

East Wake High

**411
5101 Rolesville Road
Wendell, NC 27591**

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: Herman Norman

Current Phone: (919) 365-2625

Current Fax: (919) 365-2628

Information for 2001-02 School Year

Principal: David A. Martin

Grade Levels Served: 9-12

Calendar: Traditional

Original Construction Date: 1965

Most Recent Renovation: 2000

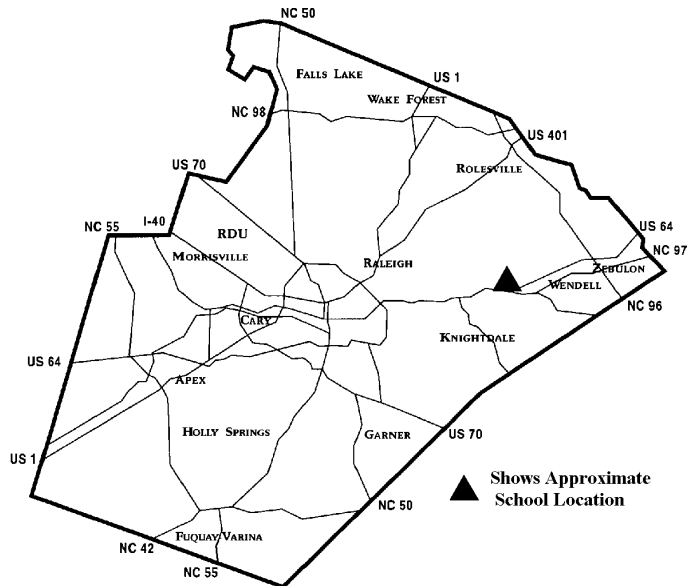
Building Square Footage: 248,186

Size of Property (acres): 72.1

Permanent Classrooms: 85

Portable Classrooms: 6 (as of 12-12-01)

Campus Capacity: 99% (as calculated by the WCPSS Facilities Department)



Mission/Program Description for the 2001-02 School Year

The mission of East Wake High School is to educate students to be responsible citizens who will effectively develop and manage their potential in order to lead productive lives in the 21st Century.

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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	148	128	1	38	4	152	118	1	27	7	624
Grade 10	140	88	4	15	2	115	99	1	12	7	483
Grade 11	138	51	7	2	6	112	78	2	4	4	408
Grade 12	98	42	1	2	2	98	55	1	6	1	306
TOTAL	524	309	13	61	14	477	350	5	49	19	1821

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: 133

Special Education (not AG): 322

ESL (English as a Second Language): 68

	2001-02	2000-01	1999-00	1998-99
Total Membership at End of First 20 Days	1821	1775	1672	1609
Percent Receiving Free/Reduced Lunch	25%	21%	18%	19%
Average Daily Attendance (calc. at end of school year)	94.4%	94.1%	93.4%	93.1%

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: **94%**

All high schools in 2001-02: **95%**

Turbulence:

This school in 2001-02: **18%**

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

Other Accountability Measures

Dropout Rates*

2000-01:	6.5%
1999-00:	7.1%
1998-99:	6.0%

SAT

	Math	Verbal	Total	Participation
2001-02:	493	477	970	60.0%
2000-01:	485	470	955	75.5%
1999-00:	487	470	957	68.7%

*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	65.6	Geometry	62.0
Biology	56.8	Algebra II	64.0
ELPS	57.3	Chemistry	60.2
English I	56.0	Physical Science	54.8
US History	56.5	Physics	56.5

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:	73.9%	66.1%	62.0%	59.4%

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: 70.7%	2001: 75.8%	2000: 69.9%	1999: 74.5%
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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: 12.1%	2000-01: 12.1%	1999-00: 8.8%
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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	359	90%	173	88%	186	91%	198	94%	130	85%	31	84%
2000-01	364	87%	169	85%	195	89%	202	89%	138	82%	24	100%
1999-00	349	75%	180	67%	169	83%	219	79%	121	69%		

Biology	All Students		Males		Females		White		Black		Other	
2001-02	356	68%	179	68%	177	68%	194	84%	130	47%	32	56%
2000-01	427	60%	224	59%	203	62%	251	73%	146	42%	30	43%
1999-00	435	58%	222	60%	213	56%	266	71%	153	33%	16	81%

ELP	All Students		Males		Females		White		Black		Other	
2001-02	421	79%	215	82%	206	76%	251	87%	133	67%	37	68%
2000-01	326	79%	161	85%	165	73%	211	86%	100	66%	15	67%
1999-00	94	57%	50	70%	44	43%	48	69%	38	45%		

English I	All Students		Males		Females		White		Black		Other	
2001-02	449	73%	215	70%	234	76%	249	85%	160	59%	40	58%
2000-01	493	69%	253	68%	240	71%	257	86%	194	52%	42	48%
1999-00	470	73%	239	66%	231	79%	269	84%	177	55%	24	71%

English II	All Students		Males		Females		White		Black		Other	
2001-02*												
2000-01	414	63%	218	57%	195	69%	254	67%	127	54%	33	64%
1999-00	405	39%	196	29%	209	49%	236	45%	143	28%	26	50%

US History	All Students		Males		Females		White		Black		Other	
2001-02	337	49%	169	58%	168	41%	203	58%	113	32%	21	57%
2000-01	349	46%	167	53%	182	39%	216	55%	117	27%	16	56%
1999-00	352	44%	169	48%	183	39%	232	52%	113	24%		

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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	292	78%	145	75%	147	81%	192	81%	78	73%	22	68%
2000-01	299	64%	143	58%	156	69%	208	67%	78	53%	13	77%
1999-00	244	70%	112	70%	132	70%	181	71%	55	64%		

Chemistry	All Students		Males		Females		White		Black		Other	
2001-02	223	80%	108	82%	115	78%	163	79%	42	83%	18	89%
2000-01	202	49%	95	44%	107	52%	131	56%	62	31%		
1999-00	202	67%	112	65%	116	69%	155	71%	41	49%		

Geometry	All Students		Males		Females		White		Black		Other	
2001-02	292	75%	128	82%	115	71%	183	85%	89	53%	20	75%
2000-01	271	78%	131	81%	140	76%	185	86%	74	62%	12	58%
1999-00	267	76%	117	77%	150	75%	191	82%	63	56%	13	85%

Physics	All Students		Males		Females		White		Black		Other	
2001-02	55	75%	33	73%	22	77%	44	84%				
2000-01	52	44%	21	67%	31	29%	40	50%				
1999-00	43	77%	25	76%	18	78%	32	91%	10	30%		

Physical Science	All Students		Males		Females		White		Black		Other	
2001-02	81	59%	47	72%	34	41%	43	61%	30	60%		
2000-01	52	37%	29	48%	23	22%	26	54%	22	18%		
1999-00	36	22%	18	22%	18	22%	15	33%	17	12%		

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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.	83.1 %	61.9 %
My child's school provides a high quality educational program.	71.4 %	60.8 %
My child is given challenging work in all classes.	77.6 %	65.9 %
If I call the school, I receive courteous attention.	75.4 %	66.9 %
Students at my child's school are well behaved overall.	64.1 %	39.2 %
The rules of this school are fair.	70.5 %	52.0 %
Teachers in this school really seem to care about the students.	72.7 %	60.0 %
This school promotes understanding among students from various backgrounds.	76.6 %	N/A
The percentage of Parents returning the survey at this school was:	66%	69%

Student Survey Results (Approximately 150 students surveyed.)

	2002	2001
This school is a safe place to learn.	81.8 %	53.7 %
The students at this school get along with each other.	43.1 %	21.6 %
The rules of this school are fair.	39.8 %	22.7 %
It is easy to get help from the adults in this school.	74.5 %	53.2 %
I like my school.	56.8 %	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	83.0 %	73.9 %
Writing Skills	75.7 %	76.5 %
Math Skills	78.7 %	75.2 %
Social Studies Skills	77.8 %	68.6 %
Science Skills	78.9 %	75.8 %

Grades given to this school on the 2002 Parent Survey: **A** 14.0 % **B** 31.0 % **C** 38.0 % **D** 11.6 % **F** 5.4 %