

School Profiles

for the
2002-03 School Year

Enloe High

School ID Number: 412

128 Clarendon Crescent Raleigh, NC 27610

Phone: (919) 856-7918 Fax: (919) 856-7917

Current Principal: Lloyd Gardner

This profile contains information from the 2002-03 school year describing the school environment, student population, and accountability program results. Current information may be obtained by contacting the school.

2002-03 Principal: Lloyd Gardner

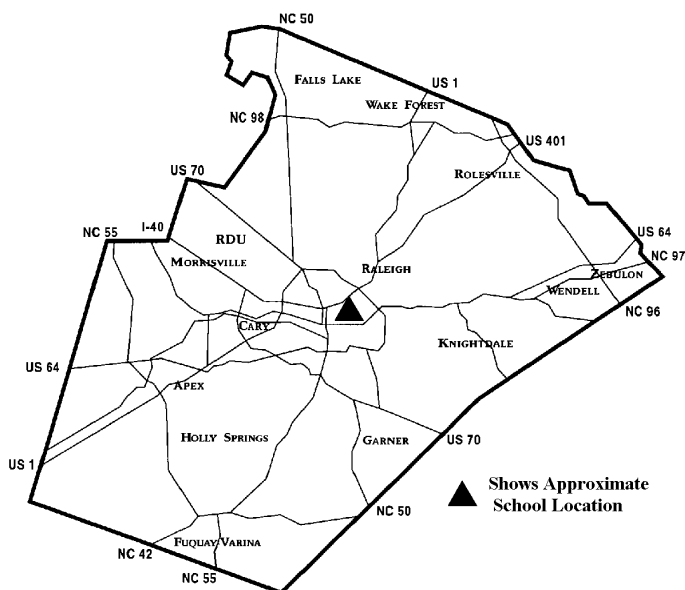
Grade Levels Served: 9-12

Calendar: Traditional

Facility Data

Original Construction Date:	1962
Most Recent Renovation:	2002
Building Square Footage:	314,084
Size of Property (acres):	50.0
Permanent Classrooms:	98
Portable Classrooms:	19
Campus Capacity:	94%

(See the introduction to the profiles for further explanation of items in this report.)



Mission Statement/Program Description

The mission of William G. Enloe High School is to develop students to their full potential and to meet their diverse educational needs while maintaining a commitment to excellence and the uniqueness of the magnet program.

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Fall 2002-03 Student Population Characteristics

	Male						Female						Total
	White	Black	Asian	Hisp	Multi	AmInd	White	Black	Asian	Hisp	Multi	AmInd	
Grade 9	156	108	37	7	6	0	157	131	30	10	7	1	650
Grade 10	113	92	37	6	3	0	171	123	39	4	4	2	594
Grade 11	130	86	29	2	2	0	160	121	32	5	5	0	572
Grade 12	135	85	25	2	3	0	148	86	32	3	3	0	522
TOTAL	534	371	128	17	14	0	636	461	133	22	19	3	2,338

**Note: Counts of students refer to the membership on the 20th day of the school year.
Membership means the number of students being served in a school at a particular time.**

Students Identified for Special Programs

	1999-00	2000-01	2001-02	2002-03
Academically Gifted	1150	1135	1126	1111
Students with Disabilities	N/A	238	266	192
Limited English Proficiency	N/A	0	0	0

	1999-00	2000-01	2001-02	2002-03
Total Membership at End of First 20 Days	2353	2369	2401	2338
Percent Receiving Free/Reduced Lunch	11%	12%	13%	14%
Average Daily Attendance (calc. at end of school year)	95.5%	95.8%	95.9%	96.2%

Student Mobility

Student Mobility describes 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). The lower the percentage, the lower the impact of entries and withdrawals on school operation.

Stability:

This school in 2002-03: **98%**
All High schools in 2002-0 95%

Turbulence: Not Yet Available

This school in 2002-03:
All high schools in 2001-02

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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 2002-03 set goals for student performance in ten courses in which students take End-of-Course (EOC) multiple-choice standardized tests. 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 and the percentage of graduates meeting requirements for entry into the state university system and Tech-Prep programs.

Performance:

The "Performance Composite" for every high school was defined as the percentage of all EOC 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>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>
The Performance Composite score for this school:	76.1%	76.1%	77.9%

Growth:

The differences between the average scores shown above and "Expected" and "High" standards for each course 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 prior to 2000-01 and results should not be compared to the results shown below.)

In 2000-01 this school:	Met Expected Growth Standard
In 2001-02 this school:	Met Expected Growth Standard
In 2002-03 this school:	Met Expected Growth Standard

Average EOC Scales Scores in this School in 2002-03

Courses Required for All Students		Elective Courses	
Algebra 1	57.0	Geometry	62.9
Biology	59.9	Algebra II	68.7
ELPS	59.8	Chemistry	64.6
English I	63.2	Physical Science	50.1
US History	61.1	Physics	65.2

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Other Accountability Measures

Dropout Rates

2000-01: 2.7% **2001-02:** 1.9% **2002-03:** N/A

The Dropout Rate is finalized several months after the end of the school year. Therefore, the latest rate does not show in this report.

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.

2000: 89.0% **2001:** 88.4% **2002:** 88.9% **2003:** 88.8%

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: 8.2% **2002:** 10.3% **2003:** 12.2%

SAT

SAT scores are not used when calculating state recognition awards but they are reported as part of the accountability program. The following table shows average SAT scores for students who took the test and indicated that they would graduate at the end of the indicated school year. The participation rate is the percentage of the graduating class that took the test.

	Math	Verbal	Total	Participation
2000-01:	575	573	1148	90.2%
2001-02:	587	577	1164	92.0%
2002-03:	574	572	1146	92.0%

Adequate Yearly Progress (AYP)

AYP is based upon a set of performance targets that high schools must achieve each year to meet the requirements of the federal No Child Left Behind (NCLB) Act of 2001. AYP for high schools is based upon reading and math tests given to all tenth-grade students. The ten student subgroups that must meet prescribed targets in reading and math are: the school as a whole, American Indian, Asian, Black, Hispanic, Multiracial, White, Economically Disadvantaged (FRL students), Limited English Proficient, and Students with Disabilities. Schools are identified as meeting AYP if both reading and math targets are met for all student subgroups comprised of 40 or more students. North Carolina statewide targets in 2003 for tenth-grade were 52.0% in reading and 54.2% in math for grades 3-8.

For the 2002-03 School Year: This school DID NOT MEET AYP

It Met: **20** out of **25** targets, or **80%** of all its targets.

For more in-depth information on AYP, please see the North Carolina Department of Public Instruction AYP website at: <http://ayp.ncpublicschools.org>

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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. If fewer than 10 students are in a group, the entry is blank.

Algebra 1	All Students		Males		Females		White		Black		Other	
2000-01	260	63%	104	64%	156	62%	81	80%	163	54%	16	69%
2001-02	302	58%	140	55%	162	60%	81	80%	196	47%	25	68%
2002-03	313	60%	135	62%	178	59%	76	83%	211	53%	26	58%

Biology	All Students		Males		Females		White		Black		Other	
2000-01	598	72%	298	74%	300	71%	299	91%	225	42%	74	89%
2001-02	612	78%	248	77%	364	79%	298	96%	219	50%	95	88%
2002-03	593	71%	281	74%	312	68%	307	93%	200	29%	86	88%

ELP	All Students		Males		Females		White		Black		Other	
2000-01	668	76%	299	78%	369	74%	328	95%	259	48%	81	89%
2001-02	648	78%	269	78%	379	77%	303	93%	238	51%	107	93%
2002-03	609	78%	281	81%	328	76%	295	96%	228	51%	86	90%

English I	All Students		Males		Females		White		Black		Other	
2000-01	655	80%	290	81%	365	79%	332	97%	242	52%	81	90%
2001-02	642	81%	273	78%	369	84%	303	95%	232	59%	107	91%
2002-03	590	93%	276	92%	314	94%	296	99%	208	83%	86	97%

US History	All Students		Males		Females		White		Black		Other	
2000-01	526	75%	232	77%	294	74%	304	91%	163	38%	59	93%
2001-02	566	64%	267	66%	299	62%	294	84%	190	26%	82	79%
2002-03	557	68%	245	75%	312	63%	293	89%	189	29%	75	84%

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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	
2000-01	532	73%	221	80%	311	68%	306	85%	159	42%	67	90%
2001-02	460	78%	196	79%	264	78%	269	89%	129	49%	62	95%
2002-03	526	81%	218	82%	308	80%	309	90%	140	52%	77	95%

Chemistry	All Students		Males		Females		White		Black		Other	
2000-01	458	74%	196	81%	262	68%	284	82%	105	44%	69	86%
2001-02	426	83%	202	86%	224	80%	280	88%	80	56%	66	96%
2002-03	428	83%	218	86%	275	82%	256	91%	93	52%	79	95%

Geometry	All Students		Males		Females		White		Black		Other	
2000-01	434	70%	185	74%	249	67%	260	86%	127	34%	47	79%
2001-02	502	69%	181	86%	224	67%	253	89%	182	36%	67	85%
2002-03	455	73%	204	75%	251	72%	238	92%	160	41%	57	84%

Physics	All Students		Males		Females		White		Black		Other	
2000-01	254	78%	133	85%	121	69%	163	85%	39	21%	52	98%
2001-02	233	88%	133	93%	100	82%	144	92%	30	53%	59	95%
2002-03	158	87%	77	88%	81	86%	100	92%	19	58%	39	90%

Physical Science	All Students		Males		Females		White		Black		Other	
2000-01	45	42%	27	37%	18	50%			38	39%		
2001-02	61	18%										
2002-03	99	38%	43	40%	56	38%	12	67%	79	33%		

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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. The indices are based upon North Carolina End-of-Course (EOC) Tests administered at the conclusion of each of five Core and five Elective high school courses. Variables considered in the model include EOC test scores for each student, each student's special education status, and two measures of socio-economic status. EOC test scale scores are analyzed for all of the students in a school who take an EOC test, and schoolwide performance is summarized by comparing how students in that school perform to how all similar students perform on that test 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.

A Table Comparing This School's EOC Test Results To Other WCPSS High Schools

Core Courses	2001-02	2002-03
Algebra 1	Below	Below
Biology	Expected	Below
ELP	Expected	Expected
English 1	Expected	Above
US History	Expected	Expected

Elective Courses		
Algebra 2	Below	Below
Chemistry	Expected	Expected
Geometry	Below	Below
Physical Science	Below	Below
Physics	Expected	Expected

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WCPSS Survey Results

WCPSS conducts annual surveys of parents and high school students using randomly chosen samples of participants. Some of the items on the surveys are 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 Spring 2002 and the Spring 2003 surveys. Detailed summaries of districtwide responses to all survey questions are available on the Evaluation and Research Department website.

Parent Survey Results	2002	2003
My child's school is a safe place to learn.	83.1 %	92.9 %
My child's school provides a high quality educational program.	98.6 %	96.5 %
My child is given challenging work in all classes.	93.1 %	94.7 %
Students at my child's school are well behaved overall.	63.4 %	74.5 %
The rules of this school are fair.	81.7 %	86.0 %
Teachers in this school really seem to care about the students.	72.9 %	88.3 %
This school promotes understanding among students from various backgrounds	89.1 %	88.2 %
The percentage of Parents returning the survey at this school was:	32%	29%

Student Survey Results	2002	2003
This school is a safe place to learn.	84.8 %	76.7 %
The students at this school get along with each other.	55.2 %	57.4 %
The rules of this school are fair.	30.7 %	52.2 %
My school provides many ways to help me learn.	N/A	92.6 %
I like my school.	71.4 %	78.1 %

This table compares the percentage of Parents and Students rating this school in 2003 as "good" or "excellent" on helping students learn certain skills.

	2003 Parents	Students
Reading Skills	92.0 %	81.8 %
Writing Skills	87.6 %	78.5 %
Math Skills	92.0 %	79.9 %
Social Studies Skills	88.4 %	82.8 %
Science Skills	85.8 %	77.5 %

	A	B	C	D	F
Grades given to this school on the 2003 Parent Survey:	43.6%	43.6 %	10.9%	1.8%	0.0%
Grades given to this school on the 2003 Student Survey:	26.0%	46.8 %	17.5%	6.4%	3.3%