

Wake County School Profiles for School Year 2001-2002

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Wake County Public School System

Wake County School Profiles School Year 2001-2002

Contact Persons

**Kevin Gilleland
Data Analyst
kgilleland@wcpss.net
(919) 850-1902**

**Chuck Dulaney
Senior Director for School Accountability
cdulaney@wcpss.net
(919) 850-1903**

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WCPSS Systemwide Information for the School Year 2001-02 School Profiles (with notes regarding information contained in the profiles)

Introduction

This document introduces a collection of profiles of Wake County Public School System (WCPSS) schools in the 2001-02 school year. The WCPSS Evaluation and Research Department (E&R) created the profiles to assist WCPSS school administrators as they present and analyze information about their schools. It is hoped that school improvement teams, school advisory committees, members of the Board of Education, and others who are actively involved in WCPSS schools will also use the profiles.

The multi-page profile of each school contains information describing the school facility, the student body, student performance on standardized tests, and parental and student responses to surveys conducted during the past two years. Some data for new schools is not available for all of the years summarized in the report.

The information contained in the profiles has been drawn from a variety of sources and stored in a Microsoft Access database. E&R Department staff updates information in the database annually. The current version of the profiles is based entirely upon data from the most recently completed school year (2001-02). For example, the section describing the school's membership is describing the fall 2001 students. This is in contrast to previous years' profiles in which the most recent data available was reported. By reporting the most recent data, the profiles provided a more current look at schools. However, test scores and student population characteristics did not match. The format was changed to match school characteristics with achievement outcomes.

We anticipate that beginning in 2004, the publication of School Report Cards by the NC Department of Public Instruction will take the place of the WCPSS School Profiles report.

Organization

The first pages within this volume include definitions of terms, and summaries of systemwide information not shown in individual school profiles.

Profiles are organized alphabetically by the name of the school within four categories of school as follows:

- Elementary Schools
- Middle Schools
- High Schools
- Special Schools

School Profile: Page 1

Page One consists of school **demographics** and **mission descriptions**. Information describing the school facility was accurate as of the end of the second month of school. Some portable classrooms may have been moved later in the year in an effort to adjust for enrollment fluctuation among schools. Campus Capacity (percent utilization) was calculated by the WCPSS Facilities Department using student membership at the end of the first month of school. The Capacity figure takes into consideration a variety of curricular and instructional issues such as whether a room was utilized for delivery of special programs.

Each school principal designates how the mission and/or program of the school are to be described.

School Profile: Page 2

Page Two includes **student membership characteristics** and **mobility**. **Student Membership** in WCPSS is shown in the following table as of the twentieth day of school, which was September 11, 2001 for traditional calendar schools. The twentieth day for year-round and modified year-round calendar schools occurred on different dates for each track.

Grade	White		Black		Asian		Hispanic		Other		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Kinder	2,457	2,259	1,071	1,004	209	198	412	405	200	172	8,387
1	2,551	2,298	1,186	1,008	180	176	354	338	161	161	8,413
2	2,490	2,338	1,125	1,035	190	173	294	290	168	120	8,223
3	2,517	2,439	1,134	1,152	179	157	268	229	117	108	8,300
4	2,447	2,457	1,109	1,079	176	182	230	238	100	104	8,122
5	2,538	2,531	1,086	1,107	175	142	231	185	96	100	8,191
6	2,702	2,384	1,220	1,244	160	156	202	193	107	89	8,457
7	2,603	2,491	1,134	1,130	167	128	207	200	70	86	8,216
8	2,512	2,442	993	1,072	156	138	185	190	71	62	7,821
9	2,586	2,407	1,324	1,161	170	154	254	241	62	63	8,422
10	2,373	2,254	833	910	155	135	110	124	44	57	6,995
11	2,245	2,159	676	725	142	124	70	76	36	46	6,299
12	2,032	1,966	516	654	128	114	60	79	24	29	5,602
WCPSS	32,053	30,425	13,407	13,281	2,187	1,977	2,877	2,788	1,256	1,197	101,448

Average Daily Attendance is calculated at the end of the school year

Free/Reduced Lunch is the percentage of students who have applied and qualified for receipt of free or reduced price lunches through the Child Nutrition Program as of the end of the first month of the school year. These data serve as an indication of low-income families within the school. In the 2001-02 school year, a family of four must have earned less than \$2,722 per month to qualify for free or reduced price lunches for the children in the family. Systemwide, 22% of students were receiving free or reduced price lunches in October 2001. The percentage varied by level: 27% in elementary schools, 22% in middle schools, and 12% in high schools.

Special Program Membership summarizes the number of students receiving special services through the Academically Gifted, Special Education, and ESL (English as a Second Language)

programs as of October 2001. In each of these programs the type and intensity of service provided will vary based upon the needs of the student. Systemwide totals were:

Academically Gifted	15,440
Special Education	13,900
ESL	4,036

Systemwide special education program membership is shown in the following table:

Learning Disabled	6,909
Speech/Language Impairment	1,825
Behaviorally/Emotionally Handicapped	723
Educable Mentally Handicapped	793
Trainable Mentally Handicapped	251
Other Handicapping Conditions	3,399

Student Mobility is defined in terms of Stability and Turbulence. These terms are more fully described in each profile.

School Profile: Pages 3, 4, and 5 (Elem, Middle, and High) and Page 6 (High)

The previous three years' results of the **Effectiveness Index (Student Effectiveness Over Time)** is printed for all elementary and middle schools that serve students in at least grades 3 and 6, respectively, and that have at least two years of standardized testing information available. Two years of results is shown for high schools. The analysis shown in the profile is primarily based upon student performance on the North Carolina End-of-Grade tests for elementary and middle schools and the End-of-Course tests for high schools.

The State Board of Education reports **ABC Accountability Plan** results annually. Overall results for WCPSS in 2001-02 were:

- 55% of schools met "High Growth" standards
- 33% of schools met "Expected Growth" standards
- 12% of schools did not meet the Expected Growth standard but showed adequate performance
- No school was designated as "Low Performing"

Additional ABC results can be found in 2001-2002 North Carolina ABC Results (E&R Publication No. 02.36), available on the Evaluation and Research Department section (<http://www.wcpss.net/evaluation-research/>) of the school district web site.

End-of-Grade (EOG) Tests are given for all students in grades 3-8. The profile shows the percentage of students who scored at Levels III and IV, which is defined as those levels representing grade level mastery or superior performance. The following table shows the systemwide percentages from the past year for several demographic categories. Not all of these categories are reported in the profile for each school because of the small number of students in each school for some categories. Additional EOG test results can be found in 2002-2002 End-of-Grade Multiple-Choice Test Results (E&R Publication No. 02.31), available on the Evaluation and Research Department section (<http://www.wcpss.net/evaluation-research/>) of the school district web site.

2002 End-of-Grade Results for WCPSS						
Reading						
(Percentage of Students Who Scored at Level III or Level IV)						
Category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Total System	87.6	87.4	92.3	82.8	86.7	91.4
Not F/R	93.2	93.6	96.0	90.4	92.0	95.4
F/R Lunch	70.0	67.9	78.8	56.8	65.6	73.2
Male	86.5	86.0	91.7	81.1	85.1	89.9
Female	88.6	88.8	92.8	84.7	88.3	92.9
White	95.1	94.9	97.3	93.2	94.4	96.9
Black	71.2	70.7	80.3	61.3	69.4	79.0
Asian	96.9	97.2	98.0	93.5	94.4	96.3
Hispanic	75.2	73.6	83.3	65.0	70.3	76.9
Am. Indian	85.7	73.7	87.0	69.6	95.7	94.4
Multiracial	91.2	87.7	95.6	82.3	90.4	91.6
Not Spec. Ed	89.6	85.9	92.2	81.5	86.3	92.9
Special Ed.	72.9	70.1	77.6	61.3	64.5	70.4
Acad. Gifted	100	99.8	99.9	99.7	99.9	99.9

**2002 End-Of-Grade Results for WCPSS
Mathematics
(Percentage of Students Who Scored at Level III or Level IV)**

Category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Total System	87.1	94.8	93.8	90.2	90.3	88.3
Not F/R	93.2	97.6	97.1	95.1	94.5	93.1
F/R Lunch	68.3	85.8	82.4	73.2	73.6	66.8
Male	87.4	94.3	93.7	89.5	89.5	88.2
Female	86.7	95.2	93.9	90.9	91.1	88.5
White	95.5	98.3	98.0	96.6	96.5	95.1
Black	68.5	85.7	83.6	76.0	76.0	71.5
Asian	95.6	98.4	99.7	98.6	97.0	97.4
Hispanic	79.3	92.6	87.4	81.6	80.4	75.9
Am. Indian	81.0	100	91.3	95.7	91.3	94.4
Multiracial	89.4	97.6	95.6	91.1	91.2	92.5
Not Spec. Ed.	88.8	94.2	93.7	90.8	91.1	89.7
Special Ed.	75.1	87.0	82.8	72.2	69.4	62.7
Acad. Gifted	100	99.9	100	100	100	99.9

High School End-of-Course results are the primary components of the ABC Plan for high schools. The "ABC" Plan for high schools sets school goals for student performance on ten End-of-Course multiple-choice tests and the English II writing test. Average scale scores achieved by students in each school who take End-of-Course tests are compared to “expected” and “high” scale scores that are calculated based upon the prior testing history of the students. Systemwide average scale scores are shown in the following table and can be compared to scores reported in the school profile. Additional EOC test results can be found in 2001-2002 End-of-Course Test Results (E&R Publication No. 02.29), available on the Evaluation and Research Department section (<http://www.wcpss.net/evaluation-research/>) of the school district web site. (Note: Percentages reported below are for tests administered only in high schools in 2001-02. Systemwide results reported elsewhere may include middle school students who take Algebra I, Geometry, or Algebra II.)

EOC Mean Scale Scores for WCPSS

Course	1998-1999	1999-2000	2000-2001	2001-2002
Algebra I	61.4	63.4	64.7	66.4
Algebra II	65.3	65.0	67.0	69.0
Geometry	62.5	63.0	63.7	64.2
English I	56.7	58.0	58.0	58.7
Economic/Legal/Political Systems	56.5	57.6	57.6	57.9
U.S. History	59.5	58.3	59.2	58.9
Biology	58.3	59.0	59.2	60.6
Chemistry	61.8	61.3	62.0	63.2
Physics	59.7	59.1	59.1	63.8
Physical Science	54.9	55.4	56.2	56.0

Six of the courses that utilize state tests are required for graduation—Algebra I, English I, English II, Biology, Economic/Legal/Political Systems, and U.S. History. Five of the courses are math and science elective courses— Geometry, Algebra II, Physical Science, Chemistry, and Physics. Each high school profile shows the number of students enrolled in each course in 2001-02 and the percentage of students who scored at levels III or IV, indicating that they were “well prepared for more advanced study in the content area.” The following table shows the compiled percentages for all high school students in WCPSS and can be compared to each school’s profile.

Percentage in Levels III or IV for EOC Tests Administered in High Schools

Course	All Students	White	Black	Other	Male	Female
Algebra I	83.6	91.4	69.3	82.6	83.0	84.2
Biology	80.6	91.2	53.2	78.6	81.1	80.1
Econ./Legal/Political Systems	79.2	88.9	56.5	75.8	80.4	77.9
English I	81.1	91.3	59.6	73.7	78.7	83.6
English II	n/a	n/a	n/a	n/a	n/a	n/a
U.S. History	62.5	72.7	31.8	58.9	67.0	58.0
Geometry	79.3	86.8	51.6	82.4	81.5	77.3
Algebra II	86.5	89.6	70.9	87.9	86.3	86.7
Physical Science	65.3	78.2	46.9	63.9	67.6	62.6
Chemistry	83.7	86.3	68.1	84.4	86.4	81.3
Physics	90.7	93.0	68.5	89.8	91.9	89.2

Other Accountability Measures for High Schools are established by the State Board of Education. Three of the standards are calculated and printed for each high school in the profiles. The systemwide data below can be compared to individual school data:

	2001-02	2000-2001	1999-2000	1998-99
Average SAT Total Battery score and Participation rate	1067 79.1%	1054 78.6%	1061 79.2%	1059 76.3%
Graduates completing requirements for entry to the UNC system	77%	78%	77%	77%
Dropout Rate Grades 9-12 (Calculated in the following school year)	n/a	3.7%	4.1%	4.7%

North Carolina Writing Tests have been given for several years to all students in grades 4 and 7. The NC Department of Public Instruction declared the 2001-02 test administration invalid after problems with scoring reliability surfaced. Therefore, no Writing Test data are presented in these profiles.

School Profile: Page 6 (Elementary and Middle) and Page 7 (High)

During the 2000-01 school year, WCPSS began administering **Parent and Student surveys** in every school, using a random sample of parents and students. In prior years, surveys had been administered systemwide to all parents and high school students on a biannual schedule. Some of the items on the surveys are kept constant over time and across forms for each group so that schools can measure improvement. Tables in the profiles show the percentage of parents "agreeing" or "strongly agreeing" with several statements from the parent and student surveys administered in 2002. Detailed reports of systemwide survey results can be found in [Parent Survey Results 2001-2002](#) (E&R Publication No. 02.37) and [Student Survey Results 2001-2002](#) (E&R Publication No. 02.38), both available on the Evaluation and Research Department section (<http://www.wcpss.net/evaluation-research/>) of the school district web site.