

# School Profiles

for the  
2002-03 School Year

## Cary High

School ID Number: 368

638 Walnut Street Cary, NC 27511

Phone: (919) 460-3549 Fax: (919) 460-3573

Current Principal: David Coley

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:** David Coley

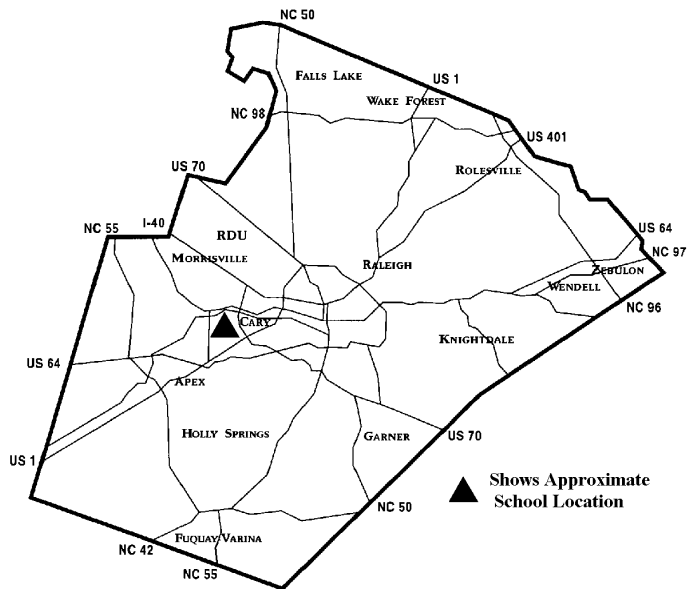
**Grade Levels Served:** 9-12

**Calendar:** Traditional

### Facility Data

<b>Original Construction Date:</b>	1958
<b>Most Recent Renovation:</b>	1997
<b>Building Square Footage:</b>	205,522
<b>Size of Property (acres):</b>	38.9
<b>Permanent Classrooms:</b>	84
<b>Portable Classrooms:</b>	10
<b>Campus Capacity:</b>	101%

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



## Mission Statement/Program Description

Cary High School reflects the vitality and progressivism of the community it serves. Incorporated on July 24, 1896, it became the state's first public high school in 1907. Completion of a major renovation project has left Cary High ready to excel in her second century.

Cary High School's staff employs a wide range of teaching techniques to prepare students for the future. A computer-based Accelerated Learning Center meets diverse student needs through interactive instruction delivered via the Internet. Community partnerships led by the Cary Chamber of Commerce and the Town of Cary involve the business community in students' learning. Six active parent organizations assist in motivating students and staff and in making CHS extracurricular activities outstanding. CHS is proud of its traditions in all areas - academic, athletic, artistic, and vocational.

# Cary 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>	231	60	17	31	6	1	177	50	25	26	10	0	<b>634</b>
<b>Grade 10</b>	180	33	20	14	5	2	194	34	12	17	3	0	<b>514</b>
<b>Grade 11</b>	155	18	14	4	4	0	155	30	13	9	3	0	<b>405</b>
<b>Grade 12</b>	141	16	18	5	1	1	134	26	10	13	1	2	<b>368</b>
<b>TOTAL</b>	<b>707</b>	<b>127</b>	<b>69</b>	<b>54</b>	<b>16</b>	<b>4</b>	<b>660</b>	<b>140</b>	<b>60</b>	<b>65</b>	<b>17</b>	<b>2</b>	<b>1,921</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>	358	336	344	396
<b>Students with Disabilities</b>	N/A	258	247	290
<b>Limited English Proficiency</b>	N/A	114	114	113

	1999-00	2000-01	2001-02	2002-03
<b>Total Membership at End of First 20 Days</b>	1797	1735	1697	1921
<b>Percent Receiving Free/Reduced Lunch</b>	10%	11%	13%	13%
<b>Average Daily Attendance (calc. at end of school year)</b>	95.2%	93.6%	94.0%	96.4%

## 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: **94%**  
All High schools in 2002-0 95%

### **Turbulence:** Not Yet Available

This school in 2002-03:  
All high schools in 2001-02

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## 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.

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>
<b>The Performance Composite score for this school:</b>	79.1%	85.1%	86.4%

### 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.)

<b>In 2000-01 this school:</b>	Met High Growth Standard
<b>In 2001-02 this school:</b>	Met High Growth Standard
<b>In 2002-03 this school:</b>	Met High Growth Standard

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

<b>Courses Required for All Students</b>		<b>Elective Courses</b>	
<b>Algebra 1</b>	66.9	<b>Geometry</b>	65.9
<b>Biology</b>	62.7	<b>Algebra II</b>	72.4
<b>ELPS</b>	59.7	<b>Chemistry</b>	65.1
<b>English I</b>	61.6	<b>Physical Science</b>	57.9
<b>US History</b>	59.3	<b>Physics</b>	60.9

# Cary High

## Other Accountability Measures

### Dropout Rates

**2000-01:** 5.2%      **2001-02:** 3.1%      **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:** 76.5%      **2001:** 77.9%      **2002:** 74.8%      **2003:** 74.2%

### 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:** 3.4%      **2002:** 6.3%      **2003:** 10.7%

### 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>	539	525	1064	80.3%
<b>2001-02:</b>	552	518	1070	77.0%
<b>2002-03:</b>	540	522	1062	77.0%

### 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: **18** out of **21** targets, or **86%** 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>

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## 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>	289	93%	137	95%	152	91%	220	93%	37	92%	32	91%
<b>2001-02</b>	332	94%	160	94%	172	94%	246	96%	38	90%	48	85%
<b>2002-03</b>	408	95%	203	95%	205	96%	291	96%	44	95%	73	92%

<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>	433	75%	207	73%	226	77%	323	83%	51	53%	59	51%
<b>2001-02</b>	351	90%	154	92%	197	87%	258	95%	44	64%	49	84%
<b>2002-03</b>	313	82%	174	84%	139	81%	222	91%	41	54%	50	68%

<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>	473	81%	218	83%	255	78%	351	87%	56	55%	66	65%
<b>2001-02</b>	490	81%	235	80%	255	82%	343	88%	70	56%	77	70%
<b>2002-03</b>	578	84%	313	87%	265	81%	392	92%	88	64%	98	72%

<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>	408	81%	198	79%	210	83%	316	87%	47	53%	45	67%
<b>2001-02</b>	468	86%	231	83%	237	90%	331	93%	67	66%	70	74%
<b>2002-03</b>	525	93%	292	93%	233	92%	360	97%	79	77%	86	90%

<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>	347	68%	163	69%	184	68%	238	76%	41	49%	68	53%
<b>2001-02</b>	373	65%	193	71%	180	58%	276	73%	45	33%	52	48%
<b>2002-03</b>	403	63%	197	62%	206	65%	300	67%	52	48%	51	55%

# Cary 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>	263	88%	133	87%	130	89%	198	90%	19	79%	46	85%
<b>2001-02</b>	278	92%	134	93%	144	92%	218	94%	21	86%	39	90%
<b>2002-03</b>	332	94%	143	93%	189	94%	266	94%	25	84%	41	95%

<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>	248	81%	118	81%	130	82%	189	85%	16	50%	43	77%
<b>2001-02</b>	207	87%	98	90%	109	84%	158	89%			36	83%
<b>2002-03</b>	246	91%	143	90%	146	91%	206	92%	18	89%	22	82%

<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>	281	86%	131	89%	150	84%	217	89%	24	63%	40	83%
<b>2001-02</b>	302	93%	134	90%	109	92%	237	96%	33	73%	32	91%
<b>2002-03</b>	385	88%	202	90%	183	86%	298	91%	34	65%	53	85%

<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>	93	81%	49	90%	44	70%	75	76%			14	100%
<b>2001-02</b>	104	89%	60	88%	44	89%	76	95%			24	75%
<b>2002-03</b>	72	90%	56	88%	16	100%	53	92%			14	79%

<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>	261	72%	130	79%	131	65%	187	82%	39	44%	35	49%
<b>2001-02</b>	68	59%	43	51%	25	72%	28	68%	18	56%	22	50%
<b>2002-03</b>	129	79%	69	84%	60	73%	92	86%	23	57%	14	71%

# Cary 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>	Expected	Above
<b>Biology</b>	Expected	Above
<b>ELP</b>	Expected	Above
<b>English 1</b>	Above	Above
<b>US History</b>	Expected	Expected

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

# Cary 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.	98.2 %	94.8 %
My child's school provides a high quality educational program.	91.9 %	90.9 %
My child is given challenging work in all classes.	78.4 %	78.9 %
Students at my child's school are well behaved overall.	83.5 %	77.9 %
The rules of this school are fair.	87.9 %	89.4 %
Teachers in this school really seem to care about the students.	89.8 %	87.8 %
This school promotes understanding among students from various backgrounds	88.5 %	88.6 %
<b>The percentage of Parents returning the survey at this school was:</b>	<b>50%</b>	<b>50%</b>

<b>Student Survey Results</b>	<b>2002</b>	<b>2003</b>
This school is a safe place to learn.	93.9 %	88.9 %
The students at this school get along with each other.	66.5 %	61.2 %
The rules of this school are fair.	66.2 %	51.9 %
My school provides many ways to help me learn.	N/A	84.6 %
I like my school.	77.4 %	65.4 %

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	89.0 %	79.0 %
Writing Skills	87.0 %	79.7 %
Math Skills	91.4 %	80.9 %
Social Studies Skills	88.5 %	81.7 %
Science Skills	87.8 %	84.3 %

	<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>	37.1 %	44.4 %	15.9%	2.0%	0.7%
<b>Grades given to this school on the 2003 Student Survey:</b>	15.8%	52.9 %	23.2%	5.8%	2.3%