

▶ Winding Springs Elementary School



A Message from the Principal

To our Winding Springs Elementary School families:

This is the first School Progress Report for Winding Springs 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.

Winding Springs is a full magnet school with a theme of Leadership and Global Economics. The global theme is represented throughout the school by posted student work, a canopy of international flags over the main foyer and a wonderful international garden.

This year, students will receive instruction in French. We will be exhibiting samples of student work at two International Project Fairs to be held during the year. Our students wear uniforms and look and act like young leaders. Members of our Leadership Club lead by example.

In the 2007-2008 school year, Winding Springs achieved Expected Growth status as measured by the End-of-Grade tests for grades three through five. Overall, 63.5 percent of our students were at or above grade level in math. Our fourth-grade writing scores declined 15 percent, however, and writing will be a target for improvement in this school year.

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.

Winding Springs did not make Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act. We made 10 of our 13 goals.

(Principal's message continued on back.)

KEY FACTS

Principal

Myrna Meehan

email: m.meehan@cms.k12.nc.us

Winding Springs Elementary School is a full Center for Leadership and Global Economics magnet.

Grades

Pre-K - 5

School Population

- 517 Students
- 48 Teachers
- 1 Assistant Principal
- 1 Student Services Specialist
- 49 Support Staff

Student Demographics

- 61.1% African American
- 5.6% White
- 19.5% Hispanic
- 13.7% Other
- 54.9% of students qualify for free or reduced-price lunch

Learning Community

Central

Area Superintendent: Joel Ritchie
324 N. McDowell Street
Suite 100
Charlotte, NC 28204
980-343-1465
email: j.ritchie@cms.k12.nc.us

Data effective as of spring 2008.

Winding Springs Elementary School

6601 Horace Mann Road
Charlotte, NC 28269
980-343-5140

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



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	—	54.3%
	Students performing at or above grade level in Reading	95%	49.1%
	Students performing at or above grade level in Math	88%	63.5%
	Students performing at or above grade level in Writing	80%	34.6%
	Disparity between racial/ethnic groups in Reading	10%	24.2%
	Disparity between racial/ethnic groups in Math	10%	15.6%
	Disparity between racial/ethnic groups in Writing	10%	21.4%
	Disparity between socioeconomic groups in Reading	10%	27.0%
	Disparity between socioeconomic groups in Math	10%	17.5%
	Disparity between socioeconomic groups in Writing	10%	18.4%
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	100%
	National Board-certified teachers	16%	6%
	Teachers with graduate degrees	34%	24%
	Teachers’ average years of experience	11.2	8.1
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%	84.3%
	Students perceive the school as safe ³	80%	84.6%
	Teachers perceive the school as safe ^{1,4}	—	98.5%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	0
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	16.8
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%	83.8%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	81.0%
	Number of volunteer hours ⁶	Increase by 25% district-wide	34.8
	Number of business and community partnerships	Increase by 25% district-wide	2

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
(10 of 13 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: 54.3%

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: 80.8%

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: 53.7%

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: 79.7%

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: 81.7%

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.**

► Winding Springs Elementary School

(Principal's message continued.)

In order to meet our goals, Winding Springs will create some new initiatives and intensify existing programs. We will continue the K-3 Intensive Reading Initiative. We have a newly created Grammar Committee and daily grammar lessons will be mandatory. We will stress to students the importance of good grammar in speech and writing to avoid the temptation of students writing the way they speak. Students need to acquire what we call "Money English." Good grammar will improve writing skills.

Our overall goal is to develop young leaders who can compete in a global society. Academic growth is essential to achieve that goal, and we will continue to provide necessary resources. We have five computers in each classroom and two technology labs. Students will continue to use the Accelerated Reader program as well as Orchard Gold, a math program. Other successful strategies we use are multi-age and inclusion classes. All support programs such as Exceptional

Children, English as a Second Language and Talent Development will be incorporated within the inclusion model to support a variety of student needs.

We have highly qualified teachers at Winding Springs, and we employ five Visiting International Faculty teachers from other countries. Teachers receive special training in global awareness. The winning combination of great faculty and rigorous programs at Winding Springs positions our young leaders for consistent academic progress.

Sincerely,
Myrna Meehan
Principal

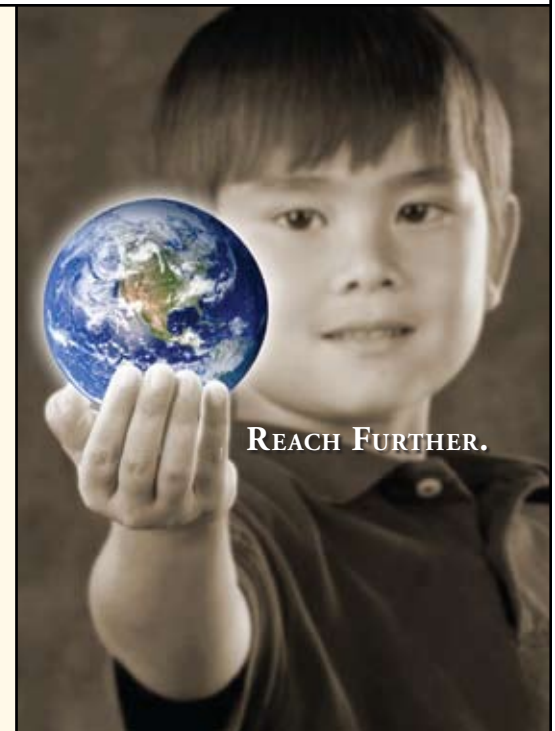
What is the School Progress Report?

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.

