

## Reedy Creek Elementary

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940 Reedy Creek Road

Cary, NC 27513

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:** Dixie Frazier

**Current Phone:** (919) 380-3660

**Current Fax:** (919) 380-3678

### Information for 2001-02 School Year

**Principal:** Dixie Frazier

**Grade Levels Served:** K-5

**Calendar:** Traditional

**Original Construction Date:** 1999

**Most Recent Renovation:**

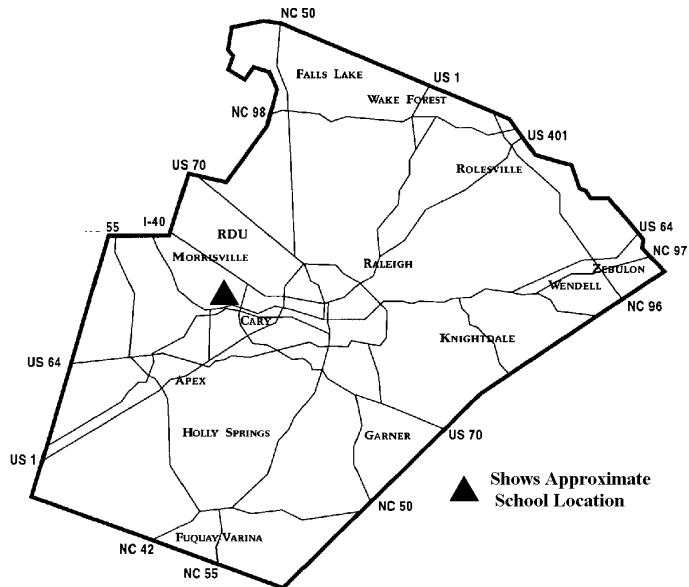
**Building Square Footage:** 85,909

**Size of Property (acres):** 19.0

**Permanent Classrooms:** 38

**Portable Classrooms:** 5 (as of 12-12-01)

**Campus Capacity:** 85% (as calculated by the WCPSS Facilities Department)



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

#### MISSION STATEMENT:

The Reedy Creek community will create an environment that empowers all students to take risks, think critically, and practice problem solving skills. With this foundation, our students will become productive and contributing members of society.

#### VISION:

The total school environment provides an opportunity for learning. Future plans for our campus include: living laboratory, sports fields, picnic area, bigger amphitheater, butterfly gardens, chess field, and ponds. Visitors to Reedy Creek are welcomed by a professional and friendly office staff. Administrators communicate openly and are visible and supportive. The creative staff covers curriculum goals as outlined in the Standard Course of Study. Teachers are empowered by administrators to take risks which lead to innovative teaching practices. In classrooms, you will find students actively engaged while their teachers serve as facilitators. Strategies include cooperative learning, technology-based learning, and inquiry lesson approaches utilizing manipulatives across the curriculum. A variety of literacy strategies are also incorporated to meet the needs of individual learners. Reedy Creek is better able to target individual needs through the use of flexible staff resources. Regular, consistent, collaborative planning is ongoing. Authentic assessment occurs in a variety of ways. The climate embraced fosters the development of the whole child, which includes a safe and nurturing environment and an active partnership between community, students, and staff. We all take pride in and celebrate student and staff successes. Our philosophy is exemplified by : displays of student work, excited, motivated, on-task students, collegial interactions among students, staff, and community, and positive staff and student diversity. All components together support a common vision for our students. We intend to achieve this through unwavering commitment to integrity, service, and quality.

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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>	23	16	9	6	7	29	15	5	7	7	<b>124</b>
<b>Grade 1</b>	31	17	10	6	2	21	9	7	9	5	<b>117</b>
<b>Grade 2</b>	30	18	8	2	4	24	14	6	6	1	<b>113</b>
<b>Grade 3</b>	29	15	6	7	1	32	14	6	4	4	<b>118</b>
<b>Grade 4</b>	26	10	9	6	2	36	15	11	3	5	<b>123</b>
<b>Grade 5</b>	27	11	8	0	1	25	15	6	1	3	<b>97</b>
<b>TOTAL</b>	<b>166</b>	<b>87</b>	<b>50</b>	<b>27</b>	<b>17</b>	<b>167</b>	<b>82</b>	<b>41</b>	<b>30</b>	<b>25</b>	<b>692</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: 44

Special Education (not AG): 70

ESL (English as a Second Language): 75

	2001-02	2000-01	1999-00	1998-99
<b>Total Membership at End of First 20 Days</b>	692	747	684	
<b>Percent Receiving Free/Reduced Lunch</b>	27%	26%	23%	
<b>Average Daily Attendance</b> (calc. at end of school year)	96.1%	96.1%	95.6%	

**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: **89%**  
 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: **25%**  
 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
<b>3rd Grade</b>	Below	Expected	Expected	Expected	Above	Expected
<b>4th Grade</b>	Below	Below	Expected	Expected	Expected	Expected
<b>5th Grade</b>	Below	Below	Expected	Expected	Above	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:	<b>82.8%</b>	<b>88.5%</b>	<b>86.9%</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 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>	150.2	149.6	147.3	146.0	252.5	251.9
<b>4th Grade</b>	153.1	152.9	152.9	156.4	258.1	257.2
<b>5th Grade</b>	159.1	159.3	157.5	163.2	262.6	262.3

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

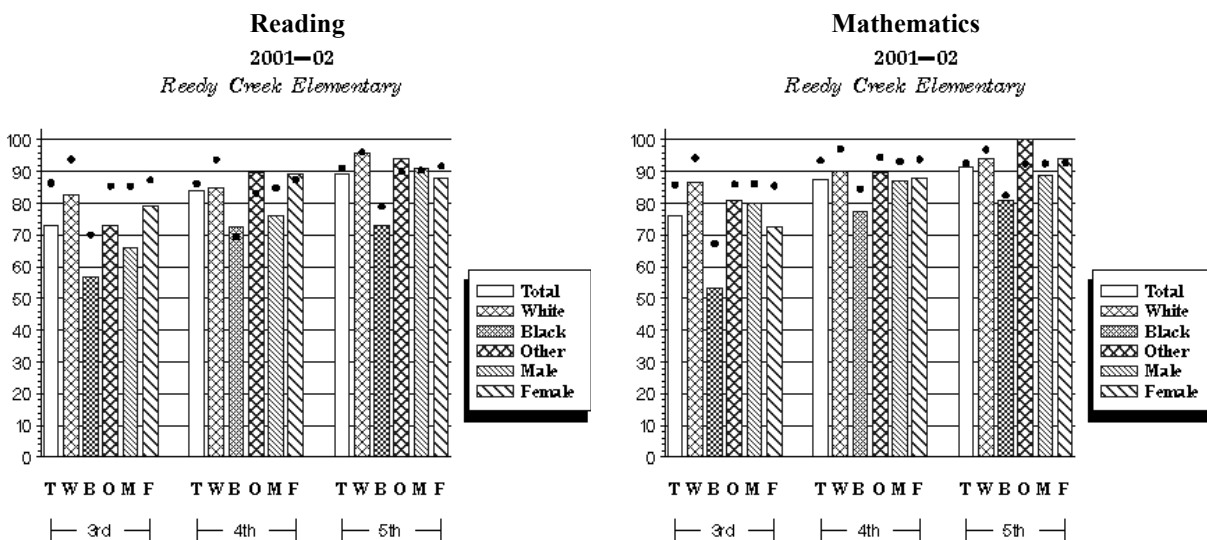
**“The Wake County Public School System is committed to academic excellence. By 2003, 95% of students tested will be at or above grade level as measured by NC EOG testing at grades 3 and 8.”**

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	89	86	73	93	90	83	81	80	76	95	89	87
	4th	85	87	84	95	93	85	95	91	87	97	96	90
	5th	92	96	89	96	98	96	90	94	91	94	97	94
4th	4th	79	68	57	86	88	73	52	59	53	77	79	81
	4th	71	74	73	72	86	90	95	74	77	92	95	90
	5th	80	95	73	94	92	94	72	79	81	100	96	100
5th	3rd	88	81	66	89	88	79	80	77	80	82	83	72
	4th	78	89	76	91	85	89	96	89	87	95	94	88
	5th	84	96	91	100	97	88	84	94	89	96	93	94

### 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.	96.8 %	87.8 %
My child's school provides a high quality educational program.	96.8 %	80.0 %
My child is given challenging work in all classes.	91.7 %	68.3 %
If I call the school, I receive courteous attention.	96.8 %	90.2 %
Students at my child's school are well behaved overall.	82.3 %	70.7 %
The rules of this school are fair.	95.2 %	90.2 %
Teachers in this school really seem to care about the students.	95.2 %	85.0 %
This school promotes understanding among students from various backgrounds.	98.4 %	N/A
<b>The percentage of Parents returning the survey at this school was:</b>	<b>42%</b>	<b>51%</b>

**Student Survey Results** (Approximately 150 students surveyed.) **2002** **2001**

This school is a safe place to learn.	97.8 %	82.7 %
The students at this school get along with each other.	35.0 %	21.0 %
The rules of this school are fair.	92.9 %	77.8 %
It is easy to get help from the adults in this school.	77.7 %	69.5 %
I like my school.	84.9 %	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	90.3 %	88.6 %
Writing Skills	85.5 %	84.3 %
Math Skills	88.7 %	88.3 %
Social Studies Skills	88.1 %	80.3 %
Science Skills	81.7 %	86.0 %

**Grades given to this school on the 2002 Parent Survey:** **A** 49.2 % **B** 39.3 % **C** 8.2 % **D** 3.3 % **F** 0.0 %