

## **Athens Drive High**

**318  
1420 Athens Drive  
Raleigh, NC 27606**

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: Kathryn Chontos**

**Current Phone: (919) 233-4050**

**Current Fax: (919) 233-4082**

### **Information for 2001-02 School Year**

**Principal:** Kathryn Chontos

**Grade Levels Served:** 9-12

**Calendar:** Traditional

**Original Construction Date:** 1978

**Most Recent Renovation:** 2002

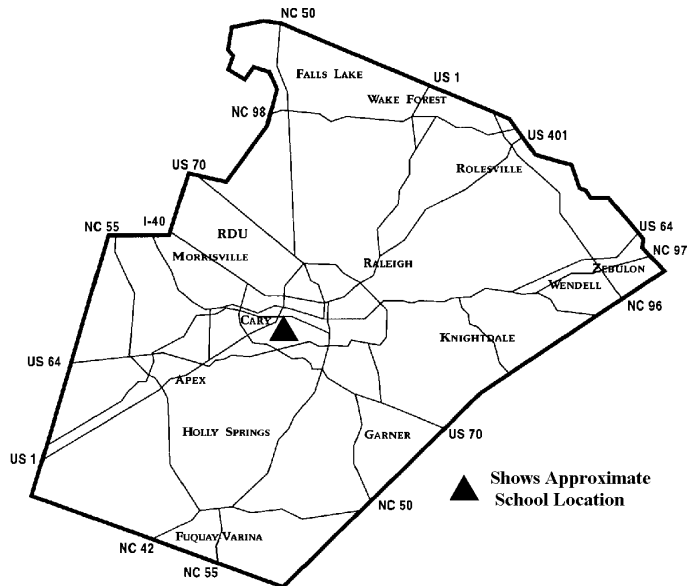
**Building Square Footage:** 272,599

**Size of Property (acres):** 52.1

**Permanent Classrooms:** 86

**Portable Classrooms:** 8 (as of 12-12-01)

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



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

**Mission Statement:** The mission of Athens Drive High School is to educate every student to be a responsible and productive citizen.

**Goal:** Students will meet or exceed growth expectations established by state standards.

Athens Drive High School exceeded state goals to achieve exemplary status for two years. We offer a comprehensive high school education with several unique features.

- Public Library Open Evening and Sunday
- Medical Science Academy
- Cisco Networking Academy
- Child Development Center for our Community
- Paideia Program
- Wake Technical College courses offered to our students at Athens during the day program
- After School Assistance Monday-Thursday
- NovaNet Computerized Curriculum

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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>	170	58	10	23	7	153	46	12	35	1	<b>515</b>
<b>Grade 10</b>	162	27	18	6	8	147	31	16	10	2	<b>427</b>
<b>Grade 11</b>	165	24	10	5	0	182	21	15	1	1	<b>422</b>
<b>Grade 12</b>	133	20	16	5	0	152	32	11	12	2	<b>383</b>
<b>TOTAL</b>	<b>630</b>	<b>129</b>	<b>54</b>	<b>37</b>	<b>15</b>	<b>634</b>	<b>130</b>	<b>54</b>	<b>58</b>	<b>6</b>	<b>1747</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: 439

Special Education (not AG): 252

ESL (English as a Second Language): 93

	2001-02	2000-01	1999-00	1998-99
<b>Total Membership at End of First 20 Days</b>	1747	1772	1804	1714
<b>Percent Receiving Free/Reduced Lunch</b>	10%	12%	11%	12%
<b>Average Daily Attendance</b> (calc. at end of school year)	95.5%	94.6%	94.9%	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.

#### **Stability:**

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

All high schools in 2001-02: 95%

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.

#### **Turbulence:**

This school in 2001-02: **12%**

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

### Other Accountability Measures

#### Dropout Rates\*

<b>2000-01:</b>	2.8%
<b>1999-00:</b>	4.2%
<b>1998-99:</b>	2.8%

#### SAT

	Math	Verbal	Total	Participation
<b>2001-02:</b>	559	530	1089	86.0%
<b>2000-01:</b>	556	520	1076	80.7%
<b>1999-00:</b>	550	523	1073	82.8%

\*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>	63.6	<b>Geometry</b>	64.2
<b>Biology</b>	62.1	<b>Algebra II</b>	70.1
<b>ELPS</b>	58.4	<b>Chemistry</b>	63.5
<b>English I</b>	58.3	<b>Physical Science</b>	52.9
<b>US History</b>	59.2	<b>Physics</b>	64.3

**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:	80.9%	78.8%	77.1%	77.8%

**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> 79.5%	<b>2001:</b> 82.3%	<b>2000:</b> 81.6%	<b>1999:</b> 83.3%
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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> 13.7%	<b>2000-01:</b> 3.1%	<b>1999-00:</b> 3.8%
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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.\*

<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>	349	84%	188	81%	161	88%	237	90%	79	70%	33	82%
<b>2000-01</b>	325	85%	178	86%	147	83%	210	90%	66	65%	49	90%
<b>1999-00</b>	368	83%	183	80%	185	86%	261	87%	77	69%	30	83%

<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>	268	84%	143	82%	125	87%	189	93%	50	56%	29	76%
<b>2000-01</b>	475	78%	253	81%	222	74%	330	87%	79	44%	66	76%
<b>1999-00</b>	502	77%	227	77%	275	76%	370	86%	78	37%	54	67%

<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>	457	81%	230	86%	227	76%	333	89%	70	56%	54	63%
<b>2000-01</b>	504	80%	258	82%	246	78%	338	88%	91	58%	75	67%
<b>1999-00</b>	542	78%	264	81%	278	75%	389	90%	100	41%	53	66%

<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>	434	80%	221	77%	213	84%	309	91%	71	52%	54	56%
<b>2000-01</b>	485	75%	261	74%	224	76%	313	88%	97	48%	75	55%
<b>1999-00</b>	529	79%	254	76%	275	82%	378	90%	105	46%	46	70%

<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>	461	66%	233	59%	228	74%	349	72%	65	40%	47	60%
<b>1999-00</b>	424	63%	201	53%	222	72%	293	72%	71	37%	60	45%

<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>	423	63%	201	63%	222	63%	333	69%	46	26%	44	57%
<b>2000-01</b>	406	62%	188	66%	218	58%	290	72%	70	26%	46	57%
<b>1999-00</b>	362	62%	177	68%	185	56%	260	70%	60	32%	42	57%

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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>	339	91%	161	89%	178	93%	281	93%	29	79%	29	93%
<b>2000-01</b>	341	89%	151	88%	190	91%	278	91%	27	74%	36	86%
<b>1999-00</b>	319	88%	155	89%	164	87%	259	89%	30	73%	30	90%

<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>	192	79%	88	83%	104	76%	144	83%	18	56%	30	73%
<b>2000-01</b>	350	90%	139	88%	211	91%	298	92%	15	67%	37	84%
<b>1999-00</b>	282	83%	155	87%	142	79%	223	87%	30	50%	29	90%

<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>	348	81%	173	83%	104	81%	278	85%	27	41%	43	84%
<b>2000-01</b>	359	82%	168	83%	191	81%	288	88%	39	44%	32	78%
<b>1999-00</b>	343	79%	150	79%	193	80%	267	84%	40	45%	36	83%

<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>	202	93%	85	94%	117	92%	174	93%			24	92%
<b>2000-01</b>	181	88%	105	85%	76	93%	149	93%	11	64%	21	71%
<b>1999-00</b>	127	79%	83	82%	44	73%	101	81%			19	74%

<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>	74	54%	50	52%	24	58%	44	57%	23	44%		
<b>2000-01</b>	100	54%	59	61%	41	44%	54	72%	34	24%	12	58%
<b>1999-00</b>	208	52%	128	62%	80	36%	99	72%	78	33%	31	36%

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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.	93.9 %	72.8 %
My child's school provides a high quality educational program.	85.5 %	74.3 %
My child is given challenging work in all classes.	84.3 %	66.8 %
If I call the school, I receive courteous attention.	82.7 %	51.4 %
Students at my child's school are well behaved overall.	77.1 %	50.6 %
The rules of this school are fair.	89.5 %	62.3 %
Teachers in this school really seem to care about the students.	81.1 %	58.6 %
This school promotes understanding among students from various backgrounds.	90.4 %	N/A
<b>The percentage of Parents returning the survey at this school was:</b>	<b>51%</b>	<b>81%</b>

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

	<b>2002</b>	<b>2001</b>
This school is a safe place to learn.	96.2 %	56.7 %
The students at this school get along with each other.	66.0 %	33.7 %
The rules of this school are fair.	64.3 %	27.7 %
It is easy to get help from the adults in this school.	68.8 %	44.1 %
I like my school.	71.8 %	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.

	<b>Parents</b>	<b>Students</b>
Reading Skills	86.0 %	78.3 %
Writing Skills	78.9 %	76.3 %
Math Skills	78.8 %	83.2 %
Social Studies Skills	80.7 %	74.4 %
Science Skills	80.0 %	72.7 %

**Grades given to this school on the 2002 Parent Survey:**    **A** 13.0 %    **B** 59.3 %    **C** 24.1 %    **D** 3.7 %    **F** 0.0 %