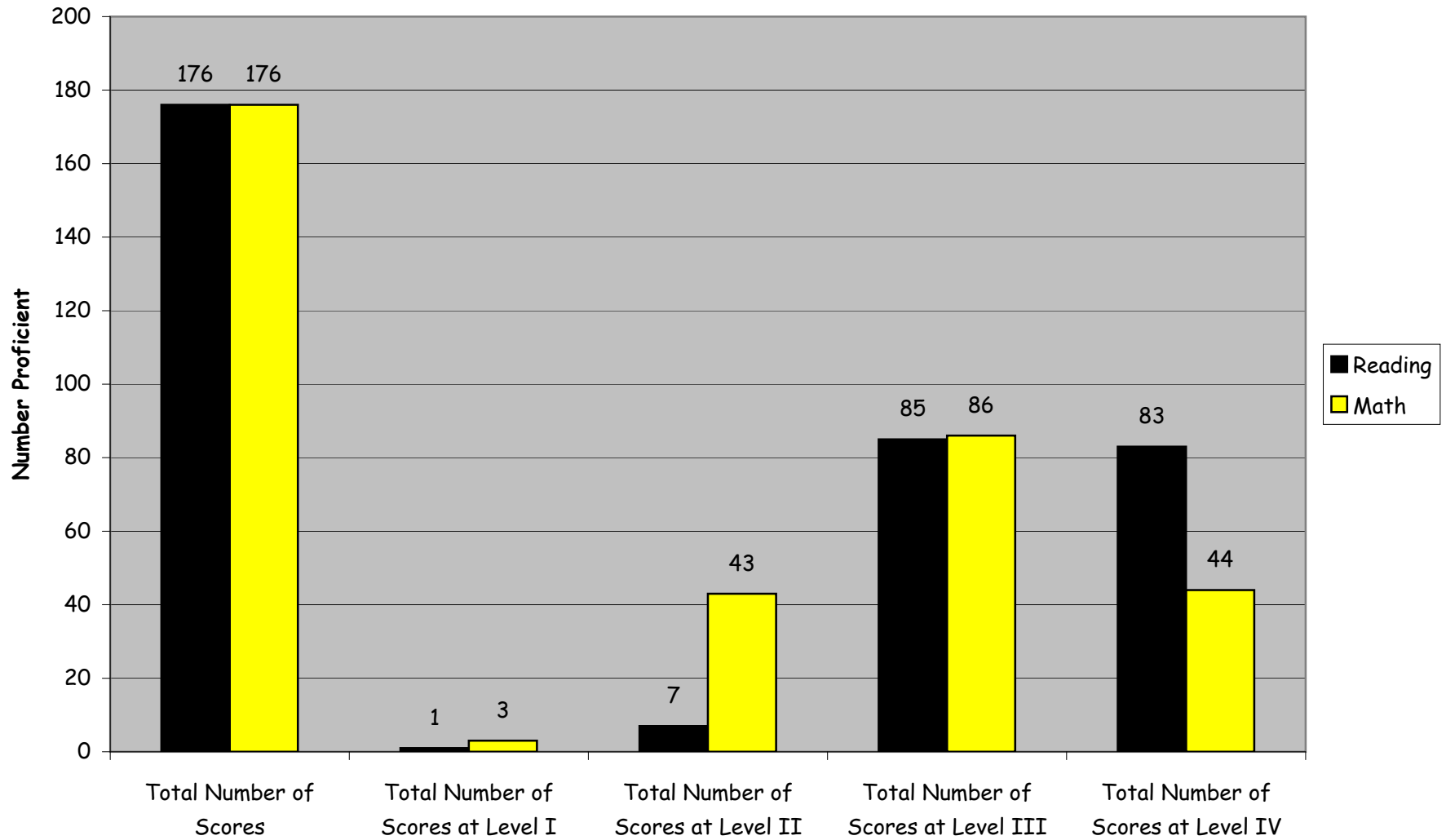
### Algebra - Percent Proficient



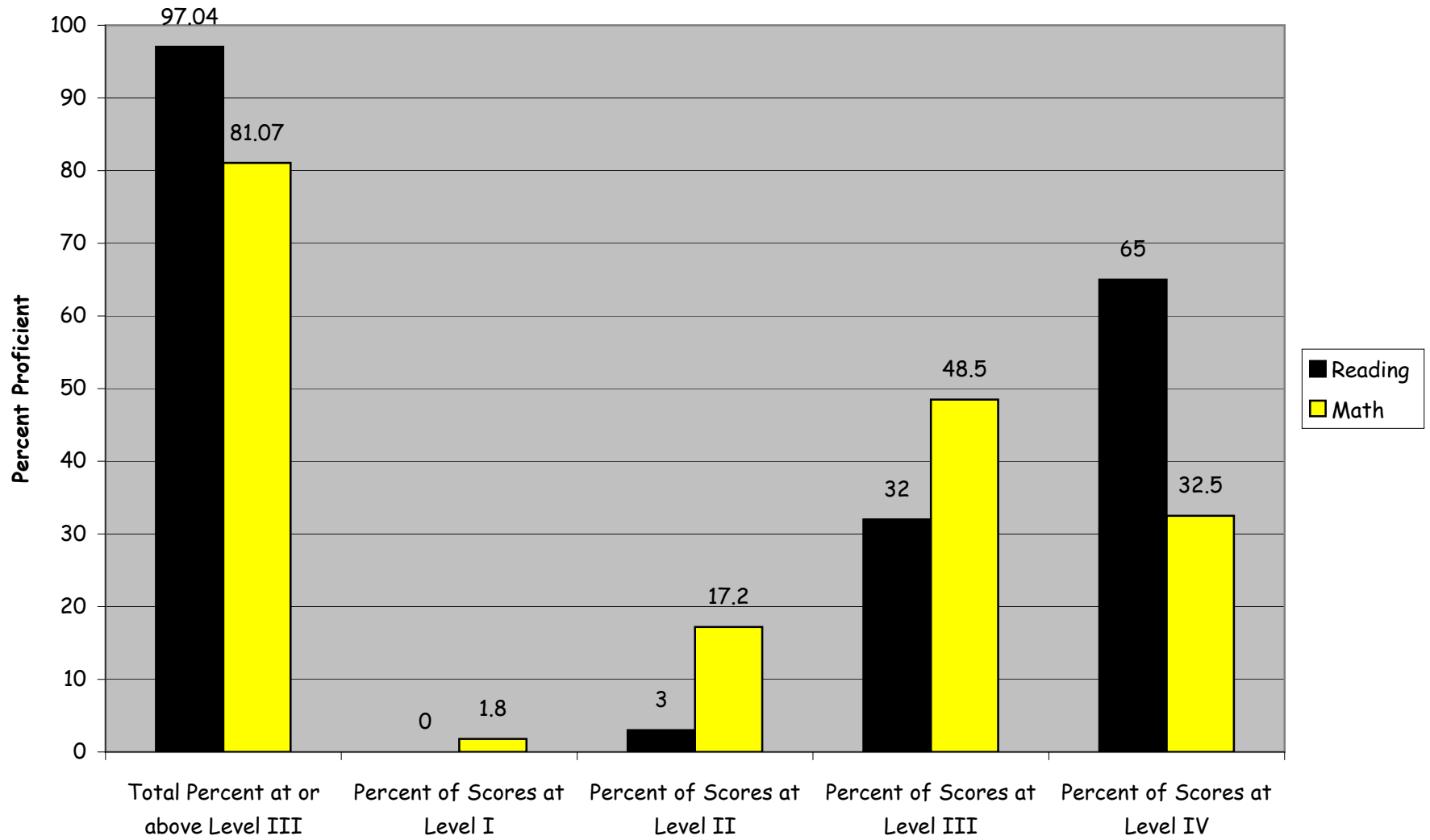
### Percent of Sixth Grade Students Proficient - 2007



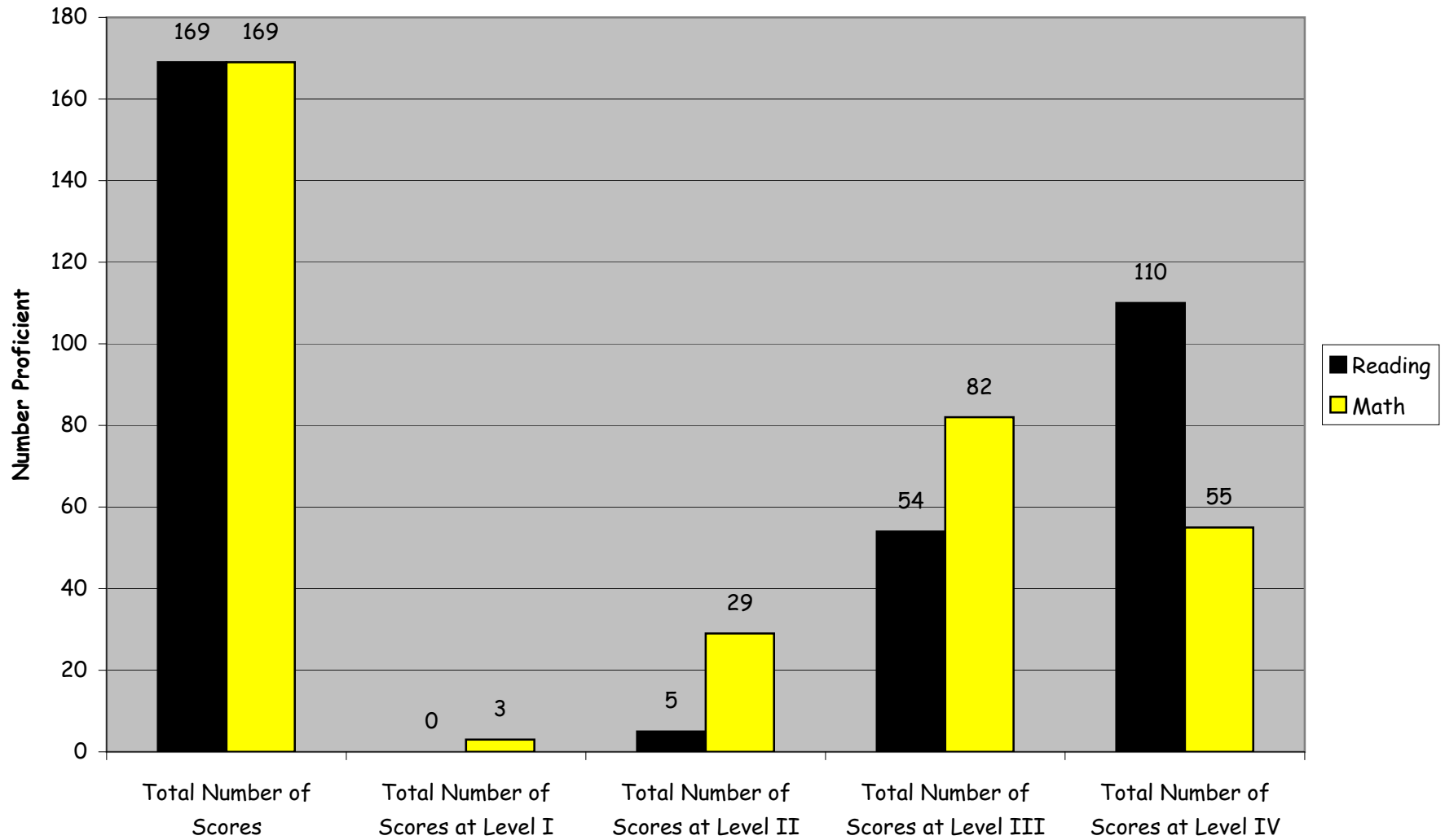
### Number of Sixth Grade Students Proficient - 2007



### Percent of Seventh Grade Students Proficient - 2007

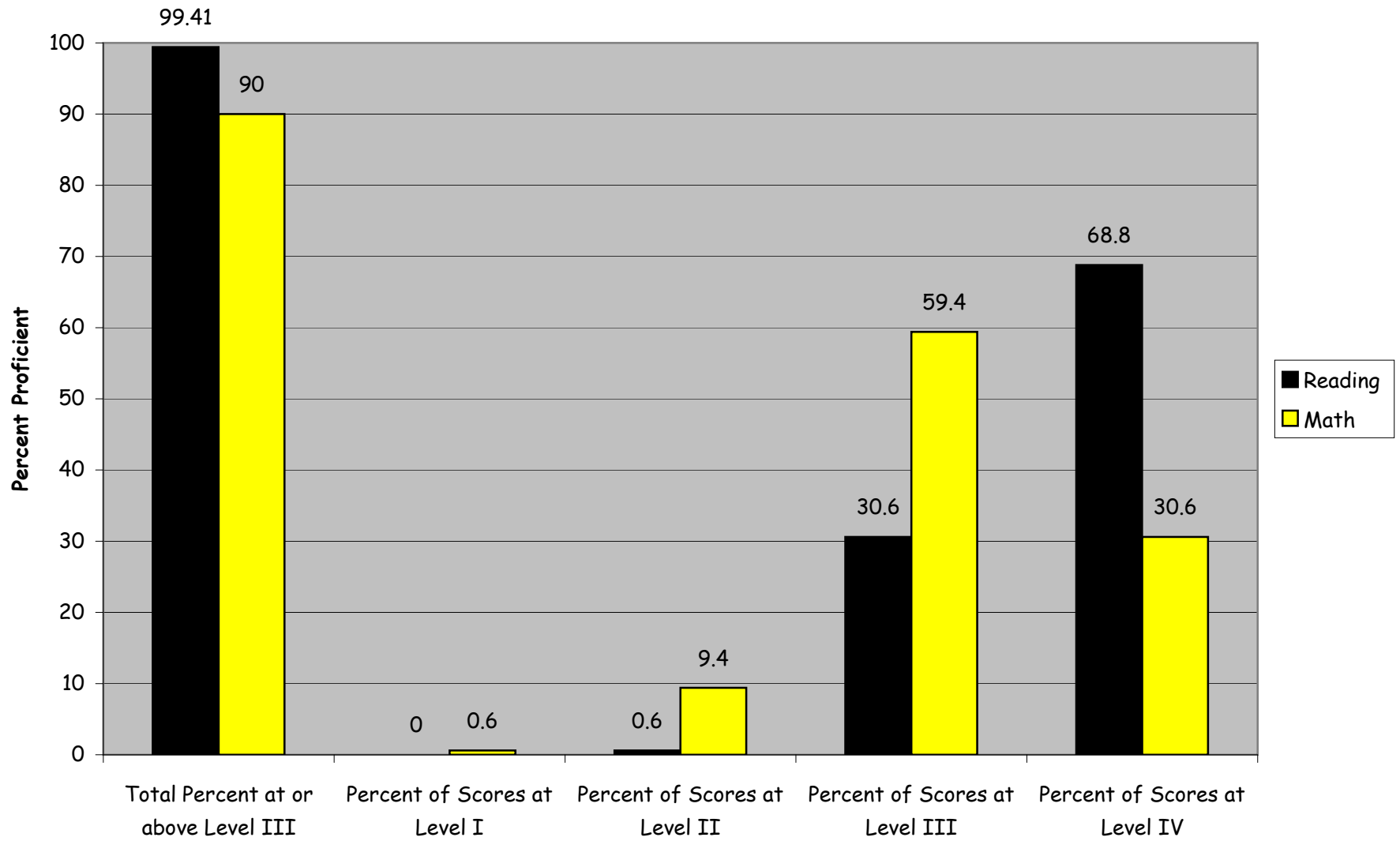


### Number of Seventh Grade Students Proficient - 2007

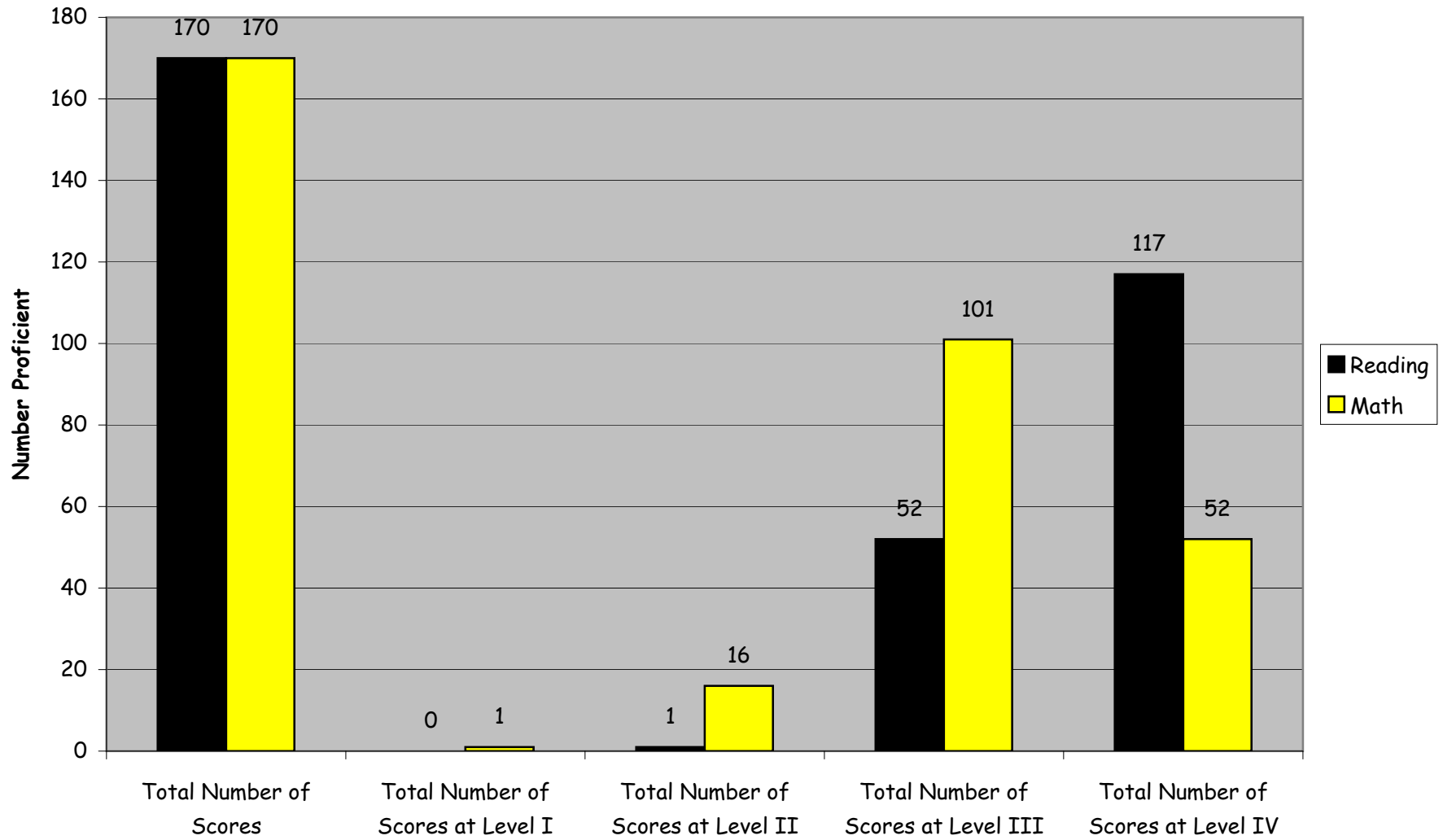




### Percent of Eighth Grade Students Proficient - 2007



### Number of Eighth Grade Students Proficient - 2007



## NBMS Climate Survey

Survey questions in which NBMS parents, staff, and students responded **MOST** favorably:

NBMS PARENTS	
Question:	Percentage In Agreement With:
I was informed about the rules and expectations for student behavior.	<b>97.12</b>
Students are expected to do good work at this school.	<b>97.12</b>
My child was taught the rules and expectations for behavior.	<b>96.15</b>
I assist my child with his/her homework as needed.	<b>96.15</b>
The rules and expectations promote safety and learning.	<b>94.23</b>
This school is concerned about attendance.	<b>93.27</b>
In my child's classes, he/she is tested on what has been taught.	<b>92.31</b>
NBMS STAFF	
Question:	Percentage In Agreement With:
The administration (principal/asst. principal) listens to students.	<b>96.15</b>
Staff members know when they do things right.	<b>96.15</b>
The administration (principal/asst. principal) is helpful and treats students fairly.	<b>96.15</b>
The office staff is helpful and treats students respectfully.	<b>94.23</b>
The teachers are helpful and treat students respectfully.	<b>94.23</b>
The counselors are helpful and treat students respectfully.	<b>94.23</b>
The Media Center staff is helpful and treats students respectfully.	<b>94.23</b>
I believe this school has high expectations for students.	<b>94.23</b>
Parents/families who visit the school are welcomed, treated with respect, and encouraged to come back.	<b>94.23</b>
The school/staff does a good job of communicating with parents/families.	<b>94.23</b>
If parents/families had concerns about their student or about the school, they would feel comfortable discussing the situation with a staff member.	<b>94.23</b>
I receive sufficient support when I have to deal with difficult students and/or discipline problems.	<b>94.23</b>
NBMS STUDENTS	
Question:	Percentage In Agreement With:
I have been taught the rules and expectations for behavior in my classroom.	<b>93.93</b>
I have been taught the rules and expectations for behavior in the cafeteria.	<b>91.26</b>
I have been taught the rules and expectations for behavior in the hallways.	<b>90.29</b>
I feel safe in my classrooms.	<b>90.29</b>
The Media Center staff is helpful and treats students respectfully.	<b>88.83</b>
The office staff is helpful and treats students respectfully.	<b>88.59</b>

## NBMS Climate Survey

Survey questions in which NBMS parents, staff, and students responded LEAST favorably:

NBMS PARENTS	
Question:	Percentage In Agreement With:
I volunteer to help at this school or in my child's classroom.	<b>43.27</b>
I have attended at least two teacher initiated conferences within the past two years.	<b>31.73</b>
Students treat each other respectfully in the locker rooms/gym.	<b>20.67</b>
Students treat each other respectfully in the hallways.	<b>19.23</b>
My child was physically hurt by a student (or students) who hit, pushed, grabbed, or kicked him/her and reported it to an adult at school.	<b>18.75</b>
Students treat each other respectfully when they are riding the bus.	<b>18.27</b>
NBMS STAFF	
Question:	Percentage In Agreement With:
The cafeteria staff is helpful and treats students respectfully.	<b>28.85</b>
Students treat each other respectfully in the locker rooms/gym.	<b>23.08</b>
We work to ensure students feel safe in the locker rooms/gym.	<b>19.23</b>
Students treat staff members with respect.	<b>19.23</b>
I believe the school conveys a concern regarding early checkouts.	<b>19.23</b>
Staff members do a good job of communicating with each other.	<b>19.23</b>
NBMS STUDENTS	
Question:	Percentage In Agreement With:
Students treat each other respectfully in the hallways.	<b>61.65</b>
Students treat each other respectfully in the locker rooms/gym.	<b>58.25</b>
Students treat each other respectfully in the cafeteria/lunchroom	<b>54.13</b>
Students treat each other respectfully when they are riding the bus.	<b>51.21</b>
In my classes, time is spent using computers and other technology.	<b>46.60</b>
Students at this school treat the adults in the school with respect.	<b>45.39</b>

































































