

▶ High Schools



A Message from the Superintendent

Dear CMS families:

Our annual School Progress Reports for the 2010-2011 school year are now available on our website. I encourage you to take a few minutes to read the report for your child's school. These reports provide information about our schools' demographics, test scores, student achievement, leadership and resources. It is our intention to have the School Progress Reports be a comprehensive snapshot of each school, and we try to provide clarity and candor in them by sharing results in a clear, understandable way.

This report on overall district progress will provide context for the School Progress Report. Comparing your child's school to the district as a whole gives you a framework and a context for understanding the particular challenges of your particular school. It will allow you to see the achievement gaps and test information district-wide.

You can also compare your child's school to the entire district to better understand the factors that can be barriers to learning, such as poverty and other family circumstances, large groups of under-achieving students and limited school resources. This report will tell you how your school compares to the whole district.

CMS has many successes, including winning the 2011 Broad Prize. It's worth noting that the Broad Prize, the largest such award in urban education, is given to an urban district that most successfully raises overall achievement while also narrowing achievement gaps. Like many districts across America, we face real challenges in increasing achievement, closing achievement gaps and increasing our graduation rate.

What the Broad Prize tells us is that we are on the right track and we are doing a better job of meeting these challenges than many other

(Superintendent's message continued on next page)

2010-2011 KEY FACTS

Data effective as of spring 2011

Grades

9 - 12

School Population

- Students: **36,451**
- Principals: **35**
- Classroom Teachers: **1,817**
- Support Staff:
 - 51 Assistant Principals
 - 43 English as a Second Language Teachers
 - 9 Speech Pathologists
 - 280 Exceptional Children Teachers
 - 8 Social Workers
 - 2 Academic Facilitators
 - 104 Counselors
 - 944 Other Support Staff

Student Demographics

- African-American..... **45%**
- White..... **34.4%**
- Hispanic..... **12.9%**
- Asian..... **5.1%**
- Other..... **2.6%**
- Economically disadvantaged students **50.4%**

Additional Facts*

- Per-pupil expenditure **\$4,825**
- Teacher-to-pupil ratio **1:15**
- Student-mobility rate **24%**

**Click here for more information.*

Interim Superintendent

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(Superintendent's message continued)

districts. This is encouraging. It's also a reminder of how much work we still have before us. We believe that great teaching and great leadership are essential to increase student achievement, and we are working to put great teachers and leaders into every school.

We want all of our students to succeed. Working to make that happen is a shared responsibility between CMS, parents and the community at large. We hope our School Progress Reports will help you understand the challenges and evaluate our progress.

Sincerely,
Hugh E. Hattabaugh
Interim Superintendent

- [Click to view our School Quality Review](#)
- [Click to view our School Improvement Plan](#)

Even parents can learn a thing or two.

The most successful students have parents, grandparents or caretakers who are actively involved in their education. These students earn better grades, achieve higher test scores and have better attendance records.

How can you be an active participant in your child's education? Our community has banded together to help answer your questions on parenting awareness, helping your child learn, health and wellness and personal growth and development.

Learn more at www.cms.k12.nc.us.



What is the School Progress Report?

Charlotte-Mecklenburg Schools has set specific district-wide goals through the year 2014. These are outlined in our *Strategic Plan 2014: Teaching Our Way to the Top*. The plan sets two main goals of improving teaching and managing performance. These goals place primary emphasis on identifying and rewarding teaching excellence. The most effective teachers are those who can teach students to achieve more than one year's growth in a year's time. Moving students this way is especially critical in addressing achievement gaps, because some students may be two or more years behind in basic skills.

Strategic Plan 2014 also identifies six areas of focus where we are taking specific, strategic actions. The six areas of focus are Effective Teaching and Leadership, Performance Management, Increasing the Graduation Rate, Teaching and Learning Through Technology, Environmental Stewardship and Parent and Community Connections.

This School Progress Report summarizes the progress toward those goals made by our schools in the 2010-2011 school year. It provides information about our teachers, our administrators, our students and our school environment. Many of our measures are based on state and federal accountability measures, including testing. We have provided a short explanation of these measures on page 4.

Student achievement remains the top priority at CMS. We believe that students have the best chance of success when they have an effective teacher, a supportive school climate and parental involvement in their education. We want you, our parents, to be informed about our progress both district-wide and at your school. This report provides a summary of our progress over the past year.



High Schools

PROGRESS REPORT

CMS 2014 Strategic Plan Goals	Key Performance Measures	CMS 2014 Goal	CMS High Schools 2009 - 2010	CMS High Schools 2010 - 2011
<p>High Academic Achievement</p> <p>▶ 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.</p> <p>Students who do not pass the End-of-Course 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.</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 6/30/11</i></p>	▶ Students performing at or above standard on EOC composite tests	90%	83.3%	80.7%
	▶ Students performing at or above standard in English 1 ¹	90%	85.4%	81.3%
	▶ Students performing at or above standard in Algebra 1 ¹	90%	80.2%	74%
	▶ Students performing at or above standard in Civics & Economics ¹	90%	83.4%	82.3%
	▶ Students performing at or above standard in U.S. History ¹	90%	89.3%	86.8%
	▶ Students performing at or above standard in Biology ¹	90%	84.9%	83.7%
	Disparity between racial/ethnic groups in English 1	10%	17.5%	21.2%
	Disparity between racial/ethnic groups in Algebra 1	10%	17.8%	23.3%
	Disparity between racial/ethnic groups in Civics & Economics	10%	18.6%	22.4%
	Disparity between racial/ethnic groups in U.S. History	10%	12.9%	16.8%
	Disparity between racial/ethnic groups in Biology	10%	18.3%	24.5%
	Disparity between socioeconomic groups in English 1	10%	15.6%	21.4%
	Disparity between socioeconomic groups in Algebra 1	10%	12.6%	16.6%
	Disparity between socioeconomic groups in Civics & Economics	10%	16.5%	18%
	Disparity between socioeconomic groups in U.S. History	10%	9%	13.7%
Disparity between socioeconomic groups in Biology	10%	13.6%	16.1%	
<p>Effective Teaching & Leadership</p> <p>Data reflects 'Accomplished & Distinguished' evaluations for teachers in their first three years and tenured teachers renewing licenses.</p> <p>NC Teacher Evaluation Process</p> <p>Educator Effectiveness Information</p>	Teachers demonstrate leadership ²	—	—	32%
	Teachers establish a respectful environment for a diverse population of students ²	—	—	31%
	Teachers know the content they teach ²	—	—	28%
	Teachers facilitate learning for their students ²	—	—	23%
	Teachers reflect on their practice ²	—	—	25%
Performance Management	Teachers contribute to the academic success of students ²	—	—	—
<p>Increasing the Graduation Rate</p>	Graduation rate of the schools	90%	69.9%	73.5%
	Promotion rate of the schools	TBD	83.7%	86.1%
	Dropout rate of the schools ²	—	5%	<5%
	Students who successfully complete credit recovery	95%	Metric under development	
<p>Teaching & Learning Through Technology</p> <p>Click to view teacher survey results</p> <p>Click to view student survey results</p>	Student/computer ratio ²	5:1	3:1	3:1
	Students learning through eLearning Academy or virtual learning ²	100%	—	15.4%
	Teachers who feel instructional technology is improving student performance ³	95%	—	86.3%
	Students who feel instructional technology positively impacts their learning ^{2,3}	TBD	Metric under development	
<p>Environmental Stewardship</p>	Environmental Stewardship initiative participation	100%	—	100%
	Schools that have reduced their energy consumption from the previous year	100%	—	62.1%
	Schools with a trained recycling coordinator ²	100%	—	2.7%
	Schools with a trained energy coordinator ²	100%	—	3%
<p>Parent & Community Connections</p> <p>Click to view parent survey results</p>	Response rate among sample of parents surveyed ²	—	29.6%	9.5%
	Surveyed parents who believe family involvement/partnership is valued at their child's school ³	95%	—	78.7%
	Surveyed parents who believe they are an important partner in their child's education ³	95%	—	95.6%
	Number of volunteer hours ⁴	Increase by 25% district-wide	69	83
	Number of business and community partnerships	Increase by 25% district-wide	101	196

¹ Required for graduation

² Not a CMS Strategic Plan 2014 goal

³ Based on responses to surveys; multiple survey items may have been used to create a composite

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)

34.2% of schools **DID** make AYP

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

If CMS were a single school, our designation would be: **School of Progress**
Made Expected Growth: 17%
Made High Growth: 63%

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 (below); and the Performance Composite, which measures how well students performed against a state-set standard of academic achievement. The Expected Growth and High Growth categories are mutually exclusive. A school is represented in only one category or neither category.

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 Schools:	2009-10	2010-11
80		83.5	82.4

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-Course 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	Our Schools:	2009-10	2010-11
60%		62.4%	59%

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.

► Adjusted Pass Rate on Advanced Placement (AP) Tests

Expectation	Our Schools:	2009-10	2010-11
100%		77.2%	84.1%

AP tests are administered by the College Board and give students the opportunity to earn college credit. Some high school students are predicted to pass AP tests, based on their performance on the Preliminary SAT (PSAT).

This measurement reflects the cumulative AP test success rate among those seniors predicted to pass. It is important to note that all students are encouraged to take AP tests, but in order not to penalize schools for having high expectations for all students, not all scores are included in this measurement.

► Participation Rate in Weighted Courses

Expectation	Our Schools:	2009-10	2010-11
100%		87.9%	87.2%

Students with the skills to be successful are defined as those on grade level when entering high school. We offer weighted courses to those students as a means of challenging them academically and encouraging in-depth study within a single subject. The proportion of students who started high school on grade level, and who take three or more weighted courses by the end of senior year, measures how much a school encourages students to push themselves.

► Participation Rate in Advanced Placement (AP) or International Baccalaureate (IB) Courses

Expectation	Our Schools:	2009-10	2010-11
100%		>95%	>95%

AP and IB courses are the most challenging programs available in high school. The International Baccalaureate is a global educational program recognized for its rigor. Some high school students are predicted to be successful in AP courses, based on their performance on the Preliminary SAT (PSAT). This measures how many of these identified seniors have actually enrolled in AP and IB courses.

► Graduation Rate for Students Who Enter Ninth Grade

	2009-10	2010-11
State Comparison:	74.2%	77.9%
Our Schools:	69.9%	73.5%

Students completing kindergarten through 12th grade is a goal for everyone involved in education. We compare the number of students who start ninth grade with those who earn a diploma within four years, taking into account that some students transfer in from other schools and some transfer out of our schools.

► SAT Rates and Results

Percentage of seniors taking the SAT:	2009-10	2010-11
Nation	47%	50%
State	63%	67%
Our Schools	65.7%	68.5%

Average SAT score:	2009-10	2010-11
Nation	1509	1500
State	1485	1475
Our Schools	1497	1482

The SAT is a nationally used assessment of high-level math, reading and writing skills. It is used to assess college readiness and the results are calculated by the state. (Data provided by the North Carolina Department of Public Instruction.)

► Positive Responses to Student Survey Items

Our Schools' Results:	2009-10	2010-11
Safety	85.3%	83.1%
Encouragement	94.9%	94.4%
Engagement	85%	90%

Are our school environments 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 High School Index: 62.3



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.](#)