

Leesville Road High

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8409 Leesville Road

Raleigh, NC 27613

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: Richard Murphy

Current Phone: (919) 870-4250

Current Fax: (919) 870-4287

Information for 2001-02 School Year

Principal: Richard Murphy

Grade Levels Served: 9-12

Calendar: Traditional

Original Construction Date: 1993

Most Recent Renovation: 1994

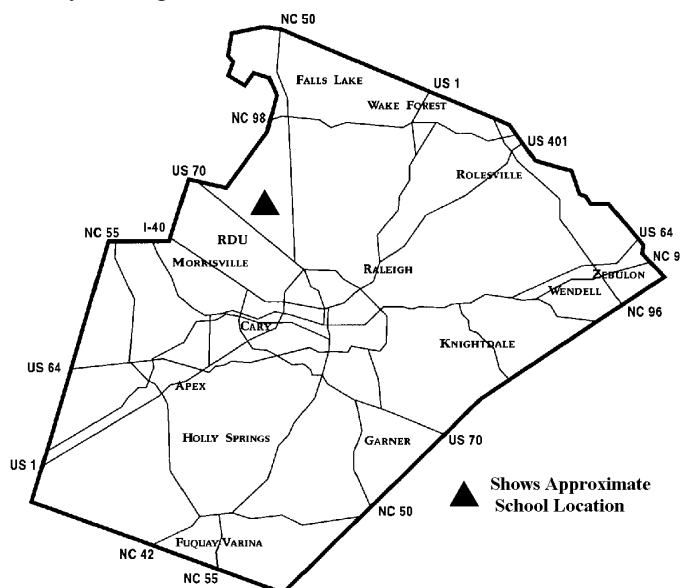
Building Square Footage: 245,000

Size of Property (acres): 50.0

Permanent Classrooms: 81

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

Campus Capacity: 109% (as calculated by the WCPSS Facilities Department)



Mission/Program Description for the 2001-02 School Year

Leesville Road High School is a high-performing comprehensive high school with nationally ranked academic, athletic, and arts programs. The curriculum reflects that available in other Wake County high schools, and we offer a full array of advanced and advanced placement courses in all core subject areas, foreign language, and the arts. Our vocational department offers a broad selection of career-related electives. Using seminars, Leesville's Paideia offerings encourage integrated learning. Always on the cutting edge, Leesville serves as a pilot for WCPSS's Technology Connections. The entire curriculum is enhanced by the efforts of our business partners: National Mortgage Access, Microcomputers of NC, Office Specialists, Red Hat Software, and Rex Health Care.

Leesville offers a broad program of extracurricular opportunities, many of which are direct extensions of the classroom experience. Leesville competes as a 4-A high school in the CAP 8 conference. Our school organizations, clubs, and athletic teams have accumulated many honors. This success complements the high academic standards achieved by the student body in general and speaks to the "Pride" of the entire community.

The mission of Leesville Road High School is to educate each student to be a responsible and productive citizen who can effectively manage future challenges.

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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	206	76	9	13	4	192	61	9	6	6	582
Grade 10	204	37	5	2	1	189	43	4	5	8	498
Grade 11	197	40	6	4	3	178	26	9	6	6	477
Grade 12	196	27	12	4	1	165	41	8	6	4	464
TOTAL	803	180	32	25	9	724	171	30	23	24	2021

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: 609

Special Education (not AG): 222

ESL (English as a Second Language): 1

	2001-02	2000-01	1999-00	1998-99
Total Membership at End of First 20 Days	2021	1995	2001	2086
Percent Receiving Free/Reduced Lunch	7%	7%	5%	6%
Average Daily Attendance (calc. at end of school year)	95.1%	95.0%	95.0%	94.8%

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: **97%**

All high schools in 2001-02: 95%

Turbulence:

This school in 2001-02: **9%**

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

Other Accountability Measures

Dropout Rates*

2000-01:	2.0%
1999-00:	2.7%
1998-99:	2.5%

SAT

	Math	Verbal	Total	Participation
2001-02:	559	538	1097	94.0%
2000-01:	541	525	1066	87.3%
1999-00:	557	539	1096	86.9%

*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	66.8	Geometry	65.1
Biology	63.1	Algebra II	71.7
ELPS	59.7	Chemistry	64.7
English I	59.9	Physical Science	58.3
US History	60.6	Physics	66.9

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:	87.4%	85.0%	81.7%	81.5%

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: 89.4%	2001: 85.5%	2000: 81.4%	1999: 83.4%
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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: 6.3%	2000-01: 3.7%	1999-00: 3.6%
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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	362	93%	200	93%	162	93%	258	95%	74	87%	30	97%
2000-01	341	91%	187	89%	154	94%	256	96%	70	74%	15	87%
1999-00	332	89%	183	87%	149	90%	249	94%	67	69%	16	94%

Biology	All Students		Males		Females		White		Black		Other	
2001-02	555	91%	282	90%	273	93%	434	96%	88	68%	33	97%
2000-01	504	86%	256	84%	248	88%	408	93%	74	54%	22	77%
1999-00	461	86%	237	86%	224	86%	357	89%	62	66%	42	86%

ELP	All Students		Males		Females		White		Black		Other	
2001-02	553	88%	273	87%	280	89%	397	95%	101	60%	55	87%
2000-01	530	88%	266	88%	264	88%	409	94%	92	62%	29	90%
1999-00	500	84%	268	86%	232	83%	377	91%	81	48%	42	93%

English I	All Students		Males		Females		White		Black		Other	
2001-02	522	86%	268	85%	254	88%	375	94%	104	59%	43	84%
2000-01	513	86%	256	84%	257	87%	395	92%	93	58%	25	88%
1999-00	508	85%	269	84%	239	87%	378	93%	94	51%	36	94%

English II	All Students		Males		Females		White		Black		Other	
2001-02*												
2000-01	483	76%	257	70%	226	81%	362	78%	69	57%	52	81%
1999-00	477	63%	251	56%	225	71%	362	67%	71	42%	44	66%

US History	All Students		Males		Females		White		Black		Other	
2001-02	460	74%	243	74%	217	73%	355	82%	65	32%	40	65%
2000-01	478	78%	242	79%	236	76%	366	83%	78	49%	34	82%
1999-00	482	71%	223	73%	259	70%	386	77%	69	38%	27	70%

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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	407	93%	208	90%	199	96%	341	94%	39	82%	27	93%
2000-01	413	93%	194	94%	219	92%	332	94%	48	79%	33	97%
1999-00	396	83%	193	83%	203	83%	334	84%	38	74%	24	88%

Chemistry	All Students		Males		Females		White		Black		Other	
2001-02	364	89%	171	92%	193	86%	314	90%	25	84%	25	80%
2000-01	349	84%	165	89%	184	79%	281	87%	31	55%	37	84%
1999-00	358	79%	193	78%	178	79%	305	79%	28	64%	25	88%

Geometry	All Students		Males		Females		White		Black		Other	
2001-02	439	84%	214	92%	193	84%	353	88%	58	60%	28	79%
2000-01	413	84%	215	85%	198	83%	344	90%	50	52%	19	68%
1999-00	431	78%	205	81%	226	75%	340	84%	60	40%	31	87%

Physics	All Students		Males		Females		White		Black		Other	
2001-02	174	97%	95	97%	79	96%	147	98%			21	95%
2000-01	160	89%	85	92%	75	85%	136	89%			16	88%
1999-00	168	91%	97	94%	71	86%	143	92%	11	73%	14	86%

Physical Science	All Students		Males		Females		White		Black		Other	
2001-02	159	77%	93	74%	66	80%	105	87%	41	54%		
2000-01	195	78%	105	81%	90	76%	144	89%	43	42%		
1999-00	246	80%	133	81%	113	79%	188	89%	48	46%	10	70%

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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.	96.1 %	85.6 %
My child's school provides a high quality educational program.	93.3 %	87.5 %
My child is given challenging work in all classes.	87.6 %	76.7 %
If I call the school, I receive courteous attention.	86.7 %	82.2 %
Students at my child's school are well behaved overall.	85.6 %	68.9 %
The rules of this school are fair.	87.5 %	82.7 %
Teachers in this school really seem to care about the students.	86.4 %	74.0 %
This school promotes understanding among students from various backgrounds.	89.1 %	N/A
The percentage of Parents returning the survey at this school was:	45%	47%

Student Survey Results (Approximately 150 students surveyed.)

	2002	2001
This school is a safe place to learn.	92.8 %	83.1 %
The students at this school get along with each other.	64.0 %	46.8 %
The rules of this school are fair.	63.1 %	53.3 %
It is easy to get help from the adults in this school.	70.5 %	61.1 %
I like my school.	61.5 %	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	86.5 %	77.3 %
Writing Skills	81.0 %	76.6 %
Math Skills	88.6 %	76.0 %
Social Studies Skills	84.5 %	75.3 %
Science Skills	86.5 %	70.0 %

Grades given to this school on the 2002 Parent Survey: **A** 35.3 % **B** 49.0 % **C** 10.8 % **D** 1.0 % **F** 3.9 %