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WCPSS K-5 ASSESSMENT RESULTS 2003-04

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ABSTRACT

WCPSS uses K-5 assessments in literacy and mathematics to monitor student status in their learning, to guide instruction, and to assess whether students and schools are showing typical performance for their grade level. The percentage of students showing grade-level performance is generally between 77% and 87% on the reading and mathematics assessments. Percentages tend to be somewhat lower than those seen on the EOG tests. Increases in the percentage of students reaching grade-level standards in literacy and math at K-2 could help WCPSS reach Goal 2008 at grades 3 and up. WCPSS writing portfolios show more students scoring “at grade level” at K-2 (81%) than at grade 3-5 (62%). At grade 4, 57% of WCPSS students were considered at grade level based on local writing portfolios compared to 47.7% on the state assessment. Writing still appears to be the area where the most improvement is needed to reach state and local standards.

BACKGROUND

As early as 1995, WCPSS had chosen to adapt, expand, and implement state-developed literacy and mathematics assessment materials in grades K-5. In early 1999, the North Carolina State Board of Education instituted Policy HAS-C-016, mandating that school districts implement assessments at kindergarten, first, and second grades. The use of grades K-5 assessments was required for the first time in all North Carolina (NC) elementary schools during the 2000-01 school year. Local school districts were given the option of using state-developed assessment materials, adaptations of those materials, or unique assessments adopted by local school boards. WCPSS chose to use the assessments already developed and in use to meet these requirements.

Key Topics

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As set forth in the State Board of Education policy, the purposes of literacy and mathematics assessments in the early grades are to provide:

- Current teachers with information about the progress of each student for instructional adaptations and early interventions,
- Next-year teachers with information about the status of each of their incoming students,
- Parents with information about the status of their children relative to grade-level standards at parent-teacher conferences throughout the year, and
- Schools and school districts with information about the achievement status and progress of groups of students as they move from kindergarten through the early grades.

WCPSS ASSESSMENT MATERIALS AND PROCEDURES

The K-5 assessments adopted by the Wake County Public School System (WCPSS) monitor achievement of objectives in the NC Standard Course of Study (NCSCS) and are used for all of the purposes set forth by the state. Teachers document students' status on an on-going basis throughout the year on individualized literacy and mathematics assessments. Each spring, schools provide year-end status information for each student to E&R.

Assessment instruments used in 2003-04 varied by grade span and subject.

- In kindergarten, the *Kindergarten Initial Assessment* is given in the first month of the school year to determine each student's mastery of 43 expected skills in the areas of physical, personal/social, language, and mathematics development (with the greatest emphasis on language skills). These results help teachers plan for students' continued development in these areas.
- In 2003-04, kindergarten teachers used one card, the *Kindergarten Developmental Checklist*, to record information about mathematics, social studies, science, social skills, etc., and a separate literacy card.
- At grades K-5, The *Mathematics Observation Profile* is a data collection tool for reporting student learning toward the standards at each quarter, but is not an assessment in itself. Quarterly objectives to be taught and assessed are listed on each grade level's math profile. Occasionally, students who are performing significantly below or above grade level are assessed off grade level, due to standards-based instruction and standards-based grading. Quarterly and summative assessments are used at K-2 as additional evidence for determining student progress.
- For literacy, the *K-3 Literacy Assessment Profile* has been used systemwide since 1997. It is split into the *Receptive Literacy Summative Profile* and the *Expressive Literacy Summative Profile*. Progress is assessed across grade levels, with most students showing required reading skills by the end of second grade, with some continuing with the assessment into third grade.
 - The *K-3 Receptive Literacy Summative Profile* documents student growth in "receptive literacy," which refers to the receiving of a message by listening, reading, and/or viewing. The three parts to the profile are behavioral objectives, print concepts checklist, and running records and oral retellings.
 - The *K-3 Expressive Literacy Summative Profile* provides ongoing documentation of student growth in "expressive literacy," which refers to the conveying of a message by speaking, writing, and/or presenting in a multimedia format. The two parts to this

- profile are grade-level behavioral objectives checklists and unassisted writing samples.
- At grades 3-5, a new literacy assessment was piloted in 1999-2000 and implemented in the 2000-01 school year. Given to students once they reach reading level 23-24, these assessments are administered during the second and third quarters and require students to read passages similar to the End-of-Grade (EOG) tests and respond with short answers. Responses are then scored on a rubric. Students are assessed first with an expository text and later with a narrative text. Students receive practice answering questions before, during, and after their reading. This assessment tasks are correlated to the NCSCS and give students an opportunity to demonstrate both reading and writing skills.

Objectives listed in each Profile reflect the NCSCS. For each student, objectives are checked off when the teacher observes the behavior at least three times. For the K-3 literacy assessments, teachers also complete running records of each student's ability to read and understand books at different levels of reading difficulty, score writing samples, and assess students with the quarterly math assessments. Two ratings per year per student are required; teachers often record students' status once per quarter.

Initially, Profile results were recorded on large cards. Kindergarten teachers had two cards per student, and teachers for grades 1-5 had three cards per student to monitor. In addition to the amount of assessment required, shuffling this amount of paper was cumbersome. In 2002-03, a task force met to discuss whether to reduce required assessments and to explore ways to reduce paperwork. The task force recommended some aspects of the kindergarten assessments be made optional, and that the paper cards be converted to an electronic form. Ten schools piloted an electronic system—called Management of Assessments, Resources & Curriculum (eMARC)—in 2003-04, and 20 schools have been added in 2004-05. The format for literacy has also been changed for 2004-05 regardless of whether schools are using paper or electronic formats. In addition, math curriculum has changed, necessitating some changes to the assessments.

Students in grades K-2, and students in 3-5 whose instructional reading level is below 24, are assessed using the K-3 Receptive Literacy Summative Profile Card. The 3-5 Receptive Literacy Summative Profile Card is used for students in grades 3-5 whose instructional reading level is 24 or above. Supporting documentation, such as running records and print concepts mastered, are placed in the Profile folder. Other assessments, such as work samples, chapter tests, and journal entries, can also be placed inside the Profile folders.

Math Observation Profiles are used for grades 1-5 to record teacher observations of student level of performance (I-IV) in four curriculum content areas called "strands." A major change was that, beginning in 1999-2000, the mathematics Profiles differed from earlier versions because, in a revised NC Standard Course of Study, seven mathematics strands (content areas) of previous years were collapsed into four strands. Therefore, this report is limited to results for 1999-2000 forward. The strands currently include Number Sense, Spatial Sense, Patterns and Relationships, and Data and Probability. Kindergarten students are determined to be *pre-emergent*, *emergent*, or *developing* in their math skills. In 2004-05, the number of mathematics strands will increase from four to five with the transition to the revised state curriculum.

At the end of each school year, WCPSS K-5 teachers complete a K-5 Assessment Data Capture Form, designed by the Evaluation & Research (E&R) Department, to capture key assessment information recorded by teachers for each student. In 2003-04, the data were collected electronically through eMARC and the WCPSS survey system to save time, improve accuracy, and reduce paperwork.

Some cautions must be kept in mind when interpreting K-5 assessment results:

- Because all Profile ratings are based on teacher judgment, they are more subjective in nature than standardized test results; therefore, they have lower statistical reliability than the NC End-of-Grade (EOG) test scores in grades 3-8.
- The data capture forms and the cut-off points defining proficiency in reading at grades K-2 were modified slightly in the early stages of implementation, and curriculum revisions at the state level have resulted in corresponding revisions to the WCPSS Profiles.

GRADES K-2 RESULTS

LITERACY ASSESSMENT RESULTS

Although teachers record very specific information about student mastery of skills in the NC curriculum, all of these data are not collected centrally. This report focuses on key indicators of spring status.

Reading

The discussions below summarize grades K-3 reading assessment results by:

- The number of print concepts mastered by kindergarten students at the beginning (*early emergent/emergent*) stage of reading development, and
- Reading instructional book levels for grades K-2.

Print Concepts

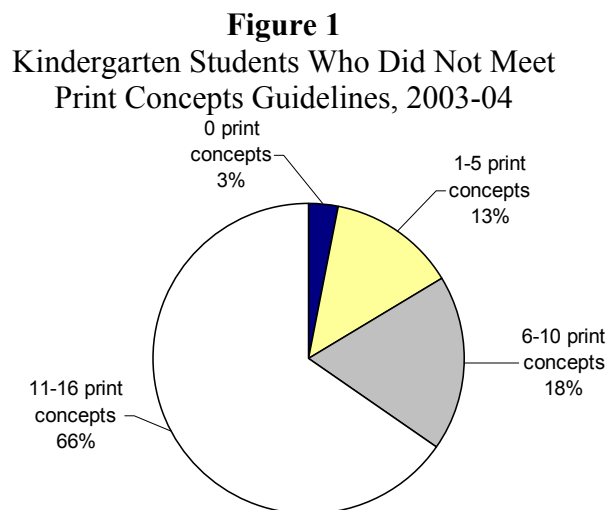
At the kindergarten level, students are required to meet two guidelines before they are considered at grade level:

- showing mastery of at least 17 of 19 print concepts, and
- reading at an instructional book level of 3-4 (oral reading accuracy between 90-94%, with a retelling score of 3).

Students normally meet the print concepts standard before moving on from the early emergent/emergent to the developing stage of reading, so schools were only asked to report print concepts for students still performing in the early emergent/emergent category by year's end.

In 2003-04, it appears 7,324 of 8,200 kindergarten students (89.3%) met the print concepts guideline¹. Among the 876 kindergarten students (10.7%) who did not meet this guideline:

- 27 demonstrated no print concepts,
- 117 demonstrated 1-5 print concepts,
- 160 demonstrated 6-10 print concepts, and
- 572 demonstrated 11-16 print concepts



Thus, most of those who had not yet mastered 17 print concepts were well on their way to this accomplishment.

GRADES K-3 LITERACY ASSESSMENT

K-3 Instructional Reading Book-Level Standards

For receptive literacy, there are 32 reading book levels through which students advance as they become more proficient readers. Books that emphasize and enhance specific reading objectives, are available for each of the 32 book levels.

Typically, the instructional reading book levels—and corresponding reading stages—for each grade are as follows:

- Kindergarten...Book Levels 1-4.....*early emergent/emergent* reading stage
- Grade 1.....Book Levels 5-16.....*developing* reading stage
- Grade 2.....Book Levels 17-24.....*early independent* reading stage
- Grade 3.....Book Levels 25-32.....*independent* reading stage

Guidelines established by WCPSS Curriculum and Instruction specialists call for students to reach the high end of this range by the end of the school year. The guideline for kindergarten increased from Book Levels 1-2 to Book Levels 3-4 in 2001-02.

¹ Based on those for whom data were not reported and those who had 17, 18, or 19 print concepts mastered.

The criteria for identifying students needing extra reading support are as follows:

- Students entering grade 1 not yet reading at Book Levels 3-4, or with mastery of fewer than 17 print concepts,
- Students entering grade 2 reading at book levels less than 15-16, and
- Students entering grade 3 reading at book levels less than 23-24.

As the following figures indicate, 80.3% of kindergarten students, 80.9% of 1st graders, and 83.8% of 2nd graders met instructional reading book-level standards in 2003-04. This represents steady improvement over previous years, except at grade 2, which experienced a slight decrease.

Grade 2 showed the highest percentage of students at grade-level standard among K-2 students. However, mastery at the K-2 level is lower than the percentage of our students scoring at grade level in reading on the EOG at grade 3 (88.1%). Given that 3rd grade has the lowest percentage of students at grade level, any improvements that can be gained at the K-2 level could bring more students to grade 3 well prepared. About 19.7% of kindergarten students, 19.1% of 1st-grade students, and 16.2% of 2nd-grade students were identified as needing extra support in reading at the next school level.

Figure 2
Percentages of Students in Grades K-2
at or above Instructional Reading Book-Level Standards

	# Students Assessed	% Achieved Standard
Grade K (Book Level 3-4)		
2001-02	7,805	74.4%
2002-03	8,706	76.9%
2003-04	8,067	80.3%
Grade 1 (Book Level 17-24)		
2001-02	7,888	79.7%
2002-03	8,445	79.7%
2003-04	7,981	80.9%
Grade 2 (Book Level 25-32)		
2001-02	7,597	84.2%
2002-03	8,189	84.2%
2003-04	7,411	83.8%

The following figure breaks down students' spring book-level status in more detail. At grades K and 1, the highest percentages of students scored at or just above the cutpoint reflecting the grade-level standard. At grade 2, the most common reading level was 31-32 (the highest possible), followed by the grade-level standard of 23-24.

Figure 3
Percentages of Students in Grades K-2 at Instructional Reading Book Levels
from None Yet (Not Yet at Level 1) to 31-32

Instructional Reading Book Levels																	
Grade Assessed	None Yet	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22	23-24	25-26	27-28	29-30	31-32
Grade K																	
2001-02	12.1	13.7	30.4	16.4	10.6	5.3	2.7	2.1	2.1	1.4	0.9	0.4	1.2	0.5	0.1	0.1	0.2
2002-03	11.0	12.1	31.3	18.2	10.5	6.4	3.1	1.8	1.7	1.4	0.7	0.6	0.6	0.3	0.2	0.1	0.1
2003-04	8.8	11.1	32.0	18.5	10.6	6.6	2.7	2.4	2.6	1.3	1.1	0.6	0.8	0.5	0.2	0.1	0.2
Grade 1																	
2001-02	1.3	0.8	1.6	2.4	3.2	3.6	2.8	4.8	20.9	13.0	9.5	6.8	10.8	7.0	2.8	2.6	4.8
2002-03	1.2	1.2	1.7	2.2	2.7	3.7	2.6	5.0	21.2	13.2	10.0	8.0	12.0	6.2	3.1	1.9	4.3
2003-04	1.3	0.8	2.1	2.1	3.0	3.2	2.3	4.2	25.2	13.7	9.7	7.2	11.3	6.2	3.1	1.7	3.1
Grade 2																	
2001-02	0.6	0.4	0.5	0.6	0.5	0.9	0.7	0.2	1.8	1.8	2.0	4.5	19.1	15.9	10.9	7.2	30.8
2002-03	0.7	0.4	0.6	0.5	0.5	0.8	0.7	0.9	1.6	1.8	2.7	4.6	20.3	16.3	10.3	6.6	30.7
2003-04	1.0	0.5	1.1	0.5	0.4	0.8	0.5	0.8	1.3	1.7	2.8	4.8	23.9	15.5	10.5	6.4	27.6

Note: Shaded areas reflect standard was met.

Only 8.8% of kindergarteners in 2003-04 did not yet have the literacy skills to reach Book Level I, compared to 11.0% in 2002-03 and 12.1% in 2001-02. Nearly 28% of 2nd-grade students were reading Book Levels 29-32 by the end of the school year, a slight decrease from 2002-03 (30.7%) and 2001-02 (30.8%).

K-3 Writing

The stages of writing are derived from the *NC Benchmarks of Proficiency in Writing*. Similar to the stages of reading, the four writing stages are *emergent*, *developing*, *early independent*, and *independent*. The following table shows the percentage of WCPSS students in K-3 at each level of writing development. Generally, students are expected to show early independent or independent status by grade 3.

As indicated in the following table, at the end of the 2003-04 school year, 61.1% of kindergarten students were in the first (*emergent*) stage of writing, with another 38.9% beyond this stage. In kindergarten, 1.7% of students reached the early independent and dependent stages of writing; the percentage at grade 1 was 24.3%, and the percentage at grade 2 was 82.4%. The percentages of students who achieved the higher stages in kindergarten and 3rd grade have increased slightly since 1999-2000; the percentage of students at the higher stages in 2nd grade has increased slightly from 1999-2000, but is lower than the intervening years.

Figure 4
Percent of WCPSS Students in K-3 at Each Stage of Writing Development

Stages of Writing					
	Emergent	Developing	Early Independent	Independent	Total Early Independent and Independent
Grade K					
1999-2000	57.6%	40.0%	1.4%	0.1%	1.5%
2000-01	59.9%	37.7%	1.2%	0.1%	1.3%
2001-02	67.2%	32.0%	0.7%	0.1%	0.8%
2002-03	67.3%	32.1%	0.5%	0.1%	0.6%
2003-04	61.1%	37.2%	1.5%	0.2%	1.7%
Grade 1					
1999-2000	6.8%	57.8%	31.1%	3.3%	34.4%
2000-01	5.7%	65.3%	26.0%	2.1%	28.1%
2001-02	5.8%	68.8%	23.6%	1.8%	25.4%
2002-03	6.0%	70.1%	23.2%	0.8%	24.0%
2003-04	7.2%	68.6%	22.8%	1.5%	24.3%
Grade 2					
1999-2000	21.5%	16.0%	51.8%	29.0%	80.8%
2000-01	1.6%	6.8%	29.3%	60.9%	90.2%
2001-02	2.23%	15.2%	63.6%	19.0%	82.6%
2002-03	2.0%	12.8%	62.5%	22.7%	85.2%
2003-04	3.3%	14.3%	61.1%	21.3%	82.4%
Grade 3					
1999-2000	1.9%	7.4%	28.4%	61.2%	89.6%
2000-01	1.6%	6.8%	29.3%	60.9%	90.2%
2001-02	4.9%	13.0%	42.0%	40.1%	82.1%
2002-03	NA	NA	NA	NA	NA
2003-04	NA	NA	NA	NA	NA

Note: Shaded box indicates general expectation for each grade.

GRADES 3-5 LITERACY ASSESSMENT

Of the 16,421 students who took the Expository Assessment and whose tests were scored, 49.0% had rubric scores at Level III or Level IV. The percentage of Level III and IV scores increased across grades, with 57.5% of 5th graders scoring at grade level.

Figure 5
Grade 3-5 Expository Assessment Results, 2003-04

Grade	Level I	Level II	Level III	Level IV	Not Scored
3	9.7%	48.8%	38.0%	2.1%	1.5%
4	6.5%	43.7%	46.3%	3.1%	0.4%
5	3.7%	38.5%	53.5%	4.0%	0.3%
Total Scored	51.0%		49.0%		NA

Note: A total of 2,381 tests were not scored, and 3,733 scores were missing from the final data.

Of the 16,976 students who took the Narrative Assessment and whose tests were scored, 53.3% had rubric scores at Level III or Level IV. The percentage of Level III and IV scores increased across grades, with 64.7% of 5th graders scoring at grade level.

Figure 6
Grade 3-5 Narrative Assessment Results, 2003-04

Grade	Level I	Level II	Level III	Level IV	Not Scored
3	9.2%	45.3%	41.4%	2.6%	1.6%
4	6.2%	42.0%	48.1%	3.5%	0.3%
5	3.1%	32.1%	59.3%	5.4%	0.2%
Total Scored	46.7%		53.3%		NA

Note: A total of 1,722 tests were not scored, and 3,733 scores were missing from the final data.

As the following figure shows, 57.4% of WCPSS students in grade 4 were considered at grade level based on local writing portfolios (compared to 47.7% on the state assessment). Although local results were slightly higher than the state writing results, writing still appears to be the area where the most improvement is needed before WCPSS students meet state standards.

Figure 7
K-5 Writing Rubric by Grade, 2003-04

Grade	Level I	Level II	Level III	Level IV
K	3.9%	11.6%	56.9%	27.5%
1	2.6%	14.8%	71.4%	11.2%
2	2.9%	21.3%	66.0%	9.9%
3	6.8%	35.4%	51.8%	6.0%
4	5.2%	37.4%	51.6%	5.8%
5	3.2%	25.8%	61.5%	9.5%
K-2	3.2%	15.8%	64.7%	16.4%
3-5	5.1%	33.0%	54.9%	7.1%
State Assessment (Grade 4)	52.3%		47.7%	

The percentage of students scoring at Levels III and IV was somewhat higher in narrative writing than in expository writing. This may partly reflect the fact that students complete the narrative assessment later in the school year, and partly reflect greater comfort with narrative writing (compared to expository).

By grade 5, 64.7% of the students scored at Levels III or IV. The percentage of students scoring at Levels III and IV on these assessments is considerably lower than those on EOG in reading (88-93.5%).

In grades 3-5, the standard seems to be more difficult to achieve than at K-2, but is more in line with grade 4 state assessment results.

MATHEMATICS ASSESSMENT RESULTS

As with the literacy Profiles, teachers identify and mark student mastery of skills on the Mathematics Profiles and store samples of student work in the folders. Quarterly assessments inform ratings, as does classroom work.

Off-Grade-Level Mathematics Performance

Mathematics Observation Profiles are somewhat different from reading and writing Profiles, with a unique mathematics Profile for each grade level. Although three fourths or more of the students are instructed and assessed on grade level, some students use instructional materials and Profiles above or below grade level.

As indicated in the following table, between 0.8% and 1.4% of students tended to be instructed and assessed below grade level in 2003-04. For instance, at the end of the 2003-04 school years, about 88.1% of 1st-grade students were using instructional materials for attaining the 1st-grade Profile goals, and about 11.1% of students were using above-grade-level instructional materials and Profiles. The highest percentage of students using above-grade-level materials and Profiles was at grade 1.

Figure 8
Percentage of WCPSS Students in Grades K-5 Using Instructional Materials and Profiles
below Grade Level, at Grade Level, and above Grade Level

Percentage Using Mathematical Instructional Materials and Profiles				
	<i>Below Grade Level</i>	<i>At Grade Level</i>	<i>Above Grade Level</i>	No Data
Grade K				
1999-2000	N/A	98.1%	1.9%	NA
2000-01	Not reported	Not reported	Not reported	NA
2003-04	N/A	95.6%	4.4%	NA
Grade 1				
1999-2000	0.8%	80.5%	18.7%	NA
2000-01	0.4%	95.7%	0.4%	3.5%
2003-04	0.8%	88.1%	11.1%	NA
Grade 2				
1999-2000	9.0%	75.7%	15.3%	NA
2000-01	1.4%	94.9%	0.3%	3.4%
2003-04	1.2%	89.5%	9.3%	NA
Grade 3				
1999-2000	12.3%	71.5%	16.2%	NA
2000-01	1.8%	93.6%	0.2%	4.3%
2003-04	0.2%	79.1%	1.4%	NA
Grade 4				
1999-2000	16.9%	83.1%	0%	NA
2000-01	2.4%	90.7%	0.5%	6.3%
2003-04	0.8%	80.9%	0.8%	NA
Grade 5				
1999-2000	32.2%	62.8%	0%	NA
2000-01	3.3%	88.7%	0.2%	7.7%
2003-04	1.4%	79.7%	8.9%	NA

Note: Data was not readily available for 2001-02 and 2003-04.

Student Proficiency in the Four Mathematics Strands

As noted earlier, changes to the NC Standard Course of Study result in corresponding curriculum revisions at the local level. The mathematics curriculum was collapsed from seven mathematics strands into four strands in 1999-2000. At grades K-5, mathematics development is currently gauged by demonstrated proficiency (Level III or IV) in the following four strands:

- Number sense, numeration, and numerical operation
- Spatial sense, measurement, and geometry
- Patterns, relationships, and functions
- Data, probability, and statistics

The goals and objectives for each strand are listed on students' mathematics Profiles. For each of the four strands, teachers mark the level of proficiency, Levels I-IV. A student is considered proficient in a mathematics strand if his/her performance is at Levels III or IV (rather than Levels

I or II). The percentage of students in grades K-2, rated by teachers as demonstrating proficiency in each type of mathematics strand, is shown in the following table.

Figure 9
Percentage of WCPSS Students in Grades K-5 Who Demonstrated Proficiency
(Performance Levels III or IV) in Each of the Four Mathematics Strands

Mathematics Strands					
	Number Sense	Spatial Sense	Patterns & Functions	Data & Statistics	All Strands
Grade K					
1999-2000	Not reported	Not reported	Not reported	Not reported	Not reported
2000-01	Not reported	Not reported	Not reported	Not reported	Not reported
2001-02	87.0%	84.5%	87.3%	84.8%	84.8%
2002-03	87.4%	84.2%	87.1%	86.2%	85.1%
2003-04	88.7%	86.1%	88.8%	86.9%	87.2%
Grade 1					
1999-2000	82%	82%	85%	79%	Not reported
2000-01	81.3%	82.1%	84.2%	76.6%	Not reported
2001-02	83.1%	84.9%	81.5%	81.4%	83.2%
2002-03	81.5%	82.9%	86.6%	84.2%	82.6%
2003-04	83.3%	85.2%	87.4%	85.2%	86.4%
Grade 2					
1999-2000	80%	80%	79%	75%	Not reported
2000-01	81.0%	77.3%	79.2%	79.2%	Not reported
2001-02	83.5%	81.1%	81.5%	84.1%	80.5%
2002-03	82.4%	80.2%	80.3%	82.5%	79.5%
2003-04	83.0%	82.0%	85.0%	83.9%	82.3%
Grade 3					
1999-2000	76%	75%	74%	76%	Not reported
2000-01	78.0%	75.8%	76.5%	77.3%	Not reported
2001-02	NA	NA	NA	NA	NA
2002-03	NA	NA	NA	NA	NA
2003-04	80.2%	79.1%	81.4%	79.3%	77.9%
Grade 4					
1999-2000	75%	75%	74%	74%	Not reported
2000-01	75.2%	72.3%	72.4%	72.2%	Not reported
2001-02	NA	NA	NA	NA	NA
2002-03	NA	NA	NA	NA	NA
2003-04	80.8%	80.9%	80.8%	81.3%	78.4%
Grade 5					
1999-2000	77%	76%	73%	75%	Not reported
2000-01	76.6%	73.6%	72.1%	73.6%	Not reported
2001-02	NA	NA	NA	NA	NA
2002-03	NA	NA	NA	NA	NA
2003-04	81.4%	79.7%	78.9%	78.4%	77.5%

Overall, the percentage of students showing mastery of each strand was fairly even, with Patterns and Functions slightly stronger than the other strands at grades K-3. The percentage of students scoring at grade level on all four strands ranged from 77.5% to 87.2%, with higher percentages at the primary grade levels.

INDIVIDUAL SCHOOL RESULTS

Both summary and individual school results are available in QuickPlace for 2001-02, 2002-03, and 2003-04. Reading and math summary results are disaggregated by major demographic groups. Summary tables of reading and math results by school will be developed in Spring 2005 and added to this report online.

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