

## Pleasant Union Elementary

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1900 Pleasant Union Ch. Road

Raleigh, NC 27614

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: Kevin R. Biles**

**Current Phone: (919) 870-4230**

**Current Fax: (919) 870-4229**

### Information for 2001-02 School Year

**Principal:** Kevin R. Biles

**Grade Levels Served:** K-5

**Calendar:** Traditional

**Original Construction Date:** 1992

**Most Recent Renovation:**

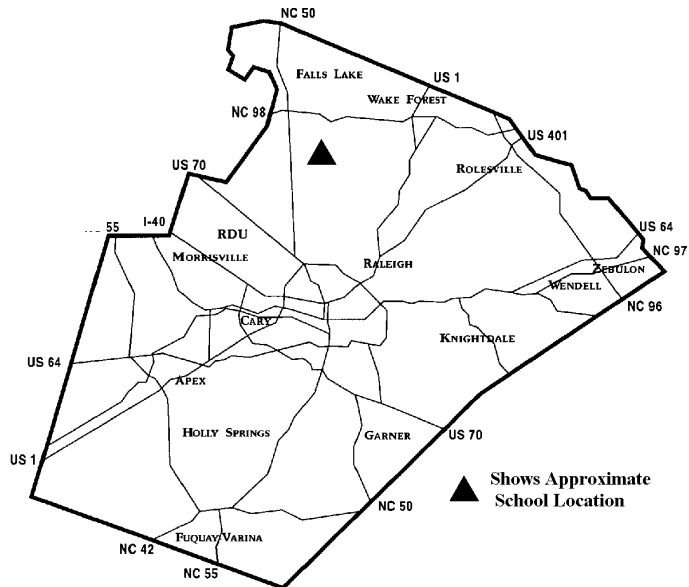
**Building Square Footage:** 71,942

**Size of Property (acres):** 23.8

**Permanent Classrooms:** 35

**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

As one enters the friendly, dynamic environment of Pleasant Union Elementary School, one is greeted by warm, friendly smiles and the helpful office staff. Student art work brightens hallways and administrative offices. Classrooms are inviting places where children and teachers are actively involved in the teaching/learning process. Students' academic and social needs are met through a comprehensive and challenging curriculum and cutting edge instructional strategies. Staff members exhibit the highest professional standards and are committed to continuous improvement.

Parent and community volunteers provide one-on-one tutoring, serve as media volunteers, and lend helping hands during special activities.

Administrators are actively involved in all facets of the school and its mission. The principal and assistant principal are visible, accessible, and supportive of parents, teachers, and students. They encourage innovative thinking, open communications, and high expectations for all - students and staff.

The media center is a hub of learning where teachers plan collaboratively with colleagues, participate in staff development, and involve students in extended learning opportunities. Students visit the media center individually or in groups to access research information, check out books, and use computers and multi-media technology. Numerous volunteers assist students with locating books or materials. Use of the flexible access model allow the media specialist and teachers to plan and implement integrated units of study.

The mission of Pleasant Union is to prepare responsible citizens committed to a future of learning.

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**Fall 2001-02 Student Population Characteristics**

	Male					Female					Total
	White	Black	Asian	Hisp	Other	White	Black	Asian	Hisp	Other	
<b>Kindergarten</b>	59	9	0	2	3	53	10	2	1	1	<b>140</b>
<b>Grade 1</b>	41	11	1	0	1	39	8	0	0	4	<b>105</b>
<b>Grade 2</b>	54	7	0	0	0	62	11	0	0	3	<b>137</b>
<b>Grade 3</b>	41	9	0	0	0	44	4	0	1	1	<b>100</b>
<b>Grade 4</b>	49	10	1	2	2	31	8	1	0	0	<b>104</b>
<b>Grade 5</b>	48	3	1	0	2	43	11	0	3	1	<b>112</b>
<b>TOTAL</b>	<b>292</b>	<b>49</b>	<b>3</b>	<b>4</b>	<b>8</b>	<b>272</b>	<b>52</b>	<b>3</b>	<b>5</b>	<b>10</b>	<b>698</b>

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

**Students Identified for Special Programs as of October 2001**

Academically Gifted: 80

Special Education (not AG): 96

ESL (English as a Second Language): 0

	2001-02	2000-01	1999-00	1998-99
<b>Total Membership at End of First 20 Days</b>	698	660	683	569
<b>Percent Receiving Free/Reduced Lunch</b>	12%	9%	8%	7%
<b>Average Daily Attendance (calc. at end of school year)</b>	96.1%	96.0%	95.8%	96.1%

**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: **96%**

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: **9%**

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**

	<b>2001-02</b>		<b>2000-01</b>		<b>1999-00</b>	
	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>
<b>3rd Grade</b>	Below	Below	Expected	Expected	Expected	Expected
<b>4th Grade</b>	Below	Expected	Expected	Expected	Expected	Below
<b>5th Grade</b>	Below	Expected	Expected	Below	Expected	Below

**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:	<b>93.6%</b>	<b>93.2%</b>	<b>89.4%</b>

**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: **Did Not Meet Expected Growth Standard**

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

In 1999-00 this school: **Met the expected 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
<b>3rd Grade</b>	150.7	152.5	151.6	147.6	255.5	254.9
<b>4th Grade</b>	155.9	156.2	156.2	156.6	260.1	261.2
<b>5th Grade</b>	161.1	160.2	159.9	162.5	261.8	265.1

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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

	All Students			White Students		
	2000	2001	2002	2000	2001	2002
3rd	84	91	90	90	95	93
4th	90	91	93	91	95	95
5th	96	95	97	97	97	97
	Black Students			Other Students		
	2000	2001	2002	2000	2001	2002
3rd	44	64	67			
4th		64	81			
5th	92		100			
	Males			Females		
	2000	2001	2002	2000	2001	2002
3rd	79	89	86	88	95	94
4th	89	93	91	92	90	97
5th	95	94	96	98	97	98

Mathematics

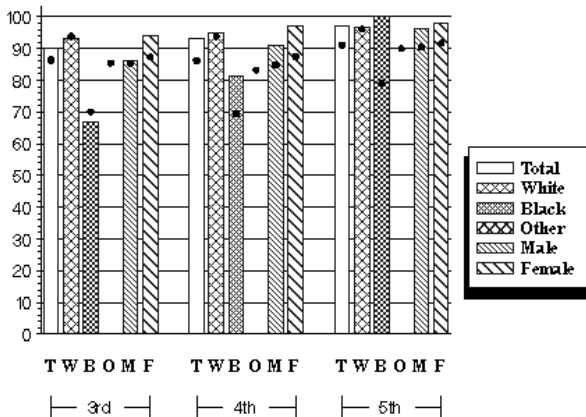
	All Students			White Students		
	2000	2001	2002	2000	2001	2002
3rd	80	95	88	87	99	93
4th	95	96	98	96	98	98
5th	94	94	94	94	96	97
	Black Students			Other Students		
	2000	2001	2002	2000	2001	2002
3rd	31	71	50			
4th		79	100			
5th	83		79			
	Males			Females		
	2000	2001	2002	2000	2001	2002
3rd	80	97	84	80	92	92
4th	95	100	99	95	91	97
5th	92	92	96	96	97	93

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

Reading

2001-02

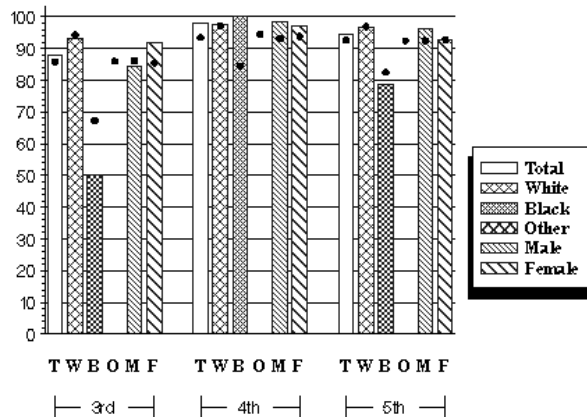
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Mathematics

2001-02

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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.	100.0 %	93.9 %
My child's school provides a high quality educational program.	98.9 %	91.3 %
My child is given challenging work in all classes.	92.3 %	82.3 %
If I call the school, I receive courteous attention.	97.8 %	97.5 %
Students at my child's school are well behaved overall.	98.9 %	87.7 %
The rules of this school are fair.	100.0%	93.8 %
Teachers in this school really seem to care about the students.	100.0%	87.8 %
This school promotes understanding among students from various backgrounds.	95.3 %	N/A
<b>The percentage of Parents returning the survey at this school was:</b>	<b>61%</b>	<b>51%</b>

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

	<b>2002</b>	<b>2001</b>
This school is a safe place to learn.	98.0 %	94.0 %
The students at this school get along with each other.	53.3 %	32.5 %
The rules of this school are fair.	79.5 %	78.3 %
It is easy to get help from the adults in this school.	89.5 %	84.3 %
I like my school.	90.8 %	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**

	<b>Parents</b>	<b>Students</b>
Reading Skills	95.7 %	90.1 %
Writing Skills	89.1 %	92.8 %
Math Skills	92.2 %	97.4 %
Social Studies Skills	96.5 %	87.2 %
Science Skills	91.9 %	88.7 %

**Grades given to this school on the 2002 Parent Survey:**      **A**      **B**      **C**      **D**      **F**  
 76.7 %      22.2 %      1.1 %      0.0 %      0.0 %