

School Profiles

for the
2002-03 School Year

Fuquay-Varina High

School ID Number: 428

201 Bengal Blvd. Fuquay-Varina, NC 27526

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Current Principal: Gerald F. Pickett

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: Gerald F. Pickett

Grade Levels Served: 9-12

Calendar: Traditional

Facility Data

Original Construction Date: 1975

Most Recent Renovation: 1999

Building Square Footage: 230,734

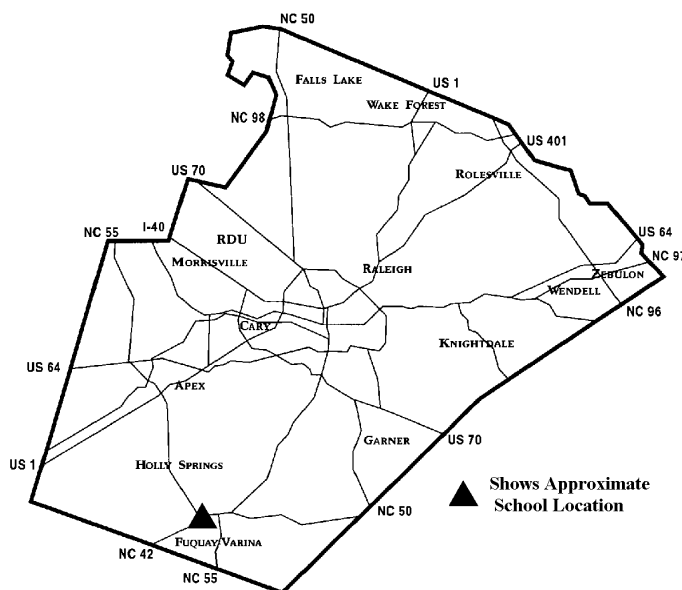
Size of Property (acres): 38.2

Permanent Classrooms: 83

Portable Classrooms: 4

Campus Capacity: 84%

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



Mission Statement/Program Description

Mission Statement: Fuquay-Varina High School will challenge all students to be self-directed, life-long learners and citizens of character who lead productive and satisfying lives in a dynamic global community.

Fuquay-Varina High School was recognized as a School of Distinction in 2002-2003.

Block Scheduling Pioneer: Fuquay-Varina High School was the first comprehensive high school in Wake County to adopt block scheduling several years ago.

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

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.

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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	150	43	0	13	3	0	146	38	2	5	4	1	405
Grade 10	133	47	4	8	3	0	116	36	1	8	2	0	358
Grade 11	129	31	1	4	0	0	150	37	0	13	4	0	369
Grade 12	145	40	1	5	2	0	136	37	1	4	1	1	373
TOTAL	557	161	6	30	8	0	548	148	4	30	11	2	1,505

**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	235	252	252	221
Students with Disabilities	N/A	248	244	208
Limited English Proficiency	N/A	0	0	0

	1999-00	2000-01	2001-02	2002-03
Total Membership at End of First 20 Days	1524	1545	1608	1505
Percent Receiving Free/Reduced Lunch	10%	12%	12%	12%
Average Daily Attendance (calc. at end of school year)	93.6%	93.6%	94.2%	94.4%

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: **95%**

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:	69.6%	76.8%	80.9%

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 High Growth Standard

Average EOC Scales Scores in this School in 2002-03

Courses Required for All Students		Elective Courses	
Algebra 1	65.8	Geometry	65.0
Biology	58.5	Algebra II	67.6
ELPS	58.2	Chemistry	60.8
English I	59.8	Physical Science	57.2
US History	59.7	Physics	57.3

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Other Accountability Measures

Dropout Rates

2000-01: 5.6% **2001-02:** 4.8% **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: 68.8% **2001:** 63.8% **2002:** 63.7% **2003:** 71.3%

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: 24.9% **2002:** 24.1% **2003:** 36.6%

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:	499	474	973	67.8%
2001-02:	504	483	987	63.0%
2002-03:	516	500	1016	61.0%

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: **15** out of **21** targets, or **71%** 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	352	84%	157	83%	195	84%	258	90%	82	66%	12	75%
2001-02	353	86%	173	87%	180	84%	250	91%	81	69%	22	86%
2002-03	319	92%	167	92%	152	91%	233	96%	69	78%	17	82%

Biology	All Students		Males		Females		White		Black		Other	
2000-01	409	64%	202	66%	207	62%	302	74%	87	34%	20	45%
2001-02	351	82%	172	85%	179	79%	267	88%	61	56%	23	87%
2002-03	334	71%	172	72%	162	70%	252	81%	64	28%	18	78%

ELP	All Students		Males		Females		White		Black		Other	
2000-01	436	78%	207	78%	229	79%	322	85%	94	57%	20	65%
2001-02	482	78%	266	77%	216	78%	346	84%	97	55%	39	77%
2002-03	343	81%	153	84%	190	78%	279	84%	45	64%	19	84%

English I	All Students		Males		Females		White		Black		Other	
2000-01	417	78%	205	75%	212	80%	309	87%	87	47%	21	71%
2001-02	466	74%	271	72%	195	77%	336	84%	99	42%	31	74%
2002-03	358	90%	174	86%	184	94%	274	94%	63	73%	21	90%

US History	All Students		Males		Females		White		Black		Other	
2000-01	343	54%	165	60%	178	48%	273	60%	56	34%	14	14%
2001-02	370	59%	191	67%	179	51%	279	68%	76	29%		
2002-03	391	68%	180	76%	211	61%	292	73%	76	51%	23	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.

Algebra II	All Students		Males		Females		White		Black		Other	
2000-01	248	74%	120	74%	128	73%	221	75%	20	55%		
2001-02	253	86%	127	85%	126	87%	211	88%	31	74%		
2002-03	257	86%	114	89%	143	84%	203	89%	36	67%	18	94%

Chemistry	All Students		Males		Females		White		Black		Other	
2000-01	230	78%	110	82%	120	75%	198	81%	23	65%		
2001-02	214	79%	98	89%	116	70%	185	81%	21	57%		
2002-03	143	76%	114	81%	81	72%	126	76%			10	90%

Geometry	All Students		Males		Females		White		Black		Other	
2000-01	265	75%	130	80%	135	70%	223	79%	33	55%		
2001-02	326	73%	155	89%	116	70%	253	81%	54	35%	19	84%
2002-03	278	86%	126	88%	152	85%	216	92%	45	67%	17	65%

Physics	All Students		Males		Females		White		Black		Other	
2000-01	51	73%	29	69%	22	77%	46	76%				
2001-02	71	92%	43	88%	28	96%	65	92%				
2002-03	28	79%	18	72%	10	90%	25	80%				

Physical Science	All Students		Males		Females		White		Black		Other	
2000-01	219	54%	115	55%	104	54%	138	69%	68	28%	13	38%
2001-02	298	67%	161	67%	137	68%	196	75%	83	47%	19	79%
2002-03	234	74%	119	82%	115	64%	153	81%	63	56%	18	72%

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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	Above	Above
Biology	Expected	Expected
ELP	Expected	Expected
English 1	Expected	Expected
US History	Expected	Expected

Elective Courses		
Algebra 2	Expected	Expected
Chemistry	Expected	Below
Geometry	Expected	Expected
Physical Science	Expected	Expected
Physics	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.	92.3 %	92.4 %
My child's school provides a high quality educational program.	84.6 %	85.7 %
My child is given challenging work in all classes.	73.7 %	75.0 %
Students at my child's school are well behaved overall.	61.5 %	67.5 %
The rules of this school are fair.	84.2 %	71.0 %
Teachers in this school really seem to care about the students.	86.5 %	80.3 %
This school promotes understanding among students from various backgrounds	71.9 %	77.9 %
The percentage of Parents returning the survey at this school was:	17%	55%

Student Survey Results	2002	2003
This school is a safe place to learn.	83.7 %	78.4 %
The students at this school get along with each other.	39.2 %	39.8 %
The rules of this school are fair.	41.8 %	29.3 %
My school provides many ways to help me learn.	N/A	80.1 %
I like my school.	49.5 %	50.0 %

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	85.2 %	69.8 %
Writing Skills	77.9 %	67.2 %
Math Skills	79.4 %	63.9 %
Social Studies Skills	83.1 %	68.8 %
Science Skills	87.7 %	70.7 %

	A	B	C	D	F
Grades given to this school on the 2003 Parent Survey:	11.1 %	47.7 %	32.7%	7.2%	1.3%
Grades given to this school on the 2003 Student Survey:	2.9%	38.3 %	46.7%	8.3%	3.8%