A Message from the Principal

To our Reid Park Academy families:

This School Progress Report for Reid Park Academy is part of our effort to keep families informed about our students’ academic progress, our staff and our school environment.

Reid Park has just completed its third year under the CMS Strategic Staffing initiative, a program that places some of the district’s strongest educators in struggling schools. Over this three-year period, Reid Park’s student achievement has risen consistently.

On the 2010-2011 North Carolina End-of-Grade reading test, 37.6 percent of our students scored at or above grade level, with 51 percent of students meeting the gateway. In math, 61.9 percent of students demonstrated proficiency, with 76.7 percent meeting gateway requirements. In science, 56.1 percent of students were proficient, with 68.4 percent meeting the gateway. Our overall proficiency rate was 50.5 percent, and 64.4 percent of all students met the gateway. This means that half of our students in grades three through five were considered proficient in reading, math and science. Clearly, we have achievement challenges to overcome.

So what are we doing to improve student achievement? Our teachers are using student data to make informed decisions about their teaching, and they are using research-based strategies to address both student strengths and weaknesses. We have been outfitting the school with up-to-date and innovative technology, including a laptop lab and a technology lab, in order to actively engage the children in their learning. We have installed SMART Boards in every classroom, together with responders, voice amplification systems, document cameras and digital cameras. The teachers are participating in ongoing professional development, functioning as learners themselves. We know that teachers need to grow continually if they expect the same from their students.

(Principal’s message continued on next page)
We have designed our master instructional schedule to provide for large blocks of uninterrupted time so that students can investigate, learn and work together. Our teachers know their students and make adjustments to instruction based upon students’ needs. At Reid Park, we do not wait for a child to fail before making changes to the delivery method of instruction or the teaching strategies we employ.

Parents’ attendance at school activities increased last year as they came to support their children. Monthly meetings allow families to discuss their children’s education with school personnel. To further encourage family involvement in the school, we host Sip & Share sessions, All Pro Dads meetings, events sponsored by Communities In Schools and quarterly parent nights, complete with complimentary dinner.

I am overwhelmed by the community support that our school receives from individuals, businesses and faith organizations. We are working closely with several of our partners so that they may help sponsor several very special field trips this year, providing our students with invaluable hands-on learning experiences. Everyone in the Reid Park family is contributing to the success of our students.

There is great anticipation about this school year as Reid Park becomes a pre-K-8 school. The stage has been set for our students’ academic performance to soar, because students are eager to learn, teachers are well-prepared to teach and resources for effective teaching and learning are in place.

Sincerely,
Mary Sturge
Principal

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What is the School Progress Report?

Charlotte-Mecklenburg Schools has set specific district-wide goals through the year 2014. These are outlined in our Strategic Plan 2014: Teaching Our Way to the Top. The plan sets two main goals of improving teaching and managing performance. These goals place primary emphasis on identifying and rewarding teaching excellence. The most effective teachers are those who can teach students to achieve more than one year’s growth in a year’s time. Moving students this way is especially critical in addressing achievement gaps, because some students may be two or more years behind in basic skills.

Strategic Plan 2014 also identifies six areas of focus where we are taking specific, strategic actions. The six areas of focus are Effective Teaching and Leadership, Performance Management, Increasing the Graduation Rate, Teaching and Learning Through Technology, Environmental Stewardship and Parent and Community Connections.

This School Progress Report summarizes the progress toward those goals made by our school in the 2010-2011 school year. It provides information about our teachers, our administrators, our students and our school environment. Many of our measures are based on state and federal accountability measures, including testing. We have provided a short explanation of these measures on page 4.

Student achievement remains the top priority at CMS. We believe that students have the best chance of success when they have an effective teacher, a supportive school climate and parental involvement in their education. We want you, our parents, to be informed about our progress both district-wide and at your school. This report provides a summary of our progress over the past year.
## Reid Park Elementary School

### Progress Report

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>High Academic Achievement</td>
<td>Students performing at or above grade level overall</td>
<td>—</td>
<td>75.6%</td>
<td>44%</td>
<td>50.5%</td>
</tr>
<tr>
<td></td>
<td>Students performing at or above grade level in reading</td>
<td>100%</td>
<td>70%</td>
<td>33.9%</td>
<td>37.6%</td>
</tr>
<tr>
<td></td>
<td>Students performing at or above grade level in math</td>
<td>100%</td>
<td>82.4%</td>
<td>61.8%</td>
<td>61.9%</td>
</tr>
<tr>
<td></td>
<td>Students performing at or above grade level in science</td>
<td>90%</td>
<td>72%</td>
<td>22.5%</td>
<td>56.1%</td>
</tr>
<tr>
<td></td>
<td>Disparity between racial/ethnic groups in reading</td>
<td>18.9%</td>
<td>31.9%</td>
<td>16.4%</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Disparity between racial/ethnic groups in math</td>
<td>14.9%</td>
<td>23.6%</td>
<td>40.1%</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Disparity between racial/ethnic groups in science</td>
<td>21.6%</td>
<td>34.7%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Disparity between socioeconomic groups in reading</td>
<td>17.5%</td>
<td>30.6%</td>
<td>50.6%</td>
<td>2.5%</td>
</tr>
<tr>
<td></td>
<td>Disparity between socioeconomic groups in math</td>
<td>12.4%</td>
<td>19%</td>
<td>22.1%</td>
<td>-44.1%</td>
</tr>
<tr>
<td></td>
<td>Disparity between socioeconomic groups in science</td>
<td>18.2%</td>
<td>27.5%</td>
<td>NA</td>
<td>-17.7%</td>
</tr>
<tr>
<td>Effective Teaching &amp; Leadership</td>
<td>Teachers demonstrate leadership</td>
<td>—</td>
<td>38%</td>
<td>—</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>Teachers establish a respectful environment for a diverse population of students</td>
<td>—</td>
<td>46%</td>
<td>—</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>Teachers know the content they teach</td>
<td>—</td>
<td>30%</td>
<td>—</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Teachers facilitate learning for their students</td>
<td>—</td>
<td>29%</td>
<td>—</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Teachers reflect on their practice</td>
<td>—</td>
<td>38%</td>
<td>—</td>
<td>36%</td>
</tr>
<tr>
<td>Performance Management</td>
<td>Teachers contribute to the academic success of students</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Increasing the Graduation Rate</td>
<td>Promotion rate of the school</td>
<td>TBD</td>
<td>&gt;95%</td>
<td>92.9%</td>
<td>92.1%</td>
</tr>
<tr>
<td>Teaching &amp; Learning Through Technology</td>
<td>Student/computer ratio</td>
<td>5:1</td>
<td>4:1</td>
<td>3:1</td>
<td>2:1</td>
</tr>
<tr>
<td></td>
<td>The number of times students accessed Discovery Education's electronic media resources</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Teachers who feel instructional technology is improving student performance</td>
<td>95%</td>
<td>91.4%</td>
<td>—</td>
<td>96.8%</td>
</tr>
<tr>
<td></td>
<td>Students who feel instructional technology positively impacts their learning</td>
<td>TBD</td>
<td>Metric under development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Stewardship</td>
<td>Environmental Stewardship initiative participation</td>
<td>100%</td>
<td>100%</td>
<td>—</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Has this school reduced its energy consumption from the previous year?</td>
<td>100%</td>
<td>72.1%</td>
<td>—</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Does this school have a trained recycling coordinator?</td>
<td>100%</td>
<td>6%</td>
<td>—</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Does this school have a trained energy coordinator?</td>
<td>100%</td>
<td>2%</td>
<td>—</td>
<td>No</td>
</tr>
<tr>
<td>Parent &amp; Community Connections</td>
<td>Response rate among sample of parents surveyed</td>
<td>—</td>
<td>19.5%</td>
<td>47.2%</td>
<td>26.8%</td>
</tr>
<tr>
<td></td>
<td>Surveyed parents who believe family involvement/partnership is valued at this school</td>
<td>95%</td>
<td>94.9%</td>
<td>—</td>
<td>96.1%</td>
</tr>
<tr>
<td></td>
<td>Surveyed parents who believe they are an important partner in their child's education</td>
<td>95%</td>
<td>98.2%</td>
<td>—</td>
<td>96.2%</td>
</tr>
<tr>
<td></td>
<td>Number of volunteer hours</td>
<td>Increase by 25% district-wide</td>
<td>256</td>
<td>84</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Number of business and community partnerships</td>
<td>Increase by 25% district-wide</td>
<td>594</td>
<td>12</td>
<td>11</td>
</tr>
</tbody>
</table>

1Not a CMS Strategic Plan 2014 goal  
2Based on responses to surveys; multiple survey items may have been used to create a composite  
3Per 100 students
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 (7 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](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](http://ayp.ncpublicschools.org)

- **Students Making or Exceeding a Year's Worth of Growth**

  State Standard | Our School: 2009-10 | 2010-11 |
  --- | --- | --- |
  60% | 62.4% | 59.8%

  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.

- **ABC Designation**

  Our school's designation: **Priority School**

  **DID meet growth expectations**

  Proficiency:  
  - 2009-10: 44%
  - 2010-11: 50.5%

  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 (below); 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](http://abcs.ncpublicschools.org/abcs)

- **Average Growth**

  State Standard: 80  
  Our School: 2009-10: 82.7  
  2010-11: 82.9

  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.

- **Positive Responses to Student Survey Items**

  Our School's Results: 2009-10 | 2010-11
  --- | --- |
  Safety | 92.7% | 89%
  Encouragement | 99.3% | 100%
  Engagement | 96.8% | 95.6%

  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: 54  
  **Our School Index: 28.3**

  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.