

Nathaniel Alexander Elementary School



A Message from the Principal

To our Nathaniel Alexander Elementary School families:

This is the first School Progress Report for Nathaniel Alexander 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.

Named for one of North Carolina's governors, Nathaniel Alexander Elementary was the first of four schools in the Governor's Village. Just as Gov. Nathaniel Alexander treasured a learned citizenry, so does our school. The creation of our new mission statement, Preparing Tomorrow's Leaders Today, embodies the idea of teaching students to think as they question and explore concepts in order to become productive citizens.

Nathaniel Alexander Elementary actively seeks to integrate home, school and the community to develop a caring, scholarly learning environment for all children. Many families and businesses provide support to the staff of 69 licensed personnel (of whom five are National Board-certified) and 79 other classified staff. The multicultural faculty is composed of veterans and beginning teachers who work together to craft the art of teaching. Their whole purpose is to enable students to acquire skills through personally meaningful paths and to become contributors in the future.

The Galaxy Science program spurred a renewed interest among our students to discover science and technology. White lab coats worn by teachers in grades three through five signal the exploration of science topics supported by technology. The integration of literacy, science and math investigations reinforces efforts to increase student performance.

Our teachers employ a number of research-based strategies, including interactive note-taking, graphic organizers, student discussions, visual

(Principal's message continued on back.)

KEY FACTS

Principal

Thelma G. Smith

email: thelma.smith@cms.k12.nc.us

Grades

K - 5

School Population

- 1,030 Students
- 70 Teachers
- 2 Assistant Principals
- 1.5 Student Services Specialists
- 1 Social Worker
- 69 Support Staff

Student Demographics

- 69.0% African American
- 4.7% White
- 15.0% Hispanic
- 11.4% Other
- 73.5% 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.

Nathaniel Alexander Elementary School

7910 Neal Road
Charlotte, NC 28262
980-343-5268

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



Nathaniel Alexander Elementary School PROGRESS REPORT

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	—	40.9%
	Students performing at or above grade level in Reading	95%	32.3%
	Students performing at or above grade level in Math	88%	49.6%
	Students performing at or above grade level in Writing	80%	34.8%
	Disparity between racial/ethnic groups in Reading	10%	65.2%
	Disparity between racial/ethnic groups in Math	10%	32.2%
	Disparity between racial/ethnic groups in Writing	10%	54.8%
	Disparity between socioeconomic groups in Reading	10%	20.3%
	Disparity between socioeconomic groups in Math	10%	17.3%
	Disparity between socioeconomic groups in Writing	10%	7.7%
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	100%
	National Board-certified teachers	16%	5%
	Teachers with graduate degrees	34%	15%
	Teachers’ average years of experience	11.2	7.9
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%	87.9%
	Students perceive the school as safe ³	80%	65.8%
	Teachers perceive the school as safe ^{1,4}	—	83.0%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	0.1
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	35.5
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%	78.8%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	73.9%
	Number of volunteer hours ⁶	Increase by 25% district-wide	0
	Number of business and community partnerships	Increase by 25% district-wide	0

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
(14 of 25 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: 40.9%

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: 82.0%

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: 58.3%

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: 81.0%

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: 76.9%

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.**

▶ Nathaniel Alexander Elementary School

(Principal's message continued.)

and concrete resources, technology integration and questioning. These are strategies that helped our students make Expected Growth for math during the 2007-2008 school year. High Growth was achieved by our fourth-grade and gifted students, as well as by a number of subgroups, including limited English proficiency, Asian and multicultural students. The continued focus on school improvement by all stakeholders helped the school realize greater gains.

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 did not meet Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act, having met 56 percent of our 25 targets. We will strive for higher performance this year by assessing data to plan appropriate programs for students.

Our school and community are collectively responsible for engaging students in authentic learning that impacts the academic and social growth of children. We support the development of academic, social and emotional well-being through a number of programs: after-school tutorials, Communities in Schools, After-School Enrichment Program, Big Brothers Big Sisters, Right Moves for Youth, and various health and arts activities.

Each of us accepts individual accountability in creating a nurturing and child-centered environment. We set high expectations for success in school and, indeed, for success in life.

Sincerely,
Thelma G. Smith
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.

