

## Cary High

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638 Walnut Street  
Cary, NC 27511

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:** David Coley

**Current Phone:** (919) 460-3549

**Current Fax:** (919) 460-3573

### Information for 2001-02 School Year

**Principal:** David Coley

**Grade Levels Served:** 9-12

**Calendar:** Traditional

**Original Construction Date:** 1958

**Most Recent Renovation:** 1997

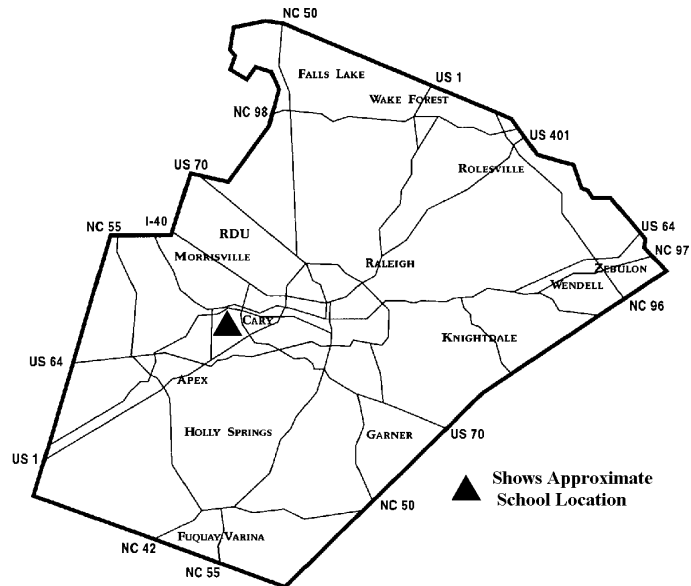
**Building Square Footage:** 212,418

**Size of Property (acres):** 38.9

**Permanent Classrooms:** 84

**Portable Classrooms:** 10 (as of 12-12-01)

**Campus Capacity:** 94% (as calculated by the WCPSS Facilities Department)



▲ Shows Approximate School Location

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

Cary High School reflects the vitality and progressivism of the community it serves. Incorporated on July 24, 1896, it became the state's first public high school in 1907. Completion of a major renovation project has left Cary High ready to excel in her second century. The State Department of Public Instruction recognized Cary High as an exemplary school in both school years 97-98 and 98-99.

Cary High School's staff employs a wide range of teaching techniques to prepare students for the future. A computer-based Accelerated Learning Center meets diverse student needs through interactive instruction delivered via the Internet. Community partnerships led by the Cary Chamber of Commerce and the Town of Cary involve the business community in students' learning. Six active parent organizations assist in motivating students and staff and in making CHS extracurricular activities outstanding. CHS is proud of its traditions in all areas - academic, athletic, artistic, and vocational.

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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>	174	50	19	24	8	187	39	15	24	3	<b>543</b>
<b>Grade 10</b>	160	24	12	8	4	159	27	14	13	3	<b>424</b>
<b>Grade 11</b>	148	18	18	6	3	130	30	9	12	4	<b>378</b>
<b>Grade 12</b>	116	20	20	6	1	128	21	17	14	2	<b>345</b>
<b>TOTAL</b>	<b>598</b>	<b>112</b>	<b>69</b>	<b>44</b>	<b>16</b>	<b>604</b>	<b>117</b>	<b>55</b>	<b>63</b>	<b>12</b>	<b>1690</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: 344

Special Education (not AG): 247

ESL (English as a Second Language): 114

	2001-02	2000-01	1999-00	1998-99
<b>Total Membership at End of First 20 Days</b>	1690	1748	1817	2091
<b>Percent Receiving Free/Reduced Lunch</b>	13%	11%	10%	9%
<b>Average Daily Attendance</b> (calc. at end of school year)	94.0%	93.6%	95.2%	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.

**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: **14%**

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**

<b>Core Courses</b>	<b>2001-02</b>	<b>2000-01</b>
<b>Algebra 1</b>	Expected	Above
<b>Biology</b>	Expected	Expected
<b>ELP</b>	Expected	Expected
<b>English 1</b>	Above	Expected
<b>US History</b>	Expected	Above
<b>Elective Courses</b>		
<b>Algebra 2</b>	Above	Expected
<b>Chemistry</b>	Expected	Expected
<b>Geometry</b>	Above	Expected
<b>Physical Science</b>	Above	Expected
<b>Physics</b>	Expected	Below

**Other Accountability Measures**

**Dropout Rates\***

<b>2000-01:</b>	5.2%
<b>1999-00:</b>	3.5%
<b>1998-99:</b>	4.6%

**SAT**

	<b>Math</b>	<b>Verbal</b>	<b>Total</b>	<b>Participation</b>
<b>2001-02:</b>	552	518	1070	77.0%
<b>2000-01:</b>	539	525	1064	80.3%
<b>1999-00:</b>	544	525	1069	79.4%

\*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	
<b>Algebra I</b>	65.8	<b>Geometry</b>	67.8
<b>Biology</b>	63.4	<b>Algebra II</b>	71.1
<b>ELPS</b>	58.4	<b>Chemistry</b>	63.4
<b>English I</b>	59.5	<b>Physical Science</b>	54.7
<b>US History</b>	59.4	<b>Physics</b>	61.4

**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:	85.1%	79.1%	74.5%	78.3%

**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> 74.8%	<b>2001:</b> 77.9%	<b>2000:</b> 76.5%	<b>1999:</b> 71.4%
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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> 6.3%	<b>2000-01:</b> 3.4%	<b>1999-00:</b> 3.2%
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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 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>	332	94%	160	94%	172	94%	246	96%	38	90%	48	85%
<b>2000-01</b>	289	93%	137	95%	152	91%	220	93%	37	92%	32	91%
<b>1999-00</b>	290	89%	158	90%	132	89%	212	92%	35	74%	43	91%

<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>	351	90%	154	92%	197	87%	258	95%	44	64%	49	84%
<b>2000-01</b>	433	75%	207	73%	226	77%	323	83%	51	53%	59	51%
<b>1999-00</b>	408	67%	207	68%	201	65%	293	81%	54	28%	61	34%

<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>	490	81%	235	80%	255	82%	343	88%	70	56%	77	70%
<b>2000-01</b>	473	81%	218	83%	255	78%	351	87%	56	55%	66	65%
<b>1999-00</b>	436	83%	233	86%	203	79%	317	89%	47	62%	72	69%

<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>	468	86%	231	83%	237	90%	331	93%	67	66%	70	74%
<b>2000-01</b>	408	81%	198	79%	210	83%	316	87%	47	53%	45	67%
<b>1999-00</b>	384	79%	199	77%	185	82%	292	88%	52	44%	40	63%

<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>	371	67%	190	62%	179	72%	266	74%	51	49%	54	50%
<b>1999-00</b>	347	51%	176	48%	170	54%	245	60%	42	24%	60	33%

<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>	373	65%	193	71%	180	58%	276	73%	45	33%	52	48%
<b>2000-01</b>	347	68%	163	69%	184	68%	238	76%	41	49%	68	53%
<b>1999-00</b>	490	64%	250	66%	240	63%	387	69%	52	35%	51	57%

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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>	278	92%	134	93%	144	92%	218	94%	21	86%	39	90%
<b>2000-01</b>	263	88%	133	87%	130	89%	198	90%	19	79%	46	85%
<b>1999-00</b>	343	85%	162	86%	181	83%	274	86%	22	68%	47	83%

<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>	207	87%	98	90%	109	84%	158	89%			36	83%
<b>2000-01</b>	248	81%	118	81%	130	82%	189	85%	16	50%	43	77%
<b>1999-00</b>	364	69%	162	67%	202	71%	286	71%	32	53%	46	70%

<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>	302	93%	134	90%	109	92%	237	96%	33	73%	32	91%
<b>2000-01</b>	281	86%	131	89%	150	84%	217	89%	24	63%	40	83%
<b>1999-00</b>	273	82%	128	81%	145	83%	206	84%	21	52%	46	85%

<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>	104	89%	60	88%	44	89%	76	95%			24	75%
<b>2000-01</b>	93	81%	49	90%	44	70%	75	76%			14	100%
<b>1999-00</b>	124	77%	72	76%	52	77%	102	77%			16	75%

<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>	68	59%	43	51%	25	72%	28	68%	18	56%	22	50%
<b>2000-01</b>	261	72%	130	79%	131	65%	187	82%	39	44%	35	49%
<b>1999-00</b>	262	71%	141	67%	121	75%	185	82%	37	32%	40	53%

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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.	98.2 %	74.3 %
My child's school provides a high quality educational program.	91.9 %	81.2 %
My child is given challenging work in all classes.	78.4 %	73.0 %
If I call the school, I receive courteous attention.	93.6 %	76.2 %
Students at my child's school are well behaved overall.	83.5 %	51.5 %
The rules of this school are fair.	87.9 %	70.3 %
Teachers in this school really seem to care about the students.	89.8 %	63.0 %
This school promotes understanding among students from various backgrounds.	88.5 %	N/A
<b>The percentage of Parents returning the survey at this school was:</b>	<b>50%</b>	<b>49%</b>

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

	<b>2002</b>	<b>2001</b>
This school is a safe place to learn.	93.9 %	73.1 %
The students at this school get along with each other.	66.5 %	39.5 %
The rules of this school are fair.	66.2 %	45.5 %
It is easy to get help from the adults in this school.	75.4 %	53.3 %
I like my school.	77.4 %	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.

	<b>Parents</b>	<b>Students</b>
Reading Skills	89.2 %	80.1 %
Writing Skills	86.5 %	78.7 %
Math Skills	83.8 %	70.2 %
Social Studies Skills	91.9 %	73.7 %
Science Skills	80.0 %	76.3 %

**Grades given to this school on the 2002 Parent Survey:** **A** 27.4 % **B** 47.2 % **C** 20.8 % **D** 2.8 % **F** 1.9 %