

School Profiles

for the 2002-03 School Year

Millbrook High

School ID Number: 500

2201 Spring Forest Road Raleigh, NC 27615

Phone: (919) 850-8787 Fax: (919) 850-8803

Current Principal: Dana King

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 R. Rockefeller

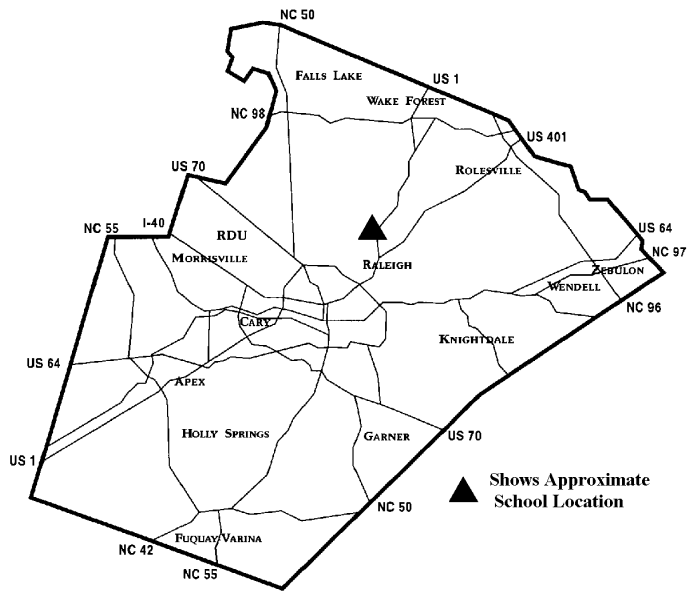
Grade Levels Served: 9-12

Calendar: Traditional

Facility Data

Original Construction Date:	1927
Most Recent Renovation:	1999
Building Square Footage:	260,948
Size of Property (acres):	43.8
Permanent Classrooms:	82
Portable Classrooms:	23
Campus Capacity:	94%

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



Mission Statement/Program Description

Mission: To Challenge, Educate and Support

Statement of Beliefs:

We believe that:

- all students can and must learn
- learners have different learning styles and intelligences that must be addressed in developmentally appropriate ways
- learning is a life-long process
- intellectual, social, emotional, cultural and physical development are basic elements of education
- diversity must be affirmed, respected and celebrated
- our school is interdependent with parents, business and total community
- our school will be a safe and nurturing learning community that supports personal responsibility and has high expectations for all members

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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 9	132	114	11	27	7	0	133	94	14	29	5	0	566
Grade 10	131	91	14	20	3	0	128	79	12	24	5	0	507
Grade 11	142	76	15	13	2	0	130	69	13	11	4	0	475
Grade 12	134	60	27	8	1	0	130	69	10	11	3	0	453
TOTAL	539	341	67	68	13	0	521	311	49	75	17	0	2,001

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	361	336	351	329
Students with Disabilities	N/A	211	244	216
Limited English Proficiency	N/A	170	170	149

	1999-00	2000-01	2001-02	2002-03
Total Membership at End of First 20 Days	1853	1854	2054	2001
Percent Receiving Free/Reduced Lunch	9%	13%	15%	16%
Average Daily Attendance (calc. at end of school year)	94.8%	94.9%	94.9%	95.0%

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>
The Performance Composite score for this school:	73.9%	76.8%	75.9%

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 High Growth Standard
- In 2001-02 this school:** Met High Growth Standard
- In 2002-03 this school:** Met High Growth Standard

Average EOC Scales Scores in this School in 2002-03

Courses Required for All Students		Elective Courses	
Algebra 1	61.4	Geometry	61.1
Biology	59.4	Algebra II	68.4
ELPS	56.5	Chemistry	67.3
English I	58.6	Physical Science	56.3
US History	58.7	Physics	64.2

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Other Accountability Measures

Dropout Rates

2000-01: 2.5% **2001-02:** 4.1% **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: 75.8% **2001:** 74.4% **2002:** 73.7% **2003:** 75.6%

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: 5.1% **2002:** 7.3% **2003:** 4.4%

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.

	Math	Verbal	Total	Participation
2000-01:	506	495	1001	78.4%
2001-02:	517	506	1023	78.0%
2002-03:	531	509	1040	80.0%

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: **19** out of **24** targets, or **79%** 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.

Algebra 1	All Students		Males		Females		White		Black		Other	
2000-01	352	77%	197	81%	155	72%	160	86%	154	68%	38	76%
2001-02	436	76%	225	76%	211	75%	204	86%	173	64%	59	73%
2002-03	465	83%	228	79%	237	86%	229	86%	177	78%	59	83%

Biology	All Students		Males		Females		White		Black		Other	
2000-01	430	77%	213	78%	217	76%	270	88%	117	54%	43	72%
2001-02	395	85%	209	88%	186	82%	218	94%	136	75%	41	73%
2002-03	453	75%	220	77%	233	73%	264	87%	129	53%	60	68%

ELP	All Students		Males		Females		White		Black		Other	
2000-01	536	71%	285	74%	251	68%	294	82%	170	58%	72	60%
2001-02	630	71%	311	75%	319	67%	299	87%	250	56%	81	59%
2002-03	431	73%	202	78%	229	69%	235	88%	130	56%	66	56%

English I	All Students		Males		Females		White		Black		Other	
2000-01	482	74%	262	71%	220	76%	274	85%	150	59%	58	57%
2001-02	557	76%	278	74%	279	79%	272	93%	214	62%	71	55%
2002-03	481	84%	241	81%	240	86%	244	98%	173	67%	64	73%

US History	All Students		Males		Females		White		Black		Other	
2000-01	441	59%	227	67%	214	50%	270	70%	121	41%	50	46%
2001-02	439	65%	221	70%	218	59%	264	77%	123	43%	52	52%
2002-03	477	58%	241	66%	236	51%	257	73%	146	37%	74	51%

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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.

Algebra II	All Students		Males		Females		White		Black		Other	
2000-01	361	89%	179	88%	182	90%	254	90%	66	80%	41	95%
2001-02	341	85%	165	82%	176	87%	239	88%	59	71%	43	84%
2002-03	346	82%	178	82%	168	83%	207	90%	95	69%	44	75%

Chemistry	All Students		Males		Females		White		Black		Other	
2000-01	260	86%	140	86%	120	86%	180	89%	44	82%	36	75%
2001-02	257	88%	126	88%	131	87%	193	90%	37	81%	27	82%
2002-03	161	94%	178	95%	78	94%	115	95%	30	90%	16	100%

Geometry	All Students		Males		Females		White		Black		Other	
2000-01	337	74%	161	75%	176	73%	220	84%	80	53%	37	59%
2001-02	387	74%	201	88%	131	68%	212	81%	125	59%	50	80%
2002-03	393	68%	200	71%	193	65%	221	81%	121	47%	51	63%

Physics	All Students		Males		Females		White		Black		Other	
2000-01	108	82%	63	84%	45	80%	86	90%	17	41%		
2001-02	118	96%	65	99%	53	93%	89	99%	13	92%	16	81%
2002-03	68	93%	41	100%	27	81%	48	96%			14	86%

Physical Science	All Students		Males		Females		White		Black		Other	
2000-01	296	64%	157	71%	139	55%	130	77%	136	54%	30	53%
2001-02	347	70%	175	75%	172	65%	173	84%	131	53%	43	67%
2002-03	375	70%	204	76%	171	63%	163	82%	153	59%	59	63%

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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. 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

Core Courses	2001-02	2002-03
Algebra 1	Expected	Expected
Biology	Expected	Expected
ELP	Expected	Below
English 1	Expected	Expected
US History	Above	Expected

Elective Courses	2001-02	2002-03
Algebra 2	Above	Above
Chemistry	Above	Expected
Geometry	Expected	Expected
Physical Science	Expected	Expected
Physics	Above	Expected

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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.	93.3 %	83.6 %
My child's school provides a high quality educational program.	88.8 %	79.1 %
My child is given challenging work in all classes.	79.3 %	70.7 %
Students at my child's school are well behaved overall.	64.4 %	59.6 %
The rules of this school are fair.	79.9 %	74.4 %
Teachers in this school really seem to care about the students.	82.7 %	78.3 %
This school promotes understanding among students from various backgrounds	80.2 %	82.6 %
The percentage of Parents returning the survey at this school was:	78%	80%

Student Survey Results	2002	2003
This school is a safe place to learn.	87.4 %	76.0 %
The students at this school get along with each other.	42.7 %	36.7 %
The rules of this school are fair.	55.2 %	47.1 %
My school provides many ways to help me learn.	N/A	70.7 %
I like my school.	65.5 %	51.2 %

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	85.0 %	69.6 %
Writing Skills	82.9 %	69.6 %
Math Skills	80.7 %	68.3 %
Social Studies Skills	81.9 %	76.0 %
Science Skills	80.8 %	66.9 %

	A	B	C	D	F
Grades given to this school on the 2003 Parent Survey:	9.2%	47.6%	34.3%	5.5%	3.3%
Grades given to this school on the 2003 Student Survey:	3.3%	30.3%	41.1%	20.0%	5.3%