522

10401 Penny Road

Raleigh, NC 27606

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: George Cooper Current Phone: (919) 387-4490 Current Fax: (919) 387-4496

Information for 2001-02 School Year

Principal: George Cooper **Grade Levels Served:** K-5

Calendar: Year Round

Original Construction Date: 1995

Most Recent Renovation:

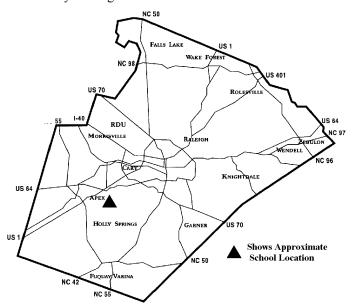
Building Square Footage: 77,586

Size of Property (acres): 17.5

Permanent Classrooms: 35

Portable Classrooms: 4 (as of 12-12-01)

Campus Capacity: 111% (as calculated by the WCPSS Facilities Department)



Mission/Program Description for the 2001-02 School Year

It is the mission of Oak Grove Elementary to prepare children to be active and caring learners in a socially and culturally diverse democracy.

Oak Grove Elementary is a place where children and learning are given top priority. In each classroom, children are actively engaged in learning. Teachers maintain high expectations, and achievement is high in all areas of child development - academic, physical, and emotional. Teachers grow professionally by attending on-going staff development. Communication between staff, administration, and parents is frequent and thorough. The instructional program is centered on an integrated curriculum which spirals across all grade levels. Oak Grove is a place where parents are active participants in their children's education.

Our current School Improvement Plan focuses on strategies that support, develop, and extend student achievement in reading, writing, and mathematics.

11/25/2002 Page 1 of 6

522

Fall 2001-02 Student Population Characteristics

	Male				Female				Total		
	White	Black	Asian	Hisp	Other	White	Black	Asian	Hisp	Other	
Kindergarten	61	1	7	2	8	55	3	5	1	2	145
Grade 1	64	5	3	4	0	62	3	6	3	1	151
Grade 2	62	6	3	3	4	63	4	4	2	1	152
Grade 3	60	2	8	3	6	75	10	2	2	2	170
Grade 4	63	8	7	3	2	73	6	5	4	3	174
Grade 5	73	11	5	3	1	69	3	6	1	0	172
TOTAL	383	33	33	18	21	397	29	28	13	9	964

Note: Counts of students refer to the 20th day of the school year.

Students Identified for Special Programs as of October 2001

Academically Gifted: 147

Special Education (not AG): 136

ESL (English as a Second Language): 20

	2001-02	2000-01	1999-00	1998-99
Total Membership at End of First 20 Days	964	962	1019	1024
Percent Receiving Free/Reduced Lunch	4%	4%	4%	4%
Average Daily Attendance (calc. at end of school year)	96.7%	97.1%	96.0%	96.8%

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: 97%

All elementary schools in 2001-02: 92%

Turbulence:

This school in 2001-02: **6%**

All elementary schools in 2001-02: 17%

11/25/2002 Page 2 of 6

522

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

	2001-02		2000	-01	1999-00		
	Reading	Math	Reading	Math	Reading	Math	
3rd Grade	Expected	Expected	Expected	Expected	Expected	Expected	
4th Grade	Expected	Expected	Expected	Expected	Expected	Expected	
5th Grade	Above	Expected	Expected	Above	Expected	Expected	

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.

2001-02
2000-01
1999-00

The Composite Performance scores for this school: 97.5% 95.0% 93.4%

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

11/25/2002 Page 3 of 6

522

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 Dept. of Public Instruction (NCDPI) used a new scale ranging from 200 to 300 for these tests.

	Reading			Mathematics			
	2000	2001	2002	2000	2001	2002	
3rd Grade	154.3	154.4	154.8	152.7	257.3	258.1	
4th Grade	157.6	157.6	157.6	160.4	264.2	263.6	
5th Grade	162.7	163.2	163.3	169.3	271.4	271.6	

11/25/2002 Page 4 of 6

522

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

Reading							
Al	l Stude	nts	Whi	White Students			
2000	2001	2002	2000	2001	2002		
97	95	95	98	96	98		
93	95	96	96	96	98		
98	97	98	99	99	99		
Blac	ek Stud	lents	Other Students				
2000	2001	2002	2000	2001	2002		
75	83	69	100	96	95		
63	77	85	100	100	96		
	81	85		100	100		
	Males		Females				
2000	2001	2002	2000	2001	2002		
96	95	95	98	95	96		
94	93	99	92	96	94		
96	99	98	99	95	99		
	2000 97 93 98 Blac 2000 75 63 2000 96 94	2000 2001 97 95 93 95 98 97 Black Stud 2000 2001 75 83 63 77 81 Males 2000 2001 96 95 94 93	All Students 2000 2001 2002 97 95 95 93 95 96 98 97 98 Black Students 2000 2001 2002 75 83 69 63 77 85 81 85 2000 2001 2002 96 95 95 94 93 99	All Students Whit 2000 2001 2002 2000 97 95 95 98 93 95 96 96 98 97 98 99 Black Students Oth 2002 2000 75 83 69 100 63 77 85 100 81 85 2000 2001 2002 2000 96 95 95 98 94 93 99 92	All Students White Students 2000 2001 2002 2000 2001 97 95 95 98 96 93 95 96 96 96 98 97 98 99 99 Black Students Other Students 2000 2001 2002 2000 2001 75 83 69 100 96 63 77 85 100 100 81 85 100 100 Males 2000 2001 2001 96 95 95 98 95 94 93 99 92 96		

	All Students			Whi	White Students			
	2000	2001	2002	2000	2001	2002		
3rd	96	96	98	97	98	98		
4th	95	98	99	100	100	100		
5th	99	98	99	100	100	100		
•	Blac	ek Stud	lents	Oth	Other Students			
	2000	2001	2002	2000	2001	2002		
3rd	75	75	92	100	96	100		
4th	58	77	85	100	100	100		
5th		81	85		100	100		
		Males		Females				
	2000	2001	2002	2000	2001	2002		
3rd	97	96	97	95	97	98		
4th	98	98	100	93	99	98		
5th	97	99	98	100	96	100		

2001-02 Percentage of Students in Levels III or IV by Race and by Gender

Reading **Mathematics** 2001-02 2001-02 Oak Grove Elementary Oak Grove Elementary 100 100 90 90 80 80 70 70 60 60 □ Total □ Total 50 50 XXX White XXX White 40 Black 40 Black Other Other 30 30 SSSSS Male SSSSS Male 20 ⊠ Female 20 ⊠ Female TWBOMF TWBOMF TWBOMF TWBOMF TWBOMF TWBOMF — 3rd — — 4th — — 5th — — 3rd — — 4th —

11/25/2002 Page 5 of 6

Parents Students

Oak Grove Elementary

522

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.	97.7 %	100.0%
My child's school provides a high quality educational program.	97.6 %	95.7 %
My child is given challenging work in all classes.	91.3 %	90.1 %
If I call the school, I receive courteous attention.	97.6 %	92.8 %
Students at my child's school are well behaved overall.	98.4 %	91.5 %
The rules of this school are fair.	98.4 %	97.2 %
Teachers in this school really seem to care about the students.	98.4 %	94.4 %
This school promotes understanding among students from various backgrounds.	95.8 %	N/A
The percentage of Parents returning the survey at this school was:	78%	65%

Student Survey Results (Approximately 150 students surveyed.)	2002	2001
This school is a safe place to learn.	98.8 %	91.1 %
The students at this school get along with each other.	61.3 %	28.7 %
The rules of this school are fair.	93.3 %	78.2 %
It is easy to get help from the adults in this school.	88.4 %	69.3 %
I like my school.	95.7 %	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.

Reading Skills	93.0 %	89.0 %
Writing Skills	88.1 %	89.0 %
Math Skills	86.6 %	90.9 %
Social Studies Skills	88.9 %	79.8 %
Science Skills	80.8 %	83.2 %

11/25/2002 Page 6 of 6