

▶ Phillip O. Berry Academy of Technology



A Message from the Principal

To the Cardinal family:

This is the first School Progress Report for Phillip O. Berry Academy of Technology, part of our effort to keep you fully informed about our students' academic progress, our staff and our school.

The 2007-2008 school year was one of change and transition. We laid a solid foundation based on the principles of rigor, relevance and relationships. We have adopted the FISH! For Schools philosophy, a school culture program that blends four elements: research and best practices in social and emotional learning; character education; classroom management, and human behavior.

Phillip O. Berry is a full magnet high school, which means we must attract all of our students. In 2007-2008, my first year as principal, our immediate challenge was to increase student enrollment at the school. We were able to attract a freshman class of approximately 400 students, double the previous year's enrollment. This significant increase in students presents many challenges in staffing and maintaining productive class sizes, and we will be actively addressing those issues during the coming school year.

Our 2007-2008 End-of-Course proficiency rating was 56.5 percent, up 1.7 percentage points from the previous year. You will notice, however, that we made considerable gains in some tested areas.

(Principal's message continued on back.)

KEY FACTS

Principal

Donald Fennoy

email: donald.fennoy@cms.k12.nc.us

Phillip O. Berry Academy of Technology is a full magnet.

Grades

9 - 12

School Population

- 975 Students
- 82 Teachers
- 3 Assistant Principals
- 3 Counselors
- 2 Social Workers
- 53 Support Staff

Student Demographics

- 82.5% African American
- 7.8% White
- 6.5% Hispanic
- 3.3% Other
- 60.0% 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.

Phillip O. Berry Academy of Technology

1430 Alleghany Street
Charlotte, NC 28208
980-343-5992

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



CMS 2010 Strategic Plan Goals	Key Performance Measurements	CMS 2010 Goal	School Result 2007 - 2008
<p>High Academic Achievement</p> <p><i>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.</i></p>	Students performing at or above standard on EOC composite tests	80%	56.5%
	Students performing at or above standard in English 1 ^{1,2}	—	79.6%
	Students performing at or above standard in Algebra 1 ^{1,2}	—	62.9%
	Students performing at or above standard in Civics & Economics ^{1,2}	—	55.5%
	Students performing at or above standard in U.S. History ^{1,2}	—	51.2%
	Students performing at or above standard in Biology ^{1,2}	—	53.5%
	Disparity between racial/ethnic groups in English 1 ¹	—	22.7%
	Disparity between racial/ethnic groups in Algebra 1 ¹	—	54.5%
	Disparity between racial/ethnic groups in Civics & Economics ¹	—	33.9%
	Disparity between racial/ethnic groups in U.S. History ¹	—	17.8%
	Disparity between racial/ethnic groups in Biology ¹	—	43.7%
	Disparity between socioeconomic groups in English 1 ¹	—	2.9%
	Disparity between socioeconomic groups in Algebra 1 ¹	—	5.4%
	Disparity between socioeconomic groups in Civics & Economics ¹	—	21.9%
	Disparity between socioeconomic groups in U.S. History ¹	—	1.7%
	Disparity between socioeconomic groups in Biology ¹	—	12.2%
<p>Effective Educators</p>	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	92%
	National Board-certified teachers	9%	6%
	Teachers with graduate degrees	38%	27%
	Teachers’ average years of experience	13.4	9.2
<p>Adequate Resources & Facilities</p>	Student/Computer Ratio	5:1	1:1
<p>Safe & Orderly Schools</p>	Passed the CMS “safe school audit”	YES	YES
	Parents perceive the school as safe ³	70%	80%
	Students perceive the school as safe ⁴	80%	NOT COLLECTED
	Teachers perceive the school as safe ^{1,5}	—	97.3%
	Number of incidents resulting in in-school suspensions ^{1,6}	—	9.6
	Number of incidents resulting in out-of-school suspensions ^{1,6}	—	19.2
<p>Freedom & Flexibility with Accountability</p>	Principal has been granted additional freedom and flexibility ¹	—	NO
<p>World-Class Service</p>	Parents perceive the school as responsive ³	80%	75.5%
<p>Strong Parent & Community Connections</p>	Parents that give the school either an A or B grade ^{1,3}	—	69.8%
	Number of volunteer hours ⁷	Increase by 25% district-wide	51.1
	Number of business and community partnerships	Increase by 25% district-wide	0

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 (*9 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: **Priority School**
(*DID NOT meet growth expectations*)

Proficiency: 58.6%

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: 75.9%**

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: 35.7%**

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: 18.2%**

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: 93.7%**

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: 83.3%**

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: 76.0%**

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	76.6%

Average SAT Score:	Nation	1511
	State	1489
	Our School	1234

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.**

▶ Phillip O. Berry Academy of Technology

(Principal's message continued.)

Our students performed particularly well, for example, in English 1 and 10th-grade writing.

We have analyzed our strengths and weaknesses, and we recognize that there is still a lot of work to be done. Our entire faculty and staff are putting together an exciting framework to help increase student achievement.

Our teachers, staff and students are fully committed to our new philosophy at Phillip O. Berry. New teachers have come on board displaying tremendous enthusiasm. Students are enthusiastically accepting the challenge of Advanced Placement classes in addition to their college-level academy courses. Everyone involved in our school is intent on fostering positive relationships to achieve the goal of moving us forward.

The work required by us to prepare our students to compete in a globally competitive market takes effort and focus from everyone involved—educators, students and parents. I know that I can count on your support to ensure that we meet this challenge and produce students who not only compete, but lead, in this new era.

Sincerely,
Donald E. Fennoy II
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.

