

▶ Montclair Elementary School



A Message from the Principal

To our Montclair Elementary School families:

This is the first School Progress Report for Montclair Elementary. We are sending this to you so that you may be fully informed about our students' academic progress, our staff and our school environment.

We are proud of the hard work and achievements of our staff and students. During the 2007-2008 school year, 65.7 percent of our students performed at or above grade level on the End-of-Grade math test. Although there is definitely room for improvement, we do celebrate that the majority of our students are making the grade.

The state introduced a new reading test in 2007-2008. As a result of more rigorous expectations, reading scores declined across the state, including in CMS. Since the new test covers different material from that covered in the previous test, direct year-over-year comparisons are not necessarily accurate.

Montclair, which is designated a Priority School, achieved High Growth during the 2007-2008 school year. In the previous school year, we also made High Growth and all of our Adequate Yearly Progress (AYP) targets. AYP is the standard set for schools by the No Child Left Behind Act. In 2007-2008, we fell short and made 11 of our 17 targets.

On our journey to becoming great, we have many exciting initiatives under way. First, in conjunction with our daily at-home reading program, we have developed a similar home-based math-practice program. This will help our students work on their grade-level math facts and improve their skills in this subject. The goal is to ensure that all students know the basic math facts for their grade level. We will highlight students' achievements at our Math Fair in January.

(Principal's message continued on back.)

KEY FACTS

Principal

Leah Davis

email: leah.davis@cms.k12.nc.us

Grades

K - 5

School Population

- 479 Students
- 41 Teachers
- 1 Assistant Principal
- 1 Student Services Specialist
- 1.5 Social Workers
- 31 Support Staff

Student Demographics

- 17.3% African American
- 4.6% White
- 73.9% Hispanic
- 4.2% Other
- 89.8% of students qualify for free or reduced-price lunch

Learning Community

South

Area Superintendent: Robert Avossa
8500 Pineville-Matthews Road
Suites F & G
Charlotte, NC 28226
980-343-1467
email: robert.avossa@cms.k12.nc.us

Data effective as of spring 2008.

Montclair Elementary School

5801 Farmbrook Drive
Charlotte, NC 28210
980-343-3635

<http://pages.cms.k12.nc.us/montclair>



CMS 2010 Strategic Plan Goals	Key Performance Measurements	CMS 2010 Goal	School Result 2007 - 2008
High Academic Achievement <i>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>	Students performing at or above grade level overall ¹	—	53.7%
	Students performing at or above grade level in Reading	95%	39.7%
	Students performing at or above grade level in Math	88%	65.7%
	Students performing at or above grade level in Writing	80%	49.3%
	Disparity between racial/ethnic groups in Reading	10%	57.6%
	Disparity between racial/ethnic groups in Math	10%	37.2%
	Disparity between racial/ethnic groups in Writing	10%	28.8%
	Disparity between socioeconomic groups in Reading	10%	22.4%
	Disparity between socioeconomic groups in Math	10%	9.6%
	Disparity between socioeconomic groups in Writing	10%	-8.1%
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	100%
	National Board-certified teachers	16%	22%
	Teachers with graduate degrees	34%	39%
	Teachers’ average years of experience	11.2	11.3
Adequate Resources & Facilities	Student/Computer Ratio	5:1	4:1
Safe & Orderly Schools	Passed the CMS “safe school audit”	YES	YES
	Parents perceive the school as safe ²	70%	86.1%
	Students perceive the school as safe ³	80%	87.5%
	Teachers perceive the school as safe ^{1,4}	—	92.5%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	0
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	6.9
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	NO
World-Class Service	Parents perceive the school as responsive ²	80%	86.2%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	87.7%
	Number of volunteer hours ⁶	Increase by 25% district-wide	131.7
	Number of business and community partnerships	Increase by 25% district-wide	7

¹Not a Strategic Plan goal

²Based on completed parent surveys

³Based on completed student surveys

⁴Based on completed teacher surveys

⁵Incidents per 100 students

⁶Per 100 students

CMS Accountability Measures

In this section, we are highlighting several key performance indicators for our school and its students.

► Adequate Yearly Progress (AYP)

Our school **DID NOT** make AYP
(11 of 17 goals met)

The federal No Child Left Behind Act requires that every school make Adequate Yearly Progress (AYP). State test results are used to set AYP proficiency targets for every grade. Targets are set for the school as a whole, as well as for nine separate subgroups. The subgroups are: white, black, Hispanic, Native American, Asian, multiracial, economically disadvantaged students, students with limited English proficiency and students with disabilities. A school's attendance and graduation rates are also measured for AYP.

The subgroup measurements are intended to prevent an overall score from masking poor results by one or more subgroups. Because the number of subgroups can vary depending on a school's diversity, the number of targets varies also. Some schools may have only a few targets to meet; others may have as many as 41.

AYP is an all-or-nothing standard that says every target must be met. No Child Left Behind also requires that every student be proficient by the 2013-2014 school year.

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: **Priority School**
(DID meet growth expectations)

Proficiency: 53.7%

The North Carolina ABCs program was introduced more than a decade ago to better target school improvement efforts. Two basic measures determine a school's designation: the Average Growth of students (at right); and the Performance Composite, which measures how well students performed against a set standard of proficiency.

Schools are given one of seven designations (in descending order): Honor School of Excellence; School of Excellence; School of Distinction; School of Progress; No Recognition; Priority School; Low Performing.

For more information about ABCs, visit <http://abcs.ncpublicschools.org/abcs>

► Average Growth

State Standard: 80%
Our School: 84.3%

Each year, the state sets individual growth expectations for each student. A student is expected to perform as well, or better, on the End-of-Grade (EOG) assessment for the current year as he or she did, on average, during the previous two years. The Average Growth is calculated by comparing *actual* performance versus *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. A school classified as making expected growth would have a score of 80% or higher.

► Students Making or Exceeding a Year's Worth of Growth

State Standard: 60%
Our School: 68.5%

This measurement assesses whether students have learned as much as they are expected to learn in one year. Expectations are set for each student based on individual performance for the previous two years. Across the state, about half of students typically meet or exceed their growth expectation. High growth is defined as a score of 60% or higher and having met expected growth.

► Amount of Growth for Students in the Lowest Achieving Group

Our School: 83.4%

Narrowing the achievement gap is widely recognized as one of the biggest challenges in public education. The lowest achieving group for CMS includes certain minority groups and those receiving free or reduced-price lunch. If lower-achieving students grow at a faster rate than better-achieving students, the achievement gap is narrowed. When the above percentage is higher than the Average Growth for the school (see Average Growth above), the school is closing the achievement gap.

► Positive Responses to Student Surveys

Our School: 90.8%

Student feedback is a subjective, but essential, component of the measure of our school's performance. We want all of our students to have a caring, supportive environment at school. This is a measure of the positive reaction from our students covering the areas of school safety, engagement and encouragement.

For more information on our school's performance, visit <http://pmd.cms.k12.nc.us>

CHARLOTTE-MECKLENBURG SCHOOLS

REACH FURTHER. **Global competitiveness starts here.**

▶ Montclair Elementary School

(Principal's message continued.)

Montclair Elementary is known for its nurturing, positive learning climate as well as its dedicated, experienced staff. This year, we are further developing our professional learning community by focusing on effective standards-based instructional planning to capitalize on the instructional strengths of all teachers. Common assessments will be developed at each grade level in an effort to monitor student understanding and provide immediate intervention and enrichment to support student learning.

At Montclair, we are also committed to meeting the needs of our high-performing students. During the 2008-2009 school year, Talent Development and high-performing students in grades three through five have been grouped together. These students will be working on an accelerated and challenging curriculum. In addition, all teachers will be provided curriculum resources and support by three highly qualified academic facilitators. The facilitators will

each work with two grade levels to help teachers differentiate instruction for their students.

Lastly, at Montclair Elementary we know that partnering with parents is essential to success in student learning. We will increase our parent leadership and learning opportunities with our Parent Workshop Series and we opened our Parent Resource Center in October. By helping our parents support their children at home and providing them with the necessary resources, we know our students will make even further gains.

As a Title I school, we are proud of what we have accomplished with our students. Our staff has consistently shown that they are willing to do whatever it takes to meet the needs of our students.

Sincerely,
Leah Davis
Principal

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.

In this report, you will notice how our school performed in the 2007-2008 school year compared to the stated 2010 goals. On page 3, you will also find an explanation of federal and state accountability measures with a specific emphasis on growth.

As educators and parents, we have a common goal of preparing our children to compete in an ever-growing global community. This goal requires constant dialogue between school and parents, so please feel free to contact the principal or any staff member at our school with your questions, concerns or suggestions.



REACH FURTHER.

