

▶ Elizabeth Traditional Elementary School



A Message from the Principal

To our Elizabeth Traditional Elementary School families:

This is our second School Progress Report for Elizabeth 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.

Elizabeth Traditional made Expected Growth once again last year. On the North Carolina End of Grade tests, our students' composite proficiency rates were 84.4 percent in math, 81.8 percent in reading and 76.9 percent in science. In 2008-2009, the state allowed students who did not score at grade level to retake the tests. In math, our students improved with the retest, but still made Expected Growth without retesting. Reading and science scores were up from the previous year, even without retests. In fifth grade math and reading, we made High Growth. We are especially proud of the 12 percent increase in science scores from the previous year.

We also made Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act, by meeting all 17 of our targets. Our students and staff worked hard last year and our parents provided much support as always in helping to raise academic achievement.

Although we are very pleased with these accomplishments, we are determined to keep analyzing our instructional program so that we may provide increased opportunities for learning. Our goal is for all students to have the necessary tools and support to progress in school.

Our staff participates in ongoing training to learn new teaching and planning strategies. In addition, we use data for common assessments to better determine the instructional needs of our students.

(Principal's message continued on back)

KEY FACTS

Data effective as of spring 2009

Principal

Susan C. Spencer-Smith
email: susan.spencer-smith@cms.k12.nc.us

Elizabeth Traditional Elementary School is a full Traditional magnet.

Grades

K - 5

School Population

- 554 Students
- 34 Teachers
- 1 Assistant Principal
- 1 Student Services Specialist
- 25 Support Staff

Student Demographics

- 54.5% African American
- 35.7% White
- 3.1% Hispanic
- 2.0% Asian
- 4.7% Other
- 33.2% 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

Elizabeth Traditional Elementary School

1601 Park Drive
Charlotte, NC 28204
980-343-5475

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



Elizabeth 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%	82.2%
	Students performing at or above grade level in reading	95%	68%	81.8%
	Students performing at or above grade level in math	88%	80%	84.4%
	Students performing at or above grade level in science	80%	60%	76.9%
	Disparity between racial/ethnic groups in reading	10%	34%	24.5%
	Disparity between racial/ethnic groups in math	10%	26%	20.7%
	Disparity between racial/ethnic groups in science	10%	44%	33.7%
	Disparity between socioeconomic groups in reading	10%	28%	24.9%
	Disparity between socioeconomic groups in math	10%	18%	19.0%
	Disparity between socioeconomic groups in science	10%	32%	23.4%
<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%	21%
	Teachers with graduate degrees	36%	35%	21%
	Teachers' average years of experience	11.2	10.3	12.7
<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%	100%
	Students who indicate this is a safe school ²	80%	93%	96.7%
	Teachers who indicate this is a safe school ^{1,2}	—	89%	93.1%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	—	0
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	—	3.4
<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%	95.2%
<p>Strong Parent & Community Connections</p>	Parents who indicate satisfaction overall with this school ^{1,2}	—	86%	94.1%
	Number of volunteer hours ⁴	Increase by 25% district-wide	—	403
	Number of business and community partnerships	Increase by 25% district-wide	—	10

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
(17 of 17 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 growth expectations)

Proficiency: 82.2%

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: 81.2%

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: 54.9%

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.

► Amount of Growth for Students in the Lowest Achieving Group

Our School: 79.0%

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

Our School's Results:	Safety	97%
	Encouragement	99%
	Engagement	99%

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)

We continue to provide additional opportunities, such as accelerated math and higher-level reading, to challenge and enrich high-performing students. At the same time, we provide targeted interventions and remediation, during and after school, to students needing extra help. In short, we are doing whatever it takes to help all of our students succeed.

Our faculty is strong and experienced. All of our teachers are highly qualified, and eight are National Board-certified. Elizabeth Traditional historically maintains a stable and highly dedicated group of teachers committed to student achievement.

In addition to pursuing academic goals, we remain driven by the traditional school values of character education and citizenship. We regularly recognize students when they demonstrate good character. Our Presidents' Council engages the student body in a variety of activities that showcase our students

as caring citizens. This year, students and staff will participate in a food drive with Loaves and Fishes, raise funds for critically ill children and collect for the Humane Society.

I am confident that we will see continued academic growth in the 2009-2010 school year. For our part, we will continue to strive to meet the individual learning needs of all students. Please feel free to contact me or any member of the Elizabeth Traditional staff if you wish to learn more about our ongoing plan for academic growth and student success.

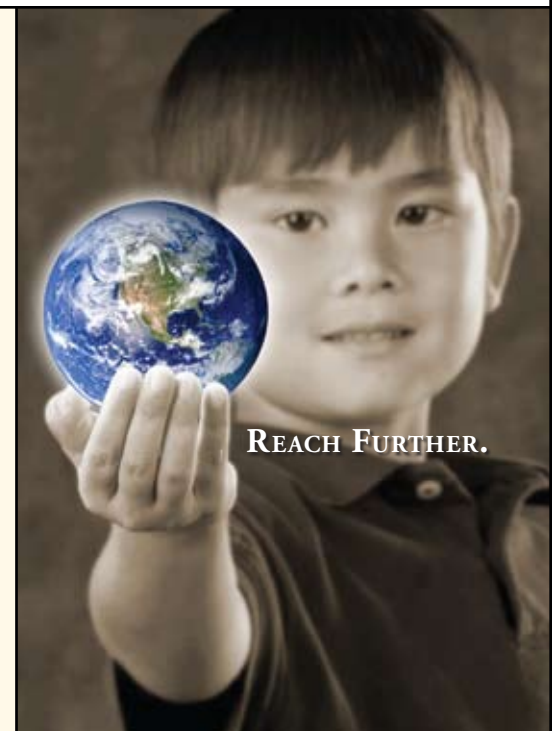
Sincerely,
Susan Spencer-Smith
Principal

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.

