

## **Fuquay-Varina High**

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201 Bengal Boulevard

Fuquay-Varina, NC 27526

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:** Gerald Pickett

**Current Phone:** (919) 557-2511

**Current Fax:** (919) 557-2512

### Information for 2001-02 School Year

**Principal:** Gerald Pickett

**Grade Levels Served:** 9-12

**Calendar:** Traditional

**Original Construction Date:** 1975

**Most Recent Renovation:** 1999

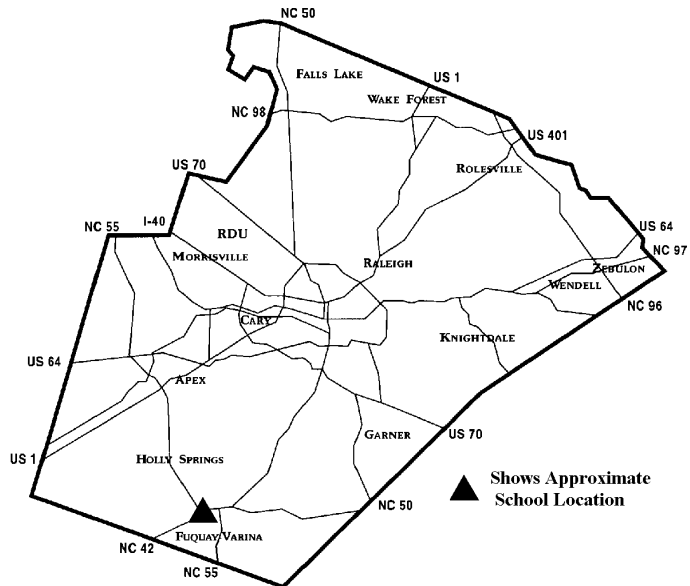
**Building Square Footage:** 205,760

**Size of Property (acres):** 38.2

**Permanent Classrooms:** 83

**Portable Classrooms:** 4 (as of 12-12-01)

**Campus Capacity:** 95% (as calculated by the WCPSS Facilities Department)



▲ Shows Approximate School Location

### Mission/Program Description for the 2001-02 School Year

**Block Scheduling:** Fuquay-Varina was the first comprehensive high school in Wake County to adopt concentrated curriculum semester scheduling. Students complete four courses each term in 85-minute class periods, enabling them to earn eight credits annually. Benefits include the ability to focus on fewer classes at one time, build a stronger relationship with teachers, broaden the depth of learning, and experience more elective opportunities.

**Sister City Program with Compiegne, France:** Student exchange program.

**Wake Tech Community College:** Cooperative Agreement for dual enrollment. Students may earn college or technical college credits while completing high school requirements.

FVHS was the only high school selected to participate in the development of a unique Civic Education Project as part of the system's Safe Schools/Healthy Children Grant.

**Major Grant Programs:** 1) Project SOAR, an after-school program that offers students an opportunity to improve in their academics along with enhancing their self-esteem and participation in community projects; 2) the FAST program, established to help all freshmen in all aspects of their transition to the high school level through tutoring, counseling, and many other resources available in its Freshman Center; and 3) the Safe Schools-sponsored Bengal Civic Center, designed to enhance the teaching of civics and economics through providing opportunities to interact within one's community and to engage in civic action related to local issues and problems.

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### Fall 2001-02 Student Population Characteristics

	Male					Female					Total
	White	Black	Asian	Hisp	Other	White	Black	Asian	Hisp	Other	
<b>Grade 9</b>	204	76	2	12	5	156	44	1	6	2	<b>508</b>
<b>Grade 10</b>	140	38	1	4	1	164	49	0	11	4	<b>412</b>
<b>Grade 11</b>	149	37	0	2	1	143	36	2	4	0	<b>376</b>
<b>Grade 12</b>	125	24	0	2	0	123	35	1	4	0	<b>314</b>
<b>TOTAL</b>	<b>618</b>	<b>175</b>	<b>3</b>	<b>22</b>	<b>7</b>	<b>586</b>	<b>164</b>	<b>4</b>	<b>25</b>	<b>6</b>	<b>1610</b>

**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: 252

Special Education (not AG): 244

ESL (English as a Second Language): 0

	2001-02	2000-01	1999-00	1998-99
<b>Total Membership at End of First 20 Days</b>	1610	1544	1568	1460
<b>Percent Receiving Free/Reduced Lunch</b>	12%	12%	10%	12%
<b>Average Daily Attendance</b> (calc. at end of school year)	94.2%	93.6%	93.6%	93.5%

### 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: **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	Above	Expected
Biology	Expected	Expected
ELP	Expected	Expected
English 1	Expected	Expected
US History	Expected	Expected
Elective Courses		
Algebra 2	Expected	Expected
Chemistry	Expected	Expected
Geometry	Expected	Below
Physical Science	Expected	Expected
Physics	Expected	Expected

### Other Accountability Measures

#### Dropout Rates\*

<b>2000-01:</b>	5.6%
<b>1999-00:</b>	5.3%
<b>1998-99:</b>	5.2%

#### SAT

	Math	Verbal	Total	Participation
<b>2001-02:</b>	504	483	987	63.0%
<b>2000-01:</b>	499	474	973	67.8%
<b>1999-00:</b>	505	497	1002	71.1%

\*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**

<b>Courses Required for All Students</b>		<b>Elective Courses</b>	
<b>Algebra I</b>	66.0	<b>Geometry</b>	61.9
<b>Biology</b>	61.1	<b>Algebra II</b>	68.2
<b>ELPS</b>	57.2	<b>Chemistry</b>	60.6
<b>English I</b>	56.8	<b>Physical Science</b>	56.1
<b>US History</b>	58.2	<b>Physics</b>	61.6

**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.

	<b><u>2001-02</u></b>	<b><u>2000-01</u></b>	<b><u>1999-00</u></b>	<b><u>1998-99</u></b>
The Composite Performance score for this school:	76.8%	69.6%	65.8%	62.6%

**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.

<b>2002:</b> 63.7%	<b>2001:</b> 63.8%	<b>2000:</b> 68.8%	<b>1999:</b> 71.3%
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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.

<b>2001-02:</b> 24.1%	<b>2000-01:</b> 24.9%	<b>1999-00:</b> 21.7%
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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.\*

<b>Algebra 1</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2001-02</b>	353	86%	173	87%	180	84%	250	91%	81	69%	22	86%
<b>2000-01</b>	352	84%	157	83%	195	84%	258	90%	82	66%	12	75%
<b>1999-00</b>	325	74%	179	73%	146	76%	253	79%	61	54%	11	64%

<b>Biology</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2001-02</b>	351	82%	172	85%	179	79%	267	88%	61	56%	23	87%
<b>2000-01</b>	409	64%	202	66%	207	62%	302	74%	87	34%	20	45%
<b>1999-00</b>	383	53%	193	53%	190	53%	301	62%	74	19%		

<b>ELP</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2001-02</b>	482	78%	266	77%	216	78%	346	84%	97	55%	39	77%
<b>2000-01</b>	436	78%	207	78%	229	79%	322	85%	94	57%	20	65%
<b>1999-00</b>	432	75%	221	76%	211	74%	328	82%	88	48%	16	69%

<b>English I</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2001-02</b>	466	74%	271	72%	195	77%	336	84%	99	42%	31	74%
<b>2000-01</b>	417	78%	205	75%	212	80%	309	87%	87	47%	21	71%
<b>1999-00</b>	423	70%	231	68%	192	73%	317	80%	97	42%		

<b>English II</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2001-02*</b>												
<b>2000-01</b>	401	46%	203	35%	196	57%	299	53%	80	21%	22	45%
<b>1999-00</b>	356	49%	174	42%	182	55%	278	53%	67	36%	11	36%

<b>US History</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2001-02</b>	370	59%	191	67%	179	51%	279	68%	76	29%		
<b>2000-01</b>	343	54%	165	60%	178	48%	273	60%	56	34%	14	14%
<b>1999-00</b>	330	60%	176	65%	154	55%	263	64%	53	38%	14	71%

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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.

<b>Algebra II</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>
<b>2001-02</b>	253	86%	127	85%	126	87%	211	88%	31	74%	
<b>2000-01</b>	248	74%	120	74%	128	73%	221	75%	20	55%	
<b>1999-00</b>	259	66%	115	69%	144	65%	216	69%	34	47%	

<b>Chemistry</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>
<b>2001-02</b>	214	79%	98	89%	116	70%	185	81%	21	57%	
<b>2000-01</b>	230	78%	110	82%	120	75%	198	81%	23	65%	
<b>1999-00</b>	173	76%	115	77%	98	76%	158	75%	11	82%	

<b>Geometry</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>
<b>2001-02</b>	326	73%	155	89%	116	70%	253	81%	54	35%	19 84%
<b>2000-01</b>	265	75%	130	80%	135	70%	223	79%	33	55%	
<b>1999-00</b>	269	68%	133	74%	136	63%	235	72%	30	43%	

<b>Physics</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>
<b>2001-02</b>	71	92%	43	88%	28	96%	65	92%			
<b>2000-01</b>	51	73%	29	69%	22	77%	46	76%			
<b>1999-00</b>	81	75%	48	79%	33	70%	70	79%			

<b>Physical Science</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>
<b>2001-02</b>	298	67%	161	67%	137	68%	196	75%	83	47%	19 79%
<b>2000-01</b>	219	54%	115	55%	104	54%	138	69%	68	28%	13 38%
<b>1999-00</b>	238	58%	138	64%	100	50%	165	72%	61	26%	12 33%

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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.)

	<b>2002</b>	<b>2001</b>
My child's school is a safe place to learn.	92.3 %	63.6 %
My child's school provides a high quality educational program.	84.6 %	71.2 %
My child is given challenging work in all classes.	73.7 %	59.4 %
If I call the school, I receive courteous attention.	94.9 %	48.5 %
Students at my child's school are well behaved overall.	61.5 %	36.9 %
The rules of this school are fair.	84.2 %	58.5 %
Teachers in this school really seem to care about the students.	86.5 %	55.4 %
This school promotes understanding among students from various backgrounds.	71.9 %	N/A
<b>The percentage of Parents returning the survey at this school was:</b>	<b>17%</b>	<b>31%</b>

#### Student Survey Results (Approximately 150 students surveyed.)

	<b>2002</b>	<b>2001</b>
This school is a safe place to learn.	83.7 %	59.0 %
The students at this school get along with each other.	39.2 %	25.9 %
The rules of this school are fair.	41.8 %	27.3 %
It is easy to get help from the adults in this school.	72.4 %	58.8 %
I like my school.	49.5 %	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.

	<b>Parents</b>	<b>Students</b>
Reading Skills	78.9 %	75.5 %
Writing Skills	84.2 %	77.3 %
Math Skills	76.3 %	65.1 %
Social Studies Skills	86.5 %	72.0 %
Science Skills	84.6 %	73.8 %

**Grades given to this school on the 2002 Parent Survey:**    **A** 13.9 %    **B** 55.6 %    **C** 25.0 %    **D** 5.6 %    **F** 0.0 %