



NORTH CAROLINA ABC RESULTS: 2002-03

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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.

The ABCs accountability model was first implemented in elementary and middle schools in 1996-97, and in high schools in 1997-98. The program sets growth and performance standards for each elementary, middle, and high school, and uses End-of-Grade (EOG) and End-of-Course (EOC) test results and other selected components to measure schools' academic progress. Schools that attain standards are eligible for incentive awards and other recognitions, i.e. being designated as Schools of Excellence, Schools of Distinction, or Schools of Progress.

New Developments

In 2002-03, the ABCs program was expanded to incorporate the new requirements of the No Child Left Behind (NCLB) Act of 2001. This federal legislation sets a proficiency goal of 100% for all schools by 2013-14, and requires schools to make Adequate Yearly Progress (AYP) toward that goal. The State Board of Education reported the AYP status of each school in 2002-03, but did not utilize it in making awards and recognition determinations. Wake County Public Schools (WCPSS) will publish a separate report on AYP results.

GROWTH RESULTS

The percentage of WCPSS schools meeting either high growth or expected growth standards reached a new high of 97% in 2002-03. Elementary schools performed the best, with 89% achieving high growth. No elementary or high school failed to meet expected growth standards.

For all WCPSS schools:

- 72% achieved high growth;
- 25% achieved expected growth but did not reach high growth;
- 2% did not meet expected growth but showed adequate performance;
- None were low-performing.

PERFORMANCE RESULTS

The ABCs accountability program also includes a composite performance measure, and schools with sufficient percentages of students' scores at or above grade level on state tests (e.g. EOG and EOC) receive the designations *School of Excellence*, *School of Distinction*, or *School of Progress*. Schools must also meet expected growth standards to receive these designations. In 2002-03, a record 90% of WCPSS schools were designated as either Schools of Excellence or Schools of Distinction, up 16 percentage points from 2001-02.

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ABCs GROWTH AND PERFORMANCE STANDARDS

North Carolina's accountability program sets growth and performance standards for each elementary, middle, and high school in the state. The accountability model focuses on schools meeting growth expectations for student achievement as well as on the overall percentage of students who score at grade level or better. The model was first implemented in 1996-97 in elementary and middle schools, and in high schools in 1997-98.

A school's ABCs status is determined by three weighted composite scores: the expected growth composite, the high growth composite, and the performance composite. A school's grade span and/or courses determine the composition of these weighted measures.

Elementary and Middle Schools

The expected growth composite for elementary and middle schools focuses entirely on the average **growth** shown by grade 3-8 students on EOG reading and mathematics tests. Average test results for students at the end of one year are compared to the scores for those same students at the end of the prior year. The high growth target for each grade level is approximately 10% higher than the expected growth target. Since 2000-2001, writing scores have not been 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.

High Schools

At the high school level, the accountability measures are more numerous. The expected growth composite includes student performance on the 10 EOC tests, the percentage of students completing College/University Prep or College Tech Prep courses of study, the change in the competency passing rate (from grade 8 to grade 10), and the change in the ABCs dropout rate (compared to a two-year baseline). For EOC tests, the high growth target is approximately 3% above the expected growth target. Academic growth 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 target score for the group.

The Performance Composite

For elementary schools, the performance composite is the percentage of students' scores at or above grade level (i.e., Achievement Levels III or IV) on the reading and mathematics EOG tests and alternate assessments. For middle schools, scores from the Computer Skills Test (Grade 8) are included in addition to EOG and alternate assessment results. For high schools, the performance composite consists of students' scores on the 10 mandatory EOC tests: Algebra I and II; biology; chemistry; English I; Economic, Legal, and Political Systems (ELP); geometry; physical science; physics; and U.S. History. Alternate assessments and Algebra I scores of ninth graders who took Algebra I prior to Grade 9 are included in the high school's performance composite.

For more information on the ABCs accountability model, including school data requirements, formulas for calculating composite scores, rules for determining Adequate Yearly Progress (AYP), and technical notes, see the North Carolina Department of Public Instruction's web site: <http://www.ncpublicschools.org/abcs/>.

GROWTH RESULTS

In 2002-03, a total of 123 WCPSS schools participated in the state ABCs program. As shown in Figure 1, 89 schools (72% of the total) met the high growth standards set by the State Board of Education, 31 (25%) met expected growth standards, and 3 schools (2%) did not meet expected growth standards. Elementary schools performed the best, with 89% achieving high growth. Results by school level show the following:

WCPSS Growth

For elementary schools:

- 89% achieved high growth;
- 11% achieved expected growth but did not reach high growth;
- None failed to meet expected growth;
- None were low-performing.

For middle schools:

- 36% achieved high growth;
- 52% achieved expected growth but did not reach high growth;
- 12% did not meet expected growth but showed adequate performance;
- None were low-performing.

For WCPSS high schools:

- 56% achieved high growth;
- 44% achieved expected growth but did not reach high growth;
- None failed to meet expected growth;
- None were low-performing.

Statewide Growth

For elementary, middle, and high schools:

- 73% achieved high growth;
- 21% achieved expected growth but did not reach high growth;
- 6% did not meet expected growth but showed adequate performance;
- 0.3% 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.

Statewide, the percentage of all schools meeting high growth standards increased from 36% in 2001-02 to 73% in 2002-03. The percentage of WCPSS schools achieving high growth increased from 56% to 72%. Figure 1 shows the changes over the past seven years in the number of schools in WCPSS participating in the ABCs Accountability Program and in the percentage of schools achieving expected and high growth.

Incentive Awards for Meeting Growth Targets

Schools attaining high growth standards 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.

Figure 1
WCPSS ABC Growth Results Summary, 1997-2003

		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 (30%)	6 (8%)
	2002	78	44 (56%)	22 (28%)	12 (15%)
	2003	79	70 (89%)	9 (11%)	0 (0%)
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%)
	2003	25	9 (36%)	13 (52%)	3 (12%)
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%)
	2003	16	9 (56%)	7 (44%)	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	1	0	2
	2003	3	1	2	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	67 (56%)	37 (31%)	16 (13%)
	2003	123	89 (72%)	31 (25%)	3 (2%)

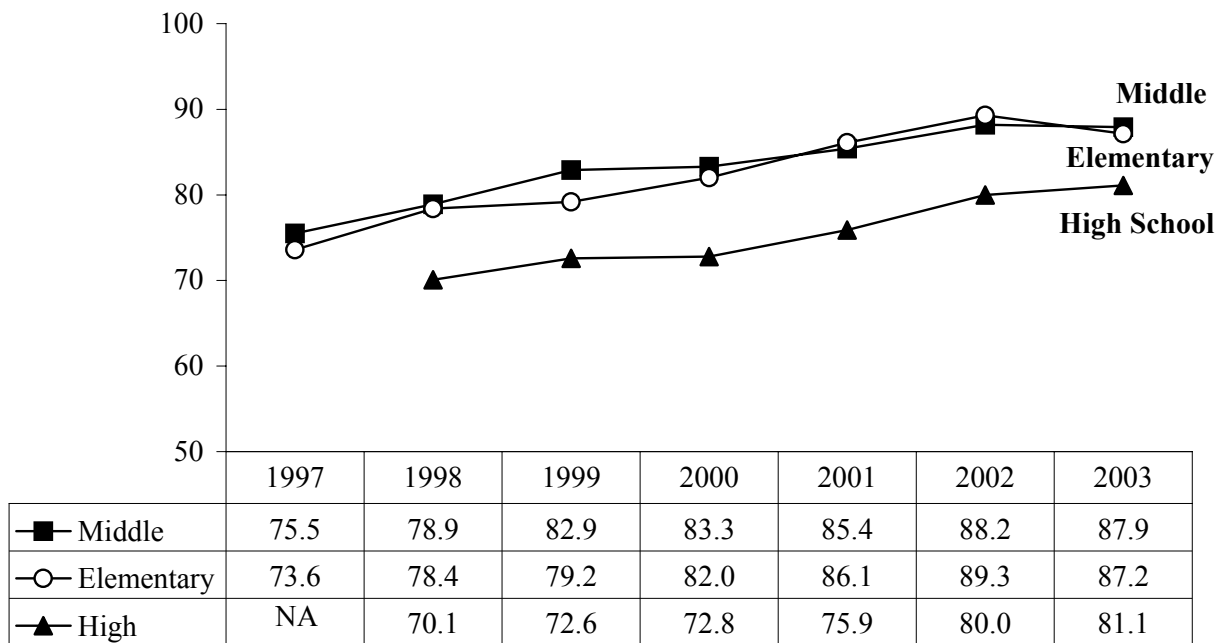
PERFORMANCE RESULTS

A composite performance measure is calculated for all schools under the ABCs 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 at or above grade level on EOG, EOC, Computer Skills tests, and alternative assessments.

All scores on North Carolina tests are grouped into four achievement levels. *Achievement Level I* and *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. *Achievement Level III* scores mean that students are well-prepared for the next grade level or a higher level course, and *Achievement Level IV* scores are indicative of performance well above that needed for success in the next grade level or course.

Performance composites for WCPSS schools in the 2002-03 school year ranged from 70% to 99%. The performance composite is the percent of students' scores at Level III or IV in the school. It is computed by adding all scores at or above Level III on each of the tests, and then dividing the sum by the total number of valid scores on the tests. As shown in Figure 2, the average performance composite for elementary schools declined for the first time in six years, from 89.3% in 2001-02 to 87.2 in 2002-03. It also decreased slightly for middle schools (down .3 percentage points). The average for high schools increased from 80% in 2001-02 to 81.1% in 2002-03. It should be noted that performance composites in 2002-03 included alternative assessment results for hundreds of WCPSS students who were previously exempted from testing because of limited English proficiency or special education IEPs.

Figure 2
Average Performance Composites for WCPSS Schools by Level, 1997-2003



WCPSS AND NORTH CAROLINA RECOGNITION DESIGNATIONS

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 meets expected growth standards, the school is designated 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 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 a *School of Progress*. Figure 3 shows the number and percentage of schools in each category of recognition for WCPSS and the state of North Carolina from 1997-98 to 2002-03 school years.

The percentage of WCPSS schools achieving the School of Excellence designation declined from 43% in 2001-02 to 40% in 2002-03. However, the percentage of schools achieving the School of Distinction designation rose from 31% in 2001-02 to 50% in 2002-03. Statewide, only 61% of schools achieved one of these designations, compared to 90% of WCPSS schools.

Figure 3
ABCs Performance Results Summary, 1997-2003

	WCPSS							NC						
	1997	1998	1999	2000	2001	2002	2003	1997	1998	1999	2000	2001	2002	2003
Number of Schools in ABCs Program	87	101	102	112	117	120	123	1,631	1,719	1,985	2,115	2,158	2,194	2,219
Schools of Excellence	0 0%	5 5%	8 8%	9 8%	30 26%	52 43%	49 40%	12 1%	24 1%	50 3%	73 4%	171 8%	300 14%	473 21%
Schools of Distinction	27 31%	35 35%	39 38%	55 49%	53 45%	37 31%	61 50%	158 10%	290 17%	408 21%	509 24%	640 30%	647 30%	886 40%
Schools of Progress	N/A	N/A	N/A	N/A	N/A	14 12%	7 6%	N/A	N/A	N/A	N/A	N/A	N/A	550 25%

Notes

- Schools of Progress was introduced as a recognition category in 2001-02.
- Beginning in 1998, the number of NC schools includes charter schools and alternative schools.
- WCPSS results do not include the three alternative schools.
- High schools were not included in the 1997 ABCs accountability program.
- Fourth- and seventh-grade writing scores for 2000-2001 are included in the performance composite, but are not in the growth calculation. Special education students pursuing a functional curriculum, as measured by the NC Alternate Assessment Portfolio, are also included in this performance composite.

ALTERNATIVE SCHOOLS

WCPSS' three alternative schools (Phillips High, Longview, and Mount Vernon) 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, HAS-C-013, requiring that the ABCs for Alternative Schools be based on the following factors:

- three mandated achievement-based components: EOG or EOC test results, NC Comprehensive 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 2002-03, Phillips High School met the three local options and two of the three achievement-based components; therefore, Phillips achieved high growth. Longview School and Mount Vernon School met the three local options but not the achievement-based components, and were designated as showing expected growth.

WCPSS SCHOOL-BY-SCHOOL ABCs RESULTS

Appendices A, B, and C show ABCs growth and performance composites for WCPSS schools for six school years, 1997-98 to 2002-03. Performance composites are the percentage of all state-required EOG reading and math tests, EOC tests, Computer Skills tests, and alternate assessments (NCAAP and NCAAAI) on which students scored at *Level III* or *Level IV*.

Appendix A: ABC Results For WCPSS Elementary Schools

	Growth Composite						Performance Composite					
	1998	1999	2000	2001	2002	2003	1998	1999	2000	2001	2002	2003
Adams Elementary	++	++	++	++	+	++	82.0	87.0	89.8	93.1	93.5	94.3
Apex Elementary	++	++	++	++	++	++	88.5	87.8	89.8	93.1	96.7	94.5
Aversboro Elem.	++	+	+	-	++	++	72.2	74.3	70.4	74.7	88.0	86.1
Baileywick Elem.	++	+	++	++	++	++	80.8	81.4	86.9	89.4	93.1	93.6
Ballentine Elem.	N/A	N/A	N/A	N/A	N/A	++	N/A	N/A	N/A	N/A	N/A	91.6
Baucom Elem.	++	++	++	++	++	++	87.6	88.1	88.9	93.7	97.8	95.9
Brassfield Elem.	++	++	++	++	++	++	86.8	84.7	87.3	95.0	97.5	96.2
Brentwood Elem.	++	++	++	+	+	++	75.7	73.6	75.0	71.8	80.8	81.2
Briarcliff Elem.	++	+	++	++	+	++	79.5	78.1	84.6	89.4	90.9	89.1
Brooks Elementary	++	+	+	++	+	+	79.3	73.4	68.0	80.2	83.6	88.2
Bugg Elementary	++	-	-	++	-	++	72.6	79.2	80.5	85.8	84.4	91.5
Carver Elementary	N/A	-	++	+	-	++	N/A	63.5	73.0	81.6	75.4	84.7
Cary Elementary	+	++	++	+	++	++	70.6	71.7	73.2	77.7	86.4	90.1
Combs Elementary	++	++	++	++	+	++	84.8	85.4	87.5	94.0	94.0	92.8
Conn Elementary	++	+	++	++	+	++	74.9	72.7	73.8	77.3	80.7	83.9
Creech Road Elem.	-	++	-	++	++	++	58.0	65.9	61.9	80.3	79.5	83.2
Davis Drive Elem.	++	++	++	++	++	++	92.8	94.3	97.3	97.5	98.4	97.8
Dillard Drive Elem.	N/A	N/A	++	++	+	++	N/A	N/A	83.6	88.3	90.2	92.3
Douglas Elem.	++	++	++	++	++	++	72.5	76.0	78.0	84.5	88.2	89.9
Durant Road Elem.	++	++	++	++	+	++	87.0	86.6	88.7	94.8	93.1	94.7
Farmington Woods Elem.	++	++	++	++	++	++	76.0	77.0	78.8	86.2	89.7	92.5
Fox Road Elementary	++	++	++	+	++	++	76.5	78.9	79.6	86.6	88.7	86.4
Fuller Elementary	+	+	+	-	-	++	70.3	73.7	72.9	79.8	88.0	85.9
Fuquay-Varina Elem.	++	+	++	++	+	++	74.1	69.8	69.8	83.0	84.7	87.5
Green Hope Elementary	N/A	N/A	N/A	++	++	++	N/A	N/A	N/A	97.7	99.0	99.7
Green Elementary	++	++	++	++	++	+	81.6	82.9	87.9	90.7	95.3	92.0
Heritage Elementary*	++	++	++	+	+	++	85.3	84.7	89.1	91.1	94.1	95.4
Hilburn Drive Elementary	+	+	++	++	++	++	76.9	82.7	83.7	86.3	92.2	94.6
Hodge Road Elementary	++	+	-	+	++	++	65.5	69.0	70.8	76.2	87.9	85.0
Holly Springs Elementary	++	++	++	+	+	++	69.8	77.8	84.4	86.1	90.5	88.5
Hunter Elementary	++	++	++	+	+	++	83.4	80.6	85.8	84.6	84.1	90.8
Jeffreys Grove Elem.	++	++	++	++	++	++	77.5	78.7	86.5	87.3	91.6	88.5
Joyner Elementary	++	++	+	++	-	++	80.8	81.9	82.3	81.5	79.0	86.1
Kingswood Elementary	++	++	++	++	++	++	91.0	90.9	95.3	94.1	95.6	98.1
Knightdale Elementary	N/A	-	+	+	-	++	N/A	66.8	69.2	77.8	76.1	91.6

Note: Prior to 2002-03 Heritage Elementary was known as Jones Dairy Elementary.

Key: ++ Met expected and high growth standards

 + Met expected growth standards, but did not meet high growth

 - Did not meet expected growth standards

 NA Did not have students in grades 3-8

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

	Growth Composite						Performance Composite					
	1998	1999	2000	2001	2002	2003	1998	1999	2000	2001	2002	2003
Lacy Elementary	++	++	++	++	++	++	80.3	81.4	82.1	86.6	91.0	93.3
Lead Mine Elementary	++	-	++	++	++	++	89.9	79.7	87.2	86.7	91.7	89.6
Leesville Road Elem.	++	++	++	++	++	++	83.5	80.7	84.9	93.4	96.1	96.6
Lincoln Heights Elem.	++	++	++	++	+	+	69.3	73.2	71.5	87.3	90.5	90.3
Lockhart Elementary	++	++	++	++	++	++	66.5	64.8	78.2	88.1	94.9	96.6
Lynn Road Elementary	++	++	++	+	++	++	81.2	77.1	76.1	81.7	82.1	84.6
Middle Creek Elementary	N/A	N/A	N/A	++	++	++	N/A	N/A	N/A	81.5	89.9	92.5
Millbrook Elementary	++	+	++	+	-	++	73.6	73.7	77.0	79.0	77.3	85.0
Morrisville Elementary	++	++	++	++	+	+	91.8	92.8	91.2	96.7	96.4	97.0
North Ridge Elementary	++	++	++	++	++	++	76.4	81.5	85.4	93.1	95.4	92.1
Northwoods Elementary	++	++	++	+	+	++	86.3	83.8	83.9	90.6	94.7	91.4
Oak Grove Elementary	++	++	++	++	++	++	90.5	93.9	93.4	95.0	97.5	94.9
Olds Elementary	++	++	++	-	++	++	85.6	84.1	87.4	86.9	90.1	89.0
Olive Chapel Elementary	+	+	++	++	++	++	81.4	86.1	89.3	92.2	94.1	96.4
Partnership Elementary	N/A	N/A	++	++	++	+	N/A	N/A	91.4	84.5	86.6	89.3
Penny Road Elementary	++	++	++	++	++	++	83.0	78.2	84.2	88.9	87.8	88.3
Pleasant Union Elem.	++	+	+	++	-	++	93.3	92.0	89.4	93.2	93.6	97.9
Poe Elementary	++	+	++	+	-	++	50.4	70.2	76.1	81.0	90.7	90.8
Powell Elementary	++	+	++	+	++	++	87.8	86.3	82.9	78.1	85.4	85.0
Rand Road Elementary	++	-	-	+	++	++	71.3	73.5	70.5	73.1	86.1	89.3
Reedy Creek Elementary	N/A	N/A	++	++	-	++	N/A	N/A	86.9	88.5	83.2	89.7
Rolesville Elementary	++	-	++	+	+	++	74.5	71.1	77.2	77.2	80.4	86.3
Root Elementary	++	++	++	++	+	+	79.4	83.9	88.2	87.7	93.2	89.0
Salem Elementary	N/A	N/A	N/A	++	-	++	N/A	N/A	N/A	90.9	93.4	95.0
Smith Elementary	++	++	-	++	++	++	75.8	77.4	73.7	79.9	80.9	86.1
Stough Elementary	++	++	++	+	+	+	80.0	83.6	87.8	89.6	94.3	86.0
Swift Creek Elementary	+	+	++	-	++	++	80.8	76.1	84.2	76.7	90.7	92.8
Timber Drive Elementary	++	++	++	++	++	+	85.3	88.2	88.0	91.8	94.0	92.7
Underwood Elementary	++	+	++	+	+	++	78.8	73.1	75.1	74.0	78.6	84.5
Vance Elementary	++	++	+	++	++	++	76.6	75.2	80.6	83.1	90.5	89.2
Vandora Springs Elem.	-	++	++	++	+	++	59.5	68.4	82.4	89.0	87.3	85.7
Wakefield Elementary	N/A	N/A	++	+	++	++	N/A	N/A	85.4	88.5	92.6	92.2
Wake Forest Elementary	++	+	+	++	-	++	70.2	72.0	78.3	84.5	85.6	87.0
Washington Elementary	++	+	++	+	++	++	78.3	77.2	81.9	87.0	90.0	94.6

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

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

	Growth Composite						Performance Composite					
	1998	1999	2000	2001	2002	2003	1998	1999	2000	2001	2002	2003
Weatherstone Elem.	++	++	++	++	++	++	81.7	87.8	89.9	95.3	95.1	88.0
Wendell Elementary	++	++	++	+	++	++	69.3	72.6	79.2	77.4	90.5	88.9
West Lake Elementary	++	++	++	++	+	++	85.8	87.4	90.5	94.7	91.9	93.8
Wilburn Elementary	+	++	++	++	++	++	73.5	83.2	85.2	85.7	89.3	89.0
Wildwood Forest Elem.	N/A	N/A	+	+	++	++	N/A	N/A	78.0	81.9	88.1	92.2
Wiley Elementary	++	++	++	++	++	++	77.0	77.1	86.2	78.7	90.8	84.1
Willow Springs Elem.	++	++	++	++	++	++	76.0	75.2	80.6	89.6	91.0	92.2
Yates Mill Elementary	N/A	N/A	N/A	+	+	++	N/A	N/A	N/A	88.4	86.9	89.2
York Elementary	+	++	++	-	++	++	78.8	83.0	81.0	84.9	89.3	85.7
Zebulon Elementary	++	++	-	-	-	++	73.9	78.7	73.8	79.5	84.6	83.0

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

Appendix B: ABC Results For WCPSS Middle Schools

	Growth Composite						Performance Composite					
	1998	1999	2000	2001	2002	2003	1998	1999	2000	2001	2002	2003
Apex Middle	++	++	++	++	++	++	80.0	84.7	86.5	91.9	91.9	92.2
Carnage Middle	++	++	++	+	++	++	74.0	80.8	78.0	80.4	83.5	85.4
Carroll Middle	++	++	++	-	++	-	81.6	84.6	83.5	82.1	85.4	81.4
Centennial Middle	N/A	N/A	N/A	-	-	+	N/A	N/A	N/A	81.9	84.4	86.4
Daniels Middle	++	++	+	+	+	+	76.6	81.0	81.2	85.9	88.5	85.8
Davis Drive Middle	++	++	++	++	++	++	89.4	91.0	90.5	93.3	95.3	94.8
Dillard Drive Middle	N/A	N/A	+	++	++	+	N/A	N/A	84.0	87.7	91.0	91.4
Durant Road Middle	++	++	+	++	++	-	86.3	88.2	88.7	91.5	95.2	92.8
East Garner Middle	+	++	-	++	++	++	66.4	74.5	71.5	77.3	79.6	81.9
East Millbrook Middle	+	++	-	-	+	+	72.2	75.9	74.2	79.3	83.5	85.8
East Wake Middle	++	++	-	+	++	++	78.6	77.0	72.2	75.9	79.5	81.0
Fuquay-Varina Middle	++	+	+	-	-	+	69.0	78.1	77.2	82.7	83.8	84.7
Leesville Road Middle	++	++	++	++	++	+	82.8	87.8	88.6	90.2	92.0	92.0
Ligon Middle	++	++	++	+	++	+	78.3	84.6	88.3	91.2	93.2	93.5
Lufkin Road Middle	N/A	N/A	++	++	++	+	N/A	N/A	93.9	94.4	96.9	94.3
Martin Middle	++	++	+	+	++	+	83.2	87.2	86.4	86.9	88.3	89.6
Moore Sq. Museum	N/A	N/A	N/A	N/A	N/A	-	N/A	N/A	N/A	N/A	N/A	86.1
North Garner Middle	+	-	+	-	+	++	69.3	72.6	73.4	68.5	78.5	78.0
Reedy Creek Middle	++	++	-	++	++	++	89.4	90.4	85.8	86.9	88.1	85.4
Wake Forest-Rolesville	++	++	++	-	+	+	79.1	81.5	85.2	82.4	84.7	85.1
Wakefield Middle	N/A	N/A	N/A	++	+	++	N/A	N/A	N/A	86.6	91.7	92.9
West Cary Middle	++	++	++	+	+	+	81.4	88.8	89.2	90.5	92.2	92.0
West Lake Middle	++	++	++	++	++	+	89.6	92.0	91.9	93.9	95.0	93.7
West Millbrook Middle	++	++	+	++	++	++	81.9	82.2	83.9	88.9	91.7	86.3
Zebulon Middle	-	++	-	+	+	+	68.0	75.3	77.7	78.8	85.0	85.9

Note: Prior to 2002-03, Reedy Creek was known as East Cary Middle School.

Key: ++ Met expected and high growth standards

+ Met expected growth standards, but did not meet high growth

- Did not meet expected growth standards

NA Did not have students in grades 3-8

Appendix C: ABC Results For WCPSS High Schools

	Growth Composite						Performance Composite					
	1998	1999	2000	2001	2002	2003	1998	1999	2000	2001	2002	2003
Apex High	++	++	++	+	+	++	78.2	80.2	78.6	79.8	85.6	86.9
Athens Drive High	+	++	++	+	+	+	72.8	77.8	77.1	78.8	80.9	82.8
Broughton High	++	++	++	+	+	+	69.8	71.3	72.2	75.4	78.7	81.7
Cary High	++	++	++	++	++	++	76.0	78.3	74.5	79.1	85.1	86.4
East Wake High	+	++	++	++	++	+	60.3	59.4	62.0	66.1	73.9	70.8
Enloe High	++	++	++	+	+	+	76.7	75.5	73.1	76.1	76.1	77.9
Fuquay-Varina High	++	++	++	+	+	++	65.1	62.6	65.8	69.6	76.8	80.9
Garner High	++	++	+	+	+	++	63.6	65.8	62.5	64.0	70.1	69.9
Green Hope High	N/A	N/A	++	++	++	++	N/A	N/A	85.8	84.9	89.6	88.9
Leesville Road High	+	++	++	++	++	++	77.8	81.5	81.7	85.0	87.4	89.3
Middle Creek High	N/A	N/A	N/A	N/A	N/A	+	N/A	N/A	N/A	N/A	N/A	84.2
Millbrook High	+	++	++	++	++	++	66.2	71.2	71.6	73.9	76.8	75.9
Sanderson High	+	++	++	++	+	+	71.4	73.9	72.7	77.7	77.2	76.6
Southeast Raleigh High	N/A	++	++	+	+	+	N/A	77.5	74.2	73.0	77.0	78.6
Wake Forest-Rolesville	-	++	++	++	++	++	63.3	68.6	67.7	73.2	80.5	81.2
Wakefield High	N/A	N/A	N/A	++	++	++	N/A	N/A	N/A	82.3	84.9	84.8

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