

# ► Beverly Woods Elementary School



## A Message from the Principal

To our Beverly Woods Elementary School families:

This is the first School Progress Report for Beverly Woods 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.

Beverly Woods will celebrate its 40th year in 2009. We continue to attract new families, and we currently have an enrollment of more than 800 students. While our student body is large, we routinely receive positive feedback about our community- and family-oriented environment.

Our PTA offers many after-school and evening activities. Parent involvement is high, and we share a commitment to the success of all students. Investment in our school continues to increase through the Direct Giving Campaign and last year we received almost \$70,000. In short, I attribute our school's success to our staff, students and families.

At Beverly Woods, our teachers surpass the district and state averages for holding advanced degrees. We have very low staff turnover, and our teachers are invested in our school and community. We received a score of 100 percent on our Safe School Audit and have received National Promising Practice Schools of Character awards for the last two school years.

Our school mission is to provide all students with a strong academic and character-based foundation to prepare them to explore, lead and serve in our global society. We provide leadership opportunities for students through our mini-society, allowing students in grades three through five to apply for jobs and interview at a job fair. Students learn responsibility through jobs that help others. Examples include school ambassadors, safety patrol, peer buddies for students with disabilities and an in-house postal system.

*(Principal's message continued on back.)*

## KEY FACTS

### Principal

Caroline Horne

*email: caroline.horne@cms.k12.nc.us*

Beverly Woods Elementary School is a partial Center for Leadership and Global Economics magnet.

### Grades

K - 5

### School Population

- 808 Students
- 56 Teachers
- 1 Assistant Principal
- 1 Student Services Specialist
- 53 Support Staff

### Student Demographics

- 14.1% African American
- 75.2% White
- 5.1% Hispanic
- 5.6% Other
- 17.3% of students qualify for free or reduced-price lunch

### Learning Community

South

Area Superintendent: Robert Avossa  
8500 Pineville-Matthews Road  
Suites F & G  
Charlotte, NC 28226  
980-343-1467  
*email: robert.avossa@cms.k12.nc.us*

*Data effective as of spring 2008.*

## Beverly Woods Elementary School

6001 Quail Hollow Road  
Charlotte, NC 28210  
980-343-3627

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



CMS 2010 Strategic Plan Goals	Key Performance Measurements	CMS 2010 Goal	School Result 2007 - 2008
<b>High Academic Achievement</b>  <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 <sup>1</sup>	—	<b>83.1%</b>
	Students performing at or above grade level in Reading	95%	<b>78.8%</b>
	Students performing at or above grade level in Math	88%	<b>85.3%</b>
	Students performing at or above grade level in Writing	80%	<b>85.0%</b>
	Disparity between racial/ethnic groups in Reading	10%	<b>34.9%</b>
	Disparity between racial/ethnic groups in Math	10%	<b>19.8%</b>
	Disparity between racial/ethnic groups in Writing	10%	<b>28.7%</b>
	Disparity between socioeconomic groups in Reading	10%	<b>27.9%</b>
	Disparity between socioeconomic groups in Math	10%	<b>20.2%</b>
	Disparity between socioeconomic groups in Writing	10%	<b>22.0%</b>
<b>Effective Educators</b>	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	<b>100%</b>
	National Board-certified teachers	16%	<b>15%</b>
	Teachers with graduate degrees	34%	<b>46%</b>
	Teachers’ average years of experience	11.2	<b>15.3</b>
<b>Adequate Resources &amp; Facilities</b>	Student/Computer Ratio	5:1	<b>4:1</b>
<b>Safe &amp; Orderly Schools</b>	Passed the CMS “safe school audit”	YES	<b>YES</b>
	Parents perceive the school as safe <sup>2</sup>	70%	<b>94.8%</b>
	Students perceive the school as safe <sup>3</sup>	80%	<b>86.2%</b>
	Teachers perceive the school as safe <sup>1,4</sup>	—	<b>100%</b>
	Number of incidents resulting in in-school suspensions <sup>1,5</sup>	—	<b>0</b>
	Number of incidents resulting in out-of-school suspensions <sup>1,5</sup>	—	<b>1.5</b>
<b>Freedom &amp; Flexibility with Accountability</b>	Principal has been granted additional freedom and flexibility <sup>1</sup>	—	<b>YES</b>
<b>World-Class Service</b>	Parents perceive the school as responsive <sup>2</sup>	80%	<b>90.6%</b>
<b>Strong Parent &amp; Community Connections</b>	Parents that give the school either an A or B grade <sup>1,2</sup>	—	<b>96.7%</b>
	Number of volunteer hours <sup>6</sup>	Increase by 25% district-wide	<b>123.8</b>
	Number of business and community partnerships	Increase by 25% district-wide	<b>1</b>

<sup>1</sup>Not a Strategic Plan goal

<sup>2</sup>Based on completed parent surveys

<sup>3</sup>Based on completed student surveys

<sup>4</sup>Based on completed teacher surveys

<sup>5</sup>Incidents per 100 students

<sup>6</sup>Per 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  
(19 of 21 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](http://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: 83.1%**

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: 84.2%**

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: 67.3%**

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: 82.7%**

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: 85.7%**

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.**

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*(Principal's message continued.)*

We have a technology lab staffed by a certified teacher. The lab has a SMART Board (interactive white board), and we have additional SMART Boards in our media center and at each grade level, helping our students master technology along with academic studies.

Our fourth-grade students met their goals for writing, and our school achieved High Growth in math last year.

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.

We have a large percentage of students in the Talent Development program with a full-time certified teacher. Additionally, we have three self-contained classrooms for Exceptional Children. We value this component of our school program as we have a total inclusive practices philosophy.

I am one of 50 principals within CMS to be awarded Freedom and Flexibility with Accountability. This means I have been given some autonomy to keep our students moving forward. We have introduced research-based initiatives and programs to provide individualized instruction based on our students' needs. We also analyze data to ensure continued improvement and we research best practices.

At Beverly Woods, we encourage feedback as we work on continuous improvement. It is our responsibility to treat every child at this school as we would our own. We value a relationship-oriented environment built on mutual trust and respect with a common goal of student achievement for all.

Sincerely,  
Caroline Horne  
*Principal*

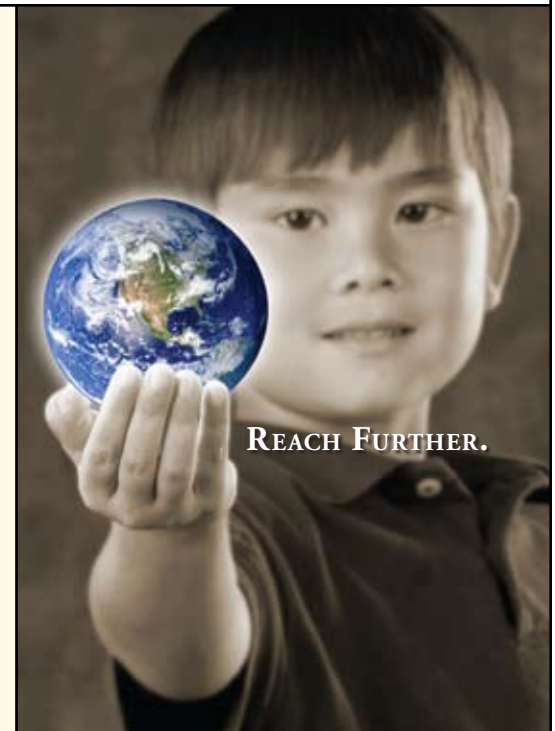
## What is the School Progress Report?

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.

