

▶ Lake Wylie Elementary School



A Message from the Principal

To our Lake Wylie Elementary School families:

This is the second School Progress Report for Lake Wylie 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. At Lake Wylie, all of us are focused on one thing: student learning. We will do whatever it takes to meet the needs of all students.

We have many reasons for pride at Lake Wylie. First, we made High Growth in math and Expected Growth in reading. We also made Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act. We met all 29 of our targets. This could not have been achieved without effort on the part of all involved in our students' education.

On the End-of-Grade tests, our school's composite math score without retests was 74.3 percent proficient. This means that three-quarters of our students in grades three, four and five are considered on grade level in math. Students scored just as well last year as in the previous year. Two years ago, the state set more rigorous standards in reading, but nonetheless, more than 64 percent (without retests) of our third- through fifth-grade students are considered proficient in reading. Overall, 76.1 percent of our students in these grades meet the standard for proficiency.

Continued academic growth remains a priority at Lake Wylie. Teachers work collaboratively to plan literacy and math instruction. We analyze data regularly to make teaching decisions, including adjusting the curriculum to teach to individual students' learning levels. We provide small-group instruction for those students

(Principal's message continued on back)

KEY FACTS

Data effective as of spring 2009

Principal

Angel Oliphant

email: angel.oliphant@cms.k12.nc.us

Grades

K - 5

School Population

- 988 Students
- 62 Teachers
- 2 Assistant Principals
- 2 Student Services Specialists
- 43 Support Staff

Student Demographics

- 28.4% African American
- 39.3% White
- 19.2% Hispanic
- 5.4% Asian
- 7.7% Other
- 41.9% of students qualify for free or reduced-price lunch

Learning Community

West

Area Superintendent: Dr. Elva Cooper
1801 Cross Beam Drive
Suite E
Charlotte, NC 28217
980-343-1463
email: elva.cooper@cms.k12.nc.us

Lake Wylie Elementary School

13620 Erwin Road
Charlotte, NC 28273
980-343-3680

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



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%	76.1%
	Students performing at or above grade level in reading	95%	68%	73.5%
	Students performing at or above grade level in math	88%	80%	82.0%
	Students performing at or above grade level in science	80%	60%	65.4%
	Disparity between racial/ethnic groups in reading	10%	34%	22.4%
	Disparity between racial/ethnic groups in math	10%	26%	22.7%
	Disparity between racial/ethnic groups in science	10%	44%	31.7%
	Disparity between socioeconomic groups in reading	10%	28%	15.5%
	Disparity between socioeconomic groups in math	10%	18%	14.9%
	Disparity between socioeconomic groups in science	10%	32%	18.1%
<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%	98%
	National Board-certified teachers	17%	13%	13%
	Teachers with graduate degrees	36%	35%	42%
	Teachers' average years of experience	11.2	10.3	10.9
<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%	Insufficient Response
	Students who indicate this is a safe school ²	80%	93%	95.7%
	Teachers who indicate this is a safe school ^{1,2}	—	89%	96.6%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	—	0.1
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	—	5.1
<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%	Insufficient Response
<p>Strong Parent & Community Connections</p>	Parents who indicate satisfaction overall with this school ^{1,2}	—	86%	Insufficient Response
	Number of volunteer hours ⁴	Increase by 25% district-wide	—	67
	Number of business and community partnerships	Increase by 25% district-wide	—	11

¹ Not a CMS 2010 goal

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

³ Incidents per 100 students

⁴ 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
(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: 76.1%

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: 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: 59.1%

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: 80.9%

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	96%
	Encouragement	100%
	Engagement	95%

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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who need extra support, while offering enrichment opportunities for students who have already mastered the material.

Lake Wylie students may participate in numerous clubs and activities, including Spanish and reading clubs, honors chorus, Lake Wylie Steppers, Girls on the Run, Green Team and Math Superstars. The school is also fortunate to have established partnerships with various businesses and organizations in the community. These partners, such as the Red Cross, donate resources and time to the school.

Our faculty consists of 36 classroom teachers, three of whom are National Board-certified. Forty-two percent of the staff has a graduate degree and the average teaching experience is 10.9 years in education. Lake Wylie has undergone many changes: We have a new administrative team, five new classroom teachers and several new support-staff members. You can be assured that one thing will always remain the same:

our focus on student learning. Our teachers are passionate about what they do and I am confident that we will see continued growth this year.

Although we are proud of our accomplishments, there is still much work to do. We will not be satisfied until all of our students are at or above grade level in reading and math. At Lake Wylie, we treasure the education of our students and our goal is for them to become lifelong learners who can successfully compete in our global society. Together, we will make this the best year ever.

Sincerely,
Angel Oliphant
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 full name 'Charlotte-Mecklenburg Schools' is written in a smaller, black, sans-serif font.

Charlotte-Mecklenburg Schools