

# ► Myers Park High School



## A Message from the Principal

Dear Myers Park Mustangs:

Myers Park High School continues to be on the cutting edge in curriculum development, preparing students to be competitive and successful in an increasingly global society. Communication with our Mustang families is of primary importance to our school community. This School Progress Report keeps families informed about our students' academic progress, our staff and our school culture.

In 2007-2008, Myers Park was named the 38th Best High School in America by *Newsweek* magazine. Our senior class received many accolades and more than \$13 million in scholarship monies. Our 2007-2008 SAT composite average was rated highest among public high schools in Mecklenburg County, 200 points above the national average and 222 points above the North Carolina average. What an outstanding achievement!

Our composite proficiency rate on state End-of-Course (EOC) tests was 80.4 percent. The overall data shows successful results, and we are well on our way to meeting CMS 2010 goals. We continue working to narrow the gap between subgroups. We met or exceeded all academic ABC goals including End-of-Course (EOC) tests and state writing scores. Unfortunately, Myers Park received an ABC designation of No Recognition despite our strong test scores. Although our dropout rate is currently 2.8 percent, well below the district rate of 6.39 percent, inaccurate baseline data from 2004-2006 and a change in how CMS and Myers Park High School reported dropouts to the state beginning in 2006-2007 significantly affected our ABC status.

The School Improvement Plan addresses specific goals in the areas of diagnostic/prescriptive learning, improvement of test scores and enhancement of curriculum and ongoing program evaluation.

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

## KEY FACTS

### Principal

Thomas L. Spivey  
email: [t.spivey@cms.k12.nc.us](mailto:t.spivey@cms.k12.nc.us)

Myers Park High School is a partial International Baccalaureate magnet.

### Grades

9 - 12

### School Population

- 2,940 Students
- 184 Teachers
- 5 Assistant Principals
- 8 Counselors
- 1 Social Worker
- 81 Support Staff

### Student Demographics

- 23.0% African American
- 62.2% White
- 6.8% Hispanic
- 8.0% Other
- 22.4% of students qualify for free or reduced-price lunch

### Learning Community

Central

Area Superintendent: Joel Ritchie  
324 N. McDowell Street  
Suite 100  
Charlotte, NC 28204  
980-343-1465  
email: [j.ritchie@cms.k12.nc.us](mailto:j.ritchie@cms.k12.nc.us)

Data effective as of spring 2008.

## Myers Park High School

2400 Colony Road  
Charlotte, NC 28209  
980-343-5800

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



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>80.4%</b>
	Students performing at or above standard in English 1 <sup>1,2</sup>	—	<b>84.9%</b>
	Students performing at or above standard in Algebra 1 <sup>1,2</sup>	—	<b>81.5%</b>
	Students performing at or above standard in Civics & Economics <sup>1,2</sup>	—	<b>79.9%</b>
	Students performing at or above standard in U.S. History <sup>1,2</sup>	—	<b>81.7%</b>
	Students performing at or above standard in Biology <sup>1,2</sup>	—	<b>76.2%</b>
	Disparity between racial/ethnic groups in English 1 <sup>1</sup>	—	<b>34.6%</b>
	Disparity between racial/ethnic groups in Algebra 1 <sup>1</sup>	—	<b>40.8%</b>
	Disparity between racial/ethnic groups in Civics & Economics <sup>1</sup>	—	<b>46.1%</b>
	Disparity between racial/ethnic groups in U.S. History <sup>1</sup>	—	<b>48.3%</b>
	Disparity between racial/ethnic groups in Biology <sup>1</sup>	—	<b>44.8%</b>
	Disparity between socioeconomic groups in English 1 <sup>1</sup>	—	<b>32.2%</b>
	Disparity between socioeconomic groups in Algebra 1 <sup>1</sup>	—	<b>36.3%</b>
	Disparity between socioeconomic groups in Civics & Economics <sup>1</sup>	—	<b>46.0%</b>
	Disparity between socioeconomic groups in U.S. History <sup>1</sup>	—	<b>37.1%</b>
Disparity between socioeconomic groups in Biology <sup>1</sup>	—	<b>40.3%</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>95%</b>
	National Board-certified teachers	9%	<b>13%</b>
	Teachers with graduate degrees	38%	<b>34%</b>
	Teachers’ average years of experience	13.4	<b>12.6</b>
<b>Adequate Resources &amp; Facilities</b>	Student/Computer Ratio	5:1	<b>5:1</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>90.3%</b>
	Students perceive the school as safe <sup>4</sup>	80%	<b>80.6%</b>
	Teachers perceive the school as safe <sup>1,5</sup>	—	<b>87.0%</b>
	Number of incidents resulting in in-school suspensions <sup>1,6</sup>	—	<b>6.8</b>
	Number of incidents resulting in out-of-school suspensions <sup>1,6</sup>	—	<b>17.0</b>
<b>Freedom &amp; Flexibility with Accountability</b>	Principal has been granted additional freedom and flexibility <sup>1</sup>	—	<b>YES</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>89.6%</b>
	Number of volunteer hours <sup>7</sup>	Increase by 25% district-wide	<b>30.5</b>
	Number of business and community partnerships	Increase by 25% district-wide	<b>13</b>

<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 (*25 of 29 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: **No Recognition**  
(*DID NOT meet growth expectations*)

**Proficiency: 80.9%**

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: 80.9%**

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: 54.3%**

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: 77.5%**

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: 95.1%**

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: 94.5%**

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: 80.8%**

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>82.0%</b>

Average SAT Score:	Nation	1511
	State	1489
	<b>Our School</b>	<b>1711</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: 71.5%**

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.**

# ▶ Myers Park High School

*(Principal's message continued.)*

We offer 26 Advanced Placement (AP) courses as well as 30 International Baccalaureate (IB) courses. The percentage of students receiving the IB diploma has exceeded international and U.S. averages for 14 consecutive years. AP scores continue to be outstanding. Myers Park has been awarded numerous local, state, national and world awards for debate, arts, Odyssey of the Mind, chess and academic competitions.

Our faculty is highly qualified with 70 bachelor's degrees, 57 master's degrees, three doctorates, 11 masters in progress, 13 National Board certifications and 17 pursuing National Board certification. I was one of the principals selected last year to pilot CMS' Freedom and Flexibility with Accountability program. This selection was based on past successes and provides additional autonomy in setting school goals and initiatives.

No Child Left Behind mandates will be addressed by expanding our literacy program and introducing a

new ninth-grade End-of-Course cohort. Students will also be provided after-school opportunities to reinforce classroom learning, meet graduation requirements, review for EOC tests and recover excessive class absences. Staff development for 2008-2009 will focus on building strong professional learning communities that apply research-based principles to support students academically and increase school effectiveness and efficiency.

Myers Park High School exists to inspire in our students a passion for learning and a commitment to personal integrity and academic excellence. We believe that all students can be successful and look forward to preparing every child to lead a rich, rewarding and productive life.

Sincerely,  
Thomas L. Spivey  
*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.

