

Millbrook High

**500
2201 Spring Forest Road
Raleigh, NC 27615**

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: David Rockefeller

Current Phone: (919) 850-8787

Current Fax: (919) 850-8803

Information for 2001-02 School Year

Principal: David Rockefeller

Grade Levels Served: 9-12

Calendar: Traditional

Original Construction Date: 1967

Most Recent Renovation: 1999

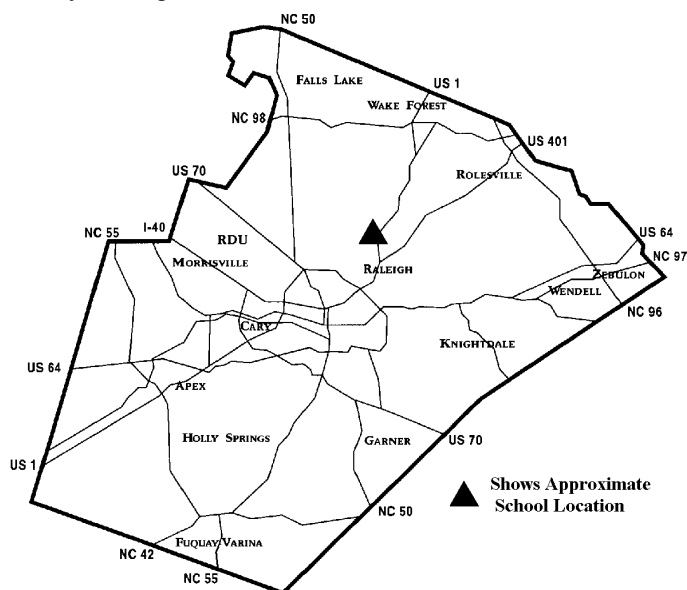
Building Square Footage: 252,577

Size of Property (acres): 43.8

Permanent Classrooms: 90

Portable Classrooms: 13 (as of 12-12-01)

Campus Capacity: 104% (as calculated by the WCPSS Facilities Department)



Mission/Program Description for the 2001-02 School Year

Mission: To Challenge, Educate and Support.

School Improvement Plan Goals

1. Between the fall of 1997 and June 2000, student achievement on the State ABC Components of writing, reading, mathematics, minimum competency, end-of-course tests, and Wake County goals pertaining to SAT scores and drop-out rates will improve.
2. Between the fall of 1997 and June 2000, communications between the school and community will improve.
3. Between the fall of 1997 and June 2000, the school climate will improve through character education, recognition of cultural diversity within our student population, and maintenance of a safe, secure, and clean facility.

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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	150	133	12	33	4	139	111	12	34	4	632
Grade 10	149	86	17	21	2	129	83	14	21	4	526
Grade 11	141	63	26	6	1	136	59	10	9	3	454
Grade 12	131	54	13	6	5	137	60	13	12	1	432
TOTAL	571	336	68	66	12	541	313	49	76	12	2044

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: 351

Special Education (not AG): 244

ESL (English as a Second Language): 170

	2001-02	2000-01	1999-00	1998-99
Total Membership at End of First 20 Days	2044	1845	1863	1750
Percent Receiving Free/Reduced Lunch	15%	13%	9%	10%
Average Daily Attendance (calc. at end of school year)	94.9%	94.9%	94.8%	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.

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: **16%**

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

Other Accountability Measures

Dropout Rates*

2000-01:	2.5%
1999-00:	5.4%
1998-99:	5.5%

SAT

	Math	Verbal	Total	Participation
2001-02:	517	506	1023	78.0%
2000-01:	506	495	1001	78.4%
1999-00:	530	515	1045	76.2%

*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	60.2	Geometry	62.3
Biology	61.3	Algebra II	67.7
ELPS	55.9	Chemistry	64.0
English I	57.6	Physical Science	56.9
US History	59.2	Physics	64.9

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:	76.8%	73.9%	71.6%	71.2%

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: 73.7%	2001: 74.4%	2000: 75.8%	1999: 73.3%
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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.

2001-02: 7.3%	2000-01: 5.1%	1999-00: 3.5%
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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	436	76%	225	76%	211	75%	204	86%	173	64%	59	73%
2000-01	352	77%	197	81%	155	72%	160	86%	154	68%	38	76%
1999-00	338	65%	167	65%	171	65%	182	71%	119	57%	37	57%

Biology	All Students		Males		Females		White		Black		Other	
2001-02	395	85%	209	88%	186	82%	218	94%	136	75%	41	73%
2000-01	430	77%	213	78%	217	76%	270	88%	117	54%	43	72%
1999-00	412	73%	221	74%	191	72%	267	85%	98	48%	47	57%

ELP	All Students		Males		Females		White		Black		Other	
2001-02	630	71%	311	75%	319	67%	299	87%	250	56%	81	59%
2000-01	536	71%	285	74%	251	68%	294	82%	170	58%	72	60%
1999-00	559	80%	277	83%	282	77%	345	91%	160	59%	54	72%

English I	All Students		Males		Females		White		Black		Other	
2001-02	557	76%	278	74%	279	79%	272	93%	214	62%	71	55%
2000-01	482	74%	262	71%	220	76%	274	85%	150	59%	58	57%
1999-00	532	77%	282	72%	250	83%	317	87%	159	63%	56	61%

English II	All Students		Males		Females		White		Black		Other	
2001-02*												
2000-01	497	62%	255	58%	242	65%	283	70%	150	47%	64	58%
1999-00	438	50%	212	49%	225	50%	271	61%	107	30%	60	35%

US History	All Students		Males		Females		White		Black		Other	
2001-02	439	65%	221	70%	218	59%	264	77%	123	43%	52	52%
2000-01	441	59%	227	67%	214	50%	270	70%	121	41%	50	46%
1999-00	364	60%	179	62%	185	58%	218	72%	113	35%	33	67%

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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	341	85%	165	82%	176	87%	239	88%	59	71%	43	84%
2000-01	361	89%	179	88%	182	90%	254	90%	66	80%	41	95%
1999-00	305	70%	141	72%	164	67%	225	76%	56	45%	24	71%

Chemistry	All Students		Males		Females		White		Black		Other	
2001-02	257	88%	126	88%	131	87%	193	90%	37	81%	27	82%
2000-01	260	86%	140	86%	120	86%	180	89%	44	82%	36	75%
1999-00	236	89%	141	91%	119	87%	186	91%	35	83%	15	73%

Geometry	All Students		Males		Females		White		Black		Other	
2001-02	387	74%	201	88%	131	68%	212	81%	125	59%	50	80%
2000-01	337	74%	161	75%	176	73%	220	84%	80	53%	37	59%
1999-00	392	67%	204	72%	188	62%	275	73%	75	40%	42	74%

Physics	All Students		Males		Females		White		Black		Other	
2001-02	118	96%	65	99%	53	93%	89	99%	13	92%	16	81%
2000-01	108	82%	63	84%	45	80%	86	90%	17	41%		
1999-00	107	86%	50	90%	57	83%	73	90%	16	75%	18	78%

Physical Science	All Students		Males		Females		White		Black		Other	
2001-02	347	70%	175	75%	172	65%	173	84%	131	53%	43	67%
2000-01	296	64%	157	71%	139	55%	130	77%	136	54%	30	53%
1999-00	316	74%	157	78%	159	70%	183	82%	104	62%	29	72%

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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.	93.3 %	82.4 %
My child's school provides a high quality educational program.	88.8 %	82.5 %
My child is given challenging work in all classes.	79.3 %	73.1 %
If I call the school, I receive courteous attention.	79.1 %	71.1 %
Students at my child's school are well behaved overall.	64.4 %	51.9 %
The rules of this school are fair.	79.9 %	71.1 %
Teachers in this school really seem to care about the students.	82.7 %	72.8 %
This school promotes understanding among students from various backgrounds.	80.2 %	N/A
The percentage of Parents returning the survey at this school was:	78%	71%

Student Survey Results (Approximately 150 students surveyed.)

	2002	2001
This school is a safe place to learn.	87.4 %	72.3 %
The students at this school get along with each other.	42.7 %	33.6 %
The rules of this school are fair.	55.2 %	50.0 %
It is easy to get help from the adults in this school.	74.4 %	58.7 %
I like my school.	65.5 %	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	80.4 %	80.6 %
Writing Skills	74.3 %	80.2 %
Math Skills	80.1 %	71.2 %
Social Studies Skills	80.4 %	75.1 %
Science Skills	80.0 %	74.9 %

Grades given to this school on the 2002 Parent Survey: **A** 16.5 % **B** 45.9 % **C** 30.6 % **D** 2.9 % **F** 4.1 %