

Broughton High

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723 St. Mary's Street
Raleigh, NC 27605

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: Diane Payne

Current Phone: (919) 856-7810

Current Fax: (919) 856-7822

Information for 2001-02 School Year

Principal: Diane Payne

Grade Levels Served: 9-12

Calendar: Traditional

Original Construction Date: 1929

Most Recent Renovation: 2002

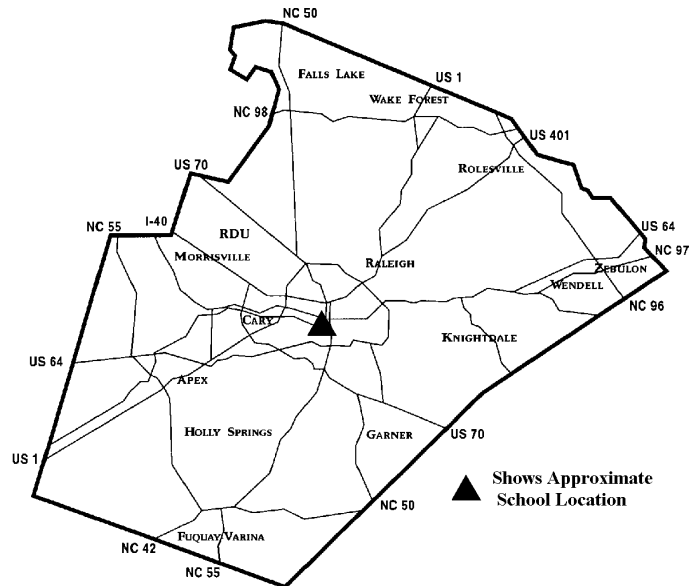
Building Square Footage: 310,939

Size of Property (acres): 27.8

Permanent Classrooms: 89

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

Campus Capacity: 109% (as calculated by the WCPSS Facilities Department)



▲ Shows Approximate School Location

Mission/Program Description for the 2001-02 School Year

Mission Statement

The Broughton High School community embraces a commitment to teach all students to think critically, appreciate diversity, serve others, and be productive responsible citizens in a global society.

During the 1994-95 school year, a community service component was added as a graduation requirement at Broughton. Each student must have 25 hours of community service documented and verified to be promoted to the next grade. During the 2000-2001 school year Broughton students completed 54,000 hours of community service.

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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	218	116	17	24	6	205	99	18	20	7	730
Grade 10	180	45	15	8	1	154	68	15	6	4	496
Grade 11	127	31	14	3	2	116	38	6	9	2	349
Grade 12	138	35	11	3	0	128	31	7	4	2	359
TOTAL	663	227	57	39	9	603	236	46	39	15	1934

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: 496

Special Education (not AG): 204

ESL (English as a Second Language): 82

	2001-02	2000-01	1999-00	1998-99
Total Membership at End of First 20 Days	1934	1680	1617	1616
Percent Receiving Free/Reduced Lunch	12%	11%	14%	14%
Average Daily Attendance (calc. at end of school year)	93.9%	93.4%	93.2%	93.6%

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: **95%**

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: **15%**

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

Other Accountability Measures

Dropout Rates*

2000-01:	2.8%
1999-00:	3.7%
1998-99:	5.1%

SAT

	Math	Verbal	Total	Participation
2001-02:	561	532	1093	89.0%
2000-01:	545	526	1071	88.8%
1999-00:	551	526	1077	78.6%

*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	59.8	Geometry	64.1
Biology	59.1	Algebra II	65.7
ELPS	58.4	Chemistry	60.0
English I	59.7	Physical Science	55.1
US History	58.6	Physics	62.4

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:	78.7%	75.4%	72.2%	71.3%

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 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: 87.3%	2001: 89.4%	2000: 84.1%	1999: 85.7%
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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: 8.9%	2000-01: 3.8%	1999-00: 1.7%
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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	337	78%	168	74%	169	81%	184	88%	114	62%	39	77%
2000-01	283	74%	133	73%	150	74%	170	82%	92	59%	21	67%
1999-00	248	61%	136	64%	112	56%	124	71%	93	46%	31	61%

Biology	All Students		Males		Females		White		Black		Other	
2001-02	597	75%	294	76%	303	75%	389	90%	143	39%	65	66%
2000-01	505	67%	254	70%	251	63%	330	80%	128	31%	47	72%
1999-00	408	62%	225	61%	183	62%	263	78%	104	27%	41	44%

ELP	All Students		Males		Females		White		Black		Other	
2001-02	643	80%	315	82%	328	79%	412	93%	149	53%	82	65%
2000-01	517	81%	248	82%	269	80%	338	91%	136	59%	43	77%
1999-00	419	73%	232	75%	187	72%	264	87%	108	43%	47	66%

English I	All Students		Males		Females		White		Black		Other	
2001-02	572	86%	272	84%	300	88%	379	96%	133	62%	60	75%
2000-01	474	81%	236	80%	238	83%	307	93%	125	55%	42	74%
1999-00	386	79%	219	75%	167	83%	255	91%	98	49%	33	70%

English II	All Students		Males		Females		White		Black		Other	
2001-02*												
2000-01	370	66%	198	62%	170	71%	249	72%	75	48%	46	61%
1999-00	376	61%	197	51%	177	73%	264	72%	72	38%	40	38%

US History	All Students		Males		Females		White		Black		Other	
2001-02	377	62%	192	67%	185	56%	264	74%	78	26%	35	46%
2000-01	383	62%	200	65%	183	58%	278	76%	79	20%	26	38%
1999-00	367	55%	173	58%	194	53%	250	70%	89	19%	28	36%

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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	364	78%	181	86%	183	69%	281	79%	53	62%	30	90%
2000-01	328	72%	177	73%	151	70%	240	79%	60	42%	28	71%
1999-00	332	70%	161	72%	171	68%	260	77%	53	43%	19	53%

Chemistry	All Students		Males		Females		White		Black		Other	
2001-02	292	71%	148	74%	144	69%	221	76%	42	50%	29	69%
2000-01	256	71%	139	71%	117	70%	211	76%	30	30%	15	73%
1999-00	284	72%	161	66%	148	77%	232	74%	35	57%	17	71%

Geometry	All Students		Males		Females		White		Black		Other	
2001-02	423	84%	216	74%	144	81%	309	87%	68	68%	46	80%
2000-01	300	87%	148	89%	152	86%	234	91%	41	68%	25	84%
1999-00	258	85%	141	87%	117	82%	198	91%	33	64%	27	67%

Physics	All Students		Males		Females		White		Black		Other	
2001-02	187	90%	113	92%	74	88%	160	93%			17	94%
2000-01	169	81%	90	78%	79	85%	147	84%	16	56%		
1999-00	197	84%	97	89%	100	80%	174	86%			14	93%

Physical Science	All Students		Males		Females		White		Black		Other	
2001-02	108	62%	56	63%	52	62%	50	82%	48	40%		
2000-01	148	61%	78	59%	70	64%	69	77%	64	47%	15	53%
1999-00	148	60%	89	65%	59	51%	76	76%	63	43%		

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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.	97.2 %	80.7 %
My child's school provides a high quality educational program.	94.4 %	78.9 %
My child is given challenging work in all classes.	86.1 %	82.5 %
If I call the school, I receive courteous attention.	69.6 %	68.4 %
Students at my child's school are well behaved overall.	84.1 %	50.0 %
The rules of this school are fair.	87.5 %	66.7 %
Teachers in this school really seem to care about the students.	88.6 %	64.9 %
This school promotes understanding among students from various backgrounds.	87.7 %	N/A
The percentage of Parents returning the survey at this school was:	31%	34%

Student Survey Results (Approximately 150 students surveyed.)

	2002	2001
This school is a safe place to learn.	90.4 %	64.9 %
The students at this school get along with each other.	60.9 %	34.2 %
The rules of this school are fair.	47.6 %	38.6 %
It is easy to get help from the adults in this school.	75.8 %	49.1 %
I like my school.	71.4 %	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
Reading Skills	88.4 %	73.9 %
Writing Skills	84.3 %	73.1 %
Math Skills	85.7 %	71.0 %
Social Studies Skills	82.4 %	67.2 %
Science Skills	89.9 %	77.5 %

Grades given to this school on the 2002 Parent Survey: **A** 26.8 % **B** 57.7 % **C** 9.9 % **D** 2.8 % **F** 2.8 %