

▶ Smith Academy of International Languages



A Message from the Principal

To our Smith Academy families:

This is the first 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, we have teachers and staff from six continents and dozens of countries providing instruction in six languages. We have added seven more mobile classrooms to our 29-acre campus, so we have room for further growth.

The new Chinese Immersion program grows by one grade level every year, and there is high demand for German, French and Japanese immersion. Our middle school now includes graduates of the Spanish Immersion programs at both Collinswood and Oaklawn. For the first time, there were almost no openings in the middle school for students who were not already enrolled in one of the three immersion elementary schools. We are discussing a master plan to address overcrowding. The challenges of a crowded school result directly from exceptional student-learning outcomes. Each year, more families discover the benefits of language immersion.

School year 2007-2008 was a very successful one for Smith Academy. Our students' achievements continue to attract national and international attention. We exceeded our achievement and growth goals in math at every grade level under the ABCs program. We made Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act. We met or exceeded every one of our 29 AYP targets.

(Principal's message continued on back.)

KEY FACTS

Principal

Ynez Olshausen

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

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

Grades

K - 8

School Population

- 982 Students
(Elementary 619, Middle 363)
- 69 Teachers
- 3 Assistant Principals
- 3 Student Services Specialists
- 63 Support Staff

Student Demographics

- 27.0% African American
- 45.0% White
- 15.5% Hispanic
- 12.5% Other
- 30.9% 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.

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 Measurements	CMS 2010 Goal	School Result 2007 - 2008
High Academic Achievement	Students performing at or above grade level overall ¹	—	78.1%
	Students performing at or above grade level in Reading	95%	69.3%
	Students performing at or above grade level in Math	88%	87.3%
	Students performing at or above grade level in Writing	80%	61.9%
	Disparity between racial/ethnic groups in Reading	10%	32.5%
	Disparity between racial/ethnic groups in Math	10%	25.9%
	Disparity between racial/ethnic groups in Writing	10%	9.2%
	Disparity between socioeconomic groups in Reading	10%	27.4%
	Disparity between socioeconomic groups in Math	10%	17.5%
	Disparity between socioeconomic groups in Writing	10%	20.1%
<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>			
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	97%
	National Board-certified teachers	16%	10%
	Teachers with graduate degrees	34%	40%
	Teachers’ average years of experience	11.2	8.4
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%	88.7%
	Students perceive the school as safe ³	80%	73.4%
	Teachers perceive the school as safe ^{1,4}	—	97.1%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	0.8
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	4.9
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%	88.4%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	87.9%
	Number of volunteer hours ⁶	Increase by 25% district-wide	22.0
	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
(29 of 29 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 Progress**
(DID meet growth expectations)

Proficiency: 78.1%

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: 85.6%

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: 71.0%

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: 87.2%

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: 76.1%

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.**

► Smith Academy of International Languages

(Principal's message continued.)

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.

Some other notable achievements and upcoming opportunities include:

- Smith Academy is a new Partnerschule of the German government. We received an award of €15,000 (about \$22,500) for professional development, curriculum planning and instructional materials.
- A generous anonymous gift funded Phase 1 of the International Garden project. The garden will have areas inspired by China, Japan, the Mediterranean and Northern Europe, and will provide outdoor classroom space for learning and reflection.

- We have received a competitive ArtsTeach grant for a project in World Cultures, German Immersion 6 and Beginning Japanese middle school classes. Students will use traditional puppetry art forms from several countries to share knowledge and skills about history, language, daily life and culture.

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.

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.

