

▶ **Cochrane Middle School**



A Message from the Principal

Dear Cochrane Middle School families:

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

For the 2007-2008 school year, our students showed growth on the eighth-grade End-of-Grade math test. Other areas of growth included Algebra 1. We saw a decline in End-of-Grade math performance in sixth and seventh grades, and this will be a focus for the 2008-2009 school year.

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.

To improve academic performance, we have restructured the school into three small learning communities. Our purpose was to create an atmosphere where excellence is promoted and demonstrated by teachers and embraced by students.

Cochrane offers three distinct programs: a global-technology strand; an international-business and world-culture strand, and a partial math, science and environmental-studies magnet. Each program emphasizes personalized, project-based learning where students are challenged to meet high expectations. The development of these programs is the premise for bold educational reforms that will equip our students to compete in the global marketplace.

Global technology provides students with the skills and knowledge to install, configure and maintain business and technological solutions on a global scale. This program has a number of aims: to increase the number of educationally disadvantaged students in math, science

(Principal's message continued on back.)

KEY FACTS

Principal

Dr. Valarie Williams

email: valarie.williams@cms.k12.nc.us

Cochrane Middle School is a partial Math/Science and Environmental Studies magnet.

Grades

6 - 8

School Population

- 674 Students
- 51 Teachers
- 2 Assistant Principals
- 2 Counselors
- 1 Social Worker
- 28 Support Staff

Student Demographics

- 69.4% African American
- 3.4% White
- 20.9% Hispanic
- 6.2% Other
- 82.0% of students qualify for free or reduced-price lunch

Learning Community

Northeast

Area Superintendent: Scott Muri
2750 E. W.T. Harris Boulevard
Suite 101

Charlotte, NC 28213

980-343-1459

email: scott.muri@cms.k12.nc.us

Data effective as of spring 2008.

Cochrane Middle School

6200 Starhaven Drive
Charlotte, NC 28215
980-343-6460

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



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	—	37.3%
	Students performing at or above grade level in Reading	95%	31.7%
	Students performing at or above grade level in Math	88%	34.1%
	Students performing at or above grade level in Writing	80%	41.0%
	Disparity between racial/ethnic groups in Reading	10%	30.9%
	Disparity between racial/ethnic groups in Math	10%	29.0%
	Disparity between racial/ethnic groups in Writing	10%	50.0%
	Disparity between socioeconomic groups in Reading	10%	19.3%
	Disparity between socioeconomic groups in Math	10%	12.2%
	Disparity between socioeconomic groups in Writing	10%	12.6%
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	96%	92%
	National Board-certified teachers	16%	0%
	Teachers with graduate degrees	35%	20%
	Teachers’ average years of experience	10.4	8.9
Adequate Resources & Facilities	Student/Computer Ratio	5:1	3:1
Safe & Orderly Schools	Passed the CMS “safe school audit”	YES	YES
	Parents perceive the school as safe ²	70%	64.7%
	Students perceive the school as safe ³	80%	41.1%
	Teachers perceive the school as safe ^{1,4}	—	62.5%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	61.6
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	53.0
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%	75.0%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	56.3%
	Number of volunteer hours ⁶	Increase by 25% district-wide	28.9
	Number of business and community partnerships	Increase by 25% district-wide	8

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
(14 of 25 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: **Low Performing**
(DID NOT meet growth expectations)

Proficiency: 37.3%

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: 77.6%

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: 43.1%

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: 77.6%

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: 61.6%

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.**

▶ Cochrane Middle School

(Principal's message continued.)

and technology-based courses; to ensure that students are technologically and socially prepared to live and work productively, and to incorporate technology and internationalism into all areas of the curriculum. While this strand has the strengths of a traditional program, it focuses on project-based learning and active engagement.

The international-business and world-culture strand allows students to discover areas of international business in which they are interested. Students study all types of careers that are touched by foreign markets, and they learn about foreign trade and international banking. They also explore e-commerce and the global interrelation of money and goods. Through our connections with international businesses, we can expose students to real-world commercial experiences.

Cochrane's math, science and environmental studies program emphasizes constructivist teaching (where students actively construct knowledge

rather than passively receive it) and problem-based learning. Special features of the program include an outdoor classroom that serves as a central hub for environmental studies; standards-based math thematic units; integration of technology; parent and community involvement in school events designed to showcase math and science achievement; community-service projects, such as Earth Day, and different learning environments created through the use of portable laptop computer carts.

At Cochrane, we are using our three learning themes to keep first things first—and that means we are focused on student learning, strong teaching and rising achievement.

Sincerely,
Dr. Valarie Williams
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.

