



WAKE COUNTY PUBLIC SCHOOL SYSTEM OUTCOMES SUMMARY FOR THE 2002-03 SCHOOL YEAR

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Abstract

Overall, the Wake County Public School System (WCPSS) has seen positive changes in patterns of achievement and dropout rates over the last several years. However, the system continues to work towards optimal achievement for all students, closing achievement gaps, and improving Annual Yearly Progress (AYP) results. Each of the sections that follow cites key findings from reports produced by the Evaluation and Research Department (E&R) during the 2002-03 school year or from reports currently in progress that will analyze student outcomes from 2002-03. Subsequent pages contain figures illustrating some of the key findings.

End-of-Grade Test Results for the 2002-03 School Year:

(From E&R Report #03.17, published July 2003. See Figures 1-4.)

- The composite percentage, which includes reading and math scores for all grade 3-8 students, rose from 89.4% in 2002 to 91.3% this year.
- In reading, the percentage of all grade 3-8 students scoring at or above grade level increased from 88.0% in 2002 to 90.4% in 2003. In math, the percentage climbed from 90.8% to 92.3%.
- More than 85% of students met or exceeded grade-level standards in both reading and math at all tested grade levels in 2003.
- Almost all major student groups at all grade levels showed gains in reading and math. The largest gains were made by previously lower-performing groups, thereby closing achievement gaps.
- For students participating in the free or reduced-price lunch (FRL) program, the percentage that met or exceeded grade-level standards rose 6.4 percentage points in reading and 4.6 points in math, further narrowing the achievement gap between this group and all other students.

End-of-Course Test Results for the 2002-03 School Year:

(From E&R Report #03.23, published September 2003. See Figures 5-9.)

- Average scale scores rose in six out of ten subject areas, and the percentage of students scoring in the proficient range (Level 3 or Level 4) reached new highs in five out of ten subject areas.
- More than 80% of students met or exceeded course-level standards in seven out of ten subject areas, including physics (89.2%), English I (88.9%), Algebra I (88.3%), chemistry (85.5%), Algebra II (85.3%), geometry (82.2%), and ELP (80.4%).
- The largest gain in achievement occurred in English I, where the percentage of students scoring at Level III or IV increased from 81.2% in 2001-02 to 88.9% in 2002-03. The largest drop occurred in Biology, where the percentage proficient declined from 80.6% to 74.3%.
- Test results disaggregated by race and ethnicity show that the achievement gap between student subgroups did not narrow in most subject areas, with the exception of English I, where the percentage of Black/African American students who met or exceeded course-level standards rose 15.7 percentage points over 2001-02.
- Among all racial and ethnic groups, Black students had the lowest proficiency percentage in four out of the five subject areas in 2002-03. However, they had the highest cumulative growth in achievement over the past 5 years in English I and in Algebra I.

SAT Results for the 2001-02 School Year:

(From E&R Report #02.10, published September 2002. See Figures 10-11.)

- The average total SAT score for WCPSS seniors in 2001-02 was 1067, a thirteen point gain from 2000-01 and a six point gain from the previous high score of 1061 achieved in the 1999-2000 school year.
- Both math and verbal scores in 2002 were the highest they have ever been. Moreover, the 1067 average was the second highest in the state, below only Chapel Hill-Carrboro, which had an 1177 average score.
- The WCPSS average score remains substantially higher than the North Carolina (998) and United States (1020) averages.
- Participation of the 2002 WCPSS senior class did not change from the previous year, remaining at 79% of graduating seniors, far above both state (67%) and national (46%) participation rates.
- As in past years, there were large differences in average SAT scores among racial and ethnic groups. White students performed the best on the verbal test, with an average score of 540, while Asian students received the highest score on the math test, 602.

Advanced Placement Test Results for the 2001-02 School Year:

(From E&R Report #02.47, published April 2003. See Figures 12-13.)

- Students at 15 WCPSS high schools took approximately 4,878 Advanced Placement exams offered by the College Board in 2001-02.
- With 20% of all juniors and seniors in the district taking at least one AP exam, the percent attaining a score of 3 or higher on a 5-point scale (the score typically needed to qualify for college course credit) reached a 10-year high of 80.5%, up 3.3 percentage points from the previous year.
- WCPSS' overall success rate was higher than that of comparable large school districts, and 17 percentage points higher than the rate for the nation as a whole.
- On the five most frequently taken AP exams, the percent of scores that were 3 or higher rose an average of 8.6 points from the previous year.
- Black students were not only less likely than members of all other racial groups to be enrolled in an AP course, they also were less likely to take an AP exam. Only 35% of Black students who were enrolled in an AP course completed an AP exam, a much lower percentage than that of Asians (68%), Whites (61%), and Hispanic/Latinos (86%).

Dropout Results for the 2001-02 School Year:

(From an E&R report currently in progress. See Figures 14-15.)

- At 2.3 percent, the dropout rate for grades 7-12 was slightly lower than the 200-01 school year and the lowest since E&R began reporting dropouts, using federal standards, in 1992.
- The dropout rate for Black/African-American students rose slightly from 3.9 percent the previous year to 4.0 percent in 2001-02, and the gap between Black and White students in the dropout rate for grades 7-12 increased from 2.1 to 2.5 percentage points. However, the dropout rate of grades 7-12 for Black/African-American and other students rose slightly between 2000-01 and 2001-02, while the rate for White students decreased slightly, increasing the gap between these groups in the dropout rates. (See Figure 15.)
- About 36% of all dropouts were in the ninth grade when they left school.
- About 40% of high school dropouts had been retained in high school at least once, and 13% had been retained twice.
- Students with disabilities had a dropout rate about twice that of students without disabilities. Rates varied depending on whether students were served in a regular classroom, resource services, or self-contained classrooms.

Graduation Rate Study of the 1995-99 High School Cohort:

(From E&R Report #03.07, published May 2003. See Figures 16-17.)

- A study of 5,226 WCPSS students who were in ninth-grade for the first time in 1995 found their overall subsequent rate of graduation from high school was 77%.
- Female students (80%) were more likely to graduate than male students (69%).
- Asian (83%) and White (83%) students were more likely to graduate than Black (60%) and Hispanic/Latino students (68%).
- Black males were least likely to graduate (53%).

NCLB – AYP Results for the 2002-03 School Year:

(From an E&R report currently in progress. See Figures 18-19.)

- In the first year of implementation of the federal No Child Left Behind (NCLB) legislation in North Carolina, 51 of 79 elementary schools, 1 of 25 middle schools, and 1 of 16 high schools in WCPSS met the requirements of Adequate Yearly Progress (AYP).
- 19 of 48 Title I schools in WCPSS failed to meet all of the AYP targets applicable to their school.
- The number of reading and mathematics AYP targets applicable to WCPSS schools ranged from 8 to 32. Seven of eight schools with 12 or fewer targets met the AYP requirements. All eleven schools with more than 24 targets failed to meet the AYP requirements.
- 26 schools failed to meet AYP requirements by missing only one or two targets.
- The two subgroups that most frequently failed to reach AYP reading proficiency targets in WCPSS schools were SWD (students with disabilities) in 36 schools and FRL (free or reduced price lunch) students in 33 schools.
- Black students in 16 schools, Hispanic/Latino students in nine schools, and LEP (limited English proficient) students in seven schools failed to achieve AYP reading proficiency targets.
- The subgroups missing AYP math proficiency targets followed the same pattern as reading proficiency. The student subgroups that most frequently failed to reach AYP were SWD (in 38 schools) and FRL (in 32 schools).
- Twenty-two schools failed to meet AYP math proficiency targets with Black students and seven schools failed to meet AYP among Hispanic/Latino and LEP student subgroups.

ABCs Accountability Results for the 2002-03 School Year:

(From E&R Report #03.30 currently in progress. See Figures 20-27.)

- 73% of WCPSS schools surpassed the high growth target established for their school's students in 2002-03, increasing from 56% the previous year.
- 24% exceeded the expected growth target but did not reach the high growth target.
- 3% did not meet the expected growth target but still showed adequate performance.
- No WCPSS school was low-performing in 2002-03.
- Analysis of student scores compiled across all schools showed that while average growth districtwide in grades 3-5 exceeded the "high" target, growth for students who scored in Level IV on both reading and math pretests failed to reach the "expected" target.
- By subgroup, WCPSS met expected growth for all groups except Level IV students in reading and math tests at grades 3-5 and 6-8.
- Achievement gaps closed between 2001-02 and 2002-03 at all three levels, with stronger growth for groups that have traditionally shown lower achievement at all three levels (students scoring in Level I-II, FRL, disabled (special education), LEP, Black, Hispanic, and Native American students). Gaps closed the most at the elementary level, followed by the high school level. Achievement gaps closed the least at the middle school level.
- Achievement gaps remain, however. FRL, disabled, LEP, Black, and Hispanic students still show lower percentages of students scoring at grade level on the EOG and EOC tests than other groups.

Figure 1
Percent of All Grade 3-8 Reading and Math EOG Scores
by Achievement Level 2002-03

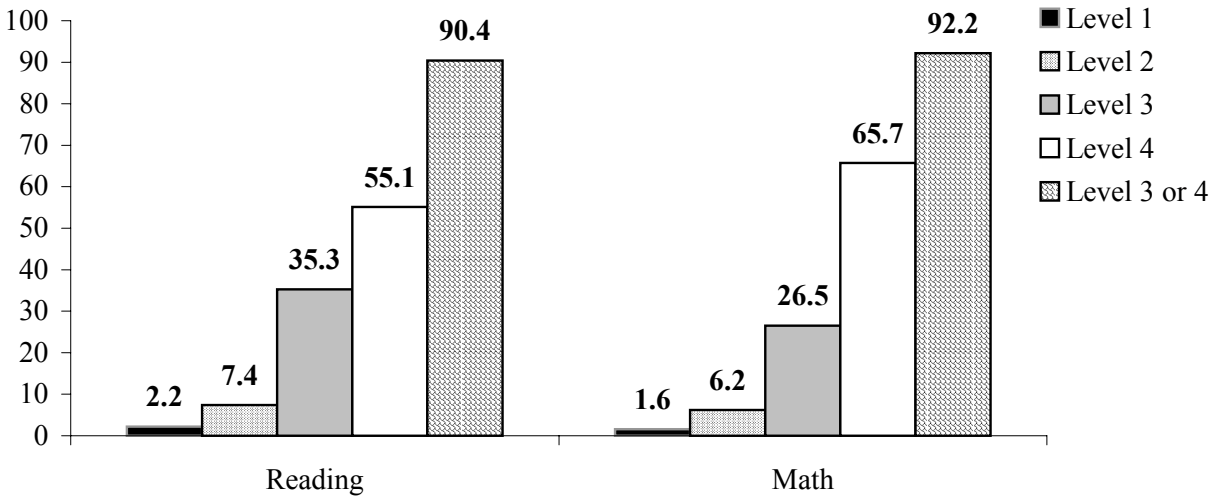


Figure 2
Composite Percentages of All EOG Scores at/above Grade Level
Reading and Math, 1998-2003

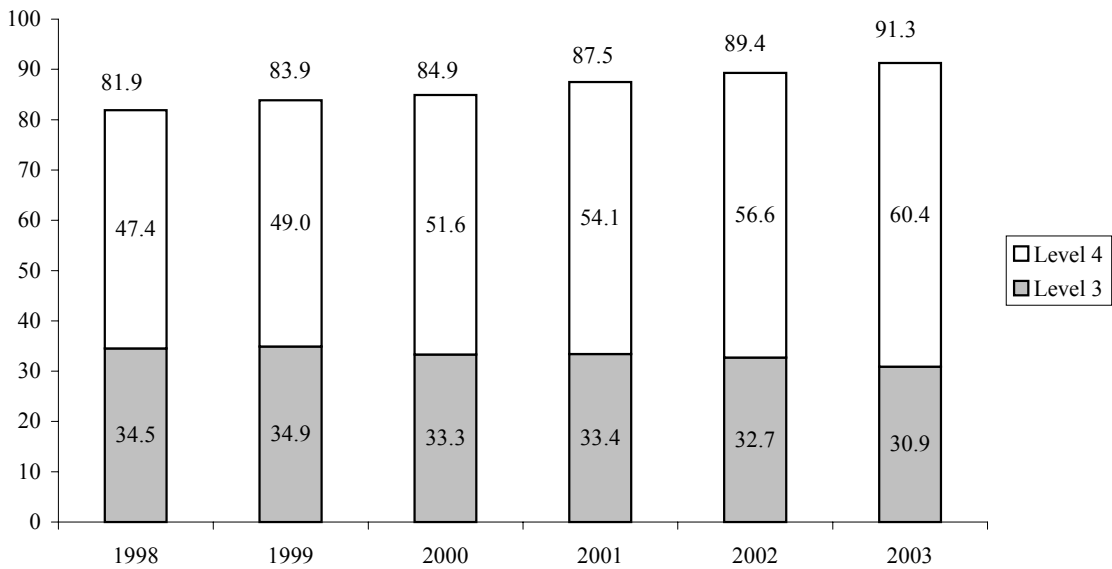


Figure 3
Percent of All Grade 3-8 Students at/above Grade Level
in Reading by Race and Ethnicity, 1998-2003

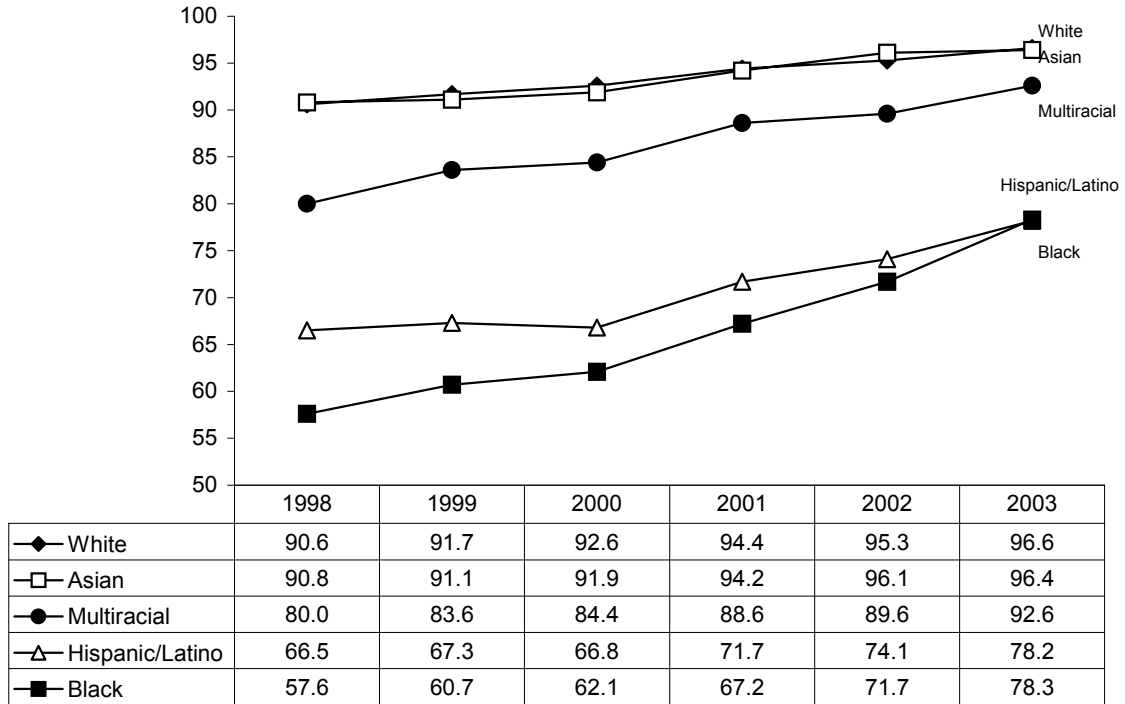


Figure 4
Percent of All Grade 3-8 Students at/above Grade Level
in Math by Race and Ethnicity, 1998-2003

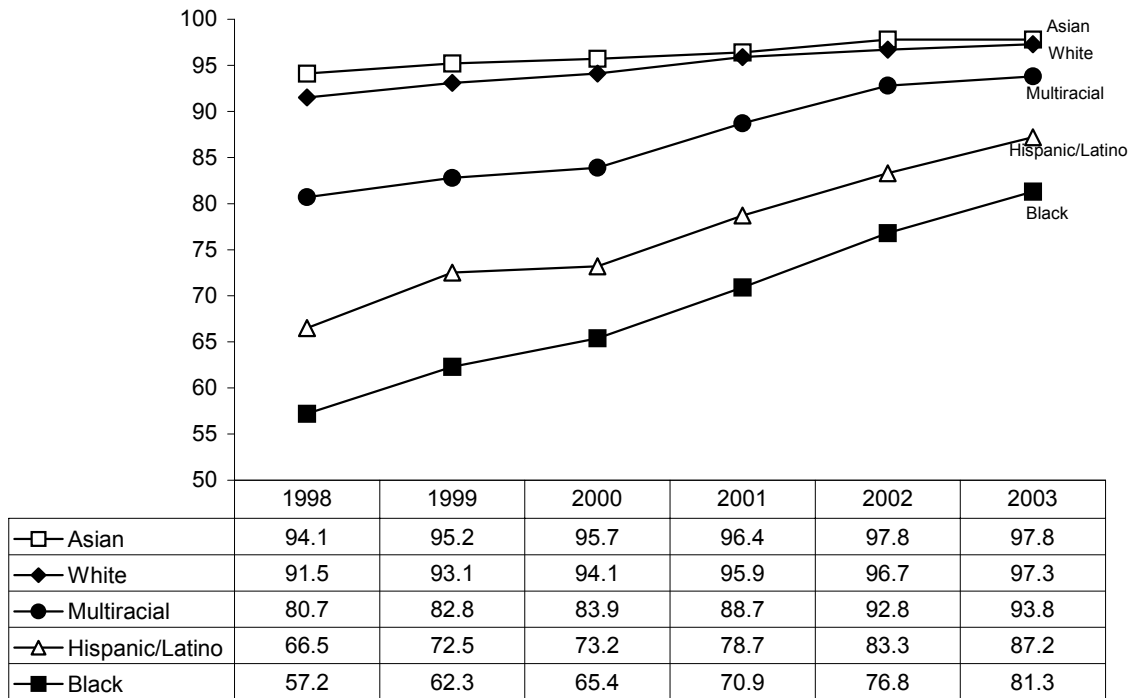


Figure 5
EOC Mean Scale Scores for WCPSS, 1998-99 to 2002-03

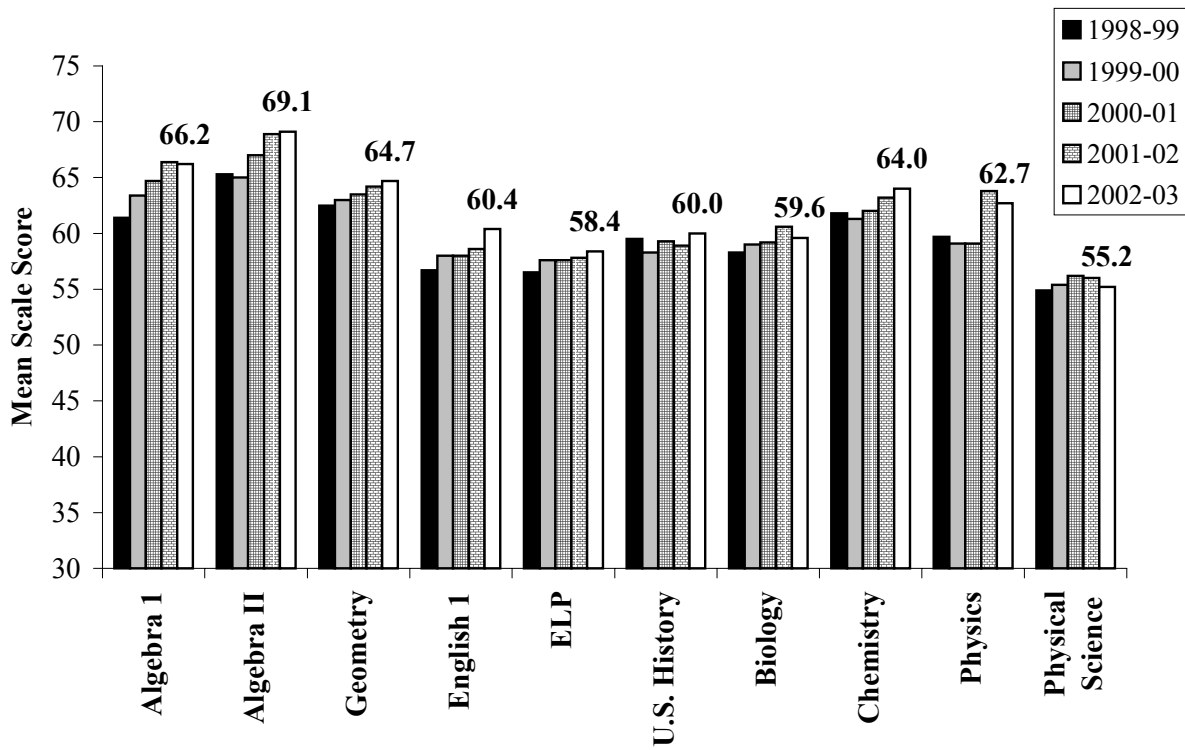


Figure 6
Percentage of WCPSS English I Students in Levels III or IV on EOC Test

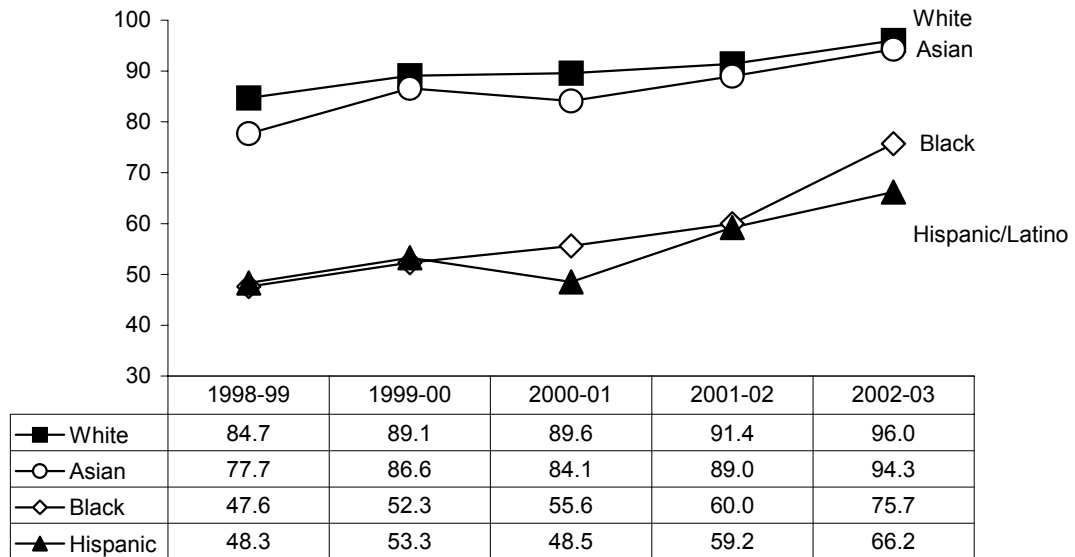


Figure 7
Percentage of WCPSS Algebra I Students in Levels III or IV on EOC Test

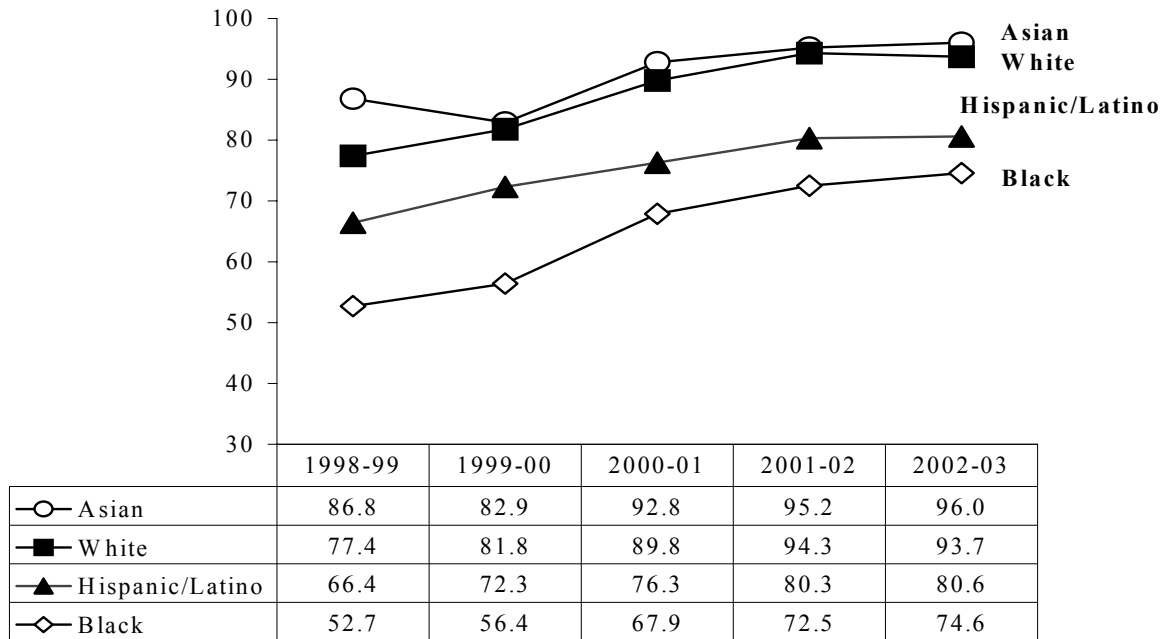


Figure 8
Percent of Students at/above Level III on Biology EOC Test by Race over Time

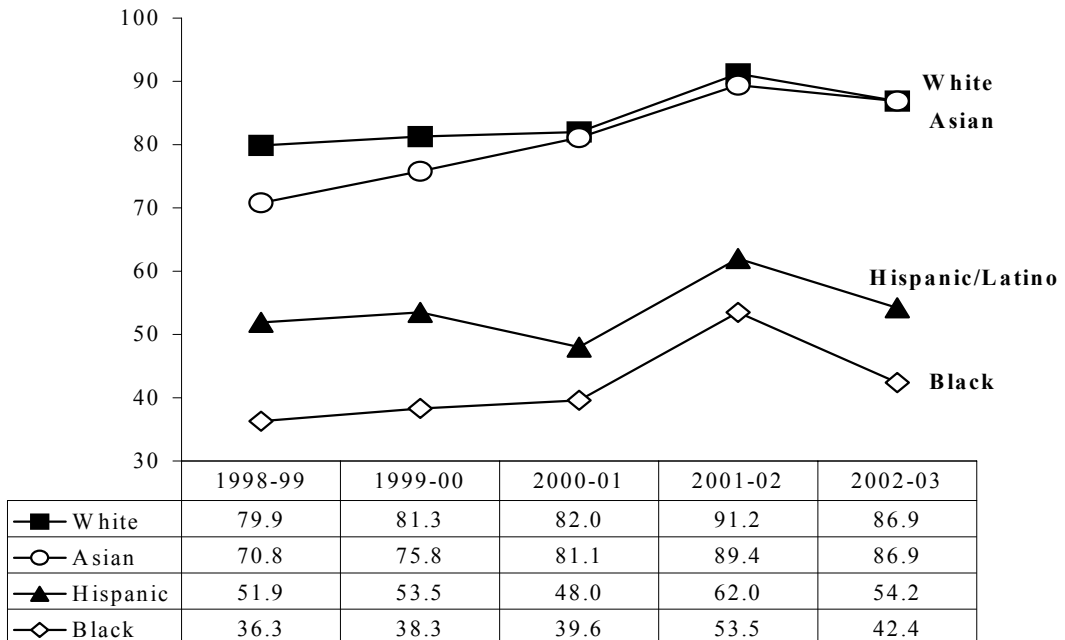


Figure 9
Percent at Level III or IV for Selected Subgroups, 2002-03

	Algebra I	Algebra II	Geom.	English I	ELP	U.S. History	Biology	Chem.	Physics	Physical Science
All Students	88.3	85.3	82.2	88.9	80.4	67.6	74.3	85.5	89.2	61.6
Male	88.1	84.7	84.1	86.5	82.5	71.9	76.1	86.4	90.8	67.0
Female	88.6	85.8	80.4	91.3	78.4	63.4	72.5	84.7	87	55.4
White	93.7	89.5	89.7	96.0	90.9	78.0	86.9	87.8	91.3	77.0
Black	74.6	66.5	56.0	75.7	56.7	39.8	42.4	70.7	67.6	43.5
Asian	96.0	91.0	90.8	94.3	80.8	73.9	86.9	89.6	93.3	71.2
Hispanic/Latino	80.6	84.2	70.4	66.2	64.1	44.8	54.2	83.3	71.4	50.7
Multiracial	90.1	84.1	74.7	91.4	79.5	61.0	80.2	88.9	85.7	71.7
Am. Indian	86.4	93.8	70.0	94.4	83.3	80.0	64.7	92.3	100.0	50.0
Special Ed.	73.5	74.3	68.9	60.0	54.0	43.5	47.0	72.2	80.6	49.3
Not SE	90.1	85.9	83.1	93.5	83.9	70.2	77.7	86	89.5	64.2
LEP	81.2	79.5	70.5	39.2	48.2	27.2	34.4	75.0	94.1	49.5
Not LEP	88.5	85.4	82.4	90.1	81.3	68.6	75.1	85.6	89.1	62

Figure 10
WCPSS, NC, and USA Average Total SAT Scores over Time

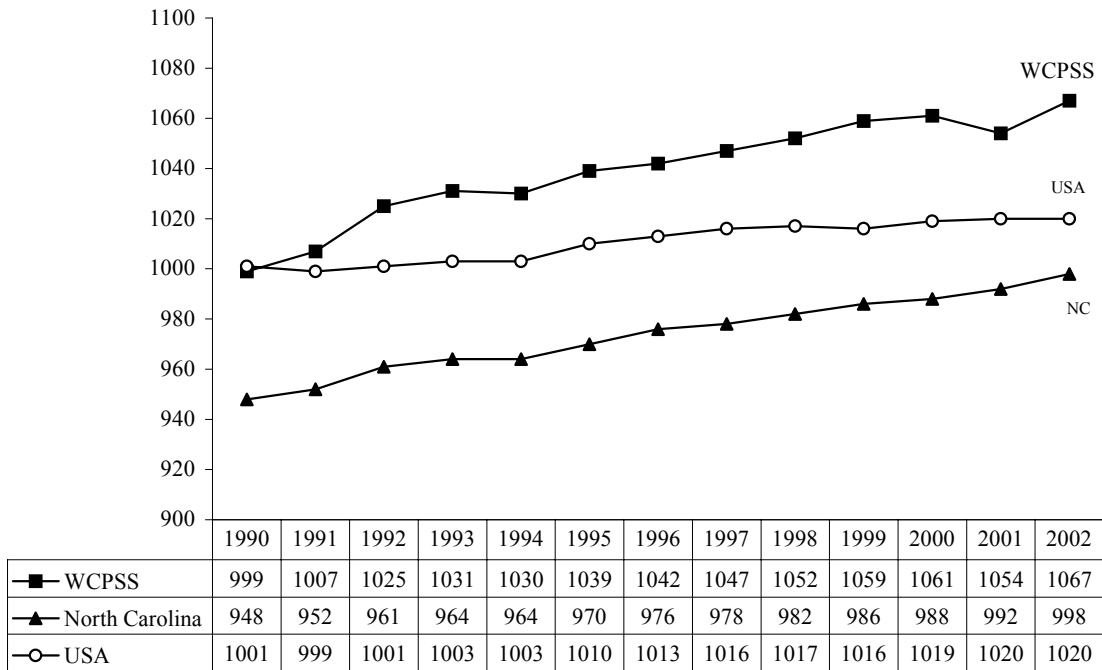


Figure 11
Average WCPSS 2002 SAT Scores by Race

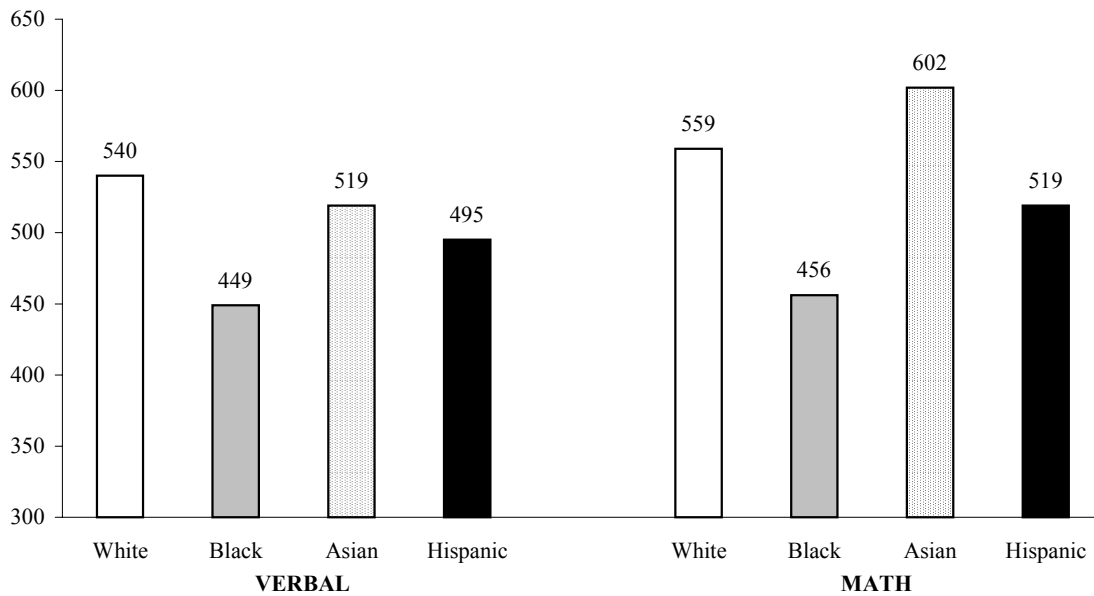


Figure 12
Percent of AP Exams with Scores of 3 or Higher for
WCPSS, North Carolina, Southern Region, and United States (1997-02)

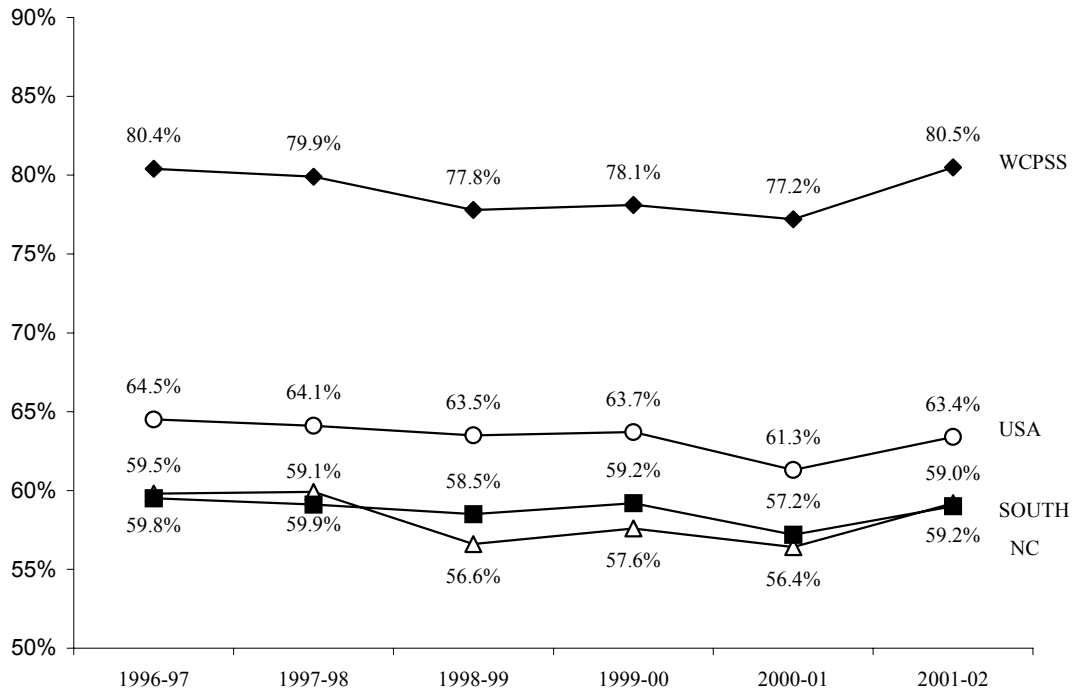


Figure 13
AP Participation in WCPSS by Race in 2001-02

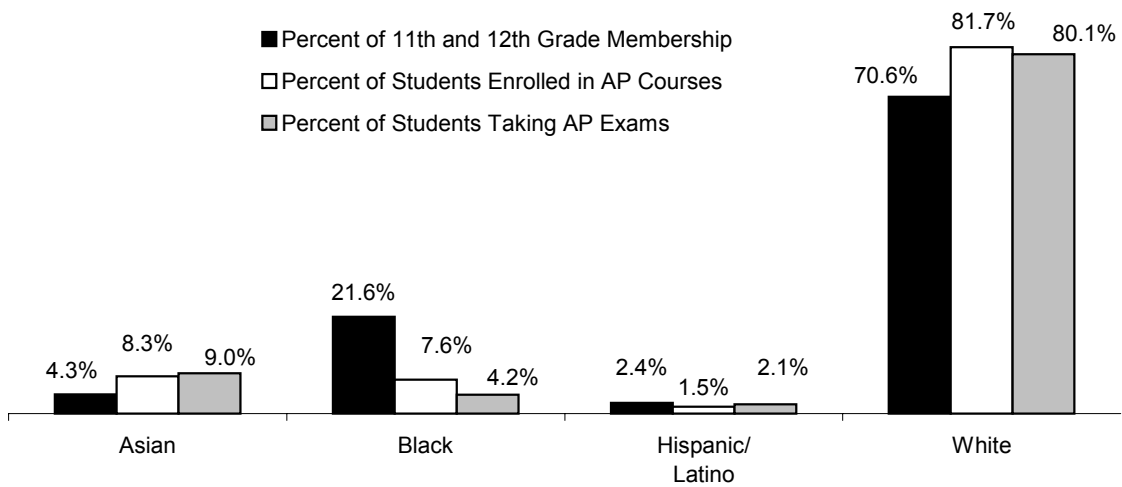
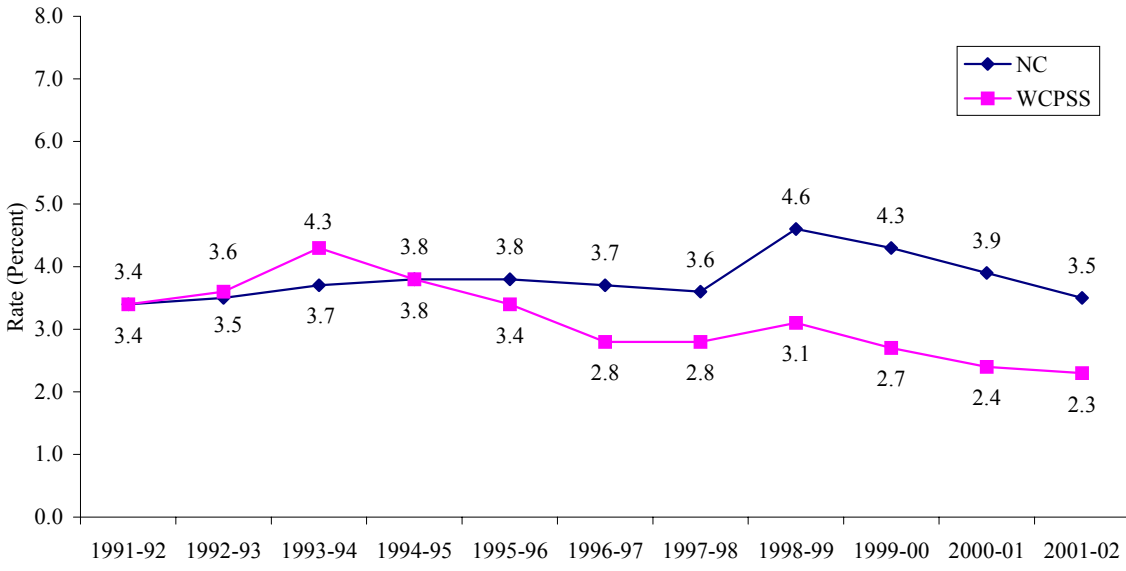
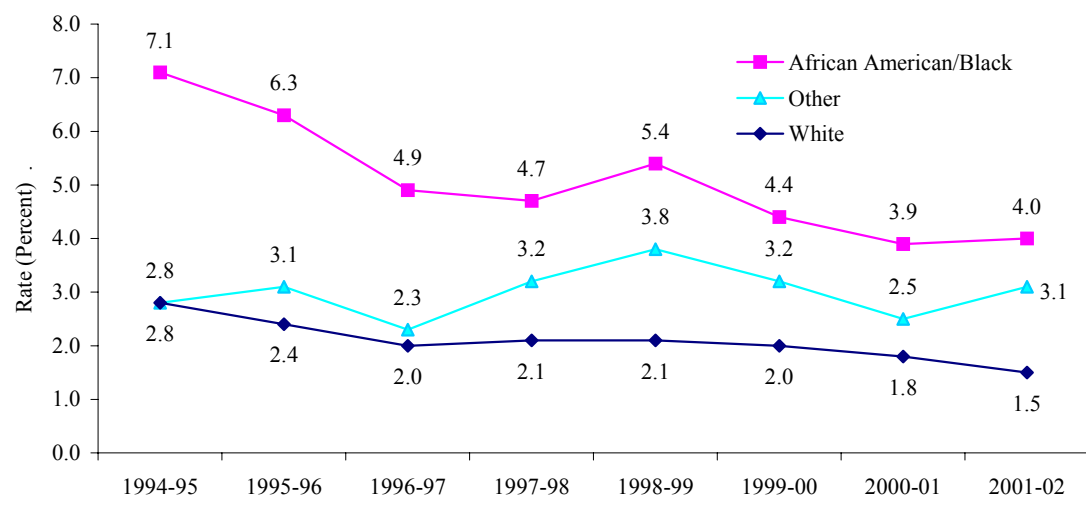


Figure 14
North Carolina and WCPSS Dropout Rate for
Grades 7-12 from 1992 to 2002



NOTE: 1991-92 was the first year in which dropouts were reported based on federal guidelines and was the first year using the SIMS Dropout Data Summary (DOP-9). Beginning in 1998-99, students transferring to community college GED programs were counted as dropouts.

Figure 15
WCPSS Dropout Rates for Grades 7-12
by Ethnic Group from 1995 to 2002



NOTE: Beginning in 1998-99, students transferring to community college GED programs were counted as dropouts.

Figure 16
Graduation/Dropout Rates for the 1995-96 Cohort

Ethnicity	Female		Male		Total	
	<i>Graduation Rate</i>	<i>Dropout Rate</i>	<i>Graduation Rate</i>	<i>Dropout Rate</i>	<i>Graduation Rate</i>	<i>Dropout Rate</i>
Asian	88%	12%	78%	22%	83%	17%
Black	66%	34%	53%	47%	60%	40%
Hispanic/Latino	68%	32%	67%	33%	68%	32%
White	85%	15%	81%	19%	83%	17%
Total	80%	20%	69%	31%	77%	23%

Figure 17
Graduation and Dropout Rates by Ethnicity, 1995-96 Cohort

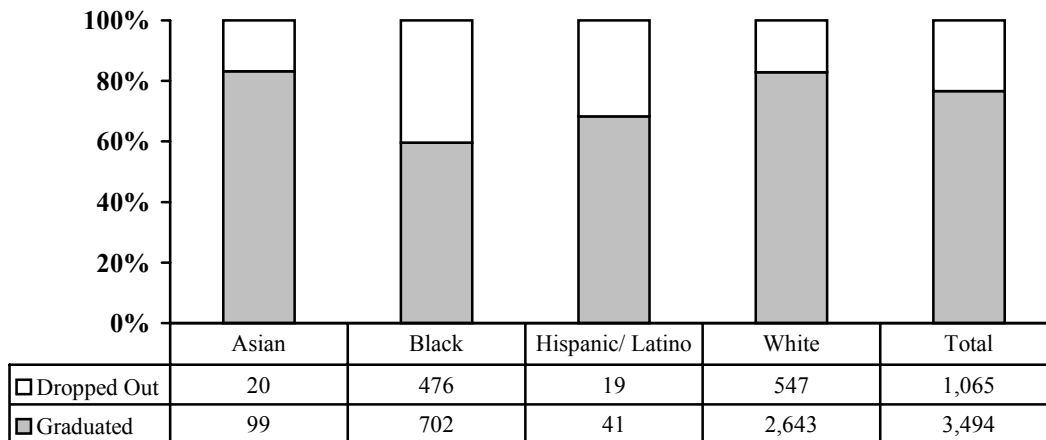


Figure 18
Combined Number of Reading and Math Targets Required to Make AYP
for WCPSS Schools in 2003

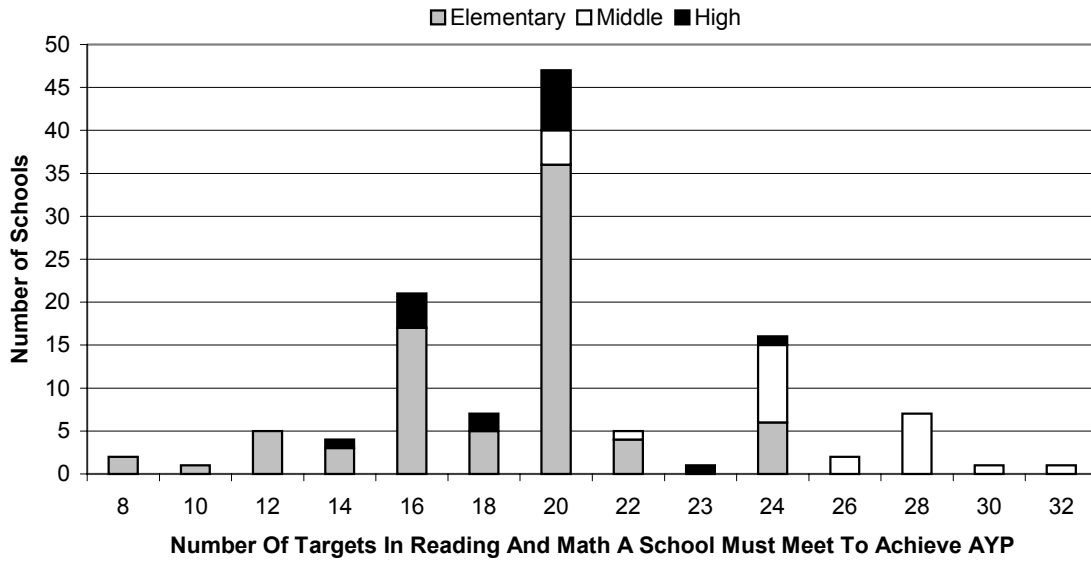


Figure 19
Number of AYP Reading and Math Targets Missed by WCPSS Schools 2003

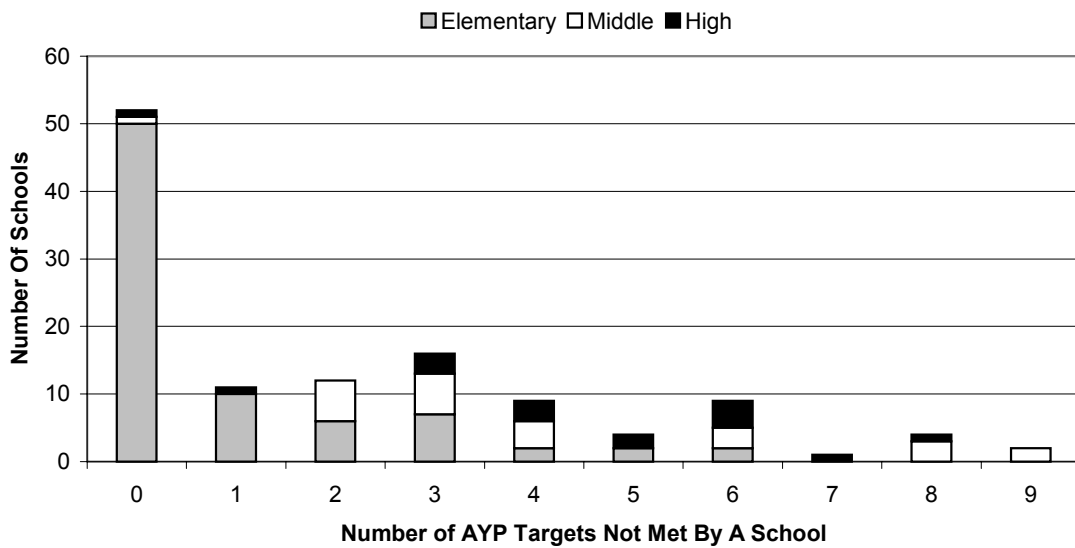


Figure 20
WCPSS ABCs Growth Results Summary for 1997-2003

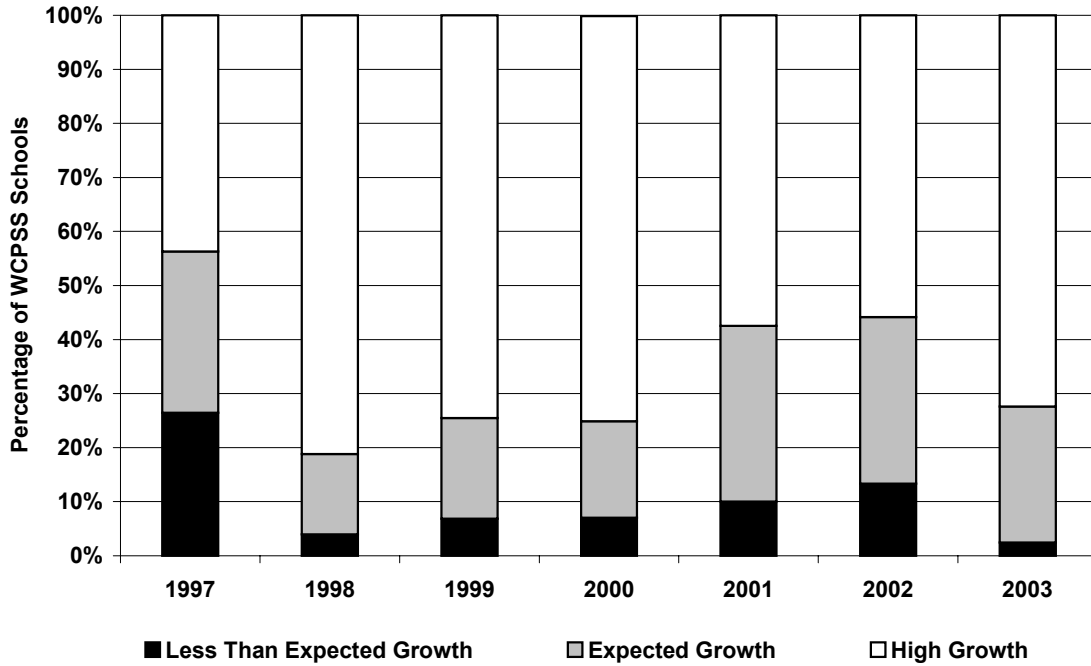


Figure 21
WCPSS ABCs Performance Results Summary for 1997-2003

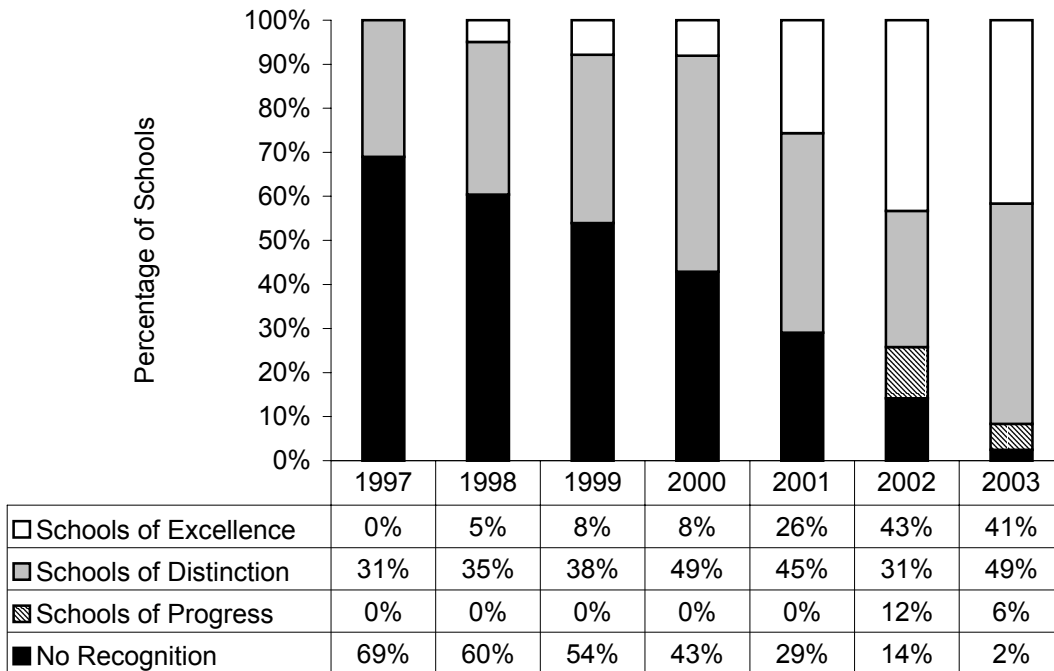


Figure 22
ABCs Expected Growth Composite by Group 2002-03
WCPSS Grades 3-5

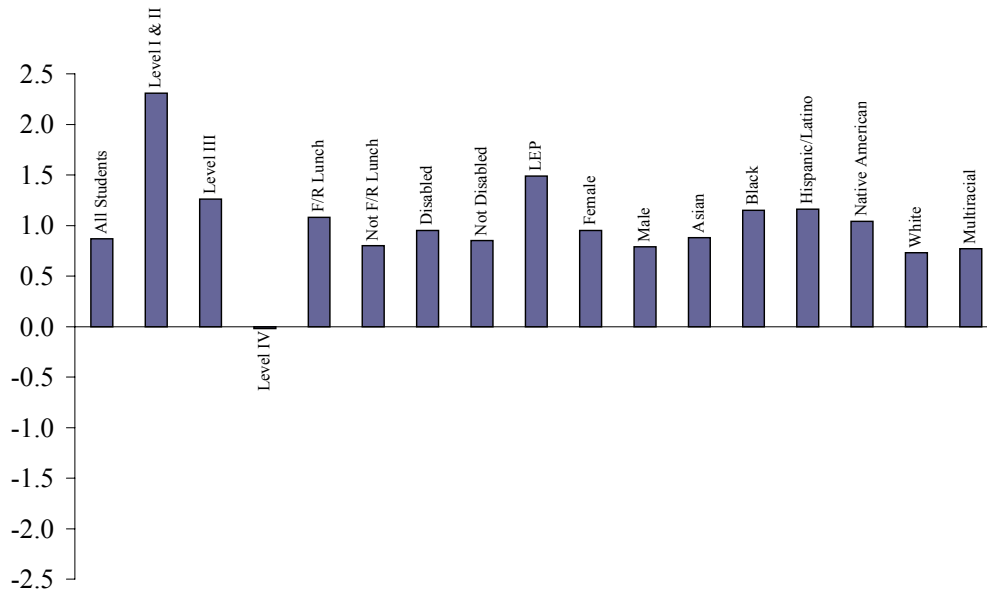


Figure 23
Performance Composite by Group 2002-03
All Tests (EOG, AAI, AAP) Grades 3-5

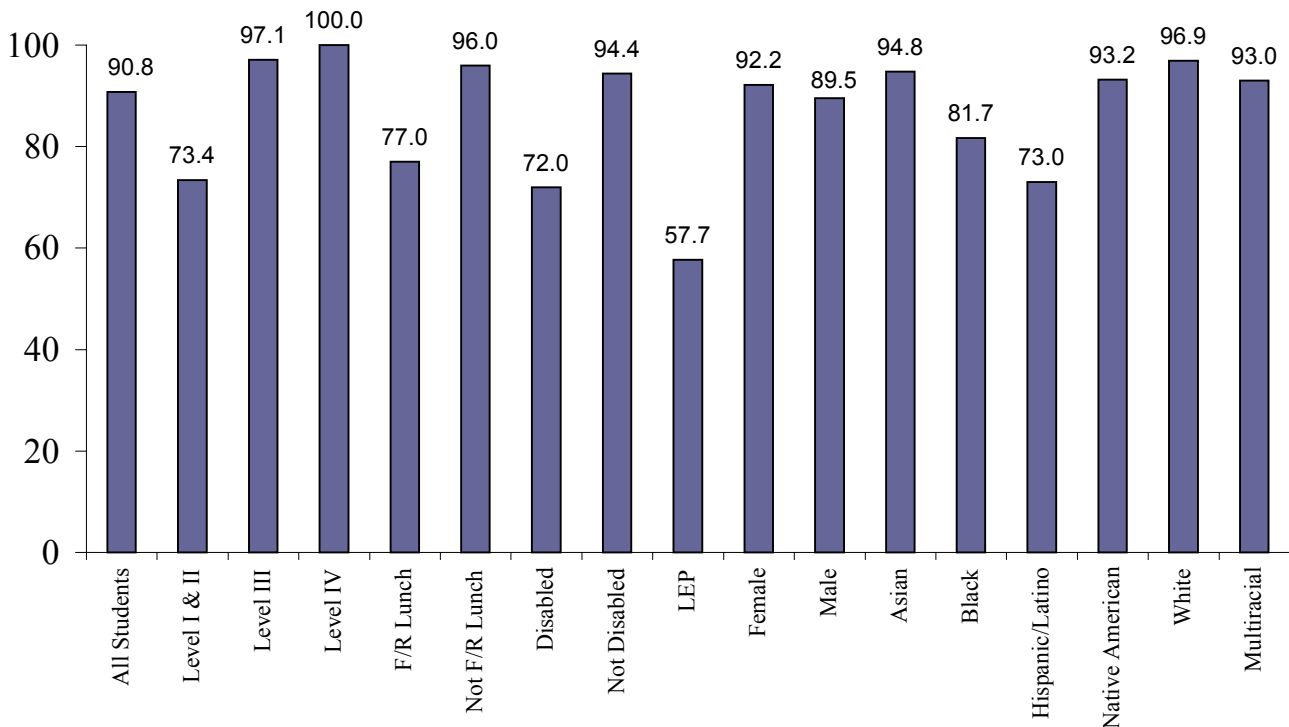


Figure 24
ABCs Expected Growth Composite by Group 2002-03
WCPSS Grade 6-8

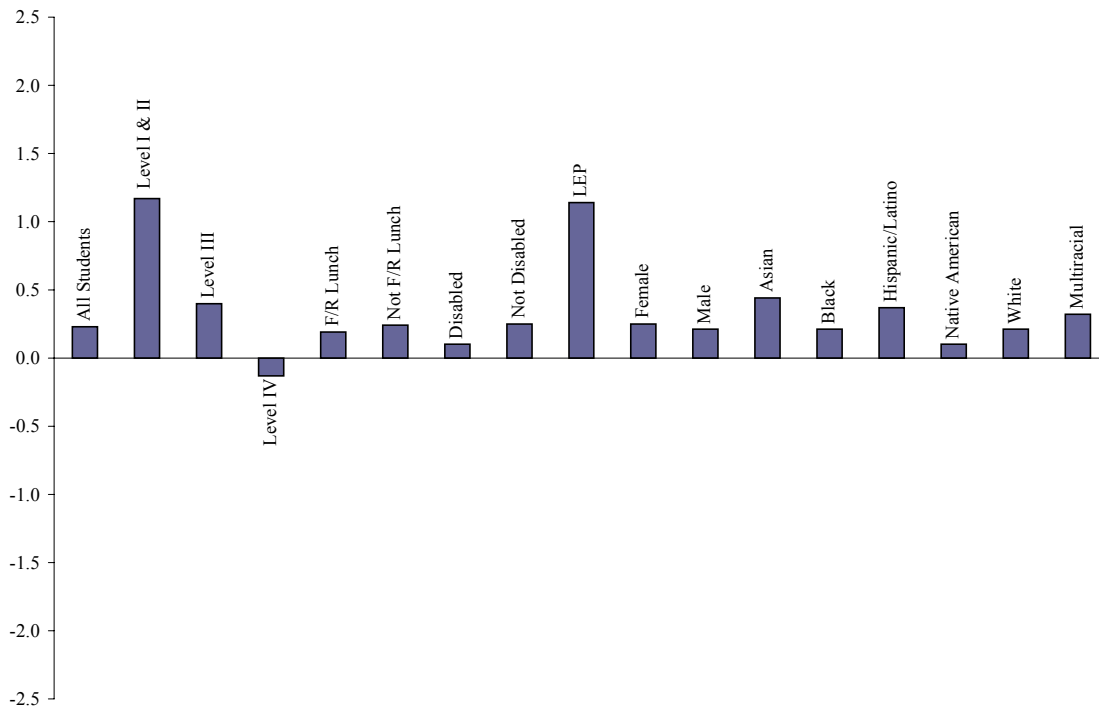


Figure 25
Performance Composite by Group 2002-03 ALI EOG, EOC, AAI and AAP Tests in
Grades 6-8
 (Does not include Computer Skills tests and will not match official ABCs Performance Composite)

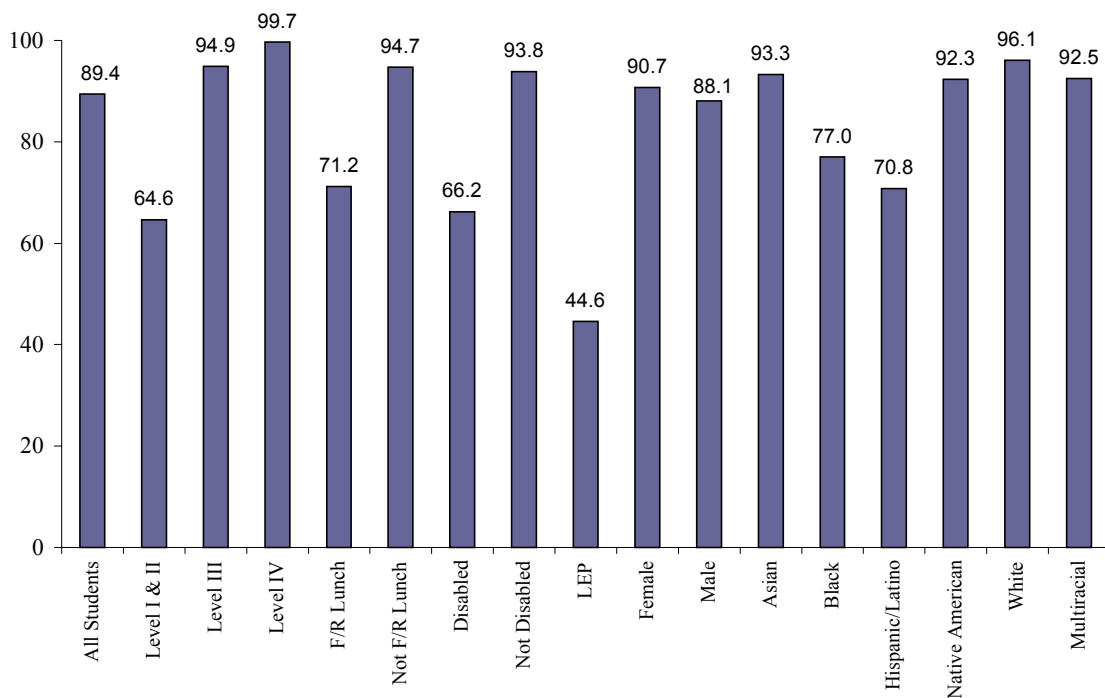


Figure 26
ABCs Expected Growth Composite by Group 2002-03
WCPSS Grades 9-12

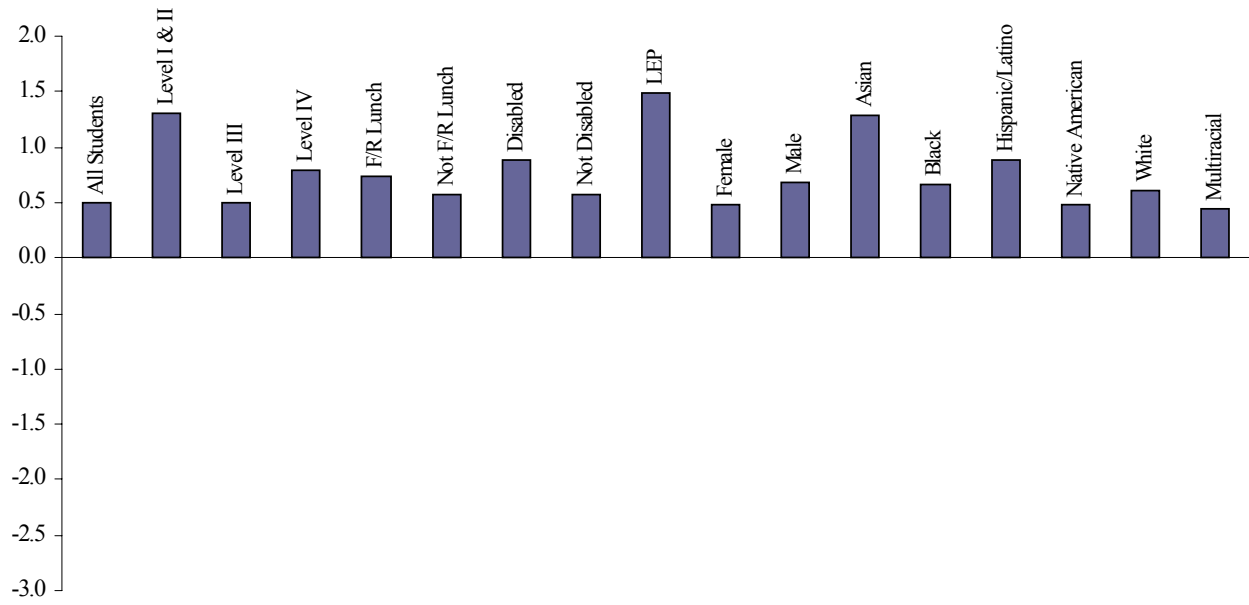


Figure 27
Performance Composite by Groups for All EOC Tests 2002-03 WCPSS Grades 9-12

