



E&R Report No. 02.03

December 2001

Progress Toward the 95% Goal: 2001

In August, 1998, the Wake County Board of Education adopted the following goal statement: ***“By 2003, 95% of students tested will be at or above grade level as measured by NC EOG testing at grades 3 and 8.”*** This goal has become the focus for alignment of school improvement efforts, community involvement, and resource allocation. This report operationally defines the goal and terms used to describe it, identifies improvement that has occurred, and disaggregates the current level of achievement for a variety of groups.

What Do We Mean By “At or Above Grade Level”?

Student scores on End-of-Grade (EOG) tests are reported on scales that are divided into four levels. Students scoring in Levels I and II probably lack some basic skills needed for success at the next grade level and are considered to be scoring below grade level. Students scoring in Levels III and IV probably have the skills needed for success in the next grade level and are “at or above grade level.” North Carolina students take EOG tests in Reading and Mathematics in grades 3 and 8. Therefore, there are really *four* targets for achievement articulated in the goal statement. The Board of Education wants at least 95% of students tested to be at or above grade level in the 2002-03 school year on the tests for: **third grade reading, eighth grade reading, third grade math, and eighth grade math.**

Report Summary

Analysis of EOG test results for 2000-2001 shows that:

- Scores on all four tests targeted by the 2003 Goal were higher than ever before.
- As reported in 2000, current rates of improvement are still inadequate to reach the goal.
- Groups that have the highest percentage of students scoring below grade level (students from low-income families, African-American and Hispanic students) have made the largest gains since 1998.
- ALP interventions appear to be benefiting all demographic groups.
- The strongest predictor of low achievement is income, as measured by eligibility for free or reduced price lunch. Approximately 46% of students tested who participated in the school lunch program scored in Levels I or II.

Progress Over Time

EOG tests were first given in 1993. During the past seven years, Wake County Public School System (WCPSS) has shown gradual improvement in the percentage of students at or above grade level, as shown in Figure 1.

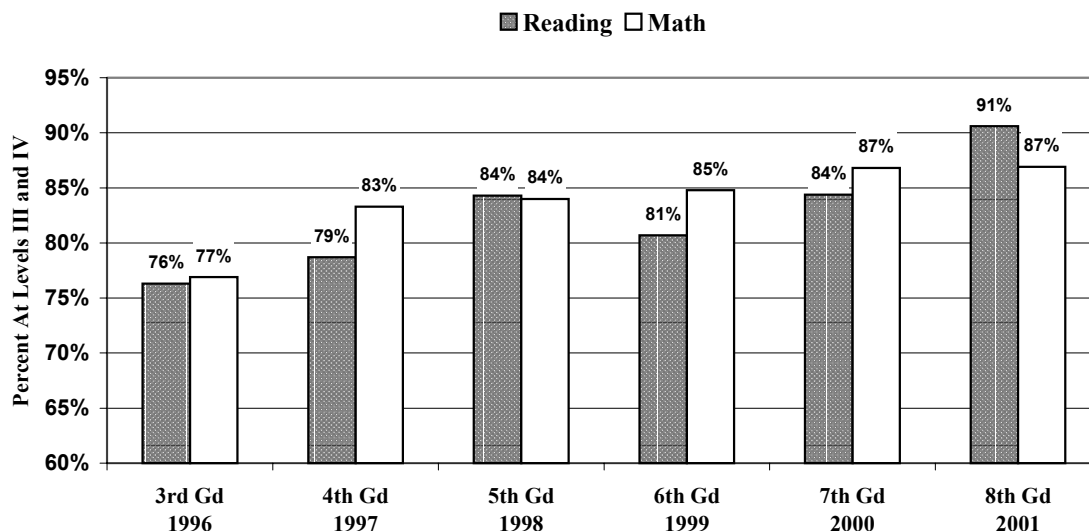
Figure 1: Percent of WCPSS EOG Scores “At or Above Grade Level”

| | Reading | | Mathematics | |
|-------------|-------------|-------------|-------------|-------------|
| | Grade Three | Grade Eight | Grade Three | Grade Eight |
| 1993 | 74.0 | 76.0 | 72.0 | 75.0 |
| 1994 | 71.4 | 78.7 | 71.8 | 74.3 |
| 1995 | 74.4 | 84.0 | 73.5 | 83.2 |
| 1996 | 76.3 | 82.8 | 76.9 | 80.6 |
| 1997 | 75.3 | 83.3 | 76.8 | 79.0 |
| 1998 | 79.3 | 86.4 | 75.4 | 83.2 |
| 1999 | 80.4 | 87.1 | 77.1 | 83.8 |
| 2000 | 83.1 | 88.7 | 80.0 | 85.7 |
| 2001 | 85.3 | 90.6 | 84.0 | 86.9 |

Improvement Across Cohorts. Part of the variation in test scores from year to year is due to differences in each cohort of students. Third-grade students one year may be different in important ways from third-grade students the following year. Following a cohort of students as they move up through the grade levels is one important way of looking for improvement. Most of the eighth-grade students in 2001 were in third grade in 1996.

As shown in Figure 2, the percent of students in that cohort who were at or above grade level in reading improved from 76% in 1996 to 91% in 2001. In mathematics, the improvement was from 77% to 87%. The math percentages for the cohort show little improvement after fourth-grade. Reading percentages show steady gains in the elementary and middle school grades with a decline in sixth-grade.

Figure 2: Cohort Percent In Levels III and IV Over Time



Rate of Improvement. Another way to assess progress is to examine how much achievement in the district would improve if current rates of improvement continue for two more years (to 2003). Rates are difficult to anticipate because improvement during the past seven years has not been steady. Gains in the mid-1990s probably resulted from implementation of financial incentives and sanctions tied to the state's ABCs accountability plan. Gains from 1998 to 2001 were probably related to adoption of the 2003 goal and intervention efforts such as the Accelerated Learning Program (ALP). Gains between 1998 and 2001 may be the best indicator of the "new" rate of improvement, assuming current resources and strategies continue to be provided. The average 1998 to 2001 reading improvements rates were 2.0 and 1.4 percentage points per year in grades 3 and 8, respectively, while the math gains were 2.9 and 1.2 points per year, respectively. At this rate of improvement, scores for 2003 would be approximately those reported in Figure 3. *As shown, current rates of improvement are not adequate to reach 95% by 2003.* It should be noted that additional resources were provided for the 2000-2001 school year, but that budget limitations prevented the allocation of some additional requested resources for 2001-2002.

Figure 3. Projected Percentages at Grade Level for 2003
(assuming no changes in rate of improvement)

| Reading | | Mathematics | |
|---------|---------|-------------|---------|
| Grade 3 | Grade 8 | Grade 3 | Grade 8 |
| 89.3% | 93.4% | 89.8% | 89.3% |

Who is Tested?

The phrase "at least 95% of students tested" implies that some students will not be tested, and, in fact, every year some students are exempted from EOG testing or are given alternative assessments or are absent from both regular and makeup testing sessions.

Students with limited English proficiency (LEP) may be exempted from EOG testing for the first two years they are served by a WCPSS school. After two years, students must take the test, regardless of their English proficiency.

Students with educational disabilities may have Individual Education Programs (IEPs) that indicate that EOG standardized testing is inappropriate. Students with IEPs may be given one of three alternative assessments approved by the state Board of Education. The three alternatives are:

- The NC Computer Adaptive Test (NCCATS) that was piloted for the first time in 2001,
- An Alternative Academic Assessment Inventory that was also used for the first time in 2001,
- An Alternative Assessment Portfolio that documents progress made by students with severe disabilities.

As indicated above, beginning with tests administered in the 2000-2001 school year, IEPs no longer exempt students from testing. In accordance with federal law, all students must be tested. Results from the alternative assessments are not included in the percentages reported in this report because progress toward the goal is being measured using the state's multiple-choice EOG reading and mathematics tests.

A few students each year are absent from testing and cannot be scheduled for a makeup test before the end of the school year. Absence rates are larger in middle schools because of suspensions and truancy.

Figure 4 shows that between 4.3% and 5.3% of students were exempted or absent from one or both of the EOG tests given in 2001, and were not tested. A comparison of years in Figure 4 shows that exemptions and IEP alternatives increased slightly each year from 1998 to 2001. However, absenteeism from testing dropped significantly in 2001, reflecting increased efforts to schedule makeup sessions.

Figure 4: Percentage Of WCPSS Students Exempted or Absent From EOG Tests

| Grade | Year | Enrollment | Test | Tested With Multiple-Choice | IEP Alternatives | LEP Exempted | Absent | Not Tested |
|-------|------|------------|---------|-----------------------------|------------------|--------------|--------|------------|
| 3 | 2001 | 8,213 | Reading | 94.73% | 3.34% | 1.88% | 0.05% | 5.27% |
| 3 | 2000 | 8,195 | Reading | 94.82% | 3.08% | 1.73% | 0.37% | 5.20% |
| 3 | 1999 | 7,993 | Reading | 95.20% | 2.99% | 1.54% | 0.28% | 4.80% |
| 3 | 1998 | 7,781 | Reading | 96.00% | 2.63% | 1.13% | 0.23% | 4.00% |
| 3 | 2001 | 8,213 | Math | 95.00% | 3.06% | 1.88% | 0.06% | 5.00% |
| 3 | 2000 | 8,195 | Math | 95.33% | 2.54% | 1.70% | 0.44% | 4.70% |
| 3 | 1999 | 7,993 | Math | 95.51% | 2.73% | 1.49% | 0.28% | 4.50% |
| 3 | 1998 | 7,781 | Math | 96.30% | 2.40% | 1.07% | 0.23% | 3.60% |
| 8 | 2001 | 7,399 | Reading | 95.73% | 2.62% | 1.29% | 0.35% | 4.27% |
| 8 | 2000 | 7,044 | Reading | 95.75% | 1.99% | 1.22% | 1.05% | 4.20% |
| 8 | 1999 | 6,822 | Reading | 96.54% | 1.38% | 1.04% | 1.04% | 3.50% |
| 8 | 1998 | 6,496 | Reading | 97.26% | 1.23% | 0.74% | 0.77% | 2.70% |
| 8 | 2001 | 7,399 | Math | 95.68% | 2.59% | 1.29% | 0.43% | 4.32% |
| 8 | 2000 | 7,044 | Math | 95.92% | 1.99% | 1.11% | 0.99% | 4.10% |
| 8 | 1999 | 6,822 | Math | 96.70% | 1.36% | 1.01% | 0.92% | 3.30% |
| 8 | 1998 | 6,496 | Math | 97.21% | 1.25% | 0.79% | 0.75% | 2.70% |

Note: Most IEP Alternatives were exemptions prior to 2001, and are included in the same column of this table.

Under the North Carolina ABCs Accountability Program, schools are required to test at least 98% of eligible (non-exempted) students. Schools failing to test at least 98% of eligible students risk losing their incentive awards. While there is no specific limit regarding the number of students who are exempted under the IEP or LEP provisions, schools with high numbers of exemptions are required to explain their exemptions and may be audited to make sure proper procedures were followed in granting the exemptions. No WCPSS elementary or middle school failed to test at least 98% of their students in 2001.

Who is Below Grade Level?

Students scoring below grade level on EOG tests need special assistance so they can accelerate their growth and reach grade level in subsequent years. The number of students needing special assistance has both policy and financial implications. Students may be below grade level on *one* of the tests and not the other, or they may be below grade level on *both* tests. The total number of students below grade level on either test (reading or math) and therefore needing help is greater than the number of students below grade level on either one of the tests alone.

The characteristics of Level I and II students in grades 3-8 in spring 2001 were as follows:

- 54 % were male,
- 62% were African-American,
- 52% qualified for participation in the Free/Reduced Lunch program (FRL),
- 34% were in a special program other than Academically Gifted (Non-AG),
- 21% were identified as Learning Disabled.

Figure 5 shows that this distribution changed very little over the past three years: It also shows that WCPSS had almost 2,000 fewer students scoring in Levels I or II in 2001 than in 1998, even though district enrollment in grades 3-8 increased approximately 4,500 students (11%) over those four years.

Under the Accelerated Learning Program implemented in 1999-2000, schools organized extended school days, Saturday academies, tutor/mentor programs, special classes, and other forms of intervention. These interventions were intended to move students toward the goal. One important indicator of progress will be whether the numbers of students in all subgroups who score in Level I and II grow smaller over time. Figure 6 shows the number of Level I and II students in five key subgroups for the past three years. As shown, the number of students scoring in Level I or II has steadily declined, and the declines are spread across all groups, with the demographic profile showing very little change. This shows that all demographic groups are benefiting from the ALP interventions.

Figure 5: Percentage of All Level I or II Students Who Are In Five Subgroups

| | 1998 | 1999 | 2000 | 2001 |
|----------------------------|--------|-------|-------|-------|
| Number of Level I & II | 10,046 | 9,422 | 9,183 | 8,063 |
| Male | 54% | 54% | 55% | 54% |
| African-American | 57% | 58% | 59% | 62% |
| Free/Reduced Lunch | 50% | 51% | 51% | 52% |
| Learning Disabled | 21% | 22% | 21% | 21% |
| Any Non-AG Special Program | 33% | 34% | 34% | 34% |

Figure 6: Number of Level I and II Students In Five Subgroups

| | 1998 | 1999 | 2000 | 2001 |
|----------------------------|--------|-------|-------|-------|
| Number of Level I & II | 10,046 | 9,422 | 9,183 | 8,063 |
| Male | 5,379 | 5,114 | 5,093 | 4,374 |
| African-American | 5,702 | 5,446 | 5,416 | 5,002 |
| Free/Reduced Lunch | 5,025 | 4,810 | 4,700 | 4,225 |
| Learning Disabled | 2,099 | 2,053 | 1,935 | 1,654 |
| Any Non-AG Special Program | 3,283 | 3,248 | 3,093 | 2,734 |

Figures 7 and 8 show the mix of WCPSS students that populated Levels I and II at the end of the 2000-2001 school year. Data for prior years can be found in Appendix A.

**Figure 7: Number of Students in Levels I or II On EOG Reading or Math Tests
At The End Of 2000-2001**

| | | Grade 3 | Grade 8 | Grades 3-8 |
|---|--------------------------|----------------|----------------|-------------------|
| All Students | | 1,625 | 1,141 | 8,063 |
| Income | F/R Lunch | 895 | 540 | 4,225 |
| | Not F/R Lunch | 730 | 601 | 3,838 |
| Gender | Male | 863 | 630 | 4,374 |
| | Female | 762 | 511 | 3,689 |
| Race | White | 427 | 340 | 2,211 |
| | African-American | 1,010 | 688 | 5,002 |
| | Hispanic | 120 | 79 | 577 |
| | Asian | 30 | 18 | 126 |
| | Native American | 3 | 3 | 21 |
| | Multi-ethnic | 35 | 13 | 126 |
| Special Programs (Not Exempt From Testing) | LD | 267 | 264 | 1,654 |
| | B/EH | 15 | 60 | 240 |
| | Speech/Language | 65 | 10 | 136 |
| | All S.P. (not AG) | 459 | 453 | 2,734 |

**Figure 8: Percent of Students Tested In Each Subgroup In 2000-2001
Scoring In Levels I or II On EOG Reading or Math Tests**

| | | Grade 3 | Grade 8 | Grade 3-8 |
|---|--------------------------|----------------|----------------|------------------|
| All Students | | 20.8% | 16.1% | 17.8% |
| Income | F/R Lunch | 47.8% | 45.4% | 45.5% |
| | Not F/R Lunch | 12.3% | 10.2% | 10.7% |
| Gender | Male | 22.2% | 17.8% | 19.3% |
| | Female | 19.4% | 14.4% | 16.3% |
| Race | White | 8.8% | 7.3% | 7.6% |
| | Black | 48.4% | 38.4% | 42.1% |
| | Hispanic | 33.0% | 30.5% | 34.0% |
| | Asian | 9.2% | 6.8% | 7.4% |
| | Native American | 15.8% | 15.0% | 15.9% |
| | Multi-ethnic | 21.9% | 18.1% | 17.1% |
| Special Programs (Not Exempt From Testing) | LD | 47.9% | 44.6% | 42.7% |
| | B/EH | 53.6% | 81.1% | 66.7% |
| | Speech/Language | 25.1% | 52.6% | 24.3% |
| | All S.P. (not AG) | 42.7% | 48.3% | 43.0% |

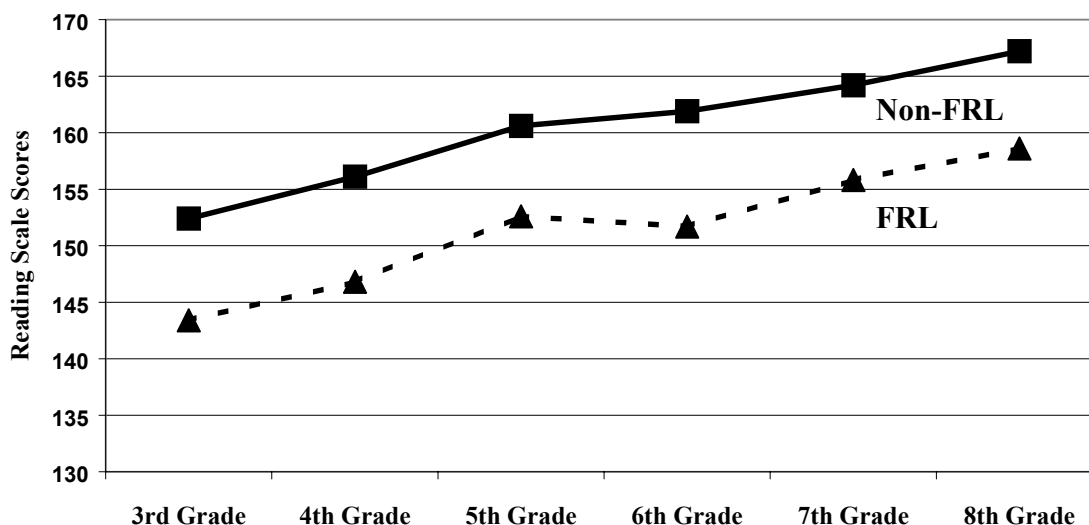
The Challenge Of Poverty

As shown in Figure 5, more than half of Level I and II students qualify to receive Free or Reduced price lunches (FRL) because of low family income. A family of four had to earn less than \$2722 per month in 2000-2001 for a child to qualify for the school lunch program.

EOG scale score gains over time are the basis for the state accountability program and an important way to analyze test scores. Average EOG Reading scale scores in WCPSS last year for FRL and Non-FRL students are shown in Figure 9. As shown, average scores increase as students move up through the grade levels. However, three important points are:

- The gap in reading achievement was approximately nine points at the end of third grade.
- The overall scale score gap remains about the same across the grade levels—ranging from 8-10 points.
- Reading achievement was lower in sixth-grade than in fifth-grade for the average FRL student last year.

Figure 9: Average WCPSS Reading Scores In 2001 For FRL and Non-FRL Students



However, the amount of growth that students are expected to make on the EOG Reading scale is not constant from grade to grade. Elementary school students move up the scale more quickly than middle school students. Figure 10 shows the size of the gap in scale score points, the average gains expected of WCPSS students at each grade level in 2001, and how many estimated additional years of instruction at each grade required for FRL students to close the gap.

Figure 10: The Reading “Gap” Between FRL and Non-FRL Students

| Grade Level | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Reading Scale Score “Gap” | 9.0 | 9.3 | 8.0 | 10.2 | 8.4 | 8.6 |
| "Expected" Scale Score Gain Per Grade From The 2001 Districtwide ABC Report | 7.9 | 4.0 | 4.3 | 2.7 | 3.2 | 2.8 |
| <i>Years Behind</i> | 1.1 | 2.3 | 1.9 | 3.8 | 2.6 | 3.1 |

As shown, the average 3rd grade FRL student would need approximately one additional year of instruction to equal the reading achievement of the average Non-FRL third grader. The gap widens to two years in grades 4 and 5. The average FRL student in middle school would need more than three years of additional instruction to obtain reading skills equal to the average Non-FRL student.

While FRL students as a group are clearly not gaining reading skills at a rate sufficient to close the achievement gap already apparent in third grade, we should remember that generalizations hide the success of many students.

Figure 11 shows the number of students who scored in Levels I, II, III, and IV on EOG Reading tests for the past two years. Several “at-risk” groups are shown along with the counts for all students. As shown, thousands of FRL students, African-American students and learning disabled students achieved Level III and IV scores in reading last year. Evidence of the success of intervention efforts can be seen in the increased number of students scoring in Levels III and IV and the declining number of students scoring in Levels I and II.

Figure 11: Number of WCPSS Students In EOG Reading Achievement Levels In Grades 3-8 In 2001 AND 2000

| SPRING 2001 | EOG Reading Test Achievement Level | | | |
|-----------------------------|------------------------------------|----------|-----------|----------|
| | Level I | Level II | Level III | Level IV |
| All Students | 1,084 | 5,087 | 15,766 | 23,265 |
| Free/Reduced Lunch Students | 711 | 2,684 | 4,329 | 1,581 |
| African-Americans | 745 | 3,131 | 5,555 | 2,388 |
| Learning Disabled | 305 | 1,045 | 1,526 | 889 |
| SPRING 2000 | EOG Reading Test Achievement Level | | | |
| | Level I | Level II | Level III | Level IV |
| All Students | 1,448 | 5,658 | 15,378 | 21,501 |
| Free/Reduced Lunch Students | 933 | 2,880 | 3,814 | 1,355 |
| African-Americans | 998 | 3,284 | 5,036 | 1,971 |
| Learning Disabled | 480 | 1,140 | 1,361 | 735 |

Summary: How Close Are We To The 2003 Goal?

Figure 12 shows the school system's progress toward the 95% goal for various subgroups as of the end of the 2000-2001 school year. We are already achieving the 2003 Goal with some groups of students and we are close to the goal with other groups.

Poverty (as measured by eligibility for free or reduced price lunch) is the single strongest predictor of low student achievement. FRL students generate more than half of our district's below-grade level test scores. As shown in Figure 12, the impact of poverty applies to all ethnic and gender groups, with 10-25 point differences between FRL and Non-FRL students.

Achievement of the 2003 goal will be determined by whether or not we can, both as a school district and as a community, develop better ways of serving this population and nurturing faster academic growth for these students.

Figure 12: Percent of EOG Reading and Math Scores At or Above Grade Level For Selected WCPSS Demographic Groups In 2001

| Subgroups | | | Third Grade | | Eighth Grade | |
|--|---------|----------|-------------|------|--------------|-------|
| | | | Reading | Math | Reading | Math |
| Students Not Receiving Free or Reduced Price Lunches | Males | White | 93.6 | 95.1 | 96.5 | 94.9 |
| | | Black | 72.5 | 66.1 | 83.5 | 74.2 |
| | | Asian | 94.1 | 96.3 | 96.8 | 96.0 |
| | | Hispanic | 80.9 | 75.4 | 86.7 | 91.7 |
| | Females | White | 95.6 | 95.5 | 97.8 | 95.4 |
| | | Black | 80.4 | 70.7 | 88.2 | 76.7 |
| | | Asian | 98.6 | 95.8 | 97.2 | 98.1 |
| | | Hispanic | 90.6 | 92.2 | 87.8 | 83.8 |
| Students Receiving Free or Reduced Price Lunches | Males | White | 79.9 | 81.9 | 75.5 | 69.8 |
| | | Black | 54.2 | 52.9 | 58.9 | 55.3 |
| | | Asian | 76.5 | 82.4 | 73.7 | 73.7 |
| | | Hispanic | 72.8 | 76.9 | 72.6 | 66.1 |
| | Females | White | 86.5 | 83.1 | 86.2 | 80.0 |
| | | Black | 62.5 | 54.9 | 69.8 | 62.1 |
| | | Asian | 85.7 | 78.6 | 85.7 | 100.0 |
| | | Hispanic | 64.3 | 65.4 | 71.4 | 66.1 |

Appendix A

| Number of Students in Levels I or II On EOG Reading or Math Tests In 1998, 1999, and 2000 | | | | | | | | | | |
|--|--------------|---------|-------|-------|---------|-------|-------|-----------|-------|-------|
| Group | | Grade 3 | | | Grade 8 | | | Grade 3-8 | | |
| | | 1998 | 1999 | 2000 | 1998 | 1999 | 2000 | 1998 | 1999 | 2000 |
| All Students | | 2,222 | 2,146 | 1,929 | 1,269 | 1,308 | 1,170 | 10,046 | 9,422 | 9,183 |
| Income | F/R Lunch | 1,136 | 1,116 | 1,043 | 609 | 592 | 517 | 5,025 | 4,810 | 4,700 |
| | Not FRL | 1,086 | 1,030 | 886 | 660 | 716 | 656 | 5,021 | 4,612 | 4,483 |
| Gender | Male | 1,147 | 1,163 | 1,023 | 705 | 708 | 669 | 5,379 | 5,114 | 5,093 |
| | Female | 1,075 | 983 | 906 | 564 | 600 | 504 | 4,667 | 4,308 | 4,090 |
| Race | White | 862 | 818 | 597 | 451 | 434 | 382 | 3,708 | 3,279 | 2,935 |
| | Black | 1,210 | 1,157 | 1,145 | 743 | 801 | 678 | 5,702 | 5,446 | 5,416 |
| | Hispanic | 98 | 103 | 114 | 40 | 43 | 70 | 392 | 435 | 525 |
| | Asian | 34 | 30 | 27 | 27 | 19 | 24 | 150 | 143 | 145 |
| | Amer. Indian | 7 | 5 | 4 | 3 | 1 | 3 | 29 | 22 | 30 |
| | Other | 11 | 33 | 42 | 5 | 10 | 15 | 65 | 97 | 132 |
| Special Prog | LD | 366 | 367 | 288 | 303 | 315 | 291 | 2,105 | 2,055 | 1,935 |
| | B/EH | 33 | 34 | 17 | 68 | 59 | 53 | 298 | 281 | 258 |
| | Speech/Lang | 100 | 73 | 53 | 13 | 13 | 3 | 226 | 191 | 134 |

Appendix B

| Percent of Third Grade EOG Reading and Math Scores At or Above Grade Level In 1998, 1999, and 2000 For Selected Demographic Groups | | | | | | | | |
|---|----------------|-----------------|----------------|-------------|-------------|-------------|-------------|-------------|
| | | | Reading | | | Math | | |
| | | | 1998 | 1999 | 2000 | 1998 | 1999 | 2000 |
| Students Not Receiving Free or Reduced Price Lunches | Males | White | 89% | 90% | 93% | 89% | 90% | 93% |
| | | Black | 65% | 67% | 69% | 57% | 63% | 61% |
| | | Asian | 97% | 88% | 93% | 93% | 96% | 95% |
| | | Hispanic | 90% | 75% | 88% | 72% | 82% | 90% |
| | Females | White | 93% | 92% | 95% | 90% | 89% | 93% |
| | | Black | 71% | 81% | 78% | 61% | 68% | 65% |
| | | Asian | 97% | 96% | 93% | 87% | 96% | 96% |
| | | Hispanic | 79% | 81% | 80% | 75% | 79% | 73% |
| Students Receiving Free or Reduced Price Lunches | Males | White | 67% | 69% | 71% | 65% | 63% | 73% |
| | | Black | 42% | 41% | 45% | 36% | 36% | 44% |
| | | Asian | 74% | 72% | 100% | 83% | 84% | 95% |
| | | Hispanic | 56% | 48% | 48% | 42% | 45% | 58% |
| | Females | White | 67% | 73% | 79% | 58% | 69% | 73% |
| | | Black | 51% | 53% | 58% | 38% | 43% | 45% |
| | | Asian | 67% | 80% | 78% | 69% | 87% | 83% |
| | | Hispanic | 46% | 55% | 63% | 46% | 56% | 57% |

Appendix C

| Percent of Eighth Grade EOG Reading and Math Scores At or Above Grade Level In 1998, 1999, and 2000 For Selected Demographic Groups | | | | | | | | |
|--|---------|----------|---------|------|------|------|------|------|
| | | | Reading | | | Math | | |
| | | | 1998 | 1999 | 2000 | 1998 | 1999 | 2000 |
| Students Not Receiving Free or Reduced Price Lunches | Males | White | 93% | 95% | 94% | 93% | 94% | 93% |
| | | Black | 73% | 72% | 77% | 66% | 64% | 70% |
| | | Asian | 96% | 96% | 97% | 96% | 97% | 93% |
| | | Hispanic | 76% | 81% | 65% | 82% | 81% | 71% |
| | Females | White | 96% | 96% | 97% | 95% | 94% | 96% |
| | | Black | 83% | 81% | 86% | 74% | 70% | 75% |
| | | Asian | 94% | 97% | 97% | 88% | 98% | 97% |
| | | Hispanic | 89% | 94% | 87% | 74% | 90% | 87% |
| Students Receiving Free or Reduced Price Lunches | Males | White | 70% | 80% | 76% | 67% | 78% | 74% |
| | | Black | 51% | 51% | 57% | 39% | 41% | 53% |
| | | Asian | 78% | 71% | 67% | 82% | 86% | 91% |
| | | Hispanic | 67% | 35% | 58% | 74% | 44% | 55% |
| | Females | White | 80% | 85% | 85% | 71% | 82% | 81% |
| | | Black | 62% | 59% | 69% | 51% | 51% | 60% |
| | | Asian | 60% | 73% | 75% | 100% | 80% | 81% |
| | | Hispanic | 72% | 83% | 59% | 66% | 54% | 50% |

**Appendix D: Progress Toward The 2003 Goal
Percent Of Students At or Above Grade Level In Grades 3 and 8**

| School Name | Schl Code | Reading | | | | Mathematics | | | |
|-----------------------------|-----------|---------|------|------|------|-------------|------|------|------|
| | | 1998 | 1999 | 2000 | 2001 | 1998 | 1999 | 2000 | 2001 |
| Adams Elementary | 304 | 86 | 86 | 88 | 90 | 75 | 79 | 89 | 90 |
| Apex Elementary | 308 | 90 | 90 | 89 | 92 | 87 | 85 | 88 | 94 |
| Aversboro Elementary | 320 | 80 | 80 | 79 | 79 | 58 | 75 | 72 | 70 |
| Baileywick Elementary | 326 | 86 | 86 | 90 | 89 | 80 | 75 | 85 | 89 |
| Baucom Elementary | 328 | 92 | 92 | 96 | 94 | 88 | 88 | 91 | 90 |
| Brassfield Elementary | 334 | 81 | 81 | 88 | 94 | 89 | 78 | 90 | 98 |
| Brentwood Elementary | 336 | 64 | 64 | 74 | 71 | 71 | 64 | 70 | 64 |
| Briarcliff Elementary | 340 | 79 | 79 | 91 | 91 | 76 | 81 | 91 | 86 |
| Brooks Elementary | 344 | 72 | 72 | 65 | 77 | 73 | 70 | 69 | 70 |
| Bugg Elementary | 352 | 83 | 83 | 86 | 90 | 76 | 83 | 80 | 83 |
| Carver Elementary | 362 | 62 | 62 | 76 | 81 | | 62 | 73 | 76 |
| Cary Elementary | 364 | 81 | 81 | 72 | 77 | 63 | 78 | 66 | 76 |
| Combs Elementary | 376 | 89 | 89 | 83 | 89 | 81 | 86 | 86 | 89 |
| Conn Elementary | 380 | 74 | 74 | 59 | 73 | 72 | 73 | 59 | 72 |
| Creech Road Elementary | 384 | 68 | 68 | 51 | 84 | 43 | 57 | 41 | 75 |
| Davis Drive Elementary | 390 | 94 | 94 | 98 | 97 | 97 | 95 | 97 | 97 |
| Dillard Dr. Elementary | 393 | | | 82 | 88 | | | 77 | 89 |
| Douglas Elementary | 396 | 79 | 79 | 77 | 79 | 55 | 70 | 55 | 76 |
| Durant Road Elementary | 398 | 86 | 86 | 89 | 93 | 84 | 87 | 84 | 97 |
| Farmington Woods Elementary | 414 | 74 | 74 | 79 | 84 | 77 | 74 | 72 | 86 |
| Fox Road Elementary | 415 | 79 | 79 | 83 | 90 | 73 | 76 | 70 | 79 |
| Fuller Elementary | 416 | 73 | 73 | 80 | 82 | 68 | 68 | 72 | 76 |
| Fuquay-Varina Elementary | 420 | 65 | 65 | 75 | 79 | 63 | 57 | 73 | 84 |
| Green Hope Elementary | 439 | | | | 94 | | | | 97 |
| Green Elementary | 440 | 88 | 88 | 91 | 90 | 86 | 83 | 88 | 94 |
| Hilburn Drive Elementary | 442 | 84 | 84 | 88 | 91 | 74 | 82 | 83 | 91 |
| Hodge Road Elementary | 446 | 64 | 64 | 67 | 77 | 53 | 65 | 62 | 72 |
| Holly Springs Elementary | 447 | 81 | 81 | 76 | 83 | 82 | 78 | 78 | 83 |
| Hunter Elementary | 448 | 79 | 79 | 89 | 83 | 81 | 76 | 85 | 86 |
| Jeffreys Grove Elementary | 452 | 80 | 80 | 87 | 84 | 77 | 74 | 86 | 81 |
| Jones Dairy Elementary | 454 | 83 | 83 | 90 | 89 | 92 | 85 | 90 | 88 |

**Appendix D: Progress Toward The 2003 Goal
Percent Of Students At or Above Grade Level In Grades 3 and 8**

| School Name | Schl Code | Reading | | | | Mathematics | | | |
|----------------------------|-----------|---------|------|------|------|-------------|------|------|------|
| | | 1998 | 1999 | 2000 | 2001 | 1998 | 1999 | 2000 | 2001 |
| Joyner Elementary | 456 | 79 | 79 | 79 | 83 | 65 | 76 | 74 | 78 |
| Kingswood Elementary | 460 | 89 | 89 | 96 | 93 | 86 | 93 | 100 | 95 |
| Knightdale Elementary | 464 | 77 | 77 | 63 | 79 | | 61 | 57 | 70 |
| Lacy Elementary | 468 | 80 | 80 | 81 | 79 | 71 | 77 | 72 | 92 |
| Leesville Road Elementary | 469 | | | 78 | 95 | | | 78 | 91 |
| Lead Mine Elementary | 470 | 83 | 83 | 89 | 84 | 88 | 78 | 88 | 82 |
| Lincoln Heights Elementary | 476 | 71 | 71 | 73 | 80 | 47 | 58 | 76 | 83 |
| Lockhart Elementary | 480 | 65 | 65 | 76 | 88 | 54 | 61 | 78 | 82 |
| Lynn Road Elementary | 488 | 80 | 80 | 76 | 85 | 73 | 79 | 76 | 74 |
| Middle Creek Elementary | 494 | | | | 79 | | | | 73 |
| Millbrook Elementary | 496 | 76 | 76 | 73 | 82 | 79 | 75 | 69 | 71 |
| Morrisville Elementary | 504 | 98 | 98 | 98 | 97 | 91 | 99 | 96 | 96 |
| North Ridge Elementary | 516 | 80 | 80 | 92 | 92 | 66 | 78 | 88 | 92 |
| Northwoods Elementary | 520 | 91 | 91 | 85 | 92 | 85 | 87 | 84 | 93 |
| Oak Grove Elementary | 522 | 97 | 97 | 97 | 95 | 95 | 95 | 96 | 96 |
| Olive Chapel Elementary | 523 | 85 | 85 | 95 | 91 | 84 | 91 | 91 | 94 |
| Olds @ Cardinal Gibbons | 524 | 80 | 80 | 85 | 82 | 78 | 74 | 94 | 79 |
| Partnership Elementary | 525 | | | 91 | 90 | | | 91 | 90 |
| Penny Road Elementary | 530 | 79 | 79 | 82 | 89 | 82 | 78 | 82 | 84 |
| Pleasant Union Elementary | 531 | 89 | 89 | 84 | 91 | 86 | 94 | 80 | 95 |
| Poe Elementary | 532 | 74 | 74 | 86 | 83 | 52 | 64 | 75 | 80 |
| Powell Elementary | 536 | 76 | 76 | 70 | 71 | 84 | 73 | 59 | 63 |
| Rand Road Elementary | 540 | 72 | 72 | 74 | 73 | 80 | 72 | 72 | 65 |
| Reedy Creek Elem. | 542 | | | 89 | 85 | | | 81 | 80 |
| Rolesville Elementary | 544 | 71 | 71 | 78 | 68 | 76 | 61 | 68 | 70 |
| Root Elementary | 548 | 77 | 77 | 80 | 85 | 72 | 76 | 82 | 82 |
| Salem Elementary | 550 | | | | 93 | | | | 93 |
| Smith Elementary | 560 | 82 | 82 | 71 | 75 | 74 | 75 | 65 | 76 |
| Stough Elementary | 564 | 85 | 85 | 90 | 92 | 77 | 87 | 88 | 88 |
| Swift Creek Elementary | 568 | 72 | 72 | 88 | 76 | 79 | 69 | 76 | 71 |
| Timber Drive Elementary | 570 | 91 | 91 | 92 | 92 | 87 | 88 | 91 | 96 |

**Appendix D: Progress Toward The 2003 Goal
Percent Of Students At or Above Grade Level In Grades 3 and 8**

| School Name | Schl Code | Reading | | | | Mathematics | | | |
|------------------------|-----------|---------|------|------|------|-------------|------|------|------|
| | | 1998 | 1999 | 2000 | 2001 | 1998 | 1999 | 2000 | 2001 |
| Underwood Elementary | 572 | 69 | 69 | 64 | 70 | 76 | 62 | 54 | 70 |
| Vance Elementary | 576 | 79 | 79 | 79 | 82 | 70 | 71 | 85 | 88 |
| Vandora Springs Elem. | 580 | 72 | 72 | 88 | 86 | 55 | 65 | 88 | 85 |
| Wake Forest Elementary | 584 | 76 | 76 | 81 | 90 | 65 | 66 | 73 | 80 |
| Wakefield Elem. | 593 | | | 89 | 85 | | | 80 | 86 |
| Washington Elementary | 596 | 78 | 78 | 83 | 86 | 81 | 68 | 72 | 86 |
| Weatherstone Elem. | 598 | 84 | 84 | 92 | 87 | 74 | 83 | 91 | 95 |
| Wendell Elementary | 600 | 61 | 61 | 62 | 72 | 67 | 55 | 63 | 63 |
| West Lake Elementary | 606 | 87 | 87 | 87 | 93 | 89 | 87 | 90 | 93 |
| Wilburn Elementary | 616 | 82 | 82 | 82 | 81 | 78 | 85 | 83 | 89 |
| Wildwood Forest Elem. | 618 | | | 82 | 79 | | | 70 | 72 |
| Wiley Elementary | 620 | 73 | 73 | 87 | 79 | 68 | 77 | 83 | 71 |
| Willow Springs Elem. | 624 | 76 | 76 | 87 | 82 | 69 | 66 | 86 | 93 |
| Yates Mill Elementary | 626 | | | | 81 | | | | 82 |
| York Elementary | 628 | 82 | 82 | 84 | 81 | 77 | 82 | 89 | 81 |
| Zebulon Elementary | 632 | 80 | 80 | 76 | 74 | 69 | 78 | 79 | 80 |

**Appendix D: Progress Toward The 2003 Goal
Percent Of Students At or Above Grade Level In Grades 3 and 8**

| School Name | Schl Code | Reading | | | | Mathematics | | | |
|-----------------------------|-----------|---------|------|------|------|-------------|------|------|------|
| | | 1998 | 1999 | 2000 | 2001 | 1998 | 1999 | 2000 | 2001 |
| Apex Middle | 312 | 88 | 88 | 89 | 93 | 83 | 87 | 90 | 93 |
| Carnage Middle | 356 | 82 | 82 | 85 | 85 | 77 | 80 | 80 | 84 |
| Carroll Middle | 360 | 90 | 90 | 91 | 91 | 90 | 87 | 88 | 88 |
| Centennial Middle | 370 | | | | 89 | | | | 81 |
| Daniels Middle | 388 | 88 | 88 | 87 | 91 | 85 | 84 | 85 | 85 |
| Davis Drive Middle | 391 | 94 | 94 | 93 | 95 | 91 | 91 | 93 | 94 |
| Dillard Middle | 394 | | | | 95 | | | | 93 |
| Durant Road Middle | 399 | 92 | 92 | 96 | 97 | 92 | 90 | 91 | 94 |
| East Cary Middle | 400 | 94 | 94 | 93 | 89 | 90 | 93 | 91 | 91 |
| East Garner Middle | 404 | 80 | 80 | 88 | 91 | 80 | 76 | 81 | 79 |
| East Millbrook Middle | 408 | 80 | 80 | 83 | 86 | 74 | 67 | 77 | 75 |
| East Wake Middle | 410 | 77 | 77 | 81 | 82 | 82 | 73 | 78 | 77 |
| Fuquay-Varina Middle | 424 | 79 | 79 | 84 | 88 | 73 | 77 | 78 | 81 |
| Leesville Road Middle | 471 | 92 | 92 | 94 | 93 | 89 | 88 | 92 | 93 |
| Ligon Middle | 472 | 86 | 86 | 88 | 96 | 83 | 81 | 83 | 93 |
| Martin Middle | 492 | 91 | 91 | 89 | 90 | 84 | 87 | 87 | 86 |
| North Garner Middle | 512 | 80 | 80 | 81 | 79 | 71 | 77 | 81 | 69 |
| Wake Forest-Rolesville Mid. | 592 | 81 | 81 | 91 | 92 | 83 | 80 | 86 | 86 |
| West Cary Middle | 604 | 89 | 89 | 91 | 94 | 87 | 85 | 91 | 94 |
| West Lake Middle | 607 | 96 | 96 | 95 | 97 | 94 | 96 | 94 | 95 |
| West Millbrook Middle | 608 | 91 | 91 | 85 | 92 | 83 | 89 | 84 | 90 |
| Zebulon Middle | 636 | 78 | 78 | 86 | 84 | 69 | 73 | 79 | 84 |

Appendix E: Progress Toward The 2003 Goal
Percent Of Students At or Above Grade Level In Grades 3 and 8 In 2001
Disaggregated For Three Major Subgroups
(Groups with fewer than ten students are blank)

| School Name | Schl Code | Reading | | | | Mathematics | | | |
|-----------------------------|-----------|---------|-----|------|-------|-------------|-----|------|-------|
| | | ALL | FRL | BLCK | WHITE | ALL | FRL | BLCK | WHITE |
| Adams Elementary | 304 | 90 | | | 95 | 90 | | | 95 |
| Apex Elementary | 308 | 92 | 54 | 61 | 96 | 94 | 54 | 61 | 99 |
| Aversboro Elementary | 320 | 79 | 69 | 68 | 93 | 70 | 57 | 55 | 93 |
| Baileywick Elementary | 326 | 89 | 58 | 75 | 93 | 89 | 58 | 75 | 93 |
| Baucom Elementary | 328 | 93 | 71 | 85 | 97 | 90 | 64 | 77 | 95 |
| Brassfield Elementary | 334 | 94 | | | 96 | 98 | | | 100 |
| Brentwood Elementary | 336 | 71 | 59 | 66 | 90 | 64 | 49 | 52 | 85 |
| Briarcliff Elementary | 340 | 91 | 71 | 73 | 97 | 86 | 53 | 53 | 94 |
| Brooks Elementary | 344 | 77 | 61 | 55 | 94 | 70 | 39 | 45 | 91 |
| Bugg Elementary | 352 | 90 | 73 | 86 | 93 | 83 | 73 | 69 | 97 |
| Carver Elementary | 362 | 79 | 69 | 68 | 87 | 76 | 62 | 57 | 87 |
| Cary Elementary | 364 | 76 | 50 | 53 | 88 | 76 | 58 | 58 | 89 |
| Combs Elementary | 376 | 89 | 65 | 78 | 98 | 89 | 71 | 67 | 98 |
| Conn Elementary | 380 | 73 | 53 | 54 | 89 | 72 | 47 | 43 | 97 |
| Creech Road Elementary | 384 | 83 | 80 | 74 | 90 | 75 | 65 | 62 | 86 |
| Davis Drive Elementary | 390 | 96 | | | 96 | 97 | 91 | | 96 |
| Dillard Dr. Elementary | 393 | 88 | 74 | 68 | 100 | 89 | 79 | 74 | 98 |
| Douglas Elementary | 396 | 79 | 65 | 60 | 88 | 76 | 65 | 55 | 82 |
| Durant Road Elementary | 398 | 93 | | 86 | 95 | 97 | | 89 | 98 |
| Farmington Woods Elementary | 414 | 84 | 46 | 41 | 96 | 86 | 63 | 59 | 95 |
| Fox Road Elementary | 415 | 90 | 83 | 82 | 93 | 79 | 66 | 67 | 85 |
| Fuller Elementary | 416 | 82 | 36 | 52 | 100 | 76 | 21 | 36 | 100 |
| Fuquay-Varina Elementary | 420 | 78 | 51 | 54 | 92 | 84 | 64 | 59 | 97 |
| Green Hope Elementary | 439 | 94 | | | 94 | 97 | | | 97 |
| Green Elementary | 440 | 90 | 71 | 71 | 93 | 94 | 65 | 65 | 99 |
| Hilburn Drive Elementary | 442 | 91 | | 60 | 98 | 91 | | 60 | 98 |
| Hodge Road Elementary | 446 | 77 | 63 | 67 | 85 | 71 | 59 | 63 | 82 |
| Holly Springs Elementary | 447 | 82 | 61 | 59 | 94 | 83 | 68 | 66 | 93 |
| Hunter Elementary | 448 | 82 | 48 | 49 | 99 | 86 | 52 | 54 | 100 |
| Jeffreys Grove Elementary | 452 | 84 | 65 | 70 | 98 | 81 | 62 | 54 | 100 |

Appendix E: Progress Toward The 2003 Goal
Percent Of Students At or Above Grade Level In Grades 3 and 8 In 2001
Disaggregated For Three Major Subgroups
(Groups with fewer than ten students are blank)

| School Name | Schl Code | Reading | | | | Mathematics | | | |
|----------------------------|-----------|---------|-----|------|-------|-------------|-----|------|-------|
| | | ALL | FRL | BLCK | WHITE | ALL | FRL | BLCK | WHITE |
| Jones Dairy Elementary | 454 | 89 | 55 | 71 | 90 | 87 | 55 | 64 | 90 |
| Joyner Elementary | 456 | 82 | 78 | 75 | 89 | 78 | 74 | 66 | 84 |
| Kingswood Elementary | 460 | 93 | 75 | 80 | 100 | 95 | 83 | 90 | 100 |
| Knightdale Elementary | 464 | 79 | 71 | 66 | 96 | 70 | 56 | 49 | 90 |
| Lacy Elementary | 468 | 79 | 55 | 48 | 92 | 92 | 81 | 78 | 98 |
| Leesville Road Elementary | 469 | 95 | | 86 | 97 | 91 | | 64 | 97 |
| Lead Mine Elementary | 470 | 84 | 54 | 72 | 91 | 82 | 67 | 66 | 91 |
| Lincoln Heights Elementary | 476 | 80 | 61 | 67 | 86 | 82 | 56 | 48 | 96 |
| Lockhart Elementary | 480 | 88 | 78 | 89 | 98 | 81 | 72 | 71 | 93 |
| Lynn Road Elementary | 488 | 85 | 75 | 67 | 96 | 74 | 58 | 52 | 91 |
| Middle Creek Elementary | 494 | 79 | 58 | 52 | 98 | 73 | 35 | 41 | 95 |
| Millbrook Elementary | 496 | 77 | 70 | 65 | 91 | 71 | 78 | 61 | 85 |
| Morrisville Elementary | 504 | 97 | | 75 | 98 | 96 | | 83 | 96 |
| North Ridge Elementary | 516 | 92 | 90 | 76 | 100 | 92 | 87 | 79 | 98 |
| Northwoods Elementary | 520 | 92 | 80 | 88 | 93 | 93 | 87 | 79 | 96 |
| Oak Grove Elementary | 522 | 95 | | 83 | 96 | 96 | | 75 | 98 |
| Olive Chapel Elementary | 523 | 91 | | | 94 | 94 | | | 95 |
| Olds @ Cardinal Gibbons | 524 | 82 | | 54 | 100 | 79 | | 46 | 100 |
| Partnership Elementary | 525 | 90 | | 75 | 94 | 90 | | 67 | 97 |
| Penny Road Elementary | 530 | 89 | 67 | 71 | 97 | 84 | 46 | 50 | 98 |
| Pleasant Union Elementary | 531 | 91 | 75 | 64 | 95 | 95 | 83 | 71 | 99 |
| Poe Elementary | 532 | 83 | 50 | 62 | 100 | 80 | 44 | 57 | 100 |
| Powell Elementary | 536 | 71 | 48 | 59 | 97 | 63 | 32 | 45 | 97 |
| Rand Road Elementary | 540 | 73 | 54 | 52 | 83 | 65 | 43 | 35 | 80 |
| Reedy Creek Elem. | 542 | 85 | 69 | 68 | 90 | 80 | 62 | 59 | 89 |
| Rolesville Elementary | 544 | 68 | 34 | 50 | 88 | 70 | 38 | 46 | 93 |
| Root Elementary | 548 | 83 | 59 | 50 | 100 | 82 | 55 | 45 | 100 |
| Salem Elementary | 550 | 93 | | | 95 | 93 | | | 98 |
| Smith Elementary | 560 | 74 | 61 | 66 | 87 | 76 | 71 | 60 | 93 |
| Stough Elementary | 564 | 92 | 83 | 80 | 97 | 88 | 70 | 65 | 98 |

Appendix E: Progress Toward The 2003 Goal
Percent Of Students At or Above Grade Level In Grades 3 and 8 In 2001
Disaggregated For Three Major Subgroups
(Groups with fewer than ten students are blank)

| School Name | Schl Code | Reading | | | | Mathematics | | | |
|-------------------------|-----------|---------|-----|------|-------|-------------|-----|------|-------|
| | | ALL | FRL | BLCK | WHITE | ALL | FRL | BLCK | WHITE |
| Swift Creek Elementary | 568 | 76 | 35 | 52 | 91 | 71 | 31 | 36 | 91 |
| Timber Drive Elementary | 570 | 92 | 71 | 71 | 97 | 95 | 86 | 81 | 99 |
| Underwood Elementary | 572 | 70 | 53 | 39 | 90 | 70 | 35 | 30 | 93 |
| Vance Elementary | 576 | 82 | 80 | 74 | 85 | 87 | 87 | 81 | 92 |
| Vandora Springs Elem. | 580 | 86 | 85 | 79 | 91 | 85 | 89 | 75 | 93 |
| Wake Forest Elementary | 584 | 90 | 79 | 73 | 94 | 80 | 60 | 50 | 89 |
| Wakefield Elem. | 593 | 85 | 79 | 71 | 88 | 86 | 74 | 71 | 90 |
| Washington Elementary | 596 | 86 | 50 | 54 | 97 | 86 | 55 | 54 | 97 |
| Weatherstone Elem. | 598 | 87 | 75 | 57 | 94 | 93 | 88 | 79 | 96 |
| Wendell Elementary | 600 | 70 | 61 | 58 | 81 | 63 | 49 | 38 | 83 |
| West Lake Elementary | 606 | 92 | | 82 | 93 | 93 | | 68 | 96 |
| Wilburn Elementary | 616 | 81 | 68 | 67 | 96 | 89 | 86 | 80 | 97 |
| Wildwood Forest Elem. | 618 | 79 | 54 | 65 | 86 | 72 | 42 | 47 | 86 |
| Wiley Elementary | 620 | 78 | 40 | 47 | 100 | 71 | 30 | 35 | 94 |
| Willow Springs Elem. | 624 | 81 | 64 | | 86 | 93 | 79 | | 98 |
| Yates Mill Elementary | 626 | 80 | 54 | 56 | 91 | 82 | 62 | 63 | 91 |
| York Elementary | 628 | 81 | 65 | 63 | 94 | 81 | 69 | 59 | 94 |
| Zebulon Elementary | 632 | 73 | 61 | 55 | 87 | 80 | 63 | 64 | 95 |

Appendix E: Progress Toward The 2003 Goal
Percent Of Students At or Above Grade Level In Grades 3 and 8 In 2001
Disaggregated For Three Major Subgroups
(Groups with fewer than ten students are blank)

| School Name | Schl Code | Reading | | | | Mathematics | | | |
|-----------------------------|-----------|---------|-----|------|-------|-------------|-----|------|-------|
| | | ALL | FRL | BLCK | WHITE | ALL | FRL | BLCK | WHITE |
| Apex Middle | 312 | 93 | 66 | 70 | 97 | 92 | 66 | 65 | 97 |
| Carnage Middle | 356 | 85 | 55 | 75 | 95 | 84 | 63 | 72 | 94 |
| Carroll Middle | 360 | 91 | 67 | 76 | 97 | 88 | 70 | 74 | 96 |
| Centennial Middle | 370 | 89 | 71 | 79 | 100 | 81 | 58 | 67 | 96 |
| Daniels Middle | 388 | 91 | 72 | 75 | 99 | 85 | 60 | 60 | 95 |
| Davis Drive Middle | 391 | 95 | 62 | 77 | 98 | 93 | 62 | 72 | 96 |
| Dillard Middle | 394 | 95 | 75 | 79 | 100 | 93 | 65 | 67 | 99 |
| Durant Road Middle | 399 | 97 | 85 | 94 | 98 | 94 | 65 | 83 | 96 |
| East Cary Middle | 400 | 89 | 64 | 69 | 94 | 91 | 66 | 75 | 97 |
| East Garner Middle | 404 | 91 | 85 | 89 | 92 | 79 | 67 | 70 | 83 |
| East Millbrook Middle | 408 | 86 | 76 | 79 | 93 | 74 | 65 | 61 | 86 |
| East Wake Middle | 410 | 82 | 66 | 70 | 95 | 77 | 70 | 63 | 88 |
| Fuquay-Varina Middle | 424 | 88 | 73 | 77 | 91 | 81 | 62 | 65 | 87 |
| Leesville Road Middle | 471 | 93 | 60 | 74 | 98 | 93 | 51 | 68 | 98 |
| Ligon Middle | 472 | 96 | 75 | 86 | 99 | 93 | 72 | 78 | 99 |
| Martin Middle | 492 | 90 | 60 | 67 | 98 | 86 | 62 | 61 | 96 |
| North Garner Middle | 512 | 79 | 65 | 69 | 89 | 69 | 49 | 61 | 79 |
| Wake Forest-Rolesville Mid. | 592 | 92 | 74 | 75 | 95 | 85 | 65 | 66 | 90 |
| West Cary Middle | 604 | 94 | 76 | 87 | 98 | 94 | 82 | 80 | 98 |
| West Lake Middle | 607 | 97 | 86 | 82 | 98 | 95 | 73 | 82 | 96 |
| West Millbrook Middle | 608 | 92 | 65 | 77 | 100 | 90 | 65 | 73 | 98 |
| Zebulon Middle | 636 | 84 | 72 | 72 | 91 | 84 | 71 | 70 | 93 |