

# Huntingtowne Farms Elementary School



## A Message from the Principal

Dear Huntingtowne Farms Elementary School families:

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

Huntingtowne Farms is an International Baccalaureate (IB) Primary Years Programme magnet school. Last year, we received our IB evaluation visit, which produced exemplary results, and our IB status has been maintained until our next evaluation in 2015.

In 2009-2010, our students achieved Expected Growth in math. Our composite proficiency rate on the End-of-Grade tests was 60.2 percent (without retests) in math for third through fifth grades, compared to 60.5 percent the year before. In reading, the same students had a composite proficiency rate of 47.2 percent (without retests), compared to 50 percent in the previous year.

Huntingtowne Farms did not make Adequate Yearly Progress the standard set for schools by the No Child Left Behind Act. We met 24 of our 27 targets.

While students who took the retest improved their scores, the results from the original tests are the most revealing. To increase student achievement, we must make a significant change by redesigning our entire school and redefining what we have become accustomed to. A core team of staff has been preparing for these changes to ensure a very successful academic school year in 2010-2011.

We have organized into teams so that teachers can dig deeper into student assessment data to achieve common goals. The primary focus at Huntingtowne Farms is to provide each child with a quality education in order to compete locally, nationally and globally. Since reading and math are the foundations for academic success, we will provide a classroom in each grade level for intensive reading and math instruction using research-based practices. Instruction will be based on last year's end-of-year assessments, teacher recommendations, benchmark assessments and frequent common assessments.

*(Principal's message continued on next page)*

## 2009-2010 KEY FACTS

Data effective as of spring 2010

### Grades

K - 5

Huntingtowne Farms Elementary School is a partial International Baccalaureate magnet.

### School Population

- Students: **736**
- Classroom Teachers: **45**
- Support Staff:
  - 1 Assistant Principal
  - 3 English as a Second Language Teachers
  - 1 Speech Pathologist
  - 3.5 Exceptional Children Teachers
  - 0.5 Social Workers
  - 2 Academic Facilitators
  - 0.6 Talent Development Teachers
  - 1 Counselor
  - 29 Other

### Student Demographics

- African-American..... **37%**
- White..... **13%**
- Hispanic..... **41.2%**
- Asian..... **3.5%**
- Other..... **5.3%**
- Economically ..... **82%** disadvantaged students

### Additional Facts\*

- Per-pupil expenditure ..... **\$5,214**
- Teacher-to-pupil ratio ..... **1:19**
- Student-mobility rate ..... **22%**

*\*Click here for more information.*

## CONTACT INFORMATION

### Principal

Pamela Frederick  
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## Huntingtowne Farms Elementary School

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Charlotte, NC 28210  
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<http://schools.cms.k12.nc.us/huntingtownefarmsES>



# ▶ Huntingtowne Farms Elementary School

*(Principal's message continued)*

This enrichment model will increase reading and math teaching time over and above the state curriculum requirements. Moreover, students will interact with a family of teachers and students, which will increase their comfort levels. When students are meeting grade-level proficiency, they will be reassigned to a permanent grade-level teacher.

Parents will be informed of their child's progress each week and assigned activities to do at home with their child. Additionally, we have restructured our master schedule to include larger blocks of time for reading and math to be integrated with science and social studies. Teachers will also have additional time within those blocks to work with students individually and in small groups. We have included two 45-minute flexible enrichment blocks in grades two through five that will focus on specific skills.

Using assessment data, teachers will focus on one skill in both reading and math for four weeks, during which teachers will assess students every five days and change groups as necessary. Students who have mastered the

skills will work on more challenging concepts. All in all, we are excited about the current school year.

We continue to use technology widely in the school—SMART Boards (interactive white boards), classroom learning blogs, student PowerPoint presentations and Web-based research. We also offer a wide variety of clubs including art, dance, science, track, the Mileage Club and Odyssey of the Mind. In addition, we enjoy a partnership with the Katola School in Malawi to promote the concept of internationalism.

At Huntingtowne Farms, we develop students who are balanced and confident in their ability to succeed.

Sincerely,  
Pamela Frederick  
*Principal*

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

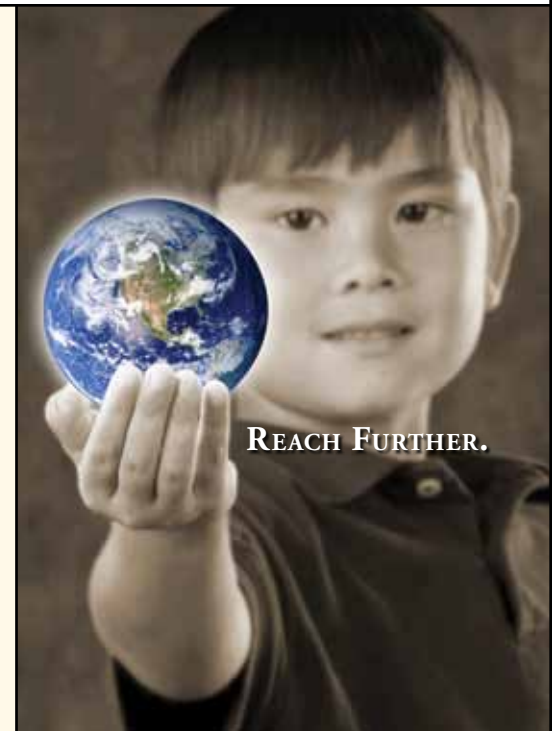
[– Click to view our School Improvement Plan](#)

## 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.



# Huntingtowne Farms Elementary School

## 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><b>High Academic Achievement</b></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 <sup>1</sup>  | —                             | 75.2%                         | 59.2%                  | <b>58.6%</b>           |
|   | ▶ Students performing at or above grade level in reading  | 95%                           | 70.2%                         | 55.7%                  | <b>55.3%</b>           |
|   | ▶ Students performing at or above grade level in math   | 88%                           | 82.3%                         | 67.7%                  | <b>68.3%</b>           |
|   | ▶ Students performing at or above grade level in science  | 80%                           | 68.6%                         | 42.1%                  | <b>37.5%</b>           |
|   | Disparity between racial/ethnic groups in reading   | 10%                           | 33.5%                         | 41.5%                  | <b>42%</b>             |
|   | Disparity between racial/ethnic groups in math  | 10%                           | 22.9%                         | 31.5%                  | <b>30%</b>             |
|   | Disparity between racial/ethnic groups in science   | 10%                           | 36.8%                         | 23.8%                  | <b>55.7%</b>           |
|   | Disparity between socioeconomic groups in reading   | 10%                           | 31%                           | 32.5%                  | <b>34%</b>             |
|   | Disparity between socioeconomic groups in math  | 10%                           | 19.1%                         | 20.1%                  | <b>26.3%</b>           |
|   | Disparity between socioeconomic groups in science   | 10%                           | 32.2%                         | 52.3%                  | <b>50.4%</b>           |
| <p><b>Effective Educators</b></p> <p><a href="#">Click to view teacher survey results</a></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%                   | <b>100%</b>            |
|   | National Board-certified teachers   | 18%                           | 15%                           | 19%                    | <b>12%</b>             |
|   | Teachers with graduate degrees  | 38%                           | 38%                           | 30%                    | <b>35%</b>             |
|   | Teachers' average years of experience   | 11.1                          | 10.6                          | 8                      | <b>6.9</b>             |
| <p><b>Adequate Resources &amp; Facilities</b></p>   | Student/Computer Ratio  | 5:1                           | 4:1                           | 2:1                    | <b>3:1</b>             |
|   | Teachers who indicate satisfaction with school facilities   | —                             | 72.7%                         | —                      | <b>60%</b>             |
| <p><b>Safe &amp; Orderly Schools</b></p>  | Passed the CMS safe school audit  | 100%                          | 69%                           | YES                    | <b>NO</b>              |
|   | Parents who indicate this is a safe school <sup>2</sup>   | 70%                           | 96.8%                         | 96.8%                  | <b>100%</b>            |
|   | Students who indicate this is a safe school <sup>2</sup>  | 80%                           | 91.8%                         | 93.6%                  | <b>89.8%</b>           |
|   | Teachers who indicate this is a safe school <sup>1,2</sup>  | —                             | 90.4%                         | 93.9%                  | <b>89.8%</b>           |
|   | Number of incidents resulting in in-school suspensions <sup>1,3</sup>   | —                             | 0.6                           | 0                      | <b>0</b>               |
|   | Number of incidents resulting in out-of-school suspensions <sup>1,3</sup>   | —                             | 7.2                           | 15.3                   | <b>12</b>              |
| <p><b>Freedom &amp; Flexibility with Accountability</b></p>   | Principal has been granted additional freedom and flexibility <sup>1</sup>  | —                             | 56%                           | NO                     | <b>NO</b>              |
| <p><b>World-Class Service</b></p>   | Parents who indicate satisfaction with the responsiveness of staff at this school <sup>2</sup>  | 80%                           | 88.6%                         | 79.2%                  | <b>94.1%</b>           |
| <p><b>Strong Parent &amp; Community Connections</b></p> <p><a href="#">Click to view parent survey results</a></p>  | Parents who indicate satisfaction overall with this school <sup>1,2</sup>   | —                             | 88.4%                         | 86.8%                  | <b>89.2%</b>           |
|   | Number of volunteer hours <sup>4</sup>  | Increase by 25% district-wide | 235                           | 732                    | <b>181</b>             |
|   | Number of business and community partnerships   | Increase by 25% district-wide | 580                           | 4                      | <b>2</b>               |

<sup>1</sup>Not a CMS 2010 goal

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

<sup>3</sup>Incidents per 100 students

<sup>4</sup>Per 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  
(24 of 27 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](http://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: | 2008-09 | 2009-10 |
|--------------|---------|---------|
|              | 59.2%   | 58.6%   |

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             |             | 81.6    | 80      |

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: 80.6      **Our School 2009-10: 79.5**

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%            |             | 57.5%   | 51.5%   |

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                | 93.6%   | 89.8%   |
| Encouragement         | 96.7%   | 97.5%   |
| Engagement            | 98.2%   | 98.6%   |

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: 54**



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>