

# School Profiles

for the  
2002-03 School Year

## Garner High

School ID Number: 436

2101 Spring Drive Garner, NC 27529

Phone: (919) 662-2379 Fax: (919) 662-2397

Current Principal: Catherine Johnson

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: Catherine Johnson

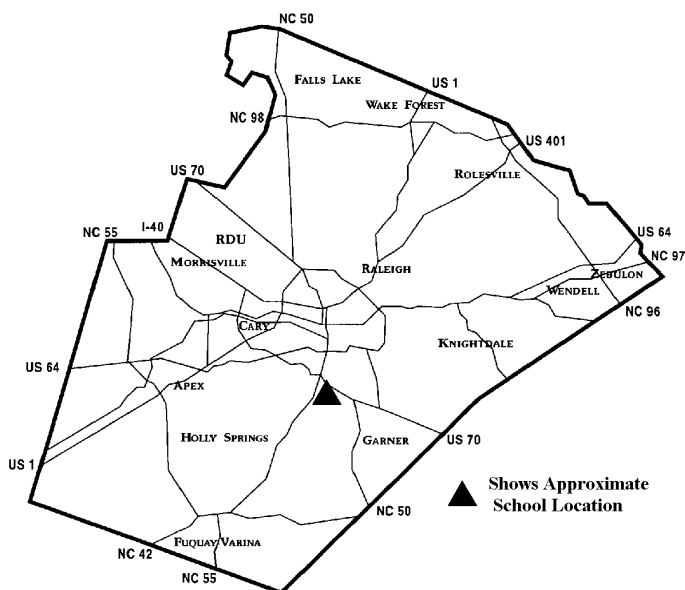
Grade Levels Served: 9-12

Calendar: Traditional

### Facility Data

Original Construction Date:	1967
Most Recent Renovation:	2002
Building Square Footage:	224,261
Size of Property (acres):	68.6
Permanent Classrooms:	82
Portable Classrooms:	10
Campus Capacity:	99%

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



## Mission Statement/Program Description

Garner Senior High School recognizes that true education occurs when students experience a committed faculty, a safe environment, and an involved community. The school extends its academic credentials by embracing the International Baccalaureate Programme and encourages individuality and leadership through athletics and fine arts.

# Garner High

## Fall 2002-03 Student Population Characteristics

	Male						Female						Total
	White	Black	Asian	Hisp	Multi	AmInd	White	Black	Asian	Hisp	Multi	AmInd	
<b>Grade 9</b>	129	105	2	32	4	1	126	86	9	28	4	2	<b>528</b>
<b>Grade 10</b>	111	83	1	11	4	1	84	61	2	19	1	4	<b>382</b>
<b>Grade 11</b>	158	80	5	6	1	0	147	93	2	9	1	0	<b>502</b>
<b>Grade 12</b>	121	59	3	11	1	1	159	65	2	5	5	0	<b>432</b>
<b>TOTAL</b>	<b>519</b>	<b>327</b>	<b>11</b>	<b>60</b>	<b>10</b>	<b>3</b>	<b>516</b>	<b>305</b>	<b>15</b>	<b>61</b>	<b>11</b>	<b>6</b>	<b>1,844</b>

**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
<b>Academically Gifted</b>	211	198	194	181
<b>Students with Disabilities</b>	N/A	257	284	265
<b>Limited English Proficiency</b>	N/A	69	69	82

	1999-00	2000-01	2001-02	2002-03
<b>Total Membership at End of First 20 Days</b>	1861	2019	2033	1844
<b>Percent Receiving Free/Reduced Lunch</b>	12%	16%	18%	19%
<b>Average Daily Attendance (calc. at end of school year)</b>	92.8%	92.6%	92.6%	95.0%

## 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: **93%**  
All High schools in 2002-0 95%

### **Turbulence:** Not Yet Available

This school in 2002-03:  
All high schools in 2001-02

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## 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>
<b>The Performance Composite score for this school:</b>	64.0%	70.1%	69.9%

### 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.)

<b>In 2000-01 this school:</b>	Met Expected Growth Standard
<b>In 2001-02 this school:</b>	Met Expected Growth Standard
<b>In 2002-03 this school:</b>	Met High Growth Standard

### **Average EOC Scales Scores in this School in 2002-03**

<b>Courses Required for All Students</b>		<b>Elective Courses</b>	
<b>Algebra 1</b>	58.1	<b>Geometry</b>	59.5
<b>Biology</b>	58.0	<b>Algebra II</b>	65.0
<b>ELPS</b>	54.5	<b>Chemistry</b>	62.8
<b>English I</b>	55.7	<b>Physical Science</b>	53.2
<b>US History</b>	58.6	<b>Physics</b>	58.8

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## Other Accountability Measures

### Dropout Rates

**2000-01:** 3.6%      **2001-02:** 6.3%      **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:** 66.7%      **2001:** 64.4%      **2002:** 62.9%      **2003:** 64.4%

### 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:** 8.7%      **2002:** 14.0%      **2003:** 13.5%

### 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.

	<b>Math</b>	<b>Verbal</b>	<b>Total</b>	<b>Participation</b>
<b>2000-01:</b>	494	476	970	49.7%
<b>2001-02:</b>	513	489	1002	53.0%
<b>2002-03:</b>	504	482	986	58.0%

### 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 DID NOT MEET AYP

It Met: **13** out of **21** targets, or      **62%** 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>

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## 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.

<b>Algebra 1</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	386	75%	200	76%	186	75%	236	83%	124	60%	26	77%
<b>2001-02</b>	478	76%	237	76%	241	77%	255	84%	183	65%	40	85%
<b>2002-03</b>	429	69%	205	67%	224	71%	196	72%	190	66%	43	70%

<b>Biology</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	496	59%	233	59%	263	60%	306	71%	151	36%	39	54%
<b>2001-02</b>	523	74%	259	74%	264	74%	309	85%	183	57%	31	58%
<b>2002-03</b>	366	67%	186	70%	180	64%	186	82%	144	49%	36	61%

<b>ELP</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	588	57%	303	58%	285	56%	348	68%	199	42%	41	41%
<b>2001-02</b>	539	61%	268	66%	271	57%	283	70%	212	51%	44	57%
<b>2002-03</b>	99	68%	54	70%	45	64%	35	80%	49	59%	15	67%

<b>English I</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	531	65%	270	63%	261	67%	321	77%	165	48%	45	44%
<b>2001-02</b>	500	71%	253	72%	247	70%	257	79%	187	64%	56	55%
<b>2002-03</b>	452	75%	232	69%	220	82%	229	86%	171	68%	52	46%

<b>US History</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	394	57%	203	62%	191	51%	259	64%	107	38%	28	61%
<b>2001-02</b>	452	53%	213	56%	239	49%	294	60%	132	36%	26	62%
<b>2002-03</b>	450	62%	218	69%	232	56%	275	73%	147	46%	28	46%

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## 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.

<b>Algebra II</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	281	75%	108	72%	173	77%	196	77%	69	71%	16	75%
<b>2001-02</b>	277	85%	124	86%	153	84%	202	89%	63	73%		
<b>2002-03</b>	267	83%	133	82%	134	84%	186	84%	65	78%	16	88%

<b>Chemistry</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	200	72%	92	71%	108	72%	156	77%	31	48%	13	62%
<b>2001-02</b>	245	84%	101	85%	144	83%	176	88%	53	72%	16	88%
<b>2002-03</b>	226	85%	133	87%	121	83%	161	86%	52	83%	13	85%

<b>Geometry</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	365	66%	186	66%	179	66%	256	75%	87	43%	22	59%
<b>2001-02</b>	359	67%	175	85%	144	63%	228	75%	109	49%	22	68%
<b>2002-03</b>	386	63%	190	68%	196	59%	231	71%	123	48%	32	72%

<b>Physics</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	58	69%	34	79%	24	54%	40	85%	13	23%		
<b>2001-02</b>	45	71%	27	78%	18	61%	40	73%				
<b>2002-03</b>	41	80%	25	84%	16	75%	34	76%				

<b>Physical Science</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	77	39%	52	48%	25	20%	31	52%	31	29%	15	33%
<b>2001-02</b>	38	55%			22	55%						
<b>2002-03</b>	202	49%	103	58%	99	39%	98	66%	90	33%	14	29%

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# Garner High

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## 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**

<b>Core Courses</b>	<b>2001-02</b>	<b>2002-03</b>
<b>Algebra 1</b>	Expected	Expected
<b>Biology</b>	Expected	Above
<b>ELP</b>	Below	Expected
<b>English 1</b>	Expected	Below
<b>US History</b>	Expected	Above

<b>Elective Courses</b>		
<b>Algebra 2</b>	Expected	Expected
<b>Chemistry</b>	Expected	Expected
<b>Geometry</b>	Expected	Expected
<b>Physical Science</b>		Expected
<b>Physics</b>	Below	Expected

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## 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.

<b>Parent Survey Results</b>	<b>2002</b>	<b>2003</b>
My child's school is a safe place to learn.	77.1 %	88.6 %
My child's school provides a high quality educational program.	76.0 %	77.3 %
My child is given challenging work in all classes.	74.0 %	68.2 %
Students at my child's school are well behaved overall.	55.6 %	53.4 %
The rules of this school are fair.	59.4 %	75.0 %
Teachers in this school really seem to care about the students.	77.4 %	70.9 %
This school promotes understanding among students from various backgrounds	82.0 %	69.9 %
<b>The percentage of Parents returning the survey at this school was:</b>	<b>44%</b>	<b>28%</b>

<b>Student Survey Results</b>	<b>2002</b>	<b>2003</b>
This school is a safe place to learn.	67.5 %	67.7 %
The students at this school get along with each other.	35.5 %	17.6 %
The rules of this school are fair.	26.9 %	26.2 %
My school provides many ways to help me learn.	N/A	69.6 %
I like my school.	47.3 %	51.9 %

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

	<b>2003 Parents</b>	<b>Students</b>
Reading Skills	87.5 %	72.7 %
Writing Skills	79.3 %	71.7 %
Math Skills	72.4 %	65.0 %
Social Studies Skills	79.3 %	65.5 %
Science Skills	82.6 %	68.3 %

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Grades given to this school on the 2003 Parent Survey:</b>	5.7%	52.9 %	29.9%	2.3%	9.2%
<b>Grades given to this school on the 2003 Student Survey:</b>	3.0%	29.1 %	45.3%	15.5%	7.1%