

► **Bain Elementary School**



A Message from the Principal

To our Bain Elementary School families:

This is the first School Progress Report for Bain Elementary, part of our effort to keep families fully informed about our students' academic progress, our staff and our school environment.

This report illustrates the academic strengths of Bain Elementary. Our overall performance composite in math for grades three through five was 91.4 percent at or above grade level. This means that nine of every 10 students are performing at grade level, one of the highest ratios in the state.

The state introduced a new reading test in 2007-2008. As a result of more rigorous expectations, reading scores declined across the state, including in CMS. Since the new test covers different material from that covered in the previous test, direct year-over-year comparisons are not necessarily accurate.

In writing, 77.6 percent of Bain fourth-graders achieved grade-level proficiency, an increase from 60.5 percent in 2006 and 69 percent in 2007—solid growth over time.

How is Bain accomplishing this growth?

We differentiate instruction in math based on various forms of data assessment. Last year, our fifth-grade students were flexibly grouped to match instruction with individual needs. We increased the use of math manipulatives (real-world objects that represent mathematical value), and we started a Multiplication Club for third- through fifth-graders needing help with math facts. Third, fourth and fifth grades held Math Olympics to review skills ahead of End-of-Grade tests. We also used the Math Olympiad Club to challenge high-achieving students.

We have worked to increase growth in reading. The use of Dynamic Indicators of Basic Early Literacy and assessment from the Imagine It

(Principal's message continued on back.)

KEY FACTS

Principal

Mike Drye
email: mike.drye@cms.k12.nc.us

Grades

K - 5

School Population

- 1,007 Students
- 61 Teachers
- 2 Assistant Principals
- 2 Student Services Specialists
- 50 Support Staff

Student Demographics

- 9.8% African American
- 76.2% White
- 5.6% Hispanic
- 8.4% Other
- 15.0% of students qualify for free or reduced-price lunch

Learning Community

East

Area Superintendent: Nancy Bartles
9601 E. Independence Boulevard
Matthews, NC 28105
980-343-1461
email: nancy.bartles@cms.k12.nc.us

Data effective as of spring 2008.

Bain Elementary School

11524 Bain School Road
Charlotte, NC 28227
980-343-6915

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



CMS 2010 Strategic Plan Goals	Key Performance Measurements	CMS 2010 Goal	School Result 2007 - 2008
High Academic Achievement <i>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>	Students performing at or above grade level overall ¹	—	83.7%
	Students performing at or above grade level in Reading	95%	76.2%
	Students performing at or above grade level in Math	88%	91.4%
	Students performing at or above grade level in Writing	80%	77.6%
	Disparity between racial/ethnic groups in Reading	10%	30.0%
	Disparity between racial/ethnic groups in Math	10%	19.6%
	Disparity between racial/ethnic groups in Writing	10%	15.0%
	Disparity between socioeconomic groups in Reading	10%	20.6%
	Disparity between socioeconomic groups in Math	10%	8.5%
	Disparity between socioeconomic groups in Writing	10%	37.4%
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	100%
	National Board-certified teachers	16%	20%
	Teachers with graduate degrees	34%	30%
	Teachers’ average years of experience	11.2	13.0
Adequate Resources & Facilities	Student/Computer Ratio	5:1	5:1
Safe & Orderly Schools	Passed the CMS “safe school audit”	YES	YES
	Parents perceive the school as safe ²	70%	91.2%
	Students perceive the school as safe ³	80%	85.0%
	Teachers perceive the school as safe ^{1,4}	—	100%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	0
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	0.6
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	NO
World-Class Service	Parents perceive the school as responsive ²	80%	84.6%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	90.5%
	Number of volunteer hours ⁶	Increase by 25% district-wide	0
	Number of business and community partnerships	Increase by 25% district-wide	0

¹Not a Strategic Plan goal

²Based on completed parent surveys

³Based on completed student surveys

⁴Based on completed teacher surveys

⁵Incidents per 100 students

⁶Per 100 students

CMS Accountability Measures

In this section, we are highlighting several key performance indicators for our school and its students.

► Adequate Yearly Progress (AYP)

Our school **DID** make AYP
(17 of 17 goals met)

The federal No Child Left Behind Act requires that every school make Adequate Yearly Progress (AYP). State test results are used to set AYP proficiency targets for every grade. Targets are set for the school as a whole, as well as for nine separate subgroups. The subgroups are: white, black, Hispanic, Native American, Asian, multiracial, economically disadvantaged students, students with limited English proficiency and students with disabilities. A school's attendance and graduation rates are also measured for AYP.

The subgroup measurements are intended to prevent an overall score from masking poor results by one or more subgroups. Because the number of subgroups can vary depending on a school's diversity, the number of targets varies also. Some schools may have only a few targets to meet; others may have as many as 41.

AYP is an all-or-nothing standard that says every target must be met. No Child Left Behind also requires that every student be proficient by the 2013-2014 school year.

For a more complete overview of AYP, visit www.dpi.state.nc.us/nclb/abcayp/overview/ayp

For details of AYP results for our school and its student groups, visit <http://ayp.ncpublicschools.org>

► ABC Designation

Our school's designation: **School of Distinction**
(DID meet growth expectations)

Proficiency: 83.7%

The North Carolina ABCs program was introduced more than a decade ago to better target school improvement efforts. Two basic measures determine a school's designation: the Average Growth of students (at right); and the Performance Composite, which measures how well students performed against a set standard of proficiency.

Schools are given one of seven designations (in descending order): Honor School of Excellence; School of Excellence; School of Distinction; School of Progress; No Recognition; Priority School; Low Performing.

For more information about ABCs, visit <http://abcs.ncpublicschools.org/abcs>

► Average Growth

State Standard: 80%
Our School: 89.3%

Each year, the state sets individual growth expectations for each student. A student is expected to perform as well, or better, on the End-of-Grade (EOG) assessment for the current year as he or she did, on average, during the previous two years. The Average Growth is calculated by comparing *actual* performance versus *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. A school classified as making expected growth would have a score of 80% or higher.

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

State Standard: 60%
Our School: 80.4%

This measurement assesses whether students have learned as much as they are expected to learn in one year. Expectations are set for each student based on individual performance for the previous two years. Across the state, about half of students typically meet or exceed their growth expectation. High growth is defined as a score of 60% or higher and having met expected growth.

► Amount of Growth for Students in the Lowest Achieving Group

Our School: 89.0%

Narrowing the achievement gap is widely recognized as one of the biggest challenges in public education. The lowest achieving group for CMS includes certain minority groups and those receiving free or reduced-price lunch. If lower-achieving students grow at a faster rate than better-achieving students, the achievement gap is narrowed. When the above percentage is higher than the Average Growth for the school (see Average Growth above), the school is closing the achievement gap.

► Positive Responses to Student Surveys

Our School: 87.2%

Student feedback is a subjective, but essential, component of the measure of our school's performance. We want all of our students to have a caring, supportive environment at school. This is a measure of the positive reaction from our students covering the areas of school safety, engagement and encouragement.

For more information on our school's performance, visit <http://pmd.cms.k12.nc.us>

CHARLOTTE-MECKLENBURG SCHOOLS

REACH FURTHER. **Global competitiveness starts here.**

► Bain Elementary School

(Principal's message continued.)

curriculum drove our Intensive Reading program. Staff also receives ongoing training in instructional differentiation. Other programs and efforts included Accelerated Reader; a Reading Luau End-of-Grade review event for third through fifth grades; End-of-Grade pals, where staff and parents were paired with certain students to review for the End-of-Grade tests, and after-school tutoring by third- through fifth-grade teachers in the weeks leading up to the End-of-Grade tests.

Bain's staff is solid, stable and exceptionally well established. We currently have 11 National Board-certified teachers, of which 30 percent have advanced degrees, and we generally enjoy very low staff turnover. Survey data consistently shows that students feel safe here, and Bain has scored 100 percent on safety audits in the past year. Bain has an active PTA and many enthusiastic volunteers. The school is an integral part of the town of Mint Hill, and the community feels a great sense of ownership and pride for Bain.

So, where does Bain go from here?

We anticipate a need this year to focus on higher-level comprehension skills, especially in the upper grades. We also anticipate a need for more instruction with non-fiction text. We plan to begin the multi-year process of acquiring more non-fiction text and further developing our other reading genres. We also look forward to reviewing our first quarterly-assessment data in order to make more informed decisions to differentiate instruction.

Bain is blessed with students, teachers, staff, parents and the local community, all of whom have very high expectations for the school and themselves. By harnessing these expectations and energies, Bain will continue to pursue the highest in student achievement and instructional performance.

Sincerely,
Mike Drye
Principal

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.

In this report, you will notice how our school performed in the 2007-2008 school year compared to the stated 2010 goals. On page 3, you will also find an explanation of federal and state accountability measures with a specific emphasis on growth.

As educators and parents, we have a common goal of preparing our children to compete in an ever-growing global community. This goal requires constant dialogue between school and parents, so please feel free to contact the principal or any staff member at our school with your questions, concerns or suggestions.



REACH FURTHER.

