

# School Profiles

## for the

### 2002-03 School Year

## Broughton High

School ID Number: 348

723 Street Mary's Street Raleigh, NC 27605

Phone: (919) 856-7810 Fax: (919) 856-7822

Current Principal: Diane Payne

This profile contains information from the 2002-03 school year describing the school environment, student population, and accountability program results. Current information may be obtained by contacting the school.

**2002-03 Principal:** Diane Payne

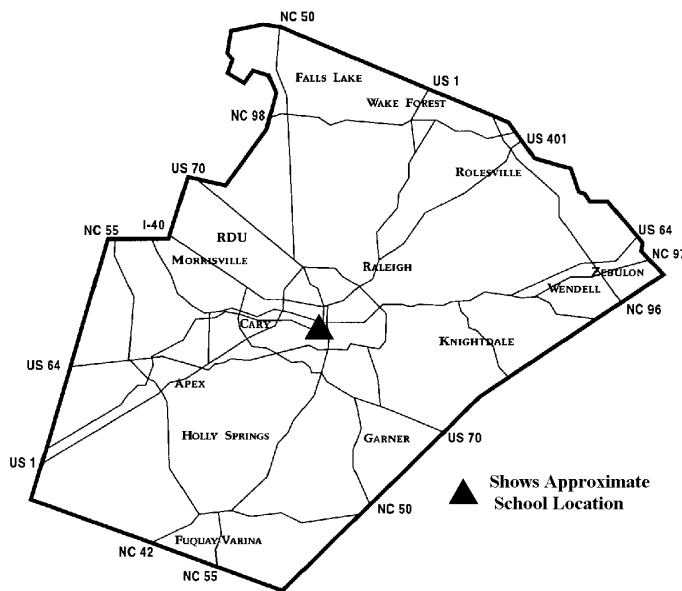
**Grade Levels Served:** 9-12

**Calendar:** Traditional

### Facility Data

<b>Original Construction Date:</b>	1929
<b>Most Recent Renovation:</b>	2002
<b>Building Square Footage:</b>	310,254
<b>Size of Property (acres):</b>	27.8
<b>Permanent Classrooms:</b>	89
<b>Portable Classrooms:</b>	20
<b>Campus Capacity:</b>	112%

(See the introduction to the profiles for further explanation of items in this report.)



## Mission Statement/Program Description

### Mission Statement

The Broughton High School community embraces a commitment to teach all students to think critically, appreciate diversity, serve others, and be productive responsible citizens in a global society.

Broughton High School serves a diverse population of 2200 young people with an emphasis on academic excellence and community involvement. One of three magnet high schools in our system, Broughton offers the International Baccalaureate Middle Years Programme for grades 9 and 10 and the IB Diploma Programme. The Class of 2005 will be the first with the opportunity for this diploma. In the Middle Years Programme, students take courses in foreign language, arts and technology along with traditional core courses. Students' views of the world are expanded through the five Areas of Interaction, which are broad themes that link the classroom to the international community. Broughton is proud to join the International Baccalaureate Organization in promoting academic excellence, responsible world citizenship and respect for diverse cultures and attitudes.

All students follow the A/B schedule, which promotes concurrent learning in eight subjects. Although most courses are year long, the school year is divided into two semesters with exams at the end of each semester. In support of technology, students have access to computers in every classroom and eight computer labs, as well as the Wade Edwards Learning Lab, a facility open to Broughton students until 10p.m. most evenings. Each day there is a broadcast from WCAP, our in-house television studio. To focus on our community, all students complete 25 hours of community service each year as a promotion requirement. The school is accredited by the State of North Carolina

# Broughton High

## Fall 2002-03 Student Population Characteristics

	Male						Female						Total
	White	Black	Asian	Hisp	Multi	AmInd	White	Black	Asian	Hisp	Multi	AmInd	
<b>Grade 9</b>	209	86	18	22	7	0	223	86	21	26	4	0	<b>702</b>
<b>Grade 10</b>	184	40	18	11	4	0	174	63	21	9	6	0	<b>530</b>
<b>Grade 11</b>	150	28	10	6	3	0	146	47	16	2	3	0	<b>411</b>
<b>Grade 12</b>	123	14	9	4	1	0	112	29	7	7	2	0	<b>308</b>
<b>TOTAL</b>	<b>666</b>	<b>168</b>	<b>55</b>	<b>43</b>	<b>15</b>	<b>0</b>	<b>655</b>	<b>225</b>	<b>65</b>	<b>44</b>	<b>15</b>	<b>0</b>	<b>1,951</b>

**Note: Counts of students refer to the membership on the 20th day of the school year. Membership means the number of students being served in a school at a particular time.**

## Students Identified for Special Programs

	1999-00	2000-01	2001-02	2002-03
<b>Academically Gifted</b>	436	456	496	551
<b>Students with Disabilities</b>	N/A	151	204	209
<b>Limited English Proficiency</b>	N/A	82	82	98

	1999-00	2000-01	2001-02	2002-03
<b>Total Membership at End of First 20 Days</b>	1600	1661	1905	1951
<b>Percent Receiving Free/Reduced Lunch</b>	14%	11%	12%	13%
<b>Average Daily Attendance (calc. at end of school year)</b>	93.2%	93.4%	93.9%	96.1%

## Student Mobility

Student Mobility describes 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.

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). The lower the percentage, the lower the impact of entries and withdrawals on school operation.

### **Stability:**

This school in 2002-03: **95%**  
All High schools in 2002-0 95%

### **Turbulence:**

Not Yet Available  
This school in 2002-03:  
All high schools in 2001-02

# Broughton High

## 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 2002-03 set goals for student performance in ten courses in which students take End-of-Course (EOC) multiple-choice standardized tests. 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 and the percentage of graduates meeting requirements for entry into the state university system and Tech-Prep programs.

### Performance:

The "Performance Composite" for every high school was defined as the percentage of all EOC 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.

	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>
<b>The Performance Composite score for this school:</b>	75.4%	78.7%	81.7%

### Growth:

The differences between the average scores shown above and "Expected" and "High" standards for each course 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 prior to 2000-01 and results should not be compared to the results shown below.)

- In 2000-01 this school:** Met Expected Growth Standard
- In 2001-02 this school:** Met Expected Growth Standard
- In 2002-03 this school:** Met Expected Growth Standard

### Average EOC Scales Scores in this School in 2002-03

Courses Required for All Students		Elective Courses	
<b>Algebra 1</b>	57.9	<b>Geometry</b>	65.0
<b>Biology</b>	62.0	<b>Algebra II</b>	64.5
<b>ELPS</b>	59.5	<b>Chemistry</b>	63.9
<b>English I</b>	61.6	<b>Physical Science</b>	56.3
<b>US History</b>	60.5	<b>Physics</b>	64.3

# Broughton High

## Other Accountability Measures

### Dropout Rates

**2000-01:** 2.8%    **2001-02:** 4.5%    **2002-03:** N/A

The Dropout Rate is finalized several months after the end of the school year. Therefore, the latest rate does not show in this report.

### 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.

**2000:** 84.1%    **2001:** 89.4%    **2002:** 87.3%    **2003:** 90.7%

### 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.

**2001:** 3.8%    **2002:** 8.9%    **2003:** 20.2%

### SAT

SAT scores are not used when calculating state recognition awards but they are reported as part of the accountability program. The following table shows average SAT scores for students who took the test and indicated that they would graduate at the end of the indicated school year. The participation rate is the percentage of the graduating class that took the test.

	<b>Math</b>	<b>Verbal</b>	<b>Total</b>	<b>Participation</b>
<b>2000-01:</b>	545	526	1071	88.8%
<b>2001-02:</b>	561	532	1093	89.0%
<b>2002-03:</b>	554	526	1080	94.0%

### Adequate Yearly Progress (AYP)

AYP is based upon a set of performance targets that high schools must achieve each year to meet the requirements of the federal No Child Left Behind (NCLB) Act of 2001. AYP for high schools is based upon reading and math tests given to all tenth-grade students. The ten student subgroups that must meet prescribed targets in reading and math are: the school as a whole, American Indian, Asian, Black, Hispanic, Multiracial, White, Economically Disadvantaged (FRL students), Limited English Proficient, and Students with Disabilities. Schools are identified as meeting AYP if both reading and math targets are met for all student subgroups comprised of 40 or more students. North Carolina statewide targets in 2003 for tenth-grade were 52.0% in reading and 54.2% in math for grades 3-8.

**For the 2002-03 School Year:**    This school DID NOT MEET AYP

It Met: **15** out of **21** targets, or **71%** of all its targets.

For more in-depth information on AYP, please see the North Carolina Department of Public Instruction AYP website at: <http://ayp.ncpublicschools.org>

# Broughton High

## 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. If fewer than 10 students are in a group, the entry is blank.

<b>Algebra 1</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	283	74%	133	73%	150	74%	170	82%	92	59%	21	67%
<b>2001-02</b>	337	78%	168	74%	169	81%	184	88%	114	62%	39	77%
<b>2002-03</b>	399	72%	183	71%	216	74%	219	79%	127	65%	53	64%

<b>Biology</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	505	67%	254	70%	251	63%	330	80%	128	31%	47	72%
<b>2001-02</b>	597	75%	294	76%	303	75%	389	90%	143	39%	65	66%
<b>2002-03</b>	250	84%	111	93%	139	77%	188	90%	32	59%	30	73%

<b>ELP</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	517	81%	248	82%	269	80%	338	91%	136	59%	43	77%
<b>2001-02</b>	643	80%	315	82%	328	79%	412	93%	149	53%	82	65%
<b>2002-03</b>	587	83%	278	83%	309	82%	398	91%	111	57%	78	76%

<b>English I</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	474	81%	236	80%	238	83%	307	93%	125	55%	42	74%
<b>2001-02</b>	572	86%	272	84%	300	88%	379	96%	133	62%	60	75%
<b>2002-03</b>	542	91%	258	87%	284	94%	371	98%	104	73%	67	81%

<b>US History</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	383	62%	200	65%	183	58%	278	76%	79	20%	26	38%
<b>2001-02</b>	377	62%	192	67%	185	56%	264	74%	78	26%	35	46%
<b>2002-03</b>	439	70%	212	75%	227	65%	304	79%	94	44%	41	61%

# Broughton High

## 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>2000-01</b>	328	72%	177	73%	151	70%	240	79%	60	42%	28	71%
<b>2001-02</b>	364	78%	181	86%	183	69%	281	79%	53	62%	30	90%
<b>2002-03</b>	476	69%	219	72%	257	67%	331	74%	92	49%	53	74%

<b>Chemistry</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	256	71%	139	71%	117	70%	211	76%	30	30%	15	73%
<b>2001-02</b>	292	71%	148	74%	144	69%	221	76%	42	50%	29	69%
<b>2002-03</b>	315	88%	219	91%	166	86%	248	92%	36	64%	31	84%

<b>Geometry</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	300	87%	148	89%	152	86%	234	91%	41	68%	25	84%
<b>2001-02</b>	423	84%	216	74%	144	81%	309	87%	68	68%	46	80%
<b>2002-03</b>	435	87%	196	91%	239	85%	336	92%	57	63%	42	83%

<b>Physics</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	169	81%	90	78%	79	85%	147	84%	16	56%		
<b>2001-02</b>	187	90%	113	92%	74	88%	160	93%			17	94%
<b>2002-03</b>	134	94%	74	96%	60	92%	113	96%			15	87%

<b>Physical Science</b>	<b>All Students</b>		<b>Males</b>		<b>Females</b>		<b>White</b>		<b>Black</b>		<b>Other</b>	
<b>2000-01</b>	148	61%	78	59%	70	64%	69	77%	64	47%	15	53%
<b>2001-02</b>	108	62%	56	63%	52	62%	50	82%	48	40%		
<b>2002-03</b>	88	72%	44	68%	44	75%	36	89%	39	59%	13	62%

# Broughton High

## 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. The indices are based upon North Carolina End-of-Course (EOC) Tests administered at the conclusion of each of five Core and five Elective high school courses. Variables considered in the model include EOC test scores for each student, each student's special education status, and two measures of socio-economic status. EOC test scale scores are analyzed for all of the students in a school who take an EOC test, and schoolwide performance is summarized by comparing how students in that school perform to how all similar students perform on that test 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.

**A Table Comparing This School's EOC Test Results To Other WCPSS High Schools**

<b>Core Courses</b>	<b>2001-02</b>	<b>2002-03</b>
<b>Algebra 1</b>	Below	Below
<b>Biology</b>	Below	Below
<b>ELP</b>	Expected	Expected
<b>English 1</b>	Expected	Expected
<b>US History</b>	Expected	Expected

<b>Elective Courses</b>		
<b>Algebra 2</b>	Below	Below
<b>Chemistry</b>	Below	Expected
<b>Geometry</b>	Expected	Expected
<b>Physical Science</b>	Expected	Expected
<b>Physics</b>	Expected	Above

# Broughton High

## WCPSS Survey Results

WCPSS conducts annual surveys of parents and high school students using randomly chosen samples of participants. Some of the items on the surveys are 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 Spring 2002 and the Spring 2003 surveys. Detailed summaries of districtwide responses to all survey questions are available on the Evaluation and Research Department website.

<b>Parent Survey Results</b>	<b>2002</b>	<b>2003</b>
My child's school is a safe place to learn.	97.2 %	95.2 %
My child's school provides a high quality educational program.	94.4 %	97.6 %
My child is given challenging work in all classes.	86.1 %	85.7 %
Students at my child's school are well behaved overall.	84.1 %	83.8 %
The rules of this school are fair.	87.5 %	87.8 %
Teachers in this school really seem to care about the students.	88.6 %	86.2 %
This school promotes understanding among students from various backgrounds	87.7 %	91.4 %
<b>The percentage of Parents returning the survey at this school was:</b>	<b>31%</b>	<b>38%</b>

<b>Student Survey Results</b>	<b>2002</b>	<b>2003</b>
This school is a safe place to learn.	90.4 %	92.8 %
The students at this school get along with each other.	60.9 %	67.4 %
The rules of this school are fair.	47.6 %	59.7 %
My school provides many ways to help me learn.	N/A	91.7 %
I like my school.	71.4 %	78.3 %

This table compares the percentage of Parents and Students rating this school in 2003 as "good" or "excellent" on helping students learn certain skills.

	<b>2003</b>	
	<b>Parents</b>	<b>Students</b>
Reading Skills	89.3 %	83.8 %
Writing Skills	81.0 %	76.8 %
Math Skills	83.6 %	82.4 %
Social Studies Skills	87.2 %	83.7 %
Science Skills	91.5 %	82.7 %

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Grades given to this school on the 2003 Parent Survey:</b>	38.5%	48.4%	11.5%	0.8%	0.8%
<b>Grades given to this school on the 2003 Student Survey:</b>	25.1%	49.2%	17.6%	4.3%	3.8%