

Dilworth Elementary School



A Message from the Principal

Dear Dilworth Elementary School families:

We are excited to bring parents and community members the first School Progress Report for Dilworth Elementary. This will help keep you fully informed about our students' academic progress, the continued development of our visual and performing arts magnet program and other important information.

We are celebrating many successes in student achievement during the 2007-2008 school year. First, our fourth-grade students continued to improve in writing, as evidenced by significant gains in the End-of-Grade tests. Last year, 56.6 percent of our fourth-grade students demonstrated proficiency in writing, a 7.6 percent increase from the previous year and a 17.5 percent jump from 2005-2006. Our students also demonstrated noteworthy growth in math, with a total of 55.9 percent of students performing at or above grade level, an increase of 6.7 percent from the previous year.

This growth in writing and math achievement, in combination with meeting our attendance goals, means that Dilworth Elementary has been recognized as a school of High Growth.

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.

In addition, Dilworth was one of 31 CMS schools that made Adequate Yearly Progress (AYP) last year. AYP is the standard set for schools by the No Child Left Behind Act, and making AYP means that we made all of our targets.

Our arts magnet program is strong and continues to flourish. Students participate in dance and drama as weekly special classes.

(Principal's message continued on back.)

KEY FACTS

Principal

Cynthia L. King

email: cindy.king@cms.k12.nc.us

Dilworth Elementary School is a full Visual and Performing Arts magnet.

Grades

K - 5

School Population

- 420 Students
- 32 Teachers
- 1 Assistant Principal
- 1 Student Services Specialist
- 33 Support Staff

Student Demographics

- 67.6% African American
- 19.0% White
- 7.6% Hispanic
- 5.7% Other
- 60.5% 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

Data effective as of spring 2008.

Dilworth Elementary School

405 E. Park Avenue
Charlotte, NC 28203
980-343-5485

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



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	—	55.1%
	Students performing at or above grade level in Reading	95%	50.0%
	Students performing at or above grade level in Math	88%	55.9%
	Students performing at or above grade level in Writing	80%	56.6%
	Disparity between racial/ethnic groups in Reading	10%	28.0%
	Disparity between racial/ethnic groups in Math	10%	20.3%
	Disparity between racial/ethnic groups in Writing	10%	40.7%
	Disparity between socioeconomic groups in Reading	10%	9.1%
	Disparity between socioeconomic groups in Math	10%	4.5%
	Disparity between socioeconomic groups in Writing	10%	31.1%
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%	0%
	Teachers with graduate degrees	34%	31%
	Teachers’ average years of experience	11.2	6.8
Adequate Resources & Facilities	Student/Computer Ratio	5:1	5:1
Safe & Orderly Schools	Passed the CMS “safe school audit”	YES	YES
	Parents perceive the school as safe ²	70%	95.9%
	Students perceive the school as safe ³	80%	86.4%
	Teachers perceive the school as safe ^{1,4}	—	100%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	0
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	13.3
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	NO
World-Class Service	Parents perceive the school as responsive ²	80%	91.7%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	86.9%
	Number of volunteer hours ⁶	Increase by 25% district-wide	375
	Number of business and community partnerships	Increase by 25% district-wide	3

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
(13 of 13 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: **Priority School**
(DID meet growth expectations)

Proficiency: 55.1%

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: 80.9%

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: 60.4%

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: 81.1%

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: 86.3%

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.**

► Dilworth Elementary School

(Principal's message continued.)

They also have opportunities to participate in extracurricular clubs, many of which are related to the arts. At Dilworth, we are very fortunate to partner with the Blumenthal Performing Arts Center. Through this association, all students are exposed to a variety of artist-educators, who collaborate with classroom teachers to develop arts-integrated lessons. They also have opportunities to attend arts performances. Teachers benefit from the partnership through staff development in arts integration.

We have very successfully introduced the Positive Behavioral Interventions and Supports program, which has contributed significantly to the safe and orderly environment we enjoy at Dilworth. We will continue to assess school safety needs and introduce strategies to improve the school environment.

Our staff is strong, with 31 percent of our teachers holding advanced degrees. The entire staff is committed to our school improvement efforts.

Our first priority is to maintain increasing student achievement. We will continue to introduce strategies that contribute to students' academic success, such as the Intensive Reading Model, Guided Reading and differentiated instruction, a flexible teaching approach that adapts the curriculum to the individual. I am confident that we will continue to see improvement in student achievement.

Although student achievement is our primary focus, we will continue our efforts to maintain a safe and orderly environment, increase opportunities for parent/community involvement and provide a strong arts magnet program.

Sincerely,
Cynthia L. King
Principal

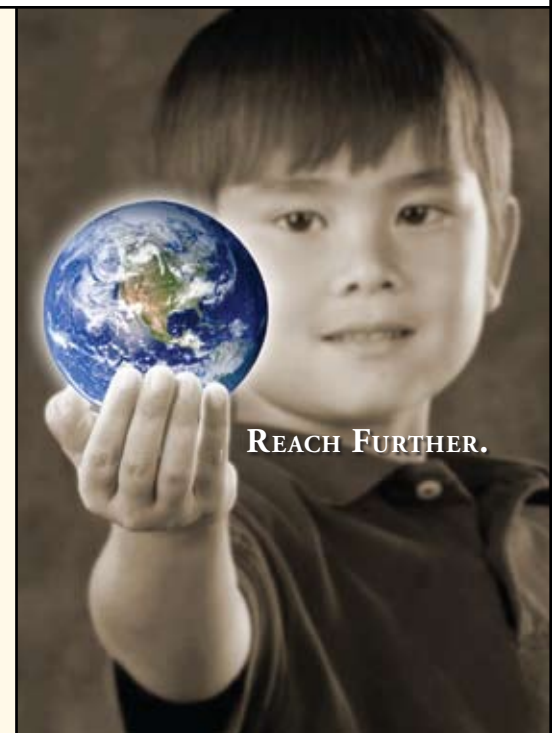
What is the School Progress Report?

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.

