

▶ Highland Renaissance Academy



A Message from the Principal

Dear Highland Renaissance Academy community:

I am pleased to share with you the annual School Progress Report for Highland Renaissance Academy. This is part of our effort to keep you fully informed about our students' academic progress, our staff and our school environment.

On the 2009-2010 End-of-Grade tests, Highland Renaissance Academy made High Growth, with more than 61 percent of our students scoring proficient. We are very proud of this accomplishment, which is a testament to the hard work of our students and our dedicated staff along with the support of our parents and the community.

Highland Renaissance did not make Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act. We did, however, meet 18 of our 21 targets (86 percent).

In order to improve our students' academic progress, we are differentiating instruction, which means that we are working to tailor teaching to the academic needs of individual students. We are also using data to identify if, and how much, a student is learning.

Our staff works with small groups using the Intensive Reading program. In addition, we have had a great deal of success with programs such as STAR Early Literacy, Accelerated Math and Accelerated Reader.

Again this school year, Highland Renaissance is participating in the Leadership for Educators' Advanced Performance initiative, which provides opportunities to attract, retain and reward teachers. Teachers set learning objectives based on the needs of our students and are compensated when students meet those objectives. This will certainly help us continue to raise academic achievement levels.

Our staff is strong and stable. Most Highland Renaissance teachers are fully licensed, certified and highly qualified. Our staff consists

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

K - 5

School Population

- Students: 471
- Classroom Teachers: 30
- Support Staff:
 - 1 Assistant Principal
 - 2 English as a Second Language Teachers
 - 1 Speech Pathologist
 - 2 Exceptional Children Teachers
 - 2.8 Academic Facilitators
 - 0.4 Talent Development Teachers
 - 1 Counselor
 - 28 Other

Student Demographics

- African-American.....58%
- White.....2.5%
- Hispanic.....32.7%
- Asian.....1.9%
- Other.....4.9%
- Economically.....94.5% disadvantaged students

Additional Facts*

- Per-pupil expenditure \$7,254
- Teacher-to-pupil ratio 1:18
- Student-mobility rate 20%

**Click here for more information.*

CONTACT INFORMATION

Principal

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Highland Renaissance Academy

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(Principal's message continued)

of two administrators, 24 regular education teachers, six pre-kindergarten teachers and 28 support staff.

Additional support for Highland students is provided through Title I services and through the Communities In Schools program. This program provides access to tutors and support from corporations such as Wells Fargo. In addition, we have faith- and community-based partnerships with Covenant Presbyterian Church, St. John Baptist Church, the Assistance League, DSS, Johnston YMCA, Belmont YWCA and CMC Behavioral Health Services.

During the summer months, Highland offered a number of additional learning opportunities for our students, including literacy enrichment and summer camps. The Highland Renaissance summer program offered students in the upper grades an opportunity to engage in hands-on science experiments by rotating through modules. Wingate University and Discovery Place worked with our students and teachers, providing daily lessons in scientific topics, such as electricity and

living organisms. At the same time, Camp Jump Start gave students the chance to learn some of the skills necessary for their upcoming grade levels.

Highland Renaissance Academy is committed to the safety and well being of students and staff. We will continue to participate in lock-down drills along with our monthly fire drills. We are confident that with these practices in place, our safety audit score will increase to 100 percent.

At Highland Renaissance, we focus first on our students and their learning. Through the commitment of students, families, staff and the community, we will continue to see improvement in student achievement.

Sincerely,
Valerie Todd
Principal

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

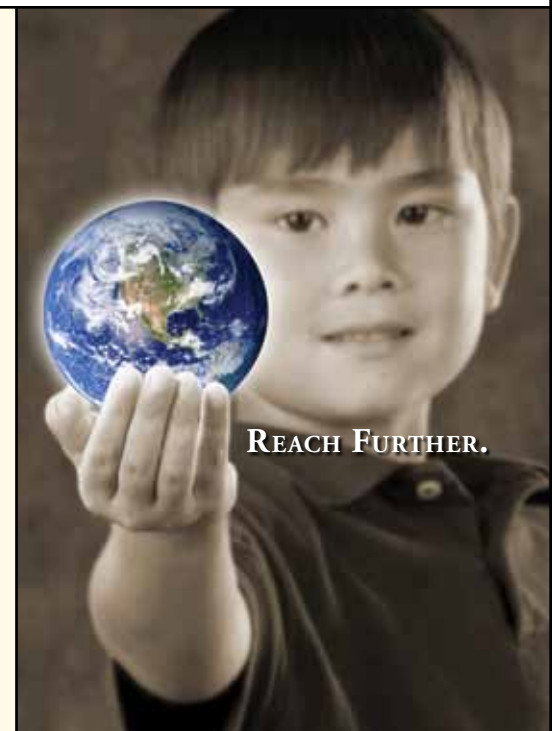
[– Click to view our School Improvement Plan](#)

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.

The logo for Charlotte-Mecklenburg Schools (CMS) features a stylized leaf icon above the lowercase letters 'cms' in a bold, red font. Below the letters, the full name 'Charlotte-Mecklenburg Schools' is written in a smaller, black font.

Charlotte-Mecklenburg Schools

Highland Renaissance Academy

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%	52.7%	61.6%
	▶ Students performing at or above grade level in reading	95%	70.2%	47.8%	57%
	▶ Students performing at or above grade level in math	88%	82.3%	66.2%	70.7%
	▶ Students performing at or above grade level in science	80%	68.6%	23%	44.1%
	Disparity between racial/ethnic groups in reading	10%	33.5%	18.8%	26.3%
	Disparity between racial/ethnic groups in math	10%	22.9%	43.8%	24.2%
	Disparity between racial/ethnic groups in science	10%	36.8%	28.6%	8.8%
	Disparity between socioeconomic groups in reading	10%	31%	0.1%	-3.9%
	Disparity between socioeconomic groups in math	10%	19.1%	-8.4%	-11.4%
	Disparity between socioeconomic groups in science	10%	32.2%	21.7%	NA
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%	97%
	National Board-certified teachers	18%	15%	20%	22%
	Teachers with graduate degrees	38%	38%	53%	70%
	Teachers' average years of experience	11.1	10.6	11.8	15.1
Adequate Resources & Facilities	Student/Computer Ratio	5:1	4:1	3:1	2:1
	Teachers who indicate satisfaction with school facilities	—	72.7%	—	77.1%
Safe & Orderly Schools	Passed the CMS safe school audit	100%	69%	YES	NO
	Parents who indicate this is a safe school ²	70%	96.8%	96.4%	93.5%
	Students who indicate this is a safe school ²	80%	91.8%	95%	90.3%
	Teachers who indicate this is a safe school ^{1,2}	—	90.4%	89.6%	92.7%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	0.6	0.7	0
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	7.2	17.9	12.7
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	56%	NO	NO
World-Class Service	Parents who indicate satisfaction with the responsiveness of staff at this school ²	80%	88.6%	95.5%	83.3%
Strong Parent & Community Connections Click to view parent survey results	Parents who indicate satisfaction overall with this school ^{1,2}	—	88.4%	94.6%	83.9%
	Number of volunteer hours ⁴	Increase by 25% district-wide	235	183	247
	Number of business and community partnerships	Increase by 25% district-wide	580	11	16

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
(18 of 21 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 Progress (DID meet high growth expectations)**

Proficiency:	2008-09	2009-10
	52.7%	61.6%

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		79.6	84

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: 72.6 **Our School 2009-10: 79.1**

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%		48.4%	65.4%

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

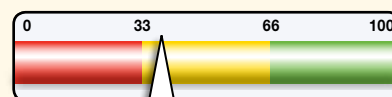
Our School's Results:	2008-09	2009-10
Safety	95%	90.3%
Encouragement	98.6%	99.1%
Engagement	96.6%	95.4%

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: 36.1**



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>