

## Joyner Elementary

456  
2300 Nobel Road  
Raleigh, NC 27608

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:** Steve Mares

**Current Phone:** (919) 856-7650

**Current Fax:** (919) 856-7661

### Information for 2001-02 School Year

**Principal:** Steve Mares

**Grade Levels Served:** K-5

**Calendar:** Traditional

**Original Construction Date:** 1955

**Most Recent Renovation:** 2002

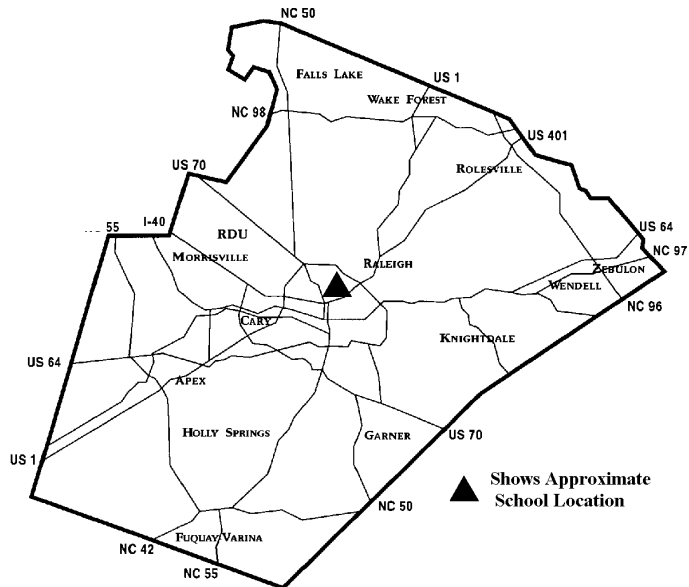
**Building Square Footage:** 48,008

**Size of Property (acres):** 13.0

**Permanent Classrooms:** 22

**Portable Classrooms:** 9 (as of 12-12-01)

**Campus Capacity:** 113% (as calculated by the WCPSS Facilities Department)



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

Unique features of J. Y. Joyner Language Arts/Communications Magnet School include:

- Dual Spanish/English Immersion Program Spanish K-5
- Full-time Curriculum Specialist
- Full-time Technology Specialist
- Emphasis in Writing and Communication
- Video Production
- Strong Basic Skills Focus

Named a School of Distinction for the past three years, Joyner offers solid instruction in all core subject areas with an emphasis in communication and writing. The program benefits from full-time technology and curriculum specialists, and it boasts a video production studio and publishing center. Teachers, through collaborative planning with the technology, media, and curriculum specialists, have the opportunity to plan specialized units of study where students can use all aspects of media to enhance and enrich their learning. Joyner students produce a daily news show, videotape special projects and events, create multimedia presentations, publish their writing, and host author's teas.

We offer a pilot dual-language immersion program in which students will have the opportunity to develop basic communication skills in listening, speaking, reading, and writing in both Spanish and English. All Joyner students receive Spanish instruction and benefit from the many Spanish cultural connections throughout the school.

Our Science-Go-Round welcomes scientists to all classrooms each year where students enjoy an extensive array of scientific demonstrations by professionals in the community. This event is enhanced by special presentations by local museums and culminates in the annual Science Fair.

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### Fall 2001-02 Student Population Characteristics

	Male					Female					Total
	White	Black	Asian	Hisp	Other	White	Black	Asian	Hisp	Other	
<b>Kindergarten</b>	9	23	1	6	0	13	14	0	6	1	<b>73</b>
<b>Grade 1</b>	11	17	1	7	0	17	18	0	6	2	<b>79</b>
<b>Grade 2</b>	17	20	0	4	1	16	18	3	5	3	<b>87</b>
<b>Grade 3</b>	19	16	1	5	4	20	37	0	4	0	<b>106</b>
<b>Grade 4</b>	12	25	0	1	3	23	9	0	9	0	<b>82</b>
<b>Grade 5</b>	15	15	1	4	2	14	24	0	5	1	<b>81</b>
<b>TOTAL</b>	<b>83</b>	<b>116</b>	<b>4</b>	<b>27</b>	<b>10</b>	<b>103</b>	<b>120</b>	<b>3</b>	<b>35</b>	<b>7</b>	<b>508</b>

**Note:** Counts of students refer to the 20th day of the school year.

### Students Identified for Special Programs as of October 2001

Academically Gifted: 26

Special Education (not AG): 56

ESL (English as a Second Language): 51

	2001-02	2000-01	1999-00	1998-99
<b>Total Membership at End of First 20 Days</b>	508	554	583	551
<b>Percent Receiving Free/Reduced Lunch</b>	44%	35%	22%	18%
<b>Average Daily Attendance</b> (calc. at end of school year)	96.3%	95.8%	95.9%	96.2%

### 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: **89%**

All elementary schools in 2001-02: 92%

#### **Turbulence:**

This school in 2001-02: **24%**

All elementary schools in 2001-02: 17%

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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 the prior year's achievement scores for each student, each student's special education status, and two measures of socioeconomic 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-Grade Tests administered in grades 3-8.

**Measuring This School's EOG Achievement Against Similar Students Across Wake County**

	<b>2001-02</b>		<b>2000-01</b>		<b>1999-00</b>	
	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>
<b>3rd Grade</b>	Expected	Expected	Expected	Expected	Below	Below
<b>4th Grade</b>	Expected	Below	Expected	Expected	Expected	Below
<b>5th Grade</b>	Below	Expected	Expected	Expected	Expected	Expected

**Results from the North Carolina ABC Accountability Program**

In 1996, the State Board of Education was given the authority to implement a plan that sets student achievement goals for every North Carolina school. The "ABC" Plan sets school level standards for students' growth and performance in Reading, Writing, and Mathematics. All elementary and middle schools in the state are evaluated annually on the results of the statewide End-of-Grade (EOG) Reading and Mathematics Tests. Growth standards ("Expected" and "High") were set by a formula developed for the State Board of Education.

**Performance:** The "Composite Performance" was defined in 2002 as the percentage of EOG tests and alternative assessments administered in the school on which students achieved scores equal to or greater than established grade level standards. Schools with more than 80% of test scores at or above grade level were designated as "Schools of Distinction," and schools with more than 90% of test scores at or above grade level were designated as "Schools of Excellence" by the State Board of Education if the school achieved Expected or High growth.

	<b><u>2001-02</u></b>	<b><u>2000-01</u></b>	<b><u>1999-00</u></b>
The Composite Performance scores for this school:	<b>79.0%</b>	<b>81.5%</b>	<b>82.3%</b>

**Growth:** The Expected and High Growth targets for every school were based upon EOG pretests administered at the beginning of third grade or the end of the previous school year for students in grades 4-8. Average student growth was calculated and compared to the standards. Prior to 2002, "High Growth" was called "Exemplary Growth" by the State Board of Education.

In 2001-02 this school: **Did Not Meet Expected Growth Standard**

In 2000-01 this school: **Met the exemplary growth standard**

In 1999-00 this school: **Met the exemplary growth standard**

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## Writing Test Results

The North Carolina Writing Test was administered in grades 4 and 7 in 2002. However, after tests were scored by an independent contractor, the State Board of Education determined the results were invalid and would not be used in the accountability program for the 2001-02 school year. Charts comparing writing results over time are not included in this volume of School Profiles because of the State Board's decision. A new writing test with a more detailed scoring system will be piloted statewide in North Carolina during the 2002-03 school year.

## End-Of-Grade Test Results

End-of-Grade tests are given statewide in North Carolina at the end of grades 3, 4, 5, 6, 7, and 8. EOG tests use a multiple-choice format and measure Reading and Mathematics skills, using multiple forms of the test in each classroom. Results are reported as scale scores that can range from approximately 100 to 200 across the six grade levels. Progress is measured from year to year as scores move up the scale. The following table and figure show the mean (average) scale scores for students in this school for the past three years. Reading across a line compares the performance of three different cohorts of students at a grade level for three years. Reading diagonally (as indicated by the arrows) follows a cohort of students across years.

A new set of EOG mathematics tests were administered in the 2000-2001 school year. The North Carolina Dept. of Public Instruction (NCDPI) used a new scale ranging from 200 to 300 for these tests.

	Reading			Mathematics		
	2000	2001	2002	2000	2001	2002
3rd Grade	147.1	149.4	148.0	144.7	251.9	250.4
4th Grade	151.5	152.1	152.1	152.9	255.9	253.3
5th Grade	158.7	157.0	155.5	162.8	261.4	259.6

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In August, 1998, the WCPSS Board of Education adopted the following goal for the school system:

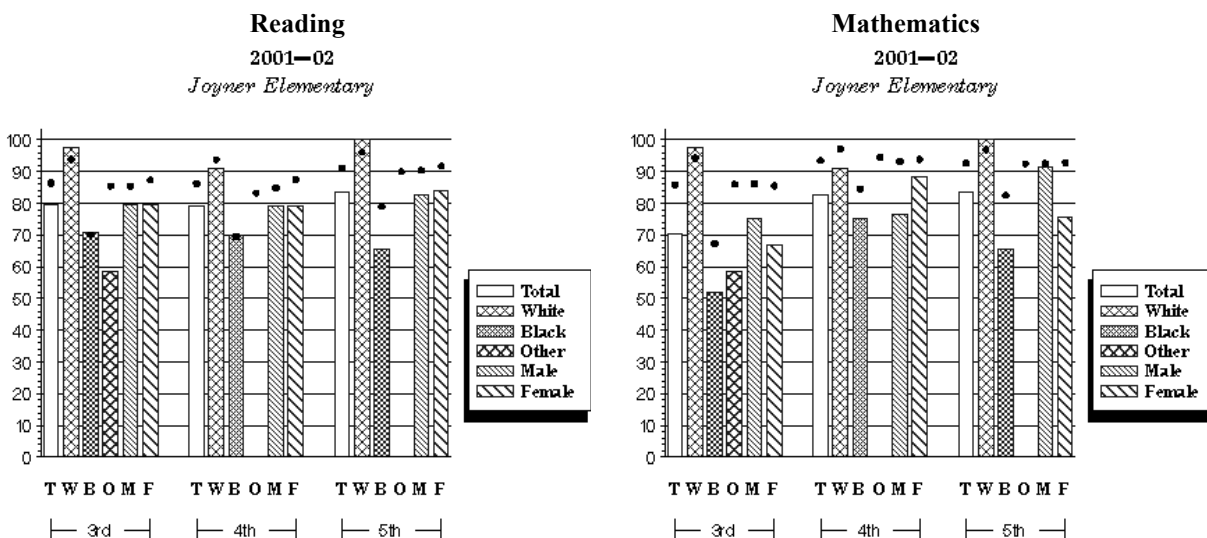
**“The Wake County Public School System is committed to academic excellence. By 2003, 95% of students tested will be at or above grade level as measured by NC EOG testing at grades 3 and 8.”**

The progress of students in this school toward the systemwide goal is shown in the following figures. The tables report the percentage of students whose scale score on EOG tests was at or above grade level. The graphs compare the May 2002 percentages of the school (bars) and the system (dots) for each subgroup. If a subgroup has fewer than 10 students, the percentage is blank and the bar is missing on the graph.

## Percentage of Students in Levels III or IV by Race and by Gender

		Reading						Mathematics					
		All Students			White Students			All Students			White Students		
		2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
3rd		78	83	80	88	91	97	74	78	70	88	84	97
4th		75	82	79	89	94	91	83	85	83	87	97	91
5th		89	86	83	99	100	100	87	89	83	96	98	100
		Black Students			Other Students			Black Students			Other Students		
		2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
3rd		55	75	71	80	70	58	48	66	52	70	90	58
4th		53	68	70				74	68	75			
5th		64	71	66				59	83	66			
		Males			Females			Males			Females		
		2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
3rd		76	84	80	80	81	80	72	77	75	77	79	67
4th		67	83	79	85	82	79	88	97	76	78	77	88
5th		93	90	83	85	82	84	93	86	91	81	92	76

## 2001-02 Percentage of Students in Levels III or IV by Race and by Gender



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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.	96.3 %	91.4 %
My child's school provides a high quality educational program.	92.7 %	88.6 %
My child is given challenging work in all classes.	91.4 %	80.0 %
If I call the school, I receive courteous attention.	97.5 %	94.3 %
Students at my child's school are well behaved overall.	85.4 %	60.0 %
The rules of this school are fair.	95.1 %	94.1 %
Teachers in this school really seem to care about the students.	96.3 %	97.1 %
This school promotes understanding among students from various backgrounds.	95.1 %	N/A
<b>The percentage of Parents returning the survey at this school was:</b>	<b>61%</b>	<b>39%</b>

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

	<b>2002</b>	<b>2001</b>
This school is a safe place to learn.	99.2 %	71.3 %
The students at this school get along with each other.	35.5 %	4.5 %
The rules of this school are fair.	84.8 %	52.9 %
It is easy to get help from the adults in this school.	82.3 %	52.3 %
I like my school.	81.1 %	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	91.6 %	84.6 %
Writing Skills	86.7 %	83.9 %
Math Skills	87.5 %	89.4 %
Social Studies Skills	78.9 %	74.0 %
Science Skills	84.4 %	81.2 %

**Grades given to this school on the 2002 Parent Survey:**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
51.2 %	37.8 %	9.8 %	1.2 %	0.0 %