

▶ Davidson Elementary School



A Message from the Principal

Dear Davidson Elementary School families:

We are proud to present the annual School Progress Report for Davidson 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.

We are pleased to report that, once again, Davidson Elementary has earned the designation of Honor School of Excellence. This is the highest designation under the North Carolina ABCs program and is based on academic performance and growth.

Our school made Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act, in the 2009-2010 school year. We met all 17 of our targets. We are also pleased that our End-of-Grade test results showed substantial improvement in all areas. Our third- through fifth-grade composite proficiency rate in reading rose from 91.1 percent in 2008-2009 to 93.4 percent last year. Math scores were equally impressive, with our proficiency rate increasing over the same period from 94 percent to more than 95 percent. Our overall composite proficiency rate was 94.6 percent, up from 92.3 percent in the previous year.

Even more noteworthy was the number of students who made at least a year's worth of growth. In math, reading and science, more than two-thirds of third- through fifth-grade students scored above grade level. The strongest showing was in math, with 73 percent of students exceeding expectations, followed by reading, with 60 percent of students exceeding expectations.

We attribute our success to our exceptional, well-established faculty that comprises many veteran teachers and works together to support student learning. The average experience of the faculty is 13.3 years, and staff turnover is minimal. Our staff is committed to professional

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

K - 5

School Population

- Students: **886**
- Classroom Teachers: **44**
- Support Staff:
 - 1 Assistant Principal
 - 0.5 English as a Second Language Teachers
 - 2 Speech Pathologists
 - 5 Exceptional Children Teachers
 - 1 Academic Facilitator
 - 1.6 Talent Development Teachers
 - 1 Counselor
 - 41 Other

Student Demographics

- African-American.....5.8%
- White.....82.2%
- Hispanic.....5.2%
- Asian.....2%
- Other.....4.9%
- Economically.....9.9% disadvantaged students

Additional Facts*

- Per-pupil expenditure \$5,108
- Teacher-to-pupil ratio 1:21
- Student-mobility rate 8%

**Click here for more information.*

CONTACT INFORMATION

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Davidson Elementary School

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(Principal's message continued)

growth as evidenced by 43 percent of our teachers having obtained advanced degrees. Five other teachers obtained National Board certification this school year. We are extremely proud to report that last year, our learning community's Teacher of the Year came from Davidson.

While we are moving in the right direction, we still have work to do. We will pay special attention this year to differentiated instruction and teaching to ensure that all students achieve more than one year's worth of growth. Our staff will work collaboratively to plan engaging lessons and analyze the effectiveness of our teaching. We will also review data regularly to make informed teaching decisions. Finally, we will provide intensive reading instruction to struggling students and assign mentors to track their progress.

Teachers will participate in several book studies to ensure that we are providing rigorous and challenging education experiences for all students.

To improve math teaching and learning, we will continue to use the Math Investigations program across all grade levels.

I am confident that we will see continued growth at Davidson Elementary School. Our staff is dedicated, our students hard-working and our parents and community supportive. The atmosphere of mutual respect is evident and will help ensure that Davidson Elementary's values and traditions guide our students toward a successful future.

Sincerely,
Terry C. Hall
Principal

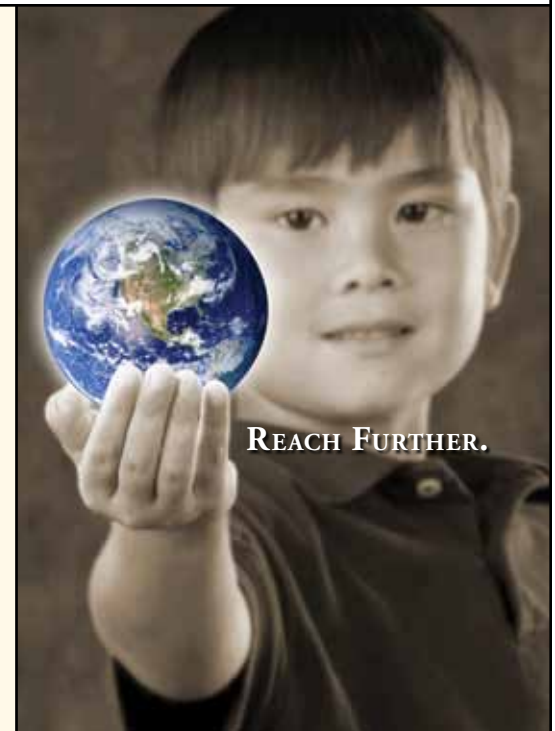
[– Click to view our School Improvement Plan](#)

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.



Davidson Elementary School

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 |
|--|---|-------------------------------|-------------------------------|------------------------|------------------------|
| High Academic Achievement ▶ 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. 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>Data effective as of 8/27/10</i> | ▶ Students performing at or above grade level overall ¹ | — | 75.2% | 92.3% | 94.6% |
| | ▶ Students performing at or above grade level in reading | 95% | 70.2% | 91.1% | 93.4% |
| | ▶ Students performing at or above grade level in math | 88% | 82.3% | 94% | >95% |
| | ▶ Students performing at or above grade level in science | 80% | 68.6% | 90.7% | 91.6% |
| | Disparity between racial/ethnic groups in reading | 10% | 33.5% | 42.9% | 35.7% |
| | Disparity between racial/ethnic groups in math | 10% | 22.9% | 25% | 10.7% |
| | Disparity between racial/ethnic groups in science | 10% | 36.8% | 52% | 42.5% |
| | Disparity between socioeconomic groups in reading | 10% | 31% | 32.4% | 22.1% |
| | Disparity between socioeconomic groups in math | 10% | 19.1% | 24.1% | 15.1% |
| | Disparity between socioeconomic groups in science | 10% | 32.2% | 33.5% | 25.3% |
| Effective Educators Click to view teacher survey results | 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% | 21% | 20% |
| | Teachers with graduate degrees | 38% | 38% | 40% | 43% |
| | Teachers' average years of experience | 11.1 | 10.6 | 12.2 | 13.3 |
| Adequate Resources & Facilities | Student/Computer Ratio | 5:1 | 4:1 | 4:1 | 4:1 |
| | Teachers who indicate satisfaction with school facilities | — | 72.7% | — | 66.7% |
| Safe & Orderly Schools | Passed the CMS safe school audit | 100% | 69% | YES | NO |
| | Parents who indicate this is a safe school ² | 70% | 96.8% | 98% | 98.6% |
| | Students who indicate this is a safe school ² | 80% | 91.8% | 95.3% | 92.9% |
| | Teachers who indicate this is a safe school ^{1,2} | — | 90.4% | 94.1% | 96.4% |
| | Number of incidents resulting in in-school suspensions ^{1,3} | — | 0.6 | 0.6 | 1.0 |
| | Number of incidents resulting in out-of-school suspensions ^{1,3} | — | 7.2 | 0.9 | 0.3 |
| Freedom & Flexibility with Accountability | Principal has been granted additional freedom and flexibility ¹ | — | 56% | NO | NO |
| World-Class Service | Parents who indicate satisfaction with the responsiveness of staff at this school ² | 80% | 88.6% | 88.6% | 88.2% |
| Strong Parent & Community Connections Click to view parent survey results | Parents who indicate satisfaction overall with this school ^{1,2} | — | 88.4% | 87.9% | 93.1% |
| | Number of volunteer hours ⁴ | Increase by 25% district-wide | 235 | 100 | 37 |
| | Number of business and community partnerships | Increase by 25% district-wide | 580 | 4 | 0 |

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** make AYP
(17 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: **Honor School of Excellence (DID meet high growth expectations)**

| Proficiency: | 2008-09 | 2009-10 |
|--------------|---------|---------|
| | 92.3% | 94.6% |

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 | | 84 | 83.8 |

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: 80.1 **Our School 2009-10: 80.4**

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% | | 66.1% | 66.7% |

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

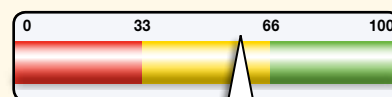
| Our School's Results: | 2008-09 | 2009-10 |
|-----------------------|---------|---------|
| Safety | 95.3% | 92.9% |
| Encouragement | 98.9% | 100% |
| Engagement | 98.2% | 95.9% |

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: 59.1**



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>