

E&R Report No. 09.02

March 2009

END-OF-GRADE MULTIPLE-CHOICE TEST RESULTS, 2007-08

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ABSTRACT

The percentage of mathematics tests taken by Wake County Public School System (WCPSS) students in grades 3-8 that resulted in Level III or IV scores rose slightly in 2007-08 to 78% from 76% in 2006-07. New End-of-Grade standards had a distinct impact on the results for the reading tests. The percentage of WCPSS students in grades 3-8 that scored in Level III or IV on reading tests fell to 66%, but remained ahead of state rates. Disaggregation by race/ethnicity, income level, and disability status showed an increase in learning gaps between the lowest and highest performing student groups in reading, and a decrease in the gaps in mathematics.

BACKGROUND

End-of-Grade (EOG) tests are designed to measure student mastery of the knowledge and skills of the North Carolina Standard Course of Study (SCOS) for students in grades 3 through 8 in both reading and mathematics. The tests are administered during the final three weeks of the school year and are a vital part of the North Carolina accountability program referred to as the ABCs of Accountability. EOG tests results are also used to determine whether schools make Adequate Yearly Progress, a standard required by the federal Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (NCLB). State and local student accountability standards require students who fail to score at or above Level III on their EOG to be retested with an alternate form of the test. If they fail to achieve a Level III score after retesting, they may be considered for retention.

The author would like to acknowledge the contributions and guidance made by Glenda Haynie, David Holdzkom, and Brad McMillen.

DISTRICTWIDE RESULTS

In 2007-08, the State Board of Education introduced new and more difficult reading tests in Grades 3-8. These changes were to better align North Carolina's EOG outcomes with the National Assessment of Educational Progress (NAEP) outcomes. On the previous reading tests, WCPSS proficiency rates were 91.1% (Holdzkom, 2008). In 2007-08, the percentage of students passing these new reading tests district wide fell substantially to 66.2%, but still remains ahead of the state proficiency rate of 56.8%.

In mathematics, the percentage of all grade 3-8 students scoring at or above Level III increased between 2006-07 (76.1%) and 2007-08 (78.0%). Middle school students maintained proficiency rates in the mid-70s, while elementary school students demonstrated proficiency rates around 80 percent.

Results were mixed for the majority of student subgroups whose performance was tracked. All subgroups reflected a decrease in proficiency on the new reading tests with the largest drops being seen in the Black/African American and Hispanic/Latino subgroups. Meanwhile, in mathematics, all student subgroups saw increases in proficiency.

ACHIEVEMENT LEVEL SCORES

The achievement level score categorizes performance on EOG tests according to four broad levels, defined by the North Carolina Department of Public Instruction (NCDPI) see Table 1.

Table 1
Achievement Levels for the North Carolina Testing Program

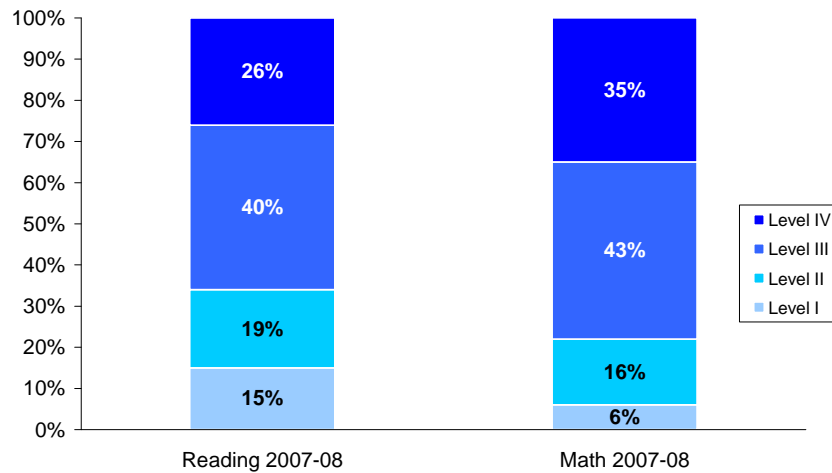
Level I: Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.	Level III: Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.
Level II: Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area, and are minimally prepared to be successful at the next grade level.	Level IV: Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade-level work.

Note: Official descriptions actually vary by course and are listed in NC State Board of Education Policy HSP-C-018 (<http://sbepolicy.dpi.state.nc.us/policies/HSP-C-018.asp?pri=01&cat=C&pol=018&acr=HSP>).

2007-08 EOG Scores by Achievement Level

An analysis of all grade 3-8 EOG scores by achievement level shows that in reading 39.7% of students scored in Level III, and 26.5% in Level IV. In mathematics, 43.0% were in Level III, and 34.9% were in Level IV. When these percentages are combined, the results show that 66% of students met or exceeded grade level standards in reading, and 78% did so in mathematics, as illustrated in Figure 1.

Figure 1
Percentage of WCPSS Grade 3-8 Reading and Mathematics EOG Scores
By Achievement Level, 2007-08



RESULTS BY GRADE LEVEL 2007-08

In this section, proficiency levels are analyzed by grade level. Prior year comparisons for reading scores are not offered due to the use of new tests in 2007-08. Prior year comparison data are available for mathematics tests, and are provided with those results. Results for individual schools are available in Appendix A and B.

In reading, about two-thirds of students in each grade level 3-8 scored proficient on the new tests in 2007-08. Figures 2 and 3 show the percentage of all students who scored at or above grade level in reading in 2007-08 by grade level. Overall, the largest percentage of students scoring at or above grade level was in Grade 6 (69.5%) while the smallest percentage proficient could be found in Grade 7 (62.1%). As in the past, a larger percentage of WCPSS students scored proficient than was true for the state as a whole.

Figure 2
Reading Proficiency by Grade Level 3-5, 2007-08

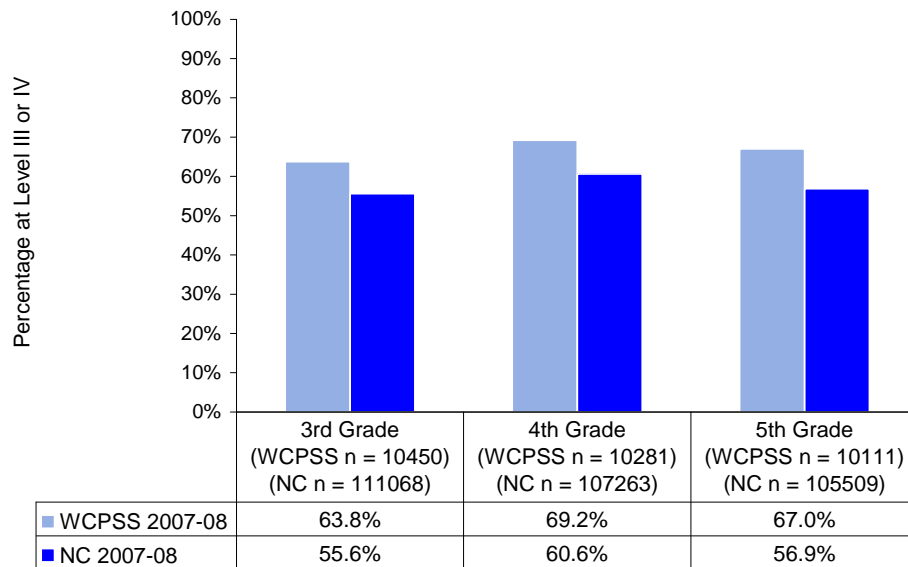
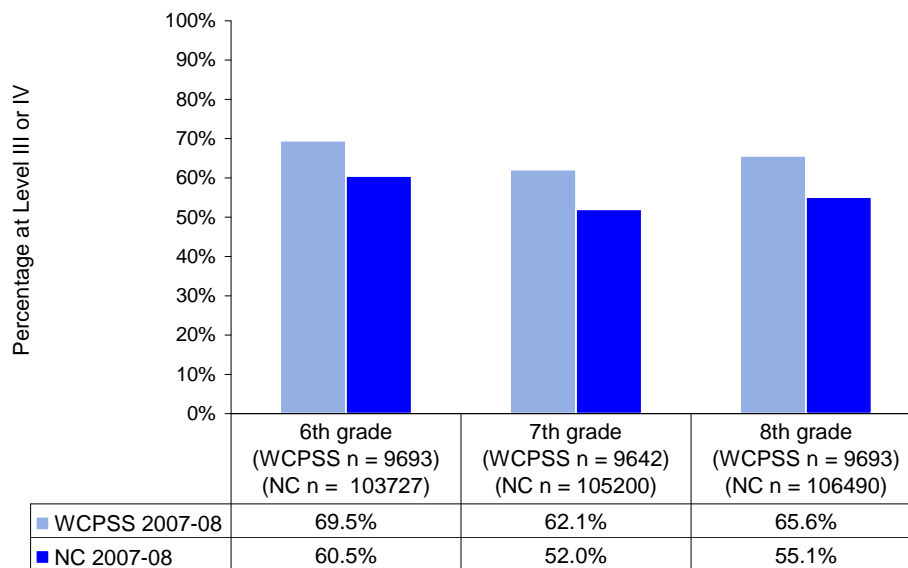


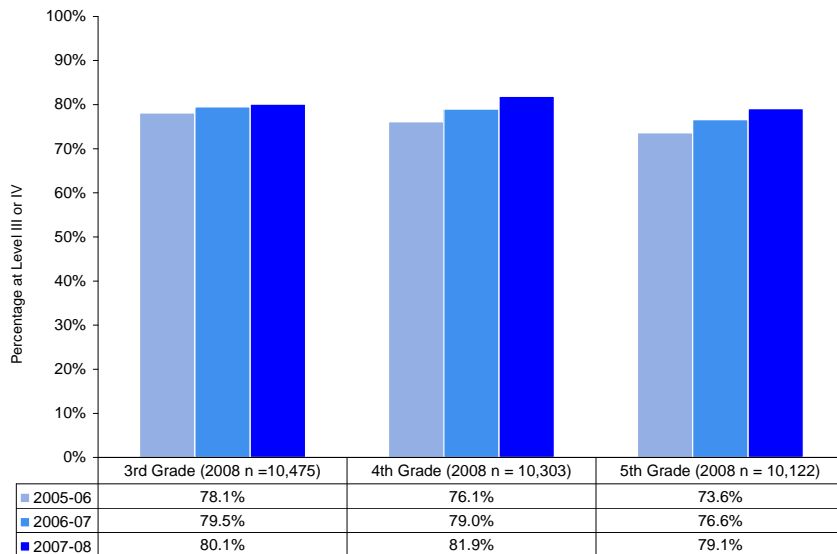
Figure 3
Reading Proficiency by Grade Level 6-8, 2007-08



Figures 4 and 5 show the percentage of all students who scored at or above grade level in mathematics between 2005-06 and 2007-08. System wide, about four-fifths (80.1%) of all elementary and about three-quarters (75.4%) of middle school students were at or above grade level. Additionally, every grade 3 through 8 has shown steady improvement on the mathematics test every year since 2005-06.

New mathematics tests were last introduced in 2005-06, allowing the comparison of proficiency rates across years. The progress of a single cohort² may be tracked diagonally across the grades to see one group’s progress. For example, in 2005-06 testing, 78.1% of 3rd graders were proficient, this number increased to 79.0% as 4th graders, and then 79.1% as 5th graders in 2007-08 (Figure 4).

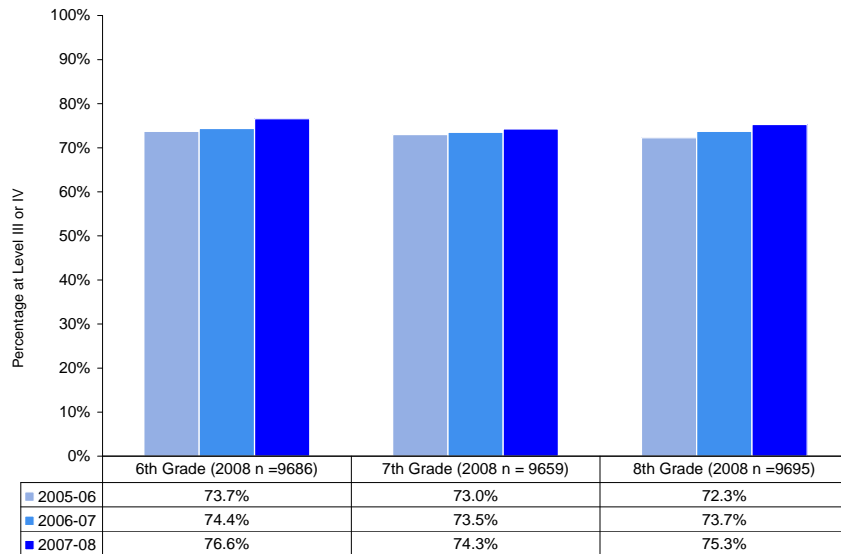
Figure 4
Mathematics Proficiency by Grade Level 3-5, 2006 through 2008



Note: State proficiency rates in 2007-08 are 74.4% 3rd-grade, 74.2% 4th-grade, and 70.8% 5th-grade.

² This “cohort” does not include all the same students; rather, students enter and/or exit the cohort over time.

Figure 5
Mathematics Proficiency by Grade Level 6-8, 2007-08



Note: State proficiency rates in 2007-08 are 69.0% 6th-grade, 68.1% 7th-grade, and 69.1% 8th-grade

DISAGGREGATED RESULTS FOR 2007-08

This section of the report presents EOG results for different subgroups of students within the grade levels of 3-5 and 6-8. Groupings are based on gender, race and ethnicity, eligibility for free or reduced-price lunch (FRL), students with disabilities (SWD), or limited English proficient (LEP) status as set forth by NCLB.

Figures 6 and 7 show disaggregated results for reading proficiency by ethnic group. Of all ethnic groups in grades 3-5 combined, proficiency rates ranged from a high of 82.9% (Asian) to a low of 40.2% (Hispanic/Latino). Of grades 6-8 combined, the highest proficiency was again found in the Asian subgroup (82.4%) and the lowest was among Black/African American students (40.0%).

Figure 6
Reading Proficiency by Ethnicity Grades 3-5, 2007-08

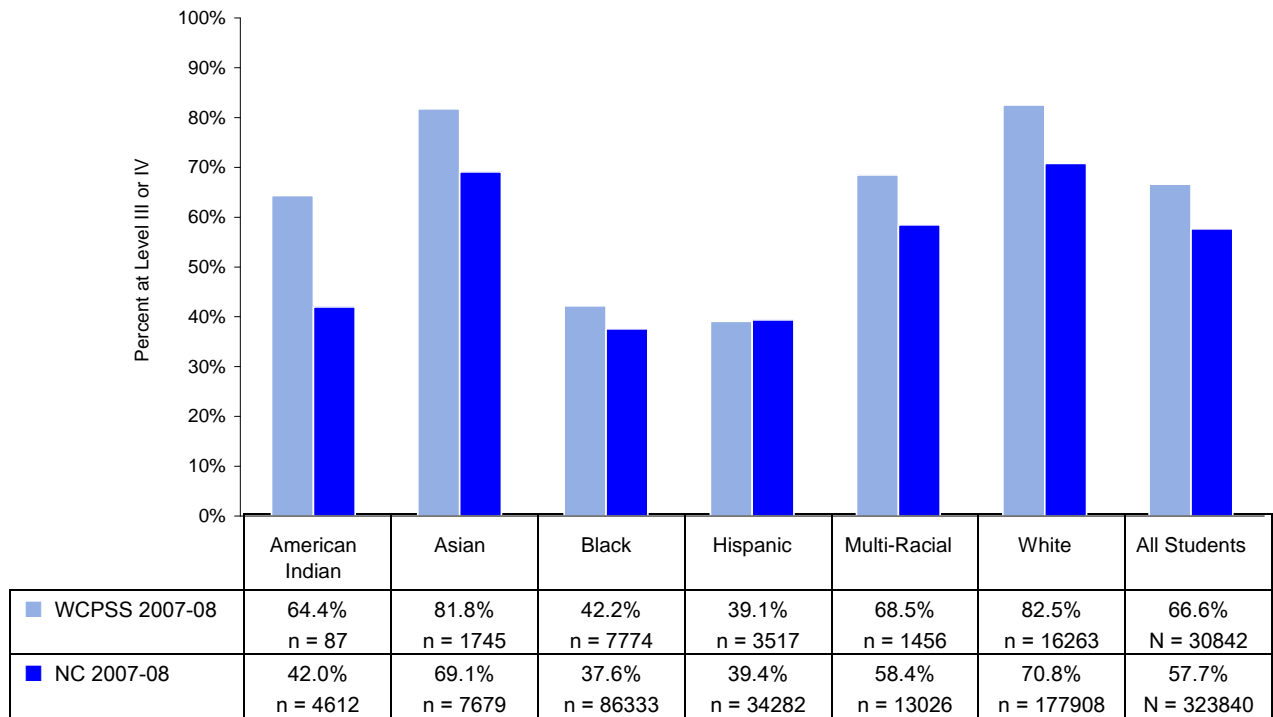
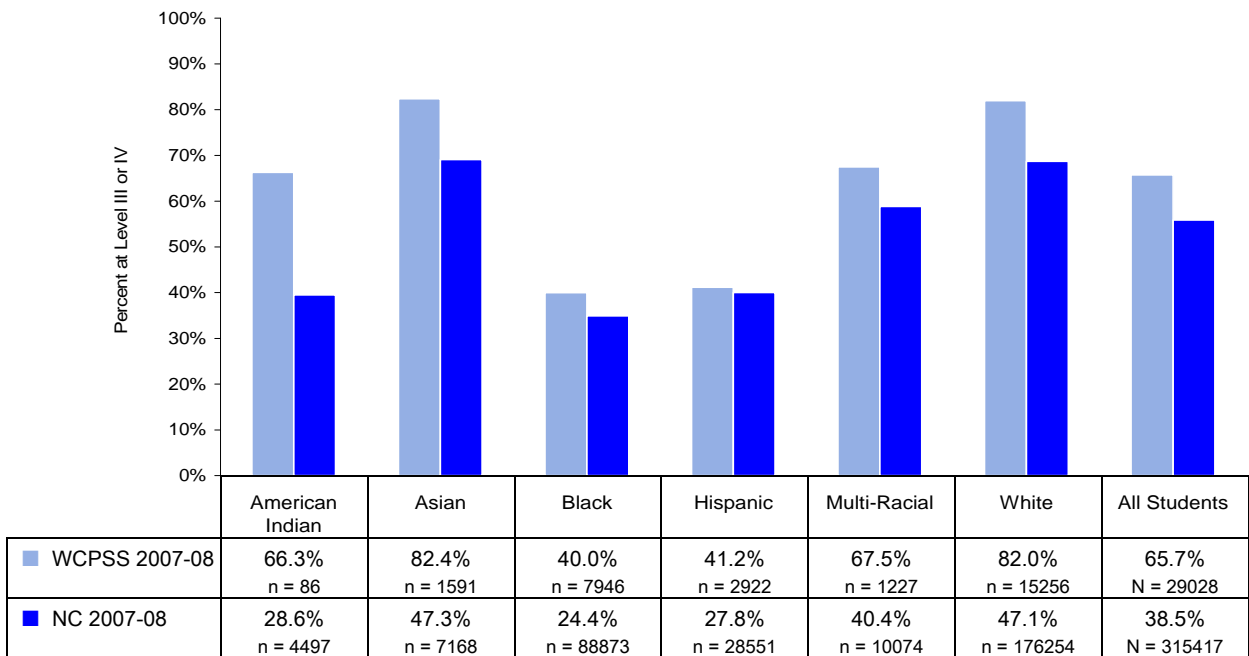


Figure 7
Reading Proficiency by Ethnicity Grades 6-8, 2007-08



Figures 8 and 9 show disaggregated results for mathematics proficiency by ethnicity. In grades 3-5, Asian students had the highest proficiency rate (93.5%), and the Black/African American students had the lowest, with 59.7% proficient. In grades 6-8, Asian students again had the highest proficiency rate at 94.0%, and Black/African American students had the lowest with 51.1%. Since 2005-06, most subgroups in both grade spans have been making steady progress. Lower-performing subgroups such as Black/African American and Hispanic/Latino, however, have been increasing in proficiency at a higher rate than other groups (Holdzkom, 2008). In all grades, each subgroup, with two exceptions, has posted a larger percentage proficient in a year over year comparison.

Figure 8
Mathematics Proficiency by Ethnicity Grades 3-5, 2007-08

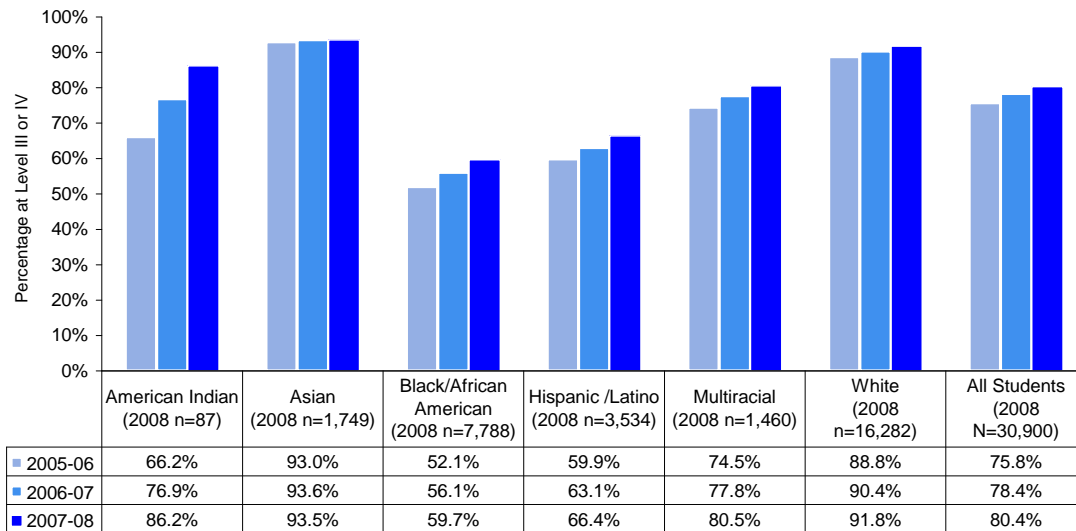
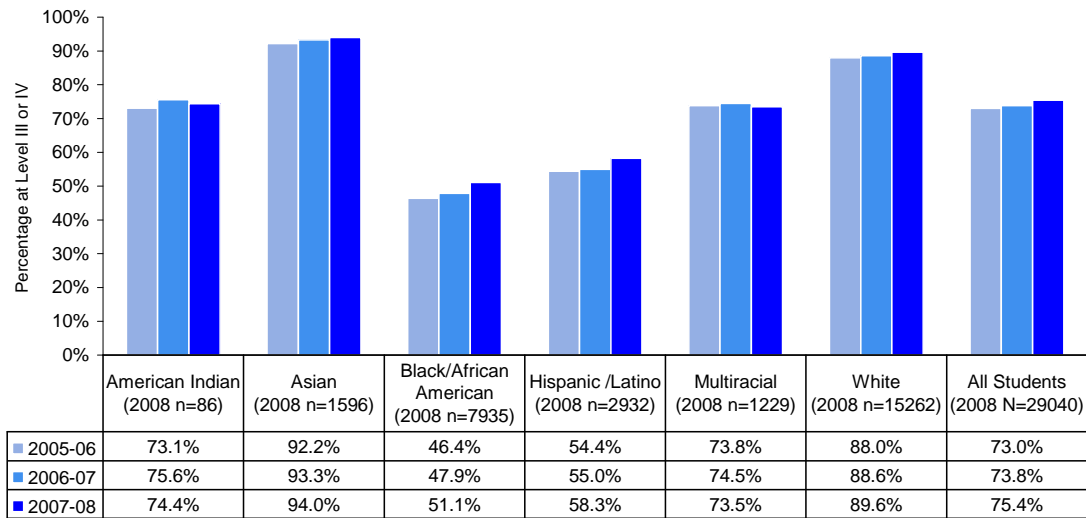


Figure 9
Mathematics Proficiency by Ethnicity Grades 6-8, 2007-08



Figures 10 and 11 show disaggregated results for reading proficiency by ethnicity and gender. Overall, female students were more likely to be proficient in reading than male students of the same ethnicity regardless of grade level.

Figure 10
Reading Proficiency by Ethnicity and Gender Grades 3-5, 2007-08

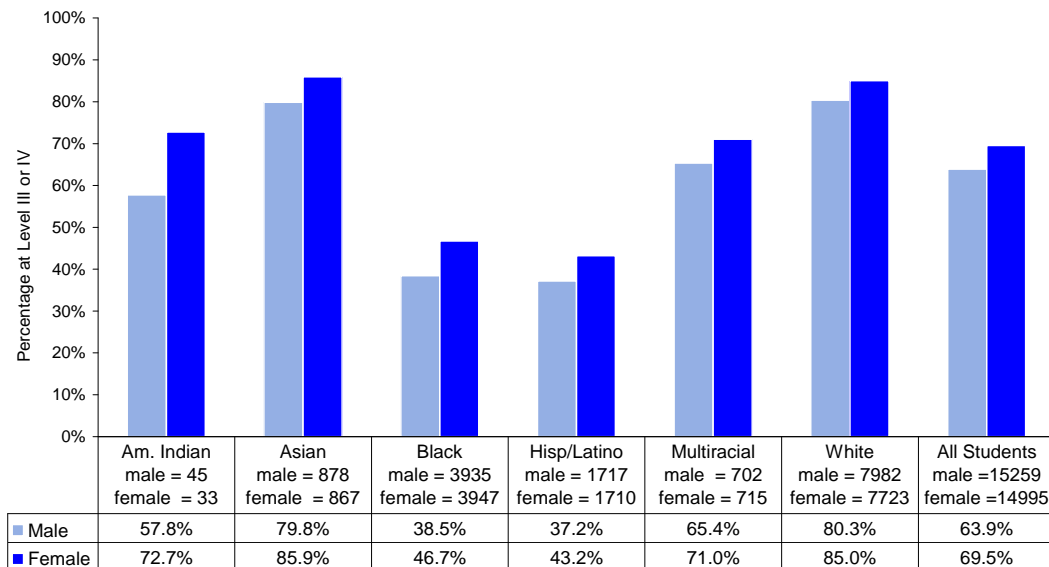
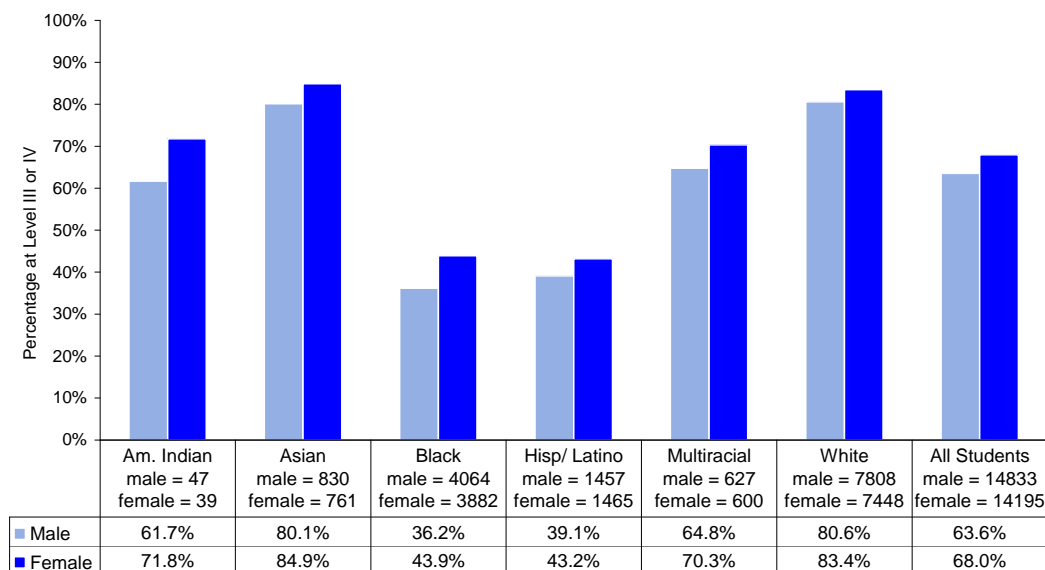


Figure 11
Reading Proficiency by Ethnicity and Gender Grades 6-8, 2007-08



Mathematics results are more mixed than reading when examined by gender and ethnicity, as shown in Figures 12 and 13. In grades 3-5, male and females of the all students grouping scored nearly the same at 80.3% and 80.4%. Similarly, male and female of the all students in grades 6-8 showed a slight difference with 74.8% proficiency for male students and 76.1% for female students.

In three subgroups (American Indian, Hispanic/Latino, and White) a larger percentage of boys than girls in Grades 3-5 scored at or above grade-level, while in the other 3 subgroups, the reverse was true. The gender gap was largest for Black/African American students, while it was smallest for Whites. Within the individual ethnic groups, proficiency levels between male and female students were usually similar, with two exceptions. American Indian/Native Alaskan students showed the largest gap between male and female students in grades 6-8. This gap was not present in grades 3-5, but results can be heavily impacted by the performance of a few students since the total number of these students in grades 3-8 was less than 100. Black/African American students also showed larger gaps than other groups between male and female student performance. Black/African American female students lead male counterparts by a difference of 3.4 percentage points at the 3-5 level, and 4.9 percentage points at the 6-8 level.

Figure 12
Mathematics Proficiency by Ethnicity and Gender Grades 3-5, 2007-08

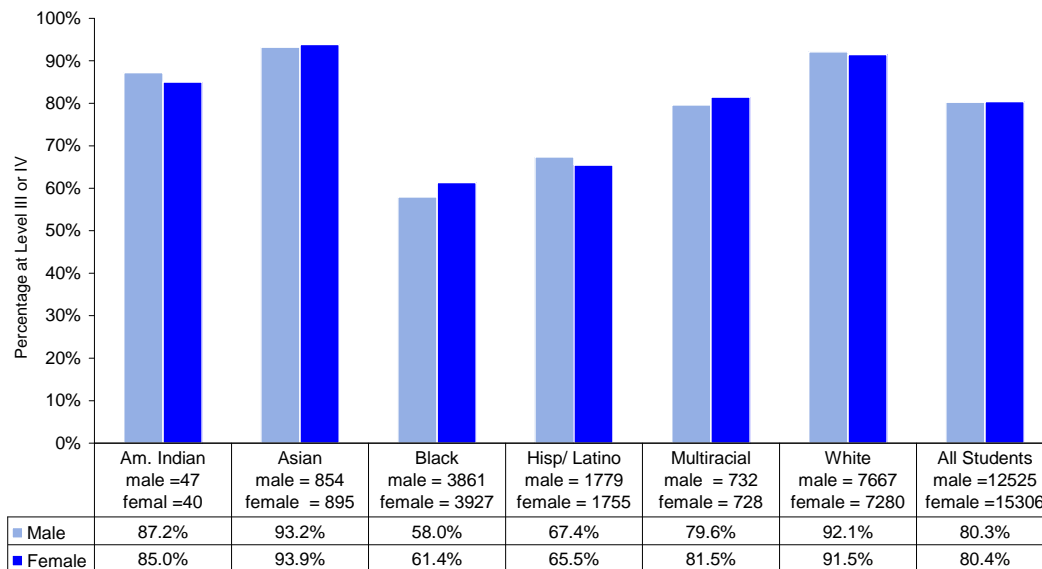
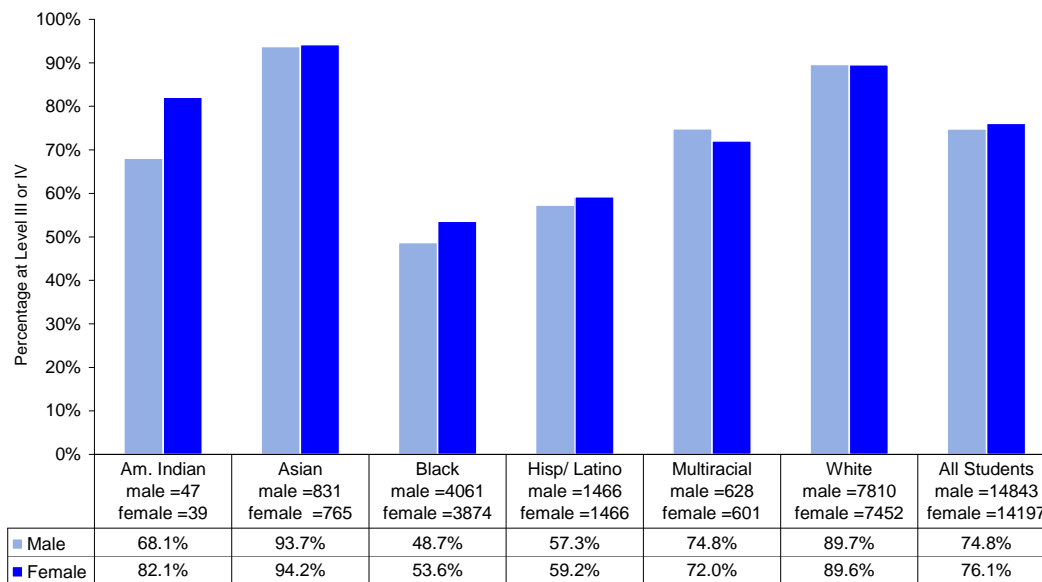


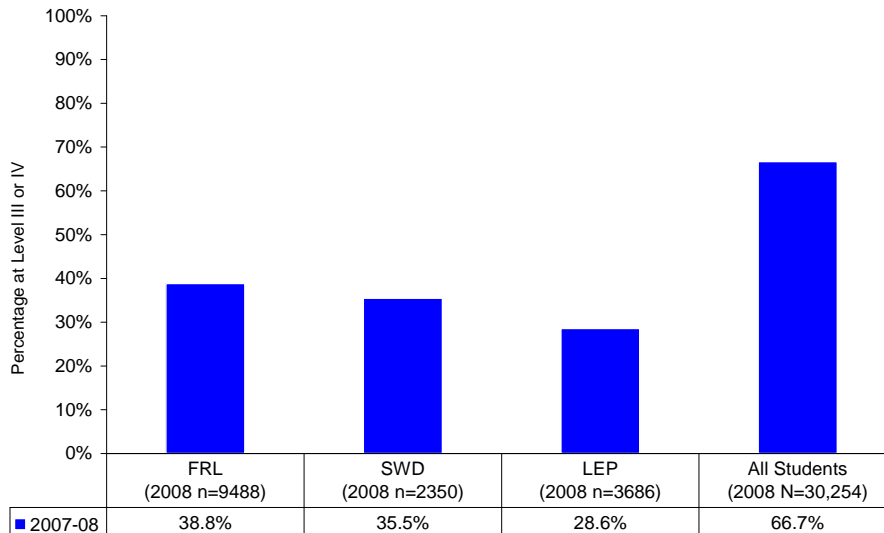
Figure 13
Mathematics Proficiency by Ethnicity and Gender Grades 6-8, 2007-08



Figures 14 and 15 show the reading proficiency of WCPSS students based on risk factor subgroups. These risk factor subgroups are: students with disabilities (SWD), students eligible for free or reduced-price lunch (FRL), or have limited English proficiency (LEP). Students who are classified in any of these subgroups have shown an increased difficulty in reaching proficiency on EOG tests (Baenen et al, 2007). Less than 40% of the students in these various subgroups in elementary and middle school were at or above grade level on the 2007-08 Reading

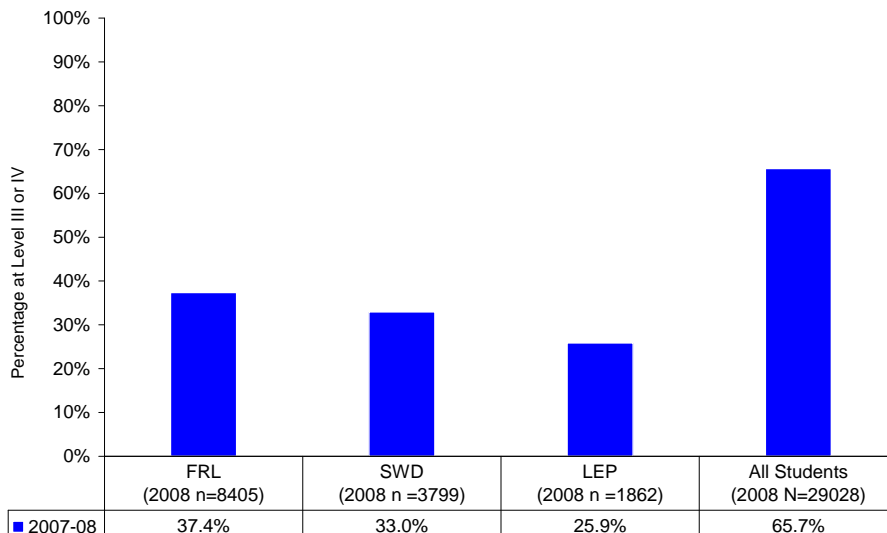
EOG. LEP students showed the lowest proficiency, while FRL students showed the highest. More than one third of all FRL students in 3-8 were proficient (38.8% elementary, and 37.4% middle). The gaps between students in these risk factor subgroups and All WCPSS students vary from a low of 27.9 percentage points (between grades 3-5 FRL) to a high of 39.8 percentage points (between grades 6-8 LEP) lower on the Reading EOG.

Figure 14
Reading Proficiency by Risk Factor Grades 3-5, 2007-08



Note: Duplicated count

Figure 15
Reading Proficiency by Risk Factor Grades 6-8, 2007-08

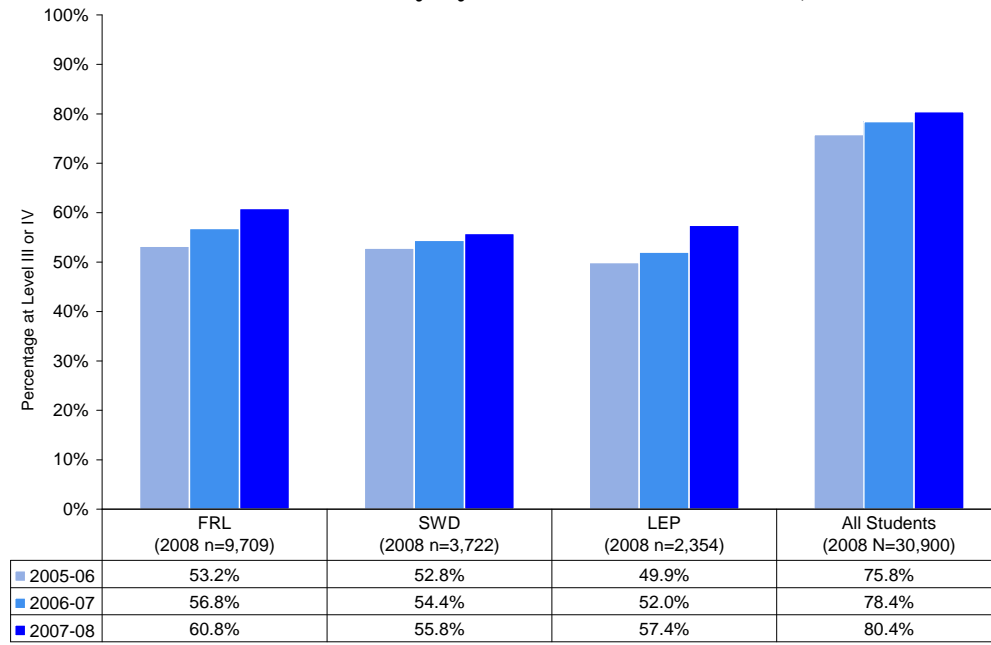


Note: Duplicated count

Figures 16 and 17 show the proficiency of WCPSS students based on risk factor subgroups on the Mathematics EOG. In grades 3-5, the majority of students in these subgroups were at or above grade level. In these risk subgroups in grades 6-8, the percentage achieving proficiency in

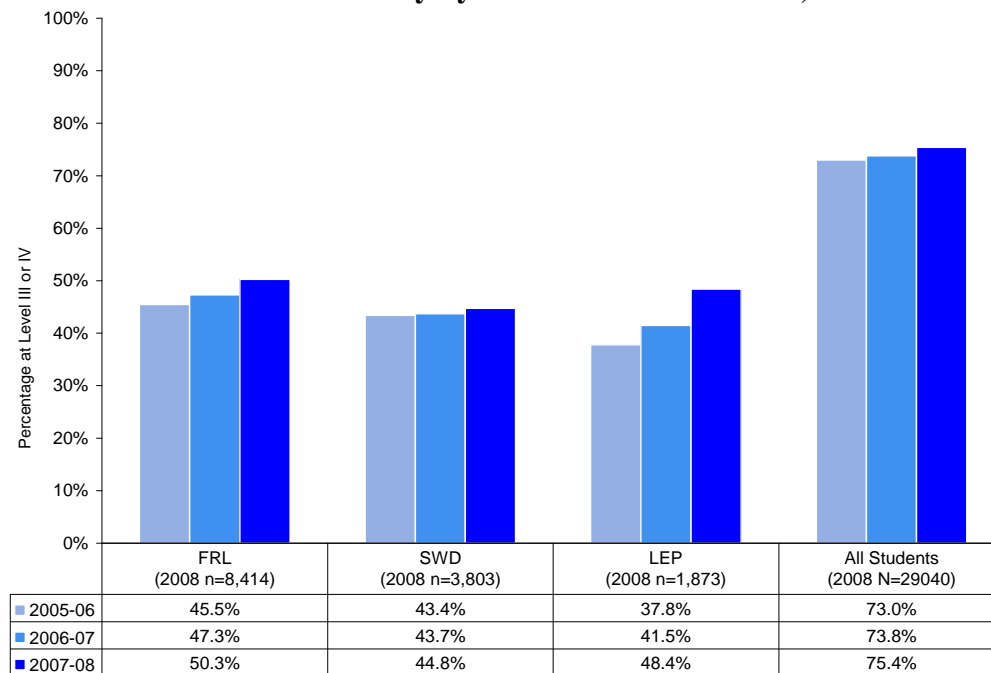
these groups was lower than that for 3-5 with slightly less than half being proficient. Gains were seen in all subgroups in grades 3-8 from prior years, with LEP students making the biggest gains since 2005-06.

Figure 16
Mathematics Proficiency by Risk Factor Grades 3-5, 2007-08



Note: Duplicated count

Figure 17
Mathematics Proficiency by Risk Factor Grades 6-8, 2007-08



Note: Duplicated count

DISCUSSION

The new tests in reading for 2007-08 dramatically impacted WCPSS proficiency rates. These tests were designed to be more difficult and better align the state assessments with the NAEP tests. The district average on the new test dropped 25 percentage points from 91% in 2006-07 to 66% in 2007-08 (Holdzkom, 2008). While lower than previous years, WCPSS still scores ahead of statewide results. Individually 3rd-grade and 7th-grade students scored the lowest on the new test with 63.8% and 62.1% respectively proficient. The lowest achieving groups in reading for 2007-08 were Black/African American and Hispanic/Latino. The gap between Black/African American and Hispanic/Latino and the system as a whole has grown to nearly 25 percentage points. We can also observe gaps in performance by gender, where gaps between male and female students can be as small as 3 percentage points among White students and 14 percentage points for American Indian/Native Alaskan students.

In mathematics, where tests are unchanged since 2005-06, it is easier to observe trends. The percentage of WCPSS students proficient in mathematics continued to increase over time. Overall, 77.9% of WCPSS students were at or above grade level in 2007-08, up from 74.5% in 2005-06. Changes are also observed from year to year within the makeup of the individual proficiency levels. While the percentage of Level III students has remained relatively stable, the percentage of Level IV students has increased 3.7 percentage points, while Level I students saw a drop of one percentage point since 2005-06. Students in 7th and 8th grade were least likely to be proficient (74.3% and 75.3% respectively). The lowest achieving groups in mathematics were Black/African American and Hispanic/Latino. The gap between these groups and the system as a whole has continued to decrease since 2006-07.

In previous years, we have reported achievement gaps between the White and Asian students compared to Black/African American and Hispanic/Latino students. These gaps in reading had remained relatively stable since 2003 (Baenen & Holdzkom, 2007). In 2007-08 these gaps have now grown significantly due to the raising of standards with the new reading test. The gap in mathematics however continues to close.

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APPENDIX A
Percent of Elementary Students in Levels III and IV on EOG Tests³

School Name	School Code	Grade	Reading		Math	
			2008	2006	2007	2008
Adams Elementary	304	3	75.2	89.2	83.5	85.7
		4	80.7	83.1	85.8	91.7
		5	77.0	84.2	86.0	87.7
Apex Elementary	308	3	60.7	84.1	89.0	77.6
		4	77.0	83.8	84.6	89.7
		5	73.2	87.2	76.6	84.5
Aversboro Elementary	320	3	49.5	79.2	70.7	62.9
		4	38.2	60.0	75.5	64.5
		5	51.1	59.3	68.8	73.3
Baileywick Elementary	326	3	64.2	78.3	82.9	87.7
		4	76.9	67.5	73.1	81.7
		5	67.4	85.4	65.4	75.0
Ballentine Elementary	327	3	73.0	73.8	85.0	83.5
		4	70.2	77.2	77.3	90.4
		5	71.8	63.5	84.2	72.7
Barwell Elementary	329	3	23.7		52.6	37.5
		4	44.1		52.5	40.4
		5	37.4		57.7	54.0
Baucom Elementary	328	3	82.9	88.1	84.7	89.9
		4	81.3	91.5	90.6	92.9
		5	81.7	90.8	88.4	85.5
Brassfield Elementary	334	3	77.2	86.9	89.1	90.4
		4	82.1	87.6	85.4	88.0
		5	83.8	87.8	86.2	91.3
Brentwood Elementary	336	3	22.2	54.2	47.7	47.6
		4	47.0	46.5	60.3	63.6
		5	46.6	53.1	43.5	72.4
Briarcliff Elementary	340	3	56.3	73.2	80.0	72.4
		4	66.3	66.2	75.4	80.2
		5	65.0	76.1	78.5	80.0
Brier Creek Elementary	342	3	70.5		89.5	82.9
		4	62.2		91.0	82.9
		5	72.0		81.5	89.0
Brooks Elementary	344	3	72.0	77.1	75.8	86.0
		4	68.8	57.5	69.3	75.0
		5	66.0	59.5	67.2	86.2

³ These results include all regular and alternative assessment results.

School Name	School Code	Grade	Reading		Math	
			2008	2006	2007	2008
Bugg Elementary	352	3	51.3	66.7	67.1	60.0
		4	48.7	79.2	67.9	80.3
		5	52.0	61.0	59.7	72.0
Carpenter Elementary	358	3	76.8		85.5	88.4
		4	84.8		86.8	89.4
		5	77.3		68.5	86.7
Carver Elementary	362	3	46.0	78.8	86.5	78.2
		4	57.0	63.1	79.8	79.4
		5	53.9	56.5	74.7	80.3
Cary Elementary	364	3	59.8	83.7	84.5	85.9
		4	69.3	77.4	79.8	85.1
		5	56.8	68.7	77.9	71.6
Cedar Fork Elementary	369	3	72.1	91.5	96.9	89.3
		4	81.9	91.5	95.7	87.9
		5	85.5	89.5	90.5	91.8
Combs Elementary	376	3	61.9	84.7	71.4	75.5
		4	65.4	85.6	87.3	75.7
		5	59.8	72.4	82.4	72.7
Conn Elementary	380	3	48.4	68.1	50.6	62.0
		4	52.2	72.0	67.6	62.0
		5	50.5	64.8	64.0	57.1
Creech Road Elementary	384	3	44.2	75.0	73.9	66.4
		4	37.6	72.7	77.9	51.9
		5	46.3	64.2	69.0	48.1
Davis Drive Elementary	390	3	91.6	94.3	96.8	96.9
		4	90.6	91.6	94.8	97.6
		5	90.2	94.8	96.6	94.8
Dillard Elementary	393	3	61.2	81.8	77.1	85.3
		4	75.4	75.6	81.0	93.2
		5	70.3	84.9	79.2	86.4
Douglas Elementary	396	3	53.5	71.9	64.6	58.1
		4	56.8	57.7	71.9	72.1
		5	59.5	65.2	72.6	69.0
Durant Road Elementary	398	3	48.4	68.7	69.3	73.1
		4	58.1	73.0	70.8	77.2
		5	55.8	73.2	79.9	77.2
East Garner Elementary	403	3	36.0			61.3
		4	60.7			78.7
		5	42.0			75.4

School Name	School Code	Grade	Reading		Math	
			2008	2006	2007	2008
Farmington Woods Elementary	414	3	60.7	86.4	79.3	75.2
		4	65.2	86.6	79.1	81.1
		5	69.6	79.5	77.9	75.4
Forest Pines Elementary	417	3	73.4	62.8	81.1	87.1
		4	69.3	78.4	62.3	84.7
		5	69.0	63.0	66.7	81.0
Forestville Road Elementary	413	3	50.0	63.1	77.3	79.0
		4	59.3	70.7	79.5	77.9
		5	51.5	65.5	70.1	76.2
Fox Road Elementary	415	3	49.6	71.2	69.2	69.5
		4	46.2	58.1	68.2	62.3
		5	47.2	62.4	58.2	69.8
Fuller Elementary	416	3	56.5	69.7	77.1	72.8
		4	65.6	74.5	77.1	88.9
		5	66.4	77.4	71.0	74.3
Fuquay Elementary	420	3	59.4	62.2	74.7	75.5
		4	59.6	69.7	62.1	76.4
		5	60.2	67.7	81.9	81.2
Green Elementary	440	3	49.0	83.6	68.8	70.2
		4	60.7	70.7	72.4	79.8
		5	61.0	62.8	69.3	68.0
Green Hope Elementary	439	3	83.3	91.6	91.4	92.8
		4	87.5	92.2	85.1	91.9
		5	77.4	84.4	93.6	88.3
Harris Creek Elementary	451	3	52.8	64.6	70.3	79.5
		4	62.6	57.4	66.2	78.4
		5	61.3	64.6	66.7	76.5
Heritage Elementary	454	3	76.2	77.5	80.6	91.6
		4	68.4	73.8	78.9	80.6
		5	81.5	64.8	81.8	91.9
Highcroft Drive Elementary	443	3	89.9	95.9	93.5	96.2
		4	88.0	88.4	93.8	93.2
		5	85.8	89.6	92.5	92.9
Hilburn Elementary	442	3	63.4	86.2	83.2	80.4
		4	66.2	80.6	82.4	85.9
		5	66.4	79.0	75.8	74.2
Hodge Road Elementary	446	3	32.7	72.0	63.1	62.4
		4	52.0	70.8	72.5	76.0
		5	40.6	69.0	62.1	66.7

School Name	School Code	Grade	Reading		Math	
			2008	2006	2007	2008
Holly Grove Elementary	457	3	69.1		81.0	85.4
		4	71.1		79.2	80.3
		5	68.9		93.1	84.9
Holly Ridge Elementary	449	3	71.2	71.7	74.1	83.5
		4	72.2	82.5	78.8	87.2
		5	56.5	64.3	74.5	74.8
Holly Springs Elementary	447	3	82.2	81.0	80.3	89.0
		4	71.0	75.9	84.9	84.7
		5	70.5	74.3	82.0	85.3
Hunter Elementary	448	3	73.3	82.8	82.7	80.7
		4	76.3	87.5	77.9	82.9
		5	69.9	75.4	84.8	75.5
Jeffrey's Grove Elementary	452	3	62.5	66.3	78.6	80.6
		4	55.0	53.7	64.7	77.5
		5	64.6	69.1	75.3	81.7
Jones Dairy Elementary	453	3	70.0	78.9	73.7	85.7
		4	65.5	72.7	79.0	83.8
		5	71.7	67.9	80.3	88.2
Joyner Elementary	456	3	67.9	76.0	73.8	80.2
		4	67.6	65.5	77.0	80.9
		5	62.3	61.1	73.2	73.9
Kingswood Elementary	460	3	54.4	62.1	84.3	66.2
		4	78.3	88.6	67.1	85.0
		5	54.8	75.0	75.0	67.7
Knightdale Elementary	464	3	37.7	69.2	70.1	68.9
		4	62.3	70.5	70.0	84.4
		5	48.0	72.3	71.6	70.6
Lacy Elementary	468	3	75.6	89.7	84.8	85.7
		4	80.7	82.8	89.6	90.4
		5	85.4	89.5	76.0	89.3
Leadmine Road Elementary	470	3	63.2	85.3	79.5	83.2
		4	69.6	64.8	79.6	75.9
		5	71.6	72.2	65.6	78.4
Leesville Elementary	469	3	81.6	86.7	93.9	92.9
		4	78.3	85.5	84.9	90.6
		5	76.7	80.3	83.0	82.7
Lincoln Heights Elementary	476	3	55.1	66.3	73.6	69.5
		4	71.1	75.3	72.1	81.4
		5	58.2	65.5	76.8	70.9

School Name	School Code	Grade	Reading		Math	
			2008	2006	2007	2008
Lockhart Elementary	480	3	62.6	67.0	71.8	75.7
		4	61.1	80.2	75.4	78.0
		5	69.4	71.3	79.3	82.3
Lynn Road Elementary	488	3	57.6	75.0	77.3	69.4
		4	67.7	74.7	65.8	81.5
		5	52.7	77.1	77.6	66.2
Middle Creek Elementary	494	3	65.0	83.4	77.2	86.3
		4	67.1	75.0	79.8	77.6
		5	65.0	74.5	78.6	81.0
Millbrook Elementary	496	3	54.3	51.8	66.7	71.6
		4	58.3	52.6	65.5	74.8
		5	48.1	45.7	53.6	62.3
Morrisville Elementary	504	3	85.8	90.2	91.1	91.5
		4	85.3	88.9	90.3	93.1
		5	86.2	84.8	87.5	90.5
North Forest Pines Elementary	514	3	74.7			84.2
		4	72.6			85.3
		5	70.9			83.5
North Ridge Elementary	516	3	73.6	81.1	88.5	89.6
		4	72.3	70.7	74.4	85.3
		5	73.6	73.2	73.3	79.2
North Woods Elementary	520	3	64.6	83.5	81.2	80.2
		4	69.2	68.9	74.7	80.4
		5	70.8	68.5	72.0	80.2
Oak Grove Elementary	522	3	84.7	95.5	91.5	94.4
		4	85.2	90.5	89.8	91.9
		5	76.7	84.1	87.9	90.0
Olds Elementary	524	3	54.5	84.3	80.7	71.2
		4	80.7	80.0	97.8	91.2
		5	62.5	78.8	77.3	68.8
Olive Chapel Road Elementary	523	3	86.6	89.4	84.1	92.5
		4	79.5	73.2	91.1	89.0
		5	83.1	81.8	79.4	91.6
Partnership Elementary	525	3	68.5	50.0	72.7	64.8
		4	66.1	78.4	80.9	66.1
		5	54.0	79.2	80.4	66.0

School Name	School Code	Grade	Reading		Math	
			2008	2006	2007	2008
Penny Road Elementary	530	3	66.4	82.8	80.0	79.2
		4	69.8	70.9	80.0	81.0
		5	70.6	73.8	74.8	85.3
Pleasant Union Elementary	531	3	74.2	86.7	92.1	90.0
		4	85.1	79.8	84.4	89.3
		5	76.0	82.2	85.5	81.0
Poe Elementary	532	3	44.7	69.1	72.0	70.2
		4	50.0	66.7	67.3	52.0
		5	53.1	50.0	62.1	61.2
Powell Elementary	536	3	50.0	54.8	73.0	80.5
		4	68.8	45.2	70.5	83.1
		5	57.7	52.4	60.7	73.2
Rand Road Elementary	540	3	63.8	82.2	70.7	78.4
		4	65.2	79.6	82.2	72.8
		5	70.8	71.6	69.2	82.0
Reedy Creek Elementary	542	3	46.7	72.8	73.2	64.5
		4	69.2	57.8	81.9	79.4
		5	59.8	73.8	66.3	73.8
River Bend Elementary	302	3	38.5		70.0	75.6
		4	50.0		67.1	77.5
		5	54.5		61.0	79.2
Rolesville Elementary	544	3	58.2	77.4	78.5	79.1
		4	60.0	67.5	77.2	71.3
		5	61.3	59.0	71.9	73.0
Root Elementary	548	3	64.6	80.0	72.4	75.6
		4	70.8	76.8	84.3	77.8
		5	73.1	80.0	73.8	80.8
Salem Elementary	550	3	79.0	87.0	81.5	88.9
		4	82.9	91.4	90.8	88.0
		5	89.9	76.9	91.4	89.9
Sanford Creek Elementary	554	3	61.5			78.5
		4	55.8			79.2
		5	62.7			72.0
Smith Elementary	560	3	33.8	72.8	73.2	60.0
		4	37.3	62.4	73.9	62.7
		5	46.2	48.6	50.6	63.4
Stough Elementary	564	3	45.2	79.3	82.9	64.5
		4	59.8	86.4	69.8	75.9
		5	55.3	75.6	77.8	64.7

School Name	School Code	Grade	Reading		Math	
			2008	2006	2007	2008
Swift Creek Elementary	568	3	64.8	69.4	74.2	79.1
		4	66.0	59.6	71.9	76.3
		5	57.6	63.0	60.9	73.9
Timber Drive Elementary	570	3	43.7	77.2	75.5	66.9
		4	68.2	85.7	79.4	80.6
		5	62.0	78.0	71.3	69.0
Turner Creek Elementary	571	3	83.9	86.0	92.6	94.2
		4	86.2	89.1	86.8	91.7
		5	77.2	90.2	88.0	83.2
Underwood Elementary	572	3	57.6	61.2	73.6	70.7
		4	66.3	71.8	67.1	74.4
		5	55.6	69.4	78.6	67.9
Vance Elementary	576	3	63.6	76.8	73.6	79.5
		4	68.4	66.3	78.6	89.5
		5	53.2	55.4	70.4	75.8
Vandora Springs Elementary	580	3	60.0	69.0	80.0	66.3
		4	67.4	70.7	73.0	75.8
		5	48.6	75.0	78.1	77.8
Wake Forest Elementary	584	3	69.7	72.9	81.5	74.7
		4	71.2	80.6	80.4	82.2
		5	62.6	63.4	80.9	67.5
Wakefield Elementary	593	3	59.9	71.4	77.0	85.0
		4	61.2	73.7	74.9	77.0
		5	64.7	75.0	72.2	79.7
Wakelon Elementary	597	3	36.4	69.0	75.5	59.3
		4	34.7	54.1	76.7	52.5
		5	40.5	54.1	69.1	61.3
Washington Elementary	596	3	68.8	87.8	76.0	82.8
		4	66.7	85.0	91.9	76.0
		5	81.6	90.2	83.2	87.8
Weatherstone Elementary	598	3	66.7	82.8	82.3	83.7
		4	76.1	84.7	82.4	87.1
		5	87.2	85.5	92.5	92.9
Wendell Elementary	600	3	45.9	55.1	60.2	69.4
		4	51.2	61.7	57.9	52.4
		5	57.5	63.1	67.7	68.9
West Lake Elementary	606	3	70.0	80.3	83.5	83.6
		4	70.6	77.8	85.3	78.4
		5	73.5	83.1	79.0	85.2

School Name	School Code	Grade	Reading		Math	
			2008	2006	2007	2008
Wilburn Elementary	616	3	54.1	68.7	62.1	75.7
		4	49.5	51.4	55.2	77.9
		5	54.6	60.0	47.3	68.5
Wildwood Forest Elementary	618	3	59.6	61.6	81.2	75.4
		4	64.2	75.6	68.5	74.2
		5	60.5	68.3	68.3	61.1
Wiley Elementary	620	3	69.2	59.4	77.0	72.3
		4	76.7	65.4	64.8	83.3
		5	64.3	69.0	69.8	80.0
Willow Springs Elementary	624	3	68.6	84.8	89.2	88.5
		4	80.0	84.4	81.4	89.0
		5	70.0	79.3	84.6	87.3
Yates Mill Elementary	626	3	55.6	69.0	80.7	71.6
		4	72.6	78.7	77.7	83.2
		5	65.9	69.8	81.3	70.3
York Elementary	628	3	48.4	74.0	76.7	75.8
		4	66.7	74.2	70.4	82.7
		5	56.4	70.4	69.0	70.5
Zebulon Elementary	632	3	38.3	70.5	63.3	83.0
		4	67.6	67.5	75.9	81.4
		5	58.7	64.6	62.0	74.2
Mt. Vernon	508	3	42.9	30.0	14.3	42.9
		4	33.3	16.7	12.5	25.0
		5	35.3	13.3	0.0	41.2

APPENDIX B
Percent of Middle School Students in Levels III and IV on EOG Tests⁴

School Name	School Code	Grade	Reading		Math	
			2008	2006	2007	2008
Apex Middle	312	6	74.4	86.1	86.8	86.7
		7	75.6	89.1	87.8	88.6
		8	74.9	86.6	91.1	87.2
Carnage Middle	356	6	59.2	60.1	62.2	67.1
		7	54.1	64.3	65.1	68.7
		8	57.4	56.0	61.1	66.7
Carroll Middle	360	6	60.8	63.0	64.3	69.0
		7	45.5	60.5	67.6	60.1
		8	52.5	60.4	53.7	60.5
Centennial Middle	370	6	71.4	76.7	76.2	78.6
		7	58.1	75.7	74.3	69.0
		8	69.0	76.8	72.6	70.0
Daniels Middle	388	6	69.1	68.7	74.9	76.0
		7	61.3	70.9	69.3	74.7
		8	61.6	64.9	76.6	70.5
Davis Drive Middle	391	6	87.0	92.7	92.8	92.6
		7	80.6	88.3	89.2	89.8
		8	80.0	88.9	84.2	89.7
Dillard Middle	394	6	63.7	75.1	68.2	70.6
		7	60.3	76.0	76.4	71.8
		8	66.7	81.8	76.2	75.7
Durant Middle	399	6	71.7	68.3	72.2	77.1
		7	59.4	70.8	73.3	72.6
		8	65.3	85.3	76.9	74.3
East Cary Middle	402	6	76.8			79.0
East Garner Middle	404	6	50.1	55.3	61.2	63.1
		7	38.6	47.8	52.8	51.1
		8	43.1	54.5	54.3	52.5
East Millbrook Middle	408	6	56.0	60.0	58.8	54.5
		7	49.1	55.8	55.1	57.0
		8	46.1	54.3	51.0	51.9
East Wake Middle	410	6	53.6	55.8	62.5	75.3
		7	44.4	56.4	62.5	63.3
		8	54.3	56.8	60.0	62.4

⁴ These results include all regular and alternative assessment results.

School Name	School Code	Grade	Reading		Math	
			2008	2006	2007	2008
Fuquay Middle	424	6	66.4	65.4	69.8	72.3
		7	53.8	66.2	66.6	69.7
		8	60.0	64.2	68.7	71.5
Heritage Middle	444	6	75.3	84.2	78.1	84.1
		7	65.9	77.6	83.4	83.7
		8	75.3	80.0	81.8	85.0
Holly Ridge Middle	450	6	68.5	79.0	71.5	73.4
		7	53.1	71.8	78.3	70.6
		8	67.4	65.2	70.5	73.0
Leesville Middle	471	6	71.8	84.0	71.9	77.5
		7	66.5	73.7	72.4	69.9
		8	70.8	77.0	74.7	75.4
Ligon Middle	472	6	77.6	76.4	77.2	79.3
		7	73.3	80.7	75.7	76.0
		8	71.3	75.7	77.7	73.2
Lufkin Middle	484	6	82.1	88.0	89.4	90.6
		7	77.3	86.1	88.6	90.5
		8	81.9	89.2	91.2	91.0
Martin Middle	492	6	71.3	78.7	84.5	78.7
		7	73.7	81.1	79.4	83.9
		8	70.4	85.4	79.1	80.5
Moore Square Middle	506	6	46.6	60.3	61.2	52.5
		7	49.2	48.6	61.3	59.9
		8	53.3	52.2	61.5	53.3
North Garner Middle	512	6	60.2	59.5	52.2	67.5
		7	43.7	60.8	55.2	59.7
		8	48.3	51.5	57.6	69.1
Reedy Creek Middle	400	6	62.5	71.4	70.6	72.5
		7	59.2	73.6	74.7	70.2
		8	57.1	67.3	73.6	79.5
Salem Middle	551	6	89.3	96.6	94.8	94.8
		7	87.2	90.4	97.2	95.6
		8	84.9	92.1	94.3	93.5

School Name	School Code	Grade	Reading		Math	
			2008	2006	2007	2008
Wake Forest Middle	592	6	62.8	70.0	71.0	71.0
		7	53.9	72.0	63.1	72.4
		8	61.0	65.0	63.0	74.0
Wakefield Middle	594	6	70.5	78.9	80.5	78.0
		7	71.8	81.3	85.0	82.0
		8	75.9	82.3	84.1	86.0
Wendell Middle	601	6	62.2			69.5
West Cary Middle	604	6	74.9	76.6	82.0	82.3
		7	65.3	78.8	76.4	81.2
		8	71.1	77.2	76.1	80.5
West Lake Middle	607	6	79.6	86.7	84.7	84.7
		7	70.7	85.0	86.9	85.4
		8	74.5	86.6	86.7	87.0
West Millbrook Middle	608	6	54.5	59.2	64.1	64.5
		7	57.4	62.9	53.0	59.9
		8	53.8	59.6	66.5	60.6
Zebulon Middle	636	6	59.0	53.8	60.1	65.5
		7	40.0	64.7	58.1	55.5
		8	45.2	65.2	63.8	69.2
Longview	324	6	23.1	9.1	8.3	18.2
		7	0.0	5.6	18.8	0.0
		8	5.3	6.3	5.9	10.0
Mt. Vernon	508	6	22.2	30.0	14.3	22.2
		7	38.9	44.0	28.6	22.2
		8	8.1	18.2	19.0	18.9
River Oaks Middle	438	6	0.0	28.6	30.8	16.7
		7	20.0	33.3	33.3	30.0
		8	45.5	25.0	15.8	18.2