

Nathaniel Alexander Elementary School



A Message from the Principal

To our Nathaniel Alexander Elementary School families:

This is the annual School Progress Report for Nathaniel Alexander Elementary. We are sending this so that you may be fully informed about our students' academic progress, our staff and our school environment.

We made High Growth on the End-of-Grade reading and math tests, with a combined 59.4 percent of students scoring at or above grade level, an increase of 6.3 percent with retests, from 2008-2009. We did not make Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act, making 22 of 23 (95.65 percent) of our targets. We missed one math target, and this is a focus for the 2010-2011 school year.

Last year, Nathaniel Alexander was included in the CMS Strategic Staffing initiative, which aims to strengthen a school's instructional and administrative teams. In addition, I was granted Freedom and Flexibility with Accountability, which means that I and the staff have extra autonomy to introduce appropriate interventions. Our first step was to undertake a complete evaluation of our overall instructional program. Another recent change was that Nathaniel Alexander became a full Title I school for 2010-11, which makes available many resources aimed at maximizing student achievement.

Our school's greatest academic strength is in math: After retests, 73.4 percent of our third- through fifth-graders were at or above grade level last year. Conversely, our greatest challenge is in reading: Only 52 percent of those same students were proficient in reading, and only 42.3 percent of fifth-graders were at grade level in science. Our main areas of focus for 2010-2011, therefore, are reading and science instruction.

We have brought in several proven staff members. They have joined an experienced and highly qualified team of educators, and they are working together to achieve our primary goal: preparing students to achieve their maximum academic potential. To do this, our staff is

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

K - 5

School Population

- Students: **1,016**
- Classroom Teachers: **60**
- Support Staff:
 - 1 Assistant Principal
 - 2.5 English as a Second Language Teachers
 - 1 Speech Pathologist
 - 4.5 Exceptional Children Teachers
 - 0.5 Social Workers
 - 3 Academic Facilitators
 - 0.4 Talent Development Teachers
 - 1 Counselor
 - 58 Other

Student Demographics

- African-American..... **66.4%**
- White..... **3.7%**
- Hispanic..... **19%**
- Asian..... **5.3%**
- Other..... **5.5%**
- Economically..... **82%**
disadvantaged students

Additional Facts*

- Per-pupil expenditure **\$4,929**
- Teacher-to-pupil ratio **1:19**
- Student-mobility rate **23%**

**Click here for more information.*

CONTACT INFORMATION

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▶ Nathaniel Alexander Elementary School

(Principal's message continued)

working collaboratively to align instruction to the N.C. Standard Course of Study and ensure adherence to a common core curriculum. We are regularly monitoring students' progress and using multiple data sources to drive instructional decisions. Teachers are meeting daily to plan and discuss individual student performance. In addition, we are pooling resources within the school and the wider community to support every child's learning.

This year, students will receive early interventions and customized instructional supports. Our scores in reading are significantly lower than those in math. We will, therefore, focus on reading mastery and comprehension. Additional instructional time will be designated each day for students to receive small-group and individualized lessons.

Another area of focus is school safety. In this regard, we have introduced new procedures for morning and afternoon dismissal. To address some behavior concerns, we have a behavior intervention specialist who will be working with students on building strong

character and making sound decisions when faced with difficult situations. We will also be participating in the Truancy Court program to ensure that all students have access to as many instructional days as possible—every minute counts.

Nathaniel Alexander is dedicated to raising the academic performance of all students. Working together with the community, we will help our students become successful and productive citizens. Our ultimate goal is to prepare students to successfully graduate high school, so that they may become, without limitations, whatever they desire.

Sincerely,
Mike Drye
Principal

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

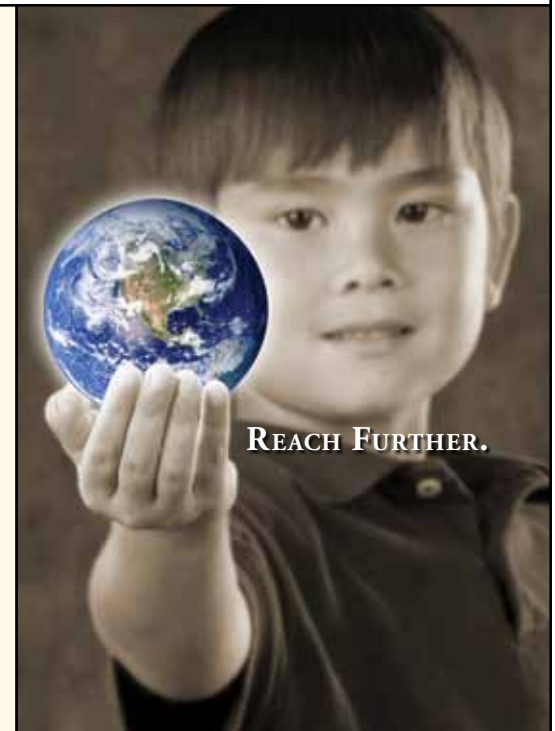
[– Click to view our School Improvement Plan](#)

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.



Nathaniel Alexander 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
<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%	53.1%	59.4%
	▶ Students performing at or above grade level in reading	95%	70.2%	45.2%	52%
	▶ Students performing at or above grade level in math	88%	82.3%	64.4%	73.4%
	▶ Students performing at or above grade level in science	80%	68.6%	42.5%	42.3%
	Disparity between racial/ethnic groups in reading	10%	33.5%	48.7%	32.6%
	Disparity between racial/ethnic groups in math	10%	22.9%	20.2%	29%
	Disparity between racial/ethnic groups in science	10%	36.8%	43.1%	37.2%
	Disparity between socioeconomic groups in reading	10%	31%	11.6%	1.6%
	Disparity between socioeconomic groups in math	10%	19.1%	6.3%	5.2%
	Disparity between socioeconomic groups in science	10%	32.2%	4.6%	11.4%
<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%	3%	1%
	Teachers with graduate degrees	38%	38%	18%	22%
	Teachers' average years of experience	11.1	10.6	7	8.2
<p>Adequate Resources & Facilities</p>	Student/Computer Ratio	5:1	4:1	4:1	4:1
	Teachers who indicate satisfaction with school facilities	—	72.7%	—	48.1%
<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	92.3%
	Students who indicate this is a safe school ²	80%	91.8%	90.8%	87.5%
	Teachers who indicate this is a safe school ^{1,2}	—	90.4%	68.2%	62.2%
	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	15.1	8.7
<p>Freedom & Flexibility with Accountability</p>	Principal has been granted additional freedom and flexibility ¹	—	56%	NO	YES
<p>World-Class Service</p>	Parents who indicate satisfaction with the responsiveness of staff at this school ²	80%	88.6%	Insufficient Response	81.1%
<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	78.7%
	Number of volunteer hours ⁴	Increase by 25% district-wide	235	134	44
	Number of business and community partnerships	Increase by 25% district-wide	580	10	9

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
(22 of 23 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 high growth expectations)

Proficiency:	2008-09	2009-10
	53.1%	59.4%

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		80.4	83.1

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: 82.3 Our School 2009-10: 82.3

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%		52.8%	60%

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

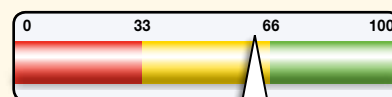
Our School's Results:	2008-09	2009-10
Safety	90.8%	87.5%
Encouragement	100%	97.8%
Engagement	96.6%	96.6%

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: 61.3



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>