

# ► Mountain Island Elementary School



## A Message from the Principal

To our Mountain Island Elementary School families:

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

As you will see, Mountain Island had a proficiency rate on the state End-of-Grade test in math of 75.3 percent. That's good: More than two-thirds of our students are at or above grade level in math.

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.

The scores of some of our subgroups showed some slight declines in 2007-2008 compared to the previous year. We also did not make Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act. Mountain Island is a diverse, comprehensive elementary school, which means that we have many targets to meet for AYP—23 in all, and we met 19, or 82.6 percent, of them.

So what are we doing to improve our students' academic progress? We are using differentiated instruction, a flexible teaching approach that adapts the curriculum to individual learning needs. We have decided to departmentalize in grades four and five so that we may offer our children longer instructional blocks with less transition. Teachers in these grades will specialize in math, science and social studies or literacy and writing. We are continuing to utilize Thinking Maps and Accelerated Reader as major instructional initiatives. This year, our staff received specialized instruction in questioning techniques in order to engage all of our students in higher-order thinking skills. We expect to see great results from these efforts.

*(Principal's message continued on back.)*

## KEY FACTS

### Principal

Jeffrey Ruppenthal

email: [jeffrey.ruppenthal@cms.k12.nc.us](mailto:jeffrey.ruppenthal@cms.k12.nc.us)

### Grades

K - 5

### School Population

- 1,252 Students
- 80 Teachers
- 2 Assistant Principals
- 1 Student Services Specialist
- 1 Social Worker
- 58 Support Staff

### Student Demographics

- 40.4% African American
- 45.5% White
- 6.6% Hispanic
- 7.4% Other
- 36.5% of students qualify for free or reduced-price lunch

### Learning Community

West

Area Superintendent: Dr. Elva Cooper  
1801 Cross Beam Drive  
Suite E  
Charlotte, NC 28217  
980-343-1463  
email: [elva.cooper@cms.k12.nc.us](mailto:elva.cooper@cms.k12.nc.us)

Data effective as of spring 2008.

## Mountain Island Elementary School

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Charlotte, NC 28216  
980-343-6948

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



CMS 2010 Strategic Plan Goals	Key Performance Measurements	CMS 2010 Goal	School Result 2007 - 2008
<b>High Academic Achievement</b>  <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 <sup>1</sup>	—	<b>68.2%</b>
	Students performing at or above grade level in Reading	95%	<b>63.5%</b>
	Students performing at or above grade level in Math	88%	<b>75.3%</b>
	Students performing at or above grade level in Writing	80%	<b>55.1%</b>
	Disparity between racial/ethnic groups in Reading	10%	<b>43.9%</b>
	Disparity between racial/ethnic groups in Math	10%	<b>28.9%</b>
	Disparity between racial/ethnic groups in Writing	10%	<b>34.8%</b>
	Disparity between socioeconomic groups in Reading	10%	<b>34.8%</b>
	Disparity between socioeconomic groups in Math	10%	<b>26.6%</b>
	Disparity between socioeconomic groups in Writing	10%	<b>29.5%</b>
<b>Effective Educators</b>	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	<b>99%</b>
	National Board-certified teachers	16%	<b>15%</b>
	Teachers with graduate degrees	34%	<b>30%</b>
	Teachers’ average years of experience	11.2	<b>8.3</b>
<b>Adequate Resources &amp; Facilities</b>	Student/Computer Ratio	5:1	<b>4:1</b>
<b>Safe &amp; Orderly Schools</b>	Passed the CMS “safe school audit”	YES	<b>YES</b>
	Parents perceive the school as safe <sup>2</sup>	70%	<b>85.1%</b>
	Students perceive the school as safe <sup>3</sup>	80%	<b>79.6%</b>
	Teachers perceive the school as safe <sup>1,4</sup>	—	<b>95.4%</b>
	Number of incidents resulting in in-school suspensions <sup>1,5</sup>	—	<b>0</b>
	Number of incidents resulting in out-of-school suspensions <sup>1,5</sup>	—	<b>8.3</b>
<b>Freedom &amp; Flexibility with Accountability</b>	Principal has been granted additional freedom and flexibility <sup>1</sup>	—	<b>NO</b>
<b>World-Class Service</b>	Parents perceive the school as responsive <sup>2</sup>	80%	<b>85.5%</b>
<b>Strong Parent &amp; Community Connections</b>	Parents that give the school either an A or B grade <sup>1,2</sup>	—	<b>91.9%</b>
	Number of volunteer hours <sup>6</sup>	Increase by 25% district-wide	<b>62.9</b>
	Number of business and community partnerships	Increase by 25% district-wide	<b>4</b>

<sup>1</sup>Not a Strategic Plan goal

<sup>2</sup>Based on completed parent surveys

<sup>3</sup>Based on completed student surveys

<sup>4</sup>Based on completed teacher surveys

<sup>5</sup>Incidents per 100 students

<sup>6</sup>Per 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  
(19 of 23 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](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: **School of Progress**  
(DID meet growth expectations)

**Proficiency: 68.2%**

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: 81.3%**

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: 56.0%**

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: 80.2%**

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: 81.7%**

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.**

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*(Principal's message continued.)*

Our faculty is strong, with many of our teachers highly qualified and experienced. We have a large number of National Board-certified teachers spread out across the grade levels. This will help continue to raise our academic achievement.

All of us will continue to work on raising achievement. We will offer an after-school program where our teachers provide tutoring to help students master the material. Students performing below grade level in grades K-3 will receive extra daily support through our Intensive Reading Program.

I am confident that we will continue to see improvement in student achievement. Mountain Island has a supportive, safe environment in which students and teachers treat each other with respect. That will continue.

We will maintain relationships with the greater school community. Mountain Island has always enjoyed the support of a vibrant PTA. We are excited about

our new National Certified Outdoor Habitat built through the PTA and community support. We will continue our partnership with Discovery Place to provide our students with exciting opportunities in science. Our Chess Club is one of the biggest and most active in the area thanks to a great network of volunteers.

At Mountain Island, our ultimate goal is to provide an optimal learning environment to best prepare our students for an increasingly diverse global community. We firmly believe it takes the power of T.E.A.M. (Together Everyone Achieves More) to accomplish that goal.

Sincerely,  
Jeffrey Ruppenthal  
*Principal*

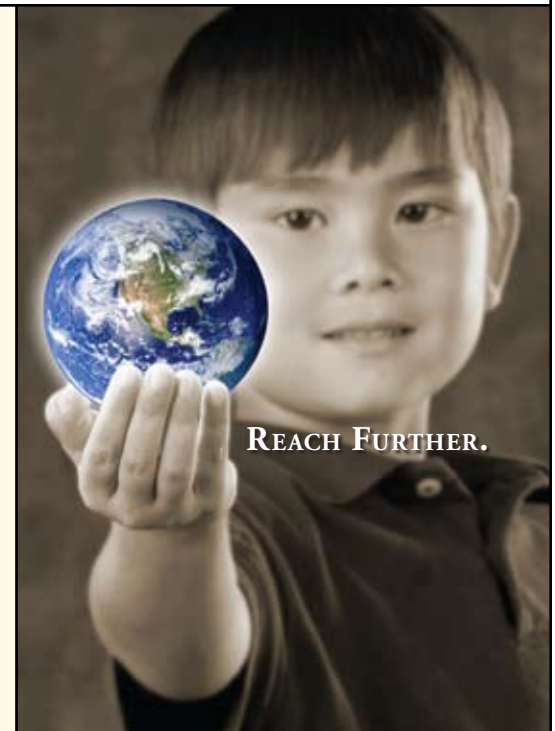
## What is the School Progress Report?

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.

