

▶ Smithfield Elementary School



A Message from the Principal

To our Smithfield Elementary School families:

The goal of the School Progress Report is to keep you fully informed about our students' academic progress and the initiatives we are putting in place to ensure continued academic growth.

On the regular administration of the 2009-2010 North Carolina End-of-Grade (EOG) math test, 72.9 percent of students scored at or above grade level, compared with 72 percent in 2008-2009. With retest scores included, proficiency last year increased to 80.9 percent.

Smithfield Elementary is in the second year of the schoolwide use of Math Investigations. This research-based, child-centered approach to teaching math uses engaging activities, discussion and problem solving. Investigations classrooms promote deep exploration of math problems, while integrating literacy through discussion and writing.

On the regular administration of the 2009-2010 EOG reading test, 60.6 percent of students performed at or above grade level. Upon retesting, proficiency rose to 70.4 percent. In 2008-2009, those scores were 56.3 percent and 70 percent respectively. This year, we will use pre- and post-assessment data to place students in flexible, performance-based literacy groups. Student participation in the Accelerated Reader program will be encouraged and celebrated. Partner fluency checks will occur daily throughout the school and will provide teachers with real-time data on students' fluency rates.

The outcome of our 2009-2010 EOG science test was 44.6 percent proficiency, rising to 59.4 percent when retesting results were included. This compares to 41.5 percent proficiency on the initial 2008-2009 test and a retest score of 55.3 percent proficiency. We will maintain our science lab, giving students hands-on, active learning experiences with a focus on integrating literacy skills into science instruction.

Using the North Carolina ABCs of Public Education accountability model, Smithfield students achieved Expected Growth, which is

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

K - 5

School Population

- Students: **561**
- Classroom Teachers: **30**
- Support Staff:
 - 1 Assistant Principal
 - 2 English as a Second Language Teachers
 - 1 Speech Pathologist
 - 5 Exceptional Children Teachers
 - 2 Academic Facilitators
 - 1 Talent Development Teacher
 - 1 Counselor
 - 33 Other

Student Demographics

- African-American..... **27.5%**
- White..... **36.7%**
- Hispanic..... **25.3%**
- Asian..... **4.8%**
- Other..... **5.7%**
- Economically..... **59.3%** disadvantaged students

Additional Facts*

- Per-pupil expenditure **\$6,046**
- Teacher-to-pupil ratio **1:18**
- Student-mobility rate **23%**

**Click here for more information.*

CONTACT INFORMATION

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Smithfield Elementary School

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(Principal's message continued)

calculated by analyzing students' performance over time compared to what was typical in prior years across the state. We also made Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act, by meeting all 27 of our targets.

Participation by teachers in our *Teaching with Poverty in Mind* book club, with its foundation in neuroscience, will provide brain-friendly strategies designed to improve academic achievement and life-readiness for economically disadvantaged students. In fact, these methods should positively impact all students. Additionally, the *Rigor is not a Four-Letter Word* book club will promote the development of 21st-century skills.

For the 2010-2011 school year, we will introduce three schoolwide, research-based initiatives. First, we will function as a professional learning community by working interdependently, focusing on student learning, collaboration and shared accountability. Second, we will use data to gain a deep understanding of students' academic strengths and deficits, allowing

us to make informed decisions about the impact of our instructional practices. Finally, Thinking Maps will be integrated into our K-5 daily instructional program, providing students with a consistent visual language based on eight fundamental thought processes that are easily transferred across disciplines.

Our school community will continue to work interdependently to promulgate the accomplishments of our students.

Sincerely,
Allison Harris
Principal

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

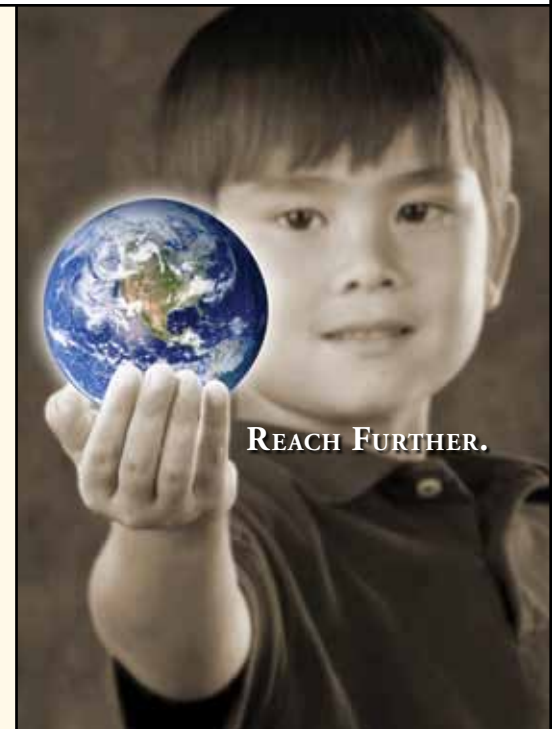
– [Click to view our School Improvement Plan](#)

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.



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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%	73.1%	73.1%
	▶ Students performing at or above grade level in reading	95%	70.2%	70%	70.4%
	▶ Students performing at or above grade level in math	88%	82.3%	81.7%	80.9%
	▶ Students performing at or above grade level in science	80%	68.6%	55.3%	59.4%
	Disparity between racial/ethnic groups in reading	10%	33.5%	42.4%	33.7%
	Disparity between racial/ethnic groups in math	10%	22.9%	31.3%	34.5%
	Disparity between racial/ethnic groups in science	10%	36.8%	47.1%	44.3%
	Disparity between socioeconomic groups in reading	10%	31%	34.5%	23.5%
	Disparity between socioeconomic groups in math	10%	19.1%	22.7%	18.2%
	Disparity between socioeconomic groups in science	10%	32.2%	34%	26.1%
<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%	20%	23%
	Teachers with graduate degrees	38%	38%	34%	38%
	Teachers' average years of experience	11.1	10.6	12	11
<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%	—	86%
<p>Safe & Orderly Schools</p>	Passed the CMS safe school audit	100%	69%	YES	NO
	Parents who indicate this is a safe school ²	70%	96.8%	96.9%	98.5%
	Students who indicate this is a safe school ²	80%	91.8%	92.1%	91%
	Teachers who indicate this is a safe school ^{1,2}	—	90.4%	81.5%	81.6%
	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	8.4	16.9
<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%	90.6%	91.1%
<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%	84.9%	91.3%
	Number of volunteer hours ⁴	Increase by 25% district-wide	235	1,130	809
	Number of business and community partnerships	Increase by 25% district-wide	580	8	6

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
(27 of 27 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 Progress (DID meet growth expectations)**

Proficiency:	2008-09	2009-10
	73.1%	73.1%

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		81	81

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: 79.6 **Our School 2009-10: 79.6**

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%		52.6%	56.9%

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	92.1%	91%
Encouragement	96.3%	98.5%
Engagement	96.7%	96.4%

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: 44.8**



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>