

► Windsor Park Elementary School



A Message from the Principal

Dear Windsor Park Elementary School families:

We are very excited to present to you the first School Progress Report for Windsor Park Elementary. This report will keep you fully informed about our students' academic progress, our staff and our school environment.

In addition to our kindergarten through fifth-grade classes, Windsor Park houses three pre-kindergarten Bright Beginnings classes. Our school population is diverse, with students representing 27 countries and speaking 19 languages, primarily English, Spanish and Vietnamese. More than 50 percent of our students speak English as a second language.

Our instructional staff receives support from the Sheltered Instruction Observation Protocol to develop effective instructional programs that meet the needs of our diverse student population. We have about 400 students learning English as a second language with the help of four specialist teachers and two assistants.

Last school year, Windsor Park had a composite proficiency rate of 40.8 percent on the state End-of-Grade writing test, and 57 percent on the state math test. Our overall writing scores improved by almost 10 percent compared to the 2006-2007 school year. Math scores declined by six 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 used two new initiatives in writing and math last year. We supplemented the Lucy Calkins curriculum with the Writing Fundamentals program. This has inspired our students to develop their skills by writing about their real-life experiences. In math, we

(Principal's message continued on back.)

KEY FACTS

Principal

Kevin Woods

email: kevin.woods@cms.k12.nc.us

Grades

Pre-K - 5

School Population

- 687 Students
- 61 Teachers
- 1 Assistant Principal
- 1 Student Services Specialist
- 1 Social Worker
- 47 Support Staff

Student Demographics

- 36.0% African American
- 6.6% White
- 46.0% Hispanic
- 11.5% Other
- 84.9% of students qualify for free or reduced-price lunch

Learning Community

Northeast

Area Superintendent: Scott Muri
2750 E. W.T. Harris Boulevard
Suite 101
Charlotte, NC 28213
980-343-1459
email: scott.muri@cms.k12.nc.us

Data effective as of spring 2008.

Windsor Park Elementary School

3910 Sudbury Road
Charlotte, NC 28205
980-343-6405

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



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	—	47.5%
	Students performing at or above grade level in Reading	95%	37.7%
	Students performing at or above grade level in Math	88%	57.0%
	Students performing at or above grade level in Writing	80%	40.8%
	Disparity between racial/ethnic groups in Reading	10%	20.8%
	Disparity between racial/ethnic groups in Math	10%	41.7%
	Disparity between racial/ethnic groups in Writing	10%	18.8%
	Disparity between socioeconomic groups in Reading	10%	-5.3%
	Disparity between socioeconomic groups in Math	10%	-4.8%
	Disparity between socioeconomic groups in Writing	10%	-7.2%
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%	2%
	Teachers with graduate degrees	34%	27%
	Teachers’ average years of experience	11.2	7.6
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%	92.1%
	Students perceive the school as safe ³	80%	81.9%
	Teachers perceive the school as safe ^{1,4}	—	89.3%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	0
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	9.3
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%	79.8%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	80.2%
	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
(16 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: 47.5%

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: 53.0%

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: 75.8%

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: 80.5%

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.**

► Windsor Park Elementary School

(Principal's message continued.)

began using the renowned Scott Foresman program. We have found all these resources to be helpful in supplementing the core curriculum at Windsor Park.

We are an inclusive-practices school that provides all students with access to the knowledge, skills and values necessary to lead productive lives. Our philosophy is to engage students, staff and parents in our school community, providing a curriculum with coherence, a positive learning climate and a commitment to character.

Windsor Park has adopted the Positive Behavioral Interventions and Supports model, which contributes to our safe and orderly environment. We are designated a FOCUS (Finding Opportunities; Creating Unparalleled Success) and Title I school.

We have a strong faculty at Windsor Park. All of our teachers and instructional assistants are highly qualified. Twenty-seven percent of teachers hold master's degrees in education, and 50 percent of instructional assistants have bachelor's degrees. Approximately 20 percent of

our staff has worked in education for more than 10 years. Currently, two percent of our staff is National Board certified, and two more teachers will enter the program this year.

Extracurricular activities at Windsor Park include Right Moves for Youth basketball and step team, chess club, music club, student council, safety patrol, fire safety bowl team, media team and math Olympiad. We provide after-school tutoring and we are home to a Five-Star After-School Enrichment Program.

I hope this gives you a little more insight into Windsor Park. Please feel free to stop by and visit to learn more about our school.

Sincerely,
Kevin Woods
Principal

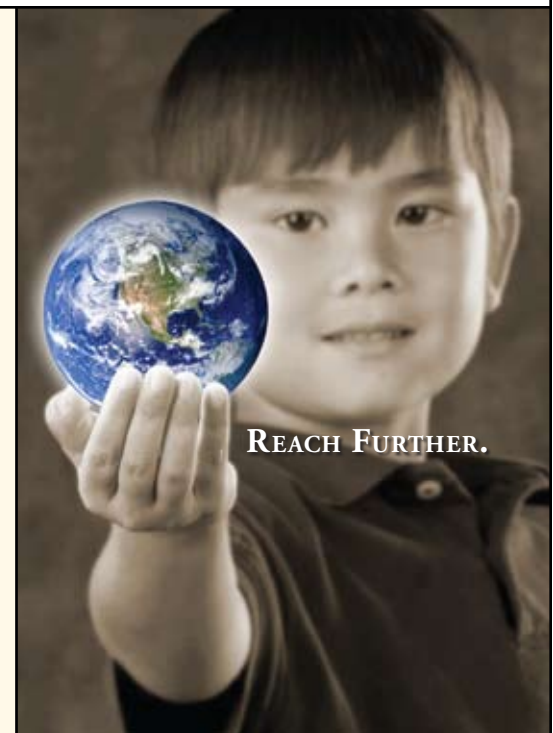
What is the School Progress Report?

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.



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Charlotte-Mecklenburg Schools