

▶ Coulwood Middle School



A Message from the Principal

To our Coulwood Middle School families:

This is the first School Progress Report for Coulwood Middle, part of our efforts to keep you fully informed about our students' academic progress, our staff accomplishments and our school environment.

Coulwood offers a warm, supportive school climate, coupled with high expectations to increase each child's academic, social and emotional skills. Every member of the Coulwood staff is dedicated, courteous and highly capable. It is our mission and intention for all students to be successful and attain high academic levels in middle school. Our goal is to prepare students to become effective lifelong learners.

At the end of the 2007-2008 school year, 58.1 percent of Coulwood students met proficiency standards on the state End-of-Grade math test; 94.4 percent were proficient in algebra; and 100 percent in geometry.

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.

In addition, Coulwood met 26 of 35 Adequate Yearly Progress (AYP) targets. AYP is the standard set for schools by the No Child Left Behind Act. We are very proud of our accomplishments and are moving forward to support students and increase achievement scores.

Our instructional planning model is rooted in teaming and research-based teaching practices. Through content-mapping and common assessments, we modify instruction to meet our students' individual academic needs. We gather data to identify students'

(Principal's message continued on back.)

KEY FACTS

Principal

Robert G. Folk

email: robert.folk@cms.k12.nc.us

Grades

6 - 8

School Population

- 1,138 Students
- 74 Teachers
- 3 Assistant Principals
- 3 Counselors
- 45 Support Staff

Student Demographics

- 59.8% African American
- 20.8% White
- 11.2% Hispanic
- 8.3% Other
- 62.6% 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

Data effective as of spring 2008.

Coulwood Middle School

500 Kentberry Drive

Charlotte, NC 28214

980-343-6090

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



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	—	51.2%
	Students performing at or above grade level in Reading	95%	39.8%
	Students performing at or above grade level in Math	88%	58.1%
	Students performing at or above grade level in Writing	80%	44.3%
	Disparity between racial/ethnic groups in Reading	10%	30.6%
	Disparity between racial/ethnic groups in Math	10%	25.6%
	Disparity between racial/ethnic groups in Writing	10%	25.2%
	Disparity between socioeconomic groups in Reading	10%	19.2%
	Disparity between socioeconomic groups in Math	10%	22.4%
	Disparity between socioeconomic groups in Writing	10%	20.3%
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	96%	96%
	National Board-certified teachers	16%	8%
	Teachers with graduate degrees	35%	33%
	Teachers’ average years of experience	10.4	9.8
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%	62.4%
	Students perceive the school as safe ³	80%	54.6%
	Teachers perceive the school as safe ^{1,4}	—	90.9%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	0.1
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	35.8
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%	69.9%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	57.2%
	Number of volunteer hours ⁶	Increase by 25% district-wide	8.6
	Number of business and community partnerships	Increase by 25% district-wide	5

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
(26 of 35 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: 51.2%

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: 81.2%

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: 55.4%

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: 81.2%

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: 67.8%

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.**

► Coulwood Middle School

(Principal's message continued.)

learning pace, and we develop interventions to address their learning needs.

In addition to the regular curriculum, Coulwood offers a diverse range of extracurricular opportunities—from nationally touring performing arts groups in band and drama to our regional award-winning Battle of the Books team.

Our faculty is strong, with 96 percent of our teachers highly qualified. More than 40 percent hold master's degrees and/or National Board certification. Coulwood has outstanding community support. Many of our staff members have direct family ties to the school.

Community and family involvement at Coulwood is important to the continued growth and success of our school. We offer bi-monthly parent-support workshops and test-prep sessions before each state testing period. Coulwood reaches out beyond our school doors by hosting a community breakfast for local senior citizens in December and by promoting

community-service activities involving our students throughout the year.

We are thankful to have many partners who give time, talent and treasure to our school. For example, Communities In Schools offers human-service support and college preparation for our students during the school day, while Athletes United for Youth provides tutoring and club recreation after school. Many local businesses also invest in our school.

Coulwood cherishes its rich heritage in the Charlotte-Mecklenburg community. Since 1962, we have offered quality educational leadership and programs for all who entered our doors. Please join us in celebrating our past accomplishments while working hard to support our efforts to build a better and brighter future for each and every student.

Sincerely,
Robert Folk
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.

