

▶ Morgan School



A Message from the Principal

Dear Morgan School families:

This is the second School Progress Report for Morgan School, part of our effort to keep you informed about our students' academic and behavioral progress, our staff and our school environment.

Morgan School is a public, separate school serving students in grades kindergarten through 12 who have behavioral and emotional disabilities. Students attending Morgan School require a highly structured educational environment with intensive behavioral and therapeutic interventions and strategies. We follow the North Carolina Standard Course of Study, while teaching students new behaviors and social skills. Morgan School and Alexander Youth Network work collaboratively to provide educational and day treatment services throughout the school day. Several students are transitioning to other schools in the district having successfully completed the Boys' and Girls' Classroom Management system, a program that offers a positive, rather than punitive, approach to discipline. We are very proud of these students.

I am pleased to report that our students continue to improve their proficiency rates in the End-of-Grade and End-of-Course tests. Students in grades three through eight almost tripled their proficiency rates in reading and maintained steady progress in math.

We made Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act, under a special provision called safe harbor. This means that we were successful in reducing the number of subgroups failing to meet reading and math targets. We are certainly making progress, but we have room for growth and are preparing strategies to improve student achievement this school year.

We are extremely proud of our staff, which included 27 percent of teachers with master's degrees last year and one with National Board

(Principal's message continued on back)

KEY FACTS

Data effective as of spring 2009

Principal

Elaine Jones

email: elaine.jones@cms.k12.nc.us

Grades

K - 12

School Population

- 85 Students
(Elementary 20, Middle 31, High 34)
- 22 Teachers
- 1 Assistant Principal
- 1 Counselor
- 1 Social Worker
- 27 Support Staff

Student Demographics

- 72.9% African American
- 21.2% White
- 2.4% Hispanic
- 0.0% Asian
- 3.5% Other
- 87.1% of students qualify for free or reduced-price lunch

Learning Community

Exceptional Children Area

Area Superintendent: Dr. Jane Rhyne
700 E. Stonewall Street
Charlotte, NC 28202
980-343-6960
email: j.rhyne@cms.k12.nc.us

Morgan School

700 E. Martin Luther King, Jr. Boulevard
Charlotte, NC 28202
980-343-5415
<http://pages.cms.k12.nc.us/morgan>



CMS 2010 Strategic Plan Goals	Key Performance Measures	CMS 2010 Goal	CMS Result 2008 - 2009	School Result 2008 - 2009
<p>High Academic Achievement</p> <p>Students in grades three through eight who do not pass the End-of-Grade tests may take the test again. Retests often raise a school's score at least slightly, because some students pass the test on the second try. Retest results were not included in school scores until 2008-2009. Comparing the 2007-2008 scores and the 2008-2009 scores is therefore not valid, because the scores were not calculated the same way.</p> <p>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.</p> <p><i>Data effective as of 7/14/09</i></p>	Students performing at or above grade level overall ¹	—	NA	30.9%
	Students performing at or above grade level in reading	NA	NA	18.6%
	Students performing at or above grade level in math	NA	NA	27.3%
	Students performing at or above grade level in science	NA	NA	27.8%
	Disparity between racial/ethnic groups in reading	NA	NA	14.4%
	Disparity between racial/ethnic groups in math	NA	NA	12.4%
	Disparity between racial/ethnic groups in science	NA	NA	NA
	Disparity between socioeconomic groups in reading	NA	NA	12.9%
	Disparity between socioeconomic groups in math	NA	NA	-19.7%
	Disparity between socioeconomic groups in science	NA	NA	22.1%
Effective Educators	Teachers deemed highly qualified, having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	—	98%	86%
	National Board-certified teachers	—	11%	5%
	Teachers with graduate degrees	—	35%	27%
	Teachers' average years of experience	—	10.3	9.4
Adequate Resources & Facilities	Student/Computer Ratio	5:1	3:1	1:1
Safe & Orderly Schools	Passed the CMS safe school audit	YES	YES	YES
	Parents who indicate this is a safe school ²	70%	96%	90.9%
	Students who indicate this is a safe school ²	80%	93%	Not collected
	Teachers who indicate this is a safe school ^{1,2}	—	89%	88.2%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	—	1.2
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	—	378.8
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	—	NO
World-Class Service	Parents who indicate satisfaction with the responsiveness of staff at this school ²	80%	88%	81.8%
Strong Parent & Community Connections	Parents who indicate satisfaction overall with this school ^{1,2}	—	86%	70.7%
	Number of volunteer hours ⁴	Increase by 25% district-wide	—	0
	Number of business and community partnerships	Increase by 25% district-wide	—	0

¹Not a CMS 2010 goal

²Based on responses to 2008-09 survey; multiple survey items may have been used to create a composite

³Incidents per 100 students

⁴Per 100 students

CMS Accountability Measures

The learning of students in public education is measured in multiple ways. There are assessments given at regular intervals by CMS—tests that we use to measure how students are learning as the school year progresses. Other tests are required by the state and given once or twice a year, such as End-of-Course and End-of-Grade tests. Some of the state test results are also used to calculate district progress on the federal standard of Adequate Yearly Progress for each student. This page provides brief explanations of some of the measures and tests used in CMS.

► Adequate Yearly Progress (AYP)

Our school **DID** make AYP.

The federal No Child Left Behind Act requires that every school make Adequate Yearly Progress (AYP). AYP is an all-or-nothing standard: Every target must be met.

State test results are used to set AYP targets. There are separate targets for the school as a whole and for nine subgroups of students: white, black, Hispanic, Native American, Asian, multiracial, economically disadvantaged students, students with limited English proficiency and students with disabilities. Subgroups of students are measured separately so that an overall score for a class or a school does not mask poor results within a subgroup.

Some schools are more diverse than others, so the number of subgroups varies by school. Therefore, the number of AYP targets varies by school, too. Some schools may have only a few targets to meet; others may have the maximum, which is 41. School attendance and graduation rates are also measured for AYP.

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: **NA**
(*DID meet growth expectations*)

Proficiency: 30.9%

The North Carolina ABCs program was introduced more than a decade ago to help schools improve. It uses two basic measures to assess a school's performance: the Average Growth of students (at right); and the Performance Composite, which measures how well students performed against a state-set standard of academic achievement.

Schools are given one of seven designations. In descending order, they are: Honor School of Excellence, School of Excellence, School of Distinction, School of Progress, No Recognition, Priority School, and Low Performing.

For more information about ABCs, visit <http://abcs.ncpublicschools.org/abcs>

► Average Growth

State Standard: 80%

Our School: 76.0%

Did our students meet the state's expectation for academic growth? Each student is expected to perform as well (or better) on the End-of-Grade assessment as he or she did, on average, during the previous two years. Average Growth for a school is calculated by comparing actual performance to 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. To make expected growth, a school must have a score of 80% or higher.

► Students Making or Exceeding a Year's Worth of Growth

State Standard: 60%

Our School: 50.0%

Did our students learn as much as they were expected to learn this year? As described above, the state sets expectations for each student based on individual performance for the previous two years. Across the state, about half of students typically meet or exceed this growth expectation. To earn the high-growth designation, a school must meet the average-growth standard described above and also have more than 60% of its students make expected growth.

► Amount of Growth for Students in the Lowest Achieving Group

Our School: 75.9%

Are we helping our low achievers catch up? Historically, some poor and minority students have trailed their classmates in academic achievement. This is called the achievement gap, and closing it is one of the biggest challenges in public education. If the lower-achieving students at a school show academic growth at a faster rate than higher-achieving students, the achievement gap is narrowed. When the percentage for this measure is higher than the Average Growth for the school, the school is closing the achievement gap.

► Positive Responses to Multiple Student Survey Items

Our School's Results: *Not collected*

Do our students perceive this school as safe and welcoming? This measure is subjective—it is taken from a student survey.

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(Principal's message continued)

certification. All teachers are certified in special education or their elective area. Staff turnover is low, which helps us maintain a stable, safe environment for our students and parents.

Two exciting initiatives are currently in the planning phase. The first is the Writing Project, a partnership with the University of North Carolina at Charlotte and the National Writing Project, which is designed to help improve our students' literacy. The second initiative will see our students working on a service-learning project, through the Global Worldview Committee, to raise \$5,000 for the Heifer Gift Ark. This is a service that helps poor and hungry families around the world secure food and a dependable source of income through the donation of livestock. In turn, those families pass on one or more of the animal's offspring to other needy families in their communities. We are proud of the goal our students have set.

Students at Morgan School may obtain their diploma either through Career Prep or the Occupational

Course of Study. The Career Prep pathway provides a traditional course of study, while the Occupational Course of Study teaches students the skills needed to perform productively in the workplace and live independently in society.

As the new principal of Morgan School, I am excited about the possibilities for our students this year. I am confident that, with the support of our outstanding staff and the Alexander Youth Network, our students will continue to grow academically and behaviorally. We are committed to providing a safe and supportive school that fosters respect and responsibility to self and others.

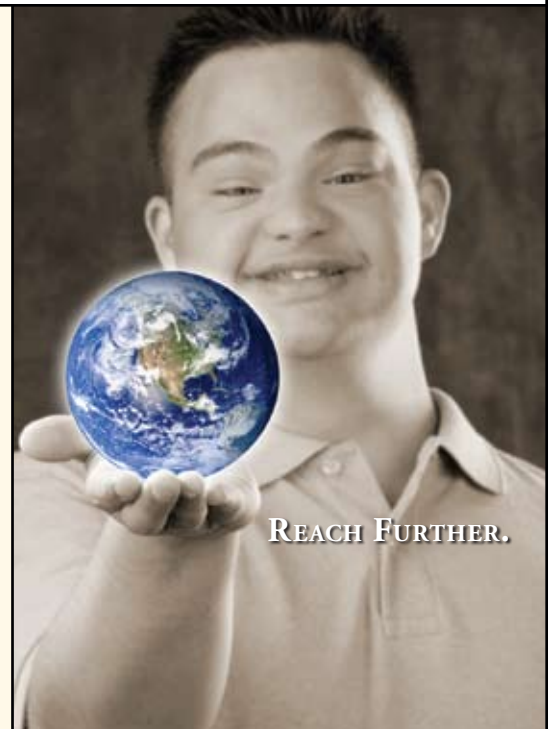
Sincerely,
Elaine Jones
Principal

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. This report summarizes how our school performed in the 2008-09 school year in making progress on these seven goals. On page 3, you will also find an explanation of federal and state accountability measures.

Educators and parents have a common goal of preparing our children to compete in an ever-growing global community. Working together requires frequent dialogue between school and parents, so please feel free to contact the principal or any staff member at our school.



REACH FURTHER.

