

▶ Billingsville Elementary School



A Message from the Principal

Dear Billingsville Elementary School families:

This is the annual School Progress Report for Billingsville Elementary, part of our effort to keep families fully informed about our students' academic progress, our staff and our school environment.

I am honored and proud to be your new principal. Our school theme is "Billingsville Families Have All the Pieces in Place for Student Success." We believe that students, parents, staff and our community partners all have important roles to play in our school's success.

Our school has a rich history of serving the children of Grier Heights and the surrounding community. We began as a neighborhood school in 1946 and we continue to serve a diverse student population. We are very excited about the adoption of the family model, an educational concept that places students in grade-level families with three or more certified teachers and provides extra support to meet their academic, social, emotional and physical needs. We know the family model will ensure academic success for all of our children in the 2010-2011 school year.

Last year, our End-of-Grade test results revealed that 22.3 percent of our third- through fifth-grade students were at or above grade level in reading and math. Similarly, 29 percent of our fifth-grade students demonstrated proficiency in science. These scores do not reflect the proficiency levels that we want for our students at Billingsville Elementary. End-of-year literacy assessments for kindergarten through second-grade students indicated a proficiency rate of 70 percent. We fully anticipate improvement in this school year.

We are proud to report that we did make High Growth in math. We are confident that we will make growth in both reading and math this year and meet our goals for Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act.

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

Pre-K - 5

School Population

- Students: **438**
- Classroom Teachers: **35**
- Support Staff:
 - 1 Assistant Principal
 - 2.8 English as a Second Language Teachers
 - 0.5 Speech Pathologists
 - 2 Exceptional Children Teachers
 - 1 Social Worker
 - 1.3 Academic Facilitators
 - 0.4 Talent Development Teachers
 - 1 Counselor
 - 28 Other

Student Demographics

- African-American..... **63%**
- White..... **3%**
- Hispanic..... **19.2%**
- Asian..... **13.2%**
- Other..... **1.6%**
- Economically..... **96.4%**
disadvantaged students

Additional Facts*

- Per-pupil expenditure **\$6,453**
- Teacher-to-pupil ratio **1:15**
- Student-mobility rate **33%**

**Click here for more information.*

CONTACT INFORMATION

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Billingsville Elementary School

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(Principal's message continued)

Billingsville is a Title I school, currently in its fourth year of restructuring, and we will be offering free tutoring services to eligible families. My appointment as principal is also part of our restructuring. The entire staff at the school is committed to ensuring the success of all of our students.

Our master schedule has been designed to provide large blocks of uninterrupted time for reading and math to improve literacy and math teaching and learning. We are part of the Response to Intervention program, which means that we are using data and research-based instructional strategies to encourage students' mastery of reading and math.

We have high expectations for our students, not only in academics, but in citizenship too. At Billingsville we believe our students and staff should go above and beyond what is normally expected. Every day we need to be learning in extraordinary, not just ordinary, ways.

A special thank you goes out to all of our local businesses that have provided support in the past and will continue to do so this year. We are proud to have active partnerships with Queens University, the Selwyn Elementary School PTA and the Grier Heights community. Our faith partners include Antioch Baptist Church, Grier Heights Presbyterian Church and Myers Park Presbyterian Church. Together, we are making Billingsville a world-class family.

Sincerely,
Arlene Harris
Principal

[– Click to view our School Improvement Plan](#)

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 2009-10 school year in making progress on these seven goals. On the final page, 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.



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PROGRESS REPORT

CMS 2010 Strategic Plan Goals	Key Performance Measures	CMS 2010 Goal	CMS Elem. Schools 2009 - 2010	Our School 2008 - 2009	Our School 2009 - 2010
<p>High Academic Achievement</p> <p>▶ Because of federal privacy regulations, the actual values for these measures are not shown if the percentage is greater than 95 percent or less than 5 percent.</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 8/27/10</i></p>	▶ Students performing at or above grade level overall ¹	—	75.2%	44.7%	36.5%
	▶ Students performing at or above grade level in reading	95%	70.2%	38.7%	24.5%
	▶ Students performing at or above grade level in math	88%	82.3%	56.4%	51.1%
	▶ Students performing at or above grade level in science	80%	68.6%	24%	29%
	Disparity between racial/ethnic groups in reading	10%	33.5%	51.3%	51.9%
	Disparity between racial/ethnic groups in math	10%	22.9%	36.9%	39.8%
	Disparity between racial/ethnic groups in science	10%	36.8%	41.7%	32.8%
	Disparity between socioeconomic groups in reading	10%	31%	16.4%	9.5%
	Disparity between socioeconomic groups in math	10%	19.1%	-5.8%	-1.1%
	Disparity between socioeconomic groups in science	10%	32.2%	-10.9%	NA
<p>Effective Educators</p> <p>Click to view teacher survey results</p>	Teachers deemed highly qualified, having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	100%	100%	100%
	National Board-certified teachers	18%	15%	8%	3%
	Teachers with graduate degrees	38%	38%	32%	39%
	Teachers' average years of experience	11.1	10.6	7.4	7.3
<p>Adequate Resources & Facilities</p>	Student/Computer Ratio	5:1	4:1	3:1	3:1
	Teachers who indicate satisfaction with school facilities	—	72.7%	—	82%
<p>Safe & Orderly Schools</p>	Passed the CMS safe school audit	100%	69%	YES	YES
	Parents who indicate this is a safe school ²	70%	96.8%	Insufficient Response	97.3%
	Students who indicate this is a safe school ²	80%	91.8%	91.8%	91.7%
	Teachers who indicate this is a safe school ^{1,2}	—	90.4%	84.6%	79.7%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	0.6	0	0
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	7.2	18.6	14.8
<p>Freedom & Flexibility with Accountability</p>	Principal has been granted additional freedom and flexibility ¹	—	56%	NO	NO
<p>World-Class Service</p>	Parents who indicate satisfaction with the responsiveness of staff at this school ²	80%	88.6%	Insufficient Response	90%
<p>Strong Parent & Community Connections</p> <p>Click to view parent survey results</p>	Parents who indicate satisfaction overall with this school ^{1,2}	—	88.4%	Insufficient Response	92.5%
	Number of volunteer hours ⁴	Increase by 25% district-wide	235	2103	9
	Number of business and community partnerships	Increase by 25% district-wide	580	122	10

¹Not a CMS 2010 goal

²Based on responses to surveys; 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 NOT** make AYP
(9 of 17 goals met)

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: **Priority School**
(**DID meet growth expectations**)

Proficiency:	2008-09	2009-10
	44.7%	36.5%

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	Our School:	2008-09	2009-10
80		82.8	82.5

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.

▶ Amount of Growth for Students in the Lowest-Achieving Group

Our School 2008-09: 84.1 **Our School 2009-10: 83**

Are we helping our low achievers catch up? Historically, some economically disadvantaged 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 score for this measure is higher than the Average Growth for the school, the school is closing the achievement gap.

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

State Standard	Our School:	2008-09	2009-10
60%		57.8%	57.6%

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.

▶ Positive Responses to Student Survey Items

Our School's Results:	2008-09	2009-10
Safety	91.8%	91.7%
Encouragement	96.9%	95.8%
Engagement	96.2%	93.5%

Is our school environment conducive to learning? This measure is subjective—it is taken from a student survey.

[Click to view student survey results.](#)

▶ Return-on-Investment Index

CMS Elementary School Index: 50.9 **Our School Index: 41.8**



Return on Investment is calculated by comparing students' academic growth to the per-pupil expenditure. This measure is intended to help parents and community members understand how money is spent in our schools. [Click here for more information.](#)

For more information on our school's performance, visit <http://pmd.cms.k12.nc.us>