

Farmington Woods Elementary

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1413 Hampton Valley Road

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: Frances Venezia

Current Phone: (919) 460-3469

Current Fax: (919) 460-3423

Information for 2001-02 School Year

Principal: Frances Venezia

Grade Levels Served: K-5

Calendar: Traditional

Original Construction Date: 1978

Most Recent Renovation: 2002

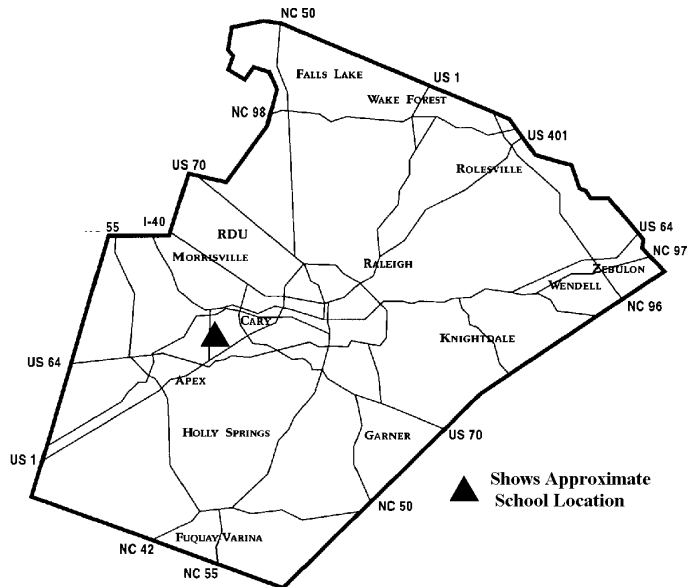
Building Square Footage: 54,748

Size of Property (acres): 20.0

Permanent Classrooms: 28

Portable Classrooms: 14 (as of 12-12-01)

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



Mission/Program Description for the 2001-02 School Year

Mission

Farmington Woods is its second year of implementation of the International Baccalaureate / Primary Years Program. Through use of a comprehensive and balanced curricula, we will enable all members of the school community to reach their fullest potential as creative, compassionate, responsible, critical thinkers and lifelong learners.

Statement of Beliefs

Farmington Woods students will become: inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open-minded, well balanced and reflective. These attributes constitute the profile of an IB student.

Vision Statement:

Farmington Woods Elementary School is one of the first elementary schools in the state of North Carolina to implement the International Baccalaureate (IB) Primary Years Program. The educational philosophy of the IB Program is found in its mission statement adopted in 1996: Through comprehensive and balanced curricula coupled with challenging assessments, the IB Organization aims to assist schools in their endeavours to develop the individual talents of young people and to teach them to relate the experience of the classroom to the realities of the work outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

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Fall 2001-02 Student Population Characteristics

	Male					Female					Total
	White	Black	Asian	Hisp	Other	White	Black	Asian	Hisp	Other	
Kindergarten	43	3	8	9	4	33	9	2	6	3	120
Grade 1	31	14	2	6	0	40	14	3	2	2	114
Grade 2	26	9	3	6	4	35	8	1	3	0	95
Grade 3	36	8	4	2	0	31	15	4	8	1	109
Grade 4	36	16	3	8	4	32	9	2	4	2	116
Grade 5	36	10	2	4	2	28	13	4	3	2	104
TOTAL	208	60	22	35	14	199	68	16	26	10	658

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

Students Identified for Special Programs as of October 2001

Academically Gifted: 62

Special Education (not AG): 78

ESL (English as a Second Language): 55

	2001-02	2000-01	1999-00	1998-99
Total Membership at End of First 20 Days	658	674	641	675
Percent Receiving Free/Reduced Lunch	24%	28%	31%	33%
Average Daily Attendance (calc. at end of school year)	96.1%	95.2%	95.8%	95.4%

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: **90%**

All elementary schools in 2001-02: 92%

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: **16%**

All elementary schools in 2001-02: 17%

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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 administered in grades 3-8.

Measuring This School's EOG Achievement Against Similar Students Across Wake County

	2001-02		2000-01		1999-00	
	Reading	Math	Reading	Math	Reading	Math
3rd Grade	Above	Above	Expected	Above	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 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 "Composite Performance" 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>2001-02</u>	<u>2000-01</u>	<u>1999-00</u>
The Composite Performance scores for this school:	89.7%	86.2%	78.8%

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 2001-02 this school: **Met High Growth Standard**

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

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

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Writing Test Results

The North Carolina Writing Test was administered in grades 4 and 7 in 2002. However, after tests were scored by an independent contractor, the State Board of Education determined the results were invalid and would not be used in the accountability program for the 2001-02 school year. Charts comparing writing results over time are not included in this volume of School Profiles because of the State Board's decision. A new writing test with a more detailed scoring system will be piloted statewide in North Carolina during the 2002-03 school year.

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		
	2000	2001	2002	2000	2001	2002
3rd Grade	148.8	151.3	152.3	144.6	255.5	256.6
4th Grade	153.1	154.6	154.6	154.4	260.0	260.1
5th Grade	157.9	159.3	160.1	160.2	265.2	265.0

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

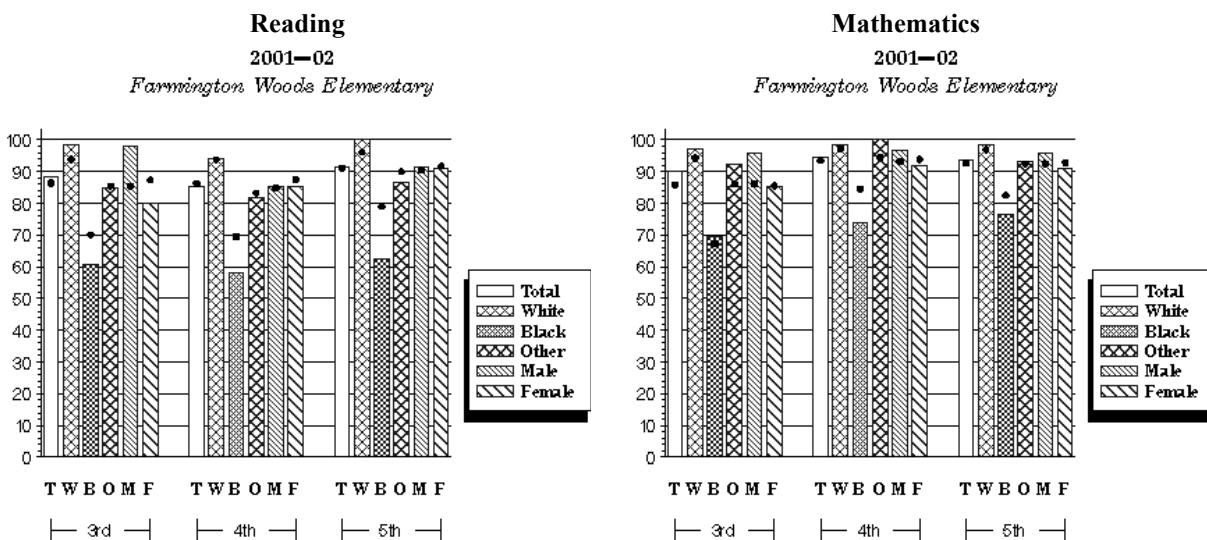
“The Wake County Public School System is committed to academic excellence. By 2003, 95% of students tested will be at or above grade level as measured by NC EOG testing at grades 3 and 8.”

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 2002 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		
		2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
3rd	3rd	79	84	88	96	96	99	72	86	90	92	95	97
	4th	80	85	86	92	98	94	86	92	95	94	98	99
	5th	83	88	91	95	99	100	79	91	94	87	99	98
4th	4th	50	43	61	75	95	85	33	59	70	75	90	92
	4th	48	63	58	79	75	82	62	80	74	90	90	100
	5th	54	54	63	71	94	87	54	63	77	79	100	93
5th	5th	74	84	98	83	85	80	76	86	96	69	85	86
	4th	74	78	86	84	93	85	81	94	97	90	91	92
	5th	89	78	91	77	98	91	75	87	96	83	95	91

2001-02 Percentage of Students in Levels III or IV by Race and by Gender



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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.	100.0 %	91.7 %
My child's school provides a high quality educational program.	97.1 %	88.1 %
My child is given challenging work in all classes.	91.3 %	86.7 %
If I call the school, I receive courteous attention.	94.0 %	91.7 %
Students at my child's school are well behaved overall.	96.0 %	76.3 %
The rules of this school are fair.	92.2 %	86.4 %
Teachers in this school really seem to care about the students.	96.1 %	89.8 %
This school promotes understanding among students from various backgrounds.	96.9 %	N/A
The percentage of Parents returning the survey at this school was:	72%	66%

Student Survey Results (Approximately 150 students surveyed.)

	2002	2001
This school is a safe place to learn.	98.6 %	88.8 %
The students at this school get along with each other.	48.2 %	13.5 %
The rules of this school are fair.	84.2 %	74.2 %
It is easy to get help from the adults in this school.	87.8 %	65.2 %
I like my school.	82.1 %	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	91.1 %	88.6 %
Writing Skills	92.1 %	84.3 %
Math Skills	86.0 %	91.2 %
Social Studies Skills	80.9 %	81.3 %
Science Skills	76.3 %	81.0 %

Grades given to this school on the 2002 Parent Survey: **A** 55.4 % **B** 35.6 % **C** 7.9 % **D** 1.0 % **F** 0.0 %