

▶ Smith Academy of International Languages



A Message from the Principal

To our Smith Academy families:

This is the second annual School Progress Report for Smith Academy of International Languages, the only K-8 school in CMS. We are sending this to you so that you may be fully informed about our students' academic progress, our staff and our school environment.

More families are becoming aware of the importance of international education and proficiency in multiple languages in our global economy. This year, Smith Academy has teachers and staff from six continents and dozens of countries providing instruction in six languages to more than 1,200 students in grades K-8. We now have 19 mobile classrooms, and with a 29-acre campus, we have room for further growth.

The Chinese Immersion program grows by one grade level every year, and there is high demand for German, French and Japanese immersion. Our middle school includes graduates of the Spanish immersion programs at both Collinswood and Oaklawn. Again this year, there were almost no openings in the middle school for students who were not already enrolled in one of the three immersion elementary schools. The challenges of a crowded school result directly from exceptional student-learning outcomes.

Last year was another very successful one for Smith Academy. Our students' achievements continue to attract national and international attention. We met or exceeded our growth goals in third, fourth, fifth, seventh and eighth grades, and we made Expected Growth in the End-of-Course Algebra 1 test. We also made Adequate Yearly Progress, the standard set for the schools by the No Child Left Behind Act, by meeting all 33 of our targets.

I would like to share with you some other notable achievements and upcoming opportunities. First, Smith Academy was selected to participate in the UNC Center for International Understanding's Partners to China program. Thanks to the generous financial support

(Principal's message continued on back)

KEY FACTS

Data effective as of spring 2009

Principal

Ynez H. Olshausen

email: ynez.olshausen@cms.k12.nc.us

Smith Academy of International Languages is a full World Language magnet.

Grades

K - 8

School Population

- 1,063 Students
(Elementary 664, Middle 399)
- 75 Teachers
- 2 Assistant Principals
- 3 Student Services Specialists
- 44 Support Staff

Student Demographics

- 24.1% African American
- 42.7% White
- 18.8% Hispanic
- 4.4% Asian
- 10.0% Other
- 32.7% 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

Smith Academy of International Languages

1600 Tyvola Road
Charlotte, NC 28210
980-343-5815

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



Smith Academy of International Languages 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%	85.6%
	Students performing at or above grade level in reading	95%	67%	80.2%
	Students performing at or above grade level in math	88%	79%	91.4%
	Students performing at or above grade level in science	80%	62%	79.9%
	Disparity between racial/ethnic groups in reading	10%	35%	21.5%
	Disparity between racial/ethnic groups in math	10%	27%	17.2%
	Disparity between racial/ethnic groups in science	10%	42%	18.3%
	Disparity between socioeconomic groups in reading	10%	28%	17.8%
	Disparity between socioeconomic groups in math	10%	19%	11.9%
	Disparity between socioeconomic groups in science	10%	31%	20.2%
<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%	97%
	National Board-certified teachers	17%	13%	11%
	Teachers with graduate degrees	36%	35%	38%
	Teachers' average years of experience	11.2	10.3	8.7
<p>Adequate Resources & Facilities</p>	Student/Computer Ratio	5:1	3:1	6:1
<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%	95.4%
	Teachers who indicate this is a safe school ^{1,2}	—	89%	96.6%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	—	1.6
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	—	7.1
<p>Freedom & Flexibility with Accountability</p>	Principal has been granted additional freedom and flexibility ¹	—	—	YES
<p>World-Class Service</p>	Parents who indicate satisfaction with the responsiveness of staff at this school ²	80%	88%	95.5%
<p>Strong Parent & Community Connections</p>	Parents who indicate satisfaction overall with this school ^{1,2}	—	86%	96.2%
	Number of volunteer hours ⁴	Increase by 25% district-wide	—	1,223
	Number of business and community partnerships	Increase by 25% district-wide	—	3

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
(33 of 33 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: 85.6%

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: 82.3%

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: 59.7%

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: 80.8%

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	95%
	Encouragement	100%
	Engagement	99%

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

► Smith Academy of International Languages

(Principal's message continued)

of AT&T, we visited our partner school in Jiangsu Province to begin planning for a student exchange. We are already a Partnerschule of the German government, and have flourishing student-exchange programs with Berlin and Ludwigsburg in Germany, Limoges in France and Hiroshima in Japan.

Smith Academy was recognized as a 2009 Magnet School of Excellence by Magnet Schools of America (MSA). At the opening session of the MSA national conference, our students welcomed the 1,500 delegates in six languages. In addition, following a School Quality Review, we were awarded the designation of High Quality School, which is the top category of recognition.

Finally, we are ensuring that our high-achieving multilingual students are also richly educated in the arts. Last year, we received another competitive ArtsTeach grant to extend our innovative arts project into elementary school classes. Students use traditional puppetry art forms from several countries to share

knowledge and skills about history, language, daily life and culture. Additionally, students in our fine- and performing-arts programs continue to win awards and impress audiences.

It will take all of us working together to ensure that every one of our students is globally competitive. I count on each member of our school community to have high expectations for every child and to challenge every child to read more, learn more, study harder and perform even better. I am confident that our students will be prepared for a global future by possessing strong academic skills, a second language and the ability to thrive in a diverse and multicultural society.

Sincerely,
Ynez Olshausen
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.

