

# ▶ Newell Elementary School



## A Message from the Principal

Dear parents and friends of Newell Elementary School:

This is the first School Progress Report for Newell 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.

Located in a richly diverse community, Newell families represent nearly 40 countries. We are a Title I school, with 33.9 percent of our students designated English Language Learners (ELL).

As you will notice, Newell attained High Growth status and is classified as a Priority School. In End-of-Grade tests, 57 percent of our students demonstrated proficiency in math.

Although we experienced a slight decline in math, our students continue to improve in writing and science.

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 make Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act. Newell is a diverse elementary school, which means that we have many targets to meet for AYP—25 in all, and we met 17 of them.

So what are we doing to improve student achievement at Newell? We have formed a single-gender fourth-grade male class and ELL classes in third and fifth grades. We have also created a third-grade class with only 16 children, but with two staff members to address student needs more effectively. This flexible teaching approach better adapts the curriculum to individual learning styles. We have added a

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

## KEY FACTS

### Principal

Diana Evans

email: [diana.evans@cms.k12.nc.us](mailto:diana.evans@cms.k12.nc.us)

### Grades

K - 5

### School Population

- 894 Students
- 66 Teachers
- 2 Assistant Principals
- 1 Student Services Specialist
- 1 Social Worker
- 40 Support Staff

### Student Demographics

- 46.2% African American
- 7.3% White
- 38.9% Hispanic
- 7.6% Other
- 82.0% 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.*

## Newell Elementary School

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



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>47.2%</b>
	Students performing at or above grade level in Reading	95%	<b>38.6%</b>
	Students performing at or above grade level in Math	88%	<b>57.1%</b>
	Students performing at or above grade level in Writing	80%	<b>36.6%</b>
	Disparity between racial/ethnic groups in Reading	10%	<b>63.3%</b>
	Disparity between racial/ethnic groups in Math	10%	<b>27.6%</b>
	Disparity between racial/ethnic groups in Writing	10%	<b>24.2%</b>
	Disparity between socioeconomic groups in Reading	10%	<b>13.3%</b>
	Disparity between socioeconomic groups in Math	10%	<b>9.7%</b>
	Disparity between socioeconomic groups in Writing	10%	<b>23.4%</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>7%</b>
	Teachers with graduate degrees	34%	<b>23%</b>
	Teachers’ average years of experience	11.2	<b>9.2</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>87.7%</b>
	Students perceive the school as safe <sup>3</sup>	80%	<b>84.6%</b>
	Teachers perceive the school as safe <sup>1,4</sup>	—	<b>93.0%</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>1.7</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>80.7%</b>
<b>Strong Parent &amp; Community Connections</b>	Parents that give the school either an A or B grade <sup>1,2</sup>	—	<b>79.8%</b>
	Number of volunteer hours <sup>6</sup>	Increase by 25% district-wide	<b>0</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  
(17 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](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: 47.2%**

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: 83.5%**

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: 67.2%**

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: 83.7%**

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: 84.0%**

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>

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*(Principal's message continued.)*

new approach to reading, and we continue to provide a critical-thinking math program. In all cases, student data will continue to drive instruction at Newell.

Our entire staff and support personnel are highly qualified, as required at all Title I schools. Only six of our teachers are new to the profession this year. Our teacher-retention rate has helped us continue to keep expectations high for children, both academically and behaviorally.

I was one of 50 principals chosen last year to pilot a CMS initiative called Freedom and Flexibility with Accountability. As a result, I was given some additional autonomy to introduce strategies and a curriculum that will keep our children moving forward and help us attain AYP. A hallmark of the Newell academic program is the staff's strong commitment to collaboration. Recognizing the strengths and potential of our students, the staff has taken full advantage of the extra freedom I was granted to effect appropriate improvements at the school.

Together, we will work on raising student achievement. We will offer tutoring and extended-day programs, continue to offer curriculum nights for parents and involve parents in the children's education. Family Math Night, Pajama Reading Night and Family Science Night will all, once again, bring the family and school together with a common goal of increasing student achievement.

Our supportive, nurturing and safe environment will continue. We value mutual respect and know that making good choices will yield greater student achievement. We are committed to improving student performance through a stronger, more rigorous approach to teaching and learning.

Sincerely,  
Diana Evans  
*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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