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Executive Summary

2003-04 Student Accountability Standards in Grades Three, Five, and Eight

Background

In 1997, pursuant to growing concerns regarding the issue of social promotions, the North Carolina General Assembly ratified GS 115C-12, which aimed to discontinue the routine promotion of unprepared students. The statute directed the State Board of Education (SBE) to develop “grade-level student proficiency benchmarks” and to “establish a Committee on Standards and Accountability.” The Committee on Standards and Accountability recommended that the SBE adopt four gateways through which students must pass to be promoted to the next grade level. This report addresses North Carolina’s student performance on the three gateways that are in effect at this time. The fourth gateway, the high school exit examination, has been postponed indefinitely due to budgetary considerations.

Results

The overall performance of North Carolina’s students in grades three, five, and eight in End-of-Grade (EOG) reading and mathematics after all retests from 2001-02 to 2003-04 is shown in the table below. More students were promoted and fewer students were retained at each of the gateways in 2003-04 than in 2001-02, the first year of full implementation of the student accountability standards. The number of students promoted at grade three increased by three percent in 2003-04 from 2001-02. At grades five and eight, the number of students increased by two percent and one percent, respectively, over the same period of time.

Number and Percent¹ of Students in Grades 3, 5, and 8
Promoted or Retained, 2001-04²

	Grade 3			Grade 5			Grade 8		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Total N	104,760	104,987	104,265	106,277	106,519	105,458	100,349	104,413	108,174
Promoted	98,870	101,695	101,438	103,207	105,520	104,133	97,082	102,164	106,143
% Promoted	94.4	96.9	97.3	97.1	99.1	98.7	96.7	97.8	98.1
Retained	5,483	3,264	2,782	2,510	954	1158	2,838	2,207	1,996
% Retained	5.2	3.1	2.7	2.4	0.9	1.1	2.8	2.1	1.8
Blank ³	407	28	45	558	45	167	427	42	35
% Blank	0.4	0.0	0.0	0.5	0.0	0.2	0.0	0.0	0.0

¹Percentages may not sum to 100 due to rounding.

²The table above reflects students in any of the following categories: End-of-Grade (EOG) Reading and Mathematics Test; North Carolina Alternate Assessment Academic Inventory (NCAA AI); North Carolina Alternate Assessment Portfolio (NCAAP); Absent; and Transfer.

³"Blank" indicates that a promotion or retention indicator was not given for those students.

Highlights of North Carolina’s student performance on the Student Accountability Standards (SAS) in 2003-04, the third year of full implementation, are summarized on the following pages.

Statewide

Most of North Carolina's public school students (91 percent at grade three, 96 percent at grade five, and 93 percent at grade eight) passed both reading and mathematics after all retests in 2003-04 (see Appendix A-1), the same as the previous year. The replication of the previous year's test results in 2003-04 shows the continuing influences of the student accountability standards on student promotions in North Carolina.

Among all students not meeting the standards (19,272) in 2003-04, 76 percent was promoted, compared with 75 percent of the 18,144 students failing the standards in 2002-03 and 64 percent of the 26,075 students failing the standards in 2001-02 (see Table 2).

The most cited reason for promoting students who failed the standards at grades three and eight was *Principal's Decision* (see Table 3). This reason was cited in the promotion of 45 percent of the 6,143 students failing the standards at grade three and 48 percent of the 5,761 students failing the standards at grade eight. At grade five, *Waiver* (criteria used to promote students functioning at grade level or making adequate progress) was the most frequently cited reason for promoting 41 percent of the 2,776 students who failed the standards.

Principal's Decision was cited more frequently in the promotion of students who did not meet the standards in 2003-04 than in the previous year, while a notable reduction was observed in the number of students promoted due to *Local Policy/Other* (see Table 3).

In 2003-04, the number of students retained who failed the standards continued to decrease since 2001-02 the first year of full implementation of the student accountability standards. Only 2.5 percent of tested students who failed the standards were retained at grade three, 0.9 percent at grade five, and 1.1 percent at grade eight, compared with 5.2 percent at grade three, 2.2 percent at grade five, and 2.1 percent at grade eight in 2001-02 (see Table 2).

Race/Ethnicity

Higher percentages of White, Asian and Multi-Racial students who met the standards were promoted compared to other racial/ethnic groups (see Table 5). At grades three, five, and eight, at least 93 percent of White, Asian and Multi-Racial students who met the standards were promoted.

For American Indians, at least 92 percent of students who met the standards were promoted at grades five and eight and 87.0 percent at grade three.

Among Blacks and Hispanics, who met the standards, 93 percent and 90 percent of students, respectively, were promoted at grade five. At grade three, 85 percent of Black students and 85 percent of Hispanic students who met the standards were promoted. For grade eight, 86 percent of Black students and 83 percent of Hispanic students who met the standards were promoted.

Gender

Higher percentages of females than males were promoted when they met the standards in 2003-04 (see Table 10). When they met the standards, 93 percent of females at grade three, 97 percent at grade five, and 95 percent at grade eight were promoted.

Conversely, higher percentages of male students than female students were promoted when they failed the standards. At grade three, three percent more males than females who failed the standards were promoted. At grades five and eight, two percent and three percent, respectively, more male students who failed the standards were promoted.

Principal's Decision played an equal role in promoting male and female students when they did not meet the standards in grades three and eight (Table 11). At grade five, *Waiver* was the major factor in the promotion of male and female students.

Students With/Without Disabilities

More *Students Without Disabilities* (95 percent at grade three, 98 percent at grade five, and 96 percent at grade eight) met the standards and were promoted than *Students With Disabilities* (67 percent at grade three, 78 percent at grade five, and 68 percent at grade eight) as shown in Table 13.

Among *Students With Disabilities*, 24 percent at grade three, 15 percent at grade five, and 27 percent at grade eight did not meet the standards and were promoted. Similarly, more *Students With Disabilities* than *Students Without Disabilities* were retained who did not meet the standards (Student Accountability Standards in Grades Three, Five, and Eight, 2002-2003).

Migrant/Not Migrant Students

More *Not Migrant* students than *Migrant* students met the standards and were promoted in 2003-04 (see Table 14).

The percentage of *Migrant* students (ten percent at grade three, eight percent at grade five, and 17 percent at grade eight) who did not meet the standards and were promoted exceeded that of *Not Migrant* students (six percent at grade three, three percent at grade five, and five percent at grade eight).

More *Not Migrant* students who did not meet the standards were promoted in 2003-04 than in the previous year (Student Accountability Standards in Grades Three, Five, and Eight, 2002-03). *Not Migrant* students who were promoted when standards were not met increased by eight percent, five percent, and twelve percent at grades three, five, and eight, respectively, from the previous year.

2003-04 Student Accountability Standards in Grades Three, Five, and Eight

Background

In 1997, the North Carolina General Assembly directed the State Board of Education (SBE) to:

“develop a plan to implement high school exit exams, grade-level student proficiency benchmarks, student proficiency benchmarks for academic courses required for admission to constituent institutions of The University of North Carolina, student proficiency benchmarks for the knowledge and skills necessary to enter the workforce, and to establish a Committee on Standards and Accountability (GS 115C-12).”

The Committee on Standards and Accountability, after meeting with various constituencies and reviewing research, advised the SBE on student performance standards and report to the SBE in December of 1998.

The Committee recommended the following four gateways through which students must pass to move to the next grade level:

<p style="text-align: center;">Gateway 1: Grade 3</p> <ul style="list-style-type: none">● Meet local promotion requirements.● Demonstrate grade-level proficiency by scoring at Level III or above on state end-of-grade tests in reading and mathematics.	<p style="text-align: center;">Gateway 2: Grade 5</p> <ul style="list-style-type: none">● Meet local promotion requirements.● Score at Level III or above on state end-of-grade tests in reading and mathematics.● Score at or above proficiency level 2.5 on the grade 4 writing assessment. (Students who do not have this score will be given additional instruction and assistance.)
<p style="text-align: center;">Gateway 3: Grade 8</p> <ul style="list-style-type: none">● Meet local promotion requirements.● Score at Level III or above on state end-of-grade tests in reading and mathematics.● Score at or above proficiency level 2.5 on the grade 7 writing assessment. (Students who do not have this score will be given additional instruction and assistance.)	<p style="text-align: center;">Gateway 4: High School</p> <ul style="list-style-type: none">● Meet existing local and state graduation requirements.● Earn a passing score on an exit exam of essential skills. Timeline for implementation is being reconsidered due to budget.● Earn a passing score on the computer skills tests (effective with class of 2001).

It also recommended the inclusion of appropriate intervention for students to eliminate barriers that may prevent them from reaching proficiency levels. Intervention strategies for retained students should be innovative and matched to individual student needs. The ultimate goal of the recommendations was for all students to reach proficiency and not be retained.

The SBE used the Committee’s report in developing the policy on Student Accountability Standards. The SBE adopted G. S. 115C-288 on April 1, 1999 after 7 months of deliberation, discussion, and public input. The policy does not include Department of Health and Human

Services (DHHS) and Department of Juvenile Justice and Delinquency Prevention (DJJDP) schools. Consequently, they are not included in this report, but the data for these schools are included in the LEA results spreadsheets, which are available at <http://disag.ncpublicschools.org/>.

What Are the Standards?

The Student Accountability Standards (SAS) were designed to eliminate social promotion, the practice of advancing students to the next grade level when they have not mastered the appropriate material and are not prepared to succeed academically at the next grade level. Under the SAS policy, promotion decisions are to be made according to local policy and discretion, but they must include statewide accountability standards at grades three, five, eight, and high school.

At a minimum, each local board of education must adopt procedures to ensure that all students are treated fairly. The local policies must also recognize the statutory authority of the principal to make promotion and retention decisions. The policies also include provisions for the notification and involvement of parents in retention and promotion decisions.

The SAS policy also requires local boards of education to report annually to the North Carolina State Board of Education their progress in increasing the number of students who meet the standards.

For more complete information about the Student Accountability policy, visit: http://www.ncpublicschools.org/student_promotion/.

The impact of the full implementation of the SAS on promotion and retention in North Carolina is examined in this report. Promotion and retention data for all third, fifth, and eighth grade students enrolled in public and charter schools in North Carolina during the 2003-2004 school year are highlighted.

This report shows that the school principal plays a major role in the decision to promote or retain a student. Principals are authorized to make grade and classification decisions concerning students based on general statute G.S.115C-288. For retention or promotion decisions, the statute states:

In determining the appropriate grade for a pupil who is already attending a public school, the principal shall consider the pupil's classroom work and grades, the pupil's scores on standardized tests, and the best educational interest of the pupil. ***The principal shall not make the decision solely on the basis of standardized test scores.*** (emphasis added)

Clarifying the role of standardized test scores in promotion and retention decisions gives the principal considerable latitude to use his/her professional judgment.

Implementation of Standards

Students who did not meet the gateway during the first administration of their grade level End-of-Grade (EOG) tests were given a second and/or third opportunity to pass the appropriate gateway, after intervention was provided by the LEA.

LEAs had the option of implementing one of two gateway standards: (1) Achievement Level III + 1 Standard Error of Measurement (SEM) [i.e. reaches Achievement Level III using 1 SEM applied to the student's score] or (2) using a higher standard (e.g., Achievement Level III without using 1 SEM applied to the student's score).

Since the first year of full implementation of the SAS in 2001-02, LEAs have used predominately Achievement Level III + 1 SEM as the gateway standard. In 2003-04, 92 percent of LEAs used Achievement level III + 1 SEM as the standard for Grades three and five and 90 percent for grade eight on the first administration of the End-of-Grade tests (see Table 1).

Due to the nature of the North Carolina Alternate Assessment Academic Inventory (NCAAAI) and the North Carolina Alternate Assessment Portfolio (NCAAP) assessments, there is no retest opportunity for students who are tested using these alternate assessments if a student does not demonstrate grade level performance. Students who were assessed and did not score at Achievement Level III were given other appropriate opportunities to achieve and/or demonstrate grade level performance.

For example, the NCAAAI is an alternate assessment instrument in which teachers use a checklist to evaluate student performance on curricular benchmarks in the areas of reading, mathematics, and writing. Teachers evaluate students at three points during the year:

1. first month of student participation,
2. first month of the second semester of the school year, and
3. final month of school.

Student achievement levels from the NCAAAI or the NCAAP should be used as one criterion for making student promotion/retention decisions. Other criteria appropriate to either assessment may include:

1. student work samples,
2. other test data,
3. information supplied by the parents,
4. information that is included in the students' IEPs (for students with disabilities); and
5. other information that verifies that a student is at grade level.

Students with disabilities who are at grade level or making progress to meet grade level requirements can be promoted by reason of *Waiver*.

In some tables, student results for grades three, five, and eight are reported statewide and are disaggregated by grade, ethnicity, gender, disability status, and migrant status. Where feasible, data for 2003-04, 2002-03 and 2001-02 (the baseline year) are included in the tables.

Table cells with small student counts (five or less) were included in the report to show that some student categories are very small. Individual students are not identifiable in state level data. Any percentages associated with small cells should be interpreted with caution. As indicated in the footnotes of some tables, percentages do not add up to 100 percent due to rounding, or to information not being coded for some students.

Table 1. Number and Percent of LEAs and Charter Schools Implementing Gateway Standards for Each Test Administration, 2001-04¹

Grade 3						
Standards	2001-02		2002-03		2003-04	
	N	%	N	%	N	%
<i>End-of-Grade</i>						
Achievement Level III	18	10.3	16	8.9	14	7.7
Achievement Level III + 1 SEM	157	89.7	164	91.1	168	92.3
<i>Retest 1</i>						
Achievement Level III	17	9.9	14	8.2	13	7.7
Achievement Level III + 1 SEM	154	90.1	156	91.8	155	92.3
<i>Retest 2</i>						
Achievement Level III	15	10.6	14	10.4	14	10.5
Achievement Level III + 1 SEM	127	89.4	121	89.6	120	89.6
Grade 5						
Standards	2001-02		2002-03		2003-04	
	N	%	N	%	N	%
<i>End-of-Grade</i>						
Achievement Level III	17	9.7	15	8.4	14	7.6
Achievement Level III + 1 SEM	158	90.3	164	91.6	171	92.4
<i>Retest 1</i>						
Achievement Level III	15	9.1	16	9.8	14	9.0
Achievement Level III + 1 SEM	150	90.9	148	90.2	142	91.0
<i>Retest 2</i>						
Achievement Level III	14	10.1	13	10.8	14	12.0
Achievement Level III + 1 SEM	124	89.9	107	89.2	102	87.9
Grade 8						
Standards	2001-02		2002-03		2003-04	
	N	%	N	%	N	%
<i>End-of-Grade</i>						
Achievement Level III	18	11.0	18	10.8	18	10.5
Achievement Level III + 1 SEM	145	89.0	148	89.0	154	89.5
<i>Retest 1</i>						
Achievement Level III	16	10.7	16	10.5	17	11.1
Achievement Level III + 1 SEM	133	89.3	137	89.5	136	88.9
<i>Retest 2</i>						
Achievement Level III	15	12.2	14	12.1	15	12.9
Achievement Level III + 1 SEM	108	87.8	102	87.9	101	87.1

¹Percentages do not sum to 100% due to rounding.

In this report, the gateway grades three, five, and eight in ascending order will be referred to collectively as the “benchmark grades.”

EOG Performance - Statewide

The overall performance of North Carolina’s students in grades three, five, and eight in reading and mathematics on the EOG, after all testing was completed, is shown in Table A-1 in the appendix. Most of North Carolina’s public school students (91 percent at grade three, 96 percent at grade five, and 93 percent at grade eight) passed both reading and mathematics after all retests in 2003-04 (see Table A-1), the same as the previous year. The replication of the previous year’s test results in 2003-04 suggests that the SAS are having a positive impact on student promotions in North Carolina.

Promotion and Retention - Statewide

Figure 1 shows the number and percent of students at grades three, five, and eight promoted or retained who failed the standards from 2001-02 to 2003-04. The figure indicates that many of the students who failed the North Carolina end-of-grade tests were promoted. Of the 8,658 students who failed the grade three end-of-grade tests in 2003-04, 71 percent were promoted – 14 percent more than in 2001-02, the baseline year of the SAS. At grade five, 3,651 students failed the tests and 76 percent was promoted (five percent more than in the baseline year), while 83 percent of the 6,963 grade eight students who failed the tests were promoted (12 percent more than in the baseline year).

Table 2 shows statewide promotion and retention results for the SAS by grade. For the second consecutive year, the amount of tested students who met the standards and were promoted statewide was 91 percent at grade three, 96 percent at grade five, and 93 percent at grade eight. Of the tested students, six percent, three percent, and six percent at grades three, five, and eight, respectively, did not meet the standards and were promoted. More students at grades three (443), five (49) and eight (639) did not meet the standards and were promoted in 2003-04 than in 2002-03.

In 2003-04, 76 percent of the students who did not meet the standards (19,272 students) were promoted, compared with 75 percent of 18,144 students not meeting the standards in 2002-03 and 64 percent of the 26,075 students not meeting the standards in 2001-02. (These percentages were determined by dividing the number of students promoted who did not meet the standards in grades three, five, and eight by the total number of students who did not meet the standards in grades three, five, and eight.)

In 2003-04, the number of students retained who failed the standards continued to decrease since the first year of full implementation of the SAS. Only three percent of tested students failing the standards at grade three were retained, one percent at grade five, and one percent at grade eight, compared with five percent at grade three, two percent at grade five, and two percent at grade eight in 2001-02 (see Table 2).

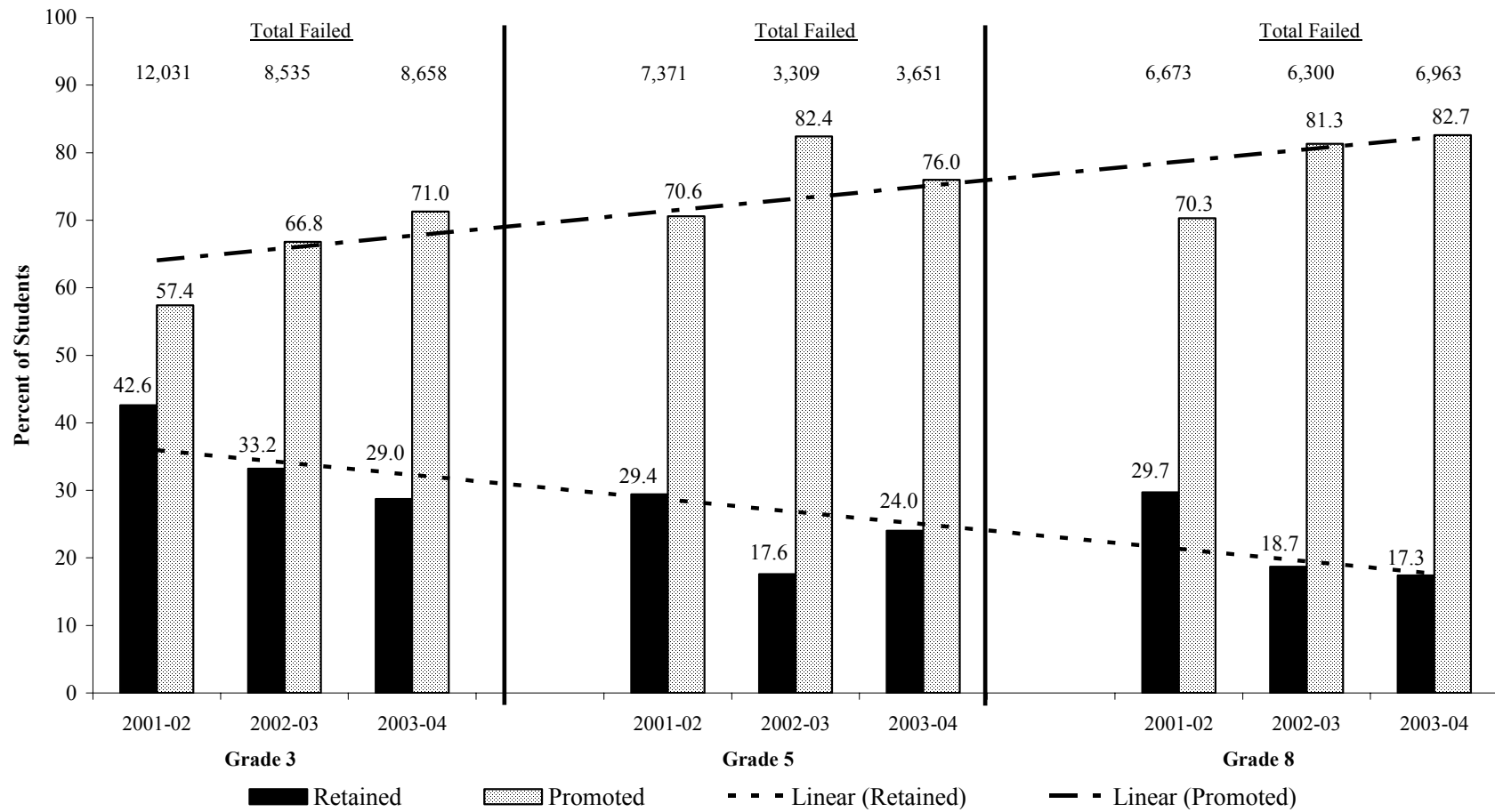


Figure 1. Number and Percent of Students Promoted or Retained at Grades Three, Five, and Eight Who Failed the Standards, 2001-02 to 2003-04.

Table 2. Number and Percent¹ of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met and Standards Not Met, 2001-04²

Student Accountability Status	Number of Students			Percent of Tested Students			Percent of All Students		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Standards Met, Promoted									
Grade 3	86,976	92,122	92,440	87.7	91.3	91.2	83.0	87.7	88.7
Grade 5	92,159	98,901	98,332	92.4	96.5	96.2	86.7	92.8	93.5
Grade 8	87,648	93,897	97,738	92.3	93.0	92.9	87.3	89.9	90.4
Standard Not Met, Promoted									
Grade 3	6,908	5,700	6,143	7.0	5.6	6.1	6.6	5.4	5.9
Grade 5	5,205	2,727	2,776	5.2	2.7	2.7	4.9	2.6	2.6
Grade 8	4,691	5,122	5,761	4.9	5.1	5.5	4.7	4.9	5.3
Standard Met, Retained									
Grade 3	163	287	200	0.2	0.3	0.2	0.2	0.3	0.2
Grade 5	158	225	171	0.2	0.2	0.2	0.1	0.2	0.2
Grade 8	601	725	523	0.6	0.7	0.5	0.6	0.7	0.5
Standard Not Met, Retained									
Grade 3	5,123	2,835	2,515	5.2	2.8	2.5	4.9	2.7	2.4
Grade 5	2,166	582	875	2.2	0.6	0.9	2.0	0.5	0.8
Grade 8	1,982	1,178	1,202	2.1	1.2	1.1	2.0	1.1	1.1
Total									
Grade 3	99,170	100,944	101,298	100.1	100.0	100.0	94.7	96.1	97.2
Grade 5	99,688	102,435	102,154	100.0	100.0	100.0	93.7	96.2	96.9
Grade 8	94,922	100,922	105,224	99.9	100.0	100.0	94.6	96.7	97.3

¹Percentages may not sum to 100 due to rounding, or due to all information not being coded for some students.

²The table above reflects students in any of the following categories: End-of-Grade (EOG) Reading and Mathematics Test; North Carolina Alternate Assessment Academic Inventory (NCAAAI); North Carolina Alternate Assessment Portfolio (NCAAP); Absent; and Transfer.

Reasons for Promotions When Standards Were Not Met

Table 3 shows the reasons for promotion by grade when students did not meet the standards from 2001-02 to 2003-04. The major reason students who did not meet the standards were promoted in grades three and eight was *Principal's Decision*. *Principal's Decision* was the most cited reason for promoting 45 percent of the 6,143 students promoted at grade three and 48 percent of the 5,761 students promoted at grade eight. At grade five, *Waiver* was the most frequently cited reason for promoting 41 percent of the 2,776 students who failed the standards. *Waiver* was also the second most cited reason for promoting students who did not meet the standards at grades three and eight.

Table 3. Number and Percent¹ of Students in Grades Three, Five, and Eight Promoted and Reasons for Promotion When Standards Not Met, 2001-04

	Student Promotion					
	2001-02		2002-03		2003-04	
	n	%	n	%	n	%
Principal's Decision						
Grade 3	3,175	46.0	2,355	41.3	2,755	44.8
Grade 5	2,244	43.1	901	33.0	1,050	37.8
Grade 8	1,976	42.1	2,138	41.7	2,780	48.2
Waiver						
Grade 3	2,091	30.3	1,779	31.2	1,966	32.0
Grade 5	1,729	33.2	1,066	39.1	1,144	41.0
Grade 8	1,721	36.7	1,886	36.8	1,981	34.4
Local Policy/Other						
Grade 3	1,500	21.7	1,360	23.8	1,146	18.7
Grade 5	1,104	21.2	663	24.3	465	16.7
Grade 8	862	18.4	920	18.0	821	14.2
LEP (Limited English Proficient)						
Grade 3	142	2.1	206	3.6	276	4.5
Grade 5	128	2.5	97	3.6	117	4.2
Grade 8	132	2.8	178	3.5	179	3.1
Total						
Grade 3	6,908	n/a	5,700	n/a	6,143	n/a
Grade 5	5,205	n/a	2,727	n/a	2,776	n/a
Grade 8	4,691	n/a	5,122	n/a	5,761	n/a

¹Percentages may not sum to 100 percent due to rounding or due to information not being not being coded for some students.
n/a=not applicable

Reasons for Retention When Standards Were Met

Table 4 lists the number and percent of students retained when they met the standards and the reasons they were retained. The most frequently cited reason for retaining students when they met the standards was *Local Promotion Standards/Academic*, which was given for 56 percent of the 201 students retained in grade three, for 67 percent of the 171 students retained in grade five, and for 63 percent of the 523 students retained in grade eight.

The second most cited reason for student retention when the standards were met was *Principal's Decision*, which accounted for the retention of 35 percent of the 201 students retained in grade three, 28 percent of the 171 students retained in grade five, and 29 percent of the 523 students retained in grade eight.

Table 4. Number and Percent¹ of Students in Grades Three, Five, and Eight Retained When Standards Met and Reasons for Retention, 2001-04

Reasons Retained, Standards Met	Student Retention					
	2001-02		2002-03		2003-04	
	n	%	n	%	n	%
Local Promotion Standards, Academic						
Grade 3	117	71.8	165	57.5	111	55.5
Grade 5	120	75.9	136	60.4	115	67.3
Grade 8	476	79.2	525	72.4	329	62.9
Principal's Decision						
Grade 3	27	16.9	98	34.1	70	35.0
Grade 5	28	17.7	53	23.6	47	27.5
Grade 8	82	13.6	132	18.2	154	29.4
Local Promotion Standards, Attendance						
Grade 3	5	3.1	8	2.8	4	2.0
Grade 5	5	3.2	22	9.8	4	2.3
Grade 8	25	4.2	41	5.6	26	5.0
Other						
Grade 3	14	8.6	16	5.6	15	7.5
Grade 5	5	3.2	14	6.2	5	2.9
Grade 8	18	3.0	27	3.7	14	2.7
Total						
Grade 3	163	n/a	287	n/a	201	n/a
Grade 5	158	n/a	225	n/a	171	n/a
Grade 8	601	n/a	725	n/a	523	n/a

¹Percentages may not sum to 100 due to rounding.
n/a = not applicable.

Students Promoted or Retained Who Met/Did Not Meet the Standards, by Race/Ethnicity

Table 5 shows the number and percent of all students in the benchmark grades who were promoted and retained by race/ethnicity who met/did not meet the standards in 2003-04. Higher percentages of Asian, White, and Multi-Racial students were promoted who met the standards than other racial/ethnic groups. At grades three, five, and eight, at least 93 percent of White, Asian and Multi-racial students who met the standards was promoted.

For American Indians, at least 92 percent of students who met the standards were promoted at grades five and eight and 87 percent at grade three. Among Blacks and Hispanics, 93 percent and 90 percent of students, respectively, who met the standards were promoted at grade five. At grade three, 85 percent of Black students and 85 percent of Hispanic students met the standards and were promoted. For grade eight, 86 percent of Black students and 83 percent of Hispanic students who met the standards were promoted.

Among all racial/ethnic groups who were promoted and did not meet the standards, fewer White, Multi-Racial and Asian students were promoted than other groups.

Table 5a shows the number and percent of students who met/did not meet the standards in the benchmark grades who were promoted/retained by race/ethnicity in 2003-04. At least 99 percent of all racial/ethnic groups at the benchmark grades who met the standards have been promoted from 2001-02 to 2003-04 (Student Accountability Standards Report, 2001-02 and 2002-02).

Among the racial/ethnic groups that did not meet the standards in 2003-04, at least 67 percent was promoted at grade three (see Table 5a). For grade five, at least 72 percent of all racial/ethnic groups who did not meet the standards were promoted, except with 55 percent promoted. Over 81 percent of all racial/ethnic groups who did not meet the standards at grade eight was promoted.

Notably, a higher percentage of American Indian students (89.0 percent) students who did not meet the standards at grade five were promoted than grade five students from other racial/ethnic groups. At grade eight, a higher percent of Asian students (92.9 percent) who did not meet the standards was promoted than other racial/ethnic groups at grade eight.

Table 5. Number and Percent¹ of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met, by Race/Ethnicity, 2003-04

Ethnicity	Total N	Standards Met				Standards Not Met			
		Promoted n	%	Retained n	%	Promoted n	%	Retained n	%
American Indian									
Grade 3	1,528	1,328	86.9	2	0.1	138	9.0	48	3.1
Grade 5	1,473	1,382	93.8	1	0.1	65	4.4	8	0.5
Grade 8	1,461	1,344	92.0	7	0.5	87	5.9	15	1.0
Asian									
Grade 3	2,003	1,883	94.0	1	0.1	72	3.6	15	0.8
Grade 5	2,055	1,977	96.3	0	0.0	24	1.2	20	1.0
Grade 8	2,039	1,934	94.9	4	0.2	65	3.2	5	0.2
Black									
Grade 3	29,294	24,741	84.5	67	0.2	3,060	10.5	1288	4.4
Grade 5	30,959	28,782	93.0	75	0.2	1,385	4.5	527	1.7
Grade 8	31,745	27,436	86.4	210	0.7	3,263	10.3	691	2.2
Hispanic									
Grade 3	7,865	6,652	84.6	9	0.1	760	9.7	246	3.1
Grade 5	6,568	5,916	90.1	12	0.2	343	5.2	94	1.4
Grade 8	5,370	4,467	83.2	31	0.6	612	11.4	133	2.5
Multi-Racial									
Grade 3	2,857	2,651	92.8	10	0.3	128	4.5	62	2.2
Grade 5	2,380	2,305	96.8	2	0.1	53	2.2	12	0.5
Grade 8	1,796	1,703	94.8	10	0.6	67	3.7	15	0.8
White									
Grade 3	58,292	55,185	94.7	111	0.2	1,985	3.4	856	1.5
Grade 5	59,354	57,970	97.7	81	0.1	906	1.5	214	0.4
Grade 8	63,234	60,854	96.2	261	0.4	1,667	2.6	343	0.5
Total									
Grade 3	101,839	92,440	90.7	200	0.2	6,143	6.0	2,515	2.5
Grade 5	102,789	98,332	95.7	171	0.2	2776	2.7	875	0.8
Grade 8	105,645	97,738	92.5	523	0.5	5,761	5.4	1,202	1.1

¹Percentages may not sum to 100% due because not all information was coded for some students.

Table 5a. Number and Percent¹ of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met, by Race/Ethnicity, 2003-04

Total		Standards Met ²						Standards Not Met ³					
		Total		Promoted		Retained		Total		Promoted		Retained	
Ethnicity	N	n	%	n	%	n	%	n	%	n	%	n	%
American Indian													
Grade 3	1,528	1,330	87.0	1,328	99.8	2	0.2	186	12.2	138	74.2	48	25.8
Grade 5	1,473	1,383	93.9	1,382	99.9	1	0.1	73	5.0	65	89.0	8	11.0
Grade 8	1,461	1,351	92.5	1,344	99.5	7	0.5	102	7.0	87	85.3	15	14.7
Asian													
Grade 3	2,003	1,884	94.1	1,883	99.9	1	0.1	87	4.3	72	82.8	15	17.2
Grade 5	2,055	1,977	96.2	1,977	100.0	0	0.0	44	2.1	24	54.5	20	45.5
Grade 8	2,039	1,938	95.0	1,934	99.8	4	0.2	70	3.4	65	92.9	5	7.1
Black													
Grade 3	29,294	24,808	84.7	24,741	99.7	67	0.3	4,348	14.8	3,060	70.4	1,288	29.6
Grade 5	30,959	28,857	93.2	28,782	99.7	75	0.3	1,912	6.2	1,385	72.4	527	27.6
Grade 8	31,745	27,646	87.1	27,436	99.2	210	0.8	3,954	12.5	3,263	82.5	691	17.5
Hispanic													
Grade 3	7,865	6,661	84.7	6,652	99.9	9	0.1	1,006	12.8	760	75.5	246	24.5
Grade 5	6,568	5,928	90.3	5,916	99.8	12	0.2	437	6.7	343	78.5	94	21.5
Grade 8	5,370	4,498	83.8	4,467	99.3	31	0.7	745	13.9	612	82.1	133	17.9
Multi-Racial													
Grade 3	2,857	2,661	93.1	2,651	99.6	10	0.4	190	6.7	128	67.4	62	32.6
Grade 5	2,380	2,307	96.9	2,305	99.9	2	0.1	65	2.7	53	81.5	12	18.5
Grade 8	1,796	1,713	95.4	1,703	99.4	10	0.6	82	4.6	67	81.7	15	18.3
White													
Grade 3	58,292	55,296	94.9	55,185	99.8	111	0.2	2,841	4.9	1,985	69.9	856	30.1
Grade 5	59,354	58,051	97.8	57,970	99.9	81	0.1	1,120	1.9	906	80.9	214	19.1
Grade 8	63,234	61,115	96.6	60,854	99.6	261	0.4	2,010	3.2	1,667	82.9	343	17.1
Total													
Grade 3	101,839	92,640	91.0	92,440	99.8	200	0.2	8,658	8.5	6,143	71.0	2,515	29.0
Grade 5	102,789	98,503	95.8	98,332	99.8	171	0.2	3,651	3.6	2,776	76.0	875	24.0
Grade 8	105,645	98,261	93.0	97,738	99.5	523	0.5	6,963	6.6	5,761	82.7	1,202	17.3

¹Percentages may not sum to 100 because not all information was coded for some students.

²Percentages are based on the total number of students who met the standards.

³Percentages are based on the total number of students who did not meet the standards.

Reasons for Promotion of Absent Students, Students Participating in Alternate Assessments, and Transfer Students

Students who were absent, those who participated in alternate assessments, and *Transfer* students were included in the student accountability standards in 2003-04. For *Absent* students, *Principal's Decision* was the major reason cited for promotion, accounting for 72 percent, 74 percent, and 74 percent of promotions in grades three, five, and eight, respectively (see Table 6).

Among students who took the North Carolina Alternate Assessment Academic Inventory (NCAAAI), the majority were promoted due to *Waiver*. At grade three, 49 percent was promoted due to *Waiver*, 53 percent at grade five and 50 percent at grade eight. *Principal's Decision* was the second most cited reason for promoting *NCAAAI* students in 2003-04.

The majority of students who took the North Carolina Alternate Assessment Portfolio (NCAAP) were also promoted due to *Waiver*: 62 percent at grade three, 58 percent at grade five, and 58 percent at grade eight.

Students who transferred were promoted mostly due to *Principal's Decision* and *Waiver*. At grade three, 51 percent was promoted due to *Principal's Decision*, at grades five and eight, 45 percent and 50 percent, respectively, were promoted due to *Waiver*.

Table 6. Number and Percent¹ of Absent Students, Students Participating in Alternate Assessments, and Transfer Students Promoted and Reasons for Promotion, 2003-04

Status/Test	Number Promoted	% Waiver	% LEP (Limited English Proficient)	% Local Policy /Other	% Principal's Decision
Absent					
Grade 3	57	15.8	7.0	8.8	71.9
Grade 5	70	12.9	2.9	11.4	74.3
Grade 8	231	12.5	6.5	12.6	73.6
NCAAAI²					
Grade 3	1,509	49.2	8.9	7.7	34.1
Grade 5	1,700	53.1	8.0	8.9	30.1
Grade 8	1,295	50.3	11.3	9.7	28.8
NCAAP					
Grade 3	409	61.9	0.0	10.5	27.6
Grade 5	468	58.2	0.0	12.3	29.1
Grade 8	438	58.2	0.0	14.2	27.6
Transfer					
Grade 3	39	35.9	0.0	12.8	51.3
Grade 5	20	45.0	0.0	25	30.0
Grade 8	8	50.0	0.0	25.0	25.0

¹Percentages may not sum to 100% due to rounding.

²In 2003-04, due to changes in NCLB policy regarding students with severe cognitive disabilities, a student may have a promotion status of "Scored at Level III" or "Scored at Level III + 1 SEM." These students are not included in this table.

Reasons for Retention of Absent Students, Students Participating in Alternate Assessments, and Transfer Students

Table 7 shows retention data for *Absent*, *NCAAAI*, *NCAAP*, and *Transfer* students and reasons for retention in 2003-04. The chief reason *Absent* students were retained at grades three and eight was *Principal's Decision*, which accounted for the retention of 45 percent of the 20 students retained in grade three and 32 percent of the 133 students retained in grade eight. At grade five, 36 percent of 11 students were retained due to *Percent Attendance*.

For *NCAAAI* test takers, *Principal's Decision* was the predominant reason for retaining 48 percent of the 27 students retained at grade three, 47 percent of the 34 students retained at grade five, and 50 percent of the 22 students retained at grade eight.

Other factors accounted for the retention of three of the five students retained who took the *NCAAP* at grade three. At grades five and eight, *Principal's Decision* was cited most frequently in the retention of *NCAAP* students.

Table 7. Number and Percent¹ of Absent, NCAAAI, NCAAP, and Transfer Students Retained and Reasons for Retention, 2003-04

Status/Test	Number Retained	% Academic	% Attendance	% Other	% Principal's Decision
Absent					
Grade 3	20	10.0	25.0	20.0	45.0
Grade 5	11	27.3	36.4	18.2	18.2
Grade 8	133	31.6	21.8	15.1	31.6
NCAAAI					
Grade 3	27	22.2	3.7	25.9	48.1
Grade 5	34	29.4	0	23.5	47.1
Grade 8	22	9.1	9.1	31.8	50.0
NCAAP					
Grade 3	5	0.0	0.0	60.0	40.0
Grade 5	49	10.2	0.0	34.7	55.1
Grade 8	58	13.8	0.0	41.4	44.8
Transfer					
Grade 3	0	0.0	0.0	0.0	0.0
Grade 5	0	0.0	0.0	0.0	0.0
Grade 8	0	0.0	0.0	0.0	0.0

¹Percentages may not sum to 100% due to rounding.

Reasons for Promotion When Standards Were Not Met, by Race/Ethnicity

Table 8 shows the reasons for promotions at the benchmark grades when standards were not met by race/ethnicity in 2003-04. The majority of American Indian students were promoted when standards were not met due to *Principal's Decision*. At grade three, 67 percent of the 138 American Indian students not meeting the standards were promoted for this reason. This reason was also cited for the promotion of 57 percent of the 65 American Indian students who failed the standards at grade five, and 66 percent of the 87 American Indians who failed the standards at grade eight.

Principal's Decision was cited most often in the promotion of Asian students who did not meet the standards at each of the benchmark grades. This reason accounted for the promotion of 39 percent of the 72 Asian students who failed the standards at grade three, 33 percent of the 24 Asian students who failed at grade five, and 65 percent of the 65 Asian students who failed at grade eight.

Black students who failed the standards were promoted primarily due to *Principal's Decision* at the benchmark grades. *Principal's Decision* was cited for promoting 49 percent of the 3,060

Black grade three students, 49 percent of the 1,385 Black grade five students and 53 percent of the 3,263 Black grade eight students.

Principal's Decision and *LEP* were cited almost equally at grades three and five in promoting Hispanic students who failed the standards, accounting for about a third of the promotions in each of the grades. At grade eight, 38 percent of Hispanic students who failed the standards were promoted due to *Principal's Decision*.

Principal's Decision was cited most frequently in the promotion of Multi-Racial students at grades three and eight, while *Waiver* was cited most often in promoting students at grade five. At grades three and eight, 43 percent and 55 percent, respectively, of Multi-Racial students who failed the standards were promoted due to *Principal's Decision*. At grade five, 42 percent of Multi-Racial students were promoted due to *Waiver*.

The majority of White students who failed the standards at grades three, five, and eight were promoted due to *Waiver*. At grade three, 42 percent of White students who failed the standards were promoted due to *Waiver*, while 47 percent of grade five students and 45 percent of grade eight White students were promoted for this reason.

Table 8. Number and Percent¹ of Students in Grades Three, Five, and Eight Promoted When Standards Not Met and Reasons for Promotion, by Race/Ethnicity, 2003-04

Ethnicity	Total N	Waiver ²		LEP (Limited English Proficient)		Local Policy/Other		Principal's Decision	
		n	%	n	%	n	%	n	%
American Indian									
Grade 3	138	27	19.6	0	0.0	18	13	93	67.4
Grade 5	65	17	26.1	0	0.0	11	16.9	37	56.9
Grade 8	87	24	27.6	0	0.0	6	6.9	57	65.5
Asian									
Grade 3	72	16	22.2	21	29.2	7	9.7	28	38.9
Grade 5	24	9	37.5	4	16.7	3	12.5	8	33.3
Grade 8	65	7	10.8	10	15.4	6	9.2	42	64.6
Black									
Grade 3	3,060	906	29.6	2	0.1	650	21.2	1,502	49.1
Grade 5	1,385	598	43.2	2	0.1	239	17.3	546	49.1
Grade 8	3,263	1050	32.2	8	0.2	486	14.9	1,719	52.7
Hispanic									
Grade 3	760	136	17.8	244	32.1	131	17.2	249	32.8
Grade 5	343	73	21.3	109	31.8	51	14.9	110	32.1
Grade 8	612	131	21.4	155	25.3	93	15.2	233	38.1
Multi-Racial									
Grade 3	128	41	32	1	0.8	31	24.2	55	43.0
Grade 5	53	22	41.5	0	0.0	14	26.4	17	32.1
Grade 8	67	17	25.4	0	0.0	13	19.4	37	55.2
White									
Grade 3	1,985	840	42.3	8	0.4	309	15.6	828	41.7
Grade 5	906	425	46.9	2	0.2	147	16.2	332	36.6
Grade 8	1,667	752	45.1	6	0.4	217	13.0	692	41.5
Total									
Grade 3	6143	1966	32.0	276	4.5	1146	18.7	2755	44.8
Grade 5	2776	1144	41.2	117	4.2	465	16.7	1050	37.8
Grade 8	5761	1981	34.4	179	3.1	821	14.3	2780	48.2

¹Waiver - Applied to promote students functioning at grade level and making adequate progress.

²Percentages may not sum to 100 due to rounding.

Reasons for Retention When Standards Were Met, by Race/Ethnicity

The reasons students were retained when they met the standards in 2003-04 are shown by race/ethnicity in Table 9. For American Indian and Asian students, cell counts are absent or too small for interpretation.

Academic was the reason cited for the retention of 54 percent of the 67 Black students who met the standards at grade three, 77 percent of 75 at grade five, and 51 percent of 210 at grade eight.

Seven of the nine Hispanic students at grade three were retained when they passed the standards due to *Principal's Decision*. At grade five, half of the 12 students were retained when they met the standards due to *Academic* reasons and the other half was retained due to *Principal's Decision*. At grade eight, two-thirds of the 31 Hispanic students met the standards but were retained due to *Academic* reasons.

Multi-Racial students also represented a small number of the total students retained. Seven of the ten Multi-Racial students who met the standards at grade three and one-half of the ten Multi-Racial students who met the standards at grade eight were retained for *Academic* reasons. Of the two students who met the standards at grade five, one was retained for *Academic* reasons and the other due to *Principal's Decision*.

The majority of White students who met the standards at the benchmark grades were retained due for *Academic* reasons.

Table 9. Number and Percent¹ of Students in Grades Three, Five, and Eight Retained When Standards Met and Reasons for Retention, by Race/Ethnicity, 2003-04

Ethnicity	Local Promotion Standards								
	Total	Academic		Attendance		Other		Principal's Decision	
	N	n	%	n	%	n	%	n	%
American Indian									
Grade 3	2	1	50.0	0	0.0	0	0.0	1	50.0
Grade 5	1	0	0.0	0	0.0	1	100.0	0	0.0
Grade 8	7	5	71.4	1	14.3	0	0.0	1	14.3
Asian									
Grade 3	1	1	100.0	0	0.0	0	0.0	0	0.0
Grade 5	0	0	0.0	0	0.0	0	0.0	0	0.0
Grade 8	4	1	25.0	0	0.0	0	0.0	3	75.0
Black									
Grade 3	67	36	53.7	0	0.0	2	3.0	29	43.3
Grade 5	75	58	77.3	1	1.3	1	1.3	15	20.0
Grade 8	210	106	50.5	12	5.7	3	1.4	89	42.4
Hispanic									
Grade 3	9	1	11.1	0	0.0	1	11.1	7	77.8
Grade 5	12	6	50.0	0	0.0	0	0.0	6	50.0
Grade 8	31	21	67.7	1	3.2	0	0.0	9	29.0
Multi-Racial									
Grade 3	10	7	70.0	2	20.0	0	0.0	1	10.0
Grade 5	2	1	50.0	0	0.0	0	0.0	1	50.0
Grade 8	10	5	50.0	1	10.0	1	10.0	3	30.0
White									
Grade 3	111	65	58.6	2	1.8	12	10.8	32	28.8
Grade 5	81	50	61.7	3	3.7	3	3.7	25	30.9
Grade 8	261	191	73.2	11	4.2	10	3.8	49	18.8
Total									
Grade 3	200	111	55.5	4	2.0	15	7.5	70	35
Grade 5	171	115	67.3	4	2.3	5	2.9	47	27.5
Grade 8	523	329	62.9	26	5	14	2.7	154	29.5

¹Percentages may not sum to 100 due to rounding.

Promotion and Retention When Standards Were Met/Not Met, by Gender

Promotion and retention data for male and female students when the standards were met or not met are shown in Table 10. More female students (93 percent, 97 percent, and 95 percent at grades three, five, and eight, respectively) than male students (89 percent, 95 percent, and 91 percent at grades three, five and eight, respectively) were promoted when they met the standards.

Conversely, higher percentages of male students than female students were promoted when they failed the standards. At grade three, three percent more males than females who failed the standards were promoted. At grades five and eight, two percent and three percent, respectively, more male students who failed the standards were promoted.

Table 10. Number and Percent¹ of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met by Gender, 2003-04

Gender	N	Standard Met				Standard Not Met			
		Promoted		Retained		Promoted		Retained	
		n	%	n	%	n	%	n	%
Female									
Grade 3	49,458	45,929	92.9	93	0.2	2,221	4.5	1,031	2.1
Grade 5	50,413	48,876	96.9	50	0.1	972	1.9	314	0.6
Grade 8	51,824	48,951	94.5	149	0.3	2,164	4.2	429	0.8
Male									
Grade 3	52,381	46,511	88.8	107	0.2	3,922	7.5	1,484	2.8
Grade 5	52,376	49,456	94.5	121	0.2	1,804	3.4	561	1.1
Grade 8	53,822	48,787	90.6	374	0.8	3,597	6.7	773	1.4
Total									
Grade 3	101,839	92,440	90.8	200	0.2	6,143	6.0	2,515	2.5
Grade 5	102,789	98,332	95.7	171	0.2	2,776	2.7	875	0.9
Grade 8	105,646	97,738	92.5	523	0.5	5,761	5.5	1,202	1.1

¹Percentages may not add to 100 because not all information was coded for some students.

Reasons for Promotion When Standards Were Not Met, by Gender

The reasons cited for promoting students who did not meet the gateways are shown by gender in Table 11. The main reason male and female students in grades three and eight were promoted when they did not meet the standards was *Principal's Decision*. In grade five, *Waiver* was the chief reason for both male and female students. The percent of students promoted was about the same for males and females. A similar trend was observed in the previous year (Student Accountability Standards in Grades Three, Five, and Eight, 2002-2003).

Table 11. Number and Percent¹ of Students in Grades Three, Five, and Eight Promoted When Standards Not Met and Reasons for Promotion, by Gender, 2003-04

Gender	Total N	Waiver ²		LEP (Limited English Proficient)		Local Policy/Other		Principal's Decision		
		n	%	n	%	n	%	n	%	
Female										
Grade 3	2,221	649	29.2	106	4.8	423	19.1	1043	47.0	
Grade 5	972	401	41.3	48	4.9	176	18.1	347	35.7	
Grade 8	2,164	711	32.9	91	4.2	344	15.9	1018	47.0	
Male										
Grade 3	3,922	1317	33.6	170	4.3	723	18.4	1712	43.6	
Grade 5	1,804	743	41.2	69	3.8	289	16	703	39.3	
Grade 8	3,597	1270	35.3	88	2.5	477	13.3	1762	49.0	
Totals										
Grade 3	6,143	1,966	32.0	276	4.5	1,146	18.7	2,755	44.9	
Grade 5	2,776	1,144	41.2	117	4.2	465	16.7	1,050	37.8	
Grade 8	5,761	1,981	34.4	179	3.1	821	14.3	2,780	48.3	

¹Percentages may not sum to 100 due to rounding.

²Waiver - Applied to promote students functioning at grade level and making adequate progress.

Reasons for Retention When Standards Were Met, by Gender

The number of students statewide who were retained when they met the standards is relatively small (see Table 12). The primary reason used in retention decisions was *Academic*, for male and female students in the benchmark grades. The secondary reason for retaining students who met the standards was *Principal's Decision*.

Table 12. Number and Percent of Students in Grades Three, Five, and Eight Retained When Standards Met and Reasons for Retention, by Gender, 2003-04

Gender	Total N	Academic		Attendance		Other		Principal's Decision	
		n	%	n	%	n	%	n	%
Female									
Grade 3	93	52	54.8	3	3.2	6	6.4	33	35.5
Grade 5	50	26	52.0	4	8.0	2	4.0	18	36.0
Grade 8	149	86	57.7	10	6.7	4	2.7	49	33.9
Male									
Grade 3	107	60	56.1	1	0.9	9	8.4	37	34.6
Grade 5	121	89	73.6	0	0.0	3	2.5	29	24.0
Grade 8	374	243	65.0	16	4.3	10	2.7	105	28.1
Total									
Grade 3	200	111	55.5	4	2.0	15	7.5	70	35.0
Grade 5	171	115	67.3	4	2.3	5	2.9	47	27.5
Grade 8	523	329	62.9	26	5.0	14	2.7	154	29.4

¹Percentages may not sum to 100 due to rounding.

Promotion and Retention of Students With and Without Disabilities Who Met/Did Not Meet the Standards, by Race/Ethnicity

Table 13 shows the promotion and retention status of *Students With Disabilities* and *Students Without Disabilities* when they met the standards and when they did not meet the standards for 2003-04. More *Students Without Disabilities* (95 percent at grade three, 98 percent at grade five, and 96 percent at grade eight) met the standards and were promoted than *Students With Disabilities* (67 percent at grade three, 78 percent at grade five, and 68 percent at grade eight).

Among *Students With Disabilities*, 24 percent at grade three, 15 percent at grade five, and 27 percent at grade eight did not meet the standards and were promoted. Similarly, more *Students With Disabilities* were retained who did not meet the standards.

Table 13. Number and Percent¹ of Students in Grades Three, Five, and Eight with Disabilities and Without Disabilities Promoted and Retained When Standards Met/Not Met, 2003-04

Group	Total N	Standard Met				Standard Not Met			
		Promoted		Retained		Promoted		Retained	
		n	%	n	%	n	%	n	%
Students With Disabilities									
Grade 3	13,813	9,296	67.3	34	0.2	3,331	24.1	829	6.0
Grade 5	13,120	10,238	78.0	37	0.3	1,937	14.8	495	3.8
Grade 8	13,094	8,835	67.5	52	0.4	3,521	26.9	516	3.9
Students Without Disabilities									
Grade 3	88,026	83,144	94.5	166	0.2	2,812	3.2	1,686	1.9
Grade 5	89,669	88,094	98.2	134	0.2	839	0.9	380	0.4
Grade 8	92,552	88,903	96.1	471	0.5	2,240	2.4	686	0.7
Totals									
Grade 3	101,839	92,440	90.8	200	0.2	6,153	6.0	2,515	2.5
Grade 5	102,789	98,332	95.7	171	0.2	2,776	2.7	875	0.8
Grade 8	105,646	97,738	92.5	523	0.5	5,761	5.4	1,202	1.1

¹Percentages may not sum to 100 because not all information was coded for some students.

Notes

Students classified as not disabled were not identified in the data as exceptional students or were identified as academically and intellectually gifted (AIG). There were 14 categories of disability, which included: behaviorally/emotionally disabled, hearing impaired, educable mentally disabled, specific learning disabled speech/language impaired, visually impaired, other health impaired, orthopedically impaired, traumatic brain brain injury, autistic, severe profound mentally disabled, multi-handicapped, deaf/blind, and trainable mentally disabled.

Promotion and Retention of Migrant/Not Migrant Students When Standards Were Met/Not Met

The number and percent of migrant students promoted or retained when they met or did not meet the standards are shown in Table 14. More *Not Migrant* students than *Migrant* students met the standards and were promoted in 2003-04. For *Not Migrant* students, 91 percent at grade three, 96 percent at grade five, and 93 percent at grade eight were promoted, compared with 84 percent of *Migrant* students at grade three, 87 percent at grade five, and 77 percent at grade eight.

The percentage of *Migrant* students (ten percent at grade three, eight percent at grade five, and 17 percent at grade eight) promoted who did not meet the standards exceeded that of *Not Migrant* students (six percent at grade three, three percent at grade five, and six percent at grade eight).

More *Not Migrant* students who did not meet the standards were promoted in 2003-04 than in the previous year (Student Accountability Standards in Grades Three, Five, and Eight, 2003-2004). The number of *Not Migrant* students who were promoted when standards were not met increased by 8 percent, 6 percent, and 12 percent at grades three, five, and eight, respectively, from the previous year (Student Accountability Standards in Grades Three, Five, and Eight, 2002-2003).

Conversely, 19 percent fewer *Migrant* students at grade three were promoted who did not meet the standards in 2003-04 than in the previous year. At grade eight, 19 percent more *Migrant* students were promoted when they did not meet the standards than in the previous year. At grade five, the number of *Migrant* students promoted who did not meet the standards in 2003-04 and in 2002-03 was about the same.

Table 14. Number and Percent¹ of Migrant Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met, 2003-04

Group	N	Standard Met				Standard Not Met			
		Promoted		Retained		Promoted		Retained	
		n	Percent	n	Percent	n	Percent	n	Percent
Migrant									
Grade 3	728	609	83.7	0	0.0	69	9.5	32	4.4
Grade 5	719	628	87.3	0	0.0	59	8.2	8	1.1
Grade 8	384	294	76.6	5	1.3	64	16.7	9	2.3
Not Migrant									
Grade 3	101,111	91,831	90.8	200	0.2	6,074	6.0	2,483	2.5
Grade 5	102,070	97,704	95.7	171	0.2	2,717	2.7	867	0.8
Grade 8	105,262	97,444	92.6	518	0.5	5,697	5.4	1,193	1.1
Total									
Grade 3	101,839	92,440	90.8	200	0.2	6,143	6.0	2,515	2.5
Grade 5	102,789	98,332	95.7	171	0.2	2,776	2.7	875	0.9
Grade 8	105,646	97,738	92.5	523	0.5	5,761	5.5	1,202	1.1

¹Percentages may not sum to 100 due to rounding.

Appendices

Table A-1. Number and Percent¹ of Students Passing and/or Failing Reading and Mathematics After All Retests, 2002-04

Reading		Mathematics									
		2002-03					2003-04				
		Pass	%	Fail	%	Total	Pass	%	Fail	%	Total
Grade Three	Pass	92,409	90.9	1,248	1.2	93,657	92,664	91.0	1,320	1.3	93,964
	Fail	4,657	4.6	2,704	2.7	7,361	4,637	4.6	2,688	2.6	7,325
	Total	97,066		3,952		101,018	97,281		4,008		101,289
Grade Five	Pass	99,128	96.1	602	0.6	99,730	98,506	96.0	624	0.6	99,130
	Fail	2,035	2.0	759	0.7	2,794	2,092	2.0	927	0.9	3,019
	Total	101,163		1,361		102,524	100,598		1,551		102,149
Grade Eight	Pass	94,624	93.2	1,812	1.8	96,436	98,265	93.0	1,966	1.9	100,231
	Fail	2,721	2.7	1,963	1.9	4,684	2,756	2.6	2,212	2.1	4,968
	Total	97,345		3,775		101,120	101,021		4,178		105,199

¹Percentages may not sum to 100 due to rounding or due to all information not being coded for some students.

Table A-2. Number and Percent¹ of Students in Grade Three Passing End-of-Grade Tests and Retests, by Race/Ethnicity, 2003-04

		Ethnicity							
Test Administration	Subject		American						
			All	Indian	Asian	Black	Hispanic	Multi-Racial	White
End of Grade Test	Reading	Number	89,208	1,242	1,817	23,347	6,236	2,573	53,993
		Percent	87.6	81.3	90.7	79.7	79.3	90.1	92.6
	Math	Number	94,478	1,379	1,935	25,153	7,146	2,688	56,177
		Percent	92.6	90.2	96.6	85.9	90.9	94.1	96.4
	Both	Number	86,750	1199	1,801	21,945	6,057	2,509	53,239
		Percent	85.2	78.5	89.9	74.9	77.0	87.8	91.3
Retest 1	Reading	Number	3,396	86	58	1,670	403	97	1,382
		Percent	3.6	5.6	2.9	5.7	5.1	3.4	2.4
	Math	Number	2,378	47	25	1,283	230	55	738
		Percent	2.3	3.1	1.2	4.4	2.9	1.9	1.3
	Both	Number	365	8	7	191	28	7	124
		Percent	0.4	0.5	0.4	0.7	0.4	0.3	0.2
Cumulative After Retest 1	Reading	Number	92,785	1327	1,874	24,967	6,634	2,669	55,314
		Percent	91.1	86.8	93.6	85.2	84.3	93.4	94.9
	Math	Number	96,756	1426	1,960	26,387	7,365	2,741	56,887
		Percent	95.0	93.3	97.9	90.1	93.6	95.9	97.6
	Both	Number	87,106	1,207	1,808	22,129	6,085	2,516	53,361
		Percent	85.5	79.0	90.3	75.5	77.4	88.1	91.5
Retest 2	Reading	Number	1,259	29	19	655	109	28	419
		Percent	1.2	1.9	0.9	2.2	1.4	1.0	0.7
	Math	Number	874	14	11	522	69	20	238
		Percent	0.9	0.9	0.5	1.8	0.9	0.7	0.4
	Both	Number	106	0	1	66	8	1	30
		Percent	0.1	0.0	0.0	0.2	0.1	0.0	0.1
Cumulative After Retest 2	Reading	Number	93,984	1,356	1,892	25,600	6,741	2,697	55,698
		Percent	92.3	88.7	94.5	87.4	85.7	94.4	95.6
	Math	Number	97,578	1,440	1,971	26,880	7,432	2,760	57,095
		Percent	95.8	94.2	98.4	91.8	94.5	96.6	98.0
	Both	Number	87,207	1,207	1,809	22,192	6,093	2,517	53,389
		Percent	85.6	79.0	90.3	75.8	77.5	88.1	91.6

¹Percentages may not sum to 100 due to rounding or because not all information was coded for some students; the percentages in this table are based on the total number of students in each racial/ethnic group, which is not shown in this table.

Table A-3. Number and Percent¹ of Students in Grade Five Passing End-of-Grade Tests and Retests, by Race/Ethnicity, 2003-04

Test Administration	Subject		Ethnicity						
			All	American Indian	Asian	Black	Hispanic	Multi-Racial	White
End of Grade Test	Reading	Number	96,687	1,330	1,965	27,934	5,697	2,282	57,479
		Percent	94.1	90.3	95.6	90.2	86.7	95.9	96.8
	Math	Number	99,377	1,401	2,027	29,051	6,231	2,324	58,343
		Percent	96.7	95.1	98.6	93.8	94.9	97.6	98.3
	Both	Number	95,145	1,292	1,951	27,025	5,605	2,257	57,015
		Percent	92.6	87.7	94.9	87.3	85.3	94.8	96.1
Retest 1	Reading	Number	2,136	53	19	1,225	219	32	688
		Percent	2.1	3.6	0.9	3.6	3.3	1.3	1.2
	Math	Number	1430	39	6	778	133	26	448
		Percent	1.4	2.6	0.3	2.5	2.0	1.1	0.7
	Both	Number	179	4	0	105	20	4	46
		Percent	0.2	0.3	0	0.3	0.3	0.2	0.1
Cumulative After Retest 1	Reading	Number	98,682	1,383	1,983	28,992	5,907	2,313	58,105
		Percent	96.1	93.9	96.5	83.6	89.9	97.3	97.9
	Math	Number	100,714	1,440	2,033	29,787	6,359	2,349	58,746
		Percent	98	97.8	98.9	96.2	96.8	98.7	99.0
	Both	Number	95,315	1,296	1,951	27,124	5,625	2,261	57,058
		Percent	92.7	88.0	94.9	87.6	85.6	95.0	96.1
Retest 2	Reading	Number	538	14	1	282	56	5	180
		Percent	0.5	1.0	0.0	0.9	0.8	0.2	0.3
	Math	Number	357	9	4	218	37	2	87
		Percent	0.3	0.6	0.2	0.7	0.6	0.1	0.1
	Both	Number	37	1	0	17	9	0	10
		Percent	0.0	0.1	0.0	0.1	0.0	0.0	0.0
Cumulative After Retest 2	Reading	Number	99,180	1,396	1,984	29,260	5,960	2,318	58,262
		Percent	96.5	94.8	96.5	94.5	90.7	97.4	98.2
	Math	Number	101,045	1,449	2,037	29,997	6,394	2,351	58,817
		Percent	98.3	98.4	99.2	96.9	97.3	98.8	99.1
	Both	Number	95,350	1,297	1,951	27,141	5,633	2,261	57,067
		Percent	92.8	88.1	94.9	87.7	85.7	95	96.2

¹Percentages may not sum to 100 due to rounding or because not all information was coded for some students; the percentages in this table are based on the total number of students in each racial/ethnic group, which is not shown in this table.

Table A-4. Number and Percent¹ of Students in Grade Eight Passing End-of-Grade Tests and Retests, by Race/Ethnicity, 2003-04

		Ethnicity							
Test Administration	Subject		All	American Indian	Asian	Black	Hispanic	Multi-Racial	White
End of Grade Test	Reading	Number	97,257	1,318	1,908	27,370	4,307	1,707	60,647
		Percent	92.1	90.2	93.6	86.0	80.2	95.0	95.9
	Math	Number	97,096	1,328	1,985	26,758	4,674	1,674	60,677
		Percent	91.9	90.9	97.4	84.3	87.0	93.2	96.0
	Both	Number	92,879	1,255	1,881	24,805	4,080	1,630	59,228
		Percent	87.9	85.9	92.3	78.1	76.0	90.8	93.7
Retest 1	Reading	Number	2,632	40	36	1,336	261	35	924
		Percent	2.5	2.7	1.8	4.2	4.9	1.9	1.5
	Math	Number	3,786	57	26	2,085	302	65	1,251
		Percent	3.6	3.9	1.3	6.6	5.6	3.6	2.0
	Both	Number	527	5	4	288	67	5	158
		Percent	0.5	0.3	0.2	0.9	1.2	0.3	0.2
Cumulative After Retest 1	Reading	Number	99,624	1,358	1,942	28,533	4,543	1,739	61,509
		Percent	94.3	93.0	95.2	89.9	84.6	96.8	97.3
	Math	Number	100,373	1,383	2,006	28,537	4,923	1,727	61,797
		Percent	95.0	94.7	98.4	89.9	91.7	96.2	97.7
	Both	Number	93,342	1,260	1,883	25,055	4,135	1,634	59,375
		Percent	88.4	86.2	92.3	78.9	77.0	91.0	93.9
Retest 2	Reading	Number	819	19	11	459	84	8	238
		Percent	0.8	1.3	0.5	1.4	1.6	0.4	0.4
	Math	Number	1,123	28	11	702	83	15	284
		Percent	1.1	1.9	0.5	2.2	1.5	0.8	0.4
	Both	Number	165	6	3	92	10	1	53
		Percent	0.2	0.4	0.1	0.3	0.2	0.1	0.1
Cumulative After Retest 2	Reading	Number	100,280	1,376	1,950	28,890	4,613	1,746	61,705
		Percent	94.9	94.2	95.6	91.0	85.9	97.2	97.6
	Math	Number	101,215	1,408	2,015	29,049	4,980	1,737	62,026
		Percent	95.8	96.4	98.8	91.5	92.7	96.7	98.1
	Both	Number	93,466	1,266	1,886	25,118	4,143	1,634	59,419
		Percent	88.5	86.7	92.5	79.1	77.2	91.0	94.0

¹Percentages may not sum to 100 due to rounding or because not all information was coded for some students; the percentages in this table are based on the total number of students in each racial/ethnic group, which is not shown in this table.

Table A-5. Number and Percent¹ of Students in Grade Three With Disabilities and Without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards, by Race/Ethnicity, 2003-04

Ethnicity	Group	Total N	Standard Met, Promoted		Standard Met, Retained		Standard Not Met, Promoted		Standard Not Met, Retained	
			n	%	n	%	n	%	n	%
American Indian	Not SWD	1307	1,205	92.2	2	0.1	61	4.7	39	3.0
	SWD	221	123	55.7	0	0.0	77	34.8	9	4.1
Asian	Not SWD	1,877	1,793	95.5	1	0.1	45	2.4	9	0.5
	SWD	126	90	71.4	0	0.0	27	21.4	6	4.8
Black	Not SWD	25,040	22,506	89.9	60	0.2	1,517	6.1	935	3.7
	SWD	4,254	2,235	52.5	7	0.2	1,543	36.3	353	8.3
Hispanic	Not SWD	7,099	6,252	88.1	9	0.1	498	7.0	191	2.7
	SWD	766	400	52.2	0	0.0	262	34.2	55	7.2
Multi-Racial	Not SWD	2,512	2,414	96.1	8	0.3	51	2.0	38	1.5
	SWD	345	237	68.7	2	0.6	77	22.3	24	7
White	Not SWD	50,191	48,974	97.6	86	0.2	640	1.3	474	0.9
	SWD	8,101	6,211	76.7	25	0.3	1345	16.6	382	4.7
Total		101,839	92,440	90.8	200	0.2	6,143	6.0	2,515	2.4

¹Percentages may not sum to 100 due to rounding.

Table A-6. Number and Percent¹ of Students in Grade Five With Disabilities and Without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards, by Race/Ethnicity, 2003-04

Ethnicity	Group	Total N	Standard Met, Promoted		Standard Met, Retained		Standard Not Met, Promoted		Standard Not Met, Retained	
			n	%	n	%	n	%	n	%
American Indian	Not SWD	1,264	1,241	98.2	1	0.1	18	1.4	4	0.3
	SWD	209	141	67.5	0	0.0	47	22.5	4	1.9
Asian	Not SWD	1,943	1,888	97.6	0	0.0	12	0.6	14	0.7
	SWD	112	89	79.5	0	0.0	12	10.7	6	5.4
Black	Not SWD	26,237	25,510	97.2	63	0.2	410	1.6	241	0.9
	SWD	4,722	3,272	69.3	12	0.3	975	20.6	286	6.1
Hispanic	Not SWD	5,905	5,467	92.6	10	0.2	210	3.6	62	1
	SWD	663	449	67.7	2	0.3	133	20.1	32	4.8
Multi-Racial	Not SWD	2,091	2,069	99.0	1	0	15	0.7	5	0.2
	SWD	289	236	81.7	1	0.3	38	13.1	7	2.4
White	Not SWD	52,229	51,919	99.4	59	0.1	174	0.3	54	0.1
	SWD	7,125	6,051	84.9	22	0.3	732	10.3	160	2.5
Total		102,789	98,332	95.6	171	0.2	2,776	2.7	875	0.8

¹Percentages may not sum to 100 due to rounding.

Table A-7. Number and Percent¹ of Students in Grade Eight With Disabilities and Without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards, by Race/Ethnicity, 2003-04

		Total	Standard Met, Promoted		Standard Met, Retained		Standard Not Met, Promoted		Standard Not Met, Retained	
Ethnicity	Group	N	n	%	n	%	n	%	n	%
American Indian	Not SWD	1,256	1,207	96.1	7	0.6	29	2.3	10	0.8
	SWD	205	137	66.8	0	0.0	58	28.3	5	2.4
Asian	Not SWD	1,956	1,873	95.8	4	0.2	45	2.3	5	0.3
	SWD	83	61	73.5	0	0	20	24.1	0	0.0
Black	Not SWD	26,672	24,796	93	190	0.7	1256	4.7	369	1.4
	SWD	5,073	2,640	52.0	20	0.4	2007	39.6	322	6.4
Hispanic	Not SWD	4,935	4,218	85.5	27	0.5	462	9.4	114	2.3
	SWD	435	249	57.2	4	0.9	150	34.5	19	4.4
Multi-Racial	Not SWD	1,614	1,570	97.3	10	0.6	23	1.4	11	0.7
	SWD	182	133	73.1	0	0.0	44	24.2	4	2.2
White	Not SWD	56,118	55,239	98.4	233	0.4	425	0.8	177	0.3
	SWD	7,116	5,615	78.9	28	0.4	1,242	17.4	166	2.3
Total		105,645	97,738	92.5	523	0.5	5,761	5.4	1,202	1.1

¹Percentages may not sum to 100 due to rounding.

Technical Notes

Standards Development

Prior to 2000-01, methods for collecting pertinent data on the Student Accountability Standards had not been developed. To address this issue, a meeting was held at DPI on April 6, 2001 to gather input from 26 LEAs. Discussions at the meeting focused on the rationale for promotion or retention of a student. As a result of these discussions, two distinct categories arose:

1. Reasons for promoting a student who did not make Level III:
 - a. **Waiver (Review Committee Recommendation)** – According to the Student Accountability Standards policy, a committee shall be appointed to review student waiver requests. This committee, composed of teachers and a principal from another school, shall make recommendations to the student’s principal about whether the student should be promoted to the next grade. See *Student Accountability Standards Requirements* at: http://www.ncpublicschools.org/student_promotion/. Also, see SBE policies 16NCAC6D.0501; 16NCAC6D.0504; and 16NCAC6D.0505. These policies can be found at <http://sbepolicy.dpi.state.nc.us/> and are included in the appendices to this report.
 - b. **Local Policy /Principal’s Decision/Other** - Local boards’ policies may include provisions for special waiver of the test standard. An example of such a local policy might be: *A student in grades 3 - 5 will have the test standard waived if the student has already been retained once in the grade span of K - 5. A student in grades 6 - 8 will have the test standard waived if the student has already been retained once in the grade span of 6 - 8 or if the student has been retained twice in the grade span of K - 8. See Student Accountability Standards Requirements* at: http://www.ncpublicschools.org/student_promotion/.
2. Reasons for retaining a student who made Level III:
 - a. Local promotion standards based on academic criteria
 - b. Local promotion standards based on attendance criteria
 - c. Principal’s decision or other criteria - The Student Accountability Standards policy states that students who meet the test standard are to be promoted unless determined otherwise by the school principal, in consultation with teacher(s).

Documentation

Tables in the Student Accountability Standards Report were created with data collected from the LEAs, including Charter Schools, but excluding the Department of Health and Human Services (DHHS) and the Department of Juvenile Justice and Delinquency Prevention (DJJDP) schools. Descriptions of the student groups used to create each table, a checklist of table requirements, and a description of data codes are provided here.

Description of Figures

- Figure 1 is based on student level data using assessment status and Promotion/Retention status [excluding Absent, NCAAP, NCAAAI, Transfer, or blank (not coded) students].

Description of Tables

- Table 1 uses gateway standard codes chosen by LEAs and Charter Schools. Fluctuations between grade levels are due to Charter Schools not having all three grade levels and LEAs choice of using Achievement Level III + 1 Standard Error of Measurement or Achievement Level III (a higher standard) as the Gateway standard.
- Tables 2 – 4 are based on student level data using assessment status and Promotion/Retention status [excluding Absent, NCAAP, NCAAAI, Transfer, or blank (not coded) students].
- Table 5 & 5a are based on student level data using ethnicity, assessment status, and Promotion/Retention status [excluding Absent, NCAAP, NCAAAI, Transfer, or blank (not coded) students].
- Tables 6 – 7 are based on student level data using Regular, Retest 1, Retest 2 Reading and Mathematics Status, and Promotion/Retention status for Absent, NCAAP, NCAAAI, or Transfer students. Students taking NCCATS, NCAAAI, who were absent, or LEP and took the regular EOG test are counted in the “Other” category.
- Tables 8 – 9 are based on student level data using ethnicity, assessment status, and Promotion/Retention status [excluding Absent, NCAAP, NCAAAI, Transfer, or blank (not coded) students].
- Tables 10 – 12 are based on student level data using gender, assessment status, and Promotion/Retention status [excluding Absent, NCAAP, NCAAAI, Transfer, or blank (not coded) students].
- Table 13 is based on student level data using exceptionality codes, assessment status, and Promotion/Retention status [excluding Absent, NCAAP, NCAAAI, Transfer, or blank (not coded) students].
- Table 14 is based on student level data using Migrant code, assessment status, and Promotion/Retention status [excluding Absent, NCAAP, NCAAAI, Transfer, or blank (not coded) students].

Description of Appendices

- Appendix A-1 is based on student level data using the Regular, Retest 1, Retest 2 Reading and Mathematics Status [excluding Absent, NCAAP, NCAAAI, Transfer, or blank (not coded) students].

- Appendix A-2 to A4 are based on student level data using ethnicity code and Regular, Retest 1, Retest 2 Reading and Mathematics Status [excluding Absent, NCAAP, NCAAAI, Transfer, or blank (not coded) students].
- Appendix A-5 to A-7 are based on student level data using ethnicity code, exceptionality code, Assessment status, and Promotion/Retention status [excluding Absent, NCAAP, NCAAAI, Transfer, or blank (not coded) students].

Checklist of Chart Requirements

Table #	Assessment Status	Promotion/Retention Status	Gateway Standards	Regular, Retest 1, Retest 2 Reading and Mathematics Status	Ethnicity	Gender	Exceptionality	Migrant
1			✓					
2	✓	✓						
3	✓	✓						
4	✓	✓						
5	✓	✓			✓			
5a	✓	✓			✓			
6		✓		✓				
7		✓		✓				
8	✓	✓			✓			
9	✓	✓			✓			
10	✓	✓				✓		
11	✓	✓				✓		
12	✓	✓				✓		
13	✓	✓					✓	
14	✓	✓						✓
Figure # 1	✓	✓						
Appendix								
A-1				✓				
A-2				✓	✓			
A-3				✓	✓			
A-4				✓	✓			
A-5	✓	✓			✓		✓	
A-6	✓	✓			✓		✓	
A-7	✓	✓			✓		✓	

Explanation of Codes

Gateway Standards:

- Blank – Not Coded
- 1 – Lowest Scale Score for Level III
- 2 – Lowest Score for Level III plus 1 Standard Error (SEM)
(SEM applied to the student scale score)
- 3 – Other Local standard

Assessment Status:

- Blank – Not tested with reading and mathematics test.
- 0 – Passed both reading and mathematics during regular administration
- 1 – Passed reading and mathematics by Retest 1
- 2 – Passed reading and mathematics by Retest 2
- 3 – Student did not meet standard after all given administrations

Promotion/Retention Status:

- 1 – Promoted: Scored at Level III or Level III + 1 SEM
- 2 – Promoted: Waiver – e.g. At grade level or making adequate progress
- 3 – Promoted: LEP (Limited English Proficiency)
- 4 – Promoted: Local Policy/Other
- 5 – Promoted: Principal's decision
- Blank – Not coded
- A – Retained: Did not score at Level III or Level III + 1 SEM
- B – Retained: Local promotion standards/Academic
- C – Retained: Local promotion standards/Attendance
- D – Retained: Other
- E – Retained: Principal's decision

Regular, Retest 1, Retest 2, Reading and Mathematics Status:

- 1 – “Yes”, passed subject at Level III.
- 2 – “Yes”, passed subject at Level III + 1 SEM
- 3 – “No”, scored within 1 SEM but Standard used was Level III
- 4 – “No”, scored within 2 SEM of Level III
- 5 – “No”, did not meet standard
- A – Absent from test
- B – LEP Year 1
- C – LEP Year 2
- D – NCCATS (Not used in 2004)
- E – NCAAP
- F – NCAAAI
- J – Transfer

Ethnicity:

American Indian, Asian, Black, Hispanic, Multi-Racial, White

Gender:

Male, Female

Exceptionality:

- 1 – Not identified as an Exceptional Student
- 2 – Academically/Intellectually Gifted (AIG)
- 3 – Behaviorally-Emotionally Handicapped
- 4 – Hearing Impaired
- 5 – Educable Mentally Handicapped
- 6 – Specific Learning Disabled
- 7 – Speech-Language Impaired
- 8 – Visually Impaired
- 9 – Other Health Impaired
- 10 – Orthopedically Impaired
- 11 – Traumatic Brain Injured
- 12 – Autistic
- 13 – Severe/Profound Mentally Disabled
- 14 – Multi-handicapped
- 15 – Deaf-Blind
- 16 – Trainable Mentally Disabled

Migrant:

- 1 – Non-Title I School, student not served by Migrant Program
- 2 – Non-Title I School, student served by Migrant Program
- 3 – School-Wide Title I Program but student not served by Migrant Program
- 4 – School-Wide Title I Program and student served by Migrant Program
- 5 – Student not served by Targeted Assistance or Migrant Program
- 6 – Not served by Targeted Assistance Program but served by Migrant Program
- 7 – Served by Targeted Assistance Program but not served by Migrant Program
- 8 – Served by Targeted Assistance Program and served by Migrant Program

NORTH CAROLINA STATE BOARD OF EDUCATION
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Policy Identification

Priority: High Student Performance

Category: Student Accountability Standards/Graduation Requirements

Policy ID Number: HSP-N-002

Policy Title: 16 NCAC 6D .0501 Definitions related to Student Accountability Standards

Current Policy Date: 12/01/1999

Other Historical Information:

Statutory Reference: GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D .0501

.0501 DEFINITIONS

As used in this Subchapter:

- (1) "adequate progress" shall mean student performance at or near grade level as indicated by student work, assessment data, and other evaluation information.
- (2) "focused intervention" shall mean help for students in attaining competency goals and objectives. The help or assistance shall be based on a diagnosis of what the student knows and is able to do. The strategies for helping the student shall be based on the diagnosis of the student's work.
- (3) "functional curriculum" shall mean an adapted course of study that is age appropriate, presented in natural environments with natural routines, and referenced to critical, basic skills such as personal/home management, community integration, effective communication, and career/employment.
- (4) "grade level proficiency" shall mean Level III or above on end-of-grade tests in reading and mathematics in grades 3-8. In grades K-2, teachers shall identify those students who are not performing at grade-level expectations. The levels of student performance shall be defined as follows:
 - (a) "Level I" shall mean that the student fails to achieve at a basic level. 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.
 - (b) "Level II" shall mean that the student achieves at a basic level. Students performing at this level demonstrate inconsistent mastery of knowledge and skills that are fundamental in this subject area and that are minimally sufficient to be successful at the next grade level.
 - (c) "Level III" shall mean that the student achieves at a proficient level. Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

(d) "Level IV" shall mean that the student achieves at an advanced level. Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

(5) "instructionally sound" shall mean a practice or strategy that reflects research findings and the achievement needs of students. The practice shall take into account student learning styles, effective delivery of content and skills, diagnosis, monitoring, and evaluation.

History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5; Eff. December 1, 1999.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: High Student Performance

Category: Student Accountability Standards/Graduation Requirements

Policy ID Number: HSP-N-003

Policy Title: 16 NCAC 6D .0502 Student Accountability Standards

Current Policy Date: 06/07/2001

Other Historical Information: Previous board dates: 12/01/1999, 01/10/01, 02/01/01

Statutory Reference: GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D .0502

.0502 STUDENT ACCOUNTABILITY STANDARDS

- (a) Gateway 1-Grade 3. In addition to meeting local promotion requirements, students in grade 3 shall demonstrate proficiency by having test scores at Level III or above on end-of-grade tests in both reading and mathematics. Students who score at Level III or above and who meet all local promotion requirements shall be promoted to grade 4 unless the school principal shall determine otherwise in consultation with teacher(s). These requirements shall become effective with the 2001-02 school year.
- (b) Gateway 2-Grade 5. In addition to meeting local promotion requirements, students in grade 5 shall demonstrate proficiency by having test scores at Level III or above on end-of-grade tests in both reading and mathematics. Additionally, LEAs shall use the grade 4 writing assessment as a screen to determine whether students are making adequate progress in developing writing skills. If a student has not scored at or above proficiency level 2.5 on the grade 4 writing assessment, the school shall provide intervention and assistance to develop writing skills. The principal and teacher(s) shall use locally developed and scored writing samples during grade 5 to determine if students have made adequate progress in order to be promoted to grade 6. Students who score at Level III or above on reading and mathematics, who meet all local promotion standards, and who make adequate progress in writing shall be promoted to grade 6, unless the school principal shall determine otherwise in consultation with teacher(s). These requirements shall become effective with the 2000-01 school year.
- (c) Gateway 3-Grade 8. In addition to meeting local promotion requirements, students in grade 8 shall demonstrate proficiency by having test scores at Level III or above on an end-of-grade test in both reading and mathematics. Additionally, the LEA shall use the grade 7 writing assessment as a screen to determine whether students are making adequate progress in developing writing skills. If a student has not scored at or above proficiency level 2.5 on the grade 7 writing assessment, the school shall provide intervention and assistance to develop writing skills. The principal and teacher(s) shall

- (d) use locally developed and scored writing samples during grade 8 to determine if students have made adequate progress to be promoted to grade 9. Students who score at Level III or above on reading and mathematics, who meet all local promotion standards, and who make adequate progress in writing shall be promoted to grade 9 unless the school principal shall determine otherwise in consultation with teacher(s). These requirements shall become effective with the 2001-02 school year.
- (e) Gateway 4-Grade 12. Students shall meet the following requirements to receive a North Carolina high school diploma:
 - (1) Meet existing local and state graduation requirements.
 - (2) Score at proficiency level III or above on the exit exam of essential skills. Students shall take this exam in the spring of the students' 11th grade year. This requirement shall apply to students who enter the ninth grade for the first time in the 2001-2002 school year.
 - (3) Achieve a passing score on the computer skills test as set forth in Rule .0503(c) of this Subchapter.

History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5; Eff. December 1, 1999;

Amended Eff. August 1, 2001.

NORTH CAROLINA STATE BOARD OF EDUCATION
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Policy Identification

Priority: High Student Performance

Category: Student Accountability Standards/Graduation Requirements

Policy ID Number: HSP-N-004

Policy Title: 16 NCAC 6D .0503 State graduation requirements

Current Policy Date: 07/11/2002

Other Historical Information: Previous board dates: 12/01/1999, 05/04/2000, 06/01/2000, 07/12/2001, 10/04/2001, 03/07/2002, 05/02/2002

Statutory Reference: GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D .0503

.0503 STATE GRADUATION REQUIREMENTS

- (a) In order to graduate and receive a high school diploma, public school students shall meet the requirements of paragraph (b) and shall attain passing scores on competency tests adopted by the SBE and administered by the LEA. Students who satisfy all state and local graduation requirements but who fail the competency tests shall receive a certificate of achievement and transcript and shall be allowed by the LEA to participate in graduation exercises. The passing score for the competency test, which is the same as grade-level proficiency as set forth in Rule .0502 of this Subchapter, shall be level III or higher. Special education students other than students who are following the occupational course of study in paragraph (b)(1)(D) of this Rule may apply in writing to be exempted from taking the competency tests. Before it approves the request, the LEA must assure that the parents, or the child if aged 18 or older, understand that each student must pass the competency tests to receive a high school diploma. Any student who has failed to pass the competency tests by the end of the last school month of the year in which the student's class graduates may receive additional remedial instruction and continue to take the competency tests during regularly scheduled testing until the student reaches maximum school age. Special education students who are following the occupational course of study in paragraph (b)(1)(D) of this Rule shall not be required to pass the competency test or the exit exam referred to in 16 NCAC 6D .0502(d)(2) in order to graduate and receive a diploma.
- (b) In addition to the requirements of Paragraph (a), students must successfully complete 20 course units in grades 9-12 as specified below.
- (1) Effective with the class entering ninth grade for the first time in the 2000-2001 school year, students shall select one of the following four courses of study:

NOTE: All students are encouraged, but not required, to include at least one elective course in arts education. Unless included as career/technical education credits in the career preparation course of study, courses in R.O.T.C. qualify for credit as electives in any of the courses of study.

- (A) career preparation, which shall include:
 - i. four credits in English language arts, which shall be English I, II, III, and IV;
 - ii. three credits in mathematics, one of which shall be algebra I (except as limited by G.S. 115C-81(b));
 - iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
 - iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
 - v. one credit in health and physical education;
 - vi. four credits in career/technical education, which shall be in a career concentration or pathway that leads to a specific career field and which shall include a second-level (advanced) course; or four credits in one of the four disciplines in arts education: theatre, music, visual arts, or dance; or four credits in R.O.T.C.;
 - vii. two elective credits; and
 - viii. other credits designated by the LEA.
 - (B) college technical preparation, which shall include:
 - i. four credits in English language arts, which shall be English I, II, III, and IV;
 - ii. three credits in mathematics, which shall be either algebra I, geometry, and algebra II; or algebra I, technical mathematics I, and technical mathematics II; or integrated mathematics I, II, and III;
 - iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
 - iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
 - v. one credit in health and physical education;
 - vi. four credits in career/technical education, which shall be in a career concentration or pathway that leads to a specific career field and which shall include a second-level (advanced) course;
 - vii. two elective credits; and
 - viii. other credits designated by the LEA.
- NOTE: A student who is pursuing this course of study may also meet the requirements of a college/university course of study by completing one additional mathematics course for which Algebra II is a prerequisite and, effective with the class entering the ninth grade for the first time in the 2002-03 school year, two credits in the same second language.
- (C) college/university preparation, which shall include:
 - i. four credits in English language arts, which shall be English I, II, III, and IV;
 - ii. three credits in mathematics, which shall be algebra I, algebra II, and geometry or a higher level course for which algebra II is a

- prerequisite; or integrated mathematics I, II, and III; however, effective with the class entering the ninth grade for the first time in the 2002-03 school year, this requirement shall become four credits in mathematics, which shall be algebra I, algebra II, geometry, and a higher level course for which algebra II is a prerequisite; or integrated mathematics I, II, III, and one course beyond integrated mathematics III;
- iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
 - iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
 - v. one credit in health and physical education;
 - vi. two credits in the same second language or demonstration of proficiency in a language other than English as determined by the LEA;
 - vii. four elective credits, except that effective with the class entering the ninth grade for the first time in the 2002-03 school year, this shall be reduced to three elective credits; and
 - viii. other credits designated by the LEA.
- (D) occupational, which shall include:
- i. four credits in English language arts, which shall be Occupational English I, II, III, and IV;
 - ii. three credits in mathematics, which shall be Occupational Mathematics I, II, and III;
 - iii. two credits in science, which shall be Life Skills Science I and II;
 - iv. two credits in social studies, which shall be Government/U.S. History and Self-Advocacy/Problem Solving;
 - v. one credit in health and physical education;
 - vi. six credits in occupational preparation education, which shall be Occupational Preparation I, II, III, IV, 240 hours of community-based training, and 360 hours of paid employment;
 - vii. four vocational education elective credits;
 - viii. computer proficiency as specified in the student's IEP;
 - ix. a career portfolio; and
 - x. completion of the student's IEP objectives.
- (2) LEAs may count successful completion of course work in the ninth grade at a school system which does not award course units in the ninth grade toward the requirements of this Rule.
- (3) LEAs may count successful completion of course work in grades 9-12 at a summer school session toward the requirements of this Rule.
- (4) LEAs may count successful completion of course work in grades 9-12 at an off-campus institution toward the locally-designated electives requirements of this Rule. 23 NCAC 2C .0305 shall govern enrollment in community college institutions.
- (c) Effective with the class of 2001, all students must demonstrate computer proficiency as a prerequisite for high school graduation. The passing scores for this proficiency shall be 47 on the multiple choice test and 49 on the performance test. This assessment shall begin

at the eighth grade. A student with disabilities shall demonstrate proficiency by the use of a portfolio if this method is required by the student's IEP.

- (d) Special needs students as defined by G.S. 115C-109, excluding gifted and pregnant, who do not meet the requirements for a high school diploma shall receive a graduation certificate and shall be allowed to participate in graduation exercises if they meet the following criteria:
- (1) successful completion of 20 course units by general subject area (4 English, 3 math, 3 science, 3 social studies, 1 health and physical education, and 6 local electives) under paragraph (b). These students are not required to pass the specifically designated courses such as Algebra I, Biology or United States history,
 - (2) completion of all IEP requirements.

History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5; Eff. December 1, 1999; Amended Eff. September 1, 2002; December 1, 2001; December 1, 2000.

**NORTH CAROLINA STATE BOARD OF EDUCATION
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Policy Identification

Priority: High Student Performance

Category: Student Accountability Standards/Graduation Requirements

Policy ID Number: HSP-N-005

Policy Title: 16 NCAC 6D .0504 Review procedures for promotion requests

Current Policy Date: 12/01/1999

Other Historical Information:

Statutory Reference: GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D .0504

.0504 REVIEW PROCEDURES

For students who do not score at Level III or above on the reading and mathematics tests and for students in Grades 5 and 8 who are not making adequate progress in developing writing skills, the school district shall follow these procedures to determine if students are performing at grade level and are able to succeed at the next grade:

- (1) Students who score below Level III on an end-of-grade test shall be given a second test no later than three weeks from the receipt of test results. Parents may request that their child be excused from the second administration of the test. In this case, the parents and child shall be deemed to have accepted participation in focused intervention.
- (2) Teachers or parents may request a promotion for students who score below Level III on an end-of-grade test after the second or third test administration. Teachers shall provide documentation of the students' performance during a review process. Documentation may include:
 - (a) student work samples
 - (b) other test data
 - (c) information supplied by parents
 - (d) for students with disabilities, information that is included in the individualized education program (IEP).
 - (e) other information that verifies that a student is at grade level. Students with disabilities shall be at grade level or be making adequate progress to meet requirements at grade level.
- (3) Students who are not promoted after the second or third administration of the test shall be given focused intervention of a time period that is instructionally sound. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, summer school instruction, or retention.

(4) The LEA shall appoint a committee to review student promotion requests. This committee shall be composed of teachers and either principals from other schools or central office staff and shall make recommendations to the student's principal about whether the student should be promoted to the next grade. This recommendation shall be based on documentation presented by teachers on behalf of the student. Special education personnel shall be on the committee if a student with a disability is being considered for a promotion. Parents of any student being presented for review shall have the right to be a non-voting participant, and further shall have the right to speak on behalf of their child.

History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5; Eff. December 1, 1999.

Special Note: While this policy provides a mechanism for considering promotion requests, all promotion decisions must be made in accordance with both State and local policy.

NORTH CAROLINA STATE BOARD OF EDUCATION
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Policy Identification

Priority: High Student Performance

Category: Student Accountability Standards/Graduation Requirements

Policy ID Number: HSP-N-006

Policy Title: 16 NCAC 6D .0505 Local Accountability Procedures

Current Policy Date: 12/01/1999

Other Historical Information:

Statutory Reference: GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D .0505

.0505 Local Accountability Procedures

- (a) Promotion decisions shall be made according to local policy and discretion, but shall include statewide student accountability standards at grades 3, 5, 8 and high school. At a minimum, each local board of education shall adopt procedures to ensure that students are treated fairly. The policy shall recognize the statutory authority of the principal to make promotion decisions.
- (b) Local boards of education policies shall be consistent with statewide student accountability policies. The policies shall include notification and involvement of parents and agreement of parental expectations signed by parents or guardians.
- (c) School districts shall provide focused intervention to all students who do not meet statewide student accountability standards. This intervention shall involve extended instructional opportunities that are different and supplemental and that are specifically designed to improve these students' performance to grade level proficiency. Students who do not meet promotion standards shall have personalized education plans with the following components: diagnostic evaluation, intervention strategies, and monitoring strategies. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, summer school instruction, or retention.
- (d) LEAs and schools shall report annually to the Department their progress in increasing the number of students who meet the standard for grade-level promotion. LEAs and schools shall use percentages of students who are above grade-level proficiency and of those who have moved from Level I to Level II to compare progress from year to year. Annually, local boards of education shall report the following information by race, ethnicity, exceptionality, and socio-economic status to the State Board of Education:

- (1) number and percent of students promoted by school who did not score at Level III or above on the designated tests at gateways 1, 2, and 3;
- (2) number and percent of students who have moved across achievement; and
- (3) levels in reading and mathematics at gateways 1, 2, and 3.
- (e) The NC standardized high school transcript shall certify a level of proficiency in high school courses through both grades and test scores. Test scores must be recorded on the standardized transcript. In order to inform parents and students of student progress, LEAs shall issue the transcript to students at the end of each year.
- (f) End-of-course test results shall be used as part of the student's final grade. Local school boards shall set policies regarding the use of end-of course test results in assigning final grades.

History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5; Eff. December 1, 1999.

NORTH CAROLINA STATE BOARD OF EDUCATION
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Policy Identification

Priority: High Student Performance

Category: Student Accountability Standards/Graduation Requirements

Policy ID Number: HSP-N-007

Policy Title: 16 NCAC 6D .0506 Accountability Standards for Students with Disabilities

Current Policy Date: 12/01/1999

Other Historical Information:

Statutory Reference: GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D .0506

.0506 Students With Disabilities

- (a) Unless exempted pursuant to paragraph (b) of this Rule, all students with disabilities shall participate in the statewide student accountability standards for elementary, middle, and high school levels.
- (b) Students with disabilities may be exempted from the statewide student accountability promotion standards by the IEP team, including the principal or school district representative, if the team determines that the students do not have the ability to participate in the standard course of study. However, these students shall be enrolled in a functional curriculum and shall demonstrate evidence of progress on alternate assessments. Alternate assessments shall be performance measures that assess the educational progress of students with disabilities who are unable to participate in the general large-scale assessment system even when accommodations are provided to the student. These students shall receive a certificate of achievement or graduation certificate.
- (c) All interventions/remediation and other opportunities, benefits and resources that are made available to students without disabilities shall be made available to students with disabilities who participate in the student promotion standards. All services offered shall be in addition to the special education services provided to the student.

History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5 Eff. December 1, 1999.

NORTH CAROLINA STATE BOARD OF EDUCATION
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Policy Identification

Priority: High Student Performance

Category: Student Accountability Standards/Graduation Requirements

Policy ID Number: HSP-N-008

Policy Title: 16 NCAC 6D .0507 Accountability Standards for Students With Limited English Proficiency

Current Policy Date: 12/01/1999

Other Historical Information:

Statutory Reference: GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D .0507

.0507 Students With Limited English Proficiency

Students of limited English proficiency shall meet the same standards as all students. However, in accordance with federal law, English language proficiency shall not be the factor that determines that a student has not met performance standards at each gateway. Therefore, LEAs shall use the following guidelines:

- (1) Students who are exempt from statewide testing in accordance with the provisions of Rule .0305(g)(1) of Subchapter 6G of this Subchapter shall also be exempt from the test standard for passage through each of the gateways. Instead, schools shall submit an instructional portfolio containing documentation of the students' English language proficiency and progress in all academic areas to a local committee of teachers and administrators to determine if students are ready to be promoted to the next level.
- (2) Gateways 1, 2, and 3. Once limited English proficient students are no longer eligible for exemption from statewide testing, these students shall be eligible for a waiver up to two additional years. These students shall receive a waiver from the test standard at the gateway the students first encounter if the student's English language proficiency is below "superior" in reading and writing. A local committee of teachers and administrators shall examine the students' instructional portfolios to determine whether:
 - (a) the students' English language proficiency is the cause of their inability to perform at grade level on the required test; and
 - (b) documentation indicates that a student is making adequate progress in all academic areas to be promoted to the next level.
- (3) High School Graduation Requirements. Limited English proficient students shall meet the same standards as all students for high school graduation.

- (4) School districts shall provide focused intervention for these students until they have met statewide promotion standards and high school graduation requirements (up to age 21). This intervention shall involve extended, supplemental instructional opportunities that include assistance in the development of English language proficiency. These students shall have personalized education plans with the following components: diagnostic evaluation, intervention strategies, and monitoring strategies.

History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5 Eff. December 1, 1999.