

▶ Steele Creek Elementary School



A Message from the Principal

To our Steele Creek Elementary School families:

This is the first School Progress Report for Steele Creek Elementary. 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 have a diverse student population at Steele Creek, and we pride ourselves on recognizing and respecting all cultures. Family cooperation and staff support combine to give our school a strong sense of community.

The 2007-2008 school year was an exciting one for Steele Creek. We achieved High Growth in math for grades three through five.

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. We were, however, successful in meeting 31 of our 33 targets. Hard work, focus on learning and commitment from students, teachers and parents all helped to increase our student achievement.

We are building a strong academic program at Steele Creek. Our kindergarten through second-grade students achieved 19 percent growth in literacy last year. We are working to further strengthen our literacy achievement by adopting a number of reading programs.

Accelerated Reader is a school-wide initiative that promotes reading and comprehension for all students. Grades three through five also have the support of a literacy facilitator who works with small groups. We have provided staff with training and resources to implement the units of study for teaching writing; administered quarterly reading and writing

(Principal's message continued on back.)

KEY FACTS

Principal

Gina O'Hare

email: gina.ohare@cms.k12.nc.us

Grades

K - 5

School Population

- 1,156 Students
- 78 Teachers
- 3 Assistant Principals
- 2 Student Services Specialists
- 65 Support Staff

Student Demographics

- 41.3% African American
- 14.6% White
- 30.2% Hispanic
- 13.8% Other
- 61.5% of students qualify for free or reduced-price lunch

Learning Community

West

Area Superintendent: Dr. Elva Cooper
1801 Cross Beam Drive
Suite E

Charlotte, NC 28217

980-343-1463

email: elva.cooper@cms.k12.nc.us

Data effective as of spring 2008.

Steele Creek Elementary School

4100 Gallant Lane
Charlotte, NC 28273
980-343-3810

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



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	—	58.8%
	Students performing at or above grade level in Reading	95%	46.4%
	Students performing at or above grade level in Math	88%	71.4%
	Students performing at or above grade level in Writing	80%	52.3%
	Disparity between racial/ethnic groups in Reading	10%	15.6%
	Disparity between racial/ethnic groups in Math	10%	26.3%
	Disparity between racial/ethnic groups in Writing	10%	34.7%
	Disparity between socioeconomic groups in Reading	10%	17.4%
	Disparity between socioeconomic groups in Math	10%	17.1%
	Disparity between socioeconomic groups in Writing	10%	8.0%
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%	11%
	Teachers with graduate degrees	34%	21%
	Teachers’ average years of experience	11.2	9.0
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%	81.9%
	Students perceive the school as safe ³	80%	71.9%
	Teachers perceive the school as safe ^{1,4}	—	94.2%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	0.3
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	6.7
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%	82.8%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	78.8%
	Number of volunteer hours ⁶	Increase by 25% district-wide	8.7
	Number of business and community partnerships	Increase by 25% district-wide	4

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
(31 of 33 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: 58.8%

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: 86.5%

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: 77.4%

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: 86.7%

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: 81.1%

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.**

▶ Steele Creek Elementary School

(Principal's message continued.)

assessments; provided differentiated instruction to teach non-fiction text, critical thinking and test-taking strategies; introduced Study Island for Math and Science, and begun the morning tutoring program.

Turning to math, we hired a math facilitator to support teachers and students. The facilitator generates a weekly computation assessment to help teachers identify their students' strengths and weaknesses and give students the opportunity to practice the basics of math. We also brought in a math-curriculum teacher who works with small groups.

Our plan for 2008-2009 is to continue those strategies and add vocabulary instruction, fluency partner practice, daily math warm-up and daily language review. Our Math Connect teacher will introduce the calculator to all lessons to help strengthen students' skills and increase their familiarity with technology.

Our faculty is strong, with one-fifth of our teachers holding master's degrees. We have seven National Board-certified teachers and several more working toward this qualification.

At Steele Creek, we strive to bridge the gap between school and home. We have several committees that host a number of academically- and socially-themed events. We also have an enthusiastic and supportive PTA.

Students are encouraged to join Right Moves for Youth (RMFY) at our school, and participation in this program has tripled since it began last year. Among other notable achievements, our RMFY basketball team won the 2007-2008 championship, an outstanding accomplishment for a first-year team.

At Steele Creek, our staff is dedicated to providing quality instruction as well as meeting the social and emotional needs of each student. We stand behind our mission of building leaders one child at a time.

Sincerely,
Gina O'Hare
Principal

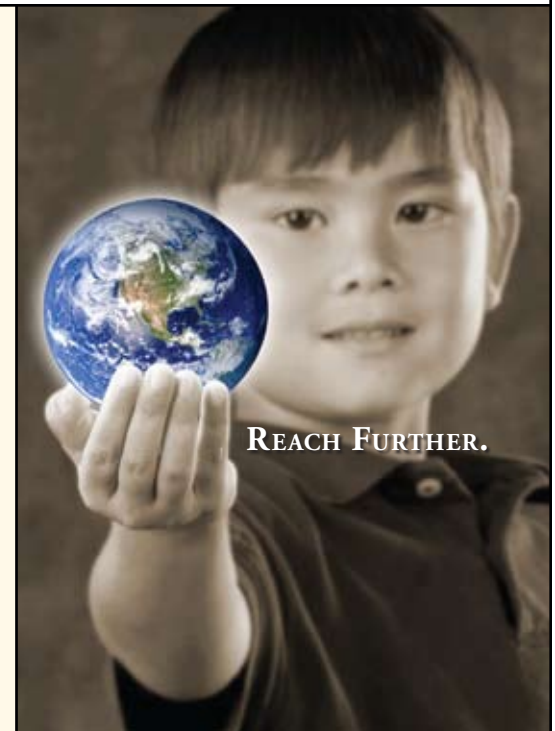
What is the School Progress Report?

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.

