

► Highland Creek Elementary School



A Message from the Principal

To our Highland Creek Elementary School families:

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

Highland Creek had a composite proficiency rate on the state End-of-Grade math test of 92.6 percent. This means that more than 92 percent of our third-, fourth- and fifth-grade students passed the test. Our school's composite reading score was 85.1 percent, an increase of three percent from 2008-2009. This year, we also administered the End-of-Grade science test to fifth-grade students and our proficiency rate was 72.7 percent, an increase of seven percent from the previous year. We are proud of our students' progress, as the tests results show that our school exceeded the growth expectations set by the state. We also made Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act, with all of our subgroups meeting federal performance standards.

This year, our focus is to ensure that all students continue learning at high levels. This will be accomplished as teachers work collaboratively to discuss effective teaching strategies and appropriate assessments, and to use data to help identify which students need remediation or enrichment. Teachers are using differentiated instruction, a flexible teaching approach that adapts the curriculum and teaching strategies to individual learning needs. To ensure that our students are receiving rigorous and relevant instruction, we are continuing the use of several exciting technology resources, including Study Island, Discovery Learning, Orchard, Accelerated Reader and SMART Boards (interactive white boards).

Our faculty is highly qualified and experienced. We have 29 teachers with master's degrees, two with an educational-specialist degree,

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

K - 5

School Population

- Students: **1,229**
- Classroom Teachers: **61**
- Support Staff:
 - 1 Assistant Principal
 - 1 English as a Second Language Teacher
 - 1 Speech Pathologist
 - 2 Exceptional Children Teachers
 - 2 Academic Facilitators
 - 1 Talent Development Teacher
 - 1 Counselor
 - 57 Other

Student Demographics

- African-American..... **26.7%**
- White..... **56.6%**
- Hispanic..... **5.3%**
- Asian..... **5.5%**
- Other..... **6%**
- Economically..... **20.8%** disadvantaged students

Additional Facts*

- Per-pupil expenditure **\$4,403**
- Teacher-to-pupil ratio **1:23**
- Student-mobility rate **7%**

**Click here for more information.*

CONTACT INFORMATION

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Highland Creek Elementary School

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(Principal's message continued)

13 with National Board certification and two staff members who have earned their doctorates. In addition, we have a dedicated support staff and a devoted team of teacher assistants.

As a staff, we are committed to providing a safe, caring and inviting environment. We are implementing the Positive Behavioral Interventions and Supports model, which is designed to teach and reward appropriate behavior. We have a strong character-education program, which builds character traits and helps children respect and value one another.

Highland Creek parents are involved in their children's education. The school has outstanding support through parent volunteerism and a hard-working PTA. Our PTA provides monetary support for our programs and special family events to build community. We are also fortunate to have more than 12 businesses and organizations that support our school through donations. This year, we will

involve even more community partners through our Friends and Neighbors (FAN) Club. In addition, we will be seeking and using the talents of community volunteers to provide extra support for our students.

At Highland Creek Elementary, we are committed to providing the best education available anywhere. By working together, we will ensure the success of each and every student.

Sincerely,
Stephen Esposito
Principal

– [Click to view our School Quality Review](#)

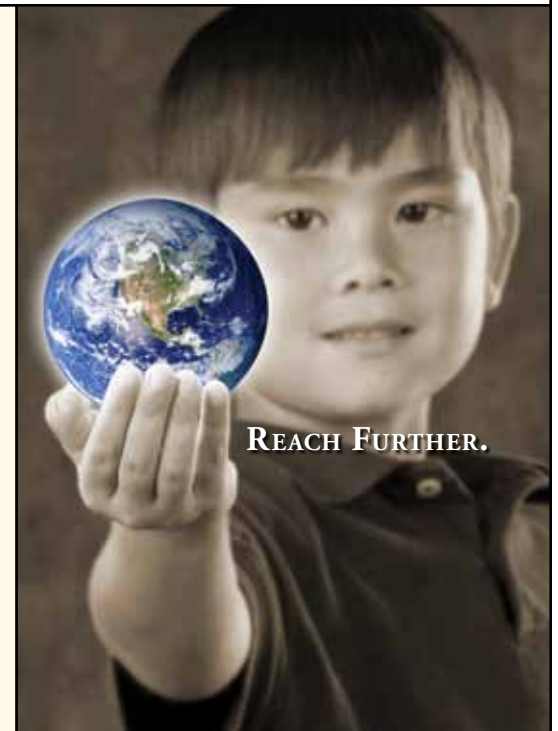
– [Click to view our School Improvement Plan](#)

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.



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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
<p>High Academic Achievement</p> <p>▶ 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.</p> <p>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.</p> <p><i>Data effective as of 8/27/10</i></p>	▶ Students performing at or above grade level overall ¹	—	75.2%	85.1%	86.9%
	▶ Students performing at or above grade level in reading	95%	70.2%	82.7%	85.1%
	▶ Students performing at or above grade level in math	88%	82.3%	93.1%	92.7%
	▶ Students performing at or above grade level in science	80%	68.6%	64.7%	72.7%
	Disparity between racial/ethnic groups in reading	10%	33.5%	22.2%	43.8%
	Disparity between racial/ethnic groups in math	10%	22.9%	15.2%	26.7%
	Disparity between racial/ethnic groups in science	10%	36.8%	27.4%	32.6%
	Disparity between socioeconomic groups in reading	10%	31%	20.1%	18.5%
	Disparity between socioeconomic groups in math	10%	19.1%	12%	11%
	Disparity between socioeconomic groups in science	10%	32.2%	43.9%	20.6%
<p>Effective Educators</p> <p>Click to view teacher survey results</p>	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%	18%	20%
	Teachers with graduate degrees	38%	38%	40%	38%
	Teachers' average years of experience	11.1	10.6	9.6	11.1
<p>Adequate Resources & Facilities</p>	Student/Computer Ratio	5:1	4:1	5:1	5:1
	Teachers who indicate satisfaction with school facilities	—	72.7%	—	66.6%
<p>Safe & Orderly Schools</p>	Passed the CMS safe school audit	100%	69%	YES	YES
	Parents who indicate this is a safe school ²	70%	96.8%	96.3%	97.4%
	Students who indicate this is a safe school ²	80%	91.8%	95.2%	91.8%
	Teachers who indicate this is a safe school ^{1,2}	—	90.4%	91.3%	90.7%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	0.6	0.2	1.9
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	7.2	1.5	0.7
<p>Freedom & Flexibility with Accountability</p>	Principal has been granted additional freedom and flexibility ¹	—	56%	YES	NO
<p>World-Class Service</p>	Parents who indicate satisfaction with the responsiveness of staff at this school ²	80%	88.6%	93.3%	87.8%
<p>Strong Parent & Community Connections</p> <p>Click to view parent survey results</p>	Parents who indicate satisfaction overall with this school ^{1,2}	—	88.4%	90.8%	92.8%
	Number of volunteer hours ⁴	Increase by 25% district-wide	235	1,030	268
	Number of business and community partnerships	Increase by 25% district-wide	580	32	10

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** make AYP
(17 of 17 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: **School of Distinction (DID meet high growth expectations)**

Proficiency:	2008-09	2009-10
	85.1%	86.9%

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		83.6	82.8

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: 82.8 **Our School 2009-10: 83.7**

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%		65.1%	61.1%

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

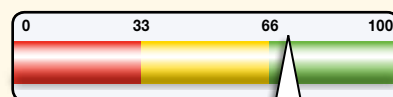
Our School's Results:	2008-09	2009-10
Safety	95.2%	91.8%
Encouragement	99.5%	100%
Engagement	97.8%	96.3%

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: 70.5**



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>