

► International Business & Communication Studies at Olympic High School



A Message from the Principal

To our School of International Business & Communication Studies families:

The staff at the School of International Business & Communications Studies (IBCS) at Olympic High and I look forward to working with you to help all our students succeed. Our annual School Progress Report is part of our effort to keep families fully informed about our academic progress, our teachers and staff, our school environment and the opportunities available to you and your child.

IBCS is a small school, fewer than 400 students, with a theme-based curriculum. The majority of IBCS students share an interest in business, finance, economics, international markets or some related field.

In 2008–2009, we made significant gains in Algebra 1, Algebra 2, geometry, biology, physical science, chemistry and English 1. On the End-of-Course tests, our composite proficiency rate increased by 12.4 percent, exceeding our goal of 10 percent improvement. In civics and economics, U.S. history and in 10th-grade writing, we did not reach the level of success we wanted. We recognize that in all areas, math and science specifically, we still have room to grow.

In an effort to address our deficiencies and spur progress, we will continue our focus on three major instructional initiatives. First is improving literacy, which will help students strengthen their reading and comprehension skills. Second is project-based learning, which will provide students with real-world learning opportunities. Third is building professional learning communities, which will allow teachers to share ideas, discuss best practices, review data, study available research on high-performing schools and use strategies to address the needs of our students. We will also place increased emphasis on team planning and collaboration to help with data analysis and pinpoint students' strengths and weaknesses. This year, we will introduce race-sensitive mentorships to help us address the social and emotional

(Principal's message continued on back)

KEY FACTS

Data effective as of spring 2009

Principal

Donevin M. Hoskins

email: donevin.hoskins@cms.k12.nc.us

International Business & Communication Studies at Olympic High School is a full Center for Leadership and Global Economics magnet.

Grades

9 - 12

School Population

- 337 Students
- 28 Teachers
- 1 Counselor
- 5 Support Staff

Student Demographics

- 62.0% African American
- 12.5% White
- 22.0% Hispanic
- 2.4% Asian
- 1.2% Other
- 56.4% 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

International Business & Communication Studies at Olympic High School

4301 Sandy Porter Road, Suite C

Charlotte, NC 28273

980-343-1104

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



International Business & Communication Studies at Olympic High School

PROGRESS REPORT

CMS 2010 Strategic Plan Goals	Key Performance Measures	CMS 2010 Goal	CMS Result 2008 - 2009	School Result 2008 - 2009
High Academic Achievement	Students performing at or above standard on EOC composite tests	80%	76%	59.5%
	Students performing at or above standard in English 1 ^{1,2}	—	76%	72.2%
	Students performing at or above standard in Algebra 1 ^{1,2}	—	79%	55.7%
	Students performing at or above standard in Civics & Economics ^{1,2}	—	77%	60.2%
	Students performing at or above standard in U.S. History ^{1,2}	—	79%	78.1%
	Students performing at or above standard in Biology ^{1,2}	—	78%	65.9%
	Disparity between racial/ethnic groups in English 1 ¹	—	25%	17.2%
	Disparity between racial/ethnic groups in Algebra 1 ¹	—	24%	35.3%
	Disparity between racial/ethnic groups in Civics & Economics ¹	—	25%	34.3%
	Disparity between racial/ethnic groups in U.S. History ¹	—	24%	30.0%
	Disparity between racial/ethnic groups in Biology ¹	—	24%	29.3%
	Disparity between socioeconomic groups in English 1 ¹	—	21%	-0.5%
	Disparity between socioeconomic groups in Algebra 1 ¹	—	16%	5.9%
	Disparity between socioeconomic groups in Civics & Economics ¹	—	20%	6.0%
	Disparity between socioeconomic groups in U.S. History ¹	—	19%	19.1%
	Disparity between socioeconomic groups in Biology ¹	—	17%	18.4%
<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>				
<i>Data effective as of 7/14/09</i>				
Effective Educators	Teachers deemed highly qualified, having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	96%	89%
	National Board-certified teachers	10%	7%	4%
	Teachers with graduate degrees	46%	35%	32%
	Teachers' average years of experience	14.9	11.2	9.7
Adequate Resources & Facilities	Student/Computer Ratio	5:1	3:1	2:1
Safe & Orderly Schools	Passed the CMS safe school audit	YES	YES	YES
	Parents who indicate this is a safe school ³	70%	96%	90.1%
	Students who indicate this is a safe school ³	80%	85%	77.3%
	Teachers who indicate this is a safe school ^{1,3}	—	89%	82.1%
	Number of incidents resulting in in-school suspensions ^{1,4}	—	—	7.4
	Number of incidents resulting in out-of-school suspensions ^{1,4}	—	—	60.5
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	—	NO
World-Class Service	Parents who indicate satisfaction with the responsiveness of staff at this school ³	80%	88%	72.2%
Strong Parent & Community Connections	Parents who indicate satisfaction overall with this school ^{1,3}	—	86%	65.7%
	Number of volunteer hours ⁵	Increase by 25% district-wide	—	0
	Number of business and community partnerships	Increase by 25% district-wide	—	0

¹Not a CMS 2010 goal

²Required for graduation

³Based on responses to 2008-09 survey; multiple survey items may have been used to create a composite

⁴Incidents per 100 students

⁵Per 100 students

CMS Accountability Measures

The learning of students in public education is measured in multiple ways. There are assessments given at regular intervals by CMS—tests that we use to measure how students are learning as the school year progresses. Other tests are required by the state and given once or twice a year, such as End-of-Course and End-of-Grade tests. Some of the state test results are also used to calculate district progress on the federal standard of Adequate Yearly Progress for each student. This page provides brief explanations of some of the measures and tests used in CMS.

► Adequate Yearly Progress (AYP)

Our school **DID NOT** make AYP (*6 of 9 goals met*)

The federal No Child Left Behind Act requires that every school make Adequate Yearly Progress (AYP). AYP is an all-or-nothing standard: Every target must be met.

State test results are used to set AYP targets. There are separate targets for the school as a whole and for nine subgroups of students: white, black, Hispanic, Native American, Asian, multiracial, economically disadvantaged students, students with limited English proficiency and students with disabilities. Subgroups of students are measured separately so that an overall score for a class or a school does not mask poor results within a subgroup.

Some schools are more diverse than others, so the number of subgroups varies by school. Therefore, the number of AYP targets varies by school, too. Some schools may have only a few targets to meet; others may have the maximum, which is 41. School attendance and graduation rates are also measured for AYP.

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 meet high growth expectations*) **Proficiency: 58.6%**

The North Carolina ABCs program was introduced more than a decade ago to help schools improve. It uses two basic measures to assess a school's performance: the Average Growth of students (below); and the Performance Composite, which measures how well students performed against a state-set standard of academic achievement.

Schools are given one of seven designations. In descending order, they are: Honor School of Excellence, School of Excellence, School of Distinction, School of Progress, No Recognition, Priority School, and Low Performing.

For more information about ABCs, visit <http://abcs.ncpublicschools.org/abcs>

► Average Growth

State Standard: 80% **Our School: 82.3%**

Did our students meet the state's expectation for academic growth? Each student is expected to perform as well (or better) on the End-of-Grade assessment as he or she did, on average, during the previous two years. Average Growth for a school is calculated by comparing actual performance to 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. To make expected growth, a school must have a score of 80% or higher.

► Students Making or Exceeding a Year's Worth of Growth

State Standard: 60% **Our School: 59.3%**

Did our students learn as much as they were expected to learn this year? As described above, the state sets expectations for each student based on individual performance for the previous two years. Across the state, about half of students typically meet or exceed this growth expectation. To earn the high-growth designation, a school must meet the average-growth standard described above and also have more than 60% of its students make 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 predicted to pass AP tests, based on their performance on the Preliminary SAT (PSAT).

This measurement reflects the cumulative AP test success rate among those seniors predicted 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: 85.1%**

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: NA**

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

► Graduation Rate for Students who Enter Ninth Grade

State Comparison: 70.2% **Our School: 72.2%**

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	46%
	State	63%
	Our School	60.3%
Average SAT Score:	Nation	1509
	State	1486
	Our School	1292

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. (*Data provided by the North Carolina Department of Public Instruction.*)

► Positive Responses to Multiple Student Survey Items

Our School's Results:	Safety	77%
	Encouragement	96%
	Engagement	90%

Do our students perceive this school as safe and welcoming?
This measure is subjective—it is taken from a student survey.

For more information on our school's performance, visit <http://pmd.cms.k12.nc.us>

CHARLOTTE-MECKLENBURG SCHOOLS

REACH FURTHER. **Global competitiveness starts here.**

International Business & Communication Studies at Olympic High School

(Principal's message continued)

needs of our most at-risk students, while systematically monitoring their progress and intervening when students are not learning.

In addition to instructional initiatives, we will continue to offer two distinct programs: First, the National Academy Foundation (NAF)/Academy of Finance program, which creates partnerships between business leaders and educators that expose students to real-world learning opportunities and enhance understanding of global markets. The NAF program also includes paid summer internships for 11th- and 12th-grade students at leading financial institutions. Ninety percent of NAF students graduate from high school, compared to the overall graduation rate of 70.2 percent in North Carolina. Moreover, 80 percent of NAF students go to college, compared to the overall rate of 40 percent in the state. Statistics also show that 52 percent of the NAF alumni have four-year degrees, compared to 19 percent in the state, and approximately 85 percent work in professional fields. Second, the IBCS

small-school focus gives students an opportunity to explore service-industry careers and operate small businesses on our campus. Both programs encourage enrollment in upper-level courses such as Advanced Placement courses in English, U.S. history, economics, calculus and statistics.

The IBCS faculty is made up of highly qualified, effective teachers who remain committed to ensuring that all students are successful. We will continue to work on improving student achievement while promoting a safe, orderly learning environment. I firmly believe that if we partner with parents and the community, we can make this school one where students are prepared for the global challenges of the future.

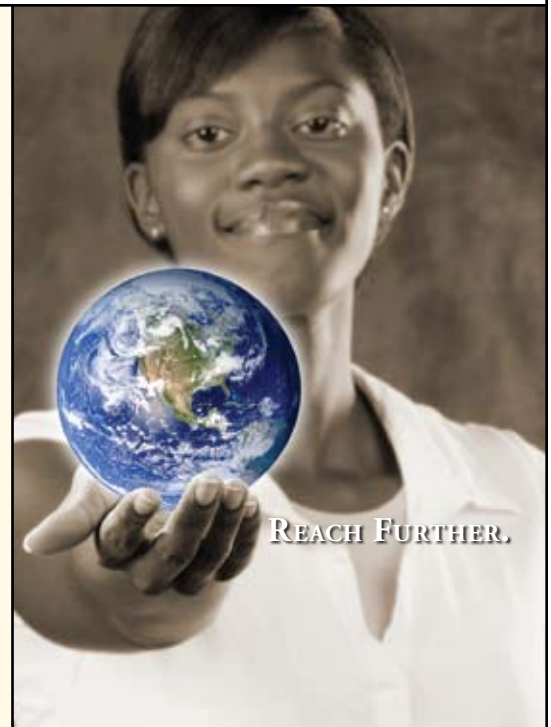
Sincerely,
Donevin M. Hoskins
Principal

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. This report summarizes how our school performed in the 2008-09 school year in making progress on these seven goals. On page 3, you will also find an explanation of federal and state accountability measures.

Educators and parents have a common goal of preparing our children to compete in an ever-growing global community. Working together requires frequent dialogue between school and parents, so please feel free to contact the principal or any staff member at our school.



REACH FURTHER.

