School Profiles
for the
2002-03 School Year

Knightdale Elementary

School ID Number: 464

109 Ridge Street, Box 309 Knightdale, NC 27545

Phone: (919) 266-8540 Fax: (919) 266-8582

Current Principal: Barbara Engram

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: Barbara Engram

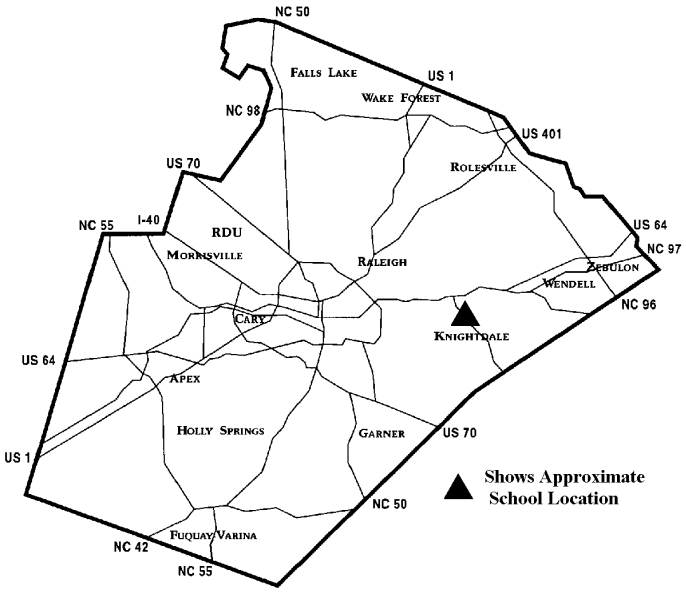
Grade Levels Served: K-5

Calendar: Traditional

Facility Data

Original Construction Date:	1922
Most Recent Renovation:	1998
Building Square Footage:	89,586
Size of Property (acres):	21.5
Permanent Classrooms:	36
Portable Classrooms:	6
Campus Capacity:	104%

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



Mission Statement/Program Description

OUR MISSION: The Knightdale Elementary community will educate each student to be a responsible, productive citizen in a safe environment where everyone is valued, respected and challenged.

OUR VISION: To achieve our mission, we envision a professional learning community where we: work together in collaborative teams, seek to improve student achievement on a continuing basis, encourage effective home-school communication and involvement and promote character education for a positive learning environment.

STATEMENT OF VALUES:
· We will actively engage all students, parents, and staff in the learning process.
· We will align curriculum, instruction, and student achievement.
· We will provide an inviting classroom environment with clear expectations, consistent consequences and specific academic goals.
· We will implement and monitor early intervention and Project Achieve programs.
· We will provide parents with useful information to assist them with helping children at home.
· We will promote a positive school climate by modeling the characteristics we hope to instill in our students.
· We will recognize and celebrate the efforts and achievements of our students, staff, and parents.

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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	
Kindergarten	33	25	0	13	4	1	17	19	0	14	1	0	**127**
Grade 1	22	31	0	7	2	0	19	29	1	12	3	0	**126**
Grade 2	33	30	0	15	1	0	21	21	0	8	4	0	**133**
Grade 3	25	35	0	2	2	1	16	23	0	6	4	1	**115**
Grade 4	23	28	1	3	2	1	21	21	1	6	1	0	**108**
Grade 5	22	27	0	4	1	0	24	30	0	8	1	1	**119**
TOTAL	**158**	**176**	**1**	**44**	**12**	**3**	**118**	**143**	**2**	**54**	**14**	**2**	**728**

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	19	24	27	23
Students with Disabilities	N/A	102	101	114
Limited English Proficiency	N/A	0	32	45

	1999-00	2000-01	2001-02	2002-03
Total Membership at End of First 20 Days	661	705	680	728
Percent Receiving Free/Reduced Lunch	35%	38%	45%	47%
Average Daily Attendance (calc. at end of school year)	95.7%	95.5%	96.5%	95.2%

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: **92%**

All elementary schools in 2002-03: 91%

Turbulence: Not Yet Available

This school in 2002-03:

All elementary schools in 2001-02:

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
3rd Grade	Expected	Below	Below	Below	Expected	Expected
4th Grade	Expected	Expected	Expected	Expected	Above	Above
5th Grade	Expected	Expected	Below	Below	Expected	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 "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.

	2000-01	2001-02	2002-03
The Performance Composite scores for this school:	**77.8%**	**76.1%**	**91.6%**

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: **Met Expected Growth Standard**

In 2001-02 this school: **Did Not Meet Expected Growth Standard**

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

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 MET AYP

It Met: **21** out of **21** targets, or **100%** 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**
3rd Grade	146.1	144.9	248.5	249.5	249.0	254.9
4th Grade	149.4	148.5	252.3	253.6	254.5	259.3
5th Grade	156.1	154.7	256.2	257.1	255.7	261.3

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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 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

	All Students			White Students		
	2001	2002	2003	2001	2002	2003
3rd	79	66	91	96	82	92
4th	73	70	88	91	88	96
5th	87	80	89	91	91	91

	Black Students			Other Students		
	2001	2002	2003	2001	2002	2003
3rd	66	53	92	67	67	88
4th	59	54	84	75	80	77
5th	84	70	86	80	86	93

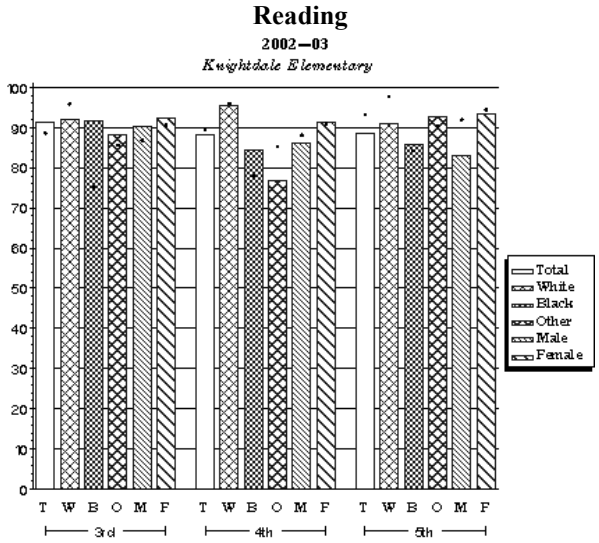
	Males			Females		
	2001	2002	2003	2001	2002	2003
3rd	74	60	90	84	71	92
4th	74	63	86	72	76	91
5th	90	80	83	86	80	94

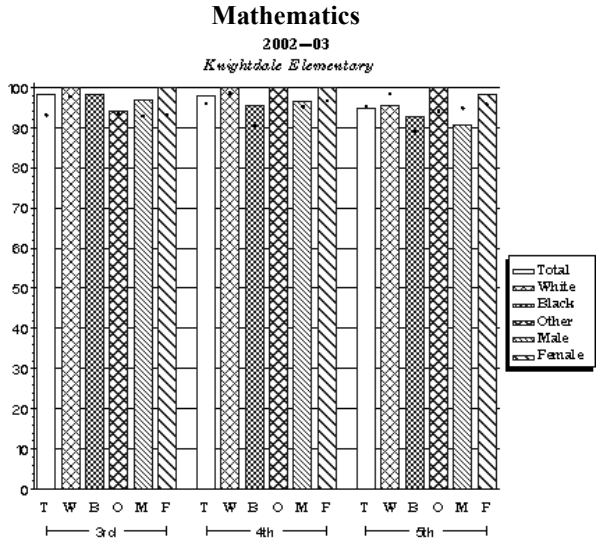
Mathematics

	All Students			White Students		
	2001	2002	2003	2001	2002	2003
3rd	70	68	98	90	79	100
4th	87	89	98	100	94	100
5th	88	83	95	95	88	96

	Black Students			Other Students		
	2001	2002	2003	2001	2002	2003
3rd	49	57	98	83	75	94
4th	75	84	96	92	93	100
5th	82	80	93	80	79	100

	Males			Females		
	2001	2002	2003	2001	2002	2003
3rd	63	70	97	77	65	100
4th	90	83	97	83	94	100
5th	84	86	91	91	80	98





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.	100.0%	93.6 %
My child's school provides a high quality educational program.	89.8 %	94.9 %
My child is given challenging work in all classes.	93.3 %	92.4 %
Students at my child's school are well behaved overall.	81.6 %	84.6 %
The rules of this school are fair.	96.6 %	89.9 %
Teachers in this school really seem to care about the students.	94.2 %	93.6 %
This school promotes understanding among students from various backgrounds	92.7 %	89.7 %
The percentage of Parents returning the survey at this school was:	**68%**	**38%**

Student Survey Results	2002	2003
This school is a safe place to learn.	97.5 %	91.2 %
The students at this school get along with each other.	11.7 %	20.7 %
The rules of this school are fair.	78.5 %	80.5 %
My school provides many ways to help me learn.	N/A	97.3 %
I like my school.	71.7 %	76.1 %

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	2003 Students
Reading Skills	94.8 %	86.3 %
Writing Skills	89.6 %	80.7 %
Math Skills	89.3 %	93.3 %
Social Studies Skills	87.7 %	68.7 %
Science Skills	87.8 %	74.7 %

	A	B	C	D	F
Grades given to this school on the 2003 Parent Survey:	29.1%	54.4%	12.7%	2.5%	1.3%
Grades given to this school on the 2003 Student Survey:	39.5%	37.8%	15.7%	5.4%	1.6%