

## Apex Middle

312  
400 E. Moore Street  
Apex, NC 27502

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:** Sue W. Tripp

**Current Phone:** (919) 387-2181

**Current Fax:** (919) 387-2203

### Information for 2001-02 School Year

**Principal:** Sue W. Tripp

**Grade Levels Served:** 6-8

**Calendar:** Traditional

**Original Construction Date:** 1952

**Most Recent Renovation:** 2000

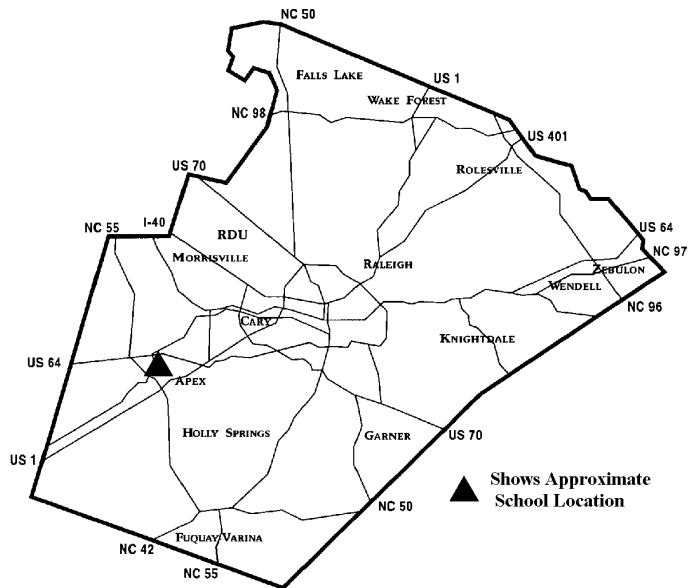
**Building Square Footage:** 123,951

**Size of Property (acres):** 12.3

**Permanent Classrooms:** 48

**Portable Classrooms:** 16 (as of 12-12-01)

**Campus Capacity:** 92% (as calculated by the WCPSS Facilities Department)



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

### Mission Statement

While addressing the unique needs of the early adolescent, the Apex Middle School Community will educate each student to be a responsible and productive citizen who can effectively manage future challenges.

### Vision Statement

The AMS community demonstrates pride as it works together to ensure a supportive, enthusiastic, and inviting atmosphere that meets the unique needs of culturally diverse middle school students. The high standards of the faculty and staff are reflected in the interactions among all stakeholders as we promote academic excellence, good character, and a healthy lifestyle. Visitors to Apex Middle School see students who are courteous and helpful to peers, staff, and guests. A variety of teaching strategies are employed to meet the developmental needs and diverse learning styles of the early adolescent. Students take responsibility for their own learning and set high personal goals for themselves. They develop self-discipline as well as critical thinking and problem solving skills. The implementation of innovative programs challenge and motivate all students to achieve academic success. State-of-the-art equipment and technology support are provided for teachers and students. Students are actively involved in extracurricular activities to promote school spirit and, most importantly, self-worth.

Parents, community, and businesses work to promote social, emotional, and academic growth of students. Parents are involved in helping classroom teachers assist students in learning. Through conferences, workshops, PTA meetings, and open houses, parents and teachers form a partnership to establish communication between home and school enabling parents to understand and support their children and the school.

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### Fall 2001-02 Student Population Characteristics

	Male					Female					Total
	White	Black	Asian	Hisp	Other	White	Black	Asian	Hisp	Other	
<b>Grade 6</b>	151	32	6	16	5	107	25	3	5	8	<b>358</b>
<b>Grade 7</b>	103	21	2	10	3	149	26	1	13	4	<b>332</b>
<b>Grade 8</b>	136	17	6	15	0	120	28	4	12	5	<b>343</b>
<b>TOTAL</b>	390	70	14	41	8	376	79	8	30	17	<b>1033</b>

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

### Students Identified for Special Programs in October 2001

Academically Gifted: 235

Special Education (not AG): 160

ESL (English as a Second Language): 57

	2001-02	2000-01	1999-00	1998-99
<b>Total Membership at End of First 20 Days</b>	1033	1038	1164	1151
<b>Percent Receiving Free/Reduced Lunch</b>	16%	17%	16%	17%
<b>Average Daily Attendance</b> (calc. at end of school year)	95.7%	95.3%	95.2%	95.4%

### 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 middle schools in 2001-02: 93%

#### Turbulence

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

All middle schools in 2001-02: 10%

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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>6th Grade</b>	Expected	Above	Expected	Expected	Above	Above
<b>7th Grade</b>	Expected	Expected	Above	Expected	Expected	Expected
<b>8th Grade</b>	Expected	Expected	Expected	Expected	Expected	Above

**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.

	<u><b>2001-02</b></u>	<u><b>2000-01</b></u>	<u><b>1999-00</b></u>
The Composite Performance scores for this school:	<b>91.8%</b>	<b>91.9%</b>	<b>86.5%</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: **Met High 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 Department of Public Instruction (NCDPI) used a new scale ranging from 200 to 300 for these tests.

	Reading			Mathematics		
	2000	2001	2002	2000	2001	2002
<b>6th Grade</b>	160.9	161.7	161.7	170.3	268.1	269.5
<b>7th Grade</b>	163.4	165.9	164.4	175.4	273.9	273.0
<b>8th Grade</b>	165.3	166.9	167.1	180.0	275.4	277.4

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

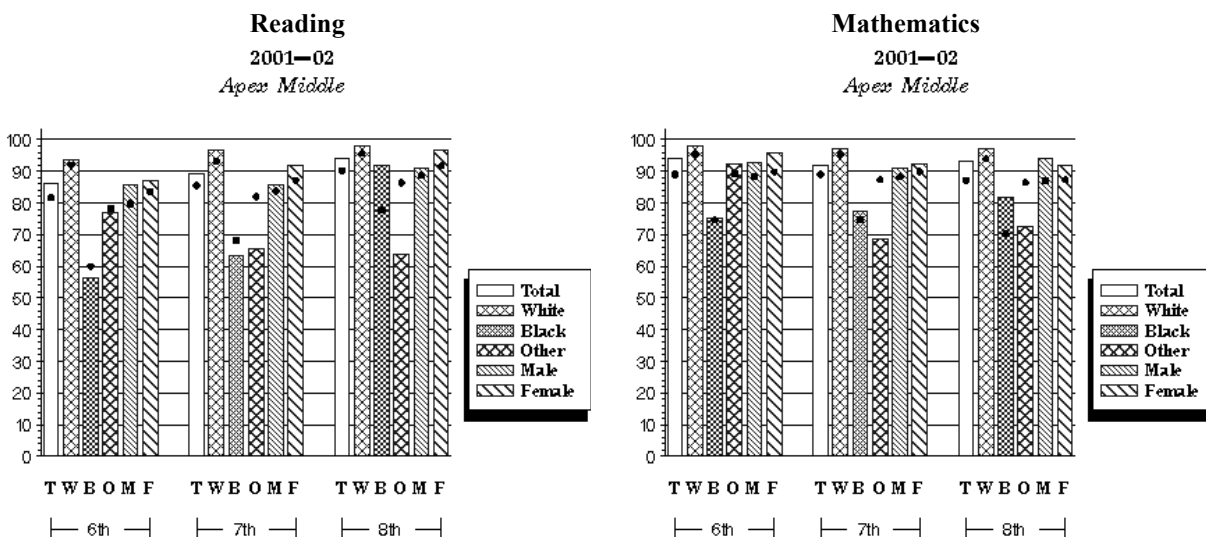
**“The Wake County Public School System is committed to academic excellence. By 2003, 95% of students tested will be at or above grade level as measured by NC EOG testing at grades 3 and 8.”**

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
6th	85	88	86	92	96	94	6th	91	93	94	96	98	98
7th	89	93	89	95	98	97	7th	92	94	92	97	98	97
8th	89	93	94	96	97	98	8th	90	93	93	95	98	97
	Black Students			Other Students				Black Students			Other Students		
	2000	2001	2002	2000	2001	2002		2000	2001	2002	2000	2001	2002
6th	61	53	56	62	68	77	6th	77	79	75	73	68	92
7th	64	69	63	69	75	66	7th	69	72	78	77	79	69
8th	68	72	92	63	78	64	8th	74	64	82	81	82	73
	Males			Females				Males			Females		
	2000	2001	2002	2000	2001	2002		2000	2001	2002	2000	2001	2002
6th	82	87	86	87	89	87	6th	91	89	93	91	96	96
7th	87	91	86	90	95	92	7th	91	96	91	92	92	92
8th	83	91	91	94	95	97	8th	88	92	94	92	93	92

## 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.	98.0 %	83.7 %
My child's school provides a high quality educational program.	93.1 %	82.6 %
My child is given challenging work in all classes.	83.0 %	78.0 %
If I call the school, I receive courteous attention.	98.0 %	84.8 %
Students at my child's school are well behaved overall.	91.1 %	67.0 %
The rules of this school are fair.	91.1 %	84.6 %
Teachers in this school really seem to care about the students.	86.0 %	73.9 %
This school promotes understanding among students from various backgrounds.	93.5 %	N/A
<b>The percentage of Parents returning the survey at this school was:</b>	<b>61%</b>	<b>58%</b>

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

	<b>2002</b>	<b>2001</b>
This school is a safe place to learn.	90.5 %	82.4 %
The students at this school get along with each other.	50.7 %	38.2 %
The rules of this school are fair.	67.6 %	43.4 %
It is easy to get help from the adults in this school.	71.9 %	61.2 %
I like my school.	68.2 %	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.

	<b>Parents</b>	<b>Students</b>
Reading Skills	86.1 %	81.1 %
Writing Skills	78.6 %	81.1 %
Math Skills	86.4 %	85.8 %
Social Studies Skills	85.4 %	70.7 %
Science Skills	81.6 %	85.0 %

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Grades given to this school on the 2002 Parent Survey</b>	34.0 %	47.0 %	19.0 %	0.0 %	0.0 %