

# ▶ J.H. Gunn Elementary School



## A Message from the Principal

To our J.H. Gunn Elementary School families:

Commitment to children's academic success is first priority at J.H. Gunn Elementary. This is linked to our goal to produce successful citizens in an ever-changing global society.

Our first School Progress Report is part of our efforts to keep you informed about our students' academic success, our staff and our school environment.

J.H. Gunn's composite proficiency rate on the state End-of-Grade tests was 48.8 percent, and our ABCs Performance Composite was also 48.8 percent. We did not make Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act. We are a diverse school with many targets—27 in all—but we were successful in meeting 22 of them. We also increased our fourth-grade writing scores by nine percent this year.

The state introduced a new reading test in 2007-2008. As a result of more rigorous expectations, reading scores declined across the state, as well as 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.

Under our School Improvement Plan, we are addressing specific areas to increase academic performance. We use a variety of teaching practices to support our students' needs. Most importantly, we use data to determine the students' present academic status and to identify strategies that promote growth. We have implemented the K-2 Intensive Reading Model. Students in kindergarten, first and second grades are regularly assessed by classroom teachers. Those students identified as struggling readers receive extended time in

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

## KEY FACTS

### Principal

Ivy Gill  
email: [ivy.gill@cms.k12.nc.us](mailto:ivy.gill@cms.k12.nc.us)

### Grades

K - 5

### School Population

- 774 Students
- 57 Teachers
- 2 Assistant Principals
- 2 Student Services Specialists
- 57 Support Staff

### Student Demographics

- 46.9% African American
- 12.0% White
- 32.3% Hispanic
- 8.8% Other
- 74.8% 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](mailto:nancy.bartles@cms.k12.nc.us)

Data effective as of spring 2008.

## J.H. Gunn Elementary School

7400 Harrisburg Road  
Charlotte, NC 28215  
980-343-6477

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



| CMS 2010 Strategic Plan Goals   | Key Performance Measurements   | CMS 2010 Goal                 | School Result 2007 - 2008 |
|---|--|-------------------------------|---------------------------|
| <b>High Academic Achievement</b><br><br><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>48.8%</b>              |
|   | Students performing at or above grade level in Reading   | 95%                           | <b>41.4%</b>              |
|   | Students performing at or above grade level in Math  | 88%                           | <b>55.1%</b>              |
|   | Students performing at or above grade level in Writing   | 80%                           | <b>44.7%</b>              |
|   | Disparity between racial/ethnic groups in Reading  | 10%                           | <b>21.0%</b>              |
|   | Disparity between racial/ethnic groups in Math   | 10%                           | <b>39.3%</b>              |
|   | Disparity between racial/ethnic groups in Writing  | 10%                           | <b>41.7%</b>              |
|   | Disparity between socioeconomic groups in Reading  | 10%                           | <b>4.4%</b>               |
|   | Disparity between socioeconomic groups in Math   | 10%                           | <b>5.6%</b>               |
|   | Disparity between socioeconomic groups in Writing  | 10%                           | <b>-2.5%</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>16%</b>                |
|   | Teachers with graduate degrees   | 34%                           | <b>33%</b>                |
|   | Teachers’ average years of experience  | 11.2                          | <b>10.7</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>86.0%</b>              |
|   | Students perceive the school as safe <sup>3</sup>  | 80%                           | <b>90.0%</b>              |
|   | Teachers perceive the school as safe <sup>1,4</sup>  | —                             | <b>93.3%</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>5.8</b>                |
| <b>Freedom &amp; Flexibility with Accountability</b>  | Principal has been granted additional freedom and flexibility <sup>1</sup>   | —                             | <b>NO</b>                 |
| <b>World-Class Service</b>  | Parents perceive the school as responsive <sup>2</sup>   | 80%                           | <b>83.3%</b>              |
| <b>Strong Parent &amp; Community Connections</b>  | Parents that give the school either an A or B grade <sup>1,2</sup>   | —                             | <b>83.7%</b>              |
|   | Number of volunteer hours <sup>6</sup>   | Increase by 25% district-wide | <b>87.7</b>               |
|   | Number of business and community partnerships  | Increase by 25% district-wide | <b>12</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  
(22 of 27 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: 48.8%**

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: 81.7%**

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: 57.3%**

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: 79.9%**

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: 85.8%**

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.)*

reading instruction focusing on phonics, phonemic awareness, fluency, vocabulary and comprehension. Students will stay in this intensive curriculum until they perform consistently at grade level. Those who are performing at or above grade level will receive instruction at the appropriate academic level. In the third through fifth grades, we focus on differentiation, flexible groups, research-based assessments and quality teaching practices to increase student achievement.

To help students in reading, math and writing, we offer extended-day tutoring from October through May. We are fortunate to have additional tutoring support from Independence High School's Dream Team, a group of outstanding high school students. In addition, many of our parents and community supporters volunteer to tutor students. Our Talent Development program provides an enriching curriculum for students at or above grade level. After-school programs include Math Olympiad and Chess Club.

At J.H. Gunn, we stress the importance of attendance, and I am pleased to report that our students made their attendance goal for 2007-2008.

Our faculty is strong, and all of our teachers are highly qualified. Our support staff provides individualized instruction in small group settings. We hold regular faculty and staff meetings to review assessment reports and identify specific areas of concern.

We are all committed to raising student achievement. I am confident that the combination of an enriching academic program and an orderly and safe environment will help us to continue to excel at J.H. Gunn Elementary.

Sincerely,  
Ivy Gill  
*Principal*

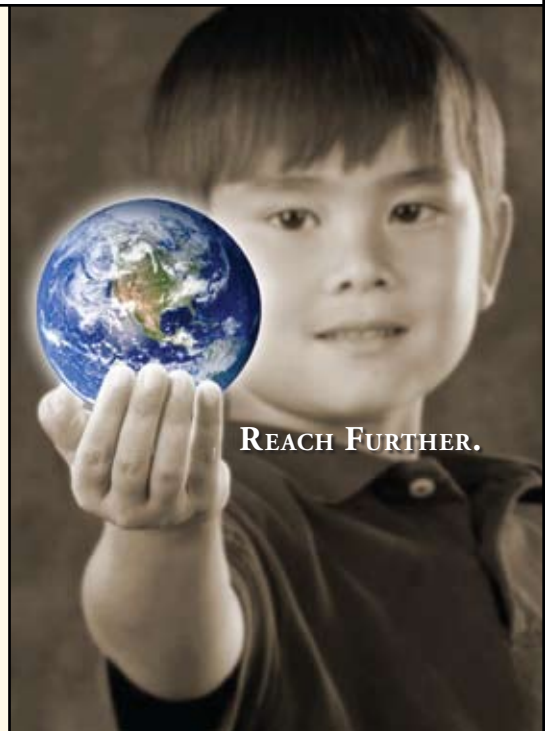
## What is the School Progress Report?

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.

