

Enloe High

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128 Clarendon Crescent

Raleigh, NC 27610

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: Lloyd Gardner

Current Phone: (919) 856-7918

Current Fax: (919) 856-7917

Information for 2001-02 School Year

Principal: Lloyd Gardner

Grade Levels Served: 9-12

Calendar: Traditional

Original Construction Date: 1962

Most Recent Renovation: 2002

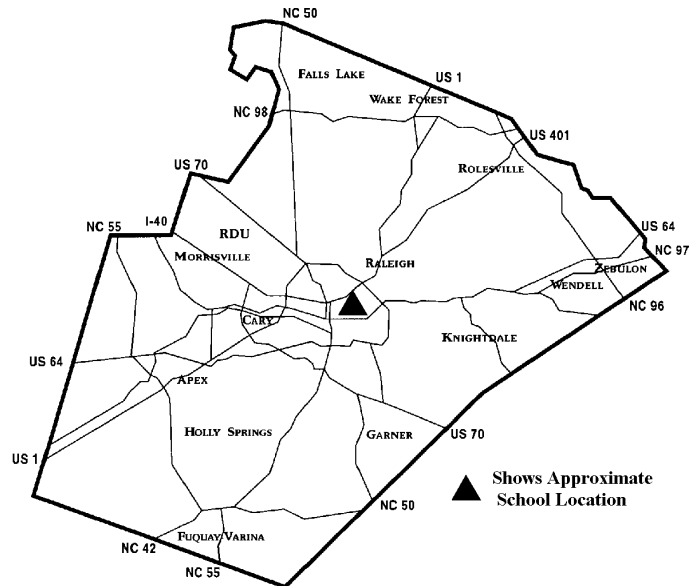
Building Square Footage: 314,521

Size of Property (acres): 50.0

Permanent Classrooms: 98

Portable Classrooms: 7 (as of 12-12-01)

Campus Capacity: 103% (as calculated by the WCPSS Facilities Department)



Mission/Program Description for the 2001-02 School Year

The mission of William G. Enloe High School is to develop students to their full potential and to meet their diverse educational needs while maintaining a commitment to excellence and the uniqueness of the magnet program.

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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	129	139	43	8	2	191	156	41	5	7	721
Grade 10	139	101	28	6	3	169	134	31	5	5	621
Grade 11	143	100	26	0	2	152	105	33	4	4	572
Grade 12	136	67	25	0	3	158	79	23	5	1	497
TOTAL	548	407	122	17	10	670	474	128	19	18	2413

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: 1126

Special Education (not AG): 266

ESL (English as a Second Language): 0

	2001-02	2000-01	1999-00	1998-99
Total Membership at End of First 20 Days	2413	2385	2372	2381
Percent Receiving Free/Reduced Lunch	13%	12%	11%	11%
Average Daily Attendance (calc. at end of school year)	95.9%	95.8%	95.5%	95.9%

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: **97%**

All high schools in 2001-02: 95%

Turbulence:

This school in 2001-02: **11%**

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

Other Accountability Measures

Dropout Rates*

2000-01:	2.7%
1999-00:	1.5%
1998-99:	3.0%

SAT

	Math	Verbal	Total	Participation
2001-02:	587	577	1164	92.0%
2000-01:	575	573	1148	90.2%
1999-00:	577	580	1157	88.1%

*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	56.2	Geometry	62.3
Biology	61.2	Algebra II	68.7
ELPS	59.3	Chemistry	65.1
English I	60.7	Physical Science	49.6
US History	60.4	Physics	65.2

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:	76.1%	76.1%	73.1%	75.5%

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.

2002: 88.9%	2001: 88.4%	2000: 89.0%	1999: 87.3%
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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: 10.3%	2000-01: 8.2%	1999-00: 8.3%
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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	302	58%	140	55%	162	60%	81	80%	196	47%	25	68%
2000-01	260	63%	104	64%	156	62%	81	80%	163	54%	16	69%
1999-00	282	54%	133	57%	149	52%	96	69%	170	44%	16	81%

Biology	All Students		Males		Females		White		Black		Other	
2001-02	612	78%	248	77%	364	79%	298	96%	219	50%	95	88%
2000-01	598	72%	298	74%	300	71%	299	91%	225	42%	74	89%
1999-00	577	74%	258	74%	319	74%	319	94%	188	34%	70	90%

ELP	All Students		Males		Females		White		Black		Other	
2001-02	648	78%	269	78%	379	77%	303	93%	238	51%	107	93%
2000-01	668	76%	299	78%	369	74%	328	95%	259	48%	81	89%
1999-00	655	75%	316	74%	339	75%	333	93%	244	43%	78	94%

English I	All Students		Males		Females		White		Black		Other	
2001-02	642	81%	273	78%	369	84%	303	95%	232	59%	107	91%
2000-01	655	80%	290	81%	365	79%	332	97%	242	52%	81	90%
1999-00	652	80%	318	78%	334	81%	340	94%	239	55%	73	93%

English II	All Students		Males		Females		White		Black		Other	
2001-02*												
2000-01	591	70%	289	63%	302	76%	288	83%	196	43%	107	81%
1999-00	542	69%	249	67%	293	71%	302	84%	153	34%	87	80%

US History	All Students		Males		Females		White		Black		Other	
2001-02	566	64%	267	66%	299	62%	294	84%	190	26%	82	79%
2000-01	526	75%	232	77%	294	74%	304	91%	163	38%	59	93%
1999-00	536	70%	234	72%	302	68%	305	86%	173	34%	58	91%

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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	460	78%	196	79%	264	78%	269	89%	129	49%	62	95%
2000-01	532	73%	221	80%	311	68%	306	85%	159	42%	67	90%
1999-00	537	65%	220	71%	317	62%	325	80%	159	27%	53	93%

Chemistry	All Students		Males		Females		White		Black		Other	
2001-02	426	83%	202	86%	224	80%	280	88%	80	56%	66	96%
2000-01	458	74%	196	81%	262	68%	284	82%	105	44%	69	86%
1999-00	485	72%	220	79%	282	67%	314	82%	112	33%	59	93%

Geometry	All Students		Males		Females		White		Black		Other	
2001-02	502	69%	181	86%	224	67%	253	89%	182	36%	67	85%
2000-01	434	70%	185	74%	249	67%	260	86%	127	34%	47	79%
1999-00	453	71%	195	71%	258	71%	282	82%	129	40%	42	93%

Physics	All Students		Males		Females		White		Black		Other	
2001-02	233	88%	133	93%	100	82%	144	92%	30	53%	59	95%
2000-01	254	78%	133	85%	121	69%	163	85%	39	21%	52	98%
1999-00	245	73%	134	79%	111	65%	160	79%	40	38%	45	80%

Physical Science	All Students		Males		Females		White		Black		Other	
2001-02	61	18%										
2000-01	45	42%	27	37%	18	50%			38	39%		
1999-00	258	34%	141	41%	117	25%	66	62%	182	22%	10	60%

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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.	83.1 %	67.4 %
My child's school provides a high quality educational program.	98.6 %	97.8 %
My child is given challenging work in all classes.	93.1 %	89.1 %
If I call the school, I receive courteous attention.	67.6 %	68.9 %
Students at my child's school are well behaved overall.	63.4 %	54.3 %
The rules of this school are fair.	81.7 %	68.9 %
Teachers in this school really seem to care about the students.	72.9 %	75.0 %
This school promotes understanding among students from various backgrounds.	89.1 %	N/A
The percentage of Parents returning the survey at this school was:	32%	24%

Student Survey Results (Approximately 150 students surveyed.)

	2002	2001
This school is a safe place to learn.	84.8 %	59.0 %
The students at this school get along with each other.	55.2 %	35.4 %
The rules of this school are fair.	30.7 %	26.1 %
It is easy to get help from the adults in this school.	63.4 %	45.8 %
I like my school.	71.4 %	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	93.0 %	84.9 %
Writing Skills	90.1 %	87.3 %
Math Skills	84.7 %	69.7 %
Social Studies Skills	93.0 %	74.5 %
Science Skills	86.1 %	72.3 %

Grades given to this school on the 2002 Parent Survey: **A** 45.6 % **B** 41.2 % **C** 8.8 % **D** 2.9 % **F** 1.5 %