

▶ **Cochrane Middle School**



A Message from the Principal

Dear Cochrane Middle School families:

It is our pleasure to share with you the annual School Progress Report for Cochrane Middle. We are sending this to you so that you may be fully informed about our students' academic performance, our staff and our school environment.

In the 2008-2009 school year, our students showed tremendous growth in all areas. On the state End-of-Grade tests, the number of students scoring at or above grade level increased by five percent from the previous year (without retests). In addition, we made Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act, by meeting all 25 of our targets. We attribute this success to our family-oriented environment, high expectations, common assessments and project-based learning.

Last year, we restructured our school into three small, theme-based learning communities. Our purpose was to create an atmosphere where excellence is promoted and demonstrated by teachers and embraced by students. Not only did this improve academic performance, we also saw a decrease in suspensions.

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

(Principal's message continued on back)

KEY FACTS

Data effective as of spring 2009

Principal

Dr. Valarie D. 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

- 606 Students
- 45 Teachers
- 2 Assistant Principals
- 2 Counselors
- 1 Social Worker
- 33 Support Staff

Student Demographics

- 66.7% African American
- 3.1% White
- 23.3% Hispanic
- 3.5% Asian
- 3.5% Other
- 89.4% 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

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 Measures	CMS 2010 Goal	CMS Result 2008 - 2009	School Result 2008 - 2009
<p>High Academic Achievement</p> <p>Students in grades three through eight who do not pass the End-of-Grade tests may take the test again. Retests often raise a school's score at least slightly, because some students pass the test on the second try. Retest results were not included in school scores until 2008-2009. Comparing the 2007-2008 scores and the 2008-2009 scores is therefore not valid, because the scores were not calculated the same way.</p> <p>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.</p> <p><i>Data effective as of 7/14/09</i></p>	Students performing at or above grade level overall ¹	—	72%	49.5%
	Students performing at or above grade level in reading	95%	67%	47.1%
	Students performing at or above grade level in math	88%	78%	54.7%
	Students performing at or above grade level in science	80%	64%	35.3%
	Disparity between racial/ethnic groups in reading	10%	36%	24.4%
	Disparity between racial/ethnic groups in math	10%	28%	15.4%
	Disparity between racial/ethnic groups in science	10%	40%	37.4%
	Disparity between socioeconomic groups in reading	10%	28%	7.4%
	Disparity between socioeconomic groups in math	10%	20%	8.0%
	Disparity between socioeconomic groups in science	10%	30%	3.7%
<p>Effective Educators</p>	Teachers deemed highly qualified, having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	96%	97%	100%
	National Board-certified teachers	17%	9%	0%
	Teachers with graduate degrees	35%	32%	26%
	Teachers' average years of experience	10.5	9.6	8.7
<p>Adequate Resources & Facilities</p>	Student/Computer Ratio	5:1	3:1	1:1
<p>Safe & Orderly Schools</p>	Passed the CMS safe school audit	YES	YES	YES
	Parents who indicate this is a safe school ²	70%	96%	Insufficient Response
	Students who indicate this is a safe school ²	80%	85%	82.3%
	Teachers who indicate this is a safe school ^{1,2}	—	89%	78.0%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	—	39.8
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	—	48.8
<p>Freedom & Flexibility with Accountability</p>	Principal has been granted additional freedom and flexibility ¹	—	—	NO
<p>World-Class Service</p>	Parents who indicate satisfaction with the responsiveness of staff at this school ²	80%	88%	Insufficient Response
<p>Strong Parent & Community Connections</p>	Parents who indicate satisfaction overall with this school ^{1,2}	—	86%	Insufficient Response
	Number of volunteer hours ⁴	Increase by 25% district-wide	—	149
	Number of business and community partnerships	Increase by 25% district-wide	—	7

¹ Not a CMS 2010 goal

² Based on responses to 2008-09 survey; multiple survey items may have been used to create a composite

³ Incidents per 100 students

⁴ Per 100 students

CMS Accountability Measures

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** make AYP
(25 of 25 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

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: 49.5%

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 (at right); 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>

► Average Growth

State Standard: 80%
Our School: 81.1%

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.

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

State Standard: 60%
Our School: 54.1%

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. To earn the high-growth designation, a school must meet the average-growth standard described above and also have more than 60% of its students make expected growth.

► Amount of Growth for Students in the Lowest Achieving Group

Our School: 80.5%

Are we helping our low achievers catch up? Historically, some poor and minority students have trailed their classmates in academic achievement. This is called the achievement gap, and closing it is one of the biggest challenges in public education. If the lower-achieving students at a school show academic growth at a faster rate than higher-achieving students, the achievement gap is narrowed. When the percentage for this measure is higher than the Average Growth for the school, the school is closing the achievement gap.

► Positive Responses to Multiple Student Survey Items

Our School's Results:	Safety	82%
	Encouragement	95%
	Engagement	92%

Do our students perceive this school as safe and welcoming? This measure is subjective—it is taken from a student survey.

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(Principal's message continued)

on a global scale. This program has several aims: to increase the number of educationally disadvantaged students in math, science 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.

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. 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 the 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 our successes; 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 maintain our focus 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. This report summarizes how our school performed in the 2008-09 school year in making progress on these seven goals. On page 3, you will also find an explanation of federal and state accountability measures.

Educators and parents have a common goal of preparing our children to compete in an ever-growing global community. Working together requires frequent dialogue between school and parents, so please feel free to contact the principal or any staff member at our school.

