SCHOOL PROGRESS REPORT 2009-2010

River Oaks Academy

A Message from the Principal

To our River Oaks Academy families:

This is the first School Progress Report for River Oaks Academy. We are a new school, serving approximately 625 scholars, and we are doing our part to keep all of our stakeholders (parents, staff and community) fully informed about our scholars' academic progress, our staff achievements and our school environment.

As you will see from this report, the River Oaks scholars performed well in our debut year as we established a baseline for our school. Our proficiency rate on the state End-of-Grade tests was commensurate with the district and state results. Moreover, our scholars achieved High Growth status during the 2009-2010 school year.

The report shows the percentage of students who were proficient in tested subjects, including math and reading. On average, incoming scholars from other schools made significant growth in their first year at River Oaks when compared to their previous performance at their former schools, with gains being made across all subgroups.

We did not make Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act. River Oaks has a diverse school population, which means we have many targets to meet for AYP. We met 13 of our 15 goals, or 86.6 percent.

We are taking decisive steps to improve our scholars' academic progress. For example, we are using pre- and post-assessment data to drive our instruction. We are also using a number of strategies to address the varying needs of our scholars. These include differentiated instruction, a flexible teaching approach that adapts the curriculum to individual learning styles, as well as intensive reading, strategic groups, multiple intelligences, a small-school concept and enrichment activities. Using assessment data, we can determine who is learning, what they are learning and to what extent they are achieving specific goals.

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades
K - 5

School Population

- Students: **582**
- Classroom Teachers: **30**
- Support Staff:
  - **1** Assistant Principal
  - **1** English as a Second Language Teacher
  - **1** Speech Pathologist
  - **1.5** Exceptional Children Teachers
  - **2** Academic Facilitators
  - **0.6** Talent Development Teachers
  - **1** Counselor
  - **32** Other

Student Demographics

- African-American.....**67%**
- White.....**13.9%**
- Hispanic.....**11.5%**
- Asian.....**2.9%**
- Other.....**4.6%**
- Economically.....**65.6%** disadvantaged students

Additional Facts*

- Per-pupil expenditure **$4,499**
- Teacher-to-pupil ratio **1:21**
- Student-mobility rate.....**23%**

**Click here for more information.*

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Charlotte-Mecklenburg Schools

River Oaks Academy

(Principal's message continued)

Our faculty is strong, with all of our teachers considered highly qualified. Forty-four percent of our teachers hold advanced degrees and 15 percent are National Board-certified. As a new school, attracting and retaining quality and effective educators is an important part of our efforts to raise academic achievement for our scholars. In our first year, we experienced low teacher turnover, which will ensure consistency and help us achieve our goal of placing an effective teacher in every classroom.

We will all continue to work on raising achievement at River Oaks. After-school tutoring is offered during the second semester to scholars who need additional assistance in mastering grade-level material. This extra boost helps provide scholars the confidence needed to do well as they prepare for End-of-Grade testing in May.

River Oaks Academy is a learning center with a supportive, positive environment in which several partnerships have been developed with members of the community. In addition, our school is technologically advanced, with LCD projectors in each classroom. We use SMART Boards (interactive white boards) in our fifth-grade classes, and our PTA has worked hard to provide us with similar boards for our third- and fourth-grade classes this fall. Finally, River Oaks provides a safe environment, as indicated by our safe-school audit score of 100 percent.

At River Oaks Academy, you will find mutual respect, a myriad of academic programs and a group of dedicated stakeholders who help us to uphold our motto of "Empowering Scholars for Academic Success."

Sincerely,
Marilyn Tate-Osborne
Principal

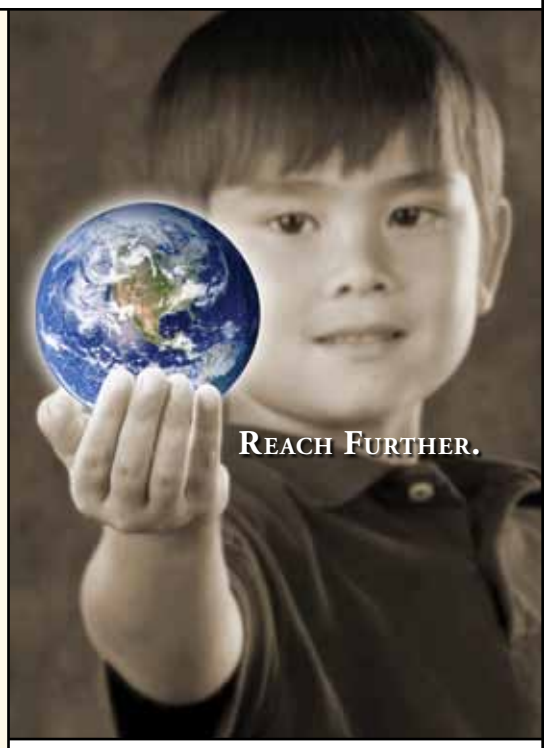
– Click to view our School Improvement Plan

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.



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River Oaks 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	Students performing at or above grade level overall[1]	—	75.2%	—	**66%**
	Students performing at or above grade level in reading	95%	70.2%	—	**60.7%**
	Students performing at or above grade level in math	88%	82.3%	—	**74.8%**
	Students performing at or above grade level in science	80%	68.6%	—	**56.3%**
	Disparity between racial/ethnic groups in reading	10%	33.5%	—	**41.1%**
	Disparity between racial/ethnic groups in math	10%	22.9%	—	**20.2%**
	Disparity between racial/ethnic groups in science	10%	36.8%	—	**16.8%**
	Disparity between socioeconomic groups in reading	10%	31%	—	**11.5%**
	Disparity between socioeconomic groups in math	10%	19.1%	—	**15.1%**
	Disparity between socioeconomic groups in science	10%	32.2%	—	**18.2%**
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%**
	National Board-certified teachers	18%	15%	—	**15%**
	Teachers with graduate degrees	38%	38%	—	**44%**
	Teachers' average years of experience	11.1	10.6	—	**9.4**
Adequate Resources & Facilities	Student/Computer Ratio	5:1	4:1	—	**4:1**
	Teachers who indicate satisfaction with school facilities	—	72.7%	—	**96.5%**
Safe & Orderly Schools	Passed the CMS safe school audit	100%	69%	—	**YES**
	Parents who indicate this is a safe school[2]	70%	96.8%	—	**96.6%**
	Students who indicate this is a safe school[2]	80%	91.8%	—	**93.3%**
	Teachers who indicate this is a safe school[1,2]	—	90.4%	—	**95.6%**
	Number of incidents resulting in in-school suspensions[1,3]	—	0.6	—	**0**
	Number of incidents resulting in out-of-school suspensions[1,3]	—	7.2	—	**10.8**
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility[1]	—	56%	—	**NO**
World-Class Service	Parents who indicate satisfaction with the responsiveness of staff at this school[2]	80%	88.6%	—	**87.1%**
Strong Parent & Community Connections *Click to view parent survey results*	Parents who indicate satisfaction overall with this school[1,2]	—	88.4%	—	**89.5%**
	Number of volunteer hours[4]	Increase by 25% district-wide	235	—	**206**
	Number of business and community partnerships	Increase by 25% district-wide	580	—	**16**

▶ 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.

Data effective as of 8/27/10

[1] *Not a CMS 2010 goal*

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

[3] *Incidents per 100 students*

[4] *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
(13 of 15 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**
	—	**66%**

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		—	**82.5**

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: — **Our School 2009-10: 85.3**

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%		—	**60.6%**

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	—	**93.3%**
Encouragement	—	**97.6%**
Engagement	—	**98.7%**

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: 68.3**

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**