

► Providence Spring Elementary School



A Message from the Principal

To our Providence Spring Elementary School families:

This is the annual School Progress Report for Providence Spring 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.

Despite a challenging budgetary year and a reduction in the number of additional teachers we could hire, our students continue to do well on state-mandated tests. I am very proud to report that on the End-of-Grade tests last year, our composite proficiency rate among students in grades three through five was an outstanding 99.4 percent. This was the highest composite proficiency rate in CMS.

Our students made High Growth, and we obtained the designation of Honor School of Excellence. At Providence Spring, however, test scores tell only part of a much larger story.

The 2008-2009 school year included many opportunities for students to develop their interests and talents by participating in programs such as Science Olympiad, Quiz Bowl, Mystery Class and Odyssey of the Mind. Through an ArtsTeach grant and the kind cooperation of the Light Factory, fifth-graders had the rare opportunity to work with a professional photographer. They studied imagery and the importance of perspective, not only as it relates to their own photography, but also in relation to points of view expressed in literature and in Socratic seminar, an inquiry method that stimulates rational thinking. In addition, student writers, photographers and artists were published in nationally renowned children's magazines and recognized in local and regional competitions.

Adult learners were also spreading their intellectual wings. The year began with a collective study of the so-called butterfly effect, as

(Principal's message continued on back)

KEY FACTS

Data effective as of spring 2009

Principal

Diane F. Adams

email: diane.adams@cms.k12.nc.us

Grades

K - 5

School Population

- 869 Students
- 46 Teachers
- 1 Assistant Principal
- 1 Student Services Specialist
- 33 Support Staff

Student Demographics

- 4.0% African American
- 82.5% White
- 3.0% Hispanic
- 8.1% Asian
- 2.4% Other
- 1.8% 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

Providence Spring Elementary School

10045 Providence Church Lane
Charlotte, NC 28277
980-343-6935

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



CMS 2010 Strategic Plan Goals	Key Performance Measures	CMS 2010 Goal	CMS Result 2008 - 2009	School Result 2008 - 2009
High Academic Achievement 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. 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. <i>Data effective as of 7/14/09</i>	Students performing at or above grade level overall ¹	—	72%	99.4%
	Students performing at or above grade level in reading	95%	68%	98.9%
	Students performing at or above grade level in math	88%	80%	100%
	Students performing at or above grade level in science	80%	60%	99.3%
	Disparity between racial/ethnic groups in reading	10%	34%	1.4%
	Disparity between racial/ethnic groups in math	10%	26%	NA
	Disparity between racial/ethnic groups in science	10%	44%	0.8%
	Disparity between socioeconomic groups in reading	10%	28%	-1.2%
	Disparity between socioeconomic groups in math	10%	18%	NA
	Disparity between socioeconomic groups in science	10%	32%	NA
Effective Educators	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%	26%
	Teachers with graduate degrees	36%	35%	26%
	Teachers' average years of experience	11.2	10.3	11.4
Adequate Resources & Facilities	Student/Computer Ratio	5:1	3:1	4:1
Safe & Orderly Schools	Passed the CMS safe school audit	YES	YES	YES
	Parents who indicate this is a safe school ²	70%	96%	96.7%
	Students who indicate this is a safe school ²	80%	93%	97.4%
	Teachers who indicate this is a safe school ^{1,2}	—	89%	99.6%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	—	0
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	—	0
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	—	YES
World-Class Service	Parents who indicate satisfaction with the responsiveness of staff at this school ²	80%	88%	94.9%
Strong Parent & Community Connections	Parents who indicate satisfaction overall with this school ^{1,2}	—	86%	95.2%
	Number of volunteer hours ⁴	Increase by 25% district-wide	—	712
	Number of business and community partnerships	Increase by 25% district-wide	—	4

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
(9 of 9 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: **Honor School of Excellence**
(DID meet high growth expectations)

Proficiency: 99.4%

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: 85.4%

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: 72.1%

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: 85.2%

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)

featured in the faculty summer-reading assignment, *19 Minutes* by Jodi Picoult. Advanced seminar training emphasized the importance of in-depth character discussions in creating a positive and nurturing school climate. Faculty members earned advanced degrees, became certified or re-certified by the National Board and participated in the North Carolina Center for the Advancement of Teaching. They also worked with an on-site coach to enhance intellectual rigor and differentiated instruction, a flexible teaching approach that adapts the curriculum to individual learning needs. One staff member received the Presidential Award for Excellence in the Teaching of Mathematics, the highest honor possible for a K-12 classroom teacher. Last, but certainly not least, Providence Spring was named a National Blue Ribbon School of Excellence, an award given to schools that score consistently among the top 10 percent on state assessments each year.

There is no doubt that Providence Spring will be faced with some daunting challenges this next school year: shrinking budgets, shrinking personnel and shrinking resources. However, we will continue to benefit from the three components that have defined excellence in our school since its beginnings: students ready and eager to learn; parents providing their talents and resources to benefit all in the school community, and teachers and staff committed to providing an academic environment second to none for their students. With these factors working in our favor, our school will continue to be "Providence Spring, the place to be."

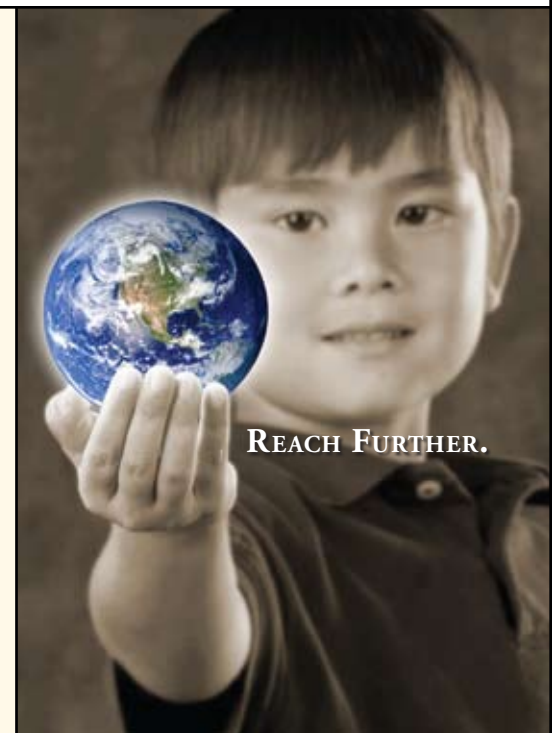
Sincerely,
Diane Adams
Principal

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.

