

▶ **Druid Hills Elementary School**



A Message from the Principal

To our Druid Hills Elementary School families:

This is the third School Progress Report for Druid Hills Elementary, part of our effort to keep families informed about our students' academic progress, our staff and our school environment.

On the 2009–2010 state End-of-Grade reading test, 41.6 percent of our students scored at or above grade level. In math, 54.5 percent of students demonstrated proficiency, while in science, 19.3 percent of students were proficient. Our overall proficiency rate was 44.1 percent, which means that fewer than half of our students in grades three through five were considered proficient in reading, math and science. Clearly, we have academic-achievement challenges to overcome.

For the 2009-2010 school year, Druid Hills did not make Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act. We met 10 of our 13 goals (77 percent), missing out on three math goals. We did, however, meet our reading and attendance goals.

So what are we doing to improve our students' academic achievement? I have a clear plan to ensure that we continue to move forward and meet our students' academic needs during the 2010-2011 school year.

We are using differentiated instruction, a flexible teaching approach that adapts the curriculum to individual learning needs. We are also analyzing data to help identify if, and how much, a student is learning. We have created two intensive intervention teams to work with individual students who are having difficulties grasping essential reading and math skills.

Under a CMS initiative, our school has also been given a School Improvement team to help build our teachers' capacities as leaders and instructional facilitators. This effort will definitely have a positive impact on student achievement.

Our faculty is experienced and highly qualified. Many of our teachers hold master's degrees and National Board certification. With this strong

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

Pre-K - 5

School Population

- Students: **382**
- Classroom Teachers: **29**
- Support Staff:
 - 1 Assistant Principal
 - 1 English as a Second Language Teacher
- 0.5** Speech Pathologists
- 5** Exceptional Children Teachers
- 0.5** Social Workers
- 3.3** Academic Facilitators
- 0.4** Talent Development Teachers
 - 1 Counselor
- 31** Other

Student Demographics

- African-American.....**85.9%**
- White.....**0.3%**
- Hispanic.....**6.3%**
- Asian.....**3.7%**
- Other.....**3.9%**
- Economically.....**98.7%**
disadvantaged students

Additional Facts*

- Per-pupil expenditure **\$7,654**
- Teacher-to-pupil ratio **1:15**
- Student-mobility rate **29%**

**Click here for more information.*

CONTACT INFORMATION

Principal

Alison Hiltz
email: alison.hiltz@cms.k12.nc.us

Zone: Central Elementary
Zone Superintendent: Tyler Ream
701 E. Martin Luther King, Jr. Boulevard
Charlotte, NC 28202
980-344-7130
email: t.ream@cms.k12.nc.us

Druid Hills Elementary School

2801 Lucena Avenue
Charlotte, NC 28206
980-343-5515

<http://schools.cms.k12.nc.us/druidhillsES>



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(Principal's message continued)

team in place, Druid Hills' students will be engaged, motivated and challenged to master their grade-level curriculum.

Throughout the 2010-2011 school year, we will participate in the Leadership for Educators Advanced Performance program. This program helps teachers assess data and plan lessons accordingly. As a designated School of Improvement, we will continue to offer free after-school tutorials and flexible small-group instruction on a daily basis.

We are continuing to offer the clubs we established last year. These include Right Moves for Youth basketball team, Girls on the Run, boys' running club, art club, Honors Chorus and Student Council. We will also introduce safety patrols for our school. Such activities provide our students with opportunities to demonstrate leadership at school and in our community.

I am confident we will see improvement in student achievement. Druid Hills has a supportive, orderly environment in which students and teachers treat each

other with respect. That will continue. In addition, we are fortunate to have the organization A Child's Place in our school to support our efforts.

The Druid Hills mission statement states that this is a school where quality teaching, high expectations and parent and community involvement will inspire all students to become lifelong learners. It is a school where students will maximize their potential and become competitive in a global society. We are dedicated to raising the academic standards of all students and becoming a model school within CMS.

Sincerely,
Alison Hiltz
Principal

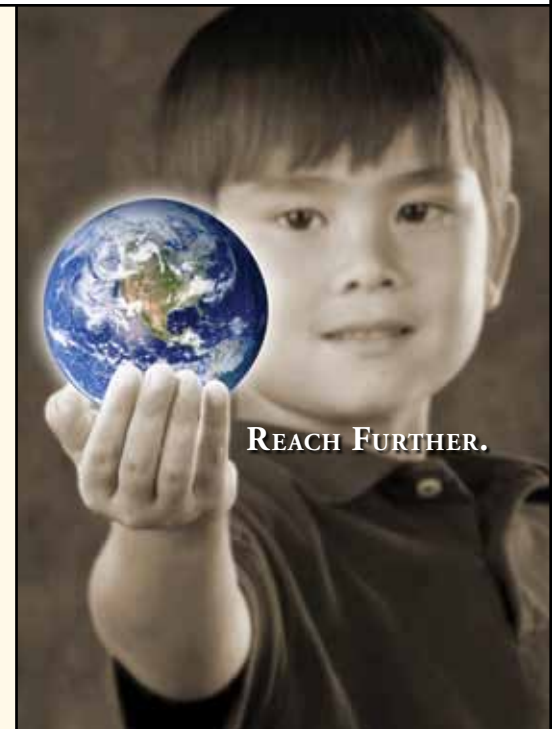
– Click to view our School Improvement Plan

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. This report summarizes how our school performed in the 2009-10 school year in making progress on these seven goals. On the final page, you will also find an explanation of federal and state accountability measures.

Educators and parents have a common goal of preparing our children to compete in an ever-growing global community. Working together requires frequent dialogue between school and parents, so please feel free to contact the principal or any staff member at our school.



REACH FURTHER.


Charlotte-Mecklenburg Schools

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PROGRESS REPORT

CMS 2010 Strategic Plan Goals	Key Performance Measures	CMS 2010 Goal	CMS Elem. Schools 2009 - 2010	Our School 2008 - 2009	Our School 2009 - 2010
High Academic Achievement ▶ Because of federal privacy regulations, the actual values for these measures are not shown if the percentage is greater than 95 percent or less than 5 percent. 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>Data effective as of 8/27/10</i>	▶ Students performing at or above grade level overall ¹	—	75.2%	45.3%	44.1%
	▶ Students performing at or above grade level in reading	95%	70.2%	38.9%	41.6%
	▶ Students performing at or above grade level in math	88%	82.3%	62.8%	54.5%
	▶ Students performing at or above grade level in science	80%	68.6%	9.1%	19.3%
	Disparity between racial/ethnic groups in reading	10%	33.5%	2.3%	9.6%
	Disparity between racial/ethnic groups in math	10%	22.9%	21.5%	28.8%
	Disparity between racial/ethnic groups in science	10%	36.8%	NA	NA
	Disparity between socioeconomic groups in reading	10%	31%	5.9%	0%
	Disparity between socioeconomic groups in math	10%	19.1%	-7.9%	0%
	Disparity between socioeconomic groups in science	10%	32.2%	-10.2%	0%
Effective Educators Click to view teacher survey results	Teachers deemed highly qualified, having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	100%	100%	100%
	National Board-certified teachers	18%	15%	5%	16%
	Teachers with graduate degrees	38%	38%	28%	38%
	Teachers' average years of experience	11.1	10.6	11.6	9.9
Adequate Resources & Facilities	Student/Computer Ratio	5:1	4:1	4:1	4:1
	Teachers who indicate satisfaction with school facilities	—	72.7%	—	76.5%
Safe & Orderly Schools	Passed the CMS safe school audit	100%	69%	YES	YES
	Parents who indicate this is a safe school ²	70%	96.8%	Insufficient Response	97.1%
	Students who indicate this is a safe school ²	80%	91.8%	93.4%	88.4%
	Teachers who indicate this is a safe school ^{1,2}	—	90.4%	88.3%	79.4%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	0.6	0.7	0.3
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	7.2	19.2	26.2
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	56%	YES	YES
World-Class Service	Parents who indicate satisfaction with the responsiveness of staff at this school ²	80%	88.6%	Insufficient Response	91.2%
Strong Parent & Community Connections Click to view parent survey results	Parents who indicate satisfaction overall with this school ^{1,2}	—	88.4%	Insufficient Response	87.2%
	Number of volunteer hours ⁴	Increase by 25% district-wide	235	17	0
	Number of business and community partnerships	Increase by 25% district-wide	580	5	0

¹Not a CMS 2010 goal

²Based on responses to surveys; multiple survey items may have been used to create a composite

³Incidents per 100 students

⁴Per 100 students

CMS Accountability Measures

The learning of students in public education is measured in multiple ways. There are assessments given at regular intervals by CMS—tests that we use to measure how students are learning as the school year progresses. Other tests are required by the state and given once or twice a year, such as End-of-Course and End-of-Grade tests. Some of the state test results are also used to calculate district progress on the federal standard of Adequate Yearly Progress for each student. This page provides brief explanations of some of the measures and tests used in CMS.

▶ 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). AYP is an all-or-nothing standard: Every target must be met.

State test results are used to set AYP targets. There are separate targets for the school as a whole and for nine subgroups of students: white, black, Hispanic, Native American, Asian, multiracial, economically disadvantaged students, students with limited English proficiency and students with disabilities. Subgroups of students are measured separately so that an overall score for a class or a school does not mask poor results within a subgroup.

Some schools are more diverse than others, so the number of subgroups varies by school. Therefore, the number of AYP targets varies by school, too. Some schools may have only a few targets to meet; others may have the maximum, which is 41. School attendance and graduation rates are also measured for AYP.

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: **Low Performing (DID NOT meet growth expectations)**

Proficiency:	2008-09	2009-10
	45.3%	44.1%

The North Carolina ABCs program was introduced more than a decade ago to help schools improve. It uses two basic measures to assess a school's performance: the Average Growth of students (at right); and the Performance Composite, which measures how well students performed against a state-set standard of academic achievement.

Schools are given one of seven designations. In descending order, they are: Honor School of Excellence, School of Excellence, School of Distinction, School of Progress, No Recognition, Priority School, and Low Performing.

For more information about ABCs, visit <http://abcs.ncpublicschools.org/abcs>

▶ Average Growth

State Standard	Our School:	2008-09	2009-10
80		85	77.5

Did our students meet the state's expectation for academic growth? Each student is expected to perform as well (or better) on the End-of-Grade assessment as he or she did, on average, during the previous two years. Average Growth for a school is calculated by comparing actual performance to 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. To make expected growth, a school must have a score of 80 or higher.

▶ Amount of Growth for Students in the Lowest-Achieving Group

Our School 2008-09: 85.9 **Our School 2009-10: 75.9**

Are we helping our low achievers catch up? Historically, some economically disadvantaged and minority students have trailed their classmates in academic achievement. This is called the achievement gap, and closing it is one of the biggest challenges in public education. If the lower-achieving students at a school show academic growth at a faster rate than higher-achieving students, the achievement gap is narrowed. When the score for this measure is higher than the Average Growth for the school, the school is closing the achievement gap.

▶ Students Making or Exceeding a Year's Worth of Growth

State Standard	Our School:	2008-09	2009-10
60%		65.5%	40.5%

Did our students learn as much as they were expected to learn this year? As described above, the state sets expectations for each student based on individual performance for the previous two years. Across the state, about half of students typically meet or exceed this growth expectation. To earn the high-growth designation, a school must meet the average-growth standard described above and also have more than 60% of its students make expected growth.

▶ Positive Responses to Student Survey Items

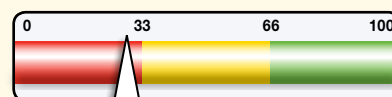
Our School's Results:	2008-09	2009-10
Safety	93.4%	88.4%
Encouragement	99.1%	96.9%
Engagement	97%	95.2%

Is our school environment conducive to learning? This measure is subjective—it is taken from a student survey.

[Click to view student survey results.](#)

▶ Return-on-Investment Index

CMS Elementary School Index: 50.9 **Our School Index: 29.2**



Return on Investment is calculated by comparing students' academic growth to the per-pupil expenditure. This measure is intended to help parents and community members understand how money is spent in our schools. [Click here for more information.](#)

For more information on our school's performance, visit <http://pmd.cms.k12.nc.us>