

▶ Thomasboro Elementary School



A Message from the Principal

To our Thomasboro Elementary School families:

Thank you for entrusting your child's education to Thomasboro Elementary School. In order to keep families fully informed about our students' academic progress, our staff qualifications and our school environment, we are pleased to present our first School Progress Report.

First, I would like to report that 94 percent of our teaching staff and teacher assistants are highly qualified. Thirty-nine percent of our teachers have advanced degrees, and four are National Board-certified.

Based on our 2007-2008 End-of-Grade math test scores, we did not make Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act. We only reached nine of our 17 targets, but we are pleased that our third- and fourth-graders showed significant improvement.

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.

Third-grade math scores were up 17.2 percent from the previous year, and fourth-grade scores increased nine percent. Our fifth-grade scores dropped 21 percent year over year, but this year's fifth-graders showed a four percent improvement over their fourth-grade scores. This means that our students made Expected Growth in math, with 35 percent of students demonstrating proficiency overall.

Our fourth-grade students also took the writing portion of the End-of-Grade test and showed an improvement of nearly seven percent. Kindergarten and first-grade students showed significant growth on our early literacy reading tests, with 88 percent of kindergarten students and 75 percent of first graders scoring at grade level. There

(Principal's message continued on back.)

KEY FACTS

Principal

Vickie Patterson

email: vickie.patterson@cms.k12.nc.us

Grades

K - 5

School Population

- 396 Students
- 34 Teachers
- 1 Assistant Principal
- 2 Student Services Specialists
- 31 Support Staff

Student Demographics

- 79.8% African American
- 5.6% White
- 4.3% Hispanic
- 10.4% Other
- 93.4% of students qualify for free or reduced-price lunch

Learning Community

Central

Area Superintendent: Joel Ritchie

324 N. McDowell Street

Suite 100

Charlotte, NC 28204

980-343-1465

email: j.ritchie@cms.k12.nc.us

Data effective as of spring 2008.

Thomasboro Elementary School

538 Bradford Drive
Charlotte, NC 28208
980-343-6000

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



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	—	30.2%
	Students performing at or above grade level in Reading	95%	23.6%
	Students performing at or above grade level in Math	88%	34.6%
	Students performing at or above grade level in Writing	80%	26.5%
	Disparity between racial/ethnic groups in Reading	10%	26.0%
	Disparity between racial/ethnic groups in Math	10%	25.5%
	Disparity between racial/ethnic groups in Writing	10%	NA
	Disparity between socioeconomic groups in Reading	10%	-3.7%
	Disparity between socioeconomic groups in Math	10%	5.7%
Disparity between socioeconomic groups in Writing	10%	NA	
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	94%
	National Board-certified teachers	16%	12%
	Teachers with graduate degrees	34%	39%
	Teachers’ average years of experience	11.2	11.6
Adequate Resources & Facilities	Student/Computer Ratio	5:1	4:1
Safe & Orderly Schools	Passed the CMS “safe school audit”	YES	YES
	Parents perceive the school as safe ²	70%	91.1%
	Students perceive the school as safe ³	80%	68.6%
	Teachers perceive the school as safe ^{1,4}	—	88.9%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	0
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	39.9
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%	83.7%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	80.5%
	Number of volunteer hours ⁶	Increase by 25% district-wide	71.5
	Number of business and community partnerships	Increase by 25% district-wide	3

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
(9 of 17 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: 30.2%

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: 81.0%

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: 51.7%

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: 70.0%

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: 82.0%

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

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(Principal's message continued.)

was also some growth in second and third grades, with scores at grade level of 61 percent and 42 percent respectively.

Our school leadership team has initiated many research-based strategies to improve reading and math. Teachers have been reassigned to grades that match their expertise and experience, and we have lowered class sizes. We have also introduced collaborative professional learning communities to help with planning. Our teachers will undergo training in math and literacy and will increase time allotted for those subjects. We will also extend learning time with after-school, Saturday school and summer school classes. This year, a grant-funded literacy program will offer the latest teaching strategies in reading and writing.

We have provided additional resources, such as a math/science lab for students in third through fifth grade and a center for intensive reading intervention and various technology-based programs. Finally, our

Parent Center offers materials to parents to supplement their children's learning.

Although we are always focused on academic progress, school safety continues to be a top priority. Our environment is safe and orderly, and parents report that their children feel safe at school. We continue to work on decreasing the number of student behavior referrals and out-of-school suspensions. We have instituted measures to provide counseling and create behavior plans, and we are rewarding students for making good behavioral choices.

Our staff feels fortunate to serve your child and you. We are not happy with the current level of student achievement, and we take ownership of our role in increasing achievement. We are confident that, with your help, our test scores will improve.

Sincerely,
Vickie Patterson
Principal

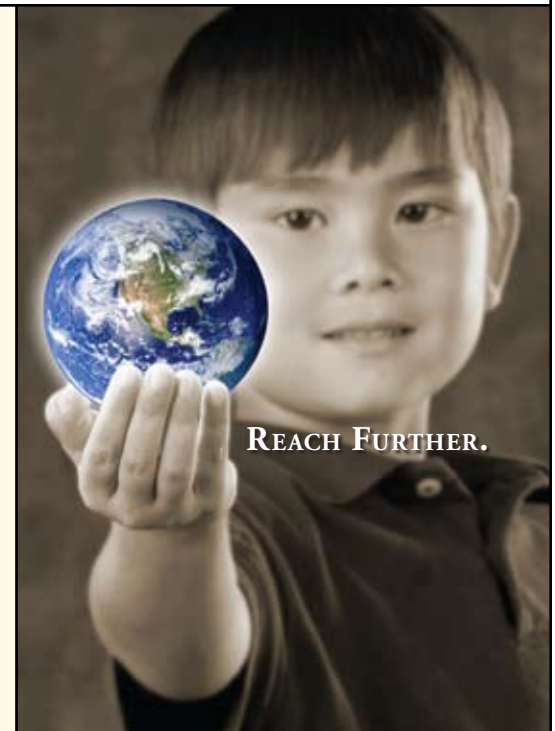
What is the School Progress Report?

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.

