

School Profiles

for the

2002-03 School Year

Sanderson High

School ID Number: 552

5500 Dixon Road Raleigh, NC 27609

Phone: (919) 881-4800 Fax: (919) 881-5006

Current Principal: Cathy Moore

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: Cathy Moore

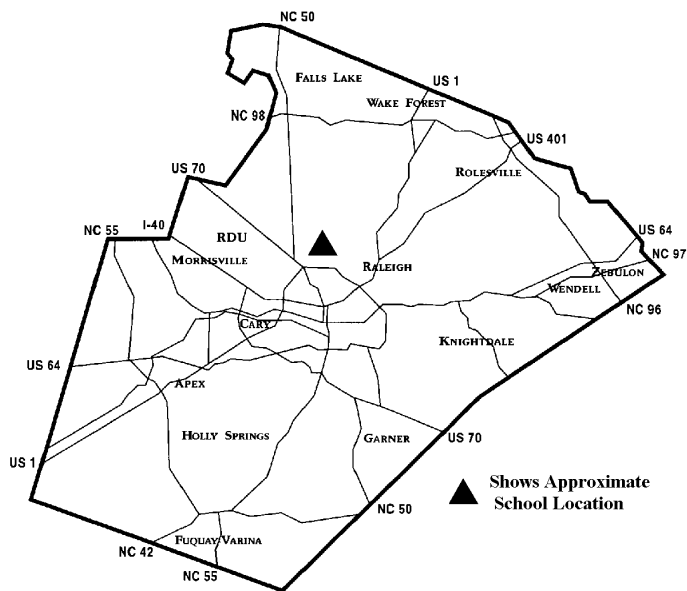
Grade Levels Served: 9-12

Calendar: Traditional

Facility Data

Original Construction Date:	1968
Most Recent Renovation:	2000
Building Square Footage:	300,777
Size of Property (acres):	52.3
Permanent Classrooms:	86
Portable Classrooms:	0
Campus Capacity:	96%

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



Mission Statement/Program Description

The mission of Sanderson High School is to accept and to reach all of our students and to prepare them to become self-reliant, well rounded, and productive in an ever changing world.

At Sanderson, we believe that:

- * all students can learn
- * Learning is a life-long process
- * Education is a shared responsibility
- * Everyone has worth and dignity and deserves respect
- * A safe and comfortable school environment enhances learning
- * Our democracy cannot thrive without an educated citizenry
- * Every student has the right to a quality education

Over two hundred courses in regular, honors, special programs, academically gifted, and advanced placement classes are offered. A four-year curriculum in Air Force ROTC is also available as well as a curriculum for English as a Second Language students.

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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	152	121	3	21	5	0	135	102	2	32	3	0	576
Grade 10	123	67	5	13	1	0	109	57	5	13	2	0	395
Grade 11	117	38	7	7	3	1	121	52	5	6	2	0	359
Grade 12	120	31	5	8	2	1	107	38	8	6	4	1	331
TOTAL	514	257	20	49	11	2	472	249	20	57	11	1	1,663

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	466	398	341	336
Students with Disabilities	N/A	200	200	236
Limited English Proficiency	N/A	72	72	88

	1999-00	2000-01	2001-02	2002-03
Total Membership at End of First 20 Days	2017	1634	1525	1663
Percent Receiving Free/Reduced Lunch	12%	15%	16%	20%
Average Daily Attendance (calc. at end of school year)	94.0%	94.5%	94.4%	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: **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:	77.7%	77.2%	76.6%

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

Average EOC Scales Scores in this School in 2002-03

Courses Required for All Students		Elective Courses	
Algebra 1	63.4	Geometry	64.1
Biology	58.2	Algebra II	66.6
ELPS	56.5	Chemistry	66.0
English I	59.3	Physical Science	53.4
US History	60.6	Physics	67.0

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Other Accountability Measures

Dropout Rates

2000-01: 2.4% **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: 82.5% **2001:** 78.8% **2002:** 74.0% **2003:** 78.9%

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: 0.3% **2002:** 2.7% **2003:** 4.9%

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:	535	522	1057	82.2%
2001-02:	546	521	1067	82.0%
2002-03:	531	510	1041	84.0%

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: **15** out of **21** targets, or **71%** 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	274	80%	142	79%	132	80%	162	88%	97	66%	15	73%
2001-02	288	89%	152	86%	136	93%	166	96%	101	79%	21	76%
2002-03	330	88%	170	88%	160	89%	185	89%	115	86%	30	93%

Biology	All Students		Males		Females		White		Black		Other	
2000-01	334	69%	172	70%	162	69%	229	80%	76	42%	29	55%
2001-02	345	75%	171	77%	174	74%	233	87%	89	48%	23	61%
2002-03	382	69%	198	74%	184	64%	248	83%	106	37%	28	64%

ELP	All Students		Males		Females		White		Black		Other	
2000-01	399	75%	191	73%	208	76%	255	88%	125	47%	19	79%
2001-02	390	77%	211	74%	179	79%	231	91%	128	52%	31	77%
2002-03	508	75%	266	76%	242	73%	282	90%	188	50%	38	82%

English I	All Students		Males		Females		White		Black		Other	
2000-01	397	80%	198	78%	199	82%	249	92%	131	60%	17	65%
2001-02	377	79%	205	73%	172	85%	217	91%	133	56%	27	89%
2002-03	455	84%	237	81%	218	86%	258	95%	160	68%	37	70%

US History	All Students		Males		Females		White		Black		Other	
2000-01	351	69%	190	74%	161	63%	240	80%	84	42%	27	52%
2001-02	345	59%	160	68%	185	51%	234	70%	78	28%	33	55%
2002-03	337	73%	164	76%	173	70%	230	84%	77	55%	30	33%

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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	254	86%	126	89%	128	83%	191	89%	46	72%	17	88%
2001-02	273	87%	130	84%	143	90%	202	89%	49	76%	22	96%
2002-03	276	78%	125	77%	151	79%	199	84%	53	57%	24	79%

Chemistry	All Students		Males		Females		White		Black		Other	
2000-01	233	87%	109	92%	124	82%	189	88%	29	79%	15	87%
2001-02	199	89%	88	91%	111	88%	156	90%	29	83%	14	100%
2002-03	176	93%	125	95%	98	91%	139	94%	31	90%		

Geometry	All Students		Males		Females		White		Black		Other	
2000-01	266	82%	127	83%	139	81%	188	90%	54	56%	24	75%
2001-02	298	78%	149	91%	111	81%	213	85%	61	53%	24	75%
2002-03	324	80%	164	82%	160	78%	232	89%	75	53%	17	71%

Physics	All Students		Males		Females		White		Black		Other	
2000-01	111	87%	71	89%	40	85%	90	92%			12	75%
2001-02	80	94%	44	98%	36	89%	66	94%				
2002-03	45	93%	31	97%	14	86%	38	95%				

Physical Science	All Students		Males		Females		White		Black		Other	
2000-01	311	67%	155	68%	156	65%	168	84%	129	45%	14	57%
2001-02	303	62%	165	69%	138	54%	151	78%	128	45%	24	58%
2002-03	358	50%	197	52%	161	47%	167	68%	157	31%	34	44%

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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	Expected
English 1	Expected	Expected
US History	Expected	Above

Elective Courses		
Algebra 2	Expected	Expected
Chemistry	Above	Above
Geometry	Expected	Expected
Physical Science	Expected	Expected
Physics	Above	Above

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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.	95.2 %	95.2 %
My child's school provides a high quality educational program.	90.2 %	84.8 %
My child is given challenging work in all classes.	80.5 %	78.7 %
Students at my child's school are well behaved overall.	80.7 %	71.9 %
The rules of this school are fair.	85.7 %	77.0 %
Teachers in this school really seem to care about the students.	87.6 %	83.5 %
This school promotes understanding among students from various backgrounds	86.5 %	81.4 %
The percentage of Parents returning the survey at this school was:	53%	49%

Student Survey Results	2002	2003
This school is a safe place to learn.	88.5 %	87.6 %
The students at this school get along with each other.	63.7 %	51.0 %
The rules of this school are fair.	55.7 %	48.2 %
My school provides many ways to help me learn.	N/A	82.5 %
I like my school.	63.9 %	65.5 %

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	86.1 %	74.5 %
Writing Skills	82.5 %	71.3 %
Math Skills	81.5 %	67.8 %
Social Studies Skills	83.4 %	71.9 %
Science Skills	80.4 %	73.0 %

	A	B	C	D	F
Grades given to this school on the 2003 Parent Survey:	28.5%	49.7%	17.0%	4.2%	0.6%
Grades given to this school on the 2003 Student Survey:	14.6%	45.2%	30.9%	6.7%	2.5%