

School Profiles

for the 2002-03 School Year

Reedy Creek Elementary

School ID Number: 542

940 Reedy Creek Rd Cary, NC 27513

Phone: (919) 380-3660 Fax: (919) 380-3678

Current Principal: Dixie Frazier

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: Dixie Frazier

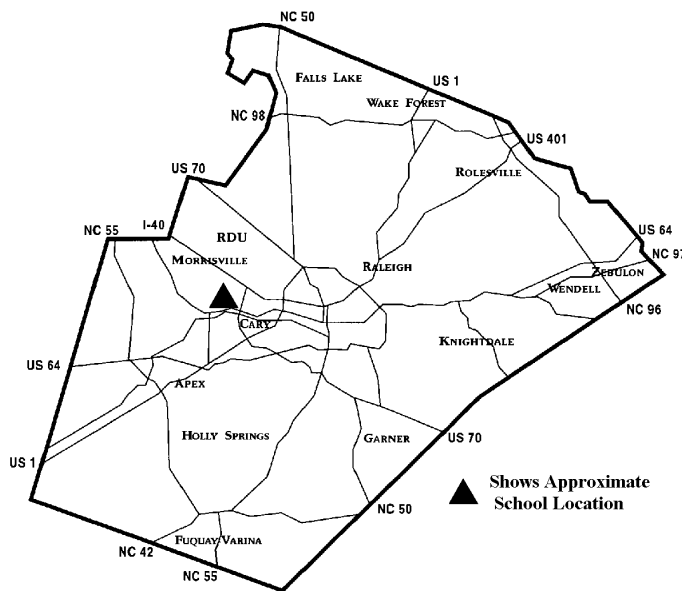
Grade Levels Served: K-5

Calendar: Traditional

Facility Data

Original Construction Date:	1999
Most Recent Renovation:	
Building Square Footage:	85,535
Size of Property (acres):	19.6
Permanent Classrooms:	38
Portable Classrooms:	5
Campus Capacity:	98%

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



Mission Statement/Program Description

MISSION STATEMENT:

The Reedy Creek community will create an environment that empowers all students to take risks, think critically, and practice problem solving skills. With this foundation, our students will become productive and contributing members of society.

VISION:

Visitors to Reedy Creek are welcomed by a professional and friendly office staff. A creative faculty is empowered by administrators to take risks which lead to innovative teaching practices. In classrooms, you will find students actively engaged while their teachers serve as facilitators. Strategies include cooperative learning, technology-based learning, and inquiry lesson approaches utilizing manipulatives across the curriculum. A variety of literacy strategies are incorporated to meet the needs of individual learners. Regular, consistent, collaborative planning is ongoing.

Authentic assessment occurs in a variety of ways. The climate embraced fosters the development of the whole child, which includes a safe and nurturing environment and an active partnership between community, students, and staff.

We all take pride in and celebrate student and staff successes. Our philosophy is exemplified by : displays of student work, excited, motivated, on-task students, collegial interactions among students, staff, and community, and positive staff and student diversity. All components together support a common vision for our students. We intend to achieve this through unwavering commitment to integrity, service, and quality.

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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	25	21	10	6	9	1	31	15	9	11	7	0	145
Grade 1	22	10	10	7	5	0	23	16	7	8	9	0	117
Grade 2	29	16	3	8	2	1	20	12	8	7	4	0	110
Grade 3	29	19	9	3	3	1	28	18	4	12	3	0	129
Grade 4	23	16	3	4	2	0	28	11	5	4	4	0	100
Grade 5	21	18	9	7	3	0	35	15	9	5	3	1	126
TOTAL	149	100	44	35	24	3	165	87	42	47	30	1	727

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	40	31	44	30
Students with Disabilities	N/A	75	70	66
Limited English Proficiency	N/A	129	75	73

	1999-00	2000-01	2001-02	2002-03
Total Membership at End of First 20 Days	693	747	696	727
Percent Receiving Free/Reduced Lunch	23%	26%	27%	29%
Average Daily Attendance (calc. at end of school year)	95.6%	96.1%	96.1%	95.6%

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 elementary schools in 2002-03: 91%

Turbulence:

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

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

The Performance Composite scores for this school:

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>
	88.5%	82.8%	89.7%

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 High Growth Standard**

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

In 2002-03 this school: **Met High 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 MET AYP

It Met: **25** out of **25** 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	149.6	147.3	248.8	252.5	251.9	255.7
4th Grade	152.9	152.7	252.7	258.1	257.2	258.7
5th Grade	159.3	157.5	259.2	262.6	262.3	263.5

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

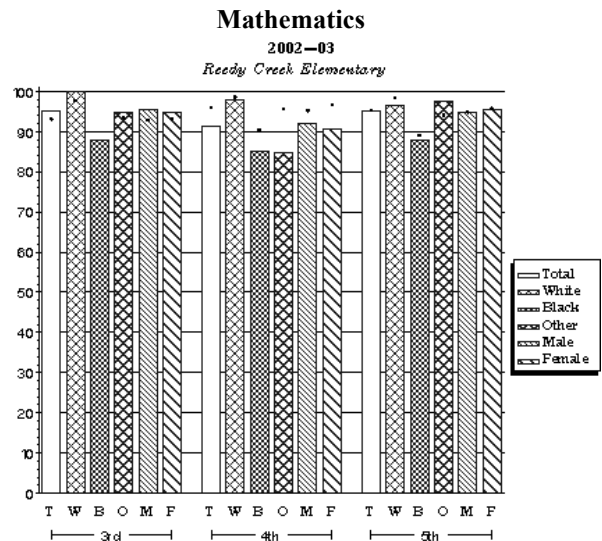
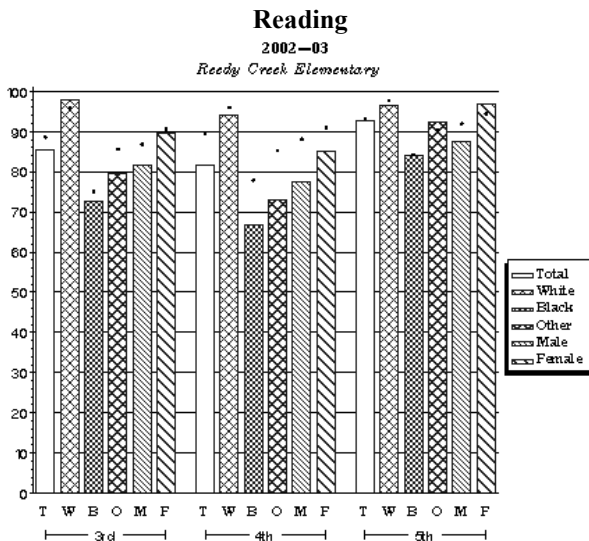
“The Wake County Public School System is committed to academic excellence. By 2003, 95% of students tested will be at or above grade level as measured by NC EOG testing at grades 3 and 8.”

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	All Students	86	73	85	90	83	98
	White Students						
	Black Students	68	57	73	88	73	80
4th	All Students	87	84	82	93	85	94
	White Students						
	Black Students	74	73	67	86	90	73
5th	All Students	96	89	93	98	96	97
	White Students						
	Black Students	95	73	84	92	94	92
		Males			Females		
		2001	2002	2003	2001	2002	2003
3rd	All Students	81	66	82	88	79	90
	White Students						
4th	All Students	89	76	78	85	89	85
	White Students						
5th	All Students	96	91	88	97	88	97
	White Students						

		Mathematics					
		All Students			White Students		
		2001	2002	2003	2001	2002	2003
3rd	All Students	80	76	95	89	87	100
	White Students						
	Black Students	59	53	88	79	81	95
4th	All Students	91	87	91	96	90	98
	White Students						
	Black Students	74	77	85	95	90	85
5th	All Students	94	91	95	97	94	97
	White Students						
	Black Students	79	81	88	96	100	97
		Males			Females		
		2001	2002	2003	2001	2002	2003
3rd	All Students	77	80	95	83	72	95
	White Students						
4th	All Students	89	87	92	94	88	91
	White Students						
5th	All Students	94	89	95	93	94	96
	White Students						



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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.	96.8 %	97.2 %
My child's school provides a high quality educational program.	96.8 %	92.6 %
My child is given challenging work in all classes.	91.7 %	88.4 %
Students at my child's school are well behaved overall.	82.3 %	83.6 %
The rules of this school are fair.	95.2 %	97.1 %
Teachers in this school really seem to care about the students.	95.2 %	98.6 %
This school promotes understanding among students from various backgrounds	98.4 %	97.1 %
The percentage of Parents returning the survey at this school was:	42%	38%

Student Survey Results	2002	2003
This school is a safe place to learn.	97.8 %	97.7 %
The students at this school get along with each other.	35.0 %	36.3 %
The rules of this school are fair.	92.9 %	94.8 %
My school provides many ways to help me learn.	N/A	95.4 %
I like my school.	84.9 %	90.2 %

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	95.7 %	92.5 %
Writing Skills	90.0 %	87.7 %
Math Skills	92.8 %	91.8 %
Social Studies Skills	88.2 %	78.4 %
Science Skills	75.4 %	89.0 %

	A	B	C	D	F
Grades given to this school on the 2003 Parent Survey:	50.7%	42.0%	7.2%	0.0%	0.0%
Grades given to this school on the 2003 Student Survey:	37.9%	43.7%	14.9%	2.3%	1.1%