

► Collinswood Language Academy



A Message from the Principal

To our Collinswood Language Academy families:

This is the first School Progress Report for Collinswood Language Academy. We are sending this to you so that you may be fully informed about our students' academic progress, our staff and our school environment.

We are pleased to report that our dual-language program is well developed and that our students continue to demonstrate strong academic performance on the state End-of-Grade standardized tests. As you will see, 80 percent of our fourth grade students passed the writing test; 91.4 percent of our students in grades three through five achieved at or above grade level on the End-of-Grade math test; and 75.3 percent achieved at or above grade level in reading.

The state introduced a new reading test in 2007-2008. As a result of more rigorous expectations, reading scores declined across the state, including in CMS. Since the new test covers different material from that covered in the previous test, direct year-over-year comparisons are not necessarily accurate.

At Collinswood, we believe in creating students who are bilingual and biliterate in Spanish and English. Our program maximizes proficiency in two languages and academic achievement. In kindergarten, the entire day is taught in Spanish, except for 45 minutes of English literacy instruction. In grades one through five, 50 percent of the day is comprised of reading, social studies and math, which are taught in Spanish. Science, reading and writing are taught in English during the remaining 50 percent of the day. Success of our dual-language program is evidenced by a high percentage of students performing at or above grade level in grades kindergarten through five.

Collinswood has more to offer than high test scores, however. The blending of the Latino/Hispanic and American cultures creates a

(Principal's message continued on back.)

KEY FACTS

Principal

Maria B. Petrea

email: m.petrea@cms.k12.nc.us

Collinswood Language Academy is a full World Languages magnet.

Grades

K - 5

School Population

- 527 Students
- 38 Teachers
- 1 Assistant Principal
- 1 Student Services Specialist
- 37 Support Staff

Student Demographics

- 12.1% African American
- 18.8% White
- 59.4% Hispanic
- 9.7% Other
- 54.8% of students qualify for free or reduced-price lunch

Learning Community

South

Area Superintendent: Robert Avossa
8500 Pineville-Matthews Road
Suites F & G
Charlotte, NC 28226
980-343-1467
email: robert.avossa@cms.k12.nc.us

Data effective as of spring 2008.

Collinswood Language Academy

4000 Applegate Road
Charlotte, NC 28209
980-343-5820

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



CMS 2010 Strategic Plan Goals	Key Performance Measurements	CMS 2010 Goal	School Result 2007 - 2008
High Academic Achievement <i>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>	Students performing at or above grade level overall ¹	—	83.7%
	Students performing at or above grade level in Reading	95%	75.3%
	Students performing at or above grade level in Math	88%	91.4%
	Students performing at or above grade level in Writing	80%	80.0%
	Disparity between racial/ethnic groups in Reading	10%	29.4%
	Disparity between racial/ethnic groups in Math	10%	13.6%
	Disparity between racial/ethnic groups in Writing	10%	27.6%
	Disparity between socioeconomic groups in Reading	10%	26.2%
	Disparity between socioeconomic groups in Math	10%	10.0%
Disparity between socioeconomic groups in Writing	10%	13.3%	
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%
	National Board-certified teachers	16%	3%
	Teachers with graduate degrees	34%	36%
	Teachers’ average years of experience	11.2	9.1
Adequate Resources & Facilities	Student/Computer Ratio	5:1	4:1
Safe & Orderly Schools	Passed the CMS “safe school audit”	YES	YES
	Parents perceive the school as safe ²	70%	93.3%
	Students perceive the school as safe ³	80%	98.6%
	Teachers perceive the school as safe ^{1,4}	—	95.7%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	0
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	2.8
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	YES
World-Class Service	Parents perceive the school as responsive ²	80%	93.1%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	94.0%
	Number of volunteer hours ⁶	Increase by 25% district-wide	5.5
	Number of business and community partnerships	Increase by 25% district-wide	1

¹Not a Strategic Plan goal

²Based on completed parent surveys

³Based on completed student surveys

⁴Based on completed teacher surveys

⁵Incidents per 100 students

⁶Per 100 students

CMS Accountability Measures

In this section, we are highlighting several key performance indicators for our school and its students.

► Adequate Yearly Progress (AYP)

Our school **DID** make AYP
(21 of 21 goals met)

The federal No Child Left Behind Act requires that every school make Adequate Yearly Progress (AYP). State test results are used to set AYP proficiency targets for every grade. Targets are set for the school as a whole, as well as for nine separate subgroups. The subgroups are: white, black, Hispanic, Native American, Asian, multiracial, economically disadvantaged students, students with limited English proficiency and students with disabilities. A school's attendance and graduation rates are also measured for AYP.

The subgroup measurements are intended to prevent an overall score from masking poor results by one or more subgroups. Because the number of subgroups can vary depending on a school's diversity, the number of targets varies also. Some schools may have only a few targets to meet; others may have as many as 41.

AYP is an all-or-nothing standard that says every target must be met. No Child Left Behind also requires that every student be proficient by the 2013-2014 school year.

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: 83.7%

The North Carolina ABCs program was introduced more than a decade ago to better target school improvement efforts. Two basic measures determine a school's designation: the Average Growth of students (at right); and the Performance Composite, which measures how well students performed against a set standard of proficiency.

Schools are given one of seven designations (in descending order): Honor School of Excellence; School of Excellence; School of Distinction; School of Progress; No Recognition; Priority School; Low Performing.

For more information about ABCs, visit <http://abcs.ncpublicschools.org/abcs>

► Average Growth

State Standard: 80%
Our School: 89.2%

Each year, the state sets individual growth expectations for each student. A student is expected to perform as well, or better, on the End-of-Grade (EOG) assessment for the current year as he or she did, on average, during the previous two years. The Average Growth is calculated by comparing *actual* performance versus *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. A school classified as making expected growth would have a score of 80% or higher.

► Students Making or Exceeding a Year's Worth of Growth

State Standard: 60%
Our School: 83.8%

This measurement assesses whether students have learned as much as they are expected to learn in one year. Expectations are set for each student based on individual performance for the previous two years. Across the state, about half of students typically meet or exceed their growth expectation. High growth is defined as a score of 60% or higher and having met expected growth.

► Amount of Growth for Students in the Lowest Achieving Group

Our School: 89.5%

Narrowing the achievement gap is widely recognized as one of the biggest challenges in public education. The lowest achieving group for CMS includes certain minority groups and those receiving free or reduced-price lunch. If lower-achieving students grow at a faster rate than better-achieving students, the achievement gap is narrowed. When the above percentage is higher than the Average Growth for the school (see Average Growth above), the school is closing the achievement gap.

► Positive Responses to Student Surveys

Our School: 91.1%

Student feedback is a subjective, but essential, component of the measure of our school's performance. We want all of our students to have a caring, supportive environment at school. This is a measure of the positive reaction from our students covering the areas of school safety, engagement and encouragement.

For more information on our school's performance, visit <http://pmd.cms.k12.nc.us>

CHARLOTTE-MECKLENBURG SCHOOLS

REACH FURTHER. **Global competitiveness starts here.**

▶ Collinswood Language Academy

(Principal's message continued.)

multi-cultural school community where students learn through their respective languages. Our staff includes educators from 13 different Latin American countries and Europe. The richness of each teacher's culture provides students with an enhanced understanding of our global community.

Collinswood was the first full K-5 dual-language program in North Carolina and has become a very appealing magnet school. We have found that acquisition of a second language leads to higher test scores, improved listening, increased memory retention and applied problem-solving skills. In addition, students gain an enhanced understanding of international culture.

Our teachers are trained to bring to the classroom effective instructional practices, quality projects and higher-level thinking skills.

Collinswood Language Academy is fortunate to have been designated as one of the 60 International Spanish Academies recognized by the Spanish

Ministry of Education and Science of the Kingdom of Spain. This recognition provides our staff with additional Internet resources, specialized training and instructional materials. Students who successfully complete five to six years of bilingual instruction are awarded a diploma from the Spanish Embassy in Washington, D.C.

In 2007, Collinswood received the Magnet Schools of Distinction Award, and this year, we received the N.C. Visiting International Faculty School of the Year Award.

We believe that the potential of each student is achieved through ongoing professional development, strategic planning, the effective use of assessments and quality instruction, coupled with the commitment of every staff member.

Sincerely,
Maria B. Petrea
Principal

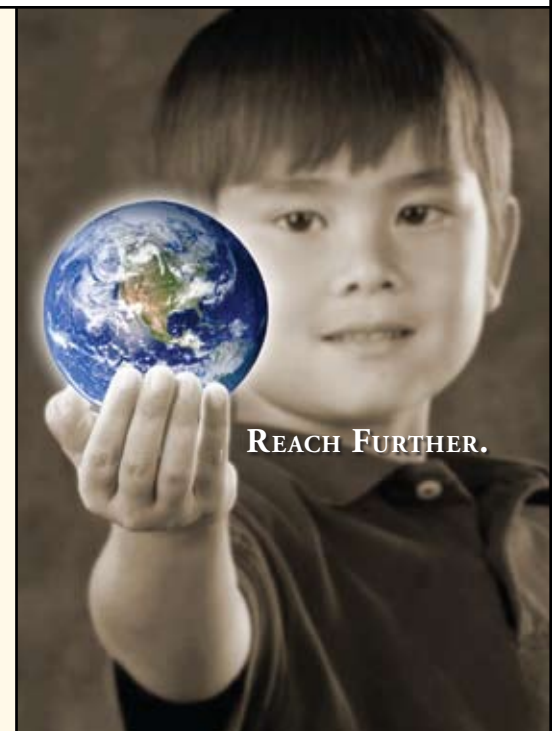
What is the School Progress Report?

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.

In this report, you will notice how our school performed in the 2007-2008 school year compared to the stated 2010 goals. On page 3, you will also find an explanation of federal and state accountability measures with a specific emphasis on growth.

As educators and parents, we have a common goal of preparing our children to compete in an ever-growing global community. This goal requires constant dialogue between school and parents, so please feel free to contact the principal or any staff member at our school with your questions, concerns or suggestions.



REACH FURTHER.

