

School Profiles

for the
2002-03 School Year

Wakefield High

School ID Number: 595

2200 Wakefield Pines Dr Raleigh, NC 27614

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Current Principal: Stephen Takacs

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: Stephen Takacs

Grade Levels Served: 9-12

Calendar: Traditional

Facility Data

Original Construction Date: 1999

Most Recent Renovation:

Building Square Footage: 271,830

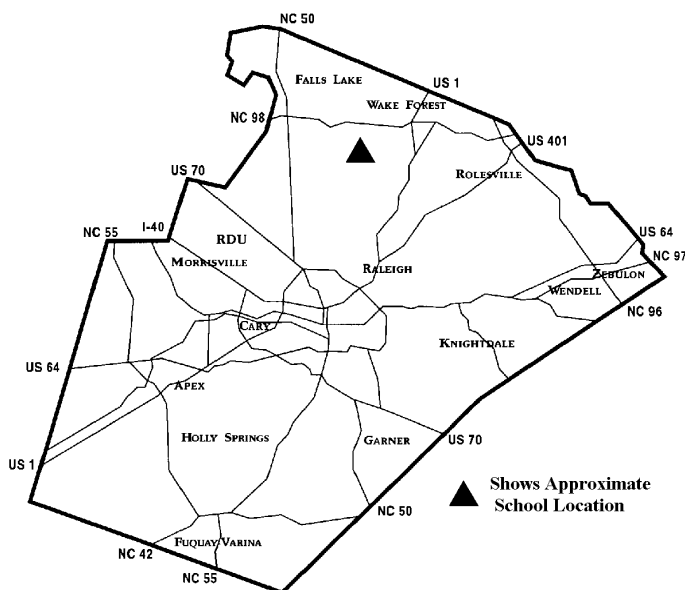
Size of Property (acres): 49.9

Permanent Classrooms: 84

Portable Classrooms: 0

Campus Capacity: 97%

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



Mission Statement/Program Description

Wakefield offers a traditional high school curriculum based on the North Carolina High School Standard Course of Study. We offer many visual and performing arts courses including band, art, choral, and drama.

Wakefield believes that extra-curricular activities/organizations are an essential part of high school and we encourage all students to participate. We have a full-time band teacher. Student government is active and a "club period" built into the master schedule ensures an opportunity for student involvement. A new YMCA adjacent to the Wakefield Elementary, Middle, and High Campus(s) also enhances our reputation as a community school for this area of North Raleigh/Wake Forest.

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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	202	64	5	7	4	0	152	64	7	13	2	1	521
Grade 10	158	56	7	10	7	0	136	39	3	8	3	0	427
Grade 11	155	41	5	2	8	0	155	38	6	4	6	0	420
Grade 12	130	31	9	2	4	0	115	27	5	2	5	0	330
TOTAL	646	192	26	21	23	0	558	168	21	27	16	1	1,699

**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		156	218	291
Students with Disabilities	N/A	95	150	175
Limited English Proficiency	N/A	0	0	33

	1999-00	2000-01	2001-02	2002-03
Total Membership at End of First 20 Days		858	1295	1699
Percent Receiving Free/Reduced Lunch		9%	8%	9%
Average Daily Attendance (calc. at end of school year)		95.1%	96.3%	96.7%

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:	82.3%	84.9%	84.8%

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 High Growth Standard
In 2001-02 this school:	Met High 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	65.6	Geometry	64.7
Biology	60.4	Algebra II	71.7
ELPS	61.2	Chemistry	62.8
English I	60.9	Physical Science	53.7
US History	62.2	Physics	62.1

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Other Accountability Measures

Dropout Rates

2000-01: 1.3% **2001-02:** 1.7% **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: **2001:** **2002:** 77.8% **2003:** 80.5%

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: **2002:** 3.9% **2003:** 9.6%

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:	0	0	0	0.0%
2001-02:	511	503	1014	74.0%
2002-03:	541	516	1057	85.0%

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: **14** out of **17** targets, or **82%** 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	211	88%	120	90%	91	85%	161	91%	41	73%		
2001-02	316	86%	170	84%	146	89%	232	89%	69	74%	15	93%
2002-03	374	91%	205	89%	169	92%	247	96%	102	77%	25	96%

Biology	All Students		Males		Females		White		Black		Other	
2000-01	306	81%	163	79%	143	83%	247	88%	45	42%	14	79%
2001-02	254	90%	122	91%	132	89%	193	96%	41	63%	20	90%
2002-03	461	79%	250	79%	211	80%	341	89%	91	45%	29	72%

ELP	All Students		Males		Females		White		Black		Other	
2000-01	366	89%	186	90%	180	87%	294	95%	56	55%	16	88%
2001-02	163	91%	72	93%	91	89%	114	96%	38	74%	11	100%
2002-03	405	90%	227	89%	178	92%	284	95%	92	76%	29	86%

English I	All Students		Males		Females		White		Black		Other	
2000-01	357	90%	185	89%	172	92%	281	94%	61	77%	15	80%
2001-02	379	87%	214	84%	165	90%	275	94%	84	67%	20	75%
2002-03	484	91%	254	89%	230	94%	334	97%	111	80%	39	74%

US History	All Students		Males		Females		White		Black		Other	
2000-01	164	65%	85	69%	79	61%	132	67%	23	52%		67%
2001-02	312	68%	169	68%	143	69%	239	74%	50	46%	23	57%
2002-03	405	77%	212	79%	193	74%	296	86%	83	43%	26	77%

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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	158	94%	78	91%	80	96%	140	94%	11	91%		
2001-02	277	91%	141	94%	136	88%	232	94%	29	83%	16	69%
2002-03	271	93%	125	90%	146	95%	216	94%	32	84%	23	91%

Chemistry	All Students		Males		Females		White		Black		Other	
2000-01	144	73%	70	71%	74	74%	117	75%	16	69%	11	55%
2001-02	221	92%	110	91%	111	93%	188	95%	19	68%	13	92%
2002-03	158	84%	125	84%	76	83%	131	89%	11	36%	16	75%

Geometry	All Students		Males		Females		White		Black		Other	
2000-01	273	91%	141	94%	132	89%	229	93%	25	80%	19	79%
2001-02	280	80%	131	91%	111	81%	223	85%	39	56%	18	67%
2002-03	416	81%	227	83%	189	79%	303	90%	83	49%	30	80%

Physics	All Students		Males		Females		White		Black		Other	
2000-01	25	80%	18	83%			20	90%				
2001-02	60	93%	36	97%	24	88%	54	93%				
2002-03	52	87%	39	85%	13	92%	43	88%				

Physical Science	All Students		Males		Females		White		Black		Other	
2000-01	160	81%	84	86%	76	75%	119	89%	32	53%		
2001-02	236	80%	129	80%	107	80%	172	87%	53	60%		
2002-03	134	54%	78	58%	56	50%	68	62%	55	47%	11	45%

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

Elective Courses		
Algebra 2	Above	Above
Chemistry	Expected	Below
Geometry	Expected	Expected
Physical Science	Expected	Below
Physics	Expected	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.	97.0 %	96.2 %
My child's school provides a high quality educational program.	90.9 %	88.5 %
My child is given challenging work in all classes.	84.8 %	80.0 %
Students at my child's school are well behaved overall.	84.5 %	80.0 %
The rules of this school are fair.	77.1 %	82.2 %
Teachers in this school really seem to care about the students.	83.7 %	80.5 %
This school promotes understanding among students from various backgrounds	88.8 %	86.4 %
The percentage of Parents returning the survey at this school was:	43%	39%

Student Survey Results	2002	2003
This school is a safe place to learn.	96.6 %	89.7 %
The students at this school get along with each other.	76.9 %	48.1 %
The rules of this school are fair.	48.8 %	45.6 %
My school provides many ways to help me learn.	N/A	82.7 %
I like my school.	75.9 %	61.2 %

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	89.9 %	77.2 %
Writing Skills	85.2 %	72.1 %
Math Skills	80.5 %	77.7 %
Social Studies Skills	90.6 %	73.5 %
Science Skills	85.2 %	66.9 %

	A	B	C	D	F
Grades given to this school on the 2003 Parent Survey:	23.2%	56.0 %	15.2%	4.0%	1.6%
Grades given to this school on the 2003 Student Survey:	11.9%	52.5 %	26.1%	4.2%	5.4%