

Apex High

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1501 Laura Duncan Road

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: Thomas Dixon

Current Phone: (919) 387-2208

Current Fax: (919) 387-3023

Information for 2001-02 School Year

Principal: Thomas Dixon

Grade Levels Served: 9-12

Calendar: Traditional

Original Construction Date: 1975

Most Recent Renovation: 2002

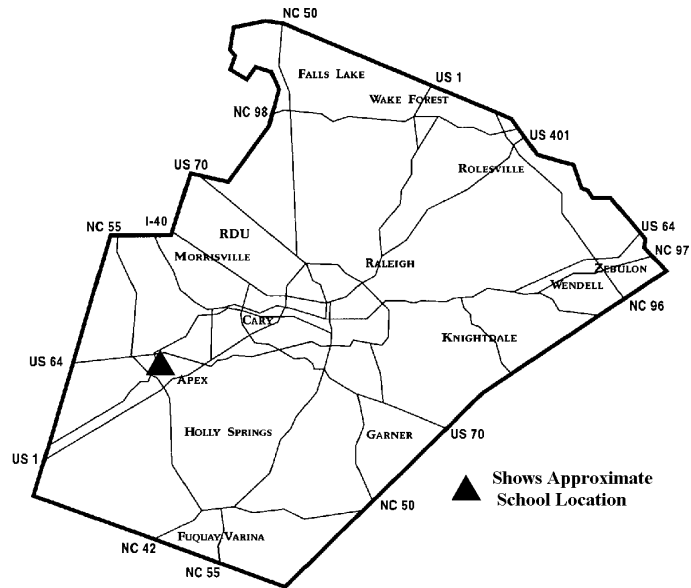
Building Square Footage: 281,909

Size of Property (acres): 55.5

Permanent Classrooms: 82

Portable Classrooms: 9 (as of 12-12-01)

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



Mission/Program Description for the 2001-02 School Year

Apex High School has set as its goal to provide all students with a strong foundation of academic and technical skills that will prepare them for successful careers and a lifetime of learning. To focus on this goal, we have developed and agreed upon the educational competencies which our graduates should possess. We believe that every graduate of Apex High School should demonstrate knowledge and proficiency in at least the following areas:

- * written and oral expression
- * reading for comprehension and understanding (reasoning)
- * computation and problem solving
- * technology (understanding and use)
- * collaborative and cooperative interpersonal skills
- * ability to make informed choices about post-secondary plans

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Fall 2001-02 Student Population Characteristics

	Male					Female					Total
	White	Black	Asian	Hisp	Other	White	Black	Asian	Hisp	Other	
Grade 9	219	52	5	14	1	219	44	5	21	3	583
Grade 10	186	27	14	13	5	187	32	6	6	4	480
Grade 11	178	32	3	6	2	205	32	7	2	5	470
Grade 12	185	24	7	6	3	205	22	4	3	1	460
TOTAL	768	135	29	37	11	816	130	22	32	13	1993

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: 442

Special Education (not AG): 241

ESL (English as a Second Language): 53

	2001-02	2000-01	1999-00	1998-99
Total Membership at End of First 20 Days	1993	1976	2040	2276
Percent Receiving Free/Reduced Lunch	6%	6%	5%	5%
Average Daily Attendance (calc. at end of school year)	96.0%	95.6%	95.6%	95.6%

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.

Stability:

This school in 2001-02: **96%**

All high schools in 2001-02: 95%

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.

Turbulence:

This school in 2001-02: **10%**

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

Other Accountability Measures

Dropout Rates*

2000-01:	2.7%
1999-00:	2.5%
1998-99:	4.1%

SAT

	Math	Verbal	Total	Participation
2001-02:	554	536	1090	76.0%
2000-01:	558	536	1094	83.7%
1999-00:	551	526	1077	85.9%

*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

Courses Required for All Students		Elective Courses	
Algebra I	65.4	Geometry	67.1
Biology	60.0	Algebra II	72.1
ELPS	58.7	Chemistry	64.2
English I	59.7	Physical Science	56.3
US History	59.4	Physics	65.1

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:	85.5%	79.8%	78.6%	80.2%

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 Expected Growth Standard

In 2000-01 this school: Met the expected 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.

2002: 74.3%	2001: 74.1%	2000: 76.7%	1999: 77.1%
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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.

2001-02: 5.1%	2000-01: 3.2%	1999-00: 3.3%
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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.*

Algebra I	All Students		Males		Females		White		Black		Other	
2001-02	395	92%	207	91%	188	94%	300	96%	71	80%	24	88%
2000-01	385	91%	193	91%	192	92%	312	95%	54	72%	19	89%
1999-00	358	86%	183	85%	175	88%	307	88%	41	73%	10	90%

Biology	All Students		Males		Females		White		Black		Other	
2001-02	557	81%	273	81%	284	81%	438	88%	73	43%	46	74%
2000-01	521	70%	267	72%	254	68%	395	79%	88	28%	38	74%
1999-00	500	71%	254	69%	246	74%	395	78%	79	35%	26	69%

ELP	All Students		Males		Females		White		Black		Other	
2001-02	566	83%	284	82%	282	84%	446	90%	76	49%	44	80%
2000-01	569	82%	300	85%	269	79%	427	90%	95	47%	47	79%
1999-00	529	84%	262	84%	267	84%	418	90%	83	52%	28	86%

English I	All Students		Males		Females		White		Black		Other	
2001-02	542	88%	271	85%	271	90%	429	93%	74	64%	39	77%
2000-01	512	83%	268	80%	244	87%	392	92%	86	47%	34	76%
1999-00	481	83%	248	77%	233	90%	383	90%	78	51%	20	80%

English II	All Students		Males		Females		White		Black		Other	
2001-02*												
2000-01	455	55%	223	49%	231	60%	368	59%	60	28%	27	52%
1999-00	451	62%	210	57%	238	67%	364	69%	53	28%	34	44%

US History	All Students		Males		Females		White		Black		Other	
2001-02	451	67%	206	69%	245	64%	363	72%	61	38%	27	59%
2000-01	466	71%	220	75%	246	69%	387	76%	52	40%	27	59%
1999-00	516	67%	277	67%	239	67%	444	70%	37	22%	35	80%

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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.

Algebra II	All Students		Males		Females		White		Black		Other	
2001-02	376	95%	160	92%	216	97%	328	95%	27	89%	21	95%
2000-01	382	91%	180	90%	202	91%	340	91%	21	81%	21	95%
1999-00	384	83%	181	85%	203	81%	340	85%	26	54%	18	83%

Chemistry	All Students		Males		Females		White		Black		Other	
2001-02	246	90%	97	93%	149	89%	216	90%	12	83%	18	94%
2000-01	233	78%	107	76%	126	79%	212	78%			13	92%
1999-00	390	77%	181	83%	201	71%	347	76%	24	75%	19	84%

Geometry	All Students		Males		Females		White		Black		Other	
2001-02	440	91%	211	93%	149	91%	386	93%	29	72%	25	84%
2000-01	382	89%	182	90%	200	88%	337	89%	23	74%	22	95%
1999-00	396	86%	186	87%	210	85%	338	89%	31	68%	27	70%

Physics	All Students		Males		Females		White		Black		Other	
2001-02	144	95%	78	95%	66	96%	129	96%				
2000-01	167	88%	84	88%	83	88%	143	90%			18	89%
1999-00	238	80%	115	86%	123	75%	212	81%			22	73%

Physical Science	All Students		Males		Females		White		Black		Other	
2001-02	78	68%	45	69%	33	67%	37	81%	34	50%		
2000-01	257	83%	139	83%	118	83%	197	91%	48	54%	12	75%
1999-00	216	76%	107	80%	109	71%	160	87%	48	40%		

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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.)

	2002	2001
My child's school is a safe place to learn.	95.2 %	86.4 %
My child's school provides a high quality educational program.	89.9 %	75.2 %
My child is given challenging work in all classes.	81.6 %	73.7 %
If I call the school, I receive courteous attention.	83.7 %	78.2 %
Students at my child's school are well behaved overall.	83.1 %	57.9 %
The rules of this school are fair.	80.3 %	64.9 %
Teachers in this school really seem to care about the students.	73.5 %	56.7 %
This school promotes understanding among students from various backgrounds.	85.4 %	N/A
The percentage of Parents returning the survey at this school was:	65%	58%

Student Survey Results (Approximately 150 students surveyed.)

	2002	2001
This school is a safe place to learn.	91.8 %	76.1 %
The students at this school get along with each other.	74.2 %	45.1 %
The rules of this school are fair.	63.0 %	33.3 %
It is easy to get help from the adults in this school.	77.0 %	54.5 %
I like my school.	72.9 %	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.

Parents Students

	Parents	Students
Reading Skills	83.6 %	80.3 %
Writing Skills	80.0 %	77.0 %
Math Skills	80.7 %	81.4 %
Social Studies Skills	83.3 %	76.0 %
Science Skills	85.2 %	74.2 %

Grades given to this school on the 2002 Parent Survey: **A** 18.8 % **B** 49.3 % **C** 25.4 % **D** 5.8 % **F** 0.7 %