

▶ Joseph W. Grier Academy



A Message from the Principal

To our Joseph W. Grier Academy family:

This is the first School Progress Report for Joseph W. Grier Academy. We are sending this to you so that you may be fully informed about our school's academic progress, our staff accomplishments and our school environment.

In addition to the goals set out in the CMS Strategic Plan 2010, our driving force is the belief that good is not enough when great is the expectation.

We are proud to report that our students made High Growth in math in the 2007-2008 school year, with 67 percent of third- through fifth-grade students performing at or above grade level. In writing, we have made a 30-percentage point gain on our fourth-grade scores over the course of two years.

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.

To cater to all students' needs, we integrate our Special Area lesson plan design with our core curriculum. In addition, our Exceptional Children instruction is second to none, thanks in part to the use of inclusive practices.

In short, it is our goal to be designated a School of Excellence by 2010.

At Joseph W. Grier, we have an administrative team that is experienced, innovative and passionate about teaching and learning. Our teachers are highly qualified and experienced. We have three National Board-certified teachers, and 19 of our faculty and staff

(Principal's message continued on back.)

KEY FACTS

Principal

Celia Brandon-Phelan

email: c.brandon-phelan@cms.k12.nc.us

Grades

K - 5

School Population

- 862 Students
- 55 Teachers
- 2 Assistant Principals
- 1.5 Student Services Specialists
- 48 Support Staff

Student Demographics

- 60.3% African American
- 4.6% White
- 27.8% Hispanic
- 7.2% Other
- 72.6% 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.

Joseph W. Grier Academy

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Charlotte, NC 28215
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<http://pages.cms.k12.nc.us/grieracad>



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	—	59.0%
	Students performing at or above grade level in Reading	95%	48.2%
	Students performing at or above grade level in Math	88%	67.0%
	Students performing at or above grade level in Writing	80%	60.4%
	Disparity between racial/ethnic groups in Reading	10%	47.0%
	Disparity between racial/ethnic groups in Math	10%	37.3%
	Disparity between racial/ethnic groups in Writing	10%	15.9%
	Disparity between socioeconomic groups in Reading	10%	26.3%
	Disparity between socioeconomic groups in Math	10%	4.7%
	Disparity between socioeconomic groups in Writing	10%	7.9%
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	98%
	National Board-certified teachers	16%	3%
	Teachers with graduate degrees	34%	27%
	Teachers’ average years of experience	11.2	9.2
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%	90.0%
	Students perceive the school as safe ³	80%	83.3%
	Teachers perceive the school as safe ^{1,4}	—	94.2%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	0
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	5.7
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%	79.9%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	81.6%
	Number of volunteer hours ⁶	Increase by 25% district-wide	42.7
	Number of business and community partnerships	Increase by 25% district-wide	1

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
(18 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

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: 59.0%

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: 84.9%

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: 70.0%

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: 85.3%

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: 85.3%

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.**

▶ Joseph W. Grier Academy

(Principal's message continued.)

hold master's degrees. We work collaboratively in a professional learning community, and we set high expectations and rely on data assessment to drive our instruction.

Joseph W. Grier is a FOCUS (Finding Opportunities; Creating Unparalleled Success) School, which allows us to offer smaller class sizes and receive additional funding for instructional materials. This funding has allowed us to provide a state-of-the-art computer/research lab. We also benefit from various training opportunities for teachers throughout the school year.

Our students wear uniforms and we have introduced the Positive Behavioral Interventions and Supports program to create a unified school discipline plan. Our staff sets a good example by dressing in professional attire and promoting an attitude of excellence. For safety purposes, we have on-site first responders and a qualified safe-schools team.

At Joseph W. Grier Academy, we enjoy strong ties to the community, and we continue to increase our

partnerships with businesses such as Food Lion, Chick-fil-A, United Selwyn Church, CPCC and The Charleston House.

We have an enthusiastic PTA, and parent involvement continues to grow and strengthen each year. We also benefit from mentoring programs such as 100 Dads and Boys of Excellence. In addition to the regular curriculum, we offer programs that include Family Literacy Night, March (Math) Madness and our annual Read-Ins.

We have an open-door policy at Joseph W. Grier Academy and encourage regular communication through newsletters, conferences and school events.

To reiterate my earlier statement, Joseph W. Grier Academy will be a School of Excellence.

Sincerely,
Celia Brandon-Phelan
Principal

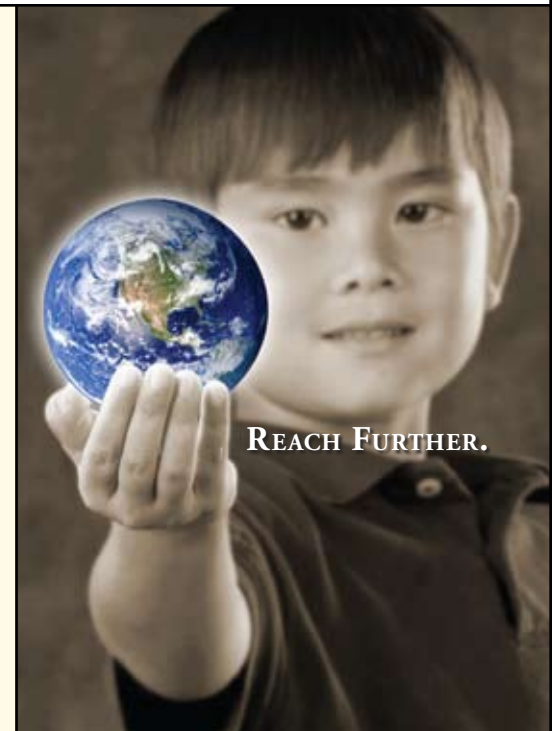
What is the School Progress Report?

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.

