

▶ **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 2008-2009 North Carolina End-of-Grade (EOG) math test, 72.1 percent of students performed on grade level. Students who scored below grade level on the first test administration completed the EOG retest, resulting in an overall 81.7 percent proficiency. On the 2007-2008 EOG math test, 72.3 percent of students achieved grade level proficiency.

Investigations math is a research-based, child-centered approach to teaching math through engaging activities, discussions and problem-solving. It is designed to support students as they become mathematical thinkers. For the 2009-2010 school year, Investigations will be used school-wide.

The result of the 2008-2009 EOG reading test regular administration was 56 percent of students performing on grade level. This number rose to 70 percent after the EOG retest. We had 57 percent proficiency in 2007-2008. Pre-assessment data will be utilized to place students in flexible, performance-based groups for literacy.

The outcome of our 2008-2009 EOG science test was 41.5 percent proficiency, rising to 55.3 percent when retesting results were included. This compares to 39.2 percent proficiency on the 2007-2008 EOG science test, when retests were not counted. We will maintain our science lab, giving students a hands-on, active learning experience in science. As we develop students' critical-thinking skills, writing will become a more integral component of science instruction.

Students' performance on the 2008-2009 EOG tests resulted in our achievement of Expected Growth, as measured by North Carolina's ABCs of Public Education accountability model. Academic growth is calculated

(Principal's message continued on back)

KEY FACTS

Data effective as of spring 2009

Principal

C. Allison P. Harris
email: allison.harris@cms.k12.nc.us

Grades

K - 5

School Population

- 581 Students
- 41 Teachers
- 1 Assistant Principal
- 1 Student Services Specialist
- 31 Support Staff

Student Demographics

- 28.6% African American
- 31.2% White
- 28.9% Hispanic
- 4.0% Asian
- 7.4% Other
- 57.1% of students qualify for free or reduced-price lunch

Learning Community

South

Area Superintendent: Tyler Ream
8500 Pineville-Matthews Road
Suites F & G
Charlotte, NC 28226
980-343-1467
email: t.ream@cms.k12.nc.us

Smithfield Elementary School

3200 Smithfield Church Road
Charlotte, NC 28210
980-343-6550

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



| 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% | 73.1% |
| | Students performing at or above grade level in reading | 95% | 68% | 70.0% |
| | Students performing at or above grade level in math | 88% | 80% | 81.7% |
| | Students performing at or above grade level in science | 80% | 60% | 55.3% |
| | Disparity between racial/ethnic groups in reading | 10% | 34% | 42.4% |
| | Disparity between racial/ethnic groups in math | 10% | 26% | 31.3% |
| | Disparity between racial/ethnic groups in science | 10% | 44% | 47.1% |
| | Disparity between socioeconomic groups in reading | 10% | 28% | 34.5% |
| | Disparity between socioeconomic groups in math | 10% | 18% | 22.7% |
| | Disparity between socioeconomic groups in science | 10% | 32% | 34.0% |
| <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% | 20% |
| | Teachers with graduate degrees | 36% | 35% | 34% |
| | Teachers' average years of experience | 11.2 | 10.3 | 12.0 |
| <p>Adequate Resources & Facilities</p> | Student/Computer Ratio | 5:1 | 3:1 | 3:1 |
| <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% | 96.9% |
| | Students who indicate this is a safe school ² | 80% | 93% | 92.1% |
| | Teachers who indicate this is a safe school ^{1,2} | — | 89% | 81.5% |
| | Number of incidents resulting in in-school suspensions ^{1,3} | — | — | 0 |
| | Number of incidents resulting in out-of-school suspensions ^{1,3} | — | — | 8.4 |
| <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% | 90.6% |
| <p>Strong Parent & Community Connections</p> | Parents who indicate satisfaction overall with this school ^{1,2} | — | 86% | 84.9% |
| | Number of volunteer hours ⁴ | Increase by 25% district-wide | — | 1,130 |
| | Number of business and community partnerships | Increase by 25% district-wide | — | 8 |

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** make AYP
(29 of 29 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: 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: 80%
Our School: 81.0%

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: 52.6%

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: 79.6%

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 | 92% |
| | Encouragement | 96% |
| | Engagement | 97% |

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

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(Principal's message continued)

by analyzing students' academic performance over time compared to what was typical in prior years across the state. We also achieved Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act.

In addition to our *Whatever It Takes* philosophy, our staff will study *Teaching with the Brain in Mind*. This book delves into the various brain systems and their effect on student learning. This research will assist us in incorporating effective, brain-friendly practices. The integration of movement is a vital component of brain-friendly instruction, as physical activity increases students' attention, alertness and memory. In addition to our 30 minutes of physical activity, our daily schedule includes morning exercise and school-wide "brain breaks." Pre- and post-assessment analysis at the individual student and teacher levels for math, reading and science will show each teacher's impact on student learning. We will continue calibrating the levels of rigor (level of challenge) and relevance (connections across subject areas) in instructional planning.

The Smithfield Elementary School staff is dedicated to becoming a professional learning community (PLC), where we maintain a focus on student learning, work collaboratively and hold one another accountable. Working as a PLC, doing whatever it takes, utilizing research-based, brain-friendly instructional practices and maintaining our focus on student learning will surely result in continued academic success.

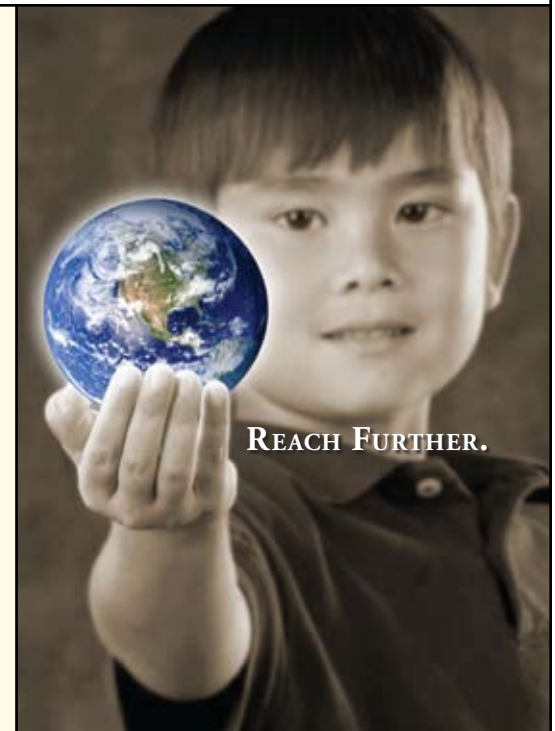
Sincerely,
Allison Harris
Principal

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.

