

Sanderson High

**552
5500 Dixon Drive
Raleigh, NC 27609**

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 Moore

Current Phone: (919) 881-4800

Current Fax: (919) 881-5006

Information for 2001-02 School Year

Principal: Cathy Moore

Grade Levels Served: 9-12

Calendar: Traditional

Original Construction Date: 1968

Most Recent Renovation: 2000

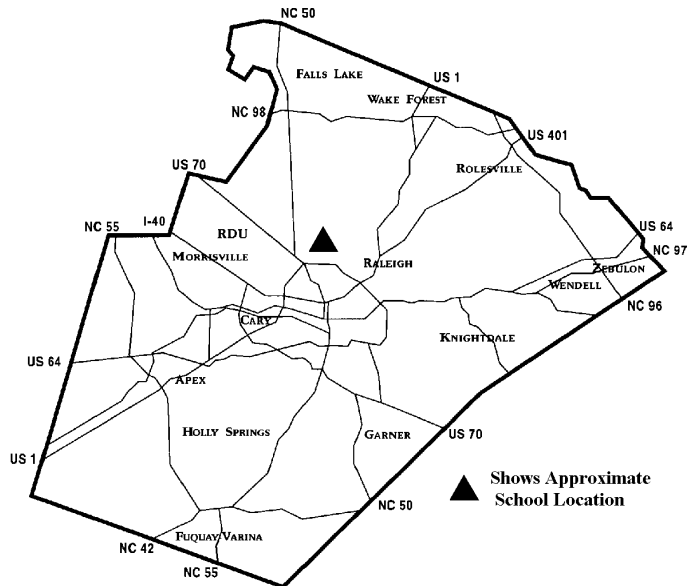
Building Square Footage: 595,918

Size of Property (acres): 51.2

Permanent Classrooms: 86

Portable Classrooms: 0 (as of 12-12-01)

Campus Capacity: 91% (as calculated by the WCPSS Facilities Department)



Mission/Program Description for the 2001-02 School Year

The mission of Sanderson High School is to accept and to reach all of our students and to prepare them to become self-reliant, well rounded, and productive in an ever changing world.

At Sanderson, we believe that:

- * all students can learn
- * Learning is a life-long process
- * Education is a shared responsibility
- * Everyone has worth and dignity and deserves respect
- * A safe and comfortable school environment enhances learning
- * Our democracy cannot thrive without an educated citizenry
- * Every student has the right to a quality education

Over two hundred courses in regular, honors, special programs, academically gifted, and advanced placement classes are offered. A four-year curriculum in Air Force ROTC is also available as well as a curriculum for English as a Second Language students.

The Sanderson facility underwent an extensive, multi-faceted renovation project costing about \$22 million during 1999-2000. The renovation has given the campus a "new look" and provided us with upgraded facilities that allow us to meet the academic needs of our students for the new millennium. The renovation gives us a renewed sense of school spirit and pride that enhances our school mission. Come see us at Sanderson!

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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	121	105	5	14	2	117	74	7	10	4	459
Grade 10	114	46	4	8	3	122	52	5	4	4	362
Grade 11	132	40	5	6	3	121	44	8	6	3	370
Grade 12	127	35	4	6	2	102	48	2	1	4	331
TOTAL	494	226	18	36	10	462	218	22	21	15	1522

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: 341

Special Education (not AG): 200

ESL (English as a Second Language): 72

	2001-02	2000-01	1999-00	1998-99
Total Membership at End of First 20 Days	1522	1584	2043	1768
Percent Receiving Free/Reduced Lunch	16%	15%	12%	13%
Average Daily Attendance (calc. at end of school year)	94.4%	94.5%	94.0%	93.7%

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.

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.

Stability:

This school in 2001-02: **95%**

All high schools in 2001-02: 95%

Turbulence:

This school in 2001-02: **13%**

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	Expected	Expected
English 1	Expected	Expected
US History	Expected	Expected
Elective Courses		
Algebra 2	Expected	Above
Chemistry	Above	Above
Geometry	Expected	Expected
Physical Science	Expected	Expected
Physics	Above	Above

Other Accountability Measures

Dropout Rates*

2000-01:	2.4%
1999-00:	3.9%
1998-99:	3.4%

SAT

	Math	Verbal	Total	Participation
2001-02:	546	521	1067	82.0%
2000-01:	535	522	1057	82.2%
1999-00:	552	518	1070	82.5%

*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	63.8	Geometry	63.2
Biology	59.2	Algebra II	68.2
ELPS	56.9	Chemistry	65.0
English I	58.1	Physical Science	55.7
US History	58.2	Physics	63.7

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:	77.2%	77.7%	72.7%	73.9%

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 Expected 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: 74.0%	2001: 78.8%	2000: 82.5%	1999: 84.1%
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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: 2.7%	2000-01: 0.3%	1999-00: 0.9%
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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 1	All Students		Males		Females		White		Black		Other	
2001-02	288	89%	152	86%	136	93%	166	96%	101	79%	21	76%
2000-01	274	80%	142	79%	132	80%	162	88%	97	66%	15	73%
1999-00	415	78%	222	76%	193	80%	268	85%	113	58%	34	85%

Biology	All Students		Males		Females		White		Black		Other	
2001-02	345	75%	171	77%	174	74%	233	87%	89	48%	23	61%
2000-01	334	69%	172	70%	162	69%	229	80%	76	42%	29	55%
1999-00	476	77%	254	74%	222	81%	335	86%	110	49%	31	74%

ELP	All Students		Males		Females		White		Black		Other	
2001-02	390	77%	211	74%	179	79%	231	91%	128	52%	31	77%
2000-01	399	75%	191	73%	208	76%	255	88%	125	47%	19	79%
1999-00	692	79%	356	78%	336	80%	457	90%	175	50%	60	82%

English I	All Students		Males		Females		White		Black		Other	
2001-02	377	79%	205	73%	172	85%	217	91%	133	56%	27	89%
2000-01	397	80%	198	78%	199	82%	249	92%	131	60%	17	65%
1999-00	665	79%	347	77%	318	82%	441	91%	172	52%	52	67%

English II	All Students		Males		Females		White		Black		Other	
2001-02*												
2000-01	362	72%	183	64%	179	79%	231	85%	86	44%	45	56%
1999-00	374	64%	208	54%	163	77%	243	74%	91	40%	40	58%

US History	All Students		Males		Females		White		Black		Other	
2001-02	345	59%	160	68%	185	51%	234	70%	78	28%	33	55%
2000-01	351	69%	190	74%	161	63%	240	80%	84	42%	27	52%
1999-00	330	58%	157	59%	173	56%	227	69%	70	20%	33	61%

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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	273	87%	130	84%	143	90%	202	89%	49	76%	22	96%
2000-01	254	86%	126	89%	128	83%	191	89%	46	72%	17	88%
1999-00	329	77%	161	80%	168	74%	246	83%	47	53%	36	72%

Chemistry	All Students		Males		Females		White		Black		Other	
2001-02	199	89%	88	91%	111	88%	156	90%	29	83%	14	100%
2000-01	233	87%	109	92%	124	82%	189	88%	29	79%	15	87%
1999-00	280	79%	161	78%	129	80%	224	82%	29	66%	27	70%

Geometry	All Students		Males		Females		White		Black		Other	
2001-02	298	78%	149	91%	111	81%	213	85%	61	53%	24	75%
2000-01	266	82%	127	83%	139	81%	188	90%	54	56%	24	75%
1999-00	439	77%	214	79%	225	75%	331	82%	74	60%	34	65%

Physics	All Students		Males		Females		White		Black		Other	
2001-02	80	94%	44	98%	36	89%	66	94%				
2000-01	111	87%	71	89%	40	85%	90	92%			12	75%
1999-00	147	75%	77	79%	70	70%	126	76%			14	64%

Physical Science	All Students		Males		Females		White		Black		Other	
2001-02	303	62%	165	69%	138	54%	151	78%	128	45%	24	58%
2000-01	311	67%	155	68%	156	65%	168	84%	129	45%	14	57%
1999-00	493	67%	261	72%	232	60%	302	84%	148	33%	43	61%

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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.	95.2 %	59.3 %
My child's school provides a high quality educational program.	90.2 %	78.0 %
My child is given challenging work in all classes.	80.5 %	73.1 %
If I call the school, I receive courteous attention.	86.0 %	68.5 %
Students at my child's school are well behaved overall.	80.7 %	53.3 %
The rules of this school are fair.	85.7 %	79.6 %
Teachers in this school really seem to care about the students.	87.6 %	72.2 %
This school promotes understanding among students from various backgrounds.	86.5 %	N/A
The percentage of Parents returning the survey at this school was:	53%	53%

Student Survey Results (Approximately 150 students surveyed.)

	2002	2001
This school is a safe place to learn.	88.5 %	62.7 %
The students at this school get along with each other.	63.7 %	37.7 %
The rules of this school are fair.	55.7 %	43.5 %
It is easy to get help from the adults in this school.	68.6 %	57.6 %
I like my school.	63.9 %	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

	Parents	Students
Reading Skills	84.7 %	66.1 %
Writing Skills	82.5 %	69.6 %
Math Skills	83.3 %	69.6 %
Social Studies Skills	88.3 %	73.0 %
Science Skills	85.7 %	65.1 %

Grades given to this school on the 2002 Parent Survey: **A** 18.3 % **B** 55.8 % **C** 22.5 % **D** 1.7 % **F** 1.7 %