

▶ Mallard Creek Elementary School



A Message from the Principal

To our Mallard Creek Elementary School families:

This is the second School Progress Report for Mallard Creek 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.

In order to address our students' needs and promote higher academic achievement, we have put in place six school improvement committees: math, reading, writing, science/social studies, safe and orderly schools and parent and family connections. Each committee includes a teacher from every grade level. The committees review all past and current data and develop action items to drive our school improvement plan and instruction.

On the End-of-Grade tests, our composite reading proficiency rate was 70.8 percent, an increase of 3.5 points (without retests) over the previous year. Science composite scores improved by 11.1 points (without retests). In math, we made High Growth, with 82.1 percent of our students demonstrating proficiency, up by 5.3 points (without retests). A status of High Growth means that we made more growth in math than expected compared to other schools in the state.

We made Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act, by meeting all 17 of our targets. Each of our subgroups achieved growth, with Hispanic and Asian students making High Growth. Well done to all of our school improvement committees, our School Leadership Team and our students and parents.

This summer, each of our grade-level teams mapped out curriculum plans for the first two quarters of the current school year. Each grade level has planned units of instruction that integrate language

(Principal's message continued on back)

KEY FACTS

Data effective as of spring 2009

Principal

Alison E. Hiltz

email: alison.hiltz@cms.k12.nc.us

Grades

K - 5

School Population

- 679 Students
- 41 Teachers
- 1 Assistant Principal
- 1 Student Services Specialist
- 29 Support Staff

Student Demographics

- 47.0% African American
- 21.6% White
- 10.2% Hispanic
- 14.6% Asian
- 6.6% Other
- 38.9% of students qualify for free or reduced-price lunch

Learning Community

Northeast

Area Superintendent: Scott Muri
2750 E. W.T. Harris Boulevard
Suite 101

Charlotte, NC 28213

980-343-1459

email: scott.muri@cms.k12.nc.us

Mallard Creek Elementary School

9801 Mallard Creek Road

Charlotte, NC 28262

980-343-3980

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



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%	73.9%
	Students performing at or above grade level in reading	95%	68%	70.8%
	Students performing at or above grade level in math	88%	80%	82.0%
	Students performing at or above grade level in science	80%	60%	60.3%
	Disparity between racial/ethnic groups in reading	10%	34%	22.9%
	Disparity between racial/ethnic groups in math	10%	26%	24.0%
	Disparity between racial/ethnic groups in science	10%	44%	30.2%
	Disparity between socioeconomic groups in reading	10%	28%	26.4%
	Disparity between socioeconomic groups in math	10%	18%	17.4%
	Disparity between socioeconomic groups in science	10%	32%	34.2%
<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%	12%
	Teachers with graduate degrees	36%	35%	27%
	Teachers' average years of experience	11.2	10.3	8.5
<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%	95.8%
	Students who indicate this is a safe school ²	80%	93%	87.9%
	Teachers who indicate this is a safe school ^{1,2}	—	89%	97.2%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	—	0.6
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	—	1.9
<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%	88.6%
<p>Strong Parent & Community Connections</p>	Parents who indicate satisfaction overall with this school ^{1,2}	—	86%	90.0%
	Number of volunteer hours ⁴	Increase by 25% district-wide	—	338
	Number of business and community partnerships	Increase by 25% district-wide	—	26

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 Progress**
(DID meet growth expectations)

Proficiency: 73.9%

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: 81.9%

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: 58.4%

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: 80.5%

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	88%
	Encouragement	97%
	Engagement	94%

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)

arts, math, science and social studies. To improve reading, we will assign a home-connection project at the beginning of each unit, which will include the requirement to read a novel.

In our grade-level meetings, we ask the following questions: What do we want students to learn? How will we know they have learned it? What do we do with the students who have not learned it? What do we do with the students who have mastered it? In response to those questions, we first, and most importantly, use data to develop targeted instruction for students at all levels of mastery. In reading workshops, we focus on the main components of literacy: phonemic awareness, phonics, fluency, vocabulary and comprehension. During math workshops, we work to develop the key skills needed for success in math: words for numbers, counting, comparing, sequence, place value, math facts, money,

number lines and fractions. We also use learning aids, such as blocks and flash cards, to encourage students to learn the fundamentals.

Our mission is to reach every child, every day and in every way so that each student will make a minimum of one year's worth of growth. We believe that it takes a whole village to raise a child, and we are challenging each of our families to volunteer a minimum of 40 hours in 2009-2010. We know that by including families, students, staff and the community, Mallard Creek Elementary will continue to be successful.

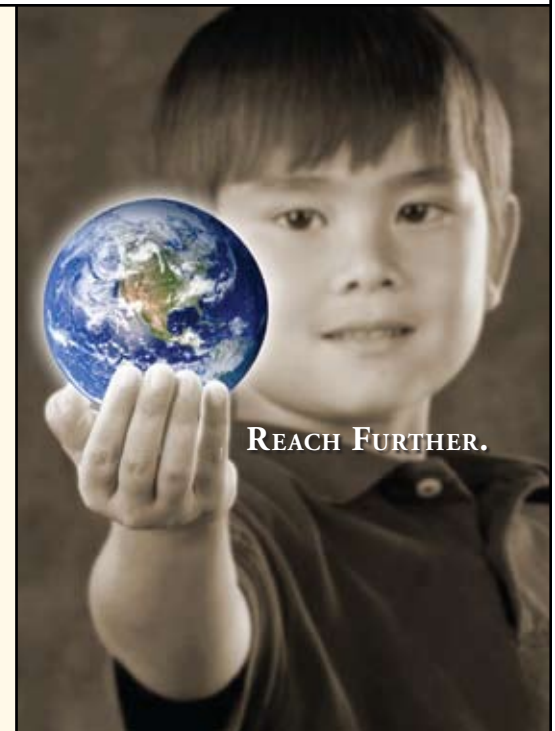
Sincerely,
Alison Hiltz
Principal

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.

