

PEARL-COHN FAMILY RESOURCE CENTER

904 26th Avenue North
Nashville, Tennessee 37208
(615) 329-8150 ext. 1850

Service Area: The Pearl-Cohn Family Resource Center (FRC) is located within the Pearl-Cohn High School at 904 26th Avenue North.

The school zone for Pearl-Cohn High School appears on the map below.

Pearl-Cohn Family Resource Center



History: The Pearl-Cohn FRC was founded in the early 1990s and is located in Pearl-Cohn Comprehensive High School. In the fall of 2002, Vanderbilt University became the lead agency through the Imagine College initiative. The Imagine College partnership, led by Vanderbilt and the Metropolitan Nashville Public Schools, supports the learning and achievement of students by connecting parents, families and students to community resources, as well as by providing resources and professional development opportunities for teachers.

There are several on-site providers including STARS (Students Taking a Right Stand), Taking Charge (a program for pregnant students), tutoring programs, the Teen Learning Center (a program for pregnant and parenting students and their children), and counseling through Family and Children's Service.

The priorities chosen for Pearl-Cohn are "Children are Succeeding in School" and "Youth are Ready for Productive Adulthood".

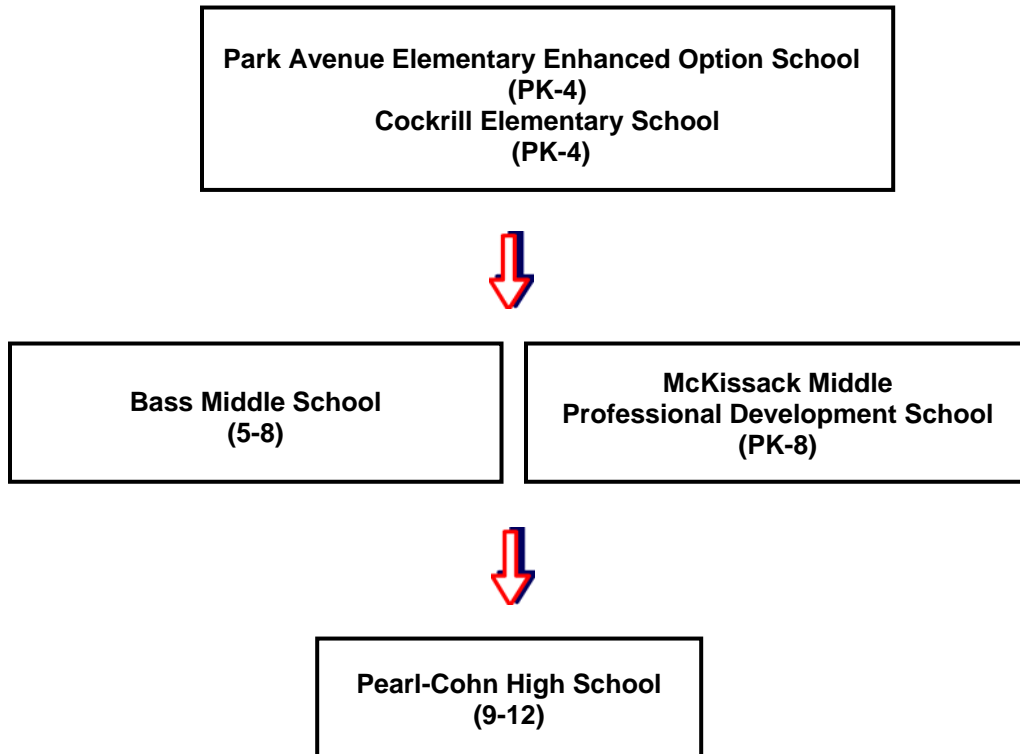
FRC Partners:

Imagine College of Vanderbilt University serves as the lead agency for the Pearl-Cohn FRC. Additional partner agencies include:

Centerstone
Family and Children's Service
I Have a Future
Imagine College

Students Taking a Right Stand (STARS)
Taking Charge (teen pregnant/parent program)
United Way of Metropolitan Nashville

Pearl-Cohn High School Feeder Pattern



Note: Pearl-Cohn also contains a Business Magnet School

**Notes Related to School Data:
(Individual profiles do not necessarily include all data types referenced in the following notes.)**

School data provided in the following charts are from the Tennessee Department of Education (TDE) website. According to the TDE, “reported data may change due to a number of factors, such as: districts correcting errors in demographic data; the (TDE) reviewing and identifying additional data errors; the application of safe harbor calculations; and schools being identified as having incomplete data.”

Information provided in previous PREP profiles reflects the data that were reported in earlier report cards posted on the TDE website.

Criterion Referenced Tests

The Tennessee 2004, 2005 and 2006 Report Cards only provided the percentage of students (school wide) scoring proficient on the criterion referenced (CRT) portion of the Tennessee Comprehensive Assessment Program (TCAP). The percentage of “proficient” students includes the percentage of students whose scores would be considered “advanced.” Previously, academic achievement data had been reported in terms of norm referenced test (NRT) scores. Further changes in testing occurred in 2005-2006. Students’ scores in reading and math in each of grades 3-8 were used to calculate the results for elementary and middle schools. This was the first year that English Language Learner (ELL) students were required to take the reading/language arts test regardless of their level of English comprehension. The inclusion of ELL student scores in the reading test computations likely impacted overall results.

ACT Scores

The degree of certainty in test scores is related to the size of the tested population. Beginning in school year 2003-2004, ACT scores were only reported as three-year averages. Data from prior years which were gathered from previous state report cards were not reported as “three-year averages.”

Gateway Exams

Gateway English II exams were not administered in 2001-2002.

Dropout Rates

The degree of certainty in dropout rates is related to the accuracy of each school’s records.

Out-of-School Suspensions

The degree of suspensions is related to the individual school’s enforcement. PREP profiles have been revised to reflect data reported on the Tennessee Department of Education website. Percent of suspensions for Davidson County middle schools were estimated using enrollment and suspension figures posted on the state website.

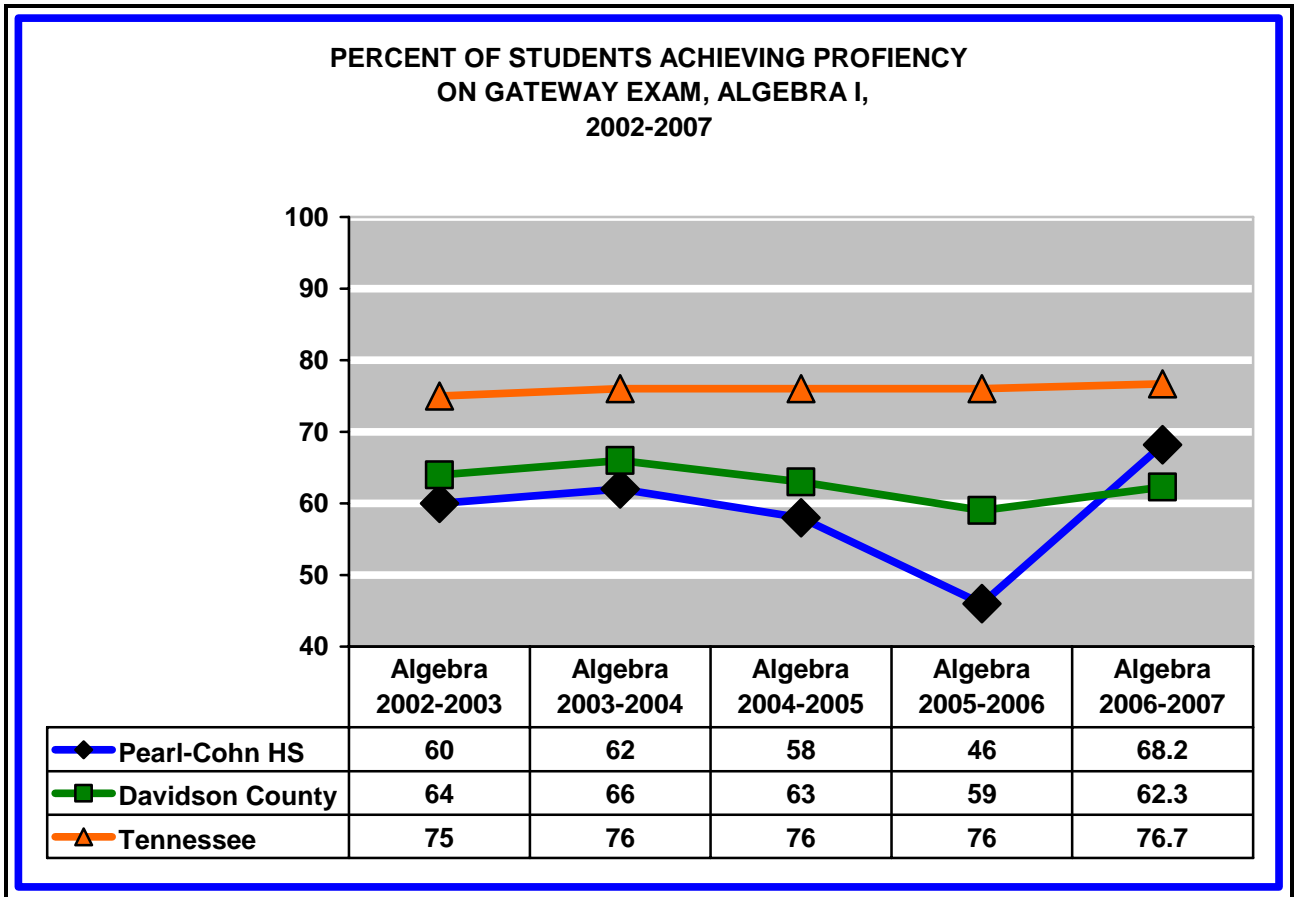
Goal: Children are Succeeding in School

Measure: The percentage of high school students achieving proficiency on the Algebra I Gateway Exam.

Description: The Gateway tests measure student mastery of high school content standards in mathematics, science, and English. The Gateway Exam is administered to most students when they complete coursework in English II, Algebra I, and Biology I.

What the data show: The percent of students at Pearl-Cohn achieving proficiency on the Gateway Algebra I exam increased measurably in 2006-2007 to the highest point during the five year period of testing.

Measure implications: Students who do not pass the Gateway Exam by the end of the twelfth grade will not receive a regular high school diploma.



Source: Tennessee Department of Education website

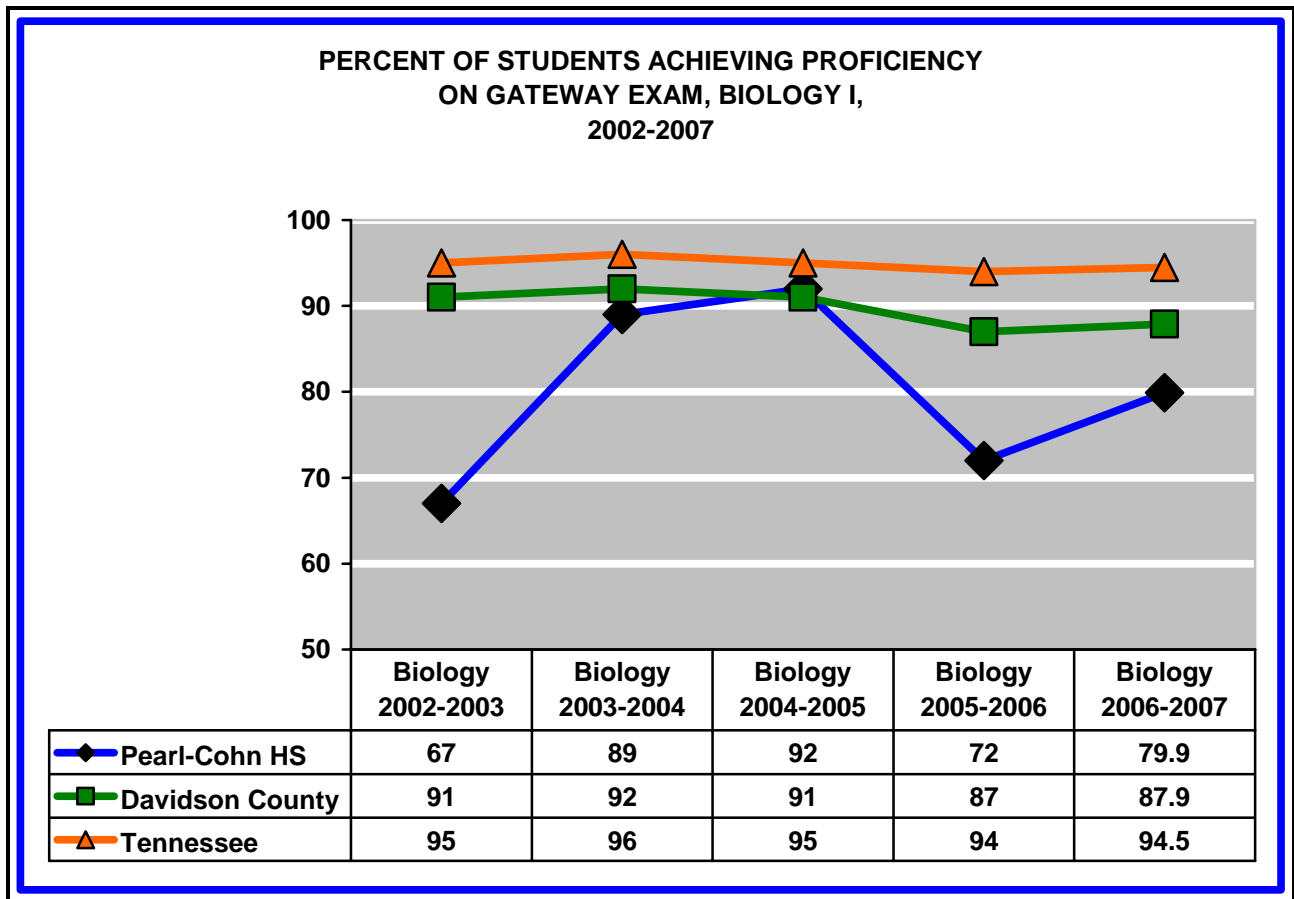
Goal: Children are Succeeding in School

Measure: The percentage of high school students achieving proficiency on the Biology I Gateway exam.

Description: The Gateway tests measure student mastery of high school content standards in mathematics, science, and English. The Gateway Exam is administered to most students when they complete coursework in English II, Algebra I, and Biology I.

What the data show: The percentage of students at Pearl-Cohn achieving proficiency on the Biology I exam improved sharply in 2006-2007.

Measure implications: Students who do not pass the Gateway Exam by the end of the twelfth grade will not receive a regular high school diploma.



Source: Tennessee Department of Education website

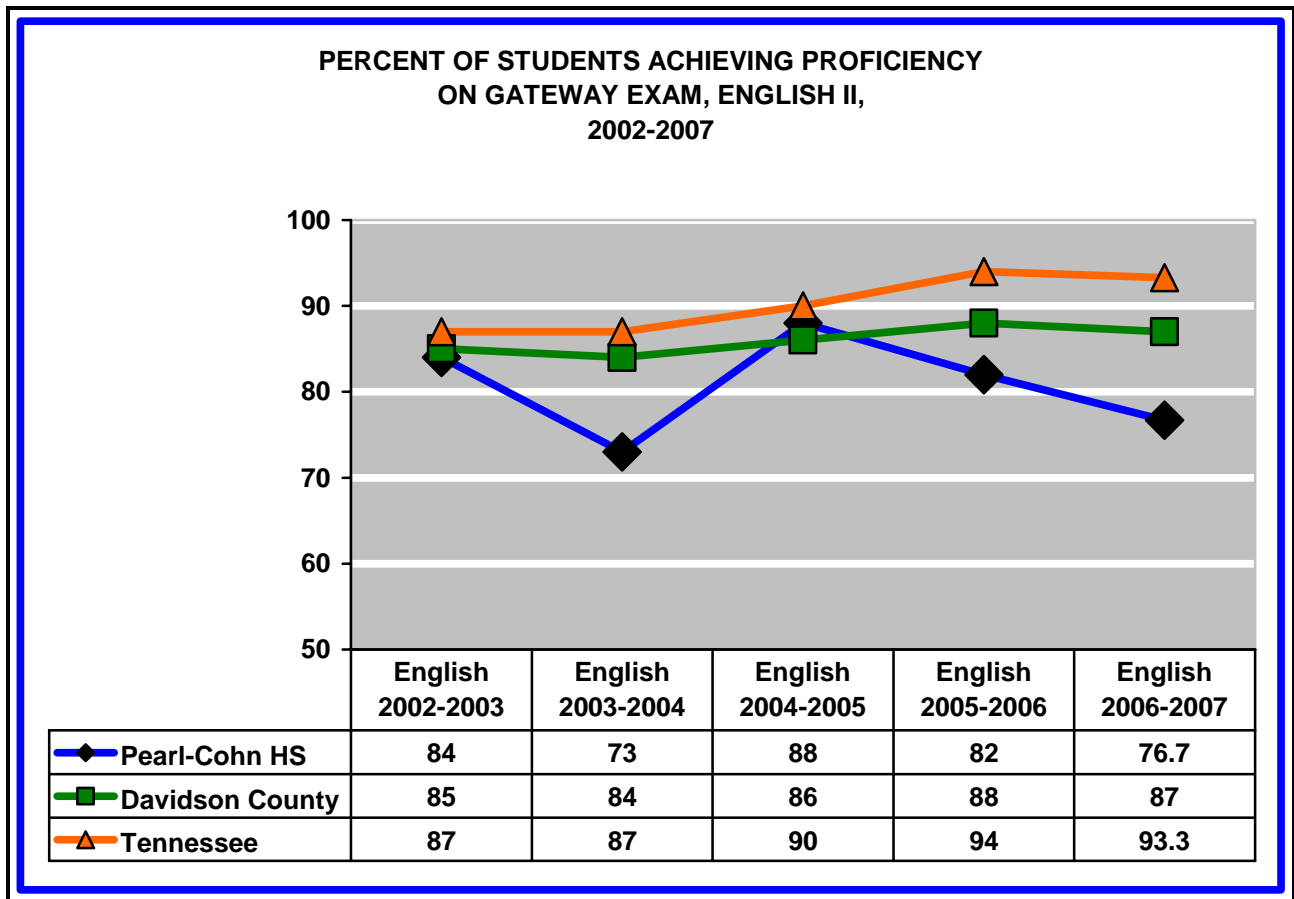
Goal: Children are Succeeding in School

Measure: The percentage of high school students achieving proficiency on the English II Gateway exam.

Description: The Gateway tests measure student mastery of high school content standards in mathematics, science, and English. The Gateway Exam is administered to most students when they complete coursework in English II, Algebra I, and Biology I.

What the data show: The percentage of students at Pearl-Cohn that achieved proficiency on the Gateway English II exam dropped markedly in 2006-2007.

Measure implications: Students who do not pass the Gateway Exam by the end of the twelfth grade will not receive a regular high school diploma.



Source: Tennessee Department of Education website

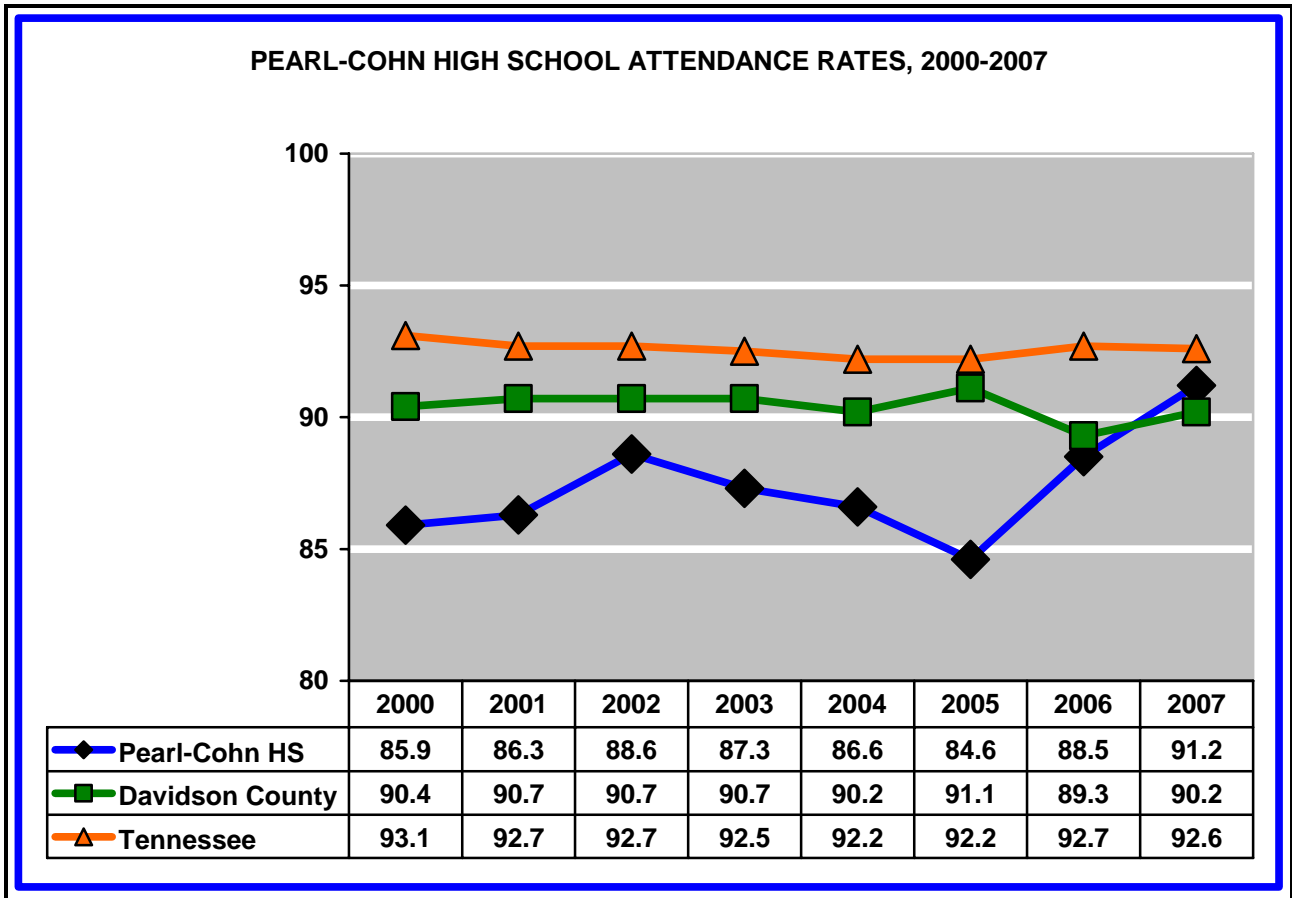
Goal: Children are Succeeding in School

Measure: Attendance rates.

Description: Attendance rates are calculated by comparing the average number of days students attend school to the average number of days the students are enrolled.

What the data show: Attendance rates for Pearl-Cohn during the 2006-2007 school year increased to the highest level in the eight year period reflected on the chart below.

Measure implications: Students who do not attend school on a regular basis are at risk because attendance is crucial to academic achievement.



Source: Tennessee Department of Education website

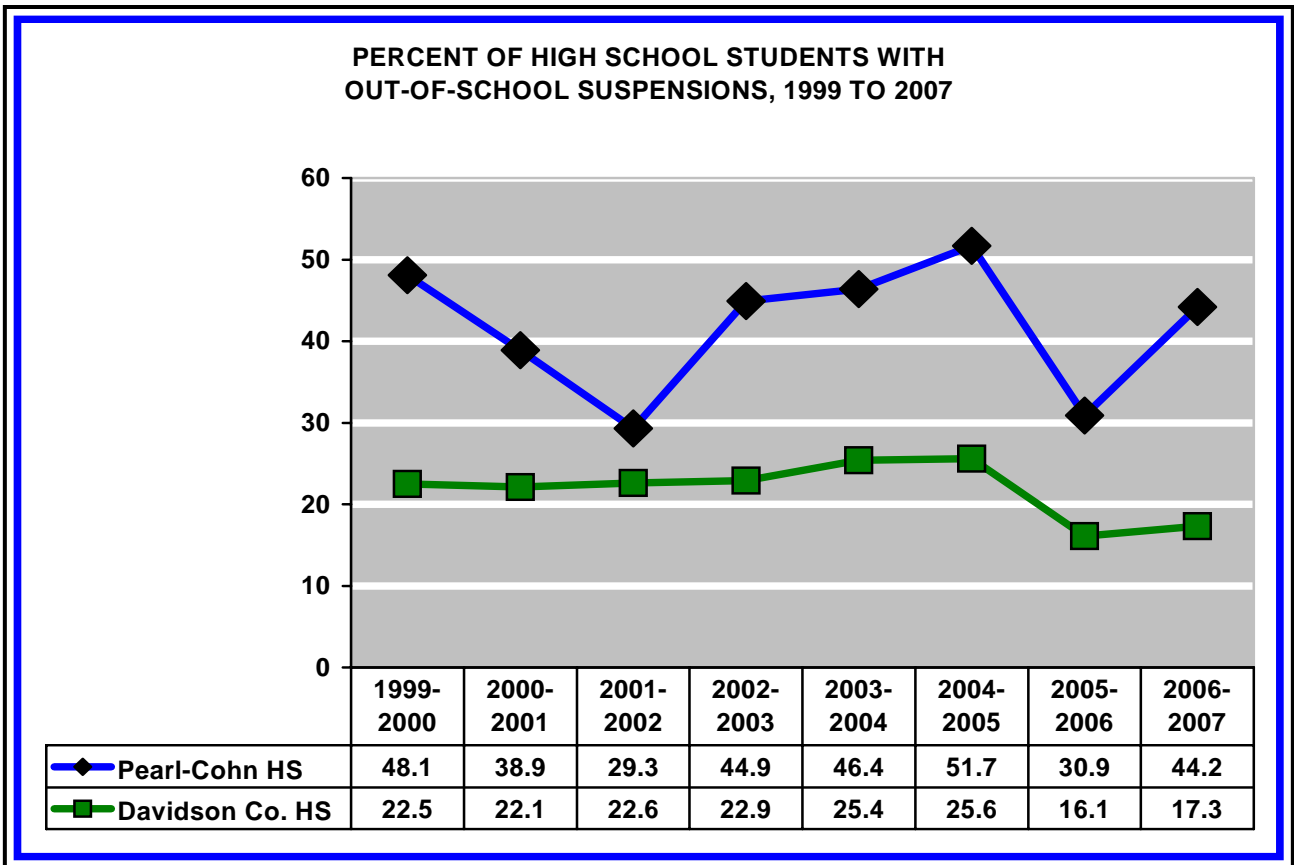
Goal: Youth are Ready for Productive Adulthood

Measure: The percent of student enrollment with out-of-school suspensions.

Description: Out-of-school suspensions are components of increasingly severe punishments for infractions against school rules.

What the data show: Following a marked decline in school year 2005-2006, student suspensions at Pearl-Cohn increased measurably in 2006-2007.

Measure implications: Students who are suspended are disadvantaged because their time for learning in school is decreased.



Source: Tennessee Department of Education website

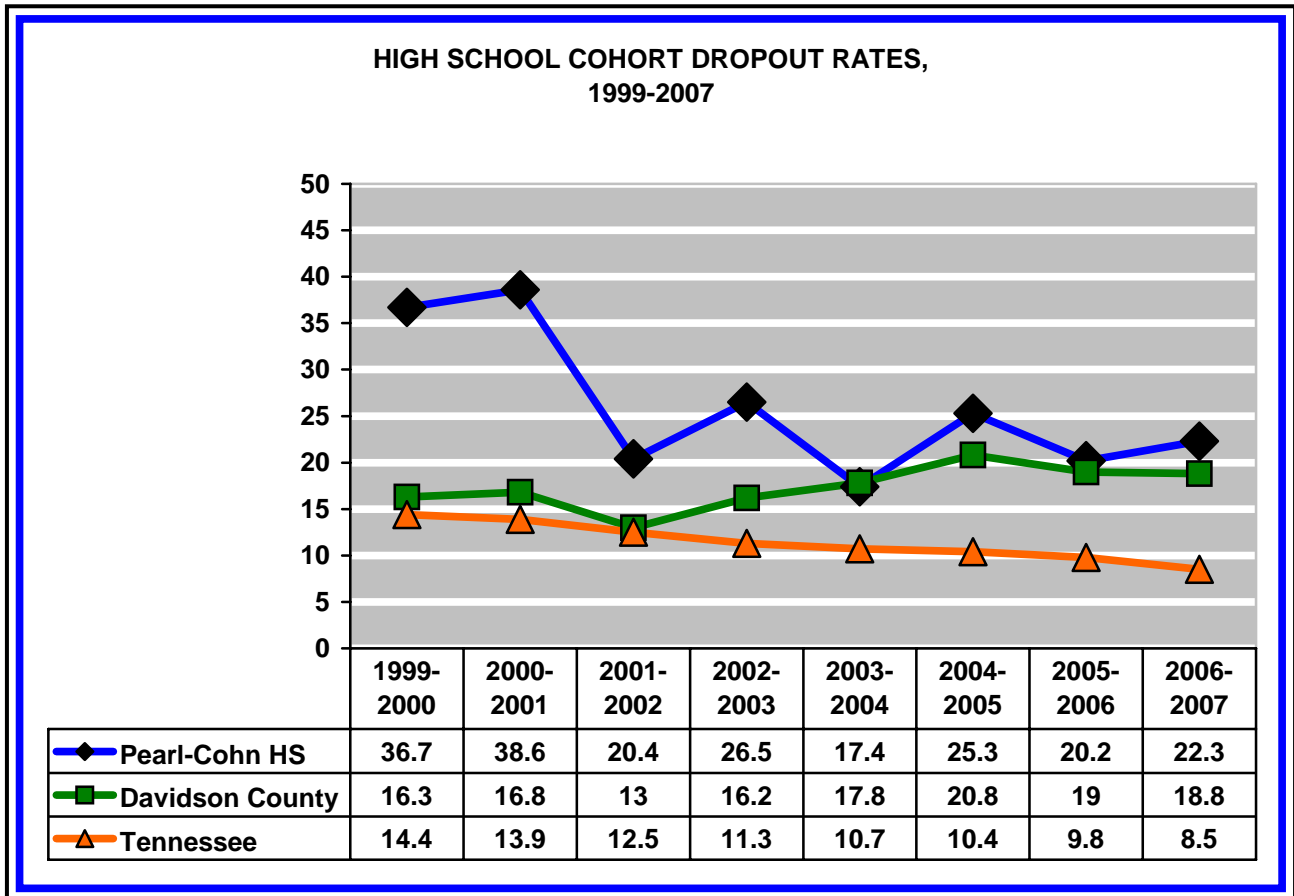
Goal: Youth are Ready for Productive Adulthood

Measure: High school dropout rates.

Description: Dropout rates are measured by comparing the number of students entering the 9th grade with the number of students who have dropped out of school by the end of the 12th grade. In other words, students in a cohort are tracked to measure dropouts.

What the data show: Pearl-Cohn dropout rates increased in 2006-2007 following a sharp decrease the previous year.

Measure implications: Students who drop out of high school tend to have limited career opportunities in their adult years.



Source: Tennessee Department of Education website