

# ▶ John M. Morehead Elementary School



## A Message from the Principal

To our Morehead Elementary School families:

The Morehead Elementary School of Math, Science and Environmental Studies is the county-wide, elementary-level magnet for the discipline. This is our first School Progress Report and is intended to inform you about our students' academic progress, our staff and our school environment.

During the 2007-2008 school year, Morehead participated in the North Carolina writing test for fourth grade, the North Carolina End-of-Grade test for grades three, four and five and the North Carolina Science test at the fifth-grade level.

As you look at the data in this report, you will see the progress we made and the number of our students who were proficient within the subject areas. In math, our students improved their scores by nine points. In writing, the scores increased by four points.

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.

This year marked a banner year for us as we made Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act. This meant our subgroups achieved all of the goals. We also achieved a rating of 100 percent during our safety audit.

Although we made great strides, we are by no means resting on our laurels. We have many strategies and programs in place to ensure that each child achieves a high level of success. For example, we provide differentiated instruction, flexible grouping and grade-level planning.

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

## KEY FACTS

### Principal

Crystal D. Agurs

*email: crystal.agurs@cms.k12.nc.us*

John M. Morehead Elementary School is a full Math, Science and Environmental Studies magnet.

### Grades

Pre-K - 5

### School Population

- 630 Students
- 51 Teachers
- 1 Assistant Principal
- 2 Student Services Specialists
- 44 Support Staff

### Student Demographics

- 75.1% African American
- 5.9% White
- 7.5% Hispanic
- 11.6% Other
- 55.7% 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*

*Data effective as of spring 2008.*

## John M. Morehead Elementary School

7810 Neal Road  
Charlotte, NC 28262  
980-343-5775

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



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## PROGRESS REPORT

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>64.4%</b>
	Students performing at or above grade level in Reading	95%	<b>55.2%</b>
	Students performing at or above grade level in Math	88%	<b>73.9%</b>
	Students performing at or above grade level in Writing	80%	<b>56.5%</b>
	Disparity between racial/ethnic groups in Reading	10%	<b>33.8%</b>
	Disparity between racial/ethnic groups in Math	10%	<b>20.8%</b>
	Disparity between racial/ethnic groups in Writing	10%	<b>18.4%</b>
	Disparity between socioeconomic groups in Reading	10%	<b>22.9%</b>
	Disparity between socioeconomic groups in Math	10%	<b>20.0%</b>
	Disparity between socioeconomic groups in Writing	10%	<b>8.7%</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>98%</b>
	National Board-certified teachers	16%	<b>4%</b>
	Teachers with graduate degrees	34%	<b>39%</b>
	Teachers’ average years of experience	11.2	<b>7.3</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>92.6%</b>
	Students perceive the school as safe <sup>3</sup>	80%	<b>67.1%</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>12.1</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>81.8%</b>
<b>Strong Parent &amp; Community Connections</b>	Parents that give the school either an A or B grade <sup>1,2</sup>	—	<b>84.2%</b>
	Number of volunteer hours <sup>6</sup>	Increase by 25% district-wide	<b>7.3</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** make AYP  
(13 of 13 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 Progress**  
(DID meet growth expectations)

**Proficiency: 64.4%**

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: 86.3%**

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: 72.9%**

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: 86.0%**

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: 72.0%**

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.)*

These strategies all help teachers support the many different ways that children learn.

Some of the programs we use to challenge our children include Young Inventors Night, Environmental Science Lab, Math Superbowl, Math Competition, Math and Science Olympiad, Odyssey of the Mind, Superstars and Excel Math.

As you know, the success of our students depends greatly on our teachers and staff. At Morehead, all of our teachers are highly qualified. Our staff is dedicated to the advancement of our children and spends countless hours working to ensure success. Many of our teachers have advanced degrees, and several are working on their National Board certification, which will give them additional accreditation. Our teachers also participate in a variety of staff-development initiatives such as the Teacher Academy, a weeklong residential program; the National Science Conference, and various programs created by CMS.

We have received great support from the community and have been able to recruit several organizations to work with us. We partner with Junior Achievement, Wachovia, Vance High School and IBM, to name a few. With the help of our families, students, teachers and the community, we painted math and science murals throughout the building to help signify what our school is all about. It was truly a joy to see everyone come together.

As I mentioned earlier, we are not being complacent and I am sure that we will continue to see our children achieve high levels of success. As ever, we will participate in high quality staff-development opportunities and work together to maintain our great tradition of producing respectful, responsible, cooperative learners.

Sincerely,  
Crystal Agurs  
*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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