

▶ Tuckaseegee Elementary School



A Message from the Principal

Greetings to our Tuckaseegee Elementary School families:

This is the first School Progress Report for Tuckaseegee Elementary. We are doing our part to keep our parents, staff and community fully informed about our scholars' academic progress, our staff achievements and our school environment.

As you will see from the test data, Tuckaseegee's scholars continue to do well. Our 61.1 percent proficiency rate on the state End-of-Grade tests is commensurate with district and state requirements. Moreover, our scholars not only made Expected Growth, but also achieved High Growth status during the 2007-2008 school year.

Tuckaseegee has a very diverse school population, with a high number of students with limited English proficiency. Overall, our scores improved from the previous year, particularly in math for our students with limited English proficiency, who scored 63 percent.

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 did, however, achieve 24 of 25 (96 percent) goals.

We are taking significant steps to improve our students' academic progress. We are using assessments before and after tests to drive instruction. We are also using differentiated instruction, a flexible teaching approach that adapts the curriculum to the varying

(Principal's message continued on back.)

KEY FACTS

Principal

Marilyn Tate-Osborne

email: marilyn.osborne@cms.k12.nc.us

Tuckaseegee Elementary School is a partial Learning Immersion and Talent Development magnet.

Grades

K - 5

School Population

- 742 Students
- 53 Teachers
- 1 Assistant Principal
- 1 Student Services Specialist
- 1 Social Worker
- 46 Support Staff

Student Demographics

- 46.1% African American
- 14.3% White
- 25.6% Hispanic
- 14.0% Other
- 71.8% 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.

Tuckaseegee Elementary School

2028 Little Roak Road
Charlotte, NC 28214
980-343-6055

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



| 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 | — | 61.1% |
| | Students performing at or above grade level in Reading | 95% | 52.4% |
| | Students performing at or above grade level in Math | 88% | 69.5% |
| | Students performing at or above grade level in Writing | 80% | 53.9% |
| | Disparity between racial/ethnic groups in Reading | 10% | 21.3% |
| | Disparity between racial/ethnic groups in Math | 10% | 24.5 |
| | Disparity between racial/ethnic groups in Writing | 10% | 39.3% |
| | Disparity between socioeconomic groups in Reading | 10% | 23.6% |
| | Disparity between socioeconomic groups in Math | 10% | 15.0% |
| | Disparity between socioeconomic groups in Writing | 10% | 26.7% |
| 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% | 10% |
| | Teachers with graduate degrees | 34% | 28% |
| | Teachers’ average years of experience | 11.2 | 11.7 |
| 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% | 88.8% |
| | Students perceive the school as safe ³ | 80% | 90.3% |
| | Teachers perceive the school as safe ^{1,4} | — | 97.7% |
| | Number of incidents resulting in in-school suspensions ^{1,5} | — | 0.1 |
| | Number of incidents resulting in out-of-school suspensions ^{1,5} | — | 4.6 |
| 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% | 85.8% |
| Strong Parent & Community Connections | Parents that give the school either an A or B grade ^{1,2} | — | 87.7% |
| | Number of volunteer hours ⁶ | Increase by 25% district-wide | 444.6 |
| | 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
(24 of 25 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: 61.1%

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: 83.9%

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: 66.1%

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: 83.0%

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: 90.5%

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.**

► Tuckaseegee Elementary School

(Principal's message continued.)

needs of our scholars. This form of instruction includes intensive reading, strategic groups, multiple intelligences and enrichment. Using our assessment data, we can determine who is learning, what they are learning and to what extent they are achieving specific goals.

Our faculty is strong, with all of our teachers deemed highly qualified. Twenty-eight percent of our teachers hold advanced degrees, and 10 percent are National Board-certified. Attracting and retaining effective educators are ongoing goals for Tuckaseegee in our efforts to raise academic achievement for our scholars. We have experienced a very low turnover rate for the past few years, with departures typically being the result of retirement or spousal job transfer.

We will all continue to work on raising achievement. Our staff offers after-school tutoring during the second semester to students who need additional

assistance in mastering grade-level material. This helps ensure that scholars are prepared for the End-of-Grade tests in May.

Because Tuckaseegee has a supportive, positive environment in which respect is mutual, and a group of dedicated parents, staff and community, I am confident we will continue to see improvement in student achievement.

Sincerely,
Marilyn Tate-Osborne
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.

