

## Wakefield High

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2200 Wakefield Pines Drive

Raleigh, NC 27614

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:** Stephen Takacs

**Current Phone:** (919) 562-3600

**Current Fax:** (919) 562-3623

### Information for 2001-02 School Year

**Principal:** Stephen Takacs

**Grade Levels Served:** 9-12

**Calendar:** Traditional

**Original Construction Date:** 1999

**Most Recent Renovation:**

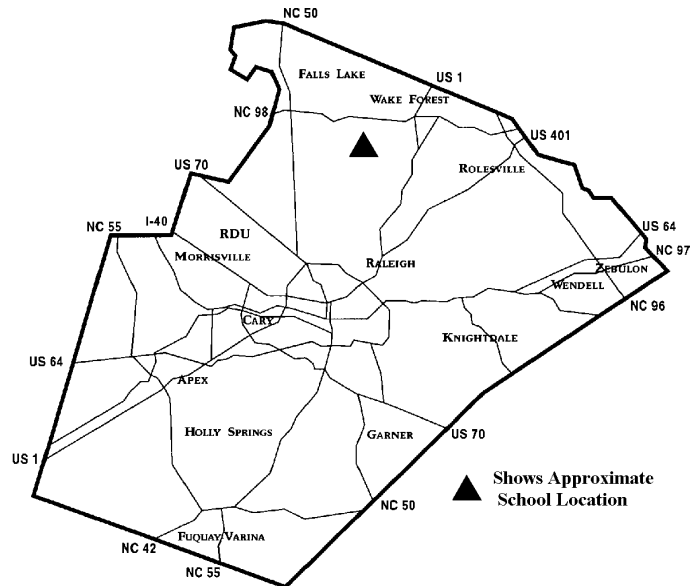
**Building Square Footage:** 270,755

**Size of Property (acres):** 50.0

**Permanent Classrooms:** 84

**Portable Classrooms:** 0 (as of 12-12-01)

**Campus Capacity:** 78% (as calculated by the WCPSS Facilities Department)



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

Wakefield is the Wake County's newest comprehensive high school and is expected to grow rapidly over the next few years. It opened in August 2000 with 870 students in grades 9, 10 and 11 and 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. The following Advanced Placement (AP) courses are scheduled at Wakefield: Calculus, US History, and Biology. As the student body grows we will offer a full complement of other Advanced Placement courses and a wider range of academic electives. Preliminary End-of-Course and tenth grade writing results portend a strong academically inclined student body.

Wakefield believes that co and extra-curricular activities/organizations are an essential part of high school and we encourage all students to participate. We will offer all varsity and junior varsity sports beginning in the 2001-2002 school year. (Varsity football was not offered in the school year 2000-2001). We have a full-time band teacher and expect to have full-time visual arts, drama, and choral teachers for the 2001-2002 school year. 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 2001-02 Student Population Characteristics

	Male					Female					Total
	White	Black	Asian	Hisp	Other	White	Black	Asian	Hisp	Other	
<b>Grade 9</b>	161	49	4	5	4	119	36	3	0	2	<b>383</b>
<b>Grade 10</b>	158	35	2	0	4	149	31	6	1	1	<b>387</b>
<b>Grade 11</b>	133	31	7	0	3	113	25	6	1	5	<b>325</b>
<b>Grade 12</b>	89	13	2	0	1	67	14	4	0	2	<b>192</b>
<b>TOTAL</b>	<b>541</b>	<b>128</b>	<b>15</b>	<b>6</b>	<b>12</b>	<b>449</b>	<b>106</b>	<b>19</b>	<b>2</b>	<b>10</b>	<b>1288</b>

**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: 218

Special Education (not AG): 150

ESL (English as a Second Language): 0

	2001-02	2000-01	1999-00	1998-99
<b>Total Membership at End of First 20 Days</b>	1288	870		
<b>Percent Receiving Free/Reduced Lunch</b>	8%	9%		
<b>Average Daily Attendance</b> (calc. at end of school year)	96.3%	95.1%		

## 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: **95%**

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

### Other Accountability Measures

#### Dropout Rates\*

2000-01: 1.3%

1999-00:

1998-99:

#### SAT

	Math	Verbal	Total	Participation
2001-02:	511	503	1014	74.0%
2000-01:	0	0	0	0.0%
1999-00:	0	0	0	0.0%

\*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**

<b>Courses Required for All Students</b>		<b>Elective Courses</b>	
<b>Algebra I</b>	64.8	<b>Geometry</b>	64.2
<b>Biology</b>	63.0	<b>Algebra II</b>	70.9
<b>ELPS</b>	62.1	<b>Chemistry</b>	64.5
<b>English I</b>	59.7	<b>Physical Science</b>	59.0
<b>US History</b>	59.2	<b>Physics</b>	65.7

**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:	84.9%	82.3%		

**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 High Growth Standard

**In 2000-01 this school:** Met the exemplary 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.

<b>2002:</b> 77.8%	<b>2001:</b>	<b>2000:</b>	<b>1999:</b>
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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.

<b>2001-02:</b> 3.9%	<b>2000-01:</b>	<b>1999-00:</b>
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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.\*

<b>Algebra 1</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2001-02</b>	316	86%	170	84%	146	89%	232	89%	69	74%	15	93%
<b>2000-01</b>	211	88%	120	90%	91	85%	161	91%	41	73%		
<b>1999-00</b>												

<b>Biology</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2001-02</b>	254	90%	122	91%	132	89%	193	96%	41	63%	20	90%
<b>2000-01</b>	306	81%	163	79%	143	83%	247	88%	45	42%	14	79%
<b>1999-00</b>												

<b>ELP</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2001-02</b>	163	91%	72	93%	91	89%	114	96%	38	74%	11	100%
<b>2000-01</b>	366	89%	186	90%	180	87%	294	95%	56	55%	16	88%
<b>1999-00</b>												

<b>English I</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2001-02</b>	379	87%	214	84%	165	90%	275	94%	84	67%	20	75%
<b>2000-01</b>	357	90%	185	89%	172	92%	281	94%	61	77%	15	80%
<b>1999-00</b>												

<b>English II</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2001-02*</b>												
<b>2000-01</b>	302	61%	164	58%	138	65%	216	66%	50	40%	36	64%
<b>1999-00</b>	145	79%	85	69%	59	92%	108	80%	21	71%	16	81%

<b>US History</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2001-02</b>	312	68%	169	68%	143	69%	239	74%	50	46%	23	57%
<b>2000-01</b>	164	65%	85	69%	79	61%	132	67%	23	52%		67%
<b>1999-00</b>												

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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.

<b>Algebra II</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2001-02</b>	277	91%	141	94%	136	88%	232	94%	29	83%	16	69%
<b>2000-01</b>	158	94%	78	91%	80	96%	140	94%	11	91%		
<b>1999-00</b>												

<b>Chemistry</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2001-02</b>	221	92%	110	91%	111	93%	188	95%	19	68%	13	92%
<b>2000-01</b>	144	73%	70	71%	74	74%	117	75%	16	69%	11	55%
<b>1999-00</b>												

<b>Geometry</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2001-02</b>	280	80%	131	91%	111	81%	223	85%	39	56%	18	67%
<b>2000-01</b>	273	91%	141	94%	132	89%	229	93%	25	80%	19	79%
<b>1999-00</b>												

<b>Physics</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2001-02</b>	60	93%	36	97%	24	88%	54	93%				
<b>2000-01</b>	25	80%	18	83%			20	90%				
<b>1999-00</b>												

<b>Physical Science</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2001-02</b>	236	80%	129	80%	107	80%	172	87%	53	60%		
<b>2000-01</b>	160	81%	84	86%	76	75%	119	89%	32	53%		
<b>1999-00</b>												

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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.	97.0 %	84.2 %
My child's school provides a high quality educational program.	90.9 %	81.9 %
My child is given challenging work in all classes.	84.8 %	74.2 %
If I call the school, I receive courteous attention.	77.1 %	77.4 %
Students at my child's school are well behaved overall.	84.5 %	59.6 %
The rules of this school are fair.	77.1 %	75.8 %
Teachers in this school really seem to care about the students.	83.7 %	67.7 %
This school promotes understanding among students from various backgrounds.	88.8 %	N/A
<b>The percentage of Parents returning the survey at this school was:</b>	<b>43%</b>	<b>48%</b>

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

	<b>2002</b>	<b>2001</b>
This school is a safe place to learn.	96.6 %	81.1 %
The students at this school get along with each other.	76.9 %	46.3 %
The rules of this school are fair.	48.8 %	23.1 %
It is easy to get help from the adults in this school.	75.6 %	60.3 %
I like my school.	75.9 %	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	88.3 %	86.5 %
Writing Skills	85.4 %	87.0 %
Math Skills	86.7 %	75.7 %
Social Studies Skills	90.8 %	76.8 %
Science Skills	88.8 %	79.6 %

**Grades given to this school on the 2002 Parent Survey:**    **A** 28.3 %    **B** 47.8 %    **C** 17.4 %    **D** 3.3 %    **F** 3.3 %