



▶ Elementary Schools

A Message from the Superintendent

Dear CMS families:

At CMS, we want our families to be involved in their children's education. To encourage your participation and involvement in our schools, we want to be transparent and share our progress, and our struggles, with you.

On the CMS Web site, you will be able to find our annual School Progress Reports for each school open in the 2009-2010 school year. These reports provide information about our schools' demographics, test scores, student achievement, leadership and resources. It is our intention to have the School Progress Reports be a comprehensive snapshot of each school, and we try to provide clarity and candor in them by sharing results in a clear, understandable way.

But we believe that you also need context for this information beyond what is provided in the School Progress Report itself. To give you that context, we are also providing this report on our elementary schools.

Comparing your child's school to other CMS schools that are similar gives you a framework and a context for understanding the particular challenges of your particular school. It will allow you to see the achievement gaps and test information for CMS elementary schools.

You can also compare your child's school to others to better understand the factors that can provide challenges to educators: poverty and other family circumstances, large groups of under-achieving students and limited school resources. This report will tell you how your school compares to CMS elementary schools.

CMS is a good school district. Our great students are really great. Our good students are really good. But we have challenges—and these challenges are shared by other school districts across the country. We have substantial achievement gaps, and our graduation rate is about 70 percent. This means that some of our students trail their peers, and that about one in three of our students doesn't graduate from high school.

(Superintendent's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

Pre-K - 5

School Population

- Students: **69,498**
- Principals: **103**
- Classroom Teachers: **3,701**
- Support Staff:
 - 102** Assistant Principals
 - 167.8** English as a Second Language Teachers
 - 118.3** Speech Pathologists
 - 387** Exceptional Children Teachers
 - 20.5** Social Workers
 - 185.3** Academic Facilitators
 - 80** Talent Development Teachers
 - 102** Counselors
 - 4,264** Other

Student Demographics

- African-American..... **38.4%**
- White..... **32%**
- Hispanic..... **19.3%**
- Asian..... **4.8%**
- Other..... **5.5%**
- Economically **51.3%** disadvantaged students

Additional Facts*

- Per-pupil expenditure **\$5,518**
- Student-mobility rate **18%**

**Click here for more information.*

Superintendent

Dr. Peter Gorman

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Charlotte-Mecklenburg Schools

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(Superintendent's message continued)

We are working to address these issues, which are outlined in our *Strategic Plan 2014: Teaching Our Way to the Top*. We believe that great teaching and great leadership are essential to increase student achievement, and we are working to put great teachers and leaders into every school.

This report is therefore a way for you to assess our progress as a district, not just our progress at your child's school. We think that "ours" must trump "mine" if public education is to succeed, and sharing the information in this report reflects that belief. All of our schools, and all of our students, are a shared responsibility. We want to educate every child well.

Sincerely,
Dr. Peter C. Gorman
Superintendent

- [Click to view our School Quality Reviews](#)
- [Click to view our School Improvement Plans](#)

Even parents can learn a thing or two.

The most successful students have parents, grandparents or caretakers who are actively involved in their education. These students earn better grades, achieve higher test scores and have better attendance records.

How can you be an active participant in your child's education? Our community has banded together to help answer your questions on parenting awareness, helping your child learn, health and wellness and personal growth and development.

Learn more at www.cms.k12.nc.us.



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 schools 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 your child's school.



REACH FURTHER.



Elementary Schools

PROGRESS REPORT

| CMS 2010 Strategic Plan Goals | Key Performance Measures | CMS 2010 Goal | CMS Elem. Schools 2008 - 2009 | CMS Elem. Schools 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 | — | 72.3% | 75.2% |
| | ▶ Students performing at or above grade level in reading | 95% | 68.3% | 70.2% |
| | ▶ Students performing at or above grade level in math | 88% | 80.1% | 82.3% |
| | ▶ Students performing at or above grade level in science | 80% | 60% | 68.6% |
| | Disparity between racial/ethnic groups in reading | 10% | 34.2% | 33.5% |
| | Disparity between racial/ethnic groups in math | 10% | 25.8% | 22.9% |
| | Disparity between racial/ethnic groups in science | 10% | 43.7% | 36.8% |
| | Disparity between socioeconomic groups in reading | 10% | 27.9% | 31% |
| | Disparity between socioeconomic groups in math | 10% | 17.9% | 19.1% |
| | Disparity between socioeconomic groups in science | 10% | 32.1% | 32.2% |
| 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 | 99% | 99.6% | 100% |
| | National Board-certified teachers | 18% | 13% | 15% |
| | Teachers with graduate degrees | 38% | 35% | 38% |
| | Teachers' average years of experience | 11.1 | 10.3 | 10.6 |
| Adequate Resources & Facilities | Student/Computer Ratio | 5:1 | 4:1 | 4:1 |
| | Teachers who indicate satisfaction with school facilities | — | — | 72.7% |
| Safe & Orderly Schools | Passed the CMS safe school audit | 100% | 100% | 69% |
| | Parents who indicate their child's school is safe ² | 70% | 97% | 96.8% |
| | Students who indicate their school is safe ² | 80% | 93% | 91.8% |
| | Teachers who indicate their school is safe ^{1,2} | — | 91% | 90.4% |
| | Number of incidents resulting in in-school suspensions ^{1,3} | — | 0.7 | 0.6 |
| | Number of incidents resulting in out-of-school suspensions ^{1,3} | — | 7.3 | 7.2 |
| Freedom & Flexibility with Accountability | Principals granted additional freedom and flexibility ¹ | — | 34% | 56% |
| World-Class Service | Parents who indicate satisfaction with the responsiveness of staff at their child's school ² | 80% | 90% | 88.6% |
| Strong Parent & Community Connections Click to view parent survey results | Parents who indicate satisfaction overall with their child's school ^{1,2} | — | 89% | 88.4% |
| | Number of volunteer hours ⁴ | Increase by 25% district-wide | 726 | 235 |
| | Number of business and community partnerships | Increase by 25% district-wide | 1,060 | 580 |

¹Not a CMS 2010 goal

²Based on responses to surveys; 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 elementary schools **DID** make AYP
(41 of 41 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

If CMS were a single school, our designation would be:
School of Progress

| | | |
|--------------------------------|----------------|-----------------------|
| Met growth expectations | 2008-09: 89.9% | 2009-10: 92.2% |
| Made high growth | 2008-09: 50.5% | 2009-10: 56.3% |

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 Schools: | 2008-09 | 2009-10 |
| 80 | | 82.8 | 82.8 |

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 Schools 2008-09: 81.8 **Our Schools 2009-10: 82**

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 Schools: | 2008-09 | 2009-10 |
| 60% | | 61.1% | 61.5% |

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 Schools' Results: | 2008-09 | 2009-10 |
| Safety | 93% | 91.8% |
| Encouragement | 98% | 98.5% |
| Engagement | 96% | 96.6% |

Are our school environments 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 Elementary School Index: 50.9



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>