

# ► Piney Grove Elementary School



## A Message from the Principal

To our Piney Grove Elementary School families:

This is the second School Progress Report for Piney Grove Elementary, continuing our efforts to keep families fully informed about our students' progress, our staff and our overall school environment.

The report on academic progress is good. We made Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act, by meeting all 25 of our targets. The high number of AYP targets reflects the diversity of our school population.

Our End-of-Grade test results show that students in third, fourth and fifth grades continued to make progress, with those students achieving Expected Growth in math and science. This means that our students learned as much as they are expected to learn in a year.

We will continue to work hard to increase student achievement and the quality of instruction for all of our children. Last year, we were a pilot school for Math Investigations, an innovative program aimed at K-2 students. We were very happy with the results of this program and will expand it to include all grade levels. Our teachers will continue to receive training during this school year. Look out for parent workshops at Piney Grove so that you can learn more about this program.

Our dedicated and devoted staff was once again involved in workshops this summer to develop teaching strategies aimed at helping individual students. We will continue to measure the progress of each student so that we can help those who are failing by working with small groups, devoting more time to them and employing focused strategies. For students already mastering the objectives, we will provide rigorous and enriching opportunities.

*(Principal's message continued on back)*

## KEY FACTS

*Data effective as of spring 2009*

### Principal

Halina F. Robertson

email: [halina.robertson@cms.k12.nc.us](mailto:halina.robertson@cms.k12.nc.us)

### Grades

Pre-K - 5

### School Population

- 869 Students
- 63 Teachers
- 2 Assistant Principals
- 1 Student Services Specialist
- 1 Social Worker
- 40 Support Staff

### Student Demographics

- 38.3% African American
- 14.3% White
- 37.2% Hispanic
- 3.5% Asian
- 6.8% Other
- 74.1% of students qualify for free or reduced-price lunch

### Learning Community

East

Area Superintendent: Nancy Bartles

9601 E. Independence Boulevard

Matthews, NC 28105

980-343-1461

email: [nancy.bartles@cms.k12.nc.us](mailto:nancy.bartles@cms.k12.nc.us)

## Piney Grove Elementary School

8801 Eaglewind Drive

Charlotte, NC 28212

980-343-6470

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



CMS 2010 Strategic Plan Goals	Key Performance Measures	CMS 2010 Goal	CMS Result 2008 - 2009	School Result 2008 - 2009
<p><b>High Academic Achievement</b></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 <sup>1</sup>	—	72%	<b>68.3%</b>
	Students performing at or above grade level in reading	95%	68%	<b>63.6%</b>
	Students performing at or above grade level in math	88%	80%	<b>77.3%</b>
	Students performing at or above grade level in science	80%	60%	<b>56.0%</b>
	Disparity between racial/ethnic groups in reading	10%	34%	<b>36.4%</b>
	Disparity between racial/ethnic groups in math	10%	26%	<b>28.7%</b>
	Disparity between racial/ethnic groups in science	10%	44%	<b>58.8%</b>
	Disparity between socioeconomic groups in reading	10%	28%	<b>-1.1%</b>
	Disparity between socioeconomic groups in math	10%	18%	<b>8.0%</b>
	Disparity between socioeconomic groups in science	10%	32%	<b>10.2%</b>
<p><b>Effective Educators</b></p>	Teachers deemed highly qualified, having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	100%	<b>100%</b>
	National Board-certified teachers	17%	13%	<b>11%</b>
	Teachers with graduate degrees	36%	35%	<b>27%</b>
	Teachers' average years of experience	11.2	10.3	<b>8.9</b>
<p><b>Adequate Resources &amp; Facilities</b></p>	Student/Computer Ratio	5:1	3:1	<b>4:1</b>
<p><b>Safe &amp; Orderly Schools</b></p>	Passed the CMS safe school audit	YES	YES	<b>YES</b>
	Parents who indicate this is a safe school <sup>2</sup>	70%	96%	<b>97.6%</b>
	Students who indicate this is a safe school <sup>2</sup>	80%	93%	<b>91.4%</b>
	Teachers who indicate this is a safe school <sup>1,2</sup>	—	89%	<b>86.6%</b>
	Number of incidents resulting in in-school suspensions <sup>1,3</sup>	—	—	<b>0</b>
	Number of incidents resulting in out-of-school suspensions <sup>1,3</sup>	—	—	<b>7.7</b>
<p><b>Freedom &amp; Flexibility with Accountability</b></p>	Principal has been granted additional freedom and flexibility <sup>1</sup>	—	—	<b>NO</b>
<p><b>World-Class Service</b></p>	Parents who indicate satisfaction with the responsiveness of staff at this school <sup>2</sup>	80%	88%	<b>96.4%</b>
<p><b>Strong Parent &amp; Community Connections</b></p>	Parents who indicate satisfaction overall with this school <sup>1,2</sup>	—	86%	<b>91.0%</b>
	Number of volunteer hours <sup>4</sup>	Increase by 25% district-wide	—	<b>23</b>
	Number of business and community partnerships	Increase by 25% district-wide	—	<b>4</b>

<sup>1</sup>Not a CMS 2010 goal

<sup>2</sup>Based on responses to 2008-09 survey; multiple survey items may have been used to create a composite

<sup>3</sup>Incidents per 100 students

<sup>4</sup>Per 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  
(25 of 25 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](http://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: 68.3%**

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: 82.0%**

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: 57.8%**

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: 82.0%**

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

<b>Our School's Results:</b>	<b>Safety</b>	<b>91%</b>
	<b>Encouragement</b>	<b>97%</b>
	<b>Engagement</b>	<b>96%</b>

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

# ► Piney Grove Elementary School

*(Principal's message continued)*

Our faculty is strong and stable. Many of our staff are National Board-certified or are working toward certification. We also have many teachers who have completed, or are working on, master's degrees. The staff provides many extracurricular opportunities for our children. Last year, students could participate in a variety of clubs, including Girls on the Run, chess, Right Moves and Odyssey of the Mind. In addition, the Student Council coordinated several community-service projects. We continue to support character education and contribute to local charities such as the Red Cross and the Second Harvest Food Bank. Through our blood drive, we collected 40 units of blood for the Red Cross. In addition, we raised \$1,569.59 for the Second Harvest Food Bank.

Parent support continues to be a source of pride. We work hard to keep the lines of communication open, and our parent surveys indicate that you are very satisfied with our school and your children's

teachers. Family involvement events are very well attended, and our PTA continues to support school programs and provide many fun opportunities for family involvement. Our International Family Carnival was just one of the many successful family events last year.

I am confident that we will see continued growth at Piney Grove. Our staff is dedicated, our students are focused and hardworking and our parents and community are supportive. This combination will ensure that our students demonstrate continued improvement and success.

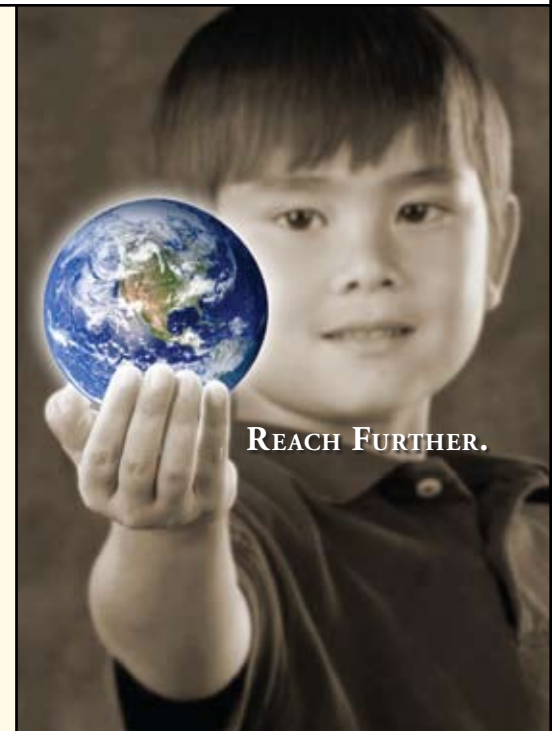
Sincerely,  
Halina Robertson  
*Principal*

## 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.

The logo for Charlotte-Mecklenburg Schools (CMS) features a stylized green leaf above the lowercase letters 'cms' in a bold, red, sans-serif font. Below the letters, the text 'Charlotte-Mecklenburg Schools' is written in a smaller, black, sans-serif font.

Charlotte-Mecklenburg Schools