

Berryhill Elementary School



A Message from the Principal

Dear Berryhill Elementary School parents:

This is the first School Progress Report for Berryhill Elementary. We are sending this to you so that you may be fully informed about our students' academic progress, our staff and our school environment.

As your principal, I believe strongly that a well-informed parent leads to increased involvement in a child's learning and our school. Such involvement can only enhance your children's school experience and help improve their learning.

Although located in a rural setting, Berryhill serves both rural and urban communities and, as you will see from the demographic statistics on this page, houses an ethnically diverse population.

The Berryhill staff includes an experienced English as a Second Language (ESL) teacher and two bilingual ESL assistants. Whenever possible, our ESL staff teaches our ESL/Limited English Proficiency students in an inclusive setting. We have also offered our computer lab and computer-assisted instruction programs to parents of ESL students to help increase family involvement.

Historically, families served by Berryhill have been mobile, with about 50 percent student turnover during the course of a school year. However, student transience over the last two years has been steadily decreasing.

The number of students scoring on grade level in reading and math in the state End-of-Grade tests has risen steadily from 2004 to 2008. Berryhill Elementary has been recognized for this outstanding achievement by being named a School of Distinction in 2004 and a School of Progress in 2005 and 2007.

From the 2003-2004 school year until last year, we made Adequate Yearly Progress (AYP), the standard set for schools by the No Child

(Principal's message continued on back.)

KEY FACTS

Principal

Paul V. Pratt

email: paul.pratt@cms.k12.nc.us

Grades

K - 5

School Population

- 385 Students
- 29 Teachers
- 1 Assistant Principal
- 1 Student Services Specialist
- 26 Support Staff

Student Demographics

- 17.7% African American
- 26.2% White
- 40.5% Hispanic
- 15.6% Other
- 79.5% of students qualify for free or reduced-price lunch

Learning Community

West

Area Superintendent: Dr. Elva Cooper
1801 Cross Beam Drive
Suite E

Charlotte, NC 28217

980-343-1463

email: elva.cooper@cms.k12.nc.us

Data effective as of spring 2008.

Berryhill Elementary School

10501 Windy Grove Road

Charlotte, NC 28278

980-343-6100

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



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	—	53.1%
	Students performing at or above grade level in Reading	95%	39.3%
	Students performing at or above grade level in Math	88%	66.3%
	Students performing at or above grade level in Writing	80%	43.8%
	Disparity between racial/ethnic groups in Reading	10%	19.0%
	Disparity between racial/ethnic groups in Math	10%	17.9%
	Disparity between racial/ethnic groups in Writing	10%	30.0%
	Disparity between socioeconomic groups in Reading	10%	15.5%
	Disparity between socioeconomic groups in Math	10%	18.4%
	Disparity between socioeconomic groups in Writing	10%	12.5%
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%	27%
	Teachers with graduate degrees	34%	33%
	Teachers’ average years of experience	11.2	12.9
Adequate Resources & Facilities	Student/Computer Ratio	5:1	4:1
Safe & Orderly Schools	Passed the CMS “safe school audit”	YES	YES
	Parents perceive the school as safe ²	70%	89.9%
	Students perceive the school as safe ³	80%	93.3%
	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}	—	1.3
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%	88.3%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	87.3%
	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 NOT** make AYP
(14 of 19 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: **Priority School**
(*DID meet growth expectations*)

Proficiency: 53.1%

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: 85.4%

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: 74.6%

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: 85.7%

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: 93.9%

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.**

▶ Berryhill Elementary School

(Principal's message continued.)

Left Behind Act. In 2007-2008, we met 14 of our 19 AYP goals. Even though we did not make AYP last school year, data analysis indicates that the majority of students met or exceeded their growth targets.

Berryhill Elementary has an experienced, stable staff. All teachers and paraprofessionals are considered highly qualified. We have 33 percent of teachers with advanced degrees, which is comparable to the district and state percentages. We currently have nine staff members who have achieved National Board certification, with one teacher awaiting results. Staff survey results indicate that the autonomy given to teachers and staff is a major reason for our stability. Similarly, interviews and surveys show that our teachers appreciate the strong mentoring program at Berryhill.

We recognize, and embrace, the increasing diversity in our school. Berryhill Elementary is a Phase II Inclusive Practices Implementation school, which means that we provide a comprehensive continuum of services, allow students greater access to the general education

curriculum and provide an environment that promotes learning for all students.

At Berryhill Elementary School, we want parents to be informed about our school's progress and to be involved in the school on a regular basis. Please feel free to contact me directly to discuss this School Progress Report or to request any other information. Thank you for supporting our efforts to provide your child with a high-quality education.

Sincerely,
Paul V. Pratt
Principal

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.

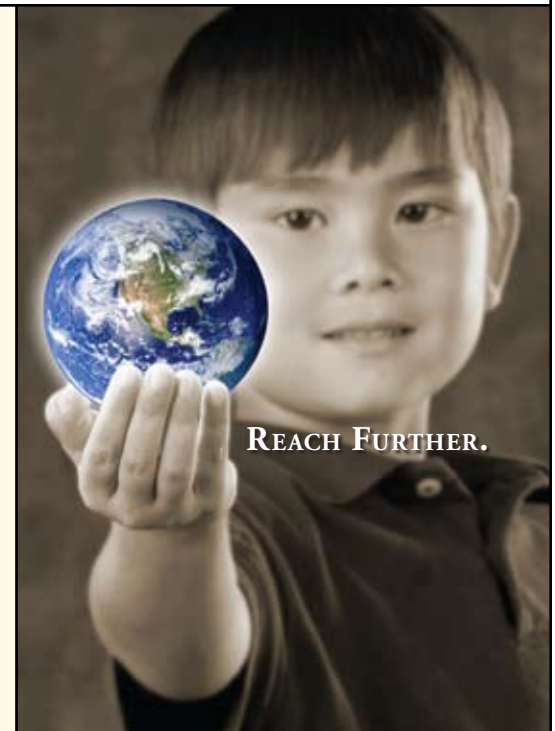
What is the School Progress Report?

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.

