

▶ West Charlotte High School



A Message from the Principal

Dear West Charlotte High School families:

This is the annual School Progress Report for West Charlotte 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.

Since 1938, when the school opened, West Charlotte has served and educated several generations of citizens from the west side of Charlotte and throughout the greater Charlotte community. The current enrollment at the school is approximately 2,200 students.

During the period 2006-2009, teacher turnover decreased by 62 percent. We are dedicated to maintaining this trend of stability by doing everything we can to retain highly qualified educators.

Academically, the last two years have seen significant improvement at West Charlotte. In 2007-2008, we saw a 32.3 percent increase in the number of students scoring at or above grade level in the state End-of-Course tests. In 2008-2009, our students improved their performance in the core academic areas, resulting in a composite proficiency rate of 68 percent.

Unfortunately, we did not make Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act. We met six of our 15 targets. This year, we are putting in place a school improvement plan with instructional strategies

(Principal's message continued on back)

KEY FACTS

Data effective as of spring 2009

Principal

Shelton Jefferies

email: s.jefferies@cms.k12.nc.us

West Charlotte High School is a partial International Baccalaureate magnet.

Grades

9 - 12

School Population

- 1,899 Students
- 142 Teachers
- 6 Assistant Principals
- 6 Counselors
- 2 Social Workers
- 63 Support Staff

Student Demographics

- 88.1% African American
- 0.9% White
- 6.4% Hispanic
- 3.6% Asian
- 0.9% Other
- 75.9% of students qualify for free or reduced-price lunch

Learning Community

Achievement Zone

Area Superintendent: Curtis Carroll

701 E. Martin Luther King, Jr. Boulevard
Charlotte, NC 28202

980-343-6966

email: curtis.carroll@cms.k12.nc.us

West Charlotte High School

2219 Senior Drive
Charlotte, NC 28216
980-343-6060

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



| CMS 2010 Strategic Plan Goals | Key Performance Measures | CMS 2010 Goal | CMS Result 2008 - 2009 | School Result 2008 - 2009 |
|--|---|-------------------------------|------------------------|---------------------------|
| High Academic Achievement <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> | Students performing at or above standard on EOC composite tests | 80% | 76% | 68.3% |
| | Students performing at or above standard in English 1 ^{1,2} | — | 76% | 61.5% |
| | Students performing at or above standard in Algebra 1 ^{1,2} | — | 79% | 65.3% |
| | Students performing at or above standard in Civics & Economics ^{1,2} | — | 77% | 61.4% |
| | Students performing at or above standard in U.S. History ^{1,2} | — | 79% | 80.6% |
| | Students performing at or above standard in Biology ^{1,2} | — | 78% | 62.1% |
| | Disparity between racial/ethnic groups in English 1 ¹ | — | 25% | 73.2% |
| | Disparity between racial/ethnic groups in Algebra 1 ¹ | — | 24% | 4.8% |
| | Disparity between racial/ethnic groups in Civics & Economics ¹ | — | 25% | 42.9% |
| | Disparity between racial/ethnic groups in U.S. History ¹ | — | 24% | 5.6% |
| | Disparity between racial/ethnic groups in Biology ¹ | — | 24% | 15.9% |
| | Disparity between socioeconomic groups in English 1 ¹ | — | 21% | 13.6% |
| | Disparity between socioeconomic groups in Algebra 1 ¹ | — | 16% | 10.1% |
| | Disparity between socioeconomic groups in Civics & Economics ¹ | — | 20% | 7.7% |
| | Disparity between socioeconomic groups in U.S. History ¹ | — | 19% | 8.1% |
| | Disparity between socioeconomic groups in Biology ¹ | — | 17% | 10.3% |
| 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% | 98% |
| | National Board-certified teachers | 10% | 7% | 3% |
| | Teachers with graduate degrees | 46% | 35% | 31% |
| | Teachers' average years of experience | 14.9 | 11.2 | 11.3 |
| Adequate Resources & Facilities | Student/Computer Ratio | 5:1 | 3:1 | 3:1 |
| Safe & Orderly Schools | Passed the CMS safe school audit | YES | YES | YES |
| | Parents who indicate this is a safe school ³ | 70% | 96% | Insufficient Response |
| | Students who indicate this is a safe school ³ | 80% | 85% | 80.1% |
| | Teachers who indicate this is a safe school ^{1,3} | — | 89% | 79.2% |
| | Number of incidents resulting in in-school suspensions ^{1,4} | — | — | 71.2 |
| | Number of incidents resulting in out-of-school suspensions ^{1,4} | — | — | 98.8 |
| 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% | Insufficient Response |
| Strong Parent & Community Connections | Parents who indicate satisfaction overall with this school ^{1,3} | — | 86% | Insufficient Response |
| | Number of volunteer hours ⁵ | Increase by 25% district-wide | — | 697 |
| | Number of business and community partnerships | Increase by 25% district-wide | — | 16 |

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 15 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: **No Recognition**
(*DID NOT meet growth expectations*) **Proficiency: 68.3%**

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: 84.6%**

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: 66.7%**

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: 10.0%**

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: 85.7%**

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: 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: 54.5%**

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 | 44.7% |
| Average SAT Score: | Nation | 1509 |
| | State | 1486 |
| | Our School | 1204 |

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 | 80% |
| | Encouragement | 94% |
| | Engagement | 93% |

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.**

▶ West Charlotte High School

(Principal's message continued)

that will address this deficiency. First, we are focusing on formative assessments to understand each student's needs and tailor our instruction accordingly. We also will continue to use data to identify if, and how much, students are learning. Finally, we will design a system to assess mastery of material in all End-of-Course subjects. We are encouraged by our growth, but we recognize that we still have considerable improvements to make.

The professionals at West Charlotte have designed and refined an academic model where urban high school students can achieve success. We have demonstrated that, when taught by highly effective and caring teachers, our students can excel. Student achievement has indeed continually increased at West Charlotte, due

in large part to the hard work and dedication of our teachers. We commit ourselves daily to continuing this trend toward excellence.

Thank you for entrusting us with the responsibility of educating your child. We look forward to partnering with you in this most important work.

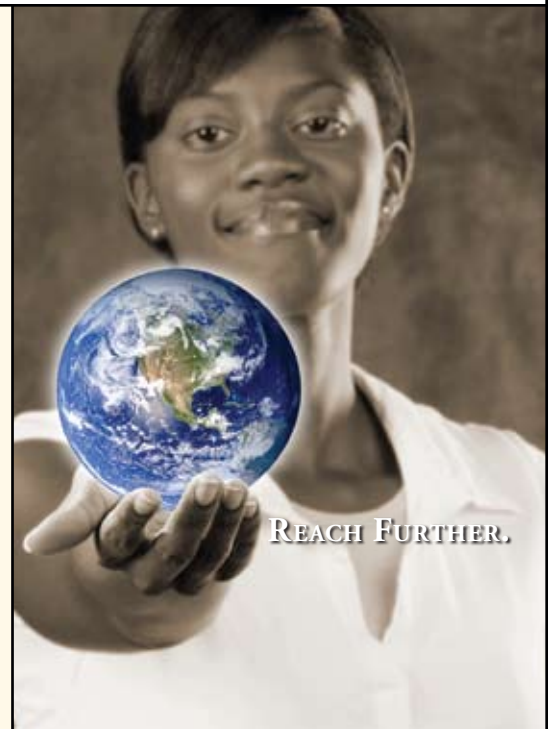
Sincerely,
Shelton L. Jefferies
Principal

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.

