

# ▶ Devonshire Elementary School



## A Message from the Principal

To the Devonshire Elementary School family:

This is the first School Progress Report for Devonshire 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.

In the state End-of-Grade math test, 54.2 percent of students in grades three through five achieved at or above grade level. On the fourth-grade writing test, only 27.9 percent of fourth graders scored at or above grade level. Math and writing scores indicate that we need to reform instruction to ensure student growth and meet local and state expectations.

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 addition, Devonshire Elementary has not made Adequate Yearly Progress (AYP) for the last four years. AYP is the standard set for schools by the No Child Left Behind Act. In 2007-2008, we met 14 of 23 targets.

I am new to Devonshire Elementary. As an experienced principal, I have been reassigned to the school as part of the Strategic Staffing Initiative. My goal is to improve instruction and academic growth. I am also one of 50 principals chosen last year to pilot a CMS initiative called Freedom and Flexibility with Accountability. This gives me more autonomy in moving students and staff in the right direction to attain student success.

We are introducing a number of strategies this school year to stimulate improved performance. First, we will initiate daily team

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

## KEY FACTS

### Principal

Suzanne Gimenez

email: [suzanne.gimenez@cms.k12.nc.us](mailto:suzanne.gimenez@cms.k12.nc.us)

### Grades

K - 5

### School Population

- 574 Students
- 39 Teachers
- 1 Assistant Principal
- 1 Student Services Specialist
- 1 Social Worker
- 44 Support Staff

### Student Demographics

- 57.3% African American
- 1.4% White
- 35.0% Hispanic
- 6.3% Other
- 93.0% of students qualify for free or reduced-price lunch

### Learning Community

Northeast

Area Superintendent: Scott Muri  
2750 E. W.T. Harris Boulevard  
Suite 101

Charlotte, NC 28213

980-343-1459

email: [scott.muri@cms.k12.nc.us](mailto:scott.muri@cms.k12.nc.us)

*Data effective as of spring 2008.*

## Devonshire Elementary School

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Charlotte, NC 28215

980-343-6445

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



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>42.9%</b>
	Students performing at or above grade level in Reading	95%	<b>33.9%</b>
	Students performing at or above grade level in Math	88%	<b>54.2%</b>
	Students performing at or above grade level in Writing	80%	<b>27.9%</b>
	Disparity between racial/ethnic groups in Reading	10%	<b>2.2%</b>
	Disparity between racial/ethnic groups in Math	10%	<b>0.1%</b>
	Disparity between racial/ethnic groups in Writing	10%	<b>6.1%</b>
	Disparity between socioeconomic groups in Reading	10%	<b>23.0%</b>
	Disparity between socioeconomic groups in Math	10%	<b>11.7%</b>
	Disparity between socioeconomic groups in Writing	10%	<b>5.8%</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>5%</b>
	Teachers with graduate degrees	34%	<b>41%</b>
	Teachers’ average years of experience	11.2	<b>11.4</b>
<b>Adequate Resources &amp; Facilities</b>	Student/Computer Ratio	5:1	<b>5:1</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>84.2%</b>
	Students perceive the school as safe <sup>3</sup>	80%	<b>70.9%</b>
	Teachers perceive the school as safe <sup>1,4</sup>	—	<b>90.3%</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>13.1</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>84.2%</b>
<b>Strong Parent &amp; Community Connections</b>	Parents that give the school either an A or B grade <sup>1,2</sup>	—	<b>76.1%</b>
	Number of volunteer hours <sup>6</sup>	Increase by 25% district-wide	<b>42.7</b>
	Number of business and community partnerships	Increase by 25% district-wide	<b>0</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  
(14 of 23 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: **Priority School**  
(DID meet growth expectations)

**Proficiency: 42.9%**

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: 68.0%**

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: 85.4%**

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: 78.7%**

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>

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*(Principal's message continued.)*

planning involving teachers and math and literacy facilitators to ensure a cohesive lesson-plan format. We will use specific strategies, including enrichment instruction and teacher training, to help students succeed. Our faculty is already strong with a proven record of meeting student needs and improving academic success. We are certainly all on the same page in our determination to put student needs and achievement first.

We are also adopting Failure Is Not An Option strategies to create a new culture of success. These strategies are based on six principles: common mission, vision, values and goals; systems for prevention and intervention; collaborative teaming for teaching and learning; data-driven decision making and continuous improvement; active engagement from family and community, and building sustainable leadership capacity.

Other initiatives to boost student achievement include the introduction of same-gender third-grade

classes and differentiated learning, a flexible teaching approach that adapts the curriculum to individual needs. We are also reducing our student/teacher ratio by adding teachers at each grade level.

We have set high academic and behavioral standards at Devonshire Elementary, and we are adopting this year a school-wide behavior plan that we call Respect, Responsibility and Ready to Learn. We are also encouraging parents to become an integral part of the school/home team.

As principal at Devonshire, I am committed to providing quality instruction for all students, improving student achievement, setting high expectations for all and building a collaborative community of learners.

Sincerely,  
Suzanne L. Gimenez  
*Principal*

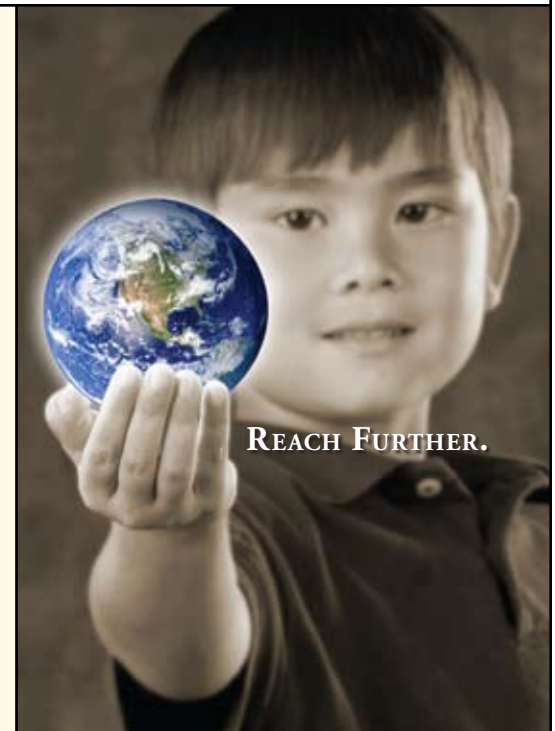
## What is the School Progress Report?

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.



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