

February 2011

**INSTRUCTIONAL ASSISTANCE FOR WAKE COUNTY PUBLIC SCHOOLS SYSTEM  
ELEMENTARY STUDENTS, 2009-10**

The Wake County Public School System (WCPSS) has numerous programs and strategies to support students who are underachieving. Given the variety of support sources and the different ways in which WCPSS schools keep track of the type of support provided to students, it is often difficult at the district level to discern the full extent to which these students are supported beyond regular instruction, particularly by whom and through what funding source. Information on the types of services provided to students that extend beyond large supplemental programs such as Title I, English as a Second Language (ESL), and Special Education can be most reliably obtained from classroom teachers. To systemically collect data on the amount of need and support services given to K-5 students in 2009-10, elementary school teachers were asked to answer questions about whether their students were having frequent difficulty in literacy and mathematics, and if so, whether they received at least 30 hours of assistance and who provided it. These data were requested in the spring of 2010 as part of the annual K-5 Assessment Data survey completed by elementary school teachers. This report on the instructional assistance data for 2009-10 provides a brief look at the extent to which students had frequent difficulty in literacy and/or mathematics, whether these students received support beyond regular instruction and by whom, and whether the pattern of support differed at Title I elementary schools compared to non-Title I elementary schools.

**About one-third of K-5 students experienced recurrent difficulty in literacy and mathematics during the 2009-10 school year.**

As shown in Figure 1, of the K-5 students for whom teachers reported assessment data, about one-third (34.1%) had frequent difficulty learning grade-level literacy and/or mathematics skills. Of those 22,428 elementary students, 60% were reported to have difficulty in both subjects, whereas 28.1% had difficulty in reading only and a smaller percentage, 11.8%, had difficulty in mathematics only. Table 1 indicates that teachers most commonly reported difficulty for 3<sup>rd</sup> and 4<sup>th</sup>-grade students (about 38%). Kindergarten students were least likely to have difficulty learning grade-level skills, especially in mathematics, followed by first grade students.

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**WAKE COUNTY**  
PUBLIC SCHOOL SYSTEM

**Nearly all students with frequent difficulty in either literacy or mathematics received support during the 2009-10 school year.**

As illustrated in Table 2, of those students who were only experiencing frequent difficulty in literacy, 96.6% received support, and 94.3% of students who only had recurrent difficulty in mathematics were supported. Approximately 97% of students with difficulty in both literacy and mathematics received support (97.8% received literacy support and 96.4% received mathematics support). The same percentage of students with difficulty in both subjects received literacy and mathematics support from Title I (14.4%), ESL (18.6%) and special education (31.3%) services. However, 11.8% of these students received Title I support in literacy only compared to 2.3% who received Title I mathematics services only. Likewise, students with literacy and mathematics difficulty were slightly more likely to receive at least 30 hours of support from additional literacy sources than from mathematics sources.

**Classroom teachers are the most common sources of support for students having difficulty in literacy and/or mathematics. Support from large supplemental programs was less commonly provided to students than support from other sources.**

It was most common for students to receive additional literacy and/or mathematics support from more than one source, which extended beyond Title I, ESL, and special education services, as presented in Table 2. Over 80% of all students having difficulty in one or both subjects were supported by their classroom teacher. Beyond their classroom teacher, the majority of students typically received support from another teacher, teacher assistant, or school professional. Support from an intervention teacher was typically provided to less than half of the students. Outside resources, including parents and community resources, were also important sources of support. Large supplemental programs such as Title I, ESL, and special education services supported lower percentages of students.

**Patterns and the level of support provided to students with literacy and/or mathematics difficulty were different at Title I elementary schools and non-Title I elementary schools.**

According to Table 3, Title I elementary schools as a group had a smaller student population than non-Title I elementary schools, yet almost as many students with recurrent difficulty. The number of students with literacy difficulty at Title I schools was 9,289 compared to 10,483 at non-Title I schools and 7,733 compared to 8,387 students with difficulty in mathematics. Therefore, the percentage of the student population experiencing difficulty in literacy or mathematics was about 10 percentage points higher at the Title I schools compared to the non-Title I schools (36.2% compared to 26.1% for literacy and 30.1% compared to 20.9% for mathematics).

The type of support available and provided to students varied between the Title I and non-Title I schools as well. As illustrated in Figure 2, Title I schools provided available Title I services to 54.9% of the students with literacy difficulty and to 34.9% of the students with mathematics difficulty. This indicates, however, that Title I services were not provided at Title I schools to nearly half of the students with difficulty in literacy and about three-fourths of students with difficulty in mathematics during 2009-10. However, most students in need received literacy and/or mathematics support from the classroom teacher and the other additional sources. Non-Title I schools do not receive Title I resources to support student needs; therefore, these schools must rely on other sources. In 2009-10, classroom teachers as well as other sources at non-Title I schools

were used to provide literacy support to slightly less than half of students whereas each of these sources provided mathematics support to more than three fourths of students.

Individual Title I and non-Title school results are shown in Tables 4-7. The percentage of students served by Title I services varied across Title I schools. This likely relates to the service delivery model at the school (e.g., whether both literacy and mathematics support are provided and what other resources are available). The percentage of the total number of students in each school who met reading and mathematics growth targets varied within Title I schools as well as non-Title I schools. In 2009-10, the Title I schools with the highest percentage of all students meeting growth targets were East Garner Elementary School for reading, Dillard Drive Elementary School for both reading and mathematics, and Brentwood Elementary School for mathematics. Successful Non-Title I schools included Mount Vernon Alternative School for reading, Cedar Fork Elementary School for both reading and mathematics, and Mills Park Elementary School for mathematics.

## DISCUSSION AND RECOMMENDATIONS

An encouraging finding is that *nearly all* students with frequent difficulty in literacy and/or mathematics are reported by teachers as receiving at least 30 hours of support, typically from more than one source. The large percentage of students who received this level of support from their classroom teacher is a positive sign that teachers recognize the importance of their involvement. However, literacy support from classroom teachers could be given to a greater proportion of students in need at non-Title I schools.

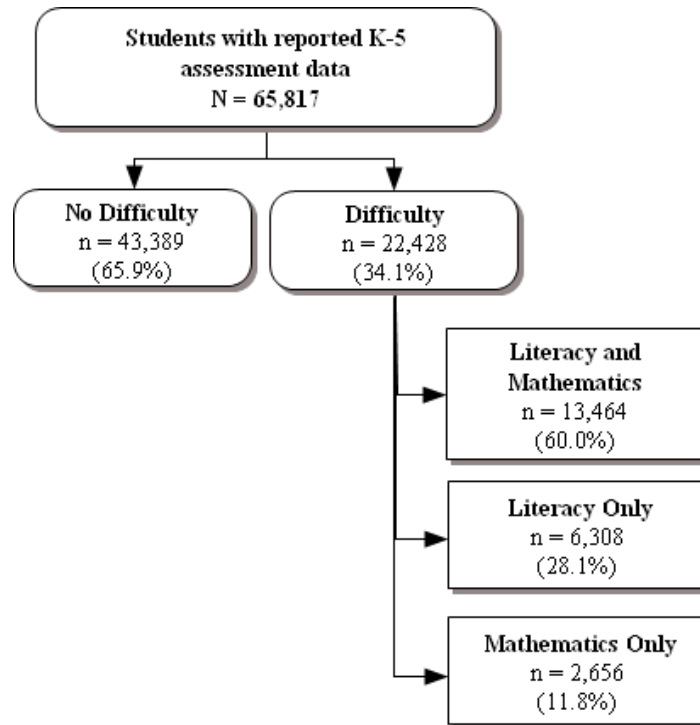
The most utilized sources of support, which reach the most students, extend beyond supplemental programs such as Title I, Special Education, and ESL. These traditional supplemental programs each reach 11-31% of the students, while intervention teachers and other school professionals and teacher assistants served half or more of the students each.

Results reveal an inverse relationship between retention rates and reported rates of kindergarten and first grade students having frequent difficulty in reading and mathematics. In other words, at the elementary level, retention rates continue to be highest among students in kindergarten and first grade (Paepflow, 2009); yet teachers perceive students within these grade levels to have the lowest need for instructional assistance in literacy and/or mathematics.

E&R staff recommends that:

- While support rates are high, school administrators and staff should ensure that *all* students are supported based on their needs. In non-Title I schools, classroom teachers should be encouraged to support more students in literacy for 30 hours or more.
- Principals, area superintendents, and Curriculum and Instruction staff should explore why K-1 teachers are reporting lower proportions of students as having recurrent difficulty in literacy and/or mathematics yet are retaining these students at a higher rate than other elementary grade levels.
- School and central staff should examine service delivery models used at the schools that were most successful in reaching EOG reading or mathematic growth targets, ideally compared to schools that were less successful. This could be done within Title I and non-Title I schools, since service patterns varied. Results could be shared to promote best practices.

**Figure 1**  
**K-5 Students with Difficulty Learning Grade-Level Literacy and/or Mathematics Skills, 2009-10**



**Table 1**  
**Number of K-5 Students with Difficulty by Subject and Grade, 2009-10**

	Literacy and Mathematics	Literacy Only	Mathematics Only	Total #	% of all Students
<b>K</b>	1,804	766	125	2,695	25.7%
<b>1</b>	2,006	1,492	296	3,794	32.6%
<b>2</b>	2,147	1,087	636	3,870	33.8%
<b>3</b>	2,641	986	609	4,236	38.3%
<b>4</b>	2,488	1,105	497	4,090	38.6%
<b>5</b>	2,378	872	493	3,743	35.2%
<b>Total</b>	<b>13,464</b>	<b>6,308</b>	<b>2,656</b>	<b>22,428</b>	<b>34.1%</b>

Note: The last column indicates the percentage of students with difficulty compared to the total number of students with reported K-5 assessment data.

**Table 2**  
**Students with Literacy and/or Mathematics Difficulty Receiving Support, 2009-10**

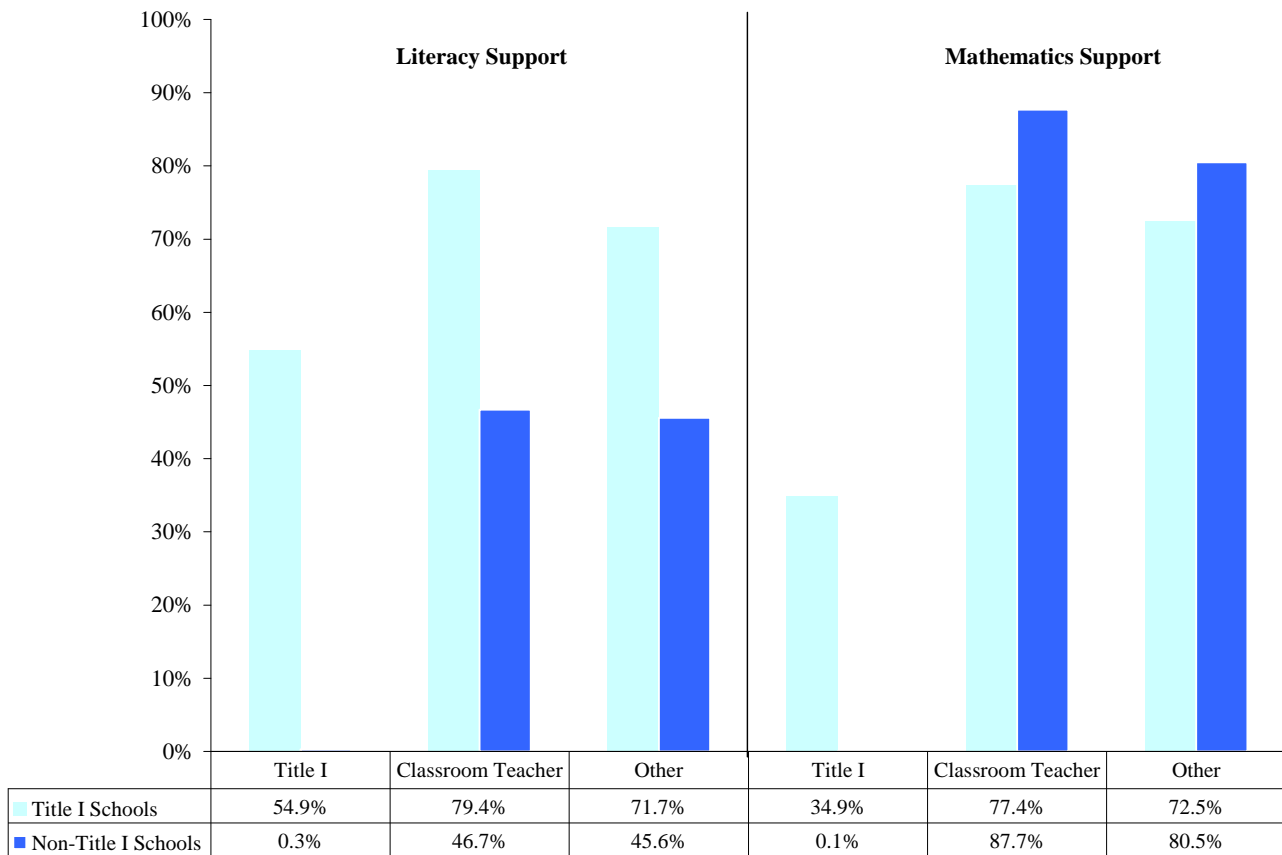
Source of Literacy Support	Difficulty in Literacy Only n=6,308		Difficulty in Literacy and Mathematics n=13,464	
	<i>n</i>	%	<i>n</i>	%
Title I Literacy	934	14.8%	1,583	11.8%
Title I Literacy and Mathematics	697	11.0%	1,936	14.4%
English as a Second Language (ESL)	806	12.8%	2,510	18.6%
Special Education	1,052	16.7%	4,215	31.3%
<b>Students Receiving at least 30 hours of Literacy Support Beyond Above Sources</b>				
Classroom Teacher	5,258	83.4%	11,349	84.3%
Intervention Teacher	2,805	44.5%	6,736	50.0%
Another Teacher, Teacher Assistant, or School Professional	3,330	52.8%	7,947	59.0%
Other WCPSS Sponsored Resource	545	8.6%	1,623	12.1%
Outside Resource - Parent or Community	1,655	26.2%	4,024	29.9%
Outside Firm, Group, or Other	313	5.0%	857	6.4%
<b>Total Students Receiving Any Literacy Support (unduplicated count)</b>	<b>6,096</b>	<b>96.6%</b>	<b>13,165</b>	<b>97.8%</b>
Source of Mathematics Support	Difficulty in Mathematics Only n=2,656		Difficulty in Literacy and Mathematics n=13,464	
	<i>n</i>	%	<i>n</i>	%
Title I Mathematics	153	5.8%	313	2.3%
Title I Literacy and Mathematics	310	11.7%	1,936	14.4%
English as a Second Language (ESL)	92	3.5%	2,510	18.6%
Special Education	284	10.7%	4,215	31.3%
<b>Students Receiving at least 30 hours of Mathematics Support Beyond Above Sources</b>				
Classroom Teacher	2,178	82.0%	11,160	82.9%
Intervention Teacher	1,009	38.0%	5,723	42.5%
Another Teacher, Teacher Assistant, or School Professional	1,205	45.4%	7,564	56.2%
Other WCPSS Sponsored Resource	186	7.0%	1,452	10.8%
Outside Resource - Parent or Community	717	27.0%	3,522	26.2%
Outside Firm, Group, or Other	169	6.4%	811	6.0%
<b>Total Students Receiving Any Mathematics Support (unduplicated count)</b>	<b>2,505</b>	<b>94.3%</b>	<b>12,983</b>	<b>96.4%</b>

Note: Counts are duplicated unless noted. Students may receive more than one type of support.

**Table 3**  
**Comparison of Students with Difficulty at Title I and Non-Title I Elementary Schools, 2009-10**

	Total # Students	Students with Literacy Difficulty		Students with Mathematics Difficulty	
		#	%	#	%
<b>Title I Schools</b>	25,692	9,289	36.2%	7,733	30.1%
<b>Non-Title I Schools</b>	40,125	10,483	26.1%	8,387	20.9%

**Figure 2**  
**Comparison of Students with Difficulty Served at Title I and Non-Title I Elementary Schools by Sources of Support, 2009-10**



Note: Other sources may include the intervention teacher, another teacher, teacher assistant, or other school professionals, and other WCPSS sponsored resources or an outside resource such as a parent, community member, firm or group.

**Table 4**  
**Students with Literacy Difficulty at Title I Elementary Schools (N=45), 2009-10**

School Name	# Students with Difficulty	% Students with Difficulty	% Served by Regular Teacher	% Served by Title I	% Served by Other Sources	Total % Meeting Reading Growth
Aversboro Ele	204	37.2%	79.9%	65.2%	62.7%	45.2%
Baileywick Road Ele	140	30.8%	53.6%	42.1%	50.7%	56.2%
Barwell Road Ele	287	38.9%	79.4%	34.5%	62.4%	50.8%
Brentwood Ele	158	38.6%	76.6%	100.0%	81.0%	63.0%
Briarcliff Ele	156	28.9%	93.6%	53.2%	79.5%	61.4%
Bugg Ele	135	37.0%	83.7%	37.8%	68.9%	59.5%
Carver Ele	124	31.9%	78.2%	66.1%	77.4%	49.6%
Conn Ele	214	36.6%	95.3%	43.0%	84.6%	56.2%
Creech Road Ele	224	44.3%	84.4%	100.0%	71.9%	51.3%
Dillard Drive Ele	207	29.9%	86.5%	54.6%	75.8%	<b>68.2%</b>
Douglas Ele	202	32.6%	81.7%	34.7%	61.4%	47.2%
Durant Road Ele	321	35.1%	89.1%	34.0%	80.7%	61.4%
East Garner Ele	283	43.9%	74.2%	43.5%	84.8%	<b>69.9%</b>
Forestville Road Ele	265	39.4%	63.0%	100.0%	53.2%	50.9%
Fox Road Ele	340	40.8%	72.4%	47.6%	74.7%	45.4%
Fred A. Smith Ele	219	46.9%	58.9%	100.0%	51.6%	43.1%
Fuquay-Varina Ele	261	35.0%	81.2%	34.1%	83.1%	53.5%
Green Ele	208	40.2%	90.9%	38.0%	71.2%	54.6%
Hilburn Drive Ele	153	31.7%	83.0%	45.1%	65.4%	45.5%
Hodge Road Ele	270	44.5%	79.3%	100.0%	77.0%	58.6%
Hunter Ele	225	30.3%	58.7%	35.6%	58.2%	51.3%
Kingswood Ele	108	31.9%	88.9%	38.9%	80.6%	65.6%
Knightdale Ele	189	35.1%	88.9%	100.0%	66.1%	58.0%
Lake Myra Ele	180	36.6%	83.9%	35.0%	72.2%	48.7%
Lead Mine Ele	138	30.7%	84.8%	50.0%	74.6%	62.2%
Lincoln Heights Ele	197	37.8%	70.1%	38.6%	65.0%	52.0%
Lockhart Ele	250	35.2%	92.4%	47.2%	78.0%	52.2%
Lynn Road Ele	193	32.2%	83.4%	34.7%	63.7%	43.6%
Millbrook Ele	319	42.2%	49.2%	43.6%	54.2%	47.1%
North Ridge Ele	239	31.1%	92.5%	49.0%	78.7%	47.4%
Poe Montessori Ele	116	36.7%	75.0%	55.2%	90.5%	57.9%
Powell Ele	176	42.0%	85.2%	100.0%	80.1%	54.3%
Reedy Creek Ele	240	37.7%	73.8%	31.7%	63.8%	64.1%
River Bend Ele	241	38.9%	79.3%	53.9%	71.8%	47.9%
Stough Ele	200	39.4%	81.5%	49.5%	56.0%	50.0%
Timber Drive Ele	256	33.2%	77.7%	32.0%	72.7%	51.4%
Vandora Springs Ele	158	33.8%	67.1%	46.8%	63.9%	65.6%
Wakelon Ele	172	33.3%	95.3%	100.0%	75.6%	45.7%
Washington Ele	182	32.9%	88.5%	26.4%	97.3%	64.7%
Wendell Ele	142	35.6%	90.8%	100.0%	90.8%	43.9%
Wilburn Ele	264	38.2%	81.8%	100.0%	71.6%	45.2%
Wildwood Forest Ele	239	32.7%	90.0%	28.0%	77.0%	56.7%
Yates Mill Ele	183	34.5%	58.5%	28.4%	62.8%	50.3%
York Ele	124	33.1%	83.9%	46.0%	75.0%	54.2%
Zebulon Ele	187	37.0%	92.0%	46.0%	90.4%	47.5%

**Table 5**  
**Students with Literacy Difficulty at Non-Title I Elementary Schools (N=58), 2009-10**

School Name	# Students with Difficulty	% Students with Difficulty	% Served by Regular Teacher	% Served by Title I	% Served by Other Sources	Total % Meeting Reading Growth
A.B. Combs Ele	202	25.2%	74.8%	0.0%	82.7%	53.9%
A.V. Baucom Ele	158	22.4%	87.3%	0.0%	95.6%	59.4%
Adams Ele	202	28.6%	87.1%	0.0%	93.1%	62.3%
Apex Ele	159	25.0%	89.3%	0.6%	93.1%	59.6%
Ballentine Ele	213	34.7%	84.0%	0.0%	78.9%	49.7%
Banks Road Ele	179	31.2%	97.8%	0.6%	82.1%	54.8%
Brassfield Ele	170	22.0%	91.2%	0.6%	91.8%	63.1%
Brier Creek Ele	182	25.7%	93.4%	0.5%	90.7%	51.7%
Brooks Museums Ele	166	30.2%	86.7%	1.2%	86.1%	47.1%
Carpenter Ele	174	22.0%	93.7%	0.0%	81.0%	55.1%
Cary Ele	161	33.1%	91.9%	0.0%	91.9%	56.9%
Cedar Fork Ele	188	23.0%	85.6%	0.5%	92.0%	<b>68.1%</b>
Davis Drive Ele	213	22.8%	88.7%	0.0%	88.7%	59.6%
Farmington Woods Ele	248	30.4%	91.1%	1.2%	78.6%	59.2%
Forest Pines Ele	235	30.0%	94.0%	0.9%	90.6%	45.5%
Fuller Ele	136	26.1%	77.2%	0.0%	84.6%	66.0%
Green Hope Ele	193	23.5%	93.3%	0.5%	85.0%	58.6%
Harris Creek Ele	218	27.3%	88.1%	0.0%	81.7%	60.7%
Herbert Akins Ele	188	29.3%	97.3%	1.1%	96.3%	48.1%
Heritage Ele	199	24.2%	87.4%	0.0%	83.9%	52.3%
Highcroft Drive Ele	164	23.4%	93.9%	0.6%	94.5%	51.3%
Holly Grove Ele	164	23.1%	84.8%	0.0%	88.4%	65.9%
Holly Ridge Ele	148	21.5%	89.9%	0.0%	85.8%	49.8%
Holly Springs Ele	253	23.8%	94.9%	0.0%	94.1%	46.4%
J. Y. Joyner Ele	132	23.2%	90.2%	0.0%	80.3%	41.5%
Jeffreys Grove Ele	171	35.5%	87.7%	2.9%	91.8%	48.8%
Jones Dairy Ele	143	23.0%	86.7%	0.7%	86.7%	66.9%
Lacy Ele School	240	29.5%	90.0%	0.0%	92.9%	51.8%
Laurel Park Ele	231	25.1%	86.1%	3.5%	83.5%	53.5%
Leesville Road Ele	273	25.6%	89.0%	0.4%	87.9%	52.9%
Middle Creek Ele	289	30.9%	84.4%	0.7%	87.5%	55.5%
Mills Park Ele	141	18.1%	83.0%	0.0%	83.7%	63.0%
Morrisville Ele	184	22.8%	94.0%	0.0%	84.2%	55.0%
Mount Vernon Alternative	31	86.1%	0.0%	0.0%	3.2%	<b>71.4%</b>
North Forest Pines Drive Ele	189	22.5%	88.4%	1.1%	84.7%	51.5%
Northwoods Ele	166	30.9%	92.2%	0.6%	93.4%	59.9%
Oak Grove Ele	214	25.4%	91.6%	0.9%	81.8%	51.2%
Olds Ele	75	25.6%	72.0%	0.0%	92.0%	58.7%
Olive Chapel Ele	213	21.0%	92.0%	0.0%	92.0%	49.2%
Partnership Ele	117	36.8%	91.5%	0.0%	75.2%	51.0%
Penny Road Ele	176	28.4%	93.8%	1.1%	79.0%	59.3%
Pleasant Union Ele	144	21.3%	79.9%	0.7%	85.4%	62.5%
Rand Road Ele	148	26.5%	91.2%	1.4%	82.4%	60.1%
Rolesville Ele	138	24.1%	85.5%	0.7%	64.5%	52.0%
Root Ele	133	28.5%	80.5%	1.5%	88.0%	49.0%



Table 5, Continued

School Name	# Students with Difficulty	% Students with Difficulty	% Served by Regular Teacher	% Served by Title I	% Served by Other Sources	Total % Meeting Reading Growth
Salem Ele	232	23.7%	85.8%	0.4%	79.7%	57.1%
Sanford Creek Ele	172	29.5%	93.6%	0.0%	91.3%	60.7%
Swift Creek Ele	121	26.5%	85.1%	0.0%	95.0%	55.1%
Sycamore Creek Ele	183	26.8%	93.4%	0.0%	83.6%	58.1%
Turner Creek Ele	225	24.2%	86.7%	0.4%	74.7%	60.8%
Underwood Ele	125	25.7%	78.4%	0.8%	90.4%	52.4%
Vance Ele	189	31.2%	83.6%	0.0%	76.7%	52.9%
Wake Forest Ele	141	24.4%	77.3%	0.0%	94.3%	67.4%
Wakefield Ele	212	31.0%	75.9%	0.0%	80.7%	51.6%
Weatherstone Ele	263	32.0%	82.1%	0.8%	70.0%	55.6%
West Lake Ele	195	25.9%	90.3%	0.0%	94.4%	60.0%
Wiley Ele	112	25.3%	98.2%	0.9%	99.1%	57.0%
Willow Springs Ele	252	28.2%	95.6%	0.0%	92.9%	58.6%

Note: Data for K-5 students in the Bridges Program at Mount Vernon Alternative School (which serves students in grade K-8) are included.

**Table 6**  
**Students with Mathematics Difficulty at Title I Elementary Schools (N=45), 2009-10**

School Name	# Students with Difficulty	% Students with Difficulty	% Served by Regular Teacher	% Served by Title I	% Served by Other Sources	Total % Meeting Mathematics Growth
Aversboro Ele	175	31.9%	82.9%	1.7%	79.4%	54.7%
Baileywick Road Ele	131	28.9%	52.7%	27.5%	71.8%	65.3%
Barwell Road Ele	266	36.0%	77.1%	35.7%	62.4%	60.2%
Brentwood Ele	137	33.5%	73.0%	100.0%	83.2%	<b>84.2%</b>
Briarcliff Ele	142	26.3%	89.4%	14.1%	85.9%	76.2%
Bugg Ele	108	29.6%	75.0%	41.7%	66.7%	70.2%
Carver Ele	104	26.7%	86.5%	41.3%	81.7%	81.7%
Conn Ele	161	27.6%	93.2%	0.6%	80.1%	73.0%
Creech Road Ele	180	35.6%	80.0%	100.0%	59.4%	57.1%
Dillard Drive Ele	196	28.3%	81.1%	0.0%	84.7%	<b>85.6%</b>
Douglas Ele	192	31.0%	77.6%	26.6%	67.7%	70.3%
Durant Road Ele	249	27.2%	92.0%	17.7%	85.5%	68.8%
East Garner Ele	229	35.5%	78.2%	0.4%	83.0%	76.9%
Forestville Road Ele	205	30.5%	62.4%	100.0%	46.8%	61.3%
Fox Road Ele	288	34.5%	65.3%	18.1%	76.0%	59.6%
Fred A. Smith Ele	175	37.5%	60.6%	100.0%	49.7%	54.7%
Fuquay-Varina Ele	179	24.0%	77.7%	0.0%	77.7%	57.6%
Green Ele	178	34.4%	90.4%	20.8%	69.7%	62.9%
Hilburn Drive Ele	144	29.9%	81.3%	13.9%	58.3%	62.0%
Hodge Road Ele	214	35.3%	75.7%	100.0%	76.6%	68.6%
Hunter Ele	199	26.8%	56.8%	0.0%	45.7%	45.4%
Kingswood Ele	92	27.1%	87.0%	0.0%	80.4%	63.9%
Knightdale Ele	178	33.0%	91.0%	100.0%	72.5%	63.7%
Lake Myra Ele	144	29.3%	81.3%	30.6%	59.7%	36.2%
Lead Mine Ele	114	25.3%	83.3%	0.0%	82.5%	68.0%
Lincoln Heights Ele	145	27.8%	61.4%	24.8%	57.2%	66.1%
Lockhart Ele	203	28.6%	92.1%	0.0%	88.7%	63.6%
Lynn Road Ele	168	28.0%	70.2%	22.6%	57.1%	67.8%
Millbrook Ele	255	33.7%	48.2%	18.8%	56.1%	64.6%
North Ridge Ele	183	23.8%	90.7%	0.5%	78.1%	62.4%
Poe Montessori Ele	102	32.3%	75.5%	0.0%	94.1%	46.8%
Powell Ele	141	33.7%	80.1%	100.0%	82.3%	57.9%
Reedy Creek Ele	182	28.6%	65.9%	18.7%	57.7%	75.0%
River Bend Ele	185	29.8%	74.6%	31.4%	68.1%	64.3%
Stough Ele	144	28.4%	79.9%	0.0%	77.8%	59.7%
Timber Drive Ele	236	30.6%	78.4%	35.2%	74.2%	69.4%
Vandora Springs Ele	106	22.6%	65.1%	11.3%	64.2%	78.6%
Wakelon Ele	146	28.2%	95.2%	100.0%	76.7%	64.7%
Washington Ele	158	28.5%	92.4%	20.9%	95.6%	68.9%
Wendell Ele	118	29.6%	94.1%	100.0%	90.7%	77.4%
Wilburn Ele	231	33.4%	81.8%	100.0%	74.0%	46.0%
Wildwood Forest Ele	189	25.9%	87.3%	26.5%	73.5%	77.0%
Yates Mill Ele	179	33.7%	55.9%	35.2%	69.3%	63.4%
York Ele	112	29.9%	77.7%	22.3%	78.6%	77.1%
Zebulon Ele	170	33.6%	88.2%	1.2%	91.2%	55.7%

**Table 7**  
**Students with Mathematics Difficulty at Non-Title I Elementary Schools (N=58), 2009-10**

School Name	# Students with Difficulty	% Students with Difficulty	% Served by Regular Teacher	% Served by Title I	% Served by Other Sources	Total % Meeting Mathematics Growth
A.B. Combs Ele	145	18.1%	78.6%	0.0%	77.2%	67.2%
A.V. Baucom Ele	116	16.5%	82.8%	0.0%	83.6%	74.5%
Adams Ele	150	21.2%	92.0%	0.0%	88.7%	78.0%
Apex Ele	114	18.0%	86.8%	0.9%	85.1%	71.4%
Ballentine Ele	159	25.9%	88.7%	0.0%	72.3%	55.1%
Banks Road Ele	143	24.9%	95.8%	0.0%	72.0%	67.5%
Brassfield Ele	133	17.2%	92.5%	0.0%	82.0%	76.1%
Brier Creek Ele	141	19.9%	93.6%	0.0%	87.2%	75.6%
Brooks Museums Ele	148	27.0%	87.2%	0.7%	80.4%	73.5%
Carpenter Ele	170	21.5%	94.7%	0.6%	75.9%	60.1%
Cary Ele	111	22.8%	86.5%	0.9%	87.4%	60.7%
Cedar Fork Ele	145	17.7%	81.4%	0.0%	93.8%	<b>79.2%</b>
Davis Drive Ele	137	14.7%	93.4%	0.0%	90.5%	71.1%
Farmington Woods Ele	220	26.9%	90.9%	0.0%	79.5%	63.5%
Forest Pines Ele	171	21.8%	92.4%	0.0%	85.4%	33.8%
Fuller Ele	126	24.2%	72.2%	0.0%	81.7%	70.6%
Green Hope Ele	150	18.3%	95.3%	0.0%	80.7%	64.2%
Harris Creek Ele	163	20.4%	87.1%	0.0%	75.5%	70.8%
Herbert Akins Ele	160	25.0%	94.4%	0.0%	90.6%	50.4%
Heritage Ele	156	18.9%	82.7%	0.0%	84.0%	52.5%
Highcroft Drive Ele	100	14.2%	94.0%	0.0%	80.0%	65.1%
Holly Grove Ele	140	19.7%	84.3%	0.0%	80.7%	64.1%
Holly Ridge Ele	121	17.6%	87.6%	0.0%	72.7%	73.3%
Holly Springs Ele	220	20.7%	93.6%	0.0%	93.6%	57.7%
J. Y. Joyner Ele	136	23.9%	87.5%	0.0%	79.4%	44.0%
Jeffreys Grove Ele	162	33.6%	88.3%	0.0%	85.8%	57.7%
Jones Dairy Ele	109	17.5%	84.4%	0.0%	83.5%	55.2%
Lacy Ele School	189	23.2%	88.4%	0.0%	85.7%	69.5%
Laurel Park Ele	194	21.1%	89.7%	1.0%	82.0%	61.1%
Leesville Road Ele	210	19.7%	91.9%	0.0%	87.6%	56.8%
Middle Creek Ele	233	24.9%	88.4%	0.0%	89.7%	67.9%
Mills Park Ele	95	12.2%	84.2%	0.0%	78.9%	<b>80.2%</b>
Morrisville Ele	165	20.4%	93.3%	0.0%	82.4%	65.1%
Mount Vernon Alternative	29	80.6%	0.0%	0.0%	3.4%	55.6%
North Forest Pines Dr. Ele	169	20.1%	85.2%	1.2%	81.1%	55.1%
Northwoods Ele	139	25.9%	91.4%	0.0%	85.6%	54.7%
Oak Grove Ele	168	19.9%	91.1%	0.6%	79.8%	56.6%
Olds Ele	65	22.2%	72.3%	0.0%	89.2%	72.9%
Olive Chapel Ele	161	15.9%	90.1%	0.0%	80.7%	53.3%
Partnership Ele	91	28.6%	87.9%	0.0%	79.1%	59.2%
Penny Road Ele	137	22.1%	89.8%	0.7%	77.4%	76.3%
Pleasant Union Ele	113	16.7%	81.4%	0.0%	73.5%	59.5%
Rand Road Ele	116	20.8%	95.7%	0.0%	85.3%	62.6%
Rolesville Ele	109	19.1%	85.3%	0.0%	52.3%	60.6%
Root Ele	125	26.8%	82.4%	0.0%	84.0%	68.0%

Table 7, Continued

School Name	# Students with Difficulty	% Students with Difficulty	% Served by Regular Teacher	% Served by Title I	% Served by Other Sources	Total % Meeting Mathematics Growth
Salem Ele	205	21.0%	83.9%	0.0%	72.2%	72.9%
Sanford Creek Ele	155	26.5%	88.4%	0.0%	78.7%	65.7%
Swift Creek Ele	91	20.0%	86.8%	0.0%	89.0%	75.0%
Sycamore Creek Ele	123	18.0%	91.9%	0.0%	65.9%	58.0%
Turner Creek Ele	178	19.2%	89.3%	0.0%	73.0%	70.5%
Underwood Ele	99	20.4%	82.8%	0.0%	79.8%	61.6%
Vance Ele	121	20.0%	86.8%	0.0%	54.5%	73.5%
Wake Forest Ele	93	16.1%	75.3%	0.0%	76.3%	64.8%
Wakefield Ele	165	24.1%	73.3%	0.6%	72.7%	62.6%
Weatherstone Ele	231	28.1%	78.4%	0.4%	61.5%	76.5%
West Lake Ele	184	24.4%	90.2%	0.0%	86.4%	67.5%
Wiley Ele	82	18.6%	98.8%	0.0%	97.6%	67.8%
Willow Springs Ele	206	23.0%	94.2%	0.0%	89.3%	65.8%

Note: Data for K-5 students in the Bridges Program at Mount Vernon Alternative School (which serves students in grade K-8) are included.

**REFERENCE**

Paeplow, C. (2009). *Wake county public school system promotion and retention in grades K-12, 2007-08*. Raleigh, NC: Wake County Public School System, Department of Evaluation and Research.