

Garner High

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2101 Spring Drive
Garner, NC 27529

This profile contains 2001-02 information describing the school environment, student population, and accountability program results. Access current information by visiting the school's website at the link above.

Current Principal: Cathy Johnson

Current Phone: (919) 662-2379

Current Fax: (919) 662-2397

Information for 2001-02 School Year

Principal: Cathy Johnson

Grade Levels Served: 9-12

Calendar: Traditional

Original Construction Date: 1967

Most Recent Renovation: 2002

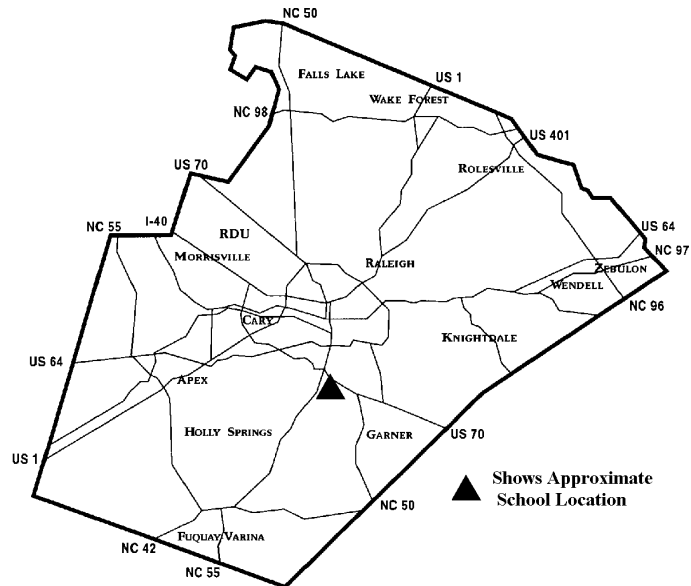
Building Square Footage: 501,877

Size of Property (acres): 69.5

Permanent Classrooms: 90

Portable Classrooms: 10 (as of 12-12-01)

Campus Capacity: 101% (as calculated by the WCPSS Facilities Department)



Mission/Program Description for the 2001-02 School Year

Garner Senior High School is the quintessential comprehensive high school. Nestled in the midst of "the most promising corner of the triangle," GSHS often is described as the beacon of the community. The school typifies the strong sense of community in a town with an increasingly diverse population.

Academics, athletics, and the arts coexist with rigorous programs for active teenagers. A snapshot of a typical advanced placement calculus class best reveals the character of the school. Fifteen students in the class made a perfect score on a nationally standardized test while all others made the next highest score. In the class were starting members of the football team, leading characters in a musical play, the band majorette, several cheerleaders, elected student government officers, one Morehead scholar, one Caldwell scholar, and several youth leaders in their respective churches.

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Fall 2001-02 Student Population Characteristics

	Male					Female					Total
	White	Black	Asian	Hisp	Other	White	Black	Asian	Hisp	Other	
Grade 9	161	119	2	24	7	138	91	4	39	5	590
Grade 10	172	90	6	10	3	148	101	2	15	4	551
Grade 11	147	76	3	8	1	164	63	2	8	6	479
Grade 12	139	48	2	8	2	119	66	1	4	2	391
TOTAL	619	333	13	51	13	569	321	9	66	17	2011

Note: All counts of students refer to the 20th day of the school year.

Students Identified for Special Programs as of October 2001

Academically Gifted: 194

Special Education (not AG): 284

ESL (English as a Second Language): 69

	2001-02	2000-01	1999-00	1998-99
Total Membership at End of First 20 Days	2011	2020	1882	1769
Percent Receiving Free/Reduced Lunch	18%	16%	12%	12%
Average Daily Attendance (calc. at end of school year)	92.6%	92.6%	92.8%	93.1%

2001-02 Student Mobility

Student Mobility measures describe 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.

Stability:

This school in 2001-02: **94%**

All high schools in 2001-02: **95%**

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). A lower percentage shows less mobility.

Turbulence:

This school in 2001-02: **16%**

All high schools in 2001-02: **13%**

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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. Variables considered in the model include EOC achievement scores for each student, each student's special education status, and two measures of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end-of-year test, and schoolwide performance is summarized by comparing how students in that school perform to how all similar students perform 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. The indices are based upon North Carolina End-of-Course Tests administered at the conclusion of each of five Core and five Elective high school courses.

Measuring This School's EOC Achievement Against Similar Students Across Wake County

Core Courses	2001-02	2000-01
Algebra 1	Expected	Expected
Biology	Expected	Expected
ELP	Below	Below
English 1	Expected	Below
US History	Expected	Above
Elective Courses		
Algebra 2	Expected	Expected
Chemistry	Expected	Expected
Geometry	Expected	Expected
Physical Science		Expected
Physics	Below	Below

Other Accountability Measures

Dropout Rates*

2000-01:	3.6%
1999-00:	4.3%
1998-99:	4.8%

SAT

	Math	Verbal	Total	Participation
2001-02:	513	489	1002	53.0%
2000-01:	494	476	970	49.7%
1999-00:	500	488	988	64.5%

*The Dropout Rate is finalized several months after the end of the school year. Therefore, the latest rate does not show in this report. Also, Dropout Rates in 2000-01 for Green Hope and Wakefield are calculated on Grades 9-11.

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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 2001-02 set goals for student performance in ten courses in which students take End-of-Course (EOC) multiple-choice standardized tests and tests of Reading and Math skills given to all 10th-grade students. 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, achievement levels on the English II Writing test (the State did not give this test in 2001-02), and the percentage of graduates meeting requirements for entry into the state university system and Tech-Prep programs.

Average EOC Scales Scores in this School in 2001-02

Courses Required for All Students		Elective Courses	
Algebra I	59.7	Geometry	60.1
Biology	59.2	Algebra II	65.9
ELPS	52.9	Chemistry	62.1
English I	54.9	Physical Science	53.4
US History	56.9	Physics	56.8

Performance: The "Composite Performance" for every high school was defined as the percentage of all EOC and 10th-grade Reading and Math 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>2001-02</u>	<u>2000-01</u>	<u>1999-00</u>	<u>1998-99</u>
The Composite Performance score for this school:	70.1%	64.0%	62.5%	65.8%

Growth: The differences between Expected and High standards for each course and the average scores of students in the school 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 in prior years, 1999-00 and earlier, of the ABC program and should not be compared to 2000-01 and beyond for high schools.)

In 2001-02 this school: Met Expected Growth Standard

In 2000-01 this school: Met the expected growth standard

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.

2002: 62.9%	2001: 64.4%	2000: 66.7%	1999: 58.4%
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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.

2001-02: 14.0%	2000-01: 8.7%	1999-00: 11.8%
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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. The English II test is a writing test. The other tests are multiple-choice tests. If fewer than 10 students are in a group, the entry is blank. The English II test was not given in 2001-02.*

Algebra I	All Students		Males		Females		White		Black		Other	
2001-02	478	76%	237	76%	241	77%	255	84%	183	65%	40	85%
2000-01	386	75%	200	76%	186	75%	236	83%	124	60%	26	77%
1999-00	418	70%	218	69%	200	71%	276	73%	121	60%	21	81%

Biology	All Students		Males		Females		White		Black		Other	
2001-02	523	74%	259	74%	264	74%	309	85%	183	57%	31	58%
2000-01	496	59%	233	59%	263	60%	306	71%	151	36%	39	54%
1999-00	425	64%	227	63%	198	66%	296	70%	100	47%	29	66%

ELP	All Students		Males		Females		White		Black		Other	
2001-02	539	61%	268	66%	271	57%	283	70%	212	51%	44	57%
2000-01	588	57%	303	58%	285	56%	348	68%	199	42%	41	41%
1999-00	534	68%	255	69%	279	67%	348	79%	156	46%	30	63%

English I	All Students		Males		Females		White		Black		Other	
2001-02	500	71%	253	72%	247	70%	257	79%	187	64%	56	55%
2000-01	531	65%	270	63%	261	67%	321	77%	165	48%	45	44%
1999-00	517	72%	243	68%	274	75%	326	81%	156	55%	35	63%

English II	All Students		Males		Females		White		Black		Other	
2001-02*												
2000-01	498	52%	228	47%	259	55%	298	57%	137	36%	63	63%
1999-00	439	42%	244	39%	195	47%	286	47%	111	29%	42	50%

US History	All Students		Males		Females		White		Black		Other	
2001-02	452	53%	213	56%	239	49%	294	60%	132	36%	26	62%
2000-01	394	57%	203	62%	191	51%	259	64%	107	38%	28	61%
1999-00	417	49%	198	49%	219	50%	278	57%	125	32%	14	50%

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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.

Algebra II	All Students		Males		Females		White		Black		Other	
2001-02	277	85%	124	86%	153	84%	202	89%	63	73%		
2000-01	281	75%	108	72%	173	77%	196	77%	69	71%	16	75%
1999-00	310	76%	133	75%	177	76%	221	78%	79	67%	10	90%

Chemistry	All Students		Males		Females		White		Black		Other	
2001-02	245	84%	101	85%	144	83%	176	88%	53	72%	16	88%
2000-01	200	72%	92	71%	108	72%	156	77%	31	48%	13	62%
1999-00	299	66%	133	67%	168	66%	209	73%	85	49%		

Geometry	All Students		Males		Females		White		Black		Other	
2001-02	359	67%	175	85%	144	63%	228	75%	109	49%	22	68%
2000-01	365	66%	186	66%	179	66%	256	75%	87	43%	22	59%
1999-00	374	54%	162	55%	212	53%	254	61%	99	35%	21	57%

Physics	All Students		Males		Females		White		Black		Other	
2001-02	45	71%	27	78%	18	61%	40	73%				
2000-01	58	69%	34	79%	24	54%	40	85%	13	23%		
1999-00	67	75%	39	85%	28	61%	58	76%				

Physical Science	All Students		Males		Females		White		Black		Other	
2001-02	38	55%			22	55%						
2000-01	77	39%	52	48%	25	20%	31	52%	31	29%	15	33%
1999-00	487	58%	236	59%	251	57%	290	70%	160	38%	37	49%

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WCPSS Survey Results

During the 1990s WCPSS conducted periodic surveys of parents and high school students. Beginning with the 2000-01 school year, the district is surveying samples of parents and students annually at all schools. Some of the items on the surveys will be 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 surveys. When comparing percentages across years, note that the 2001 surveys included an option to mark "Uncertain." This option was not included in the 2002 surveys.

Parent Survey Results (Approximately 150 parents surveyed.)

	2002	2001
My child's school is a safe place to learn.	77.1 %	72.7 %
My child's school provides a high quality educational program.	76.0 %	74.3 %
My child is given challenging work in all classes.	74.0 %	64.8 %
If I call the school, I receive courteous attention.	73.1 %	67.0 %
Students at my child's school are well behaved overall.	55.6 %	31.8 %
The rules of this school are fair.	59.4 %	58.7 %
Teachers in this school really seem to care about the students.	77.4 %	57.3 %
This school promotes understanding among students from various backgrounds.	82.0 %	N/A
The percentage of Parents returning the survey at this school was:	44%	56%

Student Survey Results (Approximately 150 students surveyed.)

	2002	2001
This school is a safe place to learn.	67.5 %	57.2 %
The students at this school get along with each other.	35.5 %	25.0 %
The rules of this school are fair.	26.9 %	21.2 %
It is easy to get help from the adults in this school.	59.1 %	42.9 %
I like my school.	47.3 %	N/A

This table compares the percentage of Parents and Students rating this school in 2002 as "good" or "excellent" on helping students learn certain skills.

	Parents	Students
Reading Skills	78.1 %	61.0 %
Writing Skills	76.0 %	60.6 %
Math Skills	72.2 %	62.2 %
Social Studies Skills	80.4 %	67.7 %
Science Skills	74.0 %	73.6 %

Grades given to this school on the 2002 Parent Survey: **A** 9.7 % **B** 41.9 % **C** 31.2% **D** 10.8% **F** 6.5 %