

► Sedgefield Elementary School



A Message from the Principal

To our Sedgefield Elementary School families:

This is the second School Progress Report for Sedgefield 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.

Sedgefield Elementary is a Title I FOCUS (Finding Opportunities; Creating Unparalleled Success) school. In recent years, we have experienced significant growth in academic achievement. Last school year, we met all 19 of our targets to make Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act. Our students also demonstrated High Growth overall under the North Carolina ABC standards.

We celebrate our accomplishments and continue to focus on areas of improvement. We emphasize data-driven instruction through weekly planning meetings between teachers and administrators. We use differentiated instruction, a flexible teaching approach that adapts the curriculum to individual learning needs. For literacy, we use a variety of strategies to differentiate instruction, such as the Intensive Reading Model, Accelerated Reader, Reading A Plus and a nationally recognized writing program designed by Lucy Calkins that is used school-wide. We also provide a direct-instruction program that includes reading mastery, corrective reading and early reading. In math, we are using a number of innovative programs, such as SOLVE and Saxon Math, to improve learning and retention of basic math skills.

Our faculty is highly qualified, with many of our teachers holding master's degrees and National Board certification. Teachers, staff

(Principal's message continued on back)

KEY FACTS

Data effective as of spring 2009

Principal

Natalie Lowe

email: natalie.lowe@cms.k12.nc.us

Grades

Pre-K - 5

School Population

- 500 Students
- 45 Teachers
- 1 Assistant Principal
- 1 Student Services Specialist
- 1 Social Worker
- 28 Support Staff

Student Demographics

- 59.8% African American
- 5.0% White
- 28.6% Hispanic
- 1.6% Asian
- 5.0% Other
- 90.6% 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

Sedgefield Elementary School

715 Hartford Avenue

Charlotte, NC 28209

980-343-5826

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



| 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% | 53.0% |
| | Students performing at or above grade level in reading | 95% | 68% | 40.9% |
| | Students performing at or above grade level in math | 88% | 80% | 74.6% |
| | Students performing at or above grade level in science | 80% | 60% | 23.7% |
| | Disparity between racial/ethnic groups in reading | 10% | 34% | 39.8% |
| | Disparity between racial/ethnic groups in math | 10% | 26% | 29.6% |
| | Disparity between racial/ethnic groups in science | 10% | 44% | 9.2% |
| | Disparity between socioeconomic groups in reading | 10% | 28% | 11.4% |
| | Disparity between socioeconomic groups in math | 10% | 18% | -3.0% |
| | Disparity between socioeconomic groups in science | 10% | 32% | -1.8% |
| <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% | 7% |
| | Teachers with graduate degrees | 36% | 35% | 40% |
| | Teachers' average years of experience | 11.2 | 10.3 | 12.1 |
| <p>Adequate Resources & Facilities</p> | Student/Computer Ratio | 5:1 | 3:1 | 2:1 |
| <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% | 91.4% |
| | Teachers who indicate this is a safe school ^{1,2} | — | 89% | 92.1% |
| | Number of incidents resulting in in-school suspensions ^{1,3} | — | — | 0 |
| | Number of incidents resulting in out-of-school suspensions ^{1,3} | — | — | 12.8 |
| <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% | 92.7% |
| <p>Strong Parent & Community Connections</p> | Parents who indicate satisfaction overall with this school ^{1,2} | — | 86% | 90.9% |
| | Number of volunteer hours ⁴ | Increase by 25% district-wide | — | 64 |
| | Number of business and community partnerships | Increase by 25% district-wide | — | 5 |

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
(19 of 19 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: **Priority School**
(DID meet high growth expectations)

Proficiency: 53.0%

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: 83.1%

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: 63.0%

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: 82.5%

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 | 91% |
| | Encouragement | 98% |
| | Engagement | 97% |

Do our students perceive this school as safe and welcoming? This measure is subjective—it is taken from a student survey.

► Sedgefield Elementary School

(Principal's message continued)

and administrators participate in professional development programs that are determined by comprehensive need assessments, the school improvement plan and data analysis. Our teachers are empowered to be leaders and are involved in the decision-making process at the school; this allows Sedgefield to retain most of our teachers.

We have an open-door policy at Sedgefield and encourage our families to become involved in their children's education. We always aim to strengthen the connection between home and school. We will continue to offer family-oriented activities, parent workshops and outreach to promote parent involvement. We will also encourage our parents to participate in Parent University, a CMS program designed to help parents become more involved in their children's education.

We are most proud of the integration of our character-education and Positive Behavioral Interventions and Supports programs. Our character-education program incorporates quality classes with quality students for quality learning. We strive to create a positive, safe-school environment where all students thrive academically and behaviorally. We work very hard to ensure that our students reach their highest potential.

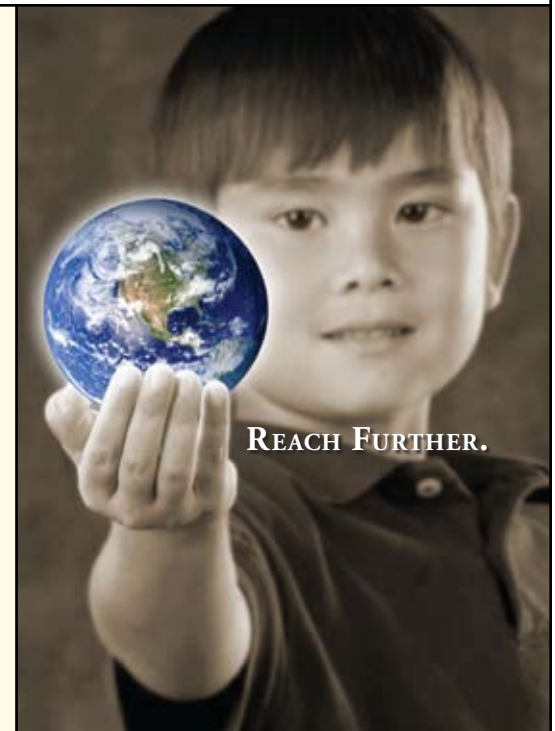
Sincerely,
Natalie Lowe
Principal

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.

