

# **Wake County School Profiles 2002-03 School Year**



**WAKE COUNTY  
PUBLIC SCHOOL SYSTEM**

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**Report No. 03.27  
December 2003**

# **WCPSS Systemwide Information for the School Year 2002-03 School Profiles (with notes regarding information contained in the profiles)**

## **Introduction**

This document introduces a collection of profiles of Wake County Public School System (WCPSS) schools in the 2002-03 school year. The WCPSS Evaluation and Research Department (E&R) created the profiles to assist WCPSS school administrators as they present and analyze information about their schools. It is hoped that school improvement teams, school advisory committees, members of the Board of Education, and others who are actively involved in WCPSS schools will also use the profiles.

The multi-page profile of each school contains information describing the school facility, the student body, student performance on standardized tests, and parental and student responses to surveys conducted during the past two years. Some data for new schools is not available for all of the years summarized in the report.

The information contained in the profiles has been drawn from a variety of sources and stored in a Microsoft Access database. E&R Department staff updates information in the database annually. The current version of the profiles is based entirely upon data from the most recently completed school year (2002-03). For example, the section describing the school's membership is describing the fall 2002 students.

## **Organization**

This introduction includes definitions of terms and summaries of systemwide information not shown in individual school profiles.

Profiles are organized alphabetically by the name of the school within four categories of school as follows:

- Elementary Schools
- Middle Schools
- High Schools
- Special Schools

## School Profile: Page 1

Page One consists of **school facility data** and **mission statements or program descriptions**. The principal identified for 2002-03 was the principal during the first semester of the 2002-03 school year. Information describing the school facility was provided by the School Facilities Department. Some portable classrooms may have been moved later in the year in an effort to adjust for enrollment fluctuation among schools. Campus Capacity (percent utilization) was calculated by the WCPSS Facilities Department using student membership at the end of the first month of school. The capacity figure takes into consideration a variety of curricular and instructional issues such as whether a room was utilized for delivery of special programs. Each school principal designates how the mission and/or program of the school are to be described.

## School Profile: Page 2

Page Two includes **student membership characteristics** and **mobility**. **Student Membership** in WCPSS is shown in the following table as of the twentieth day of school, which was September 9, 2002 for traditional calendar schools. The twentieth day for year-round and modified year-round calendar schools occurred on different dates for each track.

Grade	White		Black		Asian		Hispanic		Amer. Indian		Multiracial		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Kind.	2,531	2,268	1,091	1,114	195	190	504	465	8	9	169	164	8,708
1	2,493	2,281	1,092	1,079	206	211	415	428	14	12	186	171	8,588
2	2,511	2,301	1,152	979	172	174	365	322	12	13	151	155	8,307
3	2,496	2,340	1,153	1,101	202	163	324	317	21	12	148	111	8,388
4	2,467	2,390	1,152	1,144	175	174	275	240	14	7	121	112	8,271
5	2,422	2,470	1,137	1,098	180	176	238	263	0	11	90	99	8,184
6	2,519	2,479	1,281	1,195	192	149	266	217	9	14	84	99	8,504
7	2,708	2,407	1,238	1,264	160	162	218	200	12	13	96	96	8,574
8	2,599	2,499	1,104	1,103	177	138	234	197	4	23	69	80	8,227
9	2,686	2,542	1,285	1,286	162	170	279	297	4	13	83	54	8,861
10	2,382	2,282	930	937	168	142	165	176	9	8	48	51	7,298
11	2,259	2,176	727	802	146	136	73	97	4	7	41	55	6,523
12	2,110	2,071	582	687	141	123	71	82	6	7	31	40	5,951
WCPSS	32,183	30,506	13,924	13,789	2,276	2,108	3,427	3,301	117	149	1,317	1,287	104,384

**Average Daily Attendance** is calculated at the end of the school year

**Free/Reduced-Price Lunch** is the percentage of students who have applied and qualified for receipt of free or reduced-price lunches through the Child Nutrition Program as of the end of the second month of the school year. (Applications are still being reviewed at the end of the first month and second month data is more accurate.) These data serve as an indication of low-income families within the school. In the 2002-03 school year, a family of four must have earned less than \$2,790 per month to qualify for free or reduced-price lunches for the children in the family. Systemwide, 22% of students were receiving free or reduced-price lunches in October 2002. The percentage varied by level: 27% in elementary schools, 23% in middle schools, and 13% in high schools.

**Special Programs Membership** summarizes the number of students receiving special services through the Academically Gifted, Special Education, and ESL (English as a Second Language) programs as of October 2002. In each of these programs the type and intensity of service provided will vary based upon the needs of the student.

Total counts of students served by level in October 2002 were:

	<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
<b>Academically Gifted</b>	3,999	5,893	6,324
<b>Special Education</b>	5,510	4,307	3,885
<b>ESL</b>	2,986	676	824

Total counts of special education program membership as of October 2002 is shown in the following table:

	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
<b>Learning Disabled</b>	2,448	2,491	2,249
<b>Speech/Language Impairment</b>	1,192	117	52
<b>Other Health Impaired (includes ADHD)</b>	888	891	785
<b>Autistic</b>	265	120	102
<b>Behaviorally/Emotionally Handicapped</b>	167	293	276
<b>Educable Mentally Handicapped</b>	308	259	262
<b>Trainable Mentally Handicapped</b>	59	42	48
<b>Other Handicaps (hearing, visual, etc.)</b>	183	94	111

**Student Mobility** is defined in terms of Stability and Turbulence, two ways of estimating the impact of student entries and withdrawals on the school's instructional program.

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 after entering school during the first week. The higher the percentage, the more "stable" the student population has been. Stability across all WCPSS schools in 2002-03 was 91% (elementary), 92% (middle schools), and 95% (high schools)

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.

## **School Profile: Pages 3, 4, and 5 (Elem, Middle, and High) and Page 6 (High)**

The previous three years' results of the **Effectiveness Index (Student Effectiveness Over Time)** is printed for all elementary and middle schools that serve students in at least grades 3 and 6, respectively, and that have at least two years of standardized testing information available. Two years of results is shown for high schools. The analysis shown in the profile is based upon student performance on the North Carolina End-of-Grade tests for elementary and middle schools and the End-of-Course tests for high schools.

The State Board of Education reports **ABCs Accountability Plan** results annually. Overall results for WCPSS in 2002-03 were:

- 72% of schools met “High Growth” standards
- 25% of schools met “Expected Growth” standards
- 2% of schools did not meet the Expected Growth standard but showed adequate performance
- No school was designated as “Low Performing”

Additional ABCs results can be found in 2002-2003 North Carolina ABCs Results (E&R Publication No. 03.30), available on the Evaluation and Research Department section of the school district web site. (<http://www.wcpss.net/evaluation-research/>)

**End-of-Grade (EOG) Tests** are given for all students in grades 3-8. The profile shows the percentage of students who scored at Levels III and IV, which is defined as those levels representing grade level mastery or superior performance. The tables on the next page show the systemwide percentages from the past year for several demographic categories. Not all of these categories are reported in the profile for each school because of the small number of students in each school for some categories. Additional EOG test results can be found in 2002-2003 End-of-Grade Multiple-Choice Test Results (E&R Publication No. 03.17), available on the Evaluation and Research Department section of the school district web site. (<http://www.wcpss.net/evaluation-research/>)

2003 End-of-Grade Reading Test Results for WCPSS (Percentage of Students Who Scored at Level III or Level IV)						
Category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	89.0	90.0	93.5	87.7	90.3	92.2
Male	87.2	88.5	92.2	85.8	89.0	90.8
Female	91.0	91.4	94.8	89.7	91.6	93.7
White	96.2	96.3	98.1	95.8	96.2	97.1
Black	75.4	78.3	84.6	72.1	78.3	82.0
Asian	96.0	95.6	98.0	95.9	97.4	95.4
Hispanic/Latino	78.1	73.4	82.8	76.0	78.7	80.8
Am. Indian	87.9	95.2	94.4	87.5	95.2	100.0
Multiracial	88.9	93.5	96.5	89.2	94.5	95.7
Not FRL	94.7	95.6	97.4	93.5	95.7	96.0
FRL	73.8	74.0	81.8	70.2	72.8	77.6
Not Spec. Ed.	92.3	90.7	95.1	89.9	93.1	94.7
Special Ed.	68.0	71.2	76.5	61.5	66.8	70.2
LEP	73.9	65.3	69.0	51.5	68.8	61.6
Acad. Gifted	100.0	100.0	100.0	100.0	100.0	100.0

2003 End-Of-Grade Mathematics Test Results for WCPSS (Percentage of Students Who Scored at Level III or Level IV)						
Category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	93.5	96.3	95.6	91.7	87.9	88.6
Male	93.3	95.6	95.1	90.5	87.2	87.7
Female	93.7	97.0	96.1	93.0	88.7	89.4
White	98.2	98.9	98.8	97.6	95.2	95.6
Black	83.3	90.8	89.3	79.8	73.1	72.4
Asian	99.2	97.7	99.4	99.1	96.6	94.7
Hispanic/Latino	91.0	94.5	89.6	85.3	77.3	81.6
Am. Indian	90.9	100.0	94.4	91.7	90.5	91.7
Multiracial	93.2	95.9	97.1	92.8	91.4	92.1
Not FRL	97.2	98.6	98.3	96.1	94.3	93.6
FRL	83.6	89.6	87.8	78.3	67.9	69.4
Not Spec. Ed.	95.8	97.5	96.8	94.3	91.1	90.8
Special Ed.	78.8	85.7	83.9	70.0	60.0	62.0
LEP	88.6	90.4	82.8	69.3	60.5	74.0
Acad. Gifted	100.0	100.0	100.0	100.0	100.0	99.9

**High School End-of-Course** results are the primary components of the ABCs Plan for high schools, which sets school goals for student performance on ten End-of-Course multiple-choice tests. Average scale scores achieved by students in each school who take End-of-Course tests are compared to “expected” and “high” scale scores that are calculated based upon the prior testing history of the students. Systemwide average scale scores are shown in the following table and can be compared to scores reported in the school profile. Additional EOC test results can be found in 2002-2003 End-of-Course Multiple-Choice Test Results (E&R Publication No. 03.23), available on the Evaluation and Research Department section of the school district web site. (<http://www.wcpss.net/evaluation-research/>)

(Note: Percentages reported below are for tests administered only in high schools. Systemwide results reported elsewhere may include middle school students who take Algebra I, Geometry, or Algebra II.)

#### **EOC Mean Scale Scores for WCPSS High Schools**

<b>Course</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>
Algebra I	63.4	61.7	63.0	<b>63.1</b>
Algebra II	65.0	67.0	68.8	<b>69.1</b>
Geometry	63.0	63.5	63.8	<b>64.4</b>
English I	58.0	58.0	58.7	<b>60.4</b>
Economic/Legal/Political Systems	57.6	57.6	57.9	<b>58.4</b>
U.S. History	58.3	59.2	58.9	<b>60.0</b>
Biology	59.0	59.2	60.6	<b>59.6</b>
Chemistry	61.3	62.0	63.2	<b>64.0</b>
Physics	59.1	59.1	63.8	<b>62.7</b>
Physical Science	55.4	56.2	56.0	<b>55.2</b>

Five of the courses that utilize state tests are required for graduation—Algebra I, English I, Biology, Economic/Legal/Political Systems, and U.S. History. Five of the courses are math and science elective courses— Geometry, Algebra II, Physical Science, Chemistry, and Physics. Each high school profile shows the number of students enrolled in each course in 2002-03 and the percentage of students who scored at levels III or IV, indicating that they were “well prepared for more advanced study in the content area.” The following table shows the compiled percentages for all high school students in WCPSS and can be compared to each school’s profile.

### Percentage in Levels III or IV for EOC Tests Administered in High Schools

Course	All Students	White	Black	Other	Male	Female
Algebra I	84.0	90.7	72.5	82.7	83.5	84.5
Biology	74.2	86.8	42.2	72.0	76.0	72.5
Econ./Legal/Political Systems	80.4	90.9	56.6	74.1	82.5	78.3
English I	88.8	96.0	75.5	81.0	86.4	91.2
U.S. History	67.6	77.9	39.8	63.0	71.7	63.4
Geometry	81.6	89.4	55.9	80.0	83.4	79.9
Algebra II	85.2	89.4	66.2	88.3	84.6	85.7
Physical Science	61.5	77.0	43.5	59.0	67.0	55.4
Chemistry	85.5	87.8	70.6	88.4	86.4	84.7
Physics	89.2	91.3	67.6	90.7	90.8	87.0

NOTE: No state test was administered in English II in the 2002-03 school year.

**Other Accountability Measures for High Schools** are established by the State Board of Education.

Three of the standards are calculated and printed for each high school in the profiles. The systemwide data below can be compared to individual school data:

	2002-03	2001-02	2000-2001	1999-2000
Average SAT Total Battery score and Participation rate	1067 80%	1067 79%	1054 79%	1061 79%
Graduates completing requirements for entry to the UNC system	79%	77%	78%	77%
Dropout Rate Grades 9-12 (Calculated in the following school year)	n/a	3.5%	3.7%	4.1%

**North Carolina Writing Tests** have been given in past years to all students in grades 4, 7 and 10. The NC Department of Public Instruction declared the 2001-02 test administration invalid after problems with scoring reliability surfaced. Tests given in 2002-03 were considered pilot tests for a new scoring system. Therefore, no Writing Test data are presented in these profiles.



## **School Profile: Page 6 (Elementary and Middle) and Page 8 (High)**

During the 2002-03 school year, WCPSS administered **Parent and Student surveys** in every school, using a random sample of parents and students. Prior to the 2000-01 school year surveys had been administered systemwide to all parents and high school students on a biannual schedule. Some of the items on the surveys are kept constant over time and across forms for each group so that schools can measure improvement. Tables in the profiles show the percentage of parents "agreeing" or "strongly agreeing" with several statements from the parent and student surveys administered in 2002 and 2003. Detailed reports of systemwide survey results can be found in Parent, Student, and Staff Survey Results 2002-2003 (E&R Publication No. 03.33), which will be available on the Evaluation and Research Department section of the school district web site. (<http://www.wcpss.net/evaluation-research/>) in mid-December 2003.