

► Myers Park Traditional Elementary School



A Message from the Principal

Dear Myers Park Traditional Elementary School parents:

This is the annual School Progress Report for Myers Park Traditional 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.

Myers Park Traditional has much to celebrate. In last year's School Progress Report, we articulated three goals for 2008-2009. First, we wanted to achieve High Growth status, and I am pleased to report that we did just that. On the End-of-Grade (EOG) math test, 89 percent of our students demonstrated proficiency. CMS has set a goal of 88 percent of students in the district performing at or above grade level in math by 2010—we are one of only 36 elementary and middle schools to have reached that goal.

Our second goal was to reduce the racial/ethnic achievement gap. On page two of this report you will see a comparison of the highest achieving subgroup to the lowest achieving subgroup in each subject area tested. For Myers Park Traditional in 2008-2009, the subgroups compared for math and reading disparity were white and Hispanic, which compares our largest subgroup to one of our smallest. The results shown in this report do not reflect the tremendous gain made by our African-American students who increased overall math proficiency by more than 10 points.

We also met our third goal of working with parents to help them better understand the EOG tests. We held three EOG Nights and saw a substantial increase in attendance from events held the previous year.

Other noteworthy academic achievements last year: on the initial EOG test, our science scores were above the CMS average, and we became a School of Distinction.

I attribute much of our success to the commitment and excellence of our staff. Their dedication is evidenced by their willing participation in comprehensive tutoring programs and in-house professional development.

(Principal's message continued on back)

KEY FACTS

Data effective as of spring 2009

Principal

Paul A. Bonner
email: p.bonner@cms.k12.nc.us

Myers Park Traditional Elementary School is a full Traditional magnet.

Grades

K - 5

School Population

- 748 Students
- 46 Teachers
- 1 Assistant Principal
- 1 Student Services Specialist
- 36 Support Staff

Student Demographics

- 33.4% African American
- 58.6% White
- 2.8% Hispanic
- 1.7% Asian
- 3.5% Other
- 24.3% of students qualify for free or reduced-price lunch

Learning Community

Central

Area Superintendent: Joel Ritchie
324 N. McDowell Street
Suite 100
Charlotte, NC 28204
980-343-1465
email: j.ritchie@cms.k12.nc.us

Myers Park Traditional Elementary School

2132 Radcliffe Avenue
Charlotte, NC 28207
980-343-5522

<http://pages.cms.k12.nc.us/mpts>



Myers Park Traditional Elementary School PROGRESS REPORT

CMS 2010 Strategic Plan Goals	Key Performance Measures	CMS 2010 Goal	CMS Result 2008 - 2009	School Result 2008 - 2009
<p>High Academic Achievement</p> <p>Students in grades three through eight who do not pass the End-of-Grade tests may take the test again. Retests often raise a school's score at least slightly, because some students pass the test on the second try. Retest results were not included in school scores until 2008-2009. Comparing the 2007-2008 scores and the 2008-2009 scores is therefore not valid, because the scores were not calculated the same way.</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 7/14/09</i></p>	Students performing at or above grade level overall ¹	—	72%	83.5%
	Students performing at or above grade level in reading	95%	68%	81.0%
	Students performing at or above grade level in math	88%	80%	88.9%
	Students performing at or above grade level in science	80%	60%	73.6%
	Disparity between racial/ethnic groups in reading	10%	34%	83.3%
	Disparity between racial/ethnic groups in math	10%	26%	50.0%
	Disparity between racial/ethnic groups in science	10%	44%	51.0%
	Disparity between socioeconomic groups in reading	10%	28%	38.6%
	Disparity between socioeconomic groups in math	10%	18%	18.5%
	Disparity between socioeconomic groups in science	10%	32%	64.2%
<p>Effective Educators</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%
	National Board-certified teachers	17%	13%	11%
	Teachers with graduate degrees	36%	35%	33%
	Teachers' average years of experience	11.2	10.3	10.2
<p>Adequate Resources & Facilities</p>	Student/Computer Ratio	5:1	3:1	4:1
<p>Safe & Orderly Schools</p>	Passed the CMS safe school audit	YES	YES	YES
	Parents who indicate this is a safe school ²	70%	96%	99.5%
	Students who indicate this is a safe school ²	80%	93%	93.5%
	Teachers who indicate this is a safe school ^{1,2}	—	89%	93.9%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	—	0.7
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	—	10.2
<p>Freedom & Flexibility with Accountability</p>	Principal has been granted additional freedom and flexibility ¹	—	—	NO
<p>World-Class Service</p>	Parents who indicate satisfaction with the responsiveness of staff at this school ²	80%	88%	100%
<p>Strong Parent & Community Connections</p>	Parents who indicate satisfaction overall with this school ^{1,2}	—	86%	95.5%
	Number of volunteer hours ⁴	Increase by 25% district-wide	—	71
	Number of business and community partnerships	Increase by 25% district-wide	—	0

¹Not a CMS 2010 goal

²Based on responses to 2008-09 survey; 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
(20 of 21 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: 83.5%

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: 80%
Our School: 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.

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

State Standard: 60%
Our School: 61.5%

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.

► Amount of Growth for Students in the Lowest Achieving Group

Our School: 73.9%

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

► Positive Responses to Multiple Student Survey Items

Our School's Results:	Safety	94%
	Encouragement	98%
	Engagement	94%

Do our students perceive this school as safe and welcoming? This measure is subjective—it is taken from a student survey.

► Myers Park Traditional Elementary School

(Principal's message continued)

Despite our accomplishments, we feel there is room for improvement, particularly in reading. We plan to reinforce our phonics-based reading strategies for younger students and enhance reading comprehension in the upper grades. We are working to ensure that students learn to read in kindergarten and first grade, while introducing reading programs for advanced readers. In second and third grades, we stress reading to learn, and in fourth and fifth grades, we focus on cognitive application.

We have a vibrant science program that includes a laboratory teacher, commonly referred to by students as Dr. Science. Last year, we held a Science Fair and plan on competing at the district level this year. We also took part in Science Olympiad for the first time and finished in fourth place. We now have a science classroom and have begun a partnership with Queens University to provide more opportunities for practical science application.

Last year, we celebrated 80 years in the Myers Park community with activities such as a second-grade mural project. Our visual-arts program created a permanent exhibit, while our third-graders sang the national anthem at a Charlotte Knights baseball game.

Our strong enrichment program includes Renaissance Learning, Worldly Wise, Math Olympiad and chess. Our chess team finished 21st out of more than 100 elementary schools in a national competition. We had enthusiastic participation in our first year of Odyssey of the Mind, and a fifth-grade team will compete in the local event next year.

Our partnership with Queens University continues to flourish and provides professional growth opportunities for our staff. Thanks to substantial parent commitment, we have been able to add six new SMART Boards (interactive white boards) and other technology to our classrooms.

At Myers Park Traditional, our goal is to serve all of our children and prepare them for productive lives. As always, we accept this challenge with energetic excitement.

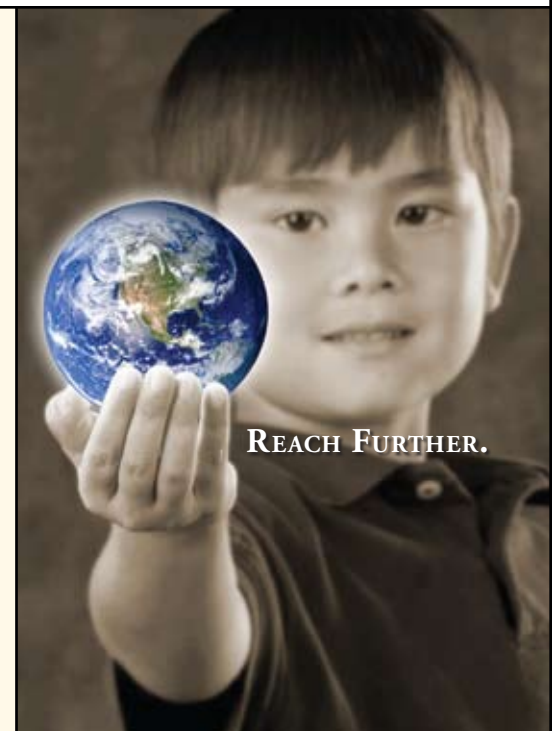
Sincerely,
Paul A. Bonner
Principal

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 2008-09 school year in making progress on these seven goals. On page 3, 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.

