

2001-2002 Elementary School Profiles

Baucom Elementary

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(Click on the school's name to link to the school's web site.)

400 Hunter Street
Apex, NC 27502

Principal: Linda Reynolds

Phone: (919) 387-2168 Fax: (919) 387-2170

Grade Levels Served: K-5

Calendar: Traditional

Original Construction Date: 1964

Most Recent Renovation: 1999

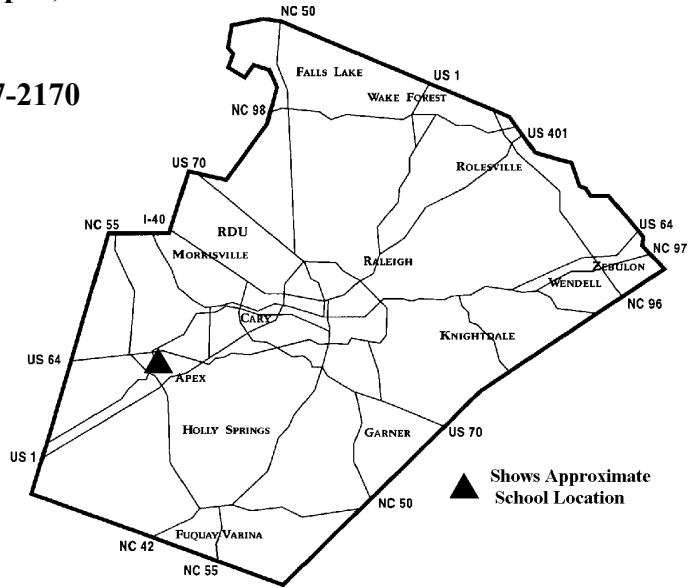
Building Square Footage: 94,284

Size of Property (acres): 17.3

Permanent Classrooms: 40

Portable Classrooms (as of 12-12-01): 5

Campus Capacity*: 95%



*The WCPSS Facilities Department takes into account the following in its calculation of "Adjusted Campus Capacity": 20th-day membership, classroom size limits, student-teacher ratios, grade levels, site restrictions; and the number of permanent building teaching spaces, mobile unit teaching spaces, and special programs classes. Special programs classes may include art and music, magnet, resource, Title I, ESL, and AG.

Mission/Program Description

At Baucom Elementary School, students, parents, and staff will work cooperatively to provide a learning environment that encourages and supports the development of responsible and productive citizens.

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Fall 2001 Student Population Characteristics

	Male					Female					Total
	White	Black	Asian	Hisp	Other	White	Black	Asian	Hisp	Other	
Kindergarten	49	9	11	1	2	58	8	4	1	6	149
Grade 1	58	7	6	2	1	46	9	6	1	2	138
Grade 2	67	2	10	1	4	52	7	10	1	4	158
Grade 3	54	9	5	2	5	51	6	5	3	2	142
Grade 4	52	7	5	2	1	47	5	7	2	2	130
Grade 5	38	5	6	2	2	55	10	8	1	5	132
TOTAL	318	39	43	10	15	309	45	40	9	21	849

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

Students Identified for Special Programs as of October 2001

Academically Gifted: 65

Special Education (not AG): 95

ESL (English as a Second Language): 0

	2001-02	2000-01	1999-00	1998-99
Total Membership at End of First 20 Days	849	780	1063	958
Percent Receiving Free/Reduced Lunch	10%	8%	5%	7%
Average Daily Attendance (calc. at end of school year)	Not Avail.	96.5%	96.5%	96.1%

2000-2001 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 2000-01: **90%**

All elementary schools in 2000-01: 91%

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 2000-01: **12%**

All elementary schools in 2000-01: 18%

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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 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-Grade Tests which are administered in grades 3-8.

	2000-01		1999-00		1998-99	
	Reading	Math	Reading	Math	Reading	Math
3rd Grade	Expected	Expected	Expected	Below	Expected	Expected
4th Grade	Expected	Expected	Expected	Expected	Expected	Expected
5th Grade	Expected	Expected	Expected	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 which 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 were evaluated on the results of the statewide Writing Assessment and End-of-Grade (EOG) Reading and Mathematics Tests. Growth standards ("expected" and "exemplary") were set by a formula developed for the State Board of Education.

Performance: The "Composite Performance" is defined as the percentage of EOG and Writing tests administered in the school on which students achieved scores equal to or greater than established grade level scores. 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.

	<u>2000-01</u>	<u>1999-00</u>	<u>1998-99</u>
The Composite Performance scores for this school:	93.7%	88.9%	88.1%

Growth: The Expected and Exemplary Growth standards 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.

In 2000-01 this school: **Met the exemplary growth standard**

In 1999-00 this school: **Met the exemplary growth standard**

In 1998-99 this school: **Met the exemplary growth standard**

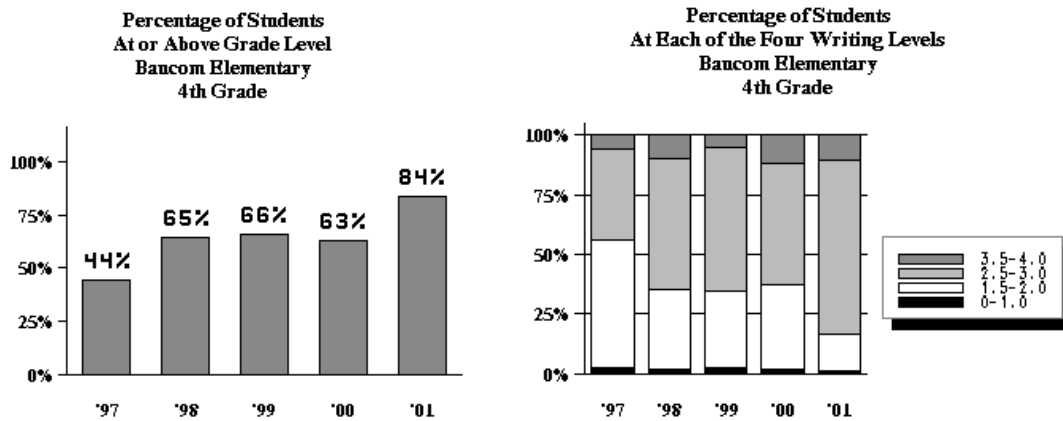
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Writing Test Results

The North Carolina Writing Test is administered in grades 4 and 7. The test consists of a writing sample taken from all students, who respond to a specific writing assignment during a controlled testing session. Two trained scorers give each student's composition a score ranging from 0 to 4. Scores at or above 2.5 are considered at or above grade level. The following figures show results for this school for the past three years. Because the difficulty of prompts varies from year to year, changes in writing results should be viewed in comparison to statewide and districtwide changes. More information is available in the annual Writing Test results reports.



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		
	1999	2000	2001	1999	2000	2001
3rd Grade	152.7	153.9	153.6	149.2	149.2	255.6
4th Grade	155.4	156.4	156.9	158.0	160.0	261.5
5th Grade	159.3	161.2	162.1	164.5	167.1	268.3

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

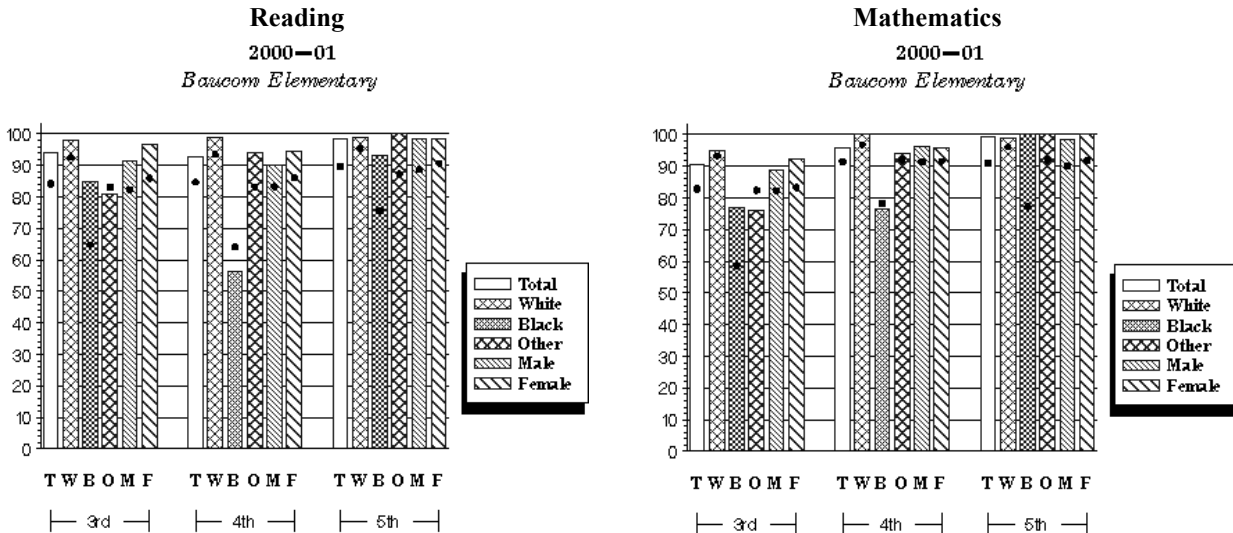
“The Wake County Public School System is committed to academic excellence. By 2003, 95% of students tested will be at or above grade level as measured by NC EOG testing at grades 3 and 8.”

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 2001 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				
		1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001		
3rd	3rd	92	96	94	93	96	98	88	91	90	88	93	95		
	4th	90	91	93	90	92	99	94	96	96	96	97	100		
	5th	93	93	99	94	96	99	92	96	99	92	97	99		
		Black Students			Other Students					Black Students <td colspan="3" style="text-align: center;">Other Students </td>			Other Students		
		1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001		
3rd	3rd		93	85	100	95	81		64	77	94	95	76		
	4th	73	69	56	100	100	94	73	77	77	100	100	94		
	5th		50	93	100	100	100		80	100	100	100	100		
		Males			Females					Males			Females		
		1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001		
3rd	3rd	95	97	92	89	95	97	91	94	89	84	89	92		
	4th	85	94	90	95	88	94	94	99	96	95	92	96		
	5th	96	91	99	90	95	99	88	97	99	96	95	100		

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



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WCPSS Survey Results for 2000-01

During the 1990s WCPSS conducted periodic surveys of parents and high school students. Beginning with the 2000-2001 school year, the district is surveying samples of parents and students annually at elementary, middle, and high schools. Some of the items on the surveys will be kept constant over time so that schools can measure improvement. The sample size at the elementary school level was approximately 100 students per school.

The following two tables show the percentage of respondents "agreeing" or "strongly agreeing" with selected statements from the surveys.

Parent Survey Results (Click subheading for full districtwide survey report.

	This School 2000-01	All Elementary Schools 2000-01
My child's school is a safe place to learn.	97.5 %	92.8 %
My child's school provides a high quality educational program.	88.8 %	87.0 %
My child is given challenging work in all classes.	82.3 %	81.8 %
If I call the school, I receive courteous attention.	86.3 %	91.7 %
Students at my child's school are well behaved overall..	78.8 %	75.5 %
The rules of this school are fair.	92.5 %	90.3 %
Teachers in this school really seem to care about the students.	83.8 %	89.1 %

Student Survey Results (Click subheading for full districtwide survey report.

	This School 2000-01	All Elementary Schools 2000-01
This school is a safe place to learn.	95.7 %	85.2 %
The students at this school get along with each other.	57.0 %	22.8 %
The rules of this school are fair.	85.9 %	73.7 %
It is easy to get help from the adults in this school.	79.6 %	70.5 %

This table compares the percentage of Parents and Students rating this school as "good" or "excellent" on helping students learn certain skills.

	Parents	Students
Reading Skills	86.3 %	96.8 %
Writing Skills	83.8 %	94.6 %
Math Skills	80.0 %	96.7 %

The percentage of Parents returning the survey at this school was: 86%