

# ▶ David W. Butler High School



## A Message from the Principal

Dear Butler High School families:

This is our School Progress Report, a new tool to keep you fully informed about our students' academic progress, our staff and our school environment.

I am pleased to report that Butler's composite score on the state End-of-Course tests was 81.5 percent. Reaching a composite of at least 80 percent has always been a goal for Butler. This is the first year that we have achieved this goal, and although room for growth remains, we are proud of our accomplishment and want to maintain this standard.

You may be aware that Butler teachers have written manuals to supplement instruction for three of the End-of-Course tests. We are also working with all Algebra 1 teachers in our learning community to improve student performance. We have renewed our emphasis on team planning, which helps us analyze data and pinpoint strengths and weaknesses. Our tutorial program will help support your child academically.

Unfortunately, we did not make Adequate Yearly Progress (AYP), the standard set by the No Child Left Behind Act. To make AYP, a school must meet all of its targets. At Butler, we met 16 of 17 targets. Strategies to address this deficiency will be part of our improvement plans this year.

Butler is proud of its staff, which includes 36 National Board-certified teachers and 35 percent with master's degrees. Staff turnover is quite low. Five retired Butler teachers have come back to work, and four former Butler students are now teachers here. In addition, 45 members

*(Principal's message continued on back.)*

## KEY FACTS

### Principal

Theresa Hopkins  
email: [t.hopkins@cms.k12.nc.us](mailto:t.hopkins@cms.k12.nc.us)

### Grades

9 - 12

### School Population

- 2,413 Students
- 153 Teachers
- 4 Assistant Principals
- 7 Counselors
- 1 Social Worker
- 59 Support Staff

### Student Demographics

- 19.7% African American
- 68.4% White
- 5.3% Hispanic
- 6.6% Other
- 18.3% of students qualify for free or reduced-price lunch

### Learning Community

East

Area Superintendent: Nancy Bartles  
9601 East Independence Blvd.  
Matthews, NC 28105  
980-343-1461  
email: [nancy.bartles@cms.k12.nc.us](mailto:nancy.bartles@cms.k12.nc.us)

Data effective as of spring 2008.

## David W. Butler High School

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Matthews, NC 28105  
980-343-6300

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



CMS 2010 Strategic Plan Goals	Key Performance Measurements	CMS 2010 Goal	School Result 2007 - 2008
<b>High Academic Achievement</b>	Students performing at or above standard on EOC composite tests	80%	<b>81.5%</b>
	Students performing at or above standard in English 1 <sup>1,2</sup>	—	<b>88.0%</b>
	Students performing at or above standard in Algebra 1 <sup>1,2</sup>	—	<b>56.8%</b>
	Students performing at or above standard in Civics & Economics <sup>1,2</sup>	—	<b>84.7%</b>
	Students performing at or above standard in U.S. History <sup>1,2</sup>	—	<b>83.4%</b>
	Students performing at or above standard in Biology <sup>1,2</sup>	—	<b>88.7%</b>
	Disparity between racial/ethnic groups in English 1 <sup>1</sup>	—	<b>17.9%</b>
	Disparity between racial/ethnic groups in Algebra 1 <sup>1</sup>	—	<b>31.1%</b>
	Disparity between racial/ethnic groups in Civics & Economics <sup>1</sup>	—	<b>16.1%</b>
	Disparity between racial/ethnic groups in U.S. History <sup>1</sup>	—	<b>10.7%</b>
	Disparity between racial/ethnic groups in Biology <sup>1</sup>	—	<b>24.6%</b>
	Disparity between socioeconomic groups in English 1 <sup>1</sup>	—	<b>15.3%</b>
	Disparity between socioeconomic groups in Algebra 1 <sup>1</sup>	—	<b>19.8%</b>
	Disparity between socioeconomic groups in Civics & Economics <sup>1</sup>	—	<b>14.4%</b>
	Disparity between socioeconomic groups in U.S. History <sup>1</sup>	—	<b>6.1%</b>
	Disparity between socioeconomic groups in Biology <sup>1</sup>	—	<b>9.8%</b>
<b>Effective Educators</b>	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	<b>99%</b>
	National Board-certified teachers	9%	<b>23%</b>
	Teachers with graduate degrees	38%	<b>35%</b>
	Teachers’ average years of experience	13.4	<b>15.6</b>
<b>Adequate Resources &amp; Facilities</b>	Student/Computer Ratio	5:1	<b>4:1</b>
<b>Safe &amp; Orderly Schools</b>	Passed the CMS “safe school audit”	YES	<b>YES</b>
	Parents perceive the school as safe <sup>3</sup>	70%	<b>77.8%</b>
	Students perceive the school as safe <sup>4</sup>	80%	<b>83.5%</b>
	Teachers perceive the school as safe <sup>1,5</sup>	—	<b>99.2%</b>
	Number of incidents resulting in in-school suspensions <sup>1,6</sup>	—	<b>1.1</b>
	Number of incidents resulting in out-of-school suspensions <sup>1,6</sup>	—	<b>21.1</b>
<b>Freedom &amp; Flexibility with Accountability</b>	Principal has been granted additional freedom and flexibility <sup>1</sup>	—	<b>NO</b>
<b>World-Class Service</b>	Parents perceive the school as responsive <sup>3</sup>	80%	<b>71.4%</b>
<b>Strong Parent &amp; Community Connections</b>	Parents that give the school either an A or B grade <sup>1,3</sup>	—	<b>85.9%</b>
	Number of volunteer hours <sup>7</sup>	Increase by 25% district-wide	<b>0</b>
	Number of business and community partnerships	Increase by 25% district-wide	<b>0</b>

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.

<sup>1</sup>Not a Strategic Plan goal  
<sup>2</sup>Required for graduation

<sup>3</sup>Based on completed parent surveys  
<sup>4</sup>Based on completed student surveys

<sup>5</sup>Based on completed teacher surveys  
<sup>6</sup>Incidents per 100 students

<sup>7</sup>Per 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 (*16 of 17 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](http://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 Distinction**  
(*DID meet growth expectations*)

**Proficiency: 81.5%**

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 (see below); 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: 81.7%**

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-Course (EOC) 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: 56.9%**

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.

## ► Adjusted Pass Rate on Advanced Placement (AP) Tests

Expectation: 100%      **Our School: 74.2%**

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

This measurement reflects the cumulative AP test success rate among those seniors expected 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, all scores are not included in this measurement.

## ► Participation Rate in Weighted Courses

Expectation: 100%      **Our School: 90.9%**

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: 100%      **Our School: 96.8%**

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

## ► Graduation Rate for Students who Enter 9th Grade

State Comparison: 70.2%      **Our School: 79.2%**

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 school.

## ► SAT Rates and Results

Percentage of seniors taking the SAT:	Nation	45%
	State	63%
	<b>Our School</b>	<b>76.6%</b>

Average SAT Score:	Nation	1511
	State	1489
	<b>Our School</b>	<b>1534</b>

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. We can compare our SAT scores to the state and national averages. (*Data provided by the North Carolina Department of Public Instruction.*)

## ► Positive Responses to Student Surveys

**Our School: 76.0%**

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.**

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*(Principal's message continued.)*

of our staff have been here since the school opened in 1997. From its inception, Butler has prided itself on being a family, and as evidence of that, we have five husband-and-wife teams employed. Each of these factors brings stability to the school and helps parents be aware of our expectations.

Our pledge to you is that there will be meaningful instruction in the classroom every day. Having well-trained teachers is only part of the equation, however. It is imperative that students fulfill behavioral expectations. Last year, we had a perfect score on the safe-school audit. We pride ourselves on consistency, and all teachers expect the same standard of conduct. By insisting that students behave, we are preparing them for the adult world. It also makes learning much easier.

The needs of Butler children vary enormously. Some students need the challenge of Advanced Placement

courses; some need the support of the Exceptional Children's staff; and of course, there are hundreds of students who are somewhere in between. This requires all of us working together. We will be devising some specific ways this year to let you become more involved with your child's academic success. Communication is a two-way street, and we would love to hear from you, no matter the issue.

Thank you for sending your children to Butler High School and allowing us to work with them.

Sincerely,  
Theresa Hopkins  
*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.

