



School Profiles

for the
2002-03 School Year

East Millbrook Middle

School ID Number: 408

3801 Spring Forest Road Raleigh, NC 27616

Phone: (919) 850-8755 Fax: (919) 850-8770

Current Principal: David Ansbacher

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: Dana King

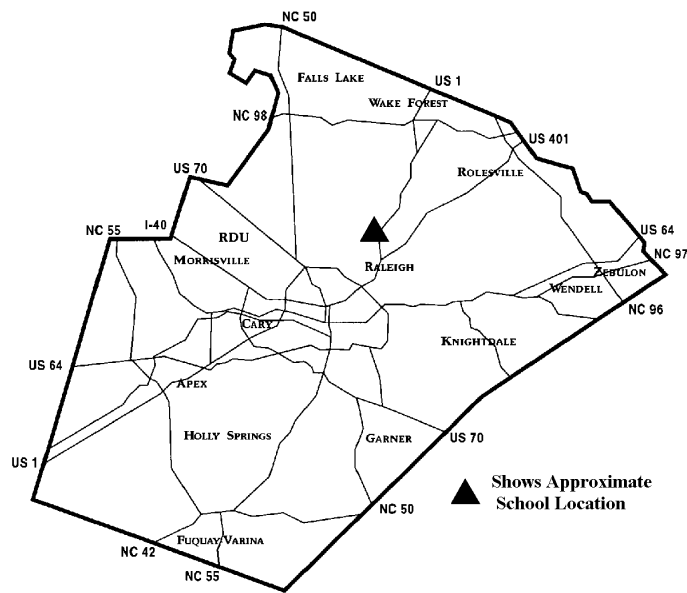
Grade Levels Served: 6-8

Calendar: Traditional

Facility Data

Original Construction Date:	1975
Most Recent Renovation:	1996
Building Square Footage:	133,361
Size of Property (acres):	50.0
Permanent Classrooms:	57
Portable Classrooms:	6
Campus Capacity:	100%

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



▲ Shows Approximate School Location

Mission Statement/Program Description

East Millbrook Magnet Middle School will provide students with a challenging educational program based on international standards needed to manage their future successfully.

The first Wake County school to offer the International Baccalaureate Middle Years Programme (IMBYP), East Millbrook provides a comprehensive education for young adolescents based on the overarching concepts of global education, communication, and intercultural awareness. Emphasis is placed on the study of eight subjects thematically linked and five Areas of Interaction - Approaches to Learning, Community Service, Health and Social Education, Environment, and Homo Faber (the creative genius of people). Designed to address various learning styles, instruction is delivered through hands-on interactive techniques that integrate the arts with academic and elective subjects. In order to awaken the intelligence of students and teach them to connect school subjects with the outside world, the approach combines knowledge and application in conjunction with critical thinking.

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Fall 2002-03 Student Population Characteristics

	Male						Female						Total
	White	Black	Asian	Hisp	Multi	AmInd	White	Black	Asian	Hisp	Multi	AmInd	
Grade 6	54	78	6	15	5	0	60	79	6	6	6	0	315
Grade 7	63	78	11	10	4	0	61	92	9	7	7	0	342
Grade 8	68	88	6	12	5	0	78	64	5	7	7	1	341
TOTAL	185	244	23	37	14	0	199	235	20	20	20	1	998

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
Academically Gifted	213	176	163	163
Students with Disabilities	N/A	137	156	149
Limited English Proficient	N/A	0	0	0

	1999-00	2000-01	2001-02	2002-03
Total Membership at End of First 20 Days	1051	1003	1030	998
Percent Receiving Free/Reduced Lunch	22%	26%	28%	32%
Average Daily Attendance (calculated at the end of the school year)	94.5%	94.7%	95.2%	94.7%

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: **88%**

All middle schools in 2002-03: 92%

Turbulence:

This school in 2002-03:

Not Yet Available

All middle schools in 2002-03:

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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 examining how students in that school perform compared 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

	2000-01		2001-02		2002-03	
	Reading	Math	Reading	Math	Reading	Math
6th Grade	Expected	Below	Below	Below	Expected	Below
7th Grade	Expected	Expected	Below	Below	Expected	Below
8th Grade	Expected	Below	Above	Expected	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 "Performance Composite" 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.

The Performance Composite scores for this school: 2000-01 2001-02 2002-03
79.3% 83.5% 85.8%

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 2000-01 this school: **Did Not Meet Expected Growth Standard**

In 2001-02 this school: **Met Expected Growth Standard**

In 2002-03 this school: **Met Expected Growth Standard**

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Adequate Yearly Progress (AYP)

AYP is based upon a set of performance targets that schools must achieve each year to meet the requirements of the federal No Child Left Behind (NCLB) Act of 2001. 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 were 68.9% in reading and 74.6% in math for grades 3-8

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

It Met: **23** out of **25** targets, or **92%** 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>

Writing Test Results

The design of the North Carolina Writing Test was changed in 2002 and was given as a pilot test in grades 4, 7, and 10 in the winter of 2003. No summary reports are available. The revised tests will be administered in 2004 using a new scoring system.

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 200 to 300 across the six grade levels. (Note: Reading scale scores prior to 2003 ranged from 100 to 200.) Progress is measured from year to year as scores move up the scale. The following table shows 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.

	Reading			Mathematics		
	2001	2002	2003	2001	2002	2003
6th Grade	157.4	157.1	259.1	262.8	263.3	264.1
7th Grade	160.4	160.8	260.9	266.7	267.3	266.3
8th Grade	163.3	165.1	264.7	267.6	271.1	270.2

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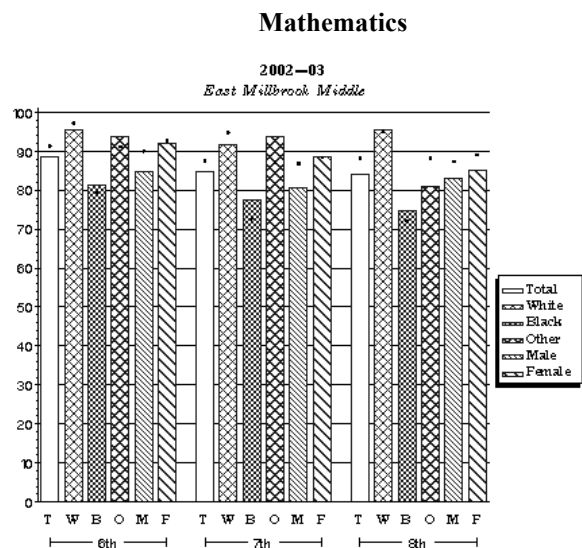
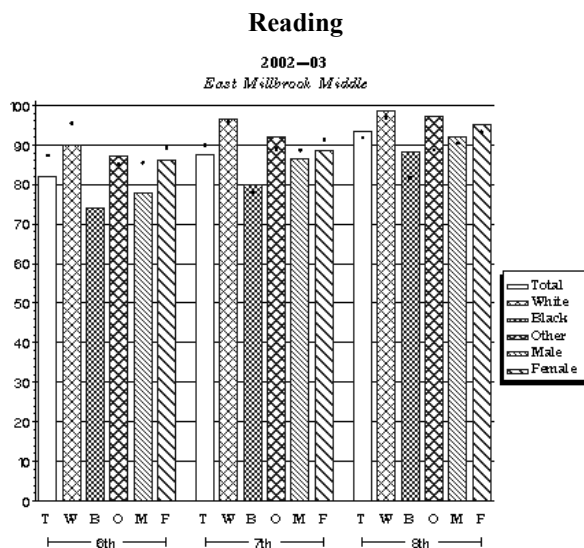
In August, 1998, the WCPSS Board of Education adopted the following goal for the school system:

“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 2003 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 Scoring At or Above Grade Level By Race and By Gender

		Reading						Mathematics							
		All Students			White Students			All Students			White Students				
		2001	2002	2003	2001	2002	2003	2001	2002	2003	2001	2002	2003		
6th	6th	77	75	82	90	87	90	82	86	89	95	94	96		
	7th	77	81	88	92	91	97	83	85	85	92	97	92		
	8th	86	93	93	94	98	99	75	86	84	86	91	96		
		Black Students			Other Students					Black Students			Other Students		
		2001	2002	2003	2001	2002	2003	2001	2002	2003	2001	2002	2003		
6th	6th	65	68	74	79	67	87	70	79	81	82	91	94		
	7th	64	70	80	72	88	92	75	74	78	81	88	94		
	8th	80	87	88	86	98	97	62	79	75	84	93	81		
		Males			Females					Males			Females		
		2001	2002	2003	2001	2002	2003	2001	2002	2003	2001	2002	2003		
6th	6th	74	69	78	80	80	86	81	83	85	83	90	92		
	7th	72	82	86	82	80	89	83	86	81	84	84	89		
	8th	85	91	92	87	95	95	74	88	83	76	84	85		



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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.

Parent Survey Results	2002	2003
My child's school is a safe place to learn.	86.1 %	93.9 %
My child's school provides a high quality educational program.	80.4 %	81.5 %
My child is given challenging work in all classes.	75.2 %	82.8 %
Students at my child's school are well behaved overall.	60.6 %	63.6 %
The rules of this school are fair.	88.9 %	84.8 %
Teachers in this school really seem to care about the students.	80.6 %	81.5 %
This school promotes understanding among students from various backgrounds	75.8 %	88.9 %
The percentage of Parents returning the survey at this school was:	65%	23%

Student Survey Results	2002	2003
This school is a safe place to learn.	78.7 %	79.3 %
The students at this school get along with each other.	38.9 %	31.1 %
The rules of this school are fair.	49.3 %	61.7 %
My school provides many ways to help me learn.	N/A	88.1 %
I like my school.	62.4 %	70.8 %

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

	2003	
	Parents	Students
Reading Skills	85.1 %	89.4 %
Writing Skills	83.6 %	76.5 %
Math Skills	85.1 %	84.1 %
Social Studies Skills	85.1 %	87.1 %
Science Skills	81.8 %	71.7 %

	A	B	C	D	F
Grades given to this school on the 2003 Parent Survey:	28.8 %	39.4 %	27.3 %	3.0 %	1.5 %
Grades given to this school on the 2003 Student Survey:	16.8 %	47.8 %	28.8 %	4.9 %	1.8 %