

School Profiles

for the
2002-03 School Year

Fuquay-Varina Middle

School ID Number: 424

104 N. Woodrow Street Fuquay-Varina, NC 27526

Phone: (919) 557-2727

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Current Principal: Tony Cates

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: Carroll Reed

Grade Levels Served: 6-8

Calendar: Traditional

Facility Data

Original Construction Date: 1916

Most Recent Renovation: 1999

Building Square Footage: 162,978

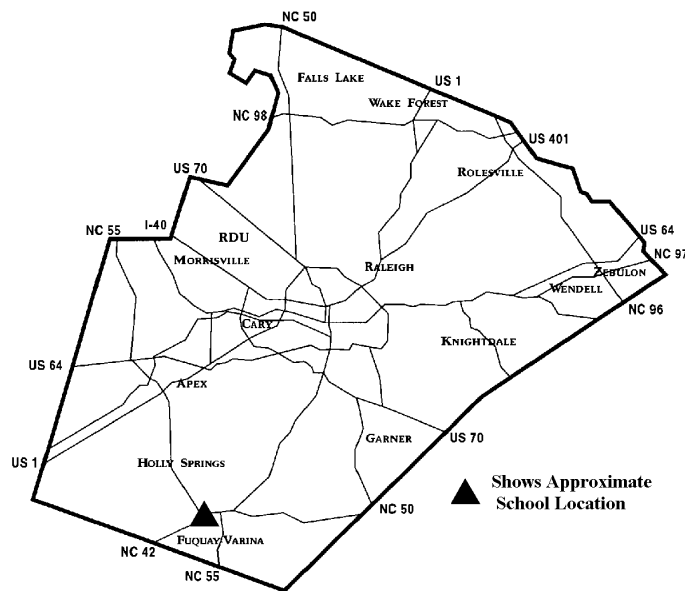
Size of Property (acres): 14.6

Permanent Classrooms: 57

Portable Classrooms: 13

Campus Capacity: 109%

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



Mission Statement/Program Description

Mission: To educate the total student so that he or she becomes a self-directed learner, able to cope with future challenges.

Organization: Our school is organized into teams of teachers and students to provide greater involvement with students by the staff and to reduce the size of the groups with which students interact throughout the school day.

School Improvement Plan Focus: 1) To improve reading, math, and writing effectiveness in all curriculum areas. This is a shared responsibility among all staff with student activities directed toward these daily. Students have regular opportunities for tutorial assistance during and after school in areas of academic needs. 2) To improve school climate among staff, students, and the community. This focus area includes communications between the home and the school; parental involvement and education; and academic incentive programs, including school-based as well as community-supported programs.

Fuquay-Varina Middle

Fall 2002-03 Student Population Characteristics

	Male						Female						Total
	White	Black	Asian	Hisp	Multi	AmInd	White	Black	Asian	Hisp	Multi	AmInd	
Grade 6	136	59	3	18	5	0	148	57	0	13	7	1	447
Grade 7	171	64	1	13	4	1	148	64	2	8	7	0	483
Grade 8	161	55	0	8	1	2	139	54	2	10	4	1	437
TOTAL	468	178	4	39	10	3	435	175	4	31	18	2	1,367

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	143	155	196	225
Students with Disabilities	N/A	186	202	245
Limited English Proficient	N/A	0	0	0

	1999-00	2000-01	2001-02	2002-03
Total Membership at End of First 20 Days	1033	1125	1223	1367
Percent Receiving Free/Reduced Lunch	23%	25%	24%	25%
Average Daily Attendance (calculated at the end of the school year)	94.8%	94.8%	94.9%	94.4%

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: **91%**

All middle schools in 2002-03: **92%**

Turbulence:

This school in 2002-03:

Not Yet Available

All middle schools in 2002-03:

Fuquay-Varina Middle

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 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 examining how students in that school perform compared 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

	2000-01		2001-02		2002-03	
	Reading	Math	Reading	Math	Reading	Math
6th Grade	Below	Expected	Below	Expected	Expected	Expected
7th Grade	Expected	Expected	Below	Below	Expected	Below
8th Grade	Below	Expected	Below	Expected	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 "Performance Composite" 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>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>
The Performance Composite scores for this school:	82.7%	83.8%	84.7%

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 2000-01 this school: **Did Not Meet Expected Growth Standard**

In 2001-02 this school: **Did Not Meet Expected Growth Standard**

In 2002-03 this school: **Met Expected Growth Standard**

Fuquay-Varina Middle

Adequate Yearly Progress (AYP)

AYP is based upon a set of performance targets that schools must achieve each year to meet the requirements of the federal No Child Left Behind (NCLB) Act of 2001. 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 were 68.9% in reading and 74.6% in math for grades 3-8

For the 2002-03 School Year: This school DID NOT MEET AYP

It Met: **21** out of **25** targets, or **84%** 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>

Writing Test Results

The design of the North Carolina Writing Test was changed in 2002 and was given as a pilot test in grades 4, 7, and 10 in the winter of 2003. No summary reports are available. The revised tests will be administered in 2004 using a new scoring system.

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 200 to 300 across the six grade levels. (Note: Reading scale scores prior to 2003 ranged from 100 to 200.) Progress is measured from year to year as scores move up the scale. The following table shows 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.

	Reading			Mathematics		
	2001	2002	2003	2001	2002	2003
6th Grade	156.7	158.5	259.7	264.5	264.8	266.7
7th Grade	162.3	160.7	261.5	267.6	267.6	266.9
8th Grade	163.7	165.0	264.6	270.2	271.7	271.6

Fuquay-Varina Middle

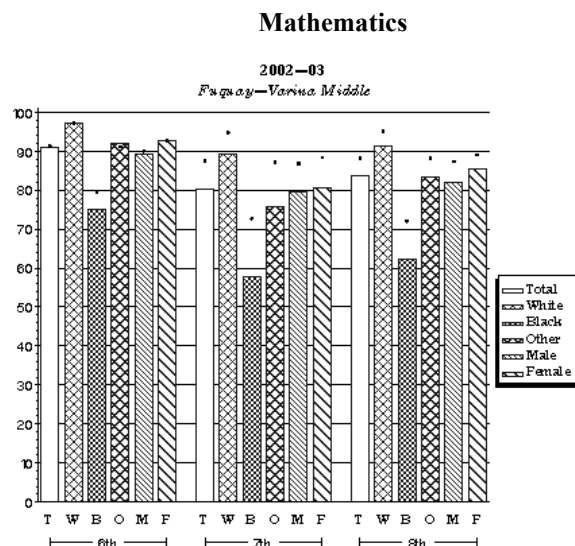
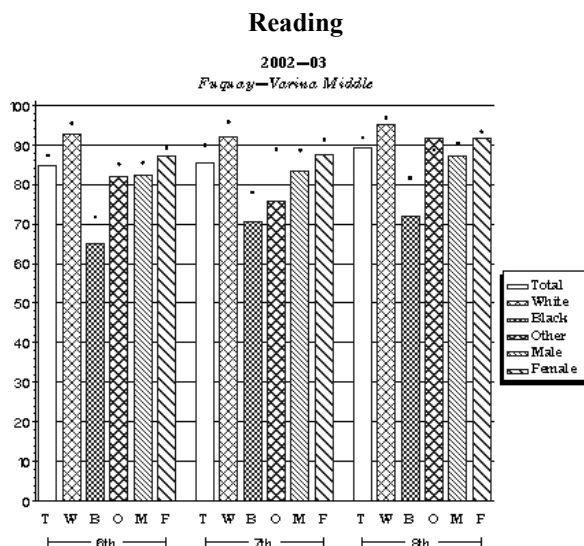
In August, 1998, the WCPSS Board of Education adopted the following goal for the school system:

“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 2003 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 Scoring At or Above Grade Level By Race and By Gender

Reading							Mathematics						
	All Students			White Students				All Students			White Students		
	2001	2002	2003	2001	2002	2003		2001	2002	2003	2001	2002	2003
6th	71	78	85	82	88	93	6th	85	87	91	92	94	97
7th	86	79	85	94	86	92	7th	85	83	80	92	91	89
8th	88	91	89	91	96	95	8th	81	83	84	87	88	91
	Black Students			Other Students				Black Students			Other Students		
	2001	2002	2003	2001	2002	2003		2001	2002	2003	2001	2002	2003
6th	43	52	65	44	70	82	6th	68	68	75	72	86	92
7th	59	56	71	71	80	76	7th	65	60	58	67	85	76
8th	78	76	72	87	85	92	8th	64	68	62	74	70	83
	Males			Females				Males			Females		
	2001	2002	2003	2001	2002	2003		2001	2002	2003	2001	2002	2003
6th	71	78	82	71	78	87	6th	88	85	89	83	89	93
7th	86	79	83	85	78	87	7th	88	84	80	82	82	81
8th	85	92	87	92	90	92	8th	80	84	82	83	81	85



Fuquay-Varina Middle

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.	84.6 %	86.2 %
My child's school provides a high quality educational program.	79.2 %	78.2 %
My child is given challenging work in all classes.	79.2 %	73.3 %
Students at my child's school are well behaved overall.	62.7 %	56.3 %
The rules of this school are fair.	86.5 %	80.3 %
Teachers in this school really seem to care about the students.	89.6 %	81.5 %
This school promotes understanding among students from various backgrounds	85.4 %	79.5 %
The percentage of Parents returning the survey at this school was:	33%	41%

Student Survey Results	2002	2003
This school is a safe place to learn.	86.0 %	74.0 %
The students at this school get along with each other.	42.5 %	18.7 %
The rules of this school are fair.	64.2 %	52.0 %
My school provides many ways to help me learn.	N/A	83.3 %
I like my school.	61.5 %	58.9 %

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	81.1 %	85.0 %
Writing Skills	76.0 %	73.7 %
Math Skills	83.3 %	82.6 %
Social Studies Skills	79.9 %	63.7 %
Science Skills	84.1 %	75.5 %

	A	B	C	D	F
Grades given to this school on the 2003 Parent Survey:	15.9 %	50.6 %	26.7 %	4.5 %	2.3 %
Grades given to this school on the 2003 Student Survey:	10.7 %	44.1 %	33.4 %	6.3 %	5.5 %