



*“Rebuilding Lives and Communities Since 1975”*

Voice of Calvary Ministries  
531 W. Capitol Street  
Jackson, MS 39203  
601/969-3088 P  
601/944-9571 F  
info@vocm.org

## ***Building Strong Children***

On Behalf of a Tutoring and Experience Building Program  
at Barr Elementary School

Update as of May 13, 2014

**“Even when I am old and gray, do not forsake me, O God, till I declare your power to the next generation, your might to all who are to come.”**

**Psalm 71:18**

**“It is easier to build strong children than to repair broken men.”**

**Frederick Douglass**



*...to preach good news to the poor. Isaiah 61:1*

*Building Strong Children* is a program sponsored by Voice of Calvary Ministries (VOCM) for intervention with the bottom 25% of the children at Barr Elementary. The initiative grew out of our discussions with staff and parents at the school.

### **Background on Voice of Calvary Ministries:**

Voice of Calvary Ministries (VOCM) has been *Rebuilding Lives and Communities since 1975*. Its **Mission** is to help people reach their full potential in Christ, spiritually, physically, economically and socially. This organizational tagline emphasizes our firmly held belief that one has to rebuild the lives of individuals and families first, and then invest in those persons to empower and equip them to rebuild their communities. Although we are a faith-based Christian organization, we offer our services to all those in need.

### **Background on Barr Elementary:**

Barr Elementary School is located in west Jackson. Barr has 166 students currently enrolled. Barr is the only elementary school in the Jackson Public School System that does not provide bus transportation to the school. Barr is a B level school, so we believe that the principal, teachers and parents are doing a good job there in spite of the many barriers they face.

### **Pressing Needs at Barr:**

At a meeting held on October 2<sup>nd</sup>, 2013, with the principal of Barr, Dr. Candra Nelson, the following top three needs were outlined as most important to Dr. Nelson:

1. Dr. Nelson discussed the new State Accountability System that prioritizes moving the achievement of the bottom 25% of the students. The school and district will be given points for maintaining and advancing those students who score advanced and proficient, but more credit will be given for the positive growth of the students who scored minimum and basic on State Tests. So, Dr. Nelson would really like help to establish an afterschool program from 2:30 until 5:00 two days a week for those students who are most at risk.
2. Mathematics Intervention – The school has the materials for the second and third grades and would like to get similar materials for the fourth and fifth.
3. Vocabulary workbooks for student for second through fifth graders.

### **Program:**

From that meeting, a group of persons decided that they would raise funds to do an after school program for the students at Barr. In February of 2014, we began an after school program at VOCM three afternoons a week – Monday, Tuesday & Wednesday. We worked with the bottom 25% of the students, or the Tier Three students, utilizing three teachers from Barr. The children were picked up by VOCM vans and transported to the VOCM office located at 531 W. Capitol Street. After the sessions, parents picked up their children up, or VOCM transported those children home whose parents pre-arranged with VOCM.

We have also met with the parents of the children and have established a Parents Advisory Committee to help shape the program as well as involve the entire family in our other wrap around services.

*On the next page is an update on progress of the students as of May 13, 2014.*

We have 23 children still active in the program. This progress report is based on term 3 tests (T3) compared to term 2 (T2). Below is a summary of results.

The students were tested in 5 areas: Language skills, Math, Reading, Science and Social Studies. In our after school program, we focused on the first three: Language skills, Math and Reading. Our students were from 1<sup>st</sup> through 5<sup>th</sup> grade. We worked with the tier 3 students, which means that these were children whose tests scores were below proficient and on a downward trend when T1 scores were compared with T2. When comparing T2 scores to T3:

Number of children improving or staying the same in at least one of the 3 areas:	23 or 100%
Number of children improving or staying the same in at least two of the 3 areas:	21 or 91.3%
Number of children improving or staying the same in all 3 of the areas:	11 or 47.8%

On Friday, May 2<sup>nd</sup>, we met with the Principal of Barr. She showed us the District Report Card for Barr. (See attached.) The important numbers are the highlighted numbers in the 4<sup>th</sup> and 5<sup>th</sup> rows from the bottom, as those are the numbers for the bottom 25% of students. Note that in 25% -- ELA (English Language Arts) the actual percentage of Proficient or Advanced for Term 1 was 46%, for Term 2 was 70%, and for Term 3 was 89%. In 25% -- Math the actual percentage of Proficient or Advanced in Term 1 was 70%, Term 2 was 89%, and it did drop back to 80% in Term 3 but still 10 points higher than in Term 1.

***We are making a difference!***

For more information, to donate, or to volunteer contact:

**Phil Reed**  
[philreed@vocm.org](mailto:philreed@vocm.org)  
**601-969-3088, ext. 12**

# Jackson Public School District Elementary Schools A, B, C Report Card



Jackson Public Schools

School: Barr Elementary School

Principal: Dr. Candra Nelson

## Attendance

Month 1	Month 2	Month 3	Month 4
96.39	95.95	94.61	94.61
Month 5	Month 6	Month 7	Month 8

## Behavior – OSS/LTS

Month 1		Month 2		Month 3		Month 4	
G	EX	G	EX	G	EX	G	EX
0	0	0	0	0	0	0	0
Month 5		Month 6		Month 7		Month 8	
G	EX	G	EX	G	EX	G	EX

## Course Performance

### Mississippi Principal Evaluation System

	1 <sup>st</sup> Term Projected Percentage Proficient	MPES Rating	2 <sup>nd</sup> Term Projected Percentage Proficient	MPES Rating	3 <sup>rd</sup> Term Projected Percentage Proficient	MPES Rating
ELA	58.3	3	59.0	4	59.4	4
Math	68.7	4	69.1	4	69.6	4

### District Assessment Data - School WIGS

Grade/Subject	MCT2 2013	1 <sup>st</sup> Term WIG Projected	Actual Percentage Prof. & Adv.	2 <sup>nd</sup> Term WIG Projected	Actual Percentage Prof. & Adv.	3 <sup>rd</sup> Term WIG Projected	Actual Percentage Prof. & Adv.
3 <sup>rd</sup> ELA	26.6	58.3	58	59.0	80	59.3	82
4 <sup>th</sup> ELA	72.2	58.3	47	59.0	75	59.3	65
5 <sup>th</sup> ELA	76.1	58.3	68	58.3	85	59.3	95
3 <sup>rd</sup> Math	40.0	68.7	79	69.1	70	69.5	68
4 <sup>th</sup> Math	89.0	68.7	68	69.1	60	69.5	80
5 <sup>th</sup> Math	76.1	68.7	68	69.1	95	69.5	89
5 <sup>th</sup> Science	77.0	77.51	73	78.0	100	78.5	58

### District Assessment Data – School WIGS compared to District WIGS

Grade/Subject	MCT2 & SATP 2013	1 <sup>st</sup> Term WIG Projected	Actual Percentage Prof. & Adv.	2 <sup>nd</sup> Term WIG Projected	Actual Percentage Prof. & Adv.	3 <sup>rd</sup> Term WIG Projected	Actual Percentage Prof. & Adv.
ELA	50	53	58	57	97	61	80
Math	48	56	72	55	92	59	77
Science	40	43	73	47	100	51	58
Growth – ELA	52	55	66	59	88	63	87
Growth-Math	50	53	68	55	88	61	90
25% - ELA	42	53	46	57	70	61	89
25% - Math	51	53	70	57	89	61	80
<b>TOTAL POINTS</b>	333	366	453	387	624	417	561
<i>Male</i>			68		71		79
<i>Female</i>			64		83		87