

School Profiles

for the
2002-03 School Year

Green Hope High

School ID Number: 441

2500 Carpenter Upchurch Road Cary, NC 27519

Phone: (919) 380-3700

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Current Principal: Kevin L. Hill

This profile contains information from the 2002-03 school year describing the school environment, student population, and accountability program results. Current information may be obtained by contacting the school.

2002-03 Principal: Donna Hargens

Grade Levels Served: 9-12

Calendar: Traditional

Facility Data

Original Construction Date: 1999

Most Recent Renovation:

Building Square Footage: 271,888

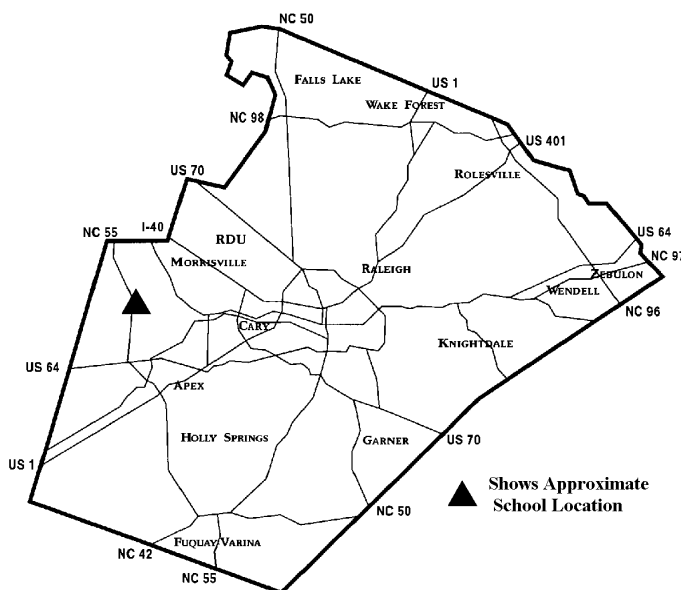
Size of Property (acres): 72.5

Permanent Classrooms: 84

Portable Classrooms: 12

Campus Capacity: 101%

(See the introduction to the profiles for further explanation of items in this report.)



Mission Statement/Program Description

GREEN HOPE HIGH SCHOOL IS A COMMUNITY THAT WILL PROVIDE QUALITY EDUCATION AND INSPIRE EVERY STUDENT TO SOAR TO SUCCESS.

Green Hope High School is focused on high student achievement.

School strengths include:

- highly-energetic, well-qualified staff
- safe and orderly climate
- technology-rich learning environment
- continuous improvement strategies
- strong business and community connections
- high level of student involvement in activities and sports
- strong parent support organizations
- active alumni association

Green Hope High

Fall 2002-03 Student Population Characteristics

	Male						Female						Total
	White	Black	Asian	Hisp	Multi	AmInd	White	Black	Asian	Hisp	Multi	AmInd	
Grade 9	211	29	16	17	6	0	210	28	15	9	1	2	544
Grade 10	210	18	23	13	1	0	200	24	22	10	1	0	522
Grade 11	205	20	19	2	1	0	198	17	15	6	3	0	486
Grade 12	208	17	12	2	3	0	197	14	11	5	1	0	470
TOTAL	834	84	70	34	11	0	805	83	63	30	6	2	2,022

Note: Counts of students refer to the membership on the 20th day of the school year.
Membership means the number of students being served in a school at a particular time.

Students Identified for Special Programs

	1999-00	2000-01	2001-02	2002-03
Academically Gifted	204	328	453	497
Students with Disabilities	N/A	175	229	215
Limited English Proficiency	N/A	41	41	33

	1999-00	2000-01	2001-02	2002-03
Total Membership at End of First 20 Days	797	1353	1936	2022
Percent Receiving Free/Reduced Lunch	5%	4%	4%	5%
Average Daily Attendance (calc. at end of school year)	96.1%	95.8%	96.5%	96.5%

Student Mobility

Student Mobility describes how much students move into, out of, and between schools. Mobility can impact classroom planning and student performance when students leave and are replaced by other students whose needs must be assessed.

One measure of mobility is "stability"-- the percentage of students at a school at the end of the year who were continually enrolled in the school since the first week. The higher the percentage, the more "stable" the student population has been.

Another measure of mobility is "turbulence"-- the movement in and out of a school during the year after the first 20 days. This is calculated by adding all entries and withdrawals and then dividing by the cumulative enrollment (all students who enter the school during the year). The lower the percentage, the lower the impact of entries and withdrawals on school operation.

Stability:

This school in 2002-03: **97%**

All High schools in 2002-0 95%

Turbulence: Not Yet Available

This school in 2002-03:

All high schools in 2001-02

Green Hope High

Results from the North Carolina ABC Accountability Program

In 1996, the State Board of Education was given the authority to implement a plan which sets student achievement goals for every North Carolina school. The "ABC" Plan for high schools in 2002-03 set goals for student performance in ten courses in which students take End-of-Course (EOC) multiple-choice standardized tests. Two levels of gain ("Expected" and "High") were set by a formula developed for the State Board of Education. The formula generated predicted EOC scale scores for each course at each school based upon the prior achievement of the students in that school. The actual average scores achieved by the students were then compared to the Expected and High target scores. In addition to comparing average EOC scores to predicted target scores, the formulas examined change over time across cohorts of students in dropout rates and the percentage of graduates meeting requirements for entry into the state university system and Tech-Prep programs.

Performance:

The "Performance Composite" for every high school was defined as the percentage of all EOC tests administered in the school on which students achieved Level III or Level IV scores. (See pages 5 and 6 of this profile.) Schools with 80-89% of test scores at or above Level III were designated as "Schools of Distinction," and schools with 90% or more of test scores at or above Level III were designated as "Schools of Excellence" by the State Board of Education.

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>
The Performance Composite score for this school:	84.9%	89.6%	88.9%

Growth:

The differences between the average scores shown above and "Expected" and "High" standards for each course were weighted by course participation and then added together to determine whether or not schools met the state's Growth criteria. (Note: A different set of criteria was used prior to 2000-01 and results should not be compared to the results shown below.)

In 2000-01 this school:	Met High Growth Standard
In 2001-02 this school:	Met High Growth Standard
In 2002-03 this school:	Met High Growth Standard

Average EOC Scales Scores in this School in 2002-03

Courses Required for All Students		Elective Courses	
Algebra 1	67.0	Geometry	67.9
Biology	62.1	Algebra II	73.7
ELPS	59.6	Chemistry	63.9
English I	63.2	Physical Science	57.2
US History	62.1	Physics	67.9

Green Hope High

Other Accountability Measures

Dropout Rates

2000-01: 1.3% **2001-02:** 0.0% **2002-03:** N/A

The Dropout Rate is finalized several months after the end of the school year. Therefore, the latest rate does not show in this report.

College Preparation:

The percentage of graduating seniors who successfully completed all courses required for entry into the University of North Carolina system are shown below.

2000: **2001:** **2002:** 85.5% **2003:** 89.1%

Tech/Prep Graduates:

Beginning in 1998-99, WCPSS graduates were identified as "Tech/Prep Completers" if their course of study included specific courses that prepared them for entry into technical jobs. Below are the percentage of graduates completing Tech/Prep requirements at this school.

2001: **2002:** 8.3% **2003:** 6.6%

SAT

SAT scores are not used when calculating state recognition awards but they are reported as part of the accountability program. The following table shows average SAT scores for students who took the test and indicated that they would graduate at the end of the indicated school year. The participation rate is the percentage of the graduating class that took the test.

	Math	Verbal	Total	Participation
2000-01:	0	0	0	0.0%
2001-02:	546	524	1070	90.0%
2002-03:	565	546	1111	95.0%

Adequate Yearly Progress (AYP)

AYP is based upon a set of performance targets that high schools must achieve each year to meet the requirements of the federal No Child Left Behind (NCLB) Act of 2001. AYP for high schools is based upon reading and math tests given to all tenth-grade students. The ten student subgroups that must meet prescribed targets in reading and math are: the school as a whole, American Indian, Asian, Black, Hispanic, Multiracial, White, Economically Disadvantaged (FRL students), Limited English Proficient, and Students with Disabilities. Schools are identified as meeting AYP if both reading and math targets are met for all student subgroups comprised of 40 or more students. North Carolina statewide targets in 2003 for tenth-grade were 52.0% in reading and 54.2% in math for grades 3-8.

For the 2002-03 School Year: This school MET AYP

It Met: **19** out of **19** targets, or **100%** of all its targets.

For more in-depth information on AYP, please see the North Carolina Department of Public Instruction AYP website at: <http://ayp.ncpublicschools.org>

Green Hope High

End-of-Course (EOC) Test Results from Courses Required for Graduation

Proficiency on End-of-Course tests is defined as the percentage of students scoring in Levels III and IV. Test scores for these students indicate that they are well prepared for more advanced coursework in the subject area. The following tables show the number of students taking the tests in courses required for graduation at this school and the percentage of scores in Levels III and IV. If fewer than 10 students are in a group, the entry is blank.

Algebra 1	All Students		Males		Females		White		Black		Other	
2000-01	317	94%	168	93%	149	94%	266	95%	34	82%	17	88%
2001-02	362	92%	180	93%	182	91%	282	94%	40	78%	40	93%
2002-03	355	93%	180	93%	175	92%	276	95%	42	81%	37	92%

Biology	All Students		Males		Females		White		Black		Other	
2000-01	566	76%	288	80%	278	72%	449	82%	58	28%	59	76%
2001-02	488	94%	244	92%	244	95%	392	96%	37	73%	59	93%
2002-03	281	84%	145	84%	136	84%	221	88%	24	50%	36	81%

ELP	All Students		Males		Females		White		Black		Other	
2000-01	555	83%	290	84%	265	81%	444	87%	56	55%	55	78%
2001-02	635	89%	316	91%	319	87%	490	90%	58	69%	87	91%
2002-03	555	88%	273	89%	282	87%	446	92%	38	55%	71	79%

English I	All Students		Males		Females		White		Black		Other	
2000-01	527	90%	273	88%	254	92%	422	93%	54	69%	51	86%
2001-02	563	91%	289	90%	274	92%	437	94%	56	66%	70	87%
2002-03	502	95%	254	93%	248	98%	404	99%	36	69%	62	87%

US History	All Students		Males		Females		White		Black		Other	
2000-01	314	76%	161	83%	153	69%	266	79%	20	55%	28	64%
2001-02	474	78%	243	83%	231	72%	409	80%	26	54%	39	72%
2002-03	468	77%	240	82%	228	71%	380	81%	42	43%	46	74%

Green Hope High

EOC Test Results from Five Elective Math and Science Courses

Students taking five elective math and science courses (Algebra II, Chemistry, Geometry, Physics, and Physical Science) are also required to take End-of-Course tests. As with other EOC tests, scale scores fall into four levels. The following tables show the number of students who took the test and the percentage who achieved a Level III or IV score. If fewer than 10 students are in a group, the entry is blank.

Algebra II	All Students		Males		Females		White		Black		Other	
2000-01	323	94%	163	93%	160	94%	284	93%	12	100%	27	96%
2001-02	420	93%	216	91%	204	95%	361	93%	19	90%	40	93%
2002-03	454	96%	224	92%	230	99%	364	96%	30	80%	60	98%

Chemistry	All Students		Males		Females		White		Black		Other	
2000-01	387	83%	199	82%	188	84%	340	84%	16	63%	31	84%
2001-02	314	86%	164	90%	150	83%	269	88%	11	91%	34	74%
2002-03	414	83%	224	84%	213	83%	339	83%	26	77%	49	88%

Geometry	All Students		Males		Females		White		Black		Other	
2000-01	392	89%	195	94%	197	84%	345	90%	15	80%	32	81%
2001-02	490	91%	250	90%	150	91%	401	92%	33	67%	56	95%
2002-03	481	91%	237	90%	244	93%	401	92%	25	76%	55	91%

Physics	All Students		Males		Females		White		Black		Other	
2000-01	53	83%	26	88%	27	78%	39	85%			12	83%
2001-02	174	97%	119	98%	55	96%	147	97%			23	100%
2002-03	108	98%	65	97%	43	100%	91	98%			16	100%

Physical Science	All Students		Males		Females		White		Black		Other	
2000-01	139	78%	80	88%	59	66%	116	85%	18	33%		
2001-02	65	80%	37	78%	28	82%	43	84%	14	71%		
2002-03	87	71%	40	80%	47	64%	63	75%	16	56%		

Green Hope High

School Effectiveness Over Time

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. The indices are based upon North Carolina End-of-Course (EOC) Tests administered at the conclusion of each of five Core and five Elective high school courses. Variables considered in the model include EOC test scores for each student, each student's special education status, and two measures of socio-economic status. EOC test scale scores are analyzed for all of the students in a school who take an EOC test, and schoolwide performance is summarized by comparing how students in that school perform to how all similar students perform on that test across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected." If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end-of-year tests was below or above what might be expected based upon the characteristics of the students in the school.

A Table Comparing This School's EOC Test Results To Other WCPSS High Schools

Core Courses	2001-02	2002-03
Algebra 1	Expected	Expected
Biology	Expected	Expected
ELP	Expected	Expected
English 1	Expected	Above
US History	Expected	Expected

Elective Courses		
Algebra 2	Expected	Expected
Chemistry	Expected	Expected
Geometry	Expected	Above
Physical Science	Above	Expected
Physics	Expected	Expected

Green Hope High

WCPSS Survey Results

WCPSS conducts annual surveys of parents and high school students using randomly chosen samples of participants. Some of the items on the surveys are kept constant over time so that schools can measure improvement. The following two tables show the percentage of respondents "agreeing" or "strongly agreeing" with selected statements from the Spring 2002 and the Spring 2003 surveys. Detailed summaries of districtwide responses to all survey questions are available on the Evaluation and Research Department website.

Parent Survey Results	2002	2003
My child's school is a safe place to learn.	98.4 %	97.3 %
My child's school provides a high quality educational program.	93.4 %	93.5 %
My child is given challenging work in all classes.	68.0 %	83.1 %
Students at my child's school are well behaved overall.	91.6 %	86.3 %
The rules of this school are fair.	90.8 %	81.1 %
Teachers in this school really seem to care about the students.	88.5 %	78.8 %
This school promotes understanding among students from various backgrounds	92.2 %	83.2 %
The percentage of Parents returning the survey at this school was:	53%	52%

Student Survey Results	2002	2003
This school is a safe place to learn.	96.2 %	95.9 %
The students at this school get along with each other.	66.8 %	71.2 %
The rules of this school are fair.	31.5 %	38.9 %
My school provides many ways to help me learn.	N/A	86.4 %
I like my school.	61.7 %	67.4 %

This table compares the percentage of Parents and Students rating this school in 2003 as "good" or "excellent" on helping students learn certain skills.

	2003 Parents	Students
Reading Skills	91.4 %	78.8 %
Writing Skills	84.4 %	76.7 %
Math Skills	85.6 %	70.9 %
Social Studies Skills	82.9 %	75.5 %
Science Skills	92.5 %	82.1 %

	A	B	C	D	F
Grades given to this school on the 2003 Parent Survey:	30.6%	51.7%	15.6%	1.7%	0.6%
Grades given to this school on the 2003 Student Survey:	28.6%	47.7%	16.4%	4.1%	3.2%