

▶ David Cox Road Elementary School



A Message from the Principal

To our David Cox Road Elementary School families:

This is our annual School Progress Report for David Cox Road Elementary, part of our effort to keep families fully informed about our students' academic progress, our staff and our school environment.

For the third consecutive year, David Cox Elementary made Expected Growth in the state End-of-Grade tests. We did not make Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act, but were successful in meeting 24 of our 27 targets. David Cox staff will continue to focus on achieving all of our AYP goals.

David Cox Elementary is a part of the Carnegie Foundation National Network of Basic Schools. We use a teaching method that connects content to human experiences to help students absorb information in lasting and meaningful ways. This method is used in history, science, literature, civics and health. We offer students an excellent academic program with a focus on expression of ideas and knowledge.

We are also a Professional Development School, partnering with the University of North Carolina at Charlotte. This opportunity allows us to work closely with professors and students in the college of education. We bring professors into our staff development, teach college classes on our campus, allow future teachers to observe and engage in the learning and teaching process and use university resources to challenge our students. Last year, David Cox hosted 14 student teachers from UNC Charlotte, Queens University, Wingate University and Johnson C. Smith University.

Teachers use reading and writing for various purposes and to ensure an integration throughout the academic program. Critical-thinking skills and creative problem solving are emphasized in all areas of the

(Principal's message continued on next page)

2009-2010 KEY FACTS

Data effective as of spring 2010

Grades

K - 5

School Population

- Students: **913**
- Classroom Teachers: **49**
- Support Staff:
 - 1 Assistant Principal
 - 1.5 English as a Second Language Teachers
 - 1.5 Speech Pathologists
 - 3 Exceptional Children Teachers
 - 1 Academic Facilitator
 - 1 Talent Development Teacher
 - 1 Counselor
 - 37 Other

Student Demographics

- African-American.....**60.2%**
- White.....**17%**
- Hispanic.....**11.4%**
- Asian.....**4.6%**
- Other.....**6.8%**
- Economically.....**57.7%**
disadvantaged students

Additional Facts*

- Per-pupil expenditure **\$4,789**
- Teacher-to-pupil ratio **1:16**
- Student-mobility rate **22%**

**Click here for more information.*

CONTACT INFORMATION

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(Principal's message continued)

curriculum. Multicultural learning experiences and international studies are important components, too. The math program includes algebra and analysis, and the science program captures the students' interest through many hands-on learning opportunities.

The staff at David Cox consists of 57 certified teachers, all fully licensed, and 13 instructional assistants. Our entire staff has clear licensure; 33 percent hold advanced degrees; 26 percent are National Board-certified, and 83 percent have five or more years of teaching experience. Schoolwide, our teachers average 12.8 years of experience.

We supplement our daily curriculum with activities to enhance student learning. We bring specialist teachers into the classrooms to support talent development, Exceptional Children and English Language Learners. All students reap the benefit of having additional support in the classrooms.

We are always looking for ways to impact student learning and we use collaborative strategies to guide our planning, staff development and communication. Teachers, staff and administration focus on three basic questions: What do students need to learn? How will we know when they have learned it? What do we do for students who have not learned it?

At David Cox, we are keeping first things first—and that means we are focused on student learning, strong teaching and raising achievement.

Thank you for your continued support of our school.

Sincerely,
Chuck Nusinov
Principal

[– Click to view our School Quality Review](#)

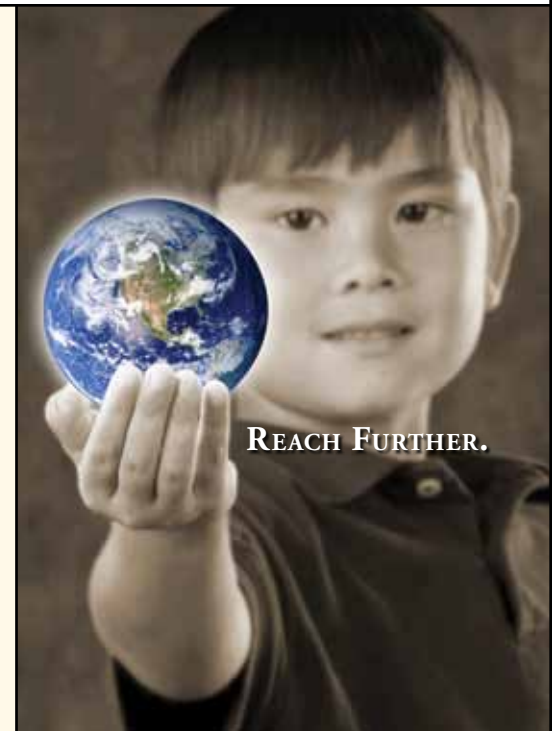
[– Click to view our School Improvement Plan](#)

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 2009-10 school year in making progress on these seven goals. On the final page, 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.



REACH FURTHER.



David Cox Road Elementary School

PROGRESS REPORT

CMS 2010 Strategic Plan Goals	Key Performance Measures	CMS 2010 Goal	CMS Elem. Schools 2009 - 2010	Our School 2008 - 2009	Our School 2009 - 2010
High Academic Achievement ▶ Because of federal privacy regulations, the actual values for these measures are not shown if the percentage is greater than 95 percent or less than 5 percent. 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>Data effective as of 8/27/10</i>	▶ Students performing at or above grade level overall ¹	—	75.2%	65.6%	64.6%
	▶ Students performing at or above grade level in reading	95%	70.2%	65.4%	63.8%
	▶ Students performing at or above grade level in math	88%	82.3%	67.7%	67.8%
	▶ Students performing at or above grade level in science	80%	68.6%	58.6%	57.8%
	Disparity between racial/ethnic groups in reading	10%	33.5%	49.7%	25.3%
	Disparity between racial/ethnic groups in math	10%	22.9%	31.2%	24.3%
	Disparity between racial/ethnic groups in science	10%	36.8%	44.4%	56%
	Disparity between socioeconomic groups in reading	10%	31%	22.6%	24.9%
	Disparity between socioeconomic groups in math	10%	19.1%	23.6%	21.7%
	Disparity between socioeconomic groups in science	10%	32.2%	22.5%	19.5%
Effective Educators Click to view teacher survey results	Teachers deemed highly qualified, having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	100%	100%	100%
	National Board-certified teachers	18%	15%	25%	26%
	Teachers with graduate degrees	38%	38%	34%	33%
	Teachers' average years of experience	11.1	10.6	12.2	12.8
Adequate Resources & Facilities	Student/Computer Ratio	5:1	4:1	4:1	4:1
	Teachers who indicate satisfaction with school facilities	—	72.7%	—	67.5%
Safe & Orderly Schools	Passed the CMS safe school audit	100%	69%	YES	NO
	Parents who indicate this is a safe school ²	70%	96.8%	96.4%	97.7%
	Students who indicate this is a safe school ²	80%	91.8%	91.7%	91.4%
	Teachers who indicate this is a safe school ^{1,2}	—	90.4%	90.3%	88.3%
	Number of incidents resulting in in-school suspensions ^{1,3}	—	0.6	0	0
	Number of incidents resulting in out-of-school suspensions ^{1,3}	—	7.2	3.2	4.7
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	56%	NO	NO
World-Class Service	Parents who indicate satisfaction with the responsiveness of staff at this school ²	80%	88.6%	95.8%	94.7%
Strong Parent & Community Connections Click to view parent survey results	Parents who indicate satisfaction overall with this school ^{1,2}	—	88.4%	88.1%	91.5%
	Number of volunteer hours ⁴	Increase by 25% district-wide	235	328	452
	Number of business and community partnerships	Increase by 25% district-wide	580	32	34

¹Not a CMS 2010 goal

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

³Incidents per 100 students

⁴Per 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 NOT** make AYP
(24 of 27 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: **School of Progress (DID meet growth expectations)**

Proficiency:	2008-09	2009-10
	65.6%	64.6%

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	Our School:	2008-09	2009-10
80		80.7	81.4

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.

▶ Amount of Growth for Students in the Lowest-Achieving Group

Our School 2008-09: 79.6 **Our School 2009-10: 80**

Are we helping our low achievers catch up? Historically, some economically disadvantaged 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 score for this measure is higher than the Average Growth for the school, the school is closing the achievement gap.

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

State Standard	Our School:	2008-09	2009-10
60%		52.5%	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.

▶ Positive Responses to Student Survey Items

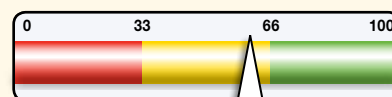
Our School's Results:	2008-09	2009-10
Safety	91.7%	91.4%
Encouragement	97.5%	99.3%
Engagement	95.7%	97.9%

Is our school environment conducive to learning? This measure is subjective—it is taken from a student survey.

[Click to view student survey results.](#)

▶ Return-on-Investment Index

CMS Elementary School Index: 50.9 **Our School Index: 61.9**



Return on Investment is calculated by comparing students' academic growth to the per-pupil expenditure. This measure is intended to help parents and community members understand how money is spent in our schools. [Click here for more information.](#)

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