

▶ J.V. Washam Elementary School



A Message from the Principal

To our J.V. Washam Elementary School families:

As part of our strong focus on communicating the progress of J.V. Washam Elementary with our families, we are delighted to share this latest School Progress Report.

In grades three through five, 94.5 percent of our students performed at or above grade level on the End-of-Grade tests in math and 83.1 percent in reading, while 87.3 percent of fifth-grade students demonstrated proficiency on the science test. We experienced a modest growth in math and reading compared to the previous year and maintained our scores in science. We are very proud of all these accomplishments and we look forward to making further strides in 2010-2011.

The growth we saw on the End-of-Grade tests earned us the designation of School of Distinction for the fourth straight year and we achieved High Growth status. More than 80 percent of our third-through fifth-grade students are on grade level, and High Growth means that they made more than one year of growth in a year's time. Kudos to our students and staff for staying focused all year and doing their very best.

We also made Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act. We are proud to say that we met all 17 of our targets.

There is still room for improvement, especially in our reading instruction. Based on our reading scores, 83.1 percent of students in grades three through five were at or above grade level. We will focus on reviewing best practices and how to incorporate them into our literacy program. We must also continue to ensure that all of our students grow academically at very high levels in math and science. We will work to develop those who are mastering skills while narrowing the achievement gaps between our diverse groups of students. We pledge

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

Pre-K - 5

School Population

- Students: **944**
- Classroom Teachers: **50**
- Support Staff:
 - 1 Assistant Principal
 - 1 English as a Second Language Teacher
- 1.5** Speech Pathologists
- 3** Exceptional Children Teachers
- 1 Academic Facilitator
- 1 Talent Development Teacher
- 1 Counselor
- 45** Other

Student Demographics

- African-American..... **6.1%**
- White..... **78.1%**
- Hispanic..... **6.7%**
- Asian..... **3.1%**
- Other..... **6%**
- Economically..... **25%**
disadvantaged students

Additional Facts*

- Per-pupil expenditure **\$4,524**
- Teacher-to-pupil ratio **1:22**
- Student-mobility rate **13%**

**Click here for more information.*

CONTACT INFORMATION

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(Principal's message continued)

to continue to work together in teams to learn new strategies and apply research-based teaching tools.

We will also continue to provide opportunities for our teachers and staff to learn so they are able to interpret students' needs and create strategies to better support them. Additional training for our teachers can only benefit our students.

The faculty at J.V. Washam is strong and I am proud of the number of teachers continuing to grow in our profession and earning advanced degrees and certifications. Many of our teachers are working toward National Board certification. This will equip them to model lifelong learning for our children and create engaging and exciting learning opportunities.

The nurturing and safe learning environment we have created at our school is a great source of pride. Surveys of parents, teachers and students show that this is a school that our community is proud of and

a place where families want to be. Our emphasis on quality work, responsibility, good behavior, manners and community permeates the school. These qualities, along with a vibrant Parent Teacher Organization, help us create a true school team of parents, students and teachers that encourages student success.

I am confident that we will continue to show progress in meeting all of our goals, while maintaining a supportive environment for our students and their families. On behalf of the faculty and staff, I thank all those who have contributed to another successful school year.

Sincerely,
Raymond J. Giovanelli
Principal

[– Click to view our School Quality Review](#)

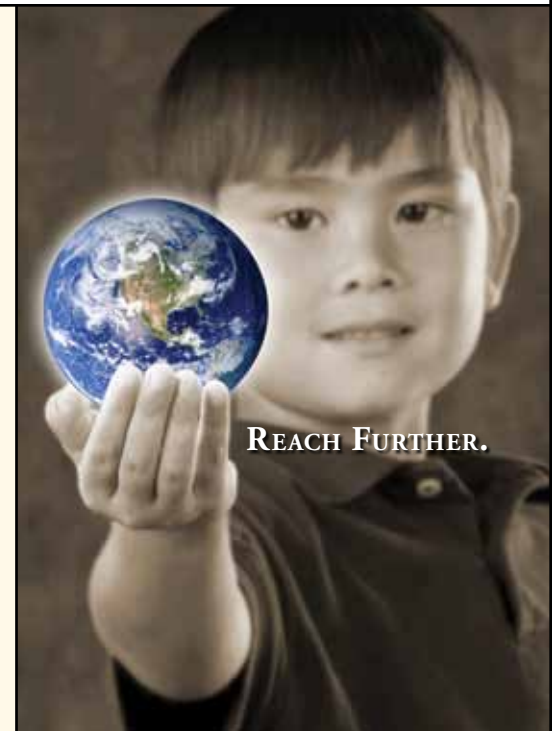
[– Click to view our School Improvement Plan](#)

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.



J.V. Washam 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%	88.3%	88.6%
	▶ Students performing at or above grade level in reading	95%	70.2%	83.7%	83.1%
	▶ Students performing at or above grade level in math	88%	82.3%	93.1%	94.5%
	▶ Students performing at or above grade level in science	80%	68.6%	87.3%	87.3%
	Disparity between racial/ethnic groups in reading	10%	33.5%	25.3%	36.4%
	Disparity between racial/ethnic groups in math	10%	22.9%	10%	17.9%
	Disparity between racial/ethnic groups in science	10%	36.8%	14.5%	22.2%
	Disparity between socioeconomic groups in reading	10%	31%	16.5%	17.3%
	Disparity between socioeconomic groups in math	10%	19.1%	10.8%	9.9%
	Disparity between socioeconomic groups in science	10%	32.2%	19.5%	19.1%
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%	15%	21%
	Teachers with graduate degrees	38%	38%	36%	36%
	Teachers' average years of experience	11.1	10.6	7.5	9.7
Adequate Resources & Facilities	Student/Computer Ratio	5:1	4:1	5:1	5:1
	Teachers who indicate satisfaction with school facilities	—	72.7%	—	91.1%
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%	98.6%	99%
	Students who indicate this is a safe school ²	80%	91.8%	93.3%	93.1%
	Teachers who indicate this is a safe school ^{1,2}	—	90.4%	97.3%	95.8%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	0.6	1.1	0.5
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	7.2	2.9	1.6
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	56%	NO	YES
World-Class Service	Parents who indicate satisfaction with the responsiveness of staff at this school ²	80%	88.6%	95.9%	94.7%
Strong Parent & Community Connections Click to view parent survey results	Parents who indicate satisfaction overall with this school ^{1,2}	—	88.4%	95.5%	92.2%
	Number of volunteer hours ⁴	Increase by 25% district-wide	235	541	228
	Number of business and community partnerships	Increase by 25% district-wide	580	0	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: **School of Distinction (DID meet high growth expectations)**

Proficiency:	2008-09	2009-10
	88.3%	88.6%

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		83.3	83.3

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: 82.2 **Our School 2009-10: 83.6**

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%		61.2%	63.9%

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

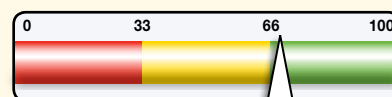
Our School's Results:	2008-09	2009-10
Safety	93.3%	93.1%
Encouragement	98.9%	99.3%
Engagement	93.1%	96.8%

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: 68.6**



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>