

Green Hope High

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2500 Carpenter Upchurch Road
Morrisville, NC 27560

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: Donna Hargens

Current Phone: (919) 380-3700

Current Fax: (919) 380-3712

Information for 2001-02 School Year

Principal: Donna Hargens

Grade Levels Served: 9-12

Calendar: Traditional

Original Construction Date: 1999

Most Recent Renovation:

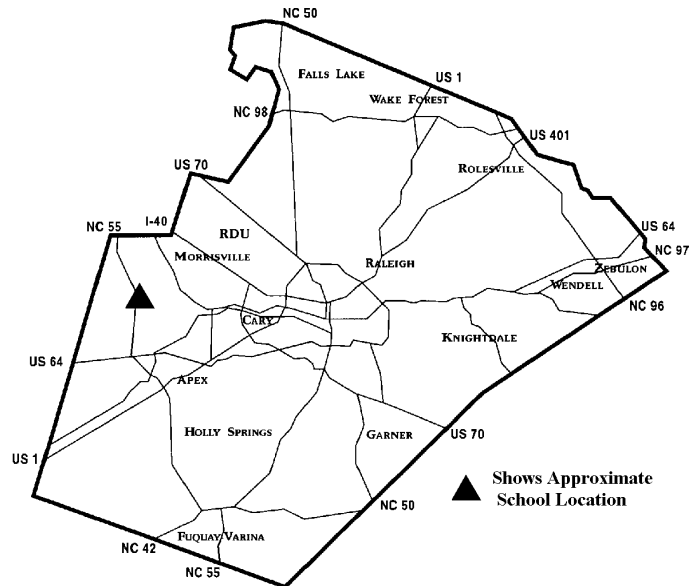
Building Square Footage: 270,755

Size of Property (acres): 72.5

Permanent Classrooms: 84

Portable Classrooms: 2 (as of 12-12-01)

Campus Capacity: 115% (as calculated by the WCPSS Facilities Department)



Mission/Program Description for the 2001-02 School Year

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

The new GHHS officially opened on August 12, 1999, with a ceremonial ribbon-cutting attended by a wide cross section of students, parents, staff, alumni, community members, and elected officials. Students chose the Falcon as mascot. School colors of hunter green and burgundy reflect the heritage of the original school whose colors were red and green. 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

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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	233	29	27	12	1	212	34	24	7	3	582
Grade 10	220	32	22	7	3	209	17	17	13	4	544
Grade 11	215	17	12	5	3	201	13	10	4	1	482
Grade 12	155	11	7	5	0	129	9	16	5	2	339
TOTAL	823	89	68	30	7	751	73	67	29	10	1947

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: 453

Special Education (not AG): 229

ESL (English as a Second Language): 41

	2001-02	2000-01	1999-00	1998-99
Total Membership at End of First 20 Days	1947	1353	812	
Percent Receiving Free/Reduced Lunch	4%	4%	5%	
Average Daily Attendance (calc. at end of school year)	96.5%	95.8%	96.1%	

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: **95%**

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: **10%**

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	Above
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	Expected
Physical Science	Above	Expected
Physics	Expected	Below

Other Accountability Measures

Dropout Rates*

2000-01: 1.3%
1999-00:
1998-99:

SAT

	Math	Verbal	Total	Participation
2001-02:	546	524	1070	90.0%
2000-01:	0	0	0	0.0%
1999-00:	0	0	0	0.0%

*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	65.7	Geometry	67.0
Biology	63.0	Algebra II	72.3
ELPS	59.3	Chemistry	64.7
English I	61.0	Physical Science	58.3
US History	61.9	Physics	66.0

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:	89.6%	84.9%		

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 High Growth Standard
In 2000-01 this school: Met the exemplary 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: 85.5%	2001:	2000:	1999:
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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: 8.3%	2000-01:	1999-00:
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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	362	92%	180	93%	182	91%	282	94%	40	78%	40	93%
2000-01	317	94%	168	93%	149	94%	266	95%	34	82%	17	88%
1999-00	237	86%	122	84%	115	87%	201	89%	19	68%	17	65%

Biology	All Students		Males		Females		White		Black		Other	
2001-02	488	94%	244	92%	244	95%	392	96%	37	73%	59	93%
2000-01	566	76%	288	80%	278	72%	449	82%	58	28%	59	76%
1999-00	480	84%	248	86%	232	81%	411	87%	38	58%	31	71%

ELP	All Students		Males		Females		White		Black		Other	
2001-02	635	89%	316	91%	319	87%	490	90%	58	69%	87	91%
2000-01	555	83%	290	84%	265	81%	444	87%	56	55%	55	78%
1999-00	455	86%	236	86%	219	86%	391	90%	33	61%	31	68%

English I	All Students		Males		Females		White		Black		Other	
2001-02	563	91%	289	90%	274	92%	437	94%	56	66%	70	87%
2000-01	527	90%	273	88%	254	92%	422	93%	54	69%	51	86%
1999-00	467	91%	243	89%	224	94%	394	95%	40	58%	33	85%

English II	All Students		Males		Females		White		Black		Other	
2001-02*												
2000-01	469	78%	241	73%	228	82%	386	81%	36	44%	47	72%
1999-00	319	58%	170	55%	149	62%	259	63%	27	26%	33	52%

US History	All Students		Males		Females		White		Black		Other	
2001-02	474	78%	243	83%	231	72%	409	80%	26	54%	39	72%
2000-01	314	76%	161	83%	153	69%	266	79%	20	55%	28	64%
1999-00												

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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	420	93%	216	91%	204	95%	361	93%	19	90%	40	93%
2000-01	323	94%	163	93%	160	94%	284	93%	12	100%	27	96%
1999-00	110	100%	62	100%	48	100%	99	100%				

Chemistry	All Students		Males		Females		White		Black		Other	
2001-02	314	86%	164	90%	150	83%	269	88%	11	91%	34	74%
2000-01	387	83%	199	82%	188	84%	340	84%	16	63%	31	84%
1999-00	105	94%	62	92%	53	96%	91	95%			13	92%

Geometry	All Students		Males		Females		White		Black		Other	
2001-02	490	91%	250	90%	150	91%	401	92%	33	67%	56	95%
2000-01	392	89%	195	94%	197	84%	345	90%	15	80%	32	81%
1999-00	293	96%	150	96%	143	96%	254	97%	13	92%	26	92%

Physics	All Students		Males		Females		White		Black		Other	
2001-02	174	97%	119	98%	55	96%	147	97%			23	100%
2000-01	53	83%	26	88%	27	78%	39	85%			12	83%
1999-00												

Physical Science	All Students		Males		Females		White		Black		Other	
2001-02	65	80%	37	78%	28	82%	43	84%	14	71%		
2000-01	139	78%	80	88%	59	66%	116	85%	18	33%		
1999-00	171	80%	96	82%	75	77%	134	87%	25	40%	12	83%

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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.	98.4 %	92.4 %
My child's school provides a high quality educational program.	93.4 %	90.2 %
My child is given challenging work in all classes.	68.0 %	80.4 %
If I call the school, I receive courteous attention.	93.5 %	85.9 %
Students at my child's school are well behaved overall.	91.6 %	64.1 %
The rules of this school are fair.	90.8 %	72.8 %
Teachers in this school really seem to care about the students.	88.5 %	78.3 %
This school promotes understanding among students from various backgrounds.	92.2 %	N/A
The percentage of Parents returning the survey at this school was:	53%	51%

Student Survey Results (Approximately 150 students surveyed.)

	2002	2001
This school is a safe place to learn.	96.2 %	84.7 %
The students at this school get along with each other.	66.8 %	42.7 %
The rules of this school are fair.	31.5 %	17.2 %
It is easy to get help from the adults in this school.	73.8 %	60.9 %
I like my school.	61.7 %	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	87.9 %	84.7 %
Writing Skills	85.4 %	78.3 %
Math Skills	74.4 %	65.0 %
Social Studies Skills	80.6 %	70.7 %
Science Skills	81.6 %	72.2 %

Grades given to this school on the 2002 Parent Survey: **A** 30.6 % **B** 59.7 % **C** 7.3 % **D** 0.0 % **F** 2.4 %