

► **New Technology at Garinger High School**



A Message from the Principal

Dear New Technology at Garinger High School parents:

This is the first School Progress Report for New Technology at Garinger High. We are sending this to you so that you may be fully informed about our students' academic progress, our staff and our school environment.

Our school is located on the Garinger campus and operates as an autonomous school with its own principal, faculty and staff. We were founded in the 2006-2007 school year with an intake of 100 freshman students. We will enroll an additional 100 students each year until reaching our maximum population of 400 in 2010.

We have found the small-school culture to be very beneficial to our students for a number of reasons. First, many students are lost in big schools, and anonymity can lead to behavior problems. Teachers in small schools are able to collaborate more effectively because they share the same students. Similarly, we can better align curriculum and individualize learning. Finally, smaller schools are able to create a positive culture of respect and responsibility—Ownership, Relationships and Leadership.

The model of New Technology at Garinger mirrors the New Technology High School in Napa, California, a small school built to prepare students for the 21st century. The school in Napa set a goal to create an educational environment that would prepare students for jobs of the future as well as meet all state requirements. Across the country and around the world, sweeping change is

(Principal's message continued on back.)

KEY FACTS

Principal

Barry Blair
email: b.blair@cms.k12.nc.us

Grades

9 - 12

School Population

- 192 Students
- 17 Teachers
- 1 Counselor
- 1 Support Staff

Student Demographics

- 49.0% African American
- 16.1% White
- 25.0% Hispanic
- 9.9% Other
- 70.3% 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

Data effective as of spring 2008.

New Technology at Garinger High School

1100 Eastway Drive, Suite C
Charlotte, NC 28205
980-343-1093

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



CMS 2010 Strategic Plan Goals	Key Performance Measurements	CMS 2010 Goal	School Result 2007 - 2008
High Academic Achievement	Students performing at or above standard on EOC composite tests	80%	73.0%
	Students performing at or above standard in English 1 ^{1,2}	—	78.9%
	Students performing at or above standard in Algebra 1 ^{1,2}	—	73.6%
	Students performing at or above standard in Civics & Economics ^{1,2}	—	51.8%
	Students performing at or above standard in U.S. History ^{1,2}	—	NA
	Students performing at or above standard in Biology ^{1,2}	—	81.4%
	Disparity between racial/ethnic groups in English 1 ¹	—	10.7%
	Disparity between racial/ethnic groups in Algebra 1 ¹	—	40.0%
	Disparity between racial/ethnic groups in Civics & Economics ¹	—	24.3%
	Disparity between racial/ethnic groups in U.S. History ¹	—	NA
	Disparity between racial/ethnic groups in Biology ¹	—	2.1%
	Disparity between socioeconomic groups in English 1 ¹	—	1.5%
	Disparity between socioeconomic groups in Algebra 1 ¹	—	-12.3%
	Disparity between socioeconomic groups in Civics & Economics ¹	—	16.5%
	Disparity between socioeconomic groups in U.S. History ¹	—	NA
	Disparity between socioeconomic groups in Biology ¹	—	19.7%
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	100%
	National Board-certified teachers	9%	0%
	Teachers with graduate degrees	38%	38%
	Teachers’ average years of experience	13.4	9.9
Adequate Resources & Facilities	Student/Computer Ratio	5:1	3:1
Safe & Orderly Schools	Passed the CMS “safe school audit”	YES	YES
	Parents perceive the school as safe ³	70%	NOT COLLECTED
	Students perceive the school as safe ⁴	80%	NOT COLLECTED
	Teachers perceive the school as safe ^{1,5}	—	100%
	Number of incidents resulting in in-school suspensions ^{1,6}	—	1.0
	Number of incidents resulting in out-of-school suspensions ^{1,6}	—	13.5
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	NO
World-Class Service	Parents perceive the school as responsive ³	80%	NOT COLLECTED
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,3}	—	NOT COLLECTED
	Number of volunteer hours ⁷	Increase by 25% district-wide	0
	Number of business and community partnerships	Increase by 25% district-wide	0

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.

¹Not a Strategic Plan goal
²Required for graduation

³Based on completed parent surveys
⁴Based on completed student surveys

⁵Based on completed teacher surveys
⁶Incidents per 100 students

⁷Per 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 (*10 of 12 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

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: 73.0%

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: 80.0%**

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: 51.8%**

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: NA**

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: NA**

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: NA**

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: NA**

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%
	Our School	NA

Average SAT Score:	Nation	1511
	State	1489
	Our School	NA

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: Not Collected

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.**

► New Technology at Garinger High School

(Principal's message continued.)

occurring because the traditional approaches used to educate students are not working.

Our school is the result of a joint vision by CMS, the New Schools Project and the Bill & Melinda Gates Foundation. Our school will use the so-called National Reform Model provided by the New Technology Foundation to provide a real-world, 21st-century education to our students. This model encompasses virtually all national reform initiatives: school-to-career education, standards-based curriculum, curricular integration, professional development for teachers and technology preparation.

Our school has performed well for the last two years. We made High Growth in 2006-2007 and Expected Growth in 2007-008, with more than

70 percent of our students performing above grade level. Our course work is rigorous, and almost all of our students are in honors or Advanced Placement courses. Our one-to-one computer-student ratio helps us create an environment where students learn how to use the computer to support their understanding of real-world work. We also emphasize the project-based learning model and create projects that meet all standards and expand student creativity and thinking.

Sincerely,
Barry Blair
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.

