

▶ **Harding University High School**



A Message from the Principal

To our Harding University High School families:

This is the first School Progress Report for Harding University High, part of our effort to keep families fully informed about our students' academic progress, our staff and our school environment.

Harding serves students throughout Mecklenburg County who choose to participate in a college-preparatory curriculum. Our countywide magnet school houses two programs: International Baccalaureate and Math, Science and Environmental Studies.

We accomplished a lot last year. Our renovation began last summer with the media center. Currently, a new three-story building is under construction, and our two-story building is being renovated. The gym will be renovated during the summer of 2009.

Harding was ranked #134 in *Newsweek* magazine's most recent Challenge Index of the Nation's Best High Schools. Our senior class earned \$2.4 million in scholarship money. Harding's Project Lead the Way engineering program was one of only two in the district to earn national certification last year, providing students with the opportunity to earn college credit upon successful completion of the courses and the three components of the exam.

I was one of 50 principals chosen last year to pilot a CMS initiative called Freedom and Flexibility with Accountability. This means that I have been given some additional autonomy to keep Harding, and our students, moving forward.

Harding has some of the most dedicated and talented teachers in the district, with a number of them earning local, state and national recognition.

(Principal's message continued on back.)

KEY FACTS

Principal

Alicisa Johnson

email: alicisa.johnson@cms.k12.nc.us

Harding University High School is a full International Baccalaureate and Math, Science and Environmental Studies magnet.

Grades

9 - 12

School Population

- 1,147 Students
- 85 Teachers
- 3 Assistant Principals
- 4 Counselors
- 1 Social Worker
- 49 Support Staff

Student Demographics

- 86.7% African American
- 4.3% White
- 2.5% Hispanic
- 6.5% Other
- 47.2% of students qualify for free or reduced-price lunch

Learning Community

West

Area Superintendent: Dr. Elva Cooper
1801 Cross Beam Drive

Suite E

Charlotte, NC 28217

980-343-1463

email: elva.cooper@cms.k12.nc.us

Data effective as of spring 2008.

Harding University High School

2001 Alleghany Street
Charlotte, NC 28208
980-343-6007

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



| 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% | 66.1% |
| | Students performing at or above standard in English 1 ^{1,2} | — | 85.7% |
| | Students performing at or above standard in Algebra 1 ^{1,2} | — | 68.2% |
| | Students performing at or above standard in Civics & Economics ^{1,2} | — | 70.0% |
| | Students performing at or above standard in U.S. History ^{1,2} | — | 61.8% |
| | Students performing at or above standard in Biology ^{1,2} | — | 70.2% |
| | Disparity between racial/ethnic groups in English 1 ¹ | — | 15.5% |
| | Disparity between racial/ethnic groups in Algebra 1 ¹ | — | 35.2% |
| | Disparity between racial/ethnic groups in Civics & Economics ¹ | — | 32.4% |
| | Disparity between racial/ethnic groups in U.S. History ¹ | — | 42.6% |
| | Disparity between racial/ethnic groups in Biology ¹ | — | 27.3% |
| | Disparity between socioeconomic groups in English 1 ¹ | — | 2.9% |
| | Disparity between socioeconomic groups in Algebra 1 ¹ | — | 14.2% |
| | Disparity between socioeconomic groups in Civics & Economics ¹ | — | 6.8% |
| | Disparity between socioeconomic groups in U.S. History ¹ | — | 7.3% |
| | Disparity between socioeconomic groups in Biology ¹ | — | 4.5% |
| Effective Educators | Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching | 99% | 98% |
| | National Board-certified teachers | 9% | 7% |
| | Teachers with graduate degrees | 38% | 36% |
| | Teachers’ average years of experience | 13.4 | 12.1 |
| 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% | 58.1% |
| | Students perceive the school as safe ⁴ | 80% | 46.3% |
| | Teachers perceive the school as safe ^{1,5} | — | 65.3% |
| | Number of incidents resulting in in-school suspensions ^{1,6} | — | 3.5 |
| | Number of incidents resulting in out-of-school suspensions ^{1,6} | — | 35.0 |
| Freedom & Flexibility with Accountability | Principal has been granted additional freedom and flexibility ¹ | — | YES |
| World-Class Service | Parents perceive the school as responsive ³ | 80% | 68.8% |
| Strong Parent & Community Connections | Parents that give the school either an A or B grade ^{1,3} | — | 50.0% |
| | Number of volunteer hours ⁷ | Increase by 25% district-wide | 181.1 |
| | Number of business and community partnerships | Increase by 25% district-wide | 3 |

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 (*11 of 13 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: **No Recognition**
(*DID NOT meet growth expectations*)

Proficiency: 68.7%

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: 78.4%**

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: 42.4%**

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: 50.4%**

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: 91.3%**

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: 97.3%**

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: 79.4%**

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 | 74.2% |

| | | |
|--------------------|-------------------|-------------|
| Average SAT Score: | Nation | 1511 |
| | State | 1489 |
| | Our School | 1358 |

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: 61.9%

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.**

▶ Harding University High School

(Principal's message continued.)

Athletics play an integral part in our students' high school experience. Last year, a number of our teams participated in state playoff competitions. The wrestling team was recognized for making dual team state championships. The girls' and boys' track teams were Queen City Conference champs.

Harding had a composite proficiency rate on the state End-of-Course (EOC) tests of 66.1 percent, an increase of 4.7 percent from the previous school year. Our performance composite, which includes EOC tests as well as the writing test, increased to 68.7 percent from 62.2 percent. We are very proud of the overall gains in student achievement.

We did not make Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act. We have 13 targets to meet for AYP, and we met 11 of them.

With a continued focus on student achievement and maintenance of a safe and orderly environment, I am confident we will continue to see improvements. With the plan and initiatives we currently have in place, I believe we will see an increase in both our EOC and performance composites and meet our AYP targets.

The Harding University High School staff is committed to continuous improvement by designing learning opportunities, using best practices, integrating technology, differentiating instruction, providing hands-on experiences and involving parents to tap into our students' strengths, interests and potential.

Sincerely,
Alicisa Johnson
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.

