

► Highland Renaissance Academy



A Message from the Principal

Dear Highland Renaissance Academy community:

I am pleased to share with you the first School Progress Report for Highland Renaissance Academy. This is part of our effort to keep you informed about our students' academic progress, our staff and our school environment.

In 2006-2007, Highland Renaissance Academy had a composite proficiency rate of 49.1 percent on the state reading, math and writing End-of-Grade tests. In 2007-2008, our composite math score was 59.3 percent. We did not meet our target in math, but we have used this data to help drive instructional decision-making and will continue to do so to improve student achievement.

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.

Highland Renaissance did not make Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act. We are pleased, however, to inform you that we did show High Growth on those assessments. Our school is a diverse, comprehensive elementary school, which means that we have many targets to meet for AYP—21 in all, and we met 17 of them.

In order to improve our students' academic progress, we are differentiating instruction, which means we are working to tailor teaching to the academic needs of our students. We consistently use data to reveal what our students know and which skills we need to develop. This helps us identify if, and how much, a student is learning.

(Principal's message continued on back.)

KEY FACTS

Principal

Natalie Lowe

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

Grades

K - 5

School Population

- 606 Students
- 47 Teachers
- 1 Assistant Principal
- 1 Student Services Specialist
- 1 Social Worker
- 41 Support Staff

Student Demographics

- 60.9% African American
- 5.9% White
- 27.7% Hispanic
- 5.4% Other
- 88.8% of students qualify for free or reduced-price lunch

Learning Community

Northeast

Area Superintendent: Scott Muri
2750 E. W.T. Harris Boulevard
Suite 101
Charlotte, NC 28213
980-343-1459
email: scott.muri@cms.k12.nc.us

Data effective as of spring 2008.

Highland Renaissance Academy

125 W. Craighead Road
Charlotte, NC 28206
980-343-5511

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



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	—	49.1%
	Students performing at or above grade level in Reading	95%	39.3%
	Students performing at or above grade level in Math	88%	59.3%
	Students performing at or above grade level in Writing	80%	40.0%
	Disparity between racial/ethnic groups in Reading	10%	13.3%
	Disparity between racial/ethnic groups in Math	10%	33.3%
	Disparity between racial/ethnic groups in Writing	10%	39.3%
	Disparity between socioeconomic groups in Reading	10%	15.6%
	Disparity between socioeconomic groups in Math	10%	17.7%
Disparity between socioeconomic groups in Writing	10%	24.5%	
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%	21%
	Teachers with graduate degrees	34%	45%
	Teachers’ average years of experience	11.2	10.6
Adequate Resources & Facilities	Student/Computer Ratio	5:1	3:1
Safe & Orderly Schools	Passed the CMS “safe school audit”	YES	YES
	Parents perceive the school as safe ²	70%	90.5%
	Students perceive the school as safe ³	80%	78.2%
	Teachers perceive the school as safe ^{1,4}	—	84.2%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	10.1
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	12.5
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%	84.0%
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	33.5
	Number of business and community partnerships	Increase by 25% district-wide	7

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 NOT** make AYP
(17 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: **Priority School**
(DID meet growth expectations)

Proficiency: 49.1%

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: 83.1%

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: 64.6%

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: 77.8%

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: 83.5%

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.**

► Highland Renaissance Academy

(Principal's message continued.)

Our literacy-support staff works with small groups using the Intensive Reading program. We have also had a great deal of success with programs such as STAR Early Literacy, reading and math assessments, Accelerated Math and Accelerated Reader. More than half of our classrooms were recognized as either model or master classrooms last year. Our data shows that when students are reading on grade level, they achieve at least a three on End-of-Grade tests. We will continue to use these programs.

All Highland Renaissance teachers are fully licensed, certified and highly qualified. This year, teachers will set student-learning objectives and be rewarded when students meet those objectives. This allows us to attract and retain teachers, as well as continue raising academic achievement levels.

Additional support for Highland students is provided through Title I services and through the Communities in Schools program. This program provides access to

tutors from various corporations such as Wachovia and Johnson & Wales University. In addition, we have a number of faith-based partnerships.

During the summer months, Highland offers additional learning opportunities for our students, including literacy enrichment and summer camp fun. Certified teachers work with students in reading and writing, so students return to school with new skills, confidence and a love of reading. Parents are involved and must attend workshops and volunteer throughout the summer.

At Highland Renaissance, we focus first on our students and their learning. Through the commitment of students, families, staff and community, we will continue to see improvement in student achievement.

Sincerely,
Natalie Lowe
Principal

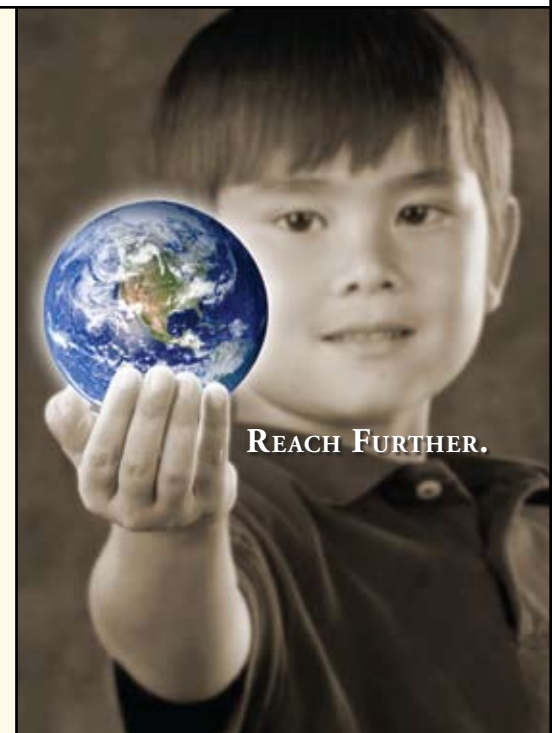
What is the School Progress Report?

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.

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.

