

► Oakhurst Elementary School



A Message from the Principal

To our Oakhurst Elementary School families:

This is the first School Progress Report for Oakhurst Elementary. We are sending this to you so that you may be fully informed about our students' academic progress, the qualifications of our staff, awards and recognitions won by our school and our school environment.

Oakhurst is a neighborhood and Paideia magnet school. Our facilities include one classroom for students with severe physical disabilities and four classrooms for specialized academic curriculum. Oakhurst employs the Paideia philosophy to promote higher-level thinking in all subject areas to ensure high academic standards and success for all children. Our mission is to enable each child to be a successful lifelong learner.

On the state End-of-Grade test, 61.5 percent of our students showed proficiency in math. That means we achieved High Growth status.

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.

We did not make Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act. Oakhurst has a diverse student population, which means we have many targets to meet for AYP—21 in all, and we met 17 of them.

(Principal's message continued on back.)

KEY FACTS

Principal

Cheryl R. Turner
email: c.turner@cms.k12.nc.us

Oakhurst Elementary School is a partial Paideia magnet.

Grades

K - 5

School Population

- 554 Students
- 43 Teachers
- 1 Assistant Principal
- 1 Student Services Specialist
- 43 Support Staff

Student Demographics

- 53.8% African American
- 23.5% White
- 11.7% Hispanic
- 11.0% Other
- 63.4% of students qualify for free or reduced-price lunch

Learning Community

East

Area Superintendent: Nancy Bartles
9601 E. Independence Boulevard
Matthews, NC 28105
980-343-1461
email: nancy.bartles@cms.k12.nc.us

Data effective as of spring 2008.

Oakhurst Elementary School

4511 Monroe Road
Charlotte, NC 28205
980-343-6482

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



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	—	57.4%
	Students performing at or above grade level in Reading	95%	52.4%
	Students performing at or above grade level in Math	88%	61.5%
	Students performing at or above grade level in Writing	80%	51.1%
	Disparity between racial/ethnic groups in Reading	10%	39.5%
	Disparity between racial/ethnic groups in Math	10%	29.7%
	Disparity between racial/ethnic groups in Writing	10%	41.8%
	Disparity between socioeconomic groups in Reading	10%	23.9%
	Disparity between socioeconomic groups in Math	10%	12.8%
	Disparity between socioeconomic groups in Writing	10%	30.4%
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	98%
	National Board-certified teachers	16%	14%
	Teachers with graduate degrees	34%	33%
	Teachers’ average years of experience	11.2	9.7
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%	89.1%
	Students perceive the school as safe ³	80%	69.7%
	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}	—	5.8
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}	—	88.5%
	Number of volunteer hours ⁶	Increase by 25% district-wide	0
	Number of business and community partnerships	Increase by 25% district-wide	0

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: 57.4%

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: 82.9%

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: 63.2%

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: 83.2%

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: 74.5%

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.**

► Oakhurst Elementary School

(Principal's message continued.)

Oakhurst staff will continue to work to ensure academic success for all students. We will offer End-of-Grade tutoring during the second semester and small remediation groups during the school day. We will also offer enrichment opportunities for children to pursue after-school extracurricular activities, such as Math Olympiad, physical education club, chess, chorus, fire safety bowl and garden club.

Ninety-eight percent of Oakhurst teachers are highly qualified. More of our teachers hold advanced degrees and/or National Board certification than the state or district average. We have teachers who are new to the profession as well as veteran teachers with more than 25 years' experience. In a spirit of true collaboration, new teachers bring fresh ideas, and veteran teachers willingly share their experience and knowledge. In short, Oakhurst staff members work as a team to

ensure success for all of our students. Our PTA and school leadership team are also active in working for the benefit of our students.

Oakhurst has been recognized for the past two years by Magnet Schools of America. In 2007, we were recognized as a Magnet School of Distinction, and in 2008, we were one of 25 schools in the nation to be recognized as a Magnet School of Excellence.

At Oakhurst, we will continue to strive for excellence in order to create active lifelong learners.

Sincerely,
Cheryl R. Turner
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.

