



MEASURING UP

WAKE COUNTY PUBLIC SCHOOLS

EVALUATION AND RESEARCH DEPARTMENT

2001-2002 North Carolina ABC Results

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Background

The ABCs of Public Education is North Carolina's primary school reform program. Passed by the state General Assembly in 1995, the plan has three main components: school *accountability*, testing of *basic* subjects, and local *control* over decision-making.

Each year, student test results in reading, mathematics, writing, computer skills, and selected high school courses are analyzed to determine whether schools have met goals established in the accountability program. Schools meeting goals are given financial incentive awards that must be distributed as bonuses to the faculty. Schools also are recognized for the percentage of their students' scores at or above grade level or proficiency standards.

New Developments This Year

Two new categories of schools have been designated: *Schools of Progress* and *Priority Schools* (see Page 4 for definitions). In contrast to last year, *Schools of Distinction* are now required to make at least expected growth

Writing assessment scores for grades 4 and 7 are not included in this year's ABCs.

The term "High Growth" has replaced the old term "Exemplary Growth."

The ABC Accountability Plan

The ABC Accountability Program for elementary and middle schools focuses primarily on the average *growth* shown by groups of students on end-of-grade reading and mathematics tests. Average test results for a group of students at the end of one year are compared to the scores for those same students at the end of the prior year.

The 2001-2002 school year is the second year in which growth for high school students is determined by predicting how well each student group should perform based on the previous EOG and EOC test scores of the students in the group. Positive gain occurs when the actual EOC score for a group of students equals or surpasses the predicted score for the group.

The State Board has established two levels of growth, Expected and High (previously called Exemplary Growth). High Growth is approximately 10% higher than Expected Growth.

For all WCPSS schools:

- 55% achieved high growth;
- 33% achieved expected growth but did not reach high growth;
- 12% did not meet expected growth but showed adequate performance;
- None were low-performing.

Beginning in 2000-2001, writing scores were not included in the growth calculation for schools serving fourth-grade and seventh-grade students. A new baseline for writing is being established based on a new scoring method and inclusion of writing scores for special education students.

Growth Results

2001-2002 was the sixth year of ABC results for elementary and middle schools, and the fifth year of results for high schools. Since 1997-98, schools achieving high growth receive incentive bonuses equivalent to \$1500 per certified teacher and \$500 per teacher assistant. Bonuses for schools meeting expected growth are equivalent to \$750 per certified teacher and \$375 per teacher assistant.

WCPSS Growth

For elementary schools:

- 56% achieved high growth;
- 28% achieved expected growth but did not reach high growth;
- 15% did not meet expected growth but showed adequate performance;
- None were low-performing.

For middle schools:

- 63% achieved high growth;
- 29% achieved expected growth but did not reach high growth;
- 8% did not meet expected growth but showed adequate performance;
- None were low-performing.

For WCPSS high schools:

- 47% achieved high growth;
- 53% achieved expected growth but did not reach high growth;
- None failed to meet expected growth;
- None were low-performing.

For all WCPSS schools:

- 55% achieved high growth;
- 33% achieved expected growth but did not reach high growth;
- 12% did not meet expected growth but showed adequate performance;
- None were low-performing.

Statewide Growth

For elementary, middle, and high schools:

- 36% exceeded high growth;
- 39% exceeded expected growth but did not reach high growth;
- 24% did not meet expected growth but showed adequate performance;
- 1% were low performing.

Note: The Department of Public Instruction does not report results separately by level (elementary, middle, and high) because of the number of K-8 and K-12 schools across the state.

Most Improved Schools In The State

The ABC program gives special recognition to the 25 most improved K-8 schools and the 10 most improved high schools in the state. "Most improved" means that those schools attained the state's highest values on the high growth composite. In 2001-2002, Cary Elementary received this distinction. In 2000-2001, four of the most improved 25 K-8 schools and two of the most improved ten high schools were WCPSS schools. The most improved WCPSS schools in 2000-2001 were Brassfield Elementary, Brooks Elementary, Leesville Road Elementary, Middle Creek Elementary, Green Hope High School, and Millbrook High School.

Statewide, the percentage of all schools achieving either high growth or expected growth standards increased from 60% in 2001 to 75% in 2002. The percentage of WCPSS schools achieving either high growth or expected growth standards decreased from 90% in 2001 to 88% in 2002. Figure 2 shows the changes over the past six years in the number of schools in WCPSS participating in the ABC Accountability Program and in the percentage of schools achieving expected and high growth.

Figure 2: WCPSS ABC Growth Results Summary for 1997-2002

		Number of Schools in ABCs Program	Schools Achieving High Growth	Schools Achieving Expected Growth	Schools Not Meeting Expected Growth
Elementary	1997	67	27 (40%)	22 (33%)	18 (27%)
	1998	69	60 (87%)	7 (10%)	2 (3%)
	1999	69	45 (65%)	18 (26%)	6 (9%)
	2000	74	60 (81%)	8 (11%)	6 (8%)
	2001	78	49 (63%)	23 (29%)	6 (8%)
	2002	78	44 (56%)	22 (28%)	12 (15%)
Middle	1997	20	11 (55%)	4 (20%)	5 (25%)
	1998	20	16 (80%)	3 (15%)	1 (5%)
	1999	20	18 (90%)	1 (5%)	1 (5%)
	2000	22	10 (45%)	7 (32%)	5 (23%)
	2001	24	11 (46%)	7 (29%)	6 (25%)
	2002	24	15 (63%)	7 (29%)	2 (8%)
High	1997	0	N/A	N/A	N/A
	1998	12	6 (50%)	5 (42%)	1 (8%)
	1999	13	13 (100%)	0 (0%)	0 (0%)
	2000	13	12 (92%)	1 (8%)	0 (0%)
	2001	15	8 (53%)	7 (47%)	0 (0%)
	2002	15	7 (47%)	8 (53%)	0 (0%)
Alternative	1997	0	N/A	N/A	N/A
	1998	0	N/A	N/A	N/A
	1999	0	N/A	N/A	N/A
	2000	3	2	1	0
	2001	3	1	2	0
	2002	3	0	3	0
Total WCPSS Schools	1997	87	38 (44%)	26 (30%)	23 (26%)
	1998	101	82 (81%)	15 (15%)	4 (4%)
	1999	102	76 (75%)	19 (19%)	7 (7%)
	2000	112	84 (75%)	20 (18%)	7 (6%)
	2001	120	69 (58%)	39 (32%)	12 (10%)
	2002	120	66 (55%)	40 (33%)	14 (12%)

Performance Results

A composite performance measure is calculated for all schools under the ABC accountability plan, but performance is not used as a criterion for awarding incentive funds to schools. Schools *do* receive the designations *School of Excellence*, *School of Distinction*, or *School of Progress*, if sufficient numbers of students score above grade level on End-of-Grade (EOG), End-of-Course (EOC), and Computer Skills tests.

All scores on North Carolina tests are grouped into four levels. *Level I* and *Level II* scores are considered below grade level and indicative of a student's need for additional help before he or she can be successful in the next grade level or prior to more advanced coursework. *Level III* scores mean that students are well-prepared for the next grade level or a higher level course, and *Level IV* scores are indicative of performance well above that needed for success in the next grade level or course.

If 90% or more of the scores achieved by the students in a school on mandated tests are in Levels III or IV, and if the school exceeds expected growth requirements, the school is designated as a *School of Excellence*. If 80-89% of the scores on mandated tests are in Levels III or IV, and if the school meets expected growth targets, the school is designated as a *School of Distinction*. If 60-79% of the scores are in Levels III or IV, and if the school meets expected growth, the school is designated as a *School of Progress*. Figure 3 compares the number of schools in each category of ABC Performance results from 1997 to 2002.

Figure 3: ABC Performance Results Summary, 1997-2002

	WCPSS					NC				
	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
Number of Schools in ABCs Program	101	102	112	117	117	1,719	2,000	2,115	2,008	2,192
Schools of Excellence (90% or more in Level III/IV)	5 5%	8 8%	9 8%	30 26%	52 44%	24 1%	47 2%	73 4%	171 8%	299 14%
Schools of Distinction (80%-89% in Level III/IV)	35 35%	39 38%	55 49%	53 45%	37 32%	290 17%	411 21%	510 24%	640 30%	648 30%
Schools of Progress (60%-79% in Level III/IV)					14 12%					521 24%

Note 1: Beginning in 1998, the number of NC schools includes charter schools and alternative schools.

Note 2: WCPSS results do not include the three alternative schools because they cannot receive these recognitions.

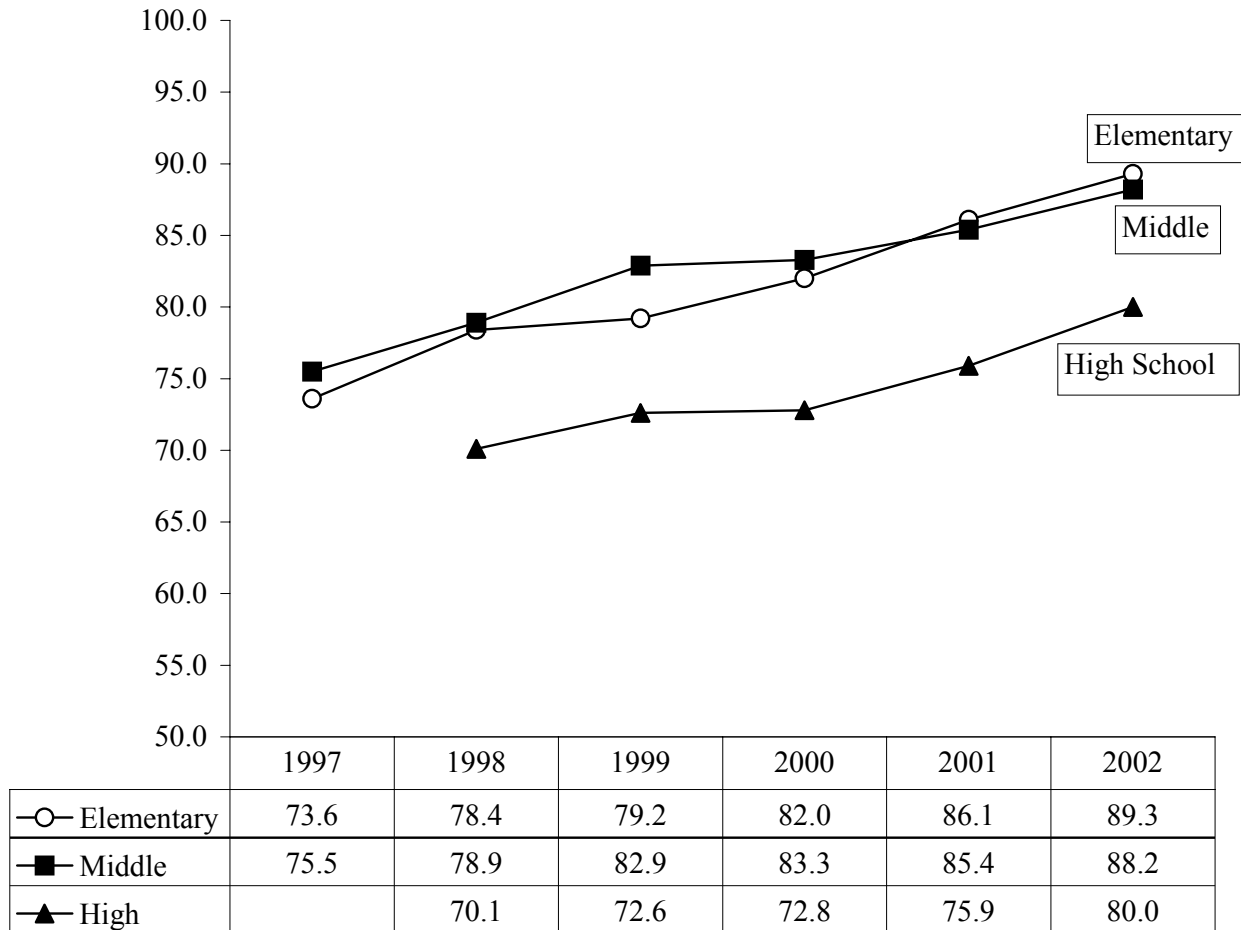
Note 3: High schools were not included in the 1997 ABCs accountability program.

Note 4: School of Progress is a new designation for 2001-2002

Performance composites for WCPSS schools in the 2001-2002 school year ranged from 70% to 99%. As shown in Figure 3, the percentage of WCPSS schools achieving the *School of Excellence* designation rose significantly, reaching 44% in 2002, up from 26% in 2001. The percentage of schools achieving the *School of Distinction* designation decreased from 45% in 2001 to 32% in 2002, with much of the decline attributable to the increase in the number of Schools of Excellence. Statewide, only 43% of schools achieved one of these two designations.

Figure 4 below shows average performance composites for elementary schools, middle schools, and high schools over the past six years. Since 1997 the average performance composite for all elementary schools has risen 15.7 percentage points, from 73.6% to 89.3%. For middle schools, the average has increased 12.7 percentage points, from 75.5% in 1997 to 88.2% in 2002. The average for high schools has increased 9.9 percentage points, from 70.1% in 1998 to 80.0% in 2002.

Figure 4
Average Performance Composites for Elementary, Middle, and High Schools 1997-2002



Alternative Schools

WCPSS' three alternative schools (Phillips High, Longview, and Mount Vernon Redirection) serve special populations of students. When appropriate, all three schools give EOG and EOC tests to their students. However, the number of tests for a particular grade level or subject is often too small to be considered statistically reliable under the ABCs program. Therefore, from 1997 to 1999, the State Board of Education tied recognition and incentive awards for alternative schools to those schools sending them students. Beginning with the 1999-2000 school year, the State Board of Education instituted a new policy, HSP-C-013, requiring that the ABCs for Alternative Schools be based on the following factors:

- two mandated achievement-based components (EOG or EOC test results, and change in competency passing rate from end of 8th grade to end of 10th grade), and
- three local options, based on a school's mission or Improvement Plan, to complement the mandated components.

For school year 2001-2002, all three of WCPSS's alternative schools achieved expected growth. Phillips High School met the two achievement-based components and two of the three local options. Longview met one of the achievement-based components and all three local options. Mt. Vernon Redirection met no achievement-based component but all three local options.

Disaggregated Results

The ABCs Accountability Model expected growth and high growth standards provide an indication of the average academic growth of all students. To assist school leaders in identifying groups of students that may need more focused instruction, WCPSS reports growth results for groups of students based on a variety of student characteristics. These results are reported in Figures 5-10 for elementary, middle, and high school, and are based on treating all WCPSS students as if they were in a single elementary, middle, and high school respectively.

In Figures 5 – 10, bars at zero or above indicate that group met the ABCs expected growth or high growth standard. Bars below zero indicate the group did not meet the standard. Expected growth is the minimum amount of growth required and rewarded by the State Board of Education. Higher growth, if achieved by all groups of students, will lead to a quicker closing of achievement gaps, and schools receive extra financial rewards for high growth.

Elementary School Results

In WCPSS not only did all elementary school (grades 3-5) students on average make the ABCs expected growth standard, but also all of the disaggregated groups of students on average made expected growth (see Figure 5). Students that began the school year with Achievement Level I or II scores in reading or mathematics exceeded expected growth by a higher margin than all other groups. Students that began the school year with Achievement Level III scores exceeded expected growth less than Achievement Level I or II students, and Achievement Level IV students exceeded their growth goal by an amount less than either group. Students eligible for free or reduced-priced lunch and Black students also exceeded their expected growth goals by less than Level I and II students. These differences are more apparent when comparing these groups on the high growth standard (see Figure 6).

These results indicate that instruction helped all elementary school students and all groups of students to grow in reading and mathematics at the level expected by the State Board of Education, and that instruction of Achievement Level I and II students was particularly effective. Figure 6 shows that WCPSS elementary school students overall exceeded the high growth standard by a small margin and that about half of the groups met the high growth standard. The most notable groups not meeting the high growth standard were students eligible for free or reduced-price lunch, Black students, and students that began the school year with Achievement Level IV scores.

Middle School Results

WCPSS middle school (grades 6-8) students on average met the ABCs expected growth standard. Three groups of students—students eligible for free or reduced-price lunch, students with disabilities, and Black students—did not meet the expected growth standard (see Figure 7). Middle school students that began the school year with Achievement Level I or II scores in reading or mathematics exceeded expected growth by a margin similar to all students. This was also true of students that began the school year with Achievement Level IV scores. By comparison, students that began the school year with Achievement Level III scores exceeded the expected growth standard by a smaller amount than the other two groups. Students with limited English proficiency, Asian students, and Native American students exceeded expected growth by the largest margin relative to other groups.

Overall, WCPSS middle school students met the high growth standard and the majority of groups of students also met the standard. Of course, the groups of students that did not meet the expected growth standard did not meet the high growth standard. In addition, students that began the school year with Achievement Level III scores, Black students, and Hispanic/Latino students did not meet the high growth standard (see Figure 8).

High School Results

WCPSS high school (grades 9-12) students overall met the ABCs expected growth standard as did all groups of students except Native American students (see Figure 9). Students who had Achievement Level I or II scores in eighth grade, students with limited English proficiency, and Asian students had growth that was well above the expected growth standard. Students with Achievement Level IV scores in eighth grade exceeded the expected growth standard by a smaller margin than the students with Achievement Level I or II scores in eighth grade. By comparison, high school students with Achievement Level III scores in eighth grade exceeded the expected growth standard by a smaller amount than the other two groups. These results indicate that high schools were least effective in helping students that were “in the middle,” in terms of academic preparation.

WCPSS high school students were a little short of meeting the ABCs high growth standard. Not surprisingly, most groups of students also did not meet the high growth standard (see Figure 10). Like the expected growth results, students with Achievement Level I or II scores in eighth grade, limited English proficient students, and Asian students exceeded the high growth standard by a fairly large margin. Notably, students with disabilities also met the high growth standard by a moderate margin.

Figure 5
ABCs Expected Growth Composite Values for All Students and by Selected Student Characteristics for WCPSS Elementary School (Grades 3-5) Students 2001-02

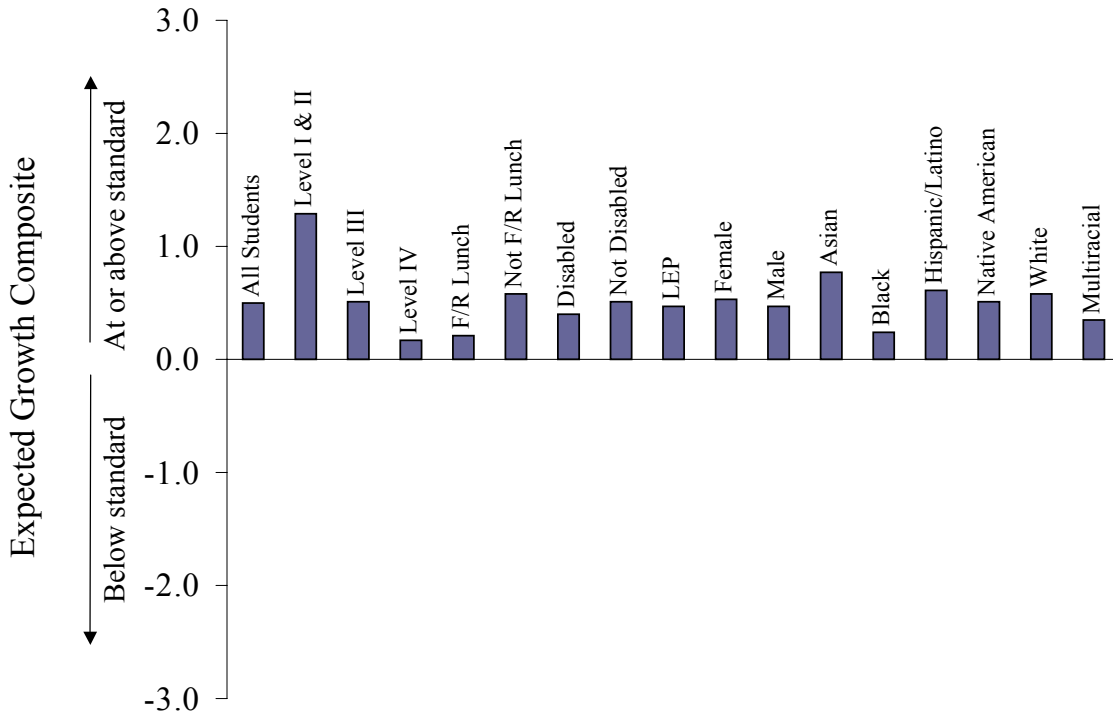


Figure 6
ABCs High Growth Composite Values for All Students and by Selected Student Characteristics for WCPSS Elementary School (Grades 3-5) Students 2001-02

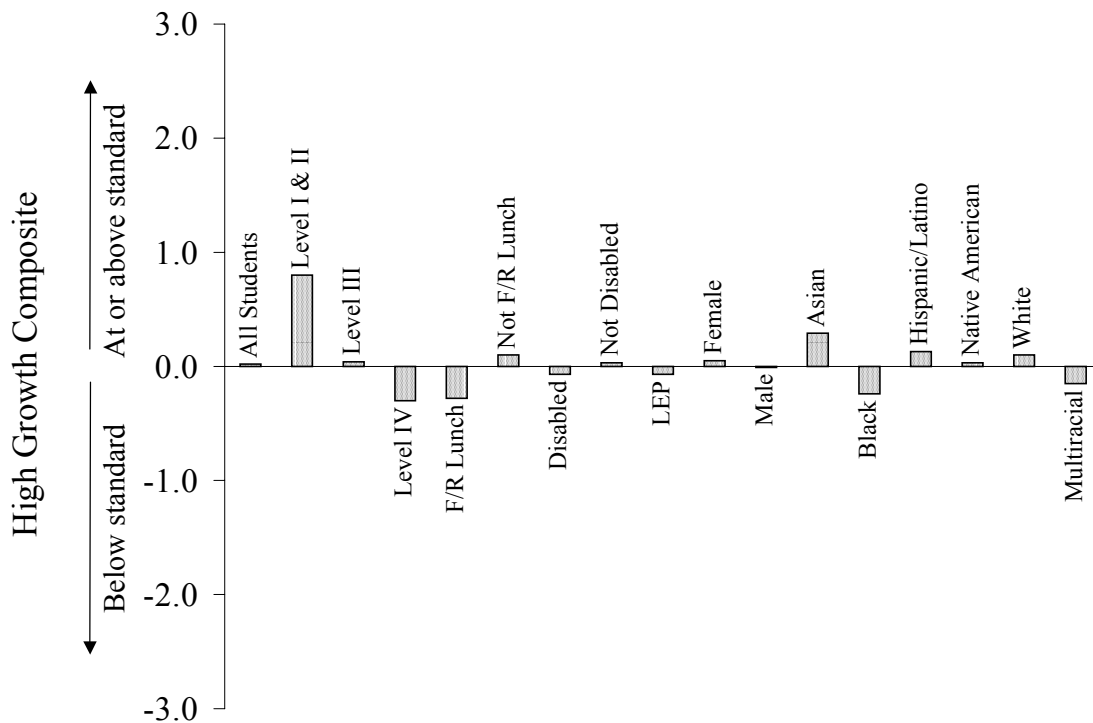


Figure 7
ABCs Expected Growth Composite Values for All Students and by Selected Student Characteristics for WCPSS Middle School (Grades 6-8) Students 2001-02

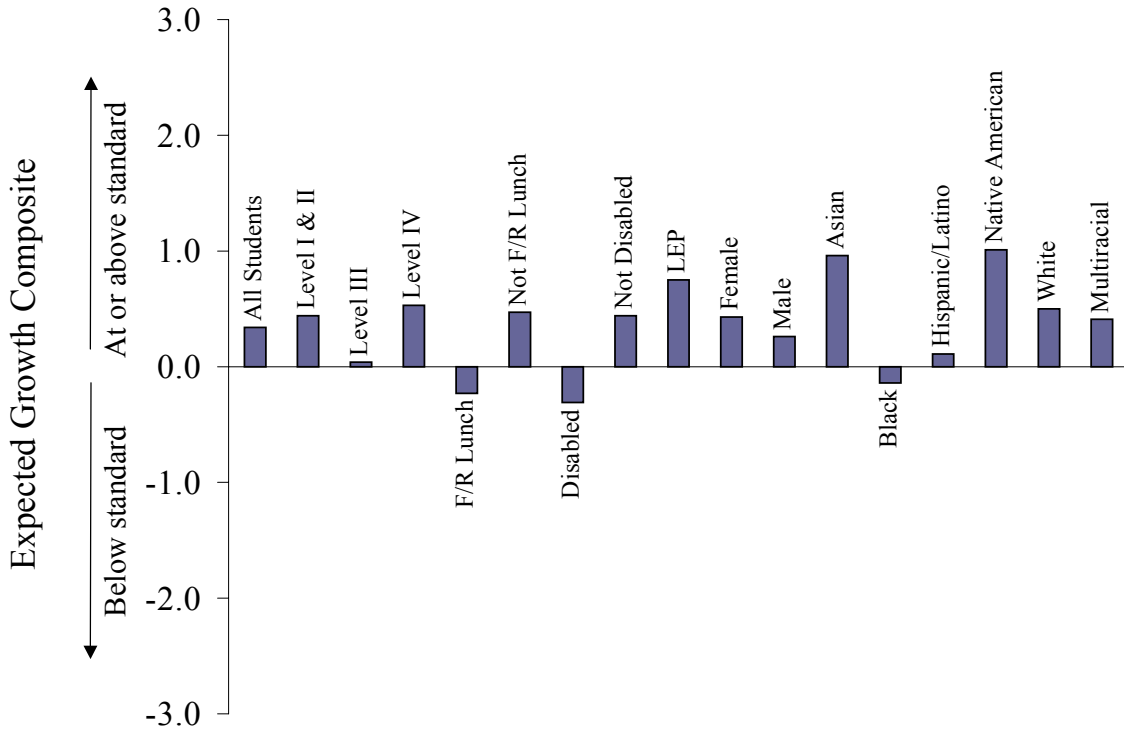


Figure 8
ABCs High Growth Composite Values for All Students and by Selected Student Characteristics for WCPSS Middle School (Grades 6-8) Students 2001-02

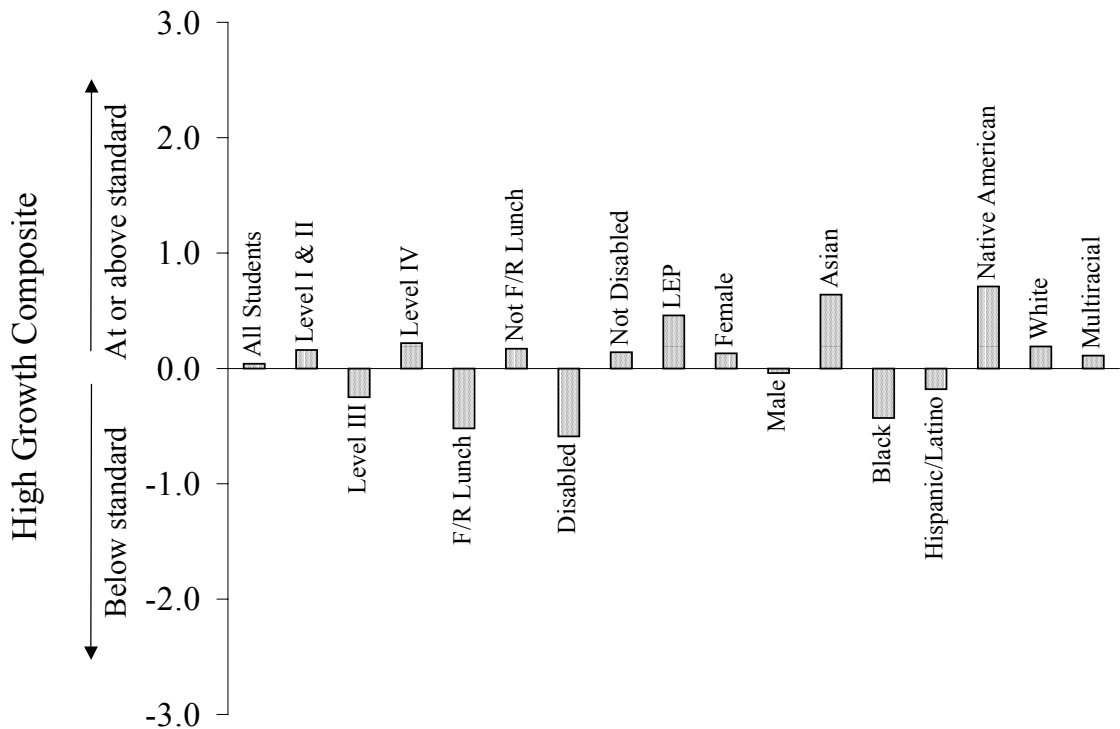


Figure 9
ABCs Expected Growth Composite Values for All Students and by Selected Student Characteristics for WCPSS High School (Grades 9-12) Students 2001-02

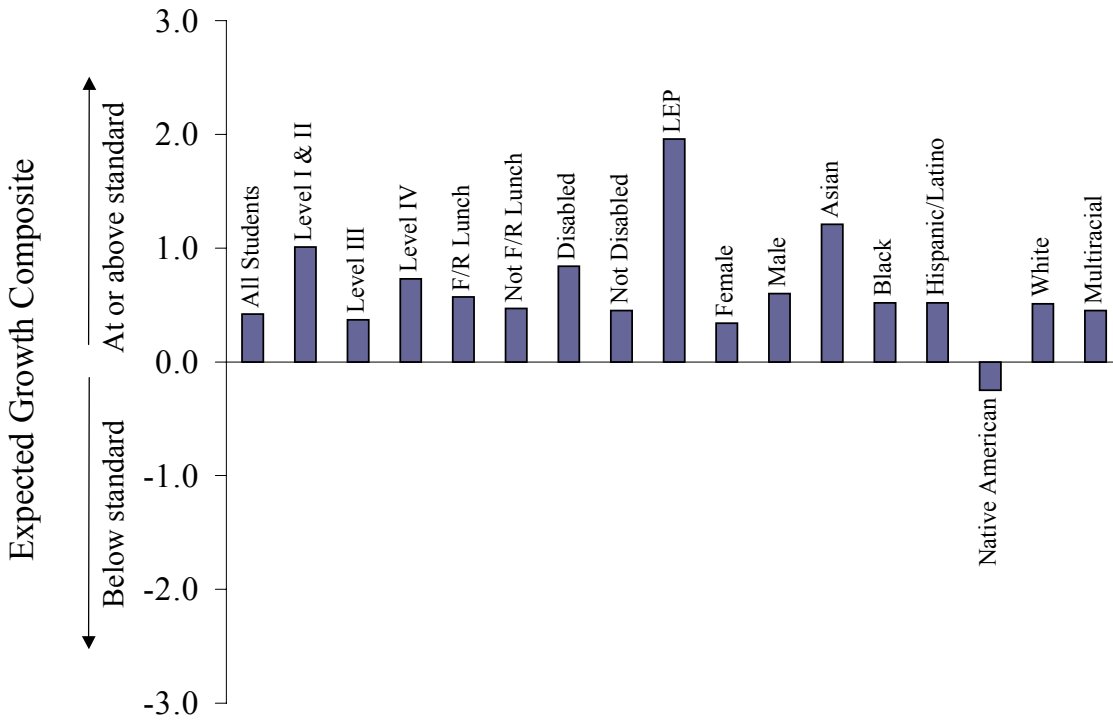
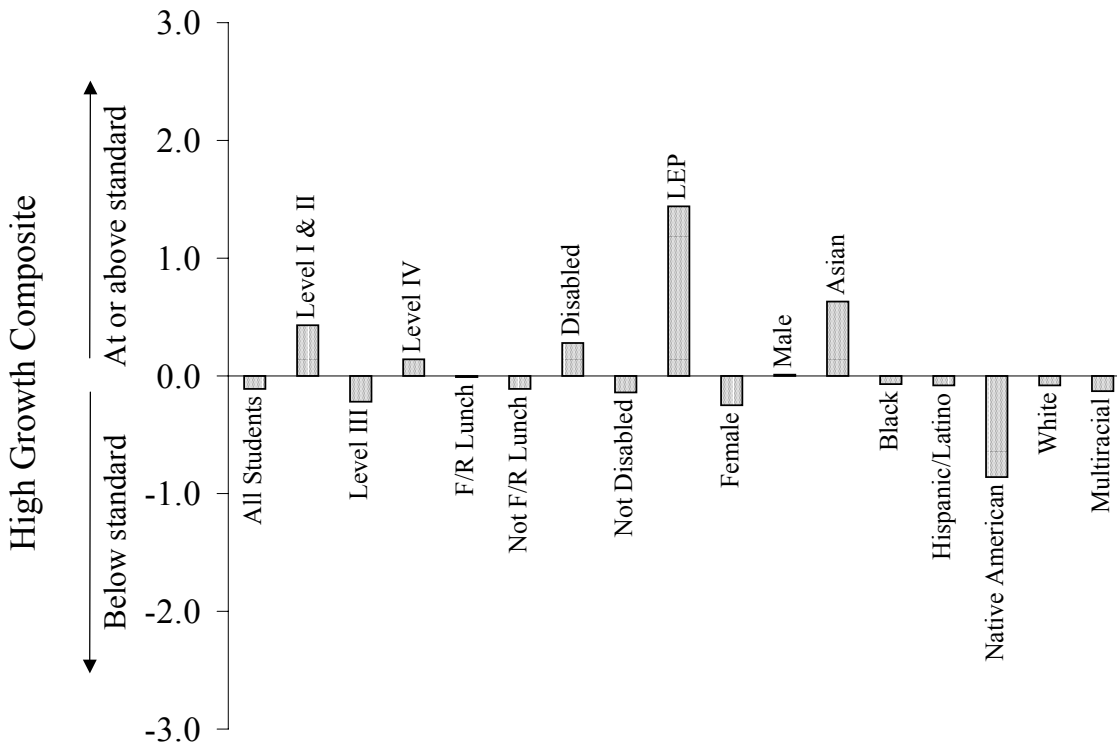


Figure 10
ABCs High Growth Composite Values for All Students and by Selected Student Characteristics for WCPSS High School (Grades 9-12) Students 2001-02



Appendices

Appendices show ABC growth designations and performance composites for WCPSS schools for six school years, 1997-2002. Performance composites are the percentage of all state-required EOG reading and math tests, EOC tests, Computer Skills tests, and Special Education Portfolios on which students scored at *Level III* or *Level IV*. (Note: North Carolina Alternate Assessment Portfolio (AAP) scores were added to the performance calculation in 2000-2001, and Alternate Assessment Academic Inventory (AAAI) scores were added in performance calculations in 2002-2002. Writing tests in grades 4 and 7 were removed from the growth and performance calculation for the 2001-2002 school year.)

Appendix A: ABC Results For WCPSS Elementary Schools

	Growth Composite						Performance Composite					
	1997	1998	1999	2000	2001	2002	1997	1998	1999	2000	2001	2002
Adams Elementary	++	++	++	++	++	+	78.0	82.0	87.0	89.8	93.1	93.5
Apex Elementary	++	++	++	++	++	++	83.8	88.5	87.8	89.8	93.1	96.7
Aversboro Elem.	-	++	+	+	-	++	65.0	72.2	74.3	70.4	74.7	88.0
Baileywick Elem.	++	++	+	++	++	++	82.4	80.8	81.4	86.9	89.4	93.0
Baucom Elem.	++	++	++	++	++	++	83.2	87.6	88.1	88.9	93.7	97.8
Brassfield Elem.	++	++	++	++	++	++	77.2	86.8	84.7	87.3	95.0	97.5
Brentwood Elem.	-	++	++	++	+	+	66.8	75.7	73.6	75.0	71.8	79.6
Briarcliff Elem.	++	++	+	++	++	+	80.7	79.5	78.1	84.6	89.4	90.9
Brooks Elementary	++	++	+	+	++	+	77.1	79.3	73.4	68.0	80.2	83.6
Bugg Elementary	-	++	-	-	++	-	63.4	72.6	79.2	80.5	85.8	83.2
Carver Elementary	N/A	N/A	-	++	+	-	N/A	N/A	63.5	73.0	81.6	75.4
Cary Elementary	++	+	++	++	+	++	73.2	70.6	71.7	73.2	77.7	86.1
Combs Elementary	+	++	++	++	++	+	74.1	84.8	85.4	87.5	94.0	93.8
Conn Elementary	-	++	+	++	++	+	65.9	74.9	72.7	73.8	77.3	80.7
Creech Road Elem.	-	-	++	-	++	++	58.8	58.0	65.9	61.9	80.3	79.2
Davis Drive Elem.	++	++	++	++	++	++	87.6	92.8	94.3	97.3	97.5	98.4
Dillard Drive Elem.	N/A	N/A	N/A	++	++	+	N/A	N/A	N/A	83.6	88.3	90.2
Douglas Elem.	+	++	++	++	++	++	66.3	72.5	76.0	78.0	84.5	88.0
Durant Road Elem.	++	++	++	++	++	+	86.8	87.0	86.6	88.7	94.8	93.0
Farmington Woods Elem.	+	++	++	++	++	++	76.4	76.0	77.0	78.8	86.2	89.7
Fox Road Elementary	+	++	++	++	+	++	73.9	76.5	78.9	79.6	86.6	87.6
Fuller Elementary	-	+	+	+	-	-	60.2	70.3	73.7	72.9	79.8	88.0
Fuquay-Varina Elem.	+	++	+	++	++	+	70.2	74.1	69.8	69.8	83.0	84.7
Green Hope Elementary	N/A	N/A	N/A	N/A	++	++	N/A	N/A	N/A	N/A	97.7	99.0
Green Elementary	-	++	++	++	++	++	76.6	81.6	82.9	87.9	90.7	95.3
Hilburn Drive Elementary	+	+	+	++	++	++	80.0	76.9	82.7	83.7	86.3	91.0
Hodge Road Elementary	-	++	+	-	+	++	57.7	65.5	69.0	70.8	76.2	87.7
Holly Springs Elementary	-	++	++	++	+	+	60.5	69.8	77.8	84.4	86.1	90.5
Hunter Elementary	++	++	++	++	+	+	77.3	83.4	80.6	85.8	84.6	84.1
Jeffreys Grove Elem.	++	++	++	++	++	++	77.9	77.5	78.7	86.5	87.3	91.5
Jones Dairy Elementary	++	++	++	++	+	+	83.9	85.3	84.7	89.1	91.1	94.1
Joyner Elementary	+	++	++	+	++	-	78.5	80.8	81.9	82.3	81.5	79.0
Kingswood Elementary	-	++	++	++	++	++	86.6	91.0	90.9	95.3	94.1	95.6
Knightdale Elementary	N/A	N/A	-	+	+	-	N/A	N/A	66.8	69.2	77.8	76.1

Key: ++ Met expected and high growth
 + Met expected, but did not meet high growth
 - Did not meet expected performance
 NA Did not have students in grades 3-8

Note: Performance Composite includes special education portfolios in 2001 and 2002, and Alternate Assessment Academic Inventories in 2002.

Appendix A: ABC Results For WCPSS Elementary Schools (continued)

	Growth Composite						Performance Composite					
	1997	1998	1999	2000	2001	2002	1997	1998	1999	2000	2001	2002
Lacy Elementary	++	++	++	++	++	++	80.5	80.3	81.4	82.1	86.6	91.0
Lead Mine Elementary	++	++	-	++	++	++	84.2	89.9	79.7	87.2	86.7	91.2
Leesville Road Elem.	+	++	++	++	++	++	76.4	83.5	80.7	84.9	93.4	95.6
Lincoln Heights Elem.	-	++	++	++	++	+	65.0	69.3	73.2	71.5	87.3	90.1
Lockhart Elementary	-	++	++	++	++	++	62.6	66.5	64.8	78.2	88.1	94.9
Lynn Road Elementary	++	++	++	++	+	++	70.7	81.2	77.1	76.1	81.7	82.1
Middle Creek Elementary	N/A	N/A	N/A	N/A	++	++	N/A	N/A	N/A	N/A	81.5	90.0
Millbrook Elementary	+	++	+	++	+	-	61.2	73.6	73.7	77.0	79.0	76.4
Morrisville Elementary	++	++	++	++	++	+	86.8	91.8	92.8	91.2	96.7	96.4
North Ridge Elementary	-	++	++	++	++	++	70.8	76.4	81.5	85.4	93.1	95.2
Northwoods Elementary	+	++	++	++	+	+	75.1	86.3	83.8	83.9	90.6	94.0
Oak Grove Elementary	++	++	++	++	++	++	85.0	90.5	93.9	93.4	95.0	97.5
Olds Elementary	+	++	++	++	-	++	72.6	85.6	84.1	87.4	86.9	90.1
Olive Chapel Elementary	N/A	+	+	++	++	++	N/A	81.4	86.1	89.3	92.2	93.7
Partnership Elementary	N/A	N/A	N/A	++	++	++	N/A	N/A	N/A	91.4	84.5	86.6
Penny Road Elementary	++	++	++	++	++	++	80.7	83.0	78.2	84.2	88.9	87.8
Pleasant Union Elem.	+	++	+	+	++	-	86.7	93.3	92.0	89.4	93.2	93.6
Poe Elementary	-	++	+	++	+	-	31.8	50.4	70.2	76.1	81.0	90.7
Powell Elementary	+	++	+	++	+	++	76.2	87.8	86.3	82.9	78.1	85.4
Rand Road Elementary	++	++	-	-	+	++	66.7	71.3	73.5	70.5	73.1	86.1
Reedy Creek Elementary	N/A	N/A	N/A	++	++	-	N/A	N/A	N/A	86.9	88.5	82.8
Rolesville Elementary	+	++	-	++	+	+	71.7	74.5	71.1	77.2	77.2	80.4
Root Elementary	++	++	++	++	++	+	76.0	79.4	83.9	88.2	87.7	93.2
Salem Elementary	N/A	N/A	N/A	N/A	++	-	N/A	N/A	N/A	N/A	90.9	93.4
Smith Elementary	++	++	++	-	++	++	70.0	75.8	77.4	73.7	79.9	80.9
Stough Elementary	+	++	++	++	+	+	76.6	80.0	83.6	87.8	89.6	94.3
Swift Creek Elementary	++	+	+	++	-	++	81.3	80.8	76.1	84.2	76.7	90.7
Timber Drive Elementary	N/A	++	++	++	++	++	N/A	85.3	88.2	88.0	91.8	94.0
Underwood Elementary	++	++	+	++	+	+	77.1	78.8	73.1	75.1	74.0	78.6
Vance Elementary	-	++	++	+	++	++	60.8	76.6	75.2	80.6	83.1	90.5
Vandora Springs Elem.	+	-	++	++	++	+	70.1	59.5	68.4	82.4	89.0	87.3
Wakefield Elementary	N/A	N/A	N/A	++	+	++	N/A	N/A	N/A	85.4	88.5	92.6
Wake Forest Elementary	-	++	+	+	++	-	69.6	70.2	72.0	78.3	84.5	85.6
Washington Elementary	+	++	+	++	+	++	72.9	78.3	77.2	81.9	87.0	90.1

Key: ++ Met expected and high growth
+ Met expected, but did not meet high growth
- Did not meet expected performance
NA Did not have students in grades 3-8

Note: Performance Composite includes special education portfolios in 2001 and 2002, and Alternate Assessment Academic Inventories in 2002.

Appendix A: ABC Results For WCPSS Elementary Schools (continued)

	Growth Composite						Performance Composite					
	1997	1998	1999	2000	2001	2002	1997	1998	1999	2000	2001	2002
Weatherstone Elem.	++	++	++	++	++	++	80.3	81.7	87.8	89.9	95.3	95.1
Wendell Elementary	+	++	++	++	+	++	65.8	69.3	72.6	79.2	77.4	90.5
West Lake Elementary	+	++	++	++	++	+	82.2	85.8	87.4	90.5	94.7	91.9
Wilburn Elementary	-	+	++	++	++	++	69.2	73.5	83.2	85.2	85.7	89.3
Wildwood Forest Elem.	N/A	N/A	N/A	+	+	++	N/A	N/A	N/A	78.0	81.9	88.1
Wiley Elementary	++	++	++	++	++	++	73.9	77.0	77.1	86.2	78.7	90.8
Willow Springs Elem.	+	++	++	++	++	++	70.6	76.0	75.2	80.6	89.6	91.0
Yates Mill Elementary	N/A	N/A	N/A	N/A	+	+	N/A	N/A	N/A	N/A	88.4	86.9
York Elementary	+	+	++	++	-	++	83.3	78.8	83.0	81.0	84.9	89.3
Zebulon Elementary	++	++	++	-	-	-	68.4	73.9	78.7	73.8	79.5	84.6

Key: ++ Met expected and high growth
 + Met expected, but did not meet high growth
 - Did not meet expected performance
 NA Did not have students in grades 3-8

Note: Performance Composite includes special education portfolios in 2001 and 2002, and Alternate Assessment Academic Inventories in 2002.

Appendix B: ABC Results For WCPSS Middle Schools

	Growth Composite						Performance Composite					
	1997	1998	1999	2000	2001	2002	1997	1998	1999	2000	2001	2002
Apex Middle	++	++	++	++	++	++	80.3	80.0	84.7	86.5	91.9	91.8
Carnage Middle	-	++	++	++	+	++	67.5	74.0	80.8	78.0	80.4	83.2
Carroll Middle	++	++	++	++	-	++	78.5	81.6	84.6	83.5	82.1	85.3
Centennial Middle	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A	81.9	84.4
Daniels Middle	+	++	++	+	+	+	76.6	76.6	81.0	81.2	85.9	88.5
Davis Drive Middle	++	++	++	++	++	++	82.3	89.4	91.0	90.5	93.3	95.1
Dillard Drive Middle	N/A	N/A	N/A	+	++	++	N/A	N/A	N/A	84.0	87.7	90.8
Durant Road Middle	++	++	++	+	++	++	85.2	86.3	88.2	88.7	91.5	95.2
East Cary Middle	++	++	++	-	++	++	84.2	89.4	90.4	85.8	86.9	87.8
East Garner Middle	-	+	++	-	++	++	64.4	66.4	74.5	71.5	77.3	79.6
East Millbrook Middle	-	+	++	-	-	+	62.6	72.2	75.9	74.2	79.3	83.5
East Wake Middle	-	++	++	-	+	++	67.8	78.6	77.0	72.2	75.9	79.5
Fuquay-Varina Middle	-	++	+	+	-	-	66.3	69.0	78.1	77.2	82.7	83.8
Leesville Road Middle	++	++	++	++	++	++	81.2	82.8	87.8	88.6	90.2	91.9
Ligon Middle	++	++	++	++	+	++	77.1	78.3	84.6	88.3	91.2	92.8
Lufkin Road Middle	N/A	N/A	N/A	++	++	++	N/A	N/A	N/A	93.9	94.4	96.9
Martin Middle	++	++	++	+	+	++	81.8	83.2	87.2	86.4	86.9	88.0
North Garner Middle	+	+	-	+	-	+	67.0	69.3	72.6	73.4	68.5	78.4
Wake Forest-Rolesville	++	++	++	++	-	+	73.9	79.1	81.5	85.2	82.4	84.7
Wakefield Middle	N/A	N/A	N/A	N/A	++	+	N/A	N/A	N/A	N/A	86.6	91.7
West Cary Middle	++	++	++	++	+	+	82.1	81.4	88.8	89.2	90.5	92.2
West Lake Middle	+	++	++	++	++	++	85.4	89.6	92.0	91.9	93.9	95.0
West Millbrook Middle	++	++	++	+	++	++	78.7	81.9	82.2	83.9	88.9	91.7
Zebulon Middle	+	-	++	-	+	+	67.2	68.0	75.3	77.7	78.8	85.0

Key: ++ Met expected and high growth
 + Met expected, but did not meet high growth
 - Did not meet expected performance
 NA Did not have students in grades 3-8

Note: Performance Composite includes special education portfolios in 2001 and 2002, and Alternate Assessment Academic Inventories in 2002.

Appendix C: ABC Results For WCPSS High Schools

	Growth Composite						Performance Composite					
	1997	1998	1999	2000	2001	2002	1997	1998	1999	2000	2001	2002
Apex High	N/A	++	++	++	+	+	N/A	78.2	80.2	78.6	79.8	85.5
Athens Drive High	N/A	+	++	++	+	+	N/A	72.8	77.8	77.1	78.8	80.9
Broughton High	N/A	++	++	++	+	+	N/A	69.8	71.3	72.2	75.4	78.7
Cary High	N/A	++	++	++	++	++	N/A	76.0	78.3	74.5	79.1	85.1
East Wake High	N/A	+	++	++	++	++	N/A	60.3	59.4	62.0	66.1	73.9
Enloe High	N/A	++	++	++	+	+	N/A	76.7	75.5	73.1	76.1	76.1
Fuquay-Varina High	N/A	++	++	++	+	+	N/A	65.1	62.6	65.8	69.6	76.8
Garner High	N/A	++	++	+	+	+	N/A	63.6	65.8	62.5	64.0	70.1
Green Hope High	N/A	N/A	N/A	++	++	++	N/A	N/A	N/A	85.8	84.9	89.6
Leesville Road High	N/A	+	++	++	++	++	N/A	77.8	81.5	81.7	85.0	87.4
Millbrook High	N/A	+	++	++	++	++	N/A	66.2	71.2	71.6	73.9	76.8
Sanderson High	N/A	+	++	++	++	+	N/A	71.4	73.9	72.7	77.7	77.2
Southeast Raleigh High	N/A	N/A	++	++	+	+	N/A	N/A	77.5	74.2	73.0	77.0
Wake Forest-Rolesville	N/A	-	++	++	++	++	N/A	63.3	68.6	67.7	73.2	80.5
Wakefield High	N/A	N/A	N/A	N/A	++	++	N/A	N/A	N/A	N/A	82.3	84.9

Key: ++ Met expected and high growth
 + Met expected, but did not meet high growth
 - Did not meet expected performance
 NA Did not have students in grades 3-8

Note: Performance Composite includes special education portfolios in 2001 and 2002, and Alternate Assessment Academic Inventories in 2002.