

Wake Forest-Rolesville High

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420 W. Stadium Drive

Wake Forest, NC 27587

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: Andre Smith

Current Phone: (919) 554-8611

Current Fax: (919) 554-8617

Information for 2001-02 School Year

Principal: Andre Smith

Grade Levels Served: 9-12

Calendar: Traditional

Original Construction Date: 1958

Most Recent Renovation: 1989

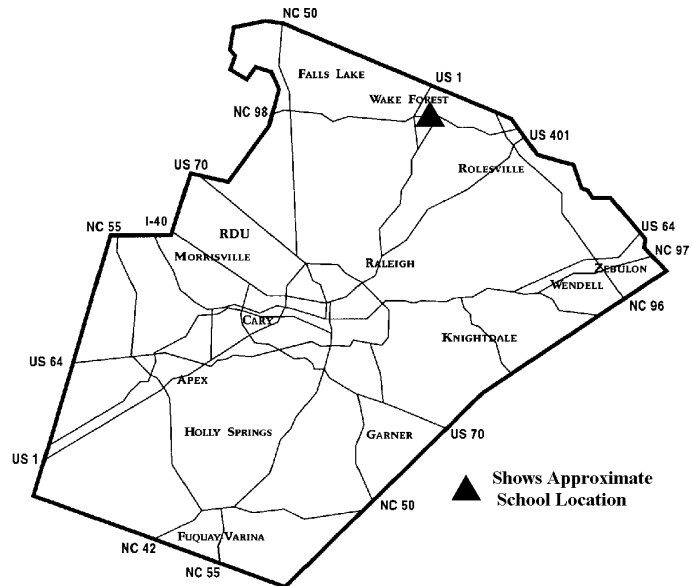
Building Square Footage: 183,214

Size of Property (acres): 55.1

Permanent Classrooms: 79

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

Campus Capacity: 64% (as calculated by the WCPSS Facilities Department)



Mission/Program Description for the 2001-02 School Year

Wake Forest-Rolesville High School will provide a dynamic educational environment in which all students develop into active citizens who contribute productively to their community.

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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	126	41	6	4	2	118	30	1	5	2	335
Grade 10	103	24	2	1	2	113	17	0	1	0	263
Grade 11	100	10	3	5	0	85	25	1	3	1	231
Grade 12	88	23	1	5	1	115	23	2	1	1	260
TOTAL	417	98	12	13	5	431	95	4	10	4	1089

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: 163

Special Education (not AG): 132

ESL (English as a Second Language): 0

	2001-02	2000-01	1999-00	1998-99
Total Membership at End of First 20 Days	1089	1183	1363	1623
Percent Receiving Free/Reduced Lunch	12%	13%	11%	11%
Average Daily Attendance (calc. at end of school year)	96.1%	94.0%	93.5%	92.7%

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: **97%**

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

Other Accountability Measures

Dropout Rates*

2000-01:	8.4%
1999-00:	6.4%
1998-99:	7.2%

SAT

	Math	Verbal	Total	Participation
2001-02:	513	494	1007	84.0%
2000-01:	517	508	1025	77.8%
1999-00:	517	500	1017	76.4%

*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	64.5	Geometry	63.9
Biology	61.5	Algebra II	66.9
ELPS	58.2	Chemistry	61.7
English I	59.3	Physical Science	56.2
US History	58.8	Physics	56.7

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:	80.5%	73.2%	67.7%	68.6%

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 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: 69.9%	2001: 76.2%	2000: 73.8%	1999: 75.8%
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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: 10.6%	2000-01: 8.6%	1999-00: 5.9%
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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	241	90%	117	91%	124	90%	190	94%	40	75%	
2000-01	203	84%	113	83%	90	84%	172	87%	27	67%	
1999-00	227	75%	114	78%	113	72%	173	79%	46	61%	

Biology	All Students		Males		Females		White		Black		Other
2001-02	245	82%	127	81%	118	84%	198	88%	38	53%	
2000-01	120	62%	48	56%	72	65%	88	76%	24	17%	
1999-00	252	70%	138	70%	114	70%	194	79%	45	31%	13 62%

ELP	All Students		Males		Females		White		Black		Other
2001-02	337	79%	165	78%	172	80%	248	88%	66	46%	23 74%
2000-01	300	79%	157	79%	143	79%	239	85%	53	51%	
1999-00	325	76%	165	77%	160	76%	241	87%	71	41%	13 77%

English I	All Students		Males		Females		White		Black		Other
2001-02	304	83%	155	78%	149	89%	235	89%	50	56%	19 79%
2000-01	263	79%	136	76%	127	82%	219	84%	41	51%	
1999-00	267	77%	135	79%	132	74%	204	87%	54	37%	

English II	All Students		Males		Females		White		Black		Other
2001-02*											
2000-01	237	73%	120	65%	117	80%	184	76%	38	55%	15 73%
1999-00	301	58%	145	46%	155	69%	227	65%	56	34%	18 39%

US History	All Students		Males		Females		White		Black		Other
2001-02	225	66%	105	80%	120	54%	180	74%			
2000-01	276	63%	128	65%	148	62%	218	71%	51	31%	
1999-00	335	65%	179	71%	156	57%	265	72%	62	32%	

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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	165	86%	74	84%	91	88%	136	85%	21	86%	
2000-01	197	73%	90	67%	107	79%	169	78%	24	38%	
1999-00	254	62%	133	62%	121	63%	208	66%	38	45%	

Chemistry	All Students		Males		Females		White		Black		Other
2001-02	105	78%	44	80%	61	77%	93	81%			
2000-01	183	68%	98	63%	85	74%	151	72%	22	36%	10 90%
1999-00	228	56%	133	55%	125	57%	187	63%	35	23%	

Geometry	All Students		Males		Females		White		Black		Other
2001-02	198	81%	95	80%	61	79%	167	83%	23	57%	
2000-01	196	72%	90	74%	106	71%	157	76%	32	50%	
1999-00	236	65%	114	68%	122	62%	191	71%	40	38%	

Physics	All Students		Males		Females		White		Black		Other
2001-02	52	71%	31	81%	21	57%	46	72%			
2000-01	48	83%	37	84%	11	82%	39	87%			
1999-00	62	74%	46	85%	16	44%	50	84%	10	30%	

Physical Science	All Students		Males		Females		White		Black		Other
2001-02	45	62%	20	65%	25	60%	30	67%			
2000-01	94	50%	46	59%	48	42%	68	63%	21	5%	
1999-00	114	44%	51	61%	63	30%	80	58%	31	13%	

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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.	95.0 %	74.4 %
My child's school provides a high quality educational program.	92.1 %	74.4 %
My child is given challenging work in all classes.	83.3 %	66.7 %
If I call the school, I receive courteous attention.	87.8 %	72.7 %
Students at my child's school are well behaved overall.	76.0 %	51.3 %
The rules of this school are fair.	82.0 %	73.1 %
Teachers in this school really seem to care about the students.	88.9 %	66.2 %
This school promotes understanding among students from various backgrounds.	83.3 %	N/A
The percentage of Parents returning the survey at this school was:	44%	51%

Student Survey Results (Approximately 150 students surveyed.)

	2002	2001
This school is a safe place to learn.	93.1 %	78.9 %
The students at this school get along with each other.	64.3 %	42.3 %
The rules of this school are fair.	45.7 %	25.4 %
It is easy to get help from the adults in this school.	78.3 %	63.4 %
I like my school.	72.9 %	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

	Parents	Students
Reading Skills	87.8 %	83.2 %
Writing Skills	76.0 %	84.7 %
Math Skills	74.5 %	75.6 %
Social Studies Skills	77.2 %	63.1 %
Science Skills	85.1 %	73.3 %

Grades given to this school on the 2002 Parent Survey: **A** 17.0 % **B** 50.0 % **C** 25.0 % **D** 5.0 % **F** 3.0 %