

## Poe Elementary

532  
400 Peyton Street  
Raleigh, NC 27610

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:** Sally Reynolds

**Current Phone:** (919) 250-4777

**Current Fax:** (919) 250-4774

### Information for 2001-02 School Year

**Principal:** Sally Reynolds

**Grade Levels Served:** K-5

**Calendar:** Traditional

**Original Construction Date:** 1955

**Most Recent Renovation:** 2002

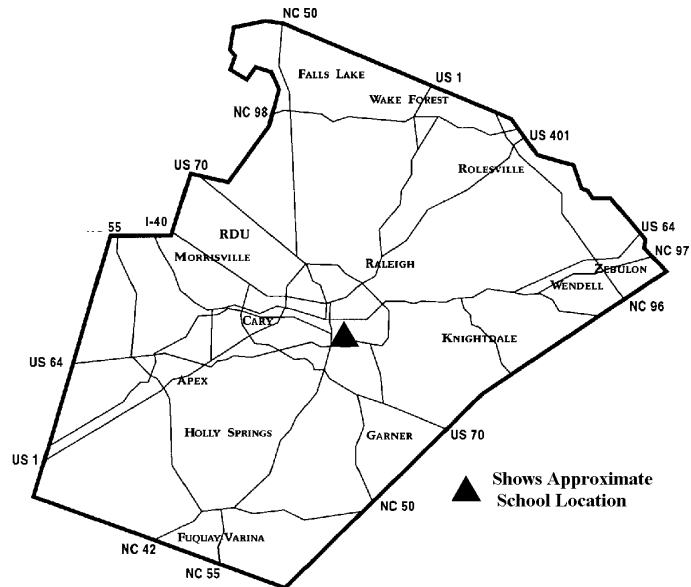
**Building Square Footage:** 67,274

**Size of Property (acres):** 13.0

**Permanent Classrooms:** 29

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

**Campus Capacity:** 77% (as calculated by the WCPSS Facilities Department)



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

Poe was established in 1995 as a Montessori magnet and serves students from prekindergarten to fifth grade. The Montessori Method is based on sound principles of child development and is grounded in the philosophy, methodology, and scientific observation of Maria Montessori. In a multi-age classroom children are offered a unique opportunity to learn from each other, from a wide range of beautiful manipulative materials and from skilled teacher-leaders who hold both a North Carolina teaching credential and Montessori certification. Montessori curriculum and the North Carolina Standard Course of Study are both addressed in an integrated approach which draws on the strengths of both. Independent learning is encouraged and children's different learning styles are respected as each child takes initiative to explore new concepts and ideas, to build concentration, and to become self-disciplined. The Montessori classroom is a peaceful community where children learn to respect themselves, each other, and their world through an integrated, interdisciplinary approach to curriculum which moves in all areas from the concrete to the abstract. This beautifully "prepared environment" becomes a wonderful "laboratory" in which children's QUESTIONS inspire learning and in which children's INTERESTS are honored and respected.

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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>	22	14	4	1	2	21	14	1	0	2	<b>81</b>
<b>Grade 1</b>	32	18	1	0	0	12	12	1	1	3	<b>80</b>
<b>Grade 2</b>	21	7	1	0	0	13	8	2	0	0	<b>52</b>
<b>Grade 3</b>	17	4	1	2	0	16	9	1	0	1	<b>51</b>
<b>Grade 4</b>	22	5	3	3	0	8	7	1	1	4	<b>54</b>
<b>Grade 5</b>	10	10	1	1	1	12	6	1	0	0	<b>42</b>
<b>TOTAL</b>	<b>124</b>	<b>58</b>	<b>11</b>	<b>7</b>	<b>3</b>	<b>82</b>	<b>56</b>	<b>7</b>	<b>2</b>	<b>10</b>	<b>360</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: 29

Special Education (not AG): 43

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>	360	362	351	314
<b>Percent Receiving Free/Reduced Lunch</b>	28%	26%	30%	25%
<b>Average Daily Attendance (calc. at end of school year)</b>	96.1%	95.6%	96.1%	95.8%

**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: **94%**

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: **11%**

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	Above
<b>4th Grade</b>	Expected	Expected	Expected	Below	Expected	Expected
<b>5th Grade</b>	Expected	Expected	Expected	Expected	Above	Above

**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.

	<b><u>2001-02</u></b>	<b><u>2000-01</u></b>	<b><u>1999-00</u></b>
The Composite Performance scores for this school:	<b>90.7%</b>	<b>81.0%</b>	<b>76.1%</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 expected 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.

	<b>Reading</b>			<b>Mathematics</b>		
	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
<b>3rd Grade</b>	149.9	150.7	150.9	146.3	253.4	254.7
<b>4th Grade</b>	150.4	153.1	153.1	152.3	256.3	260.8
<b>5th Grade</b>	166.0	157.5	160.1	167.4	260.6	263.8

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

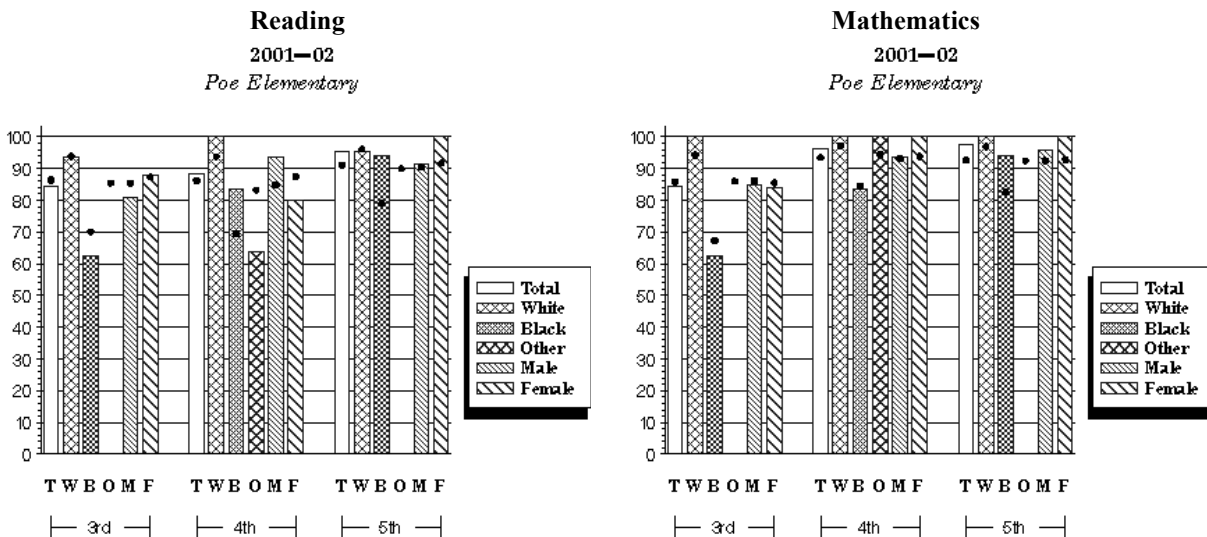
**“The Wake County Public School System is committed to academic excellence. By 2003, 95% of students tested will be at or above grade level as measured by NC EOG testing at grades 3 and 8.”**

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	88	83	84	100	100	94	75	80	84	87	100	100
	4th	72	79	88	100	100	100	83	81	96	100	100	100
	5th		92	95		100	96		95	98		100	100
4th	4th												
	5th												
	5th												
5th	5th												
	5th												
	5th												
		Black Students			Other Students			Black Students			Other Students		
		2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
3rd	3rd	65	62	63		73		50	57	63		64	
	4th	50	53	83			64	71	58	83			100
	5th		95	94					90	94			
4th	4th												
	5th												
	5th												
5th	5th												
	5th												
	5th												
		Males			Females			Males			Females		
		2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
3rd	3rd	88	87	81	89	78	88	81	85	85	69	74	84
	4th	65	75	94	77	83	80	85	79	94	81	83	100
	5th		93	91		91	100		100	96		91	100

### 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.)

	<b>2002</b>	<b>2001</b>
My child's school is a safe place to learn.	98.3 %	95.0 %
My child's school provides a high quality educational program.	98.3 %	100.0 %
My child is given challenging work in all classes.	88.1 %	94.7 %
If I call the school, I receive courteous attention.	96.6 %	100.0 %
Students at my child's school are well behaved overall.	84.7 %	75.0 %
The rules of this school are fair.	94.9 %	90.0 %
Teachers in this school really seem to care about the students.	96.6 %	90.0 %
This school promotes understanding among students from various backgrounds.	94.9 %	N/A
<b>The percentage of Parents returning the survey at this school was:</b>	<b>42%</b>	<b>50%</b>

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

	<b>2002</b>	<b>2001</b>
This school is a safe place to learn.	97.3 %	88.0 %
The students at this school get along with each other.	47.9 %	16.0 %
The rules of this school are fair.	79.5 %	68.0 %
It is easy to get help from the adults in this school.	87.8 %	76.0 %
I like my school.	91.8 %	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.

	<b>Parents</b>	<b>Students</b>
Reading Skills	89.8 %	89.2 %
Writing Skills	86.4 %	87.8 %
Math Skills	91.4 %	93.2 %
Social Studies Skills	79.7 %	83.6 %
Science Skills	75.0 %	82.2 %

**Grades given to this school on the 2002 Parent Survey:**    **A**    **B**    **C**    **D**    **F**  
 50.0 %    42.9 %    7.1 %    0.0 %    0.0 %