

Student Accountability Standards in Grades Three, Five, and Eight

2004–2005

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Table of Contents

	Page
List of Figures	iii
List of Tables	iv
List of Appendices	vi
 Executive Summary	
Background	vii
Results	vii
Statewide	vii
Race/Ethnicity	ix
Gender	ix
Students With/Without Disabilities	x
Migrant/Not Migrant Students	x
 2004-05 Student Accountability Standards, Grades Three, Five, and Eight	
Background	1
What Are the Standards?	2
Implementation of Standards	2
EOG Performance - Statewide	5
Promotion and Retention - Statewide	5
Reasons for Promotions When Standards Were Not Met	8
Reasons for Retention When Standards Were Met	9
Students Promoted or Retained Who Met/Did Not Meet the Standards, by Race/Ethnicity	10
Reasons for Promotion of Students Participating in Alternate Assessments and Not Tested Student	13
Reasons for Retention of Students Participating in Alternate Assessments and Not Tested Students	15
Reasons for Promotion When Standards Were Not Met, by Race/Ethnicity	16
Reasons for Retention When Standards Were Met, by Race/Ethnicity	18
Promotion and Retention When Standards Were Met/Not Met, by Gender	20

	Page
Reasons for Promotion When Standards Were Not Met, by Gender	23
Reasons for Retention When Standards Were Met, by Gender	24
Promotion and Retention of Students With/Without Disabilities Who Met/ Did Not Meet the Standards	25
Promotion and Retention of Students Served/Not Served by Migrant Programs When Standards Were Met/Not Met	28
Appendices	31
Appendices A-1 to A-7	32
Appendices A-5a to A-7a	37
Technical Notes	
Standards Development	42
Documentation	42
Description of Figures	43
Description of Tables	43
Description of Appendices	43
Checklist of Chart Requirements	44
Explanation of Codes	45
State Board of Education Policy HSP-N-002	47
State Board of Education Policy HSP-N-003	49
State Board of Education Policy HSP-N-004	51
State Board of Education Policy HSP-N-005	55
State Board of Education Policy HSP-N-006	57
State Board of Education Policy HSP-N-007	59
State Board of Education Policy HSP-N-008	60

List of Figures

Figure		Page
1	Number and Percent of Students Promoted or Retained at Grades Three, Five, and Eight Who Failed the Standards, 2001-02 to 2004-05	6

List of Tables

Table		Page
1	Number and Percent of LEAs and Charter Schools Implementing Gateway Standards for Each Test Administration, 2001-02 to 2004-05	4
2	Number and Percent of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met and Standards Not Met, 2001-02 to 2004-05	7
3	Number and Percent of Students in Grades Three, Five, and Eight Promoted and Reasons for Promotion When Standards Not Met, 2001-02 to 2004-05	8
4	Number and Percent of Students in Grades Three, Five, and Eight Retained When Standards Met and Reasons for Retention, 2001-02 2004-05	9
5	Number and Percent of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met, by Race/Ethnicity, 2004-05	11
5a	Number and Percent of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met, by Race/Ethnicity, 2004-05	12
6	Number and Percent of Students Participating in Alternate Assessments and Not Tested Students Promoted and Reasons for Promotion, 2004-05	14
7	Number and Percent of NCAAAI, NCAAP, and Not Tested Students Retained and Reasons for Retention, 2004-05	15
8	Number and Percent of Students in Grades Three, Five, and Eight Promoted When Standards Not Met and Reasons for Promotion, by Race/Ethnicity, 2004-05	17
9	Number and Percent of Students in Grades Three, Five, and Eight Retained When Standards Met and Reasons for Retention, by Race/Ethnicity, 2004-05	19
10	Number and Percent of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met, by Gender, 2004-05	21

Table	Page	
10a	Number and Percent of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met, by Gender, 2004-05	22
11	Number and Percent of Students in Grades Three, Five, and Eight Promoted When Standards Not Met and Reasons for Promotion, by Gender, 2004-05	23
12	Number and Percent of Students in Grades Three, Five, and Eight Retained When Standards Met and Reasons for Retention, by Gender, 2004-05	24
13	Number and Percent of Students in Grades Three, Five, and Eight With Disabilities and Without Disabilities Promoted and Retained When Standards Met/Not Met, 2004-05	26
13a	Number and Percent of Students in Grades Three, Five, and Eight With Disabilities and Without Disabilities Promoted and Retained When Standards Met/Not Met, 2004-05	27
14	Number and Percent of Students Served/Not Served by Migrant Programs in Grades Three, Five, and Eight Who Were Promoted and Retained When Standards Met/Not Met, 2004-05	29
14a	Number and Percent of Students Served/Not Served by Migrant Programs in Grades Three, Five, and Eight Who Were Promoted and Retained When Standards Met/Not Met, 2004-05 in Grades Three, Five, And Eight Promoted and Retained When Standards Met/Not Met, 2004-05	30

List of Appendices

Appendix		Page
A-1	Number and Percent of Students Passing and/or Failing Reading and Mathematics After All Retests, 2002-03 to 2004-05	32
A-2	Number and Percent of Students in Grade Three Passing End-of-Grade Tests and Retests, by Race/Ethnicity, 2004-05	33
A-3	Number and Percent of Students in Grade Five Passing End-of-Grade Tests and Retests, by Race/Ethnicity, 2004-05	34
A-4	Number and Percent of Students in Grade Eight Passing End-of-Grade Tests and Retests, by Race/Ethnicity, 2004-05	35
A-5	Number and Percent of Students in Grade Three With Disabilities and Without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards, by Race/Ethnicity, 2004-05	36
A-5a	Number and Percent of Students in Grade Three With Disabilities and Without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards, by Race/Ethnicity, 2004-05	37
A-6	Number and Percent of Students in Grade Five With Disabilities and Without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards, by Race/Ethnicity, 2004-05	38
A-6a	Number and Percent of Students in Grade Five With Disabilities and Without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards, by Race/Ethnicity, 2004-05	39
A-7	Number and Percent of Students in Grade Eight With Disabilities and Without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards, by Race/Ethnicity, 2004-05	40
A-7a	Number and Percent of Students in Grade Eight With Disabilities and Without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards, by Race/Ethnicity, 2004-05	41

Executive Summary

2004-05 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 Standards, will become effective for the first time for students entering the ninth grade in 2006-07. Students following the Career Preparation, College Technical Preparation, or College/University Preparation courses of study are expected to meet the new High School Exit Standards. Students following the Occupational Course of Study are required to meet a different set of exit standards [see HSP-N-004 (16 NCAC 6D.0503)].

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 2004-05 is shown on the following page.

- More students were promoted and fewer students were retained at each of the gateways in 2004-05 than in 2001-02, the first year of full implementation of the student accountability standards.
- The number of students promoted increased by two percent at grade three, by one percent at grade five, and by one percent at grade eight from 2001-02 to 2004-05.

Highlights of North Carolina’s student performance on the Student Accountability Standards (SAS) in 2004-05, the fourth year of full implementation, are summarized below.

Statewide

- Over 91 percent of North Carolina’s public school students at the benchmark grades passed both reading and mathematics after all retests in 2004-05, nearly the same as the previous two years (see Appendix A-1).
- The trend line over three years shows that most of North Carolina’s children are consistently passing the student accountability standards (see Appendix A-1).
- Among all students not meeting the Gateway standards in 2004-05 (18,756), 79 percent were promoted, compared with 76 percent (of 19,272) in 2003-04, 75 percent (of 18,144) in 2002-03 and 64 percent (of 26,075) in 2001-02 (see Table 2).

Number and Percent¹ of Students in Grades 3, 5, and 8
Promoted or Retained, 2001-05²

	Grade 3				Grade 5				Grade 8			
	2001-02	2002-03	2003-04	2004-05	2001-02	2002-03	2003-04	2004-05	2001-02	2002-03	2003-04	2004-05
Total N	104,760	104,987	104,265	104,868	106,277	106,519	105,458	107,505	100,349	104,413	108,174	109,553
Promoted	98,870	101,695	101,438	101,196	103,207	105,520	104,133	105,753	97,082	102,164	106,143	106,856
% Promoted	94.4	96.9	97.3	96.5	97.1	99.1	98.7	98.4	96.7	97.8	98.1	97.5
Retained	5,483	3,264	2,782	2,863	2,510	954	1,158	963	2,838	2,207	1,996	1,957
% Retained	5.2	3.1	2.7	2.7	2.4	0.9	1.1	0.9	2.8	2.1	1.8	1.8
Blank ³	407	28	45	809	558	45	167	789	427	42	35	740
% Blank	0.4	0.0	0.0	0.8	0.5	0.0	0.2	0.7	0.0	0.0	0.0	0.7

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 (NCAAAI); North Carolina Alternate Assessment Portfolio (NCAAP); Absent; and Transfer.

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

- *Principal's Decision* was the most cited reason for promoting students who failed the standards at grades three, five, and eight in 2004-05 (see Table 3).
- *Waiver* was the second most cited reason for promoting students who failed the standards at the benchmark grades (see Table 3).
- The percent of students retained who failed the standards has decreased each year since 2001-02, the first year of full implementation of the student accountability standards (see Table 2).
- Less than three percent of tested students who failed the standards were retained at benchmark grades in 2004-05 (see Table 2).

Race/Ethnicity

Among **All Students (Students Who Met the Standards and Students Who Did Not Meet the Standards)** in 2004-05:

- Higher percentages of Asian, White, and Multi-Racial students were promoted who met the standards than other racial/ethnic groups (see Table 5).
- At grades three, five, and eight, at least 91 percent of White, Asian and Multi-Racial students who met the standards were promoted (see Table 5).
- Overall, when compared with other racial/ethnic groups, lower percentages of Black and Hispanic students who met the standards were promoted (see Table 5).
- When compared with other racial/ethnic groups, higher percentages of Hispanic students who failed the standards were promoted (see Table 5).
- When the LEP reason for promotion is eliminated, the percentage of Asian and Hispanic students who failed the standards and were promoted increases substantially (see Table 8).

Among **Students Who Met the Standards** in 2004-05:

- At least 99 percent of all racial/ethnic groups at the benchmark grades were promoted (see Table 5a).

Among **Students Who Did Not Meet the Standards** in 2004-05:

- At least 66.3 percent of all racial/ethnic groups were promoted at grade three, 78.9 percent at grade five, and 80.0 percent at grade eight (see Table 5a).

Gender

- Higher percentages of female students were promoted when they met the standards than male students in 2004-05 (see Table 10).
- Higher percentages of male students than female students were promoted when they failed the standards (see Table 10).
- *Principal's Decision* played an equal role in promoting male and female students when students did not meet the standards in grades three, five, and eight (Table 11).

Students With/Without Disabilities

Among **All Students (Students Who Met the Standards and Students Who Did Not Meet the Standards)** in 2004-05:

- Higher percentages of *Students Without Disabilities* met the standards and were promoted than *Students With Disabilities* (see Tables 13).
- Greater percentages of *Students With Disabilities* were promoted who did not meet the standards than *Students Without Disabilities* (see Tables 13).
- Larger percentages of *Students With Disabilities* were retained who did not meet the standards than *Students Without Disabilities* (see Tables 13).

Among **Students Who Met the Standards** in 2004-05:

- Over 99 percent of *Students With Disabilities* and *Students Without Disabilities* were promoted (see Table 13a).

Among **Students Who Did Not Meet the Standards:**

- Over 80 percent of *Students With Disabilities* at the benchmark grades were promoted (see Table 13a).

Migrant/Not Migrant Students

Among **All Students (Students Who Met the Standards and Students Who Did Not Meet the Standards)** in 2004-05:

- Higher percentages of *Students Not Served by Migrant Programs* met the standards and were promoted than *Students Served by Migrant Programs* in 2004-05 (see Table 14).
- Larger percentages of *Students Served by Migrant Programs* who failed the standards were promoted than *Students Not Served by Migrant Programs* (see Table 14).
- The percentages of *Students Served by Migrant Programs* and *Students Not Served by Migrant Programs* who met the standards and were retained were about the same, all less than one percent (see Table 14).

Among **Students Who Met the Standards** in 2004-05:

- Over 99 percent of *Students Served by Migrant Programs* and *Students Not Served by Migrant Programs* who passed the standards were promoted (see Table 14a).

Among **Students Who Did Not Meet the Standards** in 2004-05:

- Larger percentages of *Students Served by Migrant Programs* who failed the standards were promoted than *Students Not Served by Migrant Programs* (see Table 14a).

2004-05 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 passing scores on five EOC assessments of Algebra I, Biology, English I, Civics & Economics, and U. S. History (effective with class of 2006-07). ● Complete Senior Project successfully.

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 2004-2005 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: Standard 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 Standard 2 - Achievement Level III without using 1 SEM applied to the student's score. Standard 2 is the higher standard.

Since the first year of full implementation of the SAS in 2001-02, LEAs have used predominately Standard 1 - Achievement Level III + 1 SEM as the gateway standard. In 2004-05, 92.3 percent of LEAs used Standard 1 at grade three, 91.4 percent at grade five and 89.5 percent at grade eight on the first administration of the End-of-Grade tests. These percentages were similar to those of the previous year (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 2001-02 to 2004-05 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 may 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, 2001-02 to 2004-05¹

Grade 3								
Standards	2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%
<i>End-of-Grade</i>								
Achievement Level III	18	10.3	16	8.9	14	7.7	14	7.7
Achievement Level III + 1 SEM	157	89.7	164	91.1	168	92.3	169	92.3
<i>Retest 1</i>								
Achievement Level III	17	9.9	14	8.2	13	7.7	14	8.2
Achievement Level III + 1 SEM	154	90.1	156	91.8	155	92.3	156	91.8
<i>Retest 2</i>								
Achievement Level III	15	10.6	14	10.4	14	10.5	13	10.7
Achievement Level III + 1 SEM	127	89.4	121	89.6	120	89.6	108	89.3
Grade 5								
Standards	2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%
<i>End-of-Grade</i>								
Achievement Level III	17	9.7	15	8.4	14	7.6	16	8.6
Achievement Level III + 1 SEM	158	90.3	164	91.6	171	92.4	171	91.4
<i>Retest 1</i>								
Achievement Level III	15	9.1	16	9.8	14	9.0	16	9.8
Achievement Level III + 1 SEM	150	90.9	148	90.2	142	91.0	148	90.2
<i>Retest 2</i>								
Achievement Level III	14	10.1	13	10.8	14	12.0	13	11.8
Achievement Level III + 1 SEM	124	89.9	107	89.2	102	87.9	97	88.2
Grade 8								
Standards	2001-02		2002-03		2003-04		2004-05	
	N	%	N	%	N	%	N	%
<i>End-of-Grade</i>								
Achievement Level III	18	11.0	18	10.8	18	10.5	18	10.5
Achievement Level III + 1 SEM	145	89.0	148	89.0	154	89.5	154	89.5
<i>Retest 1</i>								
Achievement Level III	16	10.7	16	10.5	17	11.1	19	12.8
Achievement Level III + 1 SEM	133	89.3	137	89.5	136	88.9	130	87.2
<i>Retest 2</i>								
Achievement Level III	15	12.2	14	12.1	15	12.9	16	15.0
Achievement Level III + 1 SEM	108	87.8	102	87.9	101	87.1	91	85.0

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 94 percent at grade eight) passed both reading and mathematics after all retests in 2004-05 (see Table A-1), the same as the previous year. The consistency in results over consecutive years suggests that the Student Accountability Standards maintain a positive impact on student performance at grades three, five, and eight.

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 2004-05. The figure indicates that each year higher percentages of students who fail the standards are promoted. Of the 8,677 students who failed the grade three end-of-grade tests in 2004-05, 72.4 percent were promoted – 15.0 percent more than in 2001-02, the baseline year of the student accountability standards. At grade five, 3,952 students failed the standards and 87.6 percent were promoted --17.0 percent more than in the baseline year, while 83.3 percent of the 6,127 grade eight students who failed the standards were promoted -- 13.0 percent more than in the baseline year.

Table 2 shows statewide promotion and retention results for the SAS by grade from 2001-02 to 2004-05. For the third consecutive year, more than 91 percent of tested students who met the standards at grades three, five, and eight were promoted statewide. Of the students not meeting the standards, 6.2 percent at grade three, 3.4 percent at grade five, and 4.8 percent at grade eight were promoted. More students not meeting the standards at grades three (140) and five (687) were promoted in 2004-05 than in the previous year. At grade eight, 656 fewer students not meeting the standards in 2004-05 were promoted than in the previous year.

Among students not meeting the standards (18,756) in 2004-05, 79 percent was promoted, compared with 76 percent of 19,272 of students in 2003-04, 75 percent of the 18,144 students in 2002-03 and 64 percent of the 26,075 students 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 Table 2.)

In 2004-05, the number of tested students retained who failed the standards continued to represent a small percentage of the total group. Only 2.4 percent of tested students failing the standards at grade three were retained, 0.5 percent at grade five, and 1.0 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).

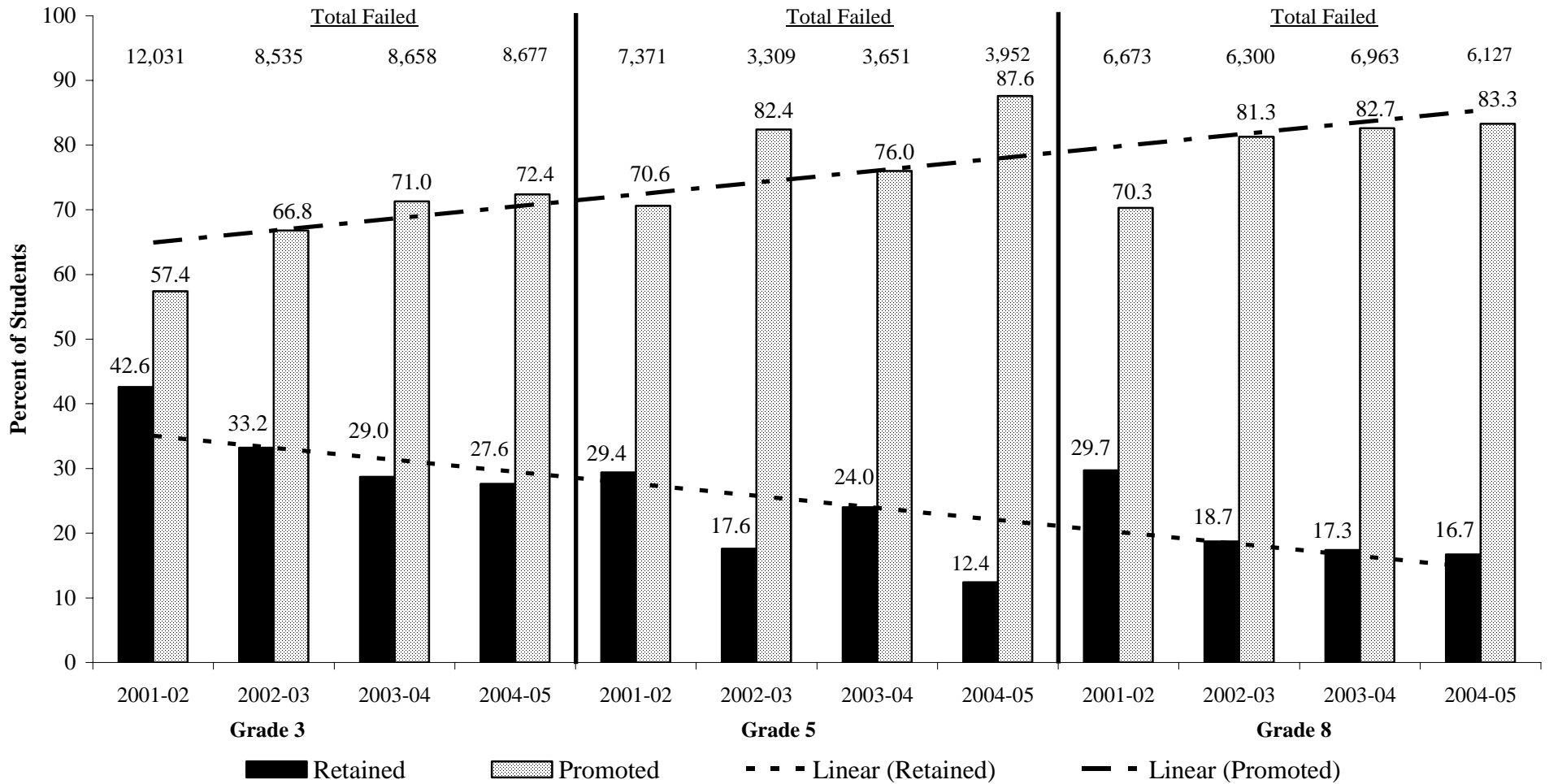


Figure 1. Number and Percent of Students Promoted or Retained at Grades Three, Five, and Eight Who Failed the Standards, 2001-02 to 2004-05.

Table 2. Number and Percent¹ of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met and Standards Not Met, 2001-02 to 2004-05²

Student Accountability Status	Number of Students				Percent of Tested Students				Percent of All Students			
	2001-02	2002-03	2003-04	2004-05	2001-02	2002-03	2003-04	2004-05	2001-02	2002-03	2003-04	2004-05
Standards Met, Promoted												
Grade 3	86,976	92,122	92,440	92,347	87.7	91.3	91.2	91.2	83.0	87.7	88.7	88.1
Grade 5	92,159	98,901	98,332	99,152	92.4	96.5	96.2	96.0	86.7	92.8	93.5	92.2
Grade 8	87,648	93,897	97,738	99,133	92.3	93.0	92.9	93.7	87.3	89.9	90.4	90.5
Standard Not Met, Promoted												
Grade 3	6,908	5,700	6,143	6,283	7.0	5.6	6.1	6.2	6.6	5.4	5.9	6.0
Grade 5	5,205	2,727	2,776	3,463	5.2	2.7	2.7	3.4	4.9	2.6	2.6	3.2
Grade 8	4,691	5,122	5,761	5,105	4.9	5.1	5.5	4.8	4.7	4.9	5.3	4.7
Standard Met, Retained												
Grade 3	163	287	200	212	0.2	0.3	0.2	0.2	0.2	0.3	0.2	0.2
Grade 5	158	225	171	164	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.2
Grade 8	601	725	523	584	0.6	0.7	0.5	0.6	0.6	0.7	0.5	0.5
Standard Not Met, Retained												
Grade 3	5,123	2,835	2,515	2,394	5.2	2.8	2.5	2.4	4.9	2.7	2.4	2.3
Grade 5	2,166	582	875	489	2.2	0.6	0.9	0.5	2.0	0.5	0.8	0.5
Grade 8	1,982	1,178	1,202	1,022	2.1	1.2	1.1	1.0	2.0	1.1	1.1	0.9
Total												
Grade 3	99,170	100,944	101,298	101,236	100.1	100.0	100.0	100.0	94.7	96.1	97.2	96.5
Grade 5	99,688	102,435	102,154	103,268	100.0	100.0	100.0	100.0	93.7	96.2	96.9	96.1
Grade 8	94,922	100,922	105,224	105,844	99.9	100.0	100.0	100.0	94.6	96.7	97.3	96.6

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 (NCAAI); 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 failed the standards from 2001-02 to 2004-05. The major reason students who failed the standards were promoted in grades three, five, and eight was *Principal's Decision*, with 50 percent of the 6,283 students promoted at grade three, 51.1 percent of the 3,463 students promoted at grade five and 49.6 percent of 5,105 students promoted at grade eight. *Waiver* was the second most cited reason for promoting students who did not meet the standards at the benchmark grades.

Table 3. Number and Percent¹ of Students in Grades Three, Five, and Eight Promoted and Reasons for Promotion When Standards Not Met, 2001-02 to 2004-05

	Student Promotion							
	2001-02		2002-03		2003-04		2004-05	
	n	%	n	%	n	%	n	%
Principal's Decision								
Grade 3	3,175	46.0	2,355	41.3	2,755	44.8	3,143	50.0
Grade 5	2,244	43.1	901	33.0	1,050	37.8	1,769	51.1
Grade 8	1,976	42.1	2,138	41.7	2,780	48.2	2,534	49.6
Waiver								
Grade 3	2,091	30.3	1,779	31.2	1,966	32.0	1,851	29.5
Grade 5	1,729	33.2	1,066	39.1	1,144	41.0	1,015	29.3
Grade 8	1,721	36.7	1,886	36.8	1,981	34.4	1,708	33.5
Local Policy/Other								
Grade 3	1,500	21.7	1,360	23.8	1,146	18.7	939	14.9
Grade 5	1,104	21.2	663	24.3	465	16.7	527	15.2
Grade 8	862	18.4	920	18.0	821	14.2	607	11.9
LEP (Limited English Proficient)								
Grade 3	142	2.1	206	3.6	276	4.5	350	5.6
Grade 5	128	2.5	97	3.6	117	4.2	152	4.4
Grade 8	132	2.8	178	3.5	179	3.1	256	5.0
Total								
Grade 3	6,908	n/a	5,700	n/a	6,143	n/a	6,283	n/a
Grade 5	5,205	n/a	2,727	n/a	2,776	n/a	3,463	n/a
Grade 8	4,691	n/a	5,122	n/a	5,761	n/a	5,105	n/a

¹Percentages may not sum to 100 percent due to rounding or due to information 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 for retention. The most frequently cited reason for retaining students when they passed the standards was *Local Promotion Standards/Academic*, which was given for 50 percent of students (212) retained in grade three, for 59.1 percent of students (164) retained in grade five, and for 72.9 percent of students (584) 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 36.3 percent of the students (212) retained in grade three, 29.3 percent of students (164) retained in grade five, and 19.3 percent of students (584) 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, 2001-02 to 2004-05

Reasons Retained, Standards Met	Student Retention							
	2001-02		2002-03		2003-04		2004-05	
	n	%	n	%	n	%	n	%
Local Promotion Standards, Academic								
Grade 3	117	72	165	57.5	111	55.5	106	50.0
Grade 5	120	76	136	60.4	115	67.3	97	59.1
Grade 8	476	79	525	72.4	329	62.9	426	72.9
Principal's Decision								
Grade 3	27	17	98	34.1	70	35.0	77	36.3
Grade 5	28	18	53	23.6	47	27.5	48	29.3
Grade 8	82	14	132	18.2	154	29.4	113	19.3
Local Promotion Standards, Attendance								
Grade 3	5	3.1	8	2.8	4	2.0	12	5.7
Grade 5	5	3.2	22	9.8	4	2.3	14	8.5
Grade 8	25	4.2	41	5.6	26	5.0	41	7.0
Other								
Grade 3	14	8.6	16	5.6	15	7.5	17	8.0
Grade 5	5	3.2	14	6.2	5	2.9	5	3.0
Grade 8	18	3.0	27	3.7	14	2.7	4	0.7
Total								
Grade 3	163	n/a	287	n/a	201	n/a	212	n/a
Grade 5	158	n/a	225	n/a	171	n/a	164	n/a
Grade 8	601	n/a	725	n/a	523	n/a	584	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 by race/ethnicity, grade, and status who were promoted and retained in 2004-05. This table shows promotion and retention percentages using **All Students (Students Who Met the Standards and Students Who Did Not Meet the Standards)** as the denominator. Among all students who met the standards, Asian, White and Multi-Racial students were promoted at higher rates than other racial/ethnic groups. At grades three, five, and eight, at least 90 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 88 percent at grade three. Among Blacks and Hispanics fifth graders, 92 percent and 90 percent of students, respectively, who met the standards were promoted. At grade three, 84 percent of Black students and Hispanic students met the standards and were promoted. For grade eight, 89 percent of Black students and 84 percent of Hispanic students met the standards and were promoted.

Among the various racial/ethnic groups, Hispanic students who failed the standards demonstrated higher percentages promoted: 11.0 percent at grade three, 6.6 percent at grade five, and 11.5 percent at grade eight (see Table 5).

Table 5a shows the number and percent of students not meeting the standards and students meeting the standards in the benchmark grades who were promoted or retained by race/ethnicity in 2004-05. This table shows promotion and retention percentages using **Students Who Met the Standards** and **Students Who Did Not Meet the Standards** as the denominators. Among **Students Who Met the Standards**, at least 99 percent of all racial/ethnic groups at the benchmark grades who met the standards were promoted in 2004-05.

Among all racial/ethnic **Students Who Did Not Meet the Standards** in 2004-05, at least 66.3 percent were promoted at grade three – ranging from 66.3 percent of Asian students to 81.5 percent of Hispanic students (see Table 5a). For grade five, at least 79 percent of all racial/ethnic students who did not meet the standards were promoted – ranging from 78.9 percent for Multi-Racial students to 91.9 percent for Asian students. At least 80 percent of all racial/ethnic groups who did not meet the standards at grade eight were promoted – ranging from 80 percent for Multi-Racial students to 88.1 percent for American Indian students.

Hispanic students (81.5 percent) had the highest percentage of promotions among students who failed the standards at grade three. At grade five, the highest percentage (91.9 percent) of students promoted who failed the standards was Asian. American Indians (88.1 percent) had the highest percentage of promotions among students who failed the standards 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, 2004-05

	Total	Standards Met				Standards Not Met			
		Promoted		Retained		Promoted		Retained	
Ethnicity	N	n	%	n	%	n	%	n	%
American Indian									
Grade 3	1,539	1,351	87.8	2	0.1	112	7.3	56	3.6
Grade 5	1,544	1,444	93.5	2	0.1	66	4.3	8	0.5
Grade 8	1,509	1,389	92.1	7	0.5	96	6.4	13	0.9
Asian									
Grade 3	2,222	2,087	93.9	5	0.2	61	2.8	31	1.4
Grade 5	2,112	2,031	96.2	4	0.2	34	1.6	3	0.1
Grade 8	2,001	1,886	94.3	3	0.2	60	3.0	12	0.6
Black									
Grade 3	28,522	23,932	83.9	62	0.2	3,002	10.5	1,221	4.3
Grade 5	30,827	28,402	92.1	59	0.2	1,749	5.7	242	0.8
Grade 8	32,109	28,625	89.2	201	0.6	2,639	8.2	507	1.6
Hispanic									
Grade 3	8,934	7,496	83.9	15	0.2	984	11.0	224	2.5
Grade 5	7,769	6,996	90.1	7	0.1	516	6.6	49	0.6
Grade 8	6,303	5,290	83.9	51	0.8	722	11.5	107	1.7
Multi-Racial									
Grade 3	3,230	2,947	91.2	7	0.2	175	5.4	70	2.2
Grade 5	2,831	2,721	96.1	4	0.1	60	2.1	16	0.6
Grade 8	2,162	2,051	94.9	17	0.8	64	3.0	16	0.7
White									
Grade 3	57,818	54,534	94.3	121	0.2	1,949	3.4	791	1.4
Grade 5	59,375	57,558	96.9	88	0.2	1,038	1.8	171	0.3
Grade 8	62,359	59,892	96.0	305	0.5	1,524	2.4	366	0.6
Total									
Grade 3	102,265	92,347	90.3	212	0.2	6,283	6.1	2,393	2.3
Grade 5	104,458	99,152	94.9	164	0.2	3,463	3.3	489	0.5
Grade 8	106,443	99,133	93.1	584	0.6	5,105	4.8	1,021	1.0

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, 2004-05

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	1,539	1,353	87.9	1,351	99.9	2	0.1	168	10.9	112	66.7	56	33.3
Grade 5	1,544	1,446	93.7	1,444	99.9	2	0.1	74	4.8	66	89.2	8	10.8
Grade 8	1,509	1,396	92.5	1,389	99.5	7	0.5	109	7.2	96	88.1	13	11.9
Asian													
Grade 3	2,222	2,092	94.1	2,087	99.8	5	0.2	92	4.1	61	66.3	31	33.7
Grade 5	2,112	2,035	96.4	2,031	99.8	4	0.2	37	1.8	34	91.9	3	8.1
Grade 8	2,001	1,889	94.4	1,886	99.8	3	0.2	72	3.6	60	83.3	12	16.7
Black													
Grade 3	28,522	23,994	84.1	23,932	99.7	62	0.3	4,223	14.8	3,002	71.1	1,221	28.9
Grade 5	30,827	28,461	92.3	28,402	99.8	59	0.2	1,991	6.5	1,749	87.8	242	12.2
Grade 8	32,109	28,826	89.8	28,625	99.3	201	0.7	3,146	9.8	2,639	83.9	507	16.1
Hispanic													
Grade 3	8,934	7,511	84.1	7,496	99.8	15	0.2	1,208	13.5	984	81.5	224	18.5
Grade 5	7,769	7,003	90.1	6,996	99.9	7	0.1	565	7.3	516	91.3	49	8.7
Grade 8	6,303	5,341	84.7	5,290	99.0	51	1.0	829	13.2	722	87.1	107	12.9
Multi-Racial													
Grade 3	3,230	2,954	91.5	2,947	99.8	7	0.2	245	7.6	175	71.4	70	28.6
Grade 5	2,831	2,725	96.3	2,721	99.9	4	0.1	76	2.7	60	78.9	16	21.1
Grade 8	2,162	2,068	95.7	2,051	99.2	17	0.8	80	3.7	64	80.0	16	20.0
White													
Grade 3	57,818	54,655	94.5	54,534	99.8	121	0.2	2,740	4.7	1,949	71.1	791	28.9
Grade 5	59,375	57,646	97.1	57,558	99.8	88	0.2	1,209	2.0	1,038	85.9	171	14.1
Grade 8	62,359	60,197	96.5	59,892	99.5	305	0.5	1,890	3.0	1,524	80.6	366	19.4
Total													
Grade 3	102,265	92,559	90.5	92,347	99.8	212	0.2	8,676	8.5	6,283	72.4	2,393	27.6
Grade 5	104,458	99,316	95.1	99,152	99.8	164	0.2	3,952	3.8	3,463	87.6	489	12.4
Grade 8	106,443	99,717	93.7	99,133	99.4	584	0.6	6,126	5.8	5,105	83.3	1,021	16.7

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 Students Participating in Alternate Assessments and Not Tested Students

The reasons cited for the promotion of students participating in *Alternate Assessments* and *Not Tested* (Absent and Transfer students) in 2004-05 are shown in Table 6. In 2004-05, *Absent* students and *Transfer* students were combined under the *Not Tested* category.

About 71 percent of students who took the North Carolina Alternate Assessment Academic Inventory (NCAAI) at grade three were promoted due to *Principal's Decision*. At grade five, 77.4 percent were promoted due to "Waiver" and at grade eight, 78.4 percent were promoted due to "Waiver".

At grade three, 50.6 percent of students who took the North Carolina Alternate Assessment Portfolio (NCAAP) were promoted due to *Principal's Decision* while 43.7 percent were promoted due to "Waiver". At grades five and eight, "Waiver" was cited most often: 77.5 percent at grade five and 76.5 percent at grade eight.

Not Tested students were promoted primarily due to *Principal's Decision*: 73.9 percent at grade three, 81.7 percent at grade five, and 79.7 percent at grade eight. These results suggest that the chances of promotion are higher when *Not Tested* than when *Tested*.

Table 6. Number and Percent¹ of Students Participating in Alternate Assessments and Not Tested Students Promoted and Reasons for Promotion, 2004-05

Status/Test	Number Promoted	% Waiver	% LEP (Limited English Proficient)	% Local Policy /Other	% Principal's Decision
NCAAAI²					
Grade 3	34	20.6	5.9	2.9	70.6
Grade 5	106	77.4	6.6	2.8	13.2
Grade 8	102	78.4	8.8	2.0	10.8
NCAAP					
Grade 3	87	43.7	0.0	5.8	50.6
Grade 5	71	77.5	0.0	7.0	15.5
Grade 8	51	76.5	0.0	17.7	5.9
Not Tested³					
Grade 3	65	9.2	1.5	9.2	73.9
Grade 5	93	8.6	3.2	4.3	81.7
Grade 8	281	10.0	1.8	8.5	79.7

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

²Due to changes in NCLB policy regarding students with severe cognitive disabilities in 2003-04, 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.

³In previous reports, these students were included in the "Absent" and "Transfer" categories.

Reasons for Retention of Students Participating in Alternate Assessments and Not Tested Students

Table 7 shows the reasons for retention of *NCAAAI*, *NCAAP*, and *Not Tested* (*Absentees* and *Transfers*) students in 2004-05. In 2004-05, *Absent* students and *Transfer* students were included in the *Not Tested* category.

The number of *NCAAAI* students retained was too small (less than five) for interpretation.

The chief reason for the retention of *NCAAP* students at grades five and eight was *Principal's Decision*: 60.0 percent at grade five and 69.6 percent at grade eight.

Students who were *Absent* or *Transferred* (*Not Tested*) were promoted primarily due to *Principal's Decision* at grades five (88.9 percent) and eight (79.0 percent). At grade three, *Principal's Decision* and *Attendance* were cited equally for the retentions.

Table 7. Number and Percent¹ of NCAAAI, NCAAP and Not Tested Students Retained and Reasons for Retention, 2004-05

Status/Test	Number Retained	% Academic	% Attendance	% Other	% Principal's Decision
NCAAAI²					
Grade 3	1	0.0	0.0	0.0	100.0
Grade 5	2	50.0	0.0	0.0	50.0
Grade 8	2	0.0	0.0	0.0	100.0
NCAAP					
Grade 3	1	0.0	0.0	0.0	100.0
Grade 5	30	36.7	0.0	3.3	60.0
Grade 8	46	23.9	0.0	6.5	69.6
Not Tested³					
Grade 3	12	25.0	33.3	8.3	33.3
Grade 5	9	0.0	11.1	0.0	88.9
Grade 8	76	5.3	14.5	1.3	79.0

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

²Due to changes in NCLB policy regarding students with severe cognitive disabilities in 2003-04, 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.

³In previous reports, these students were included in the "Absent" and "Transfer" categories.

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 2004-05. *Principal's Decision* was cited most frequently in the promotion of racial/ethnic students who failed the standards.

The majority of American Indian students who failed the standards were promoted due to *Principal's Decision*: 62.5 percent at grade three, 80.3 percent at grade five, and 59.4 percent 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 50.8 percent of the promotions at grade three, 73.5 percent at grade five, and 60.0 percent at grade eight. The secondary reason for promoting Asian students who failed the standards was Limited English Proficient (LEP).

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 55.8 percent of students at grade three, 55.7 percent at grade five, and 52.0 percent at grade eight.

For Hispanic students who failed the standards, *Principal's Decision* was cited most often for 38.5 percent of students at grade three, 43.0 percent at grade five and 41.6 percent at grade eight. The secondary reason for promoting Hispanic students who failed the standards was Limited English Proficient (LEP).

Principal's Decision was cited most frequently in the promotion of Multi-Racial students at grades three and five, while *Waiver* was cited most often in promoting students at grade eight. At grades three and five, 50.9 percent and 43.3 percent, respectively, of Multi-Racial students were promoted due to *Principal's Decision*, while 42.2 percent were promoted due to *Waiver*.

The majority of White students who failed the standards at grades three, five, and eight were promoted due to *Principal's Decision*: 46.2 percent at grade three, 45.2 percent at grade five, and 48.8 percent at grade eight.

Although schools have no control over students who attend their schools who are Limited English Proficient (LEP), it is interesting to look at the percentage of Asian and Hispanic non-LEP students promoted by *Principal's Decision*. This promotion reason applies to a larger portion of these two ethnic groups than others. When the LEP reason for promotion is removed, the percentage of Asian and Hispanic students failing the standards and promoted by *Principal's Decision* increases substantially. At grade three, the percentage of Asian and Hispanic students failing the standards and promoted by *Principal's Decision* escalates to 66.6 percent and 68.2 percent, respectively. The percent promoted who failed the standards becomes 85.3 percent and 72.7 percent for Asian and Hispanics, respectively, at grade five, and 80.0 percent and 69.1 percent, respectively, at grade eight (see Table 8).

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, 2004-05

Ethnicity	Total N	Waiver ²		LEP (Limited English Proficient)		Local Policy/Other		Principal's Decision	
		n	%	n	%	n	%	n	%
American Indian									
Grade 3	112	30	26.8	0	0.0	12	10.7	70	62.5
Grade 5	66	9	13.6	0	0.0	4	6.1	53	80.3
Grade 8	96	28	29.2	1	1.04	10	10.4	57	59.4
Asian									
Grade 3	61	6	9.8	21	34.4	3	4.9	31	50.8
Grade 5	34	3	8.8	5	14.7	1	2.9	25	73.5
Grade 8	60	8	13.3	12	20.0	4	6.7	36	60.0
Black									
Grade 3	3,002	867	28.9	7	0.2	454	15.1	1,674	55.8
Grade 5	1,749	501	28.6	3	0.2	271	15.5	974	55.7
Grade 8	2,639	903	34.2	12	0.5	353	13.4	1,371	52.0
Hispanic									
Grade 3	984	156	15.9	313	31.8	136	13.8	379	38.5
Grade 5	516	86	16.7	141	27.3	67	13.0	222	43.0
Grade 8	722	138	19.1	223	30.9	61	8.5	300	41.6
Multi-Racial									
Grade 3	175	59	33.7	2	1.14	25	14.3	89	50.9
Grade 5	60	20	33.3	0	0.0	14	23.3	26	43.3
Grade 8	64	27	42.2	1	1.56	10	15.6	26	40.6
White									
Grade 3	1,949	733	37.6	7	0.4	309	15.9	900	46.2
Grade 5	1,038	396	38.2	3	0.3	170	16.4	469	45.2
Grade 8	1,524	604	39.6	7	0.5	169	11.1	744	48.8
Total									
Grade 3	6,283	1,851	29.5	350	5.6	939	15.0	3,143	50.0
Grade 5	3,463	1,015	29.3	152	4.4	527	15.2	1,769	51.1
Grade 8	5,105	1,708	33.5	256	5.0	607	11.9	2,534	49.6

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 for retaining students who passed the standards in 2004-05 are shown by race/ethnicity in Table 9. The reasons specified for retaining racial/ethnic students who passed the standards were mixed; however, *Academic* reasons were cited most frequently among the racial/ethnic groups.

For American Indian and Asian students, counts are too small for interpretation.

Black students who passed the standards were retained primarily for *Academic* reasons. This reason was cited in the retention of 61.3 percent of students at grade three, 59.3 percent at grade five, and 69.2 percent at grade eight.

Principal's Decision (66.7 percent) was cited most often in the retention of Hispanic students who met the standards at grade three. At grades five and eight, 71.4 percent and 64.7 percent of Hispanic students, respectively, were retained when they passed the standards due to *Academic* reasons.

At grades five, the counts for Multi-Racial students were too small for meaningful interpretation. At grade three, three of the seven Multi-Racial students who met the standards were retained for *Academic* reasons and three were retained for *Attendance* reasons. At grade eight, *Academic* reasons were cited for 82.4 percent of the Multi-Racial students retained who met the standards.

The majority of White students who met the standards at the benchmark grades were retained for *Academic* reasons: 50.4 percent at grade three, 61.4 percent at grade five, and 76.4 percent at grade eight.

Table 9. Number and Percent¹ of Students in Grades Three, Five, and Eight Retained When Standards Met and Reasons for Retention, by Race/Ethnicity, 2004-05

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	2	1	50.0	0	0.0	0	0.0	1	50.0
Grade 8	7	5	71.4	1	14.29	0	0.0	1	14.3
Asian									
Grade 3	5	1	20.0	0	0.0	0	0.0	4	80.0
Grade 5	4	0	0.0	0	0.0	0	0.0	4	100.0
Grade 8	3	2	66.7	0	0.0	0	0.0	1	33.3
Black									
Grade 3	62	38	61.3	2	3.23	5	8.1	17	27.4
Grade 5	59	35	59.3	9	15.25	1	1.7	14	23.7
Grade 8	201	139	69.2	10	4.98	0	0.0	52	25.9
Hispanic									
Grade 3	15	2	13.3	1	6.67	2	13.3	10	66.7
Grade 5	7	5	71.4	0	0.0	0	0.0	2	28.6
Grade 8	51	33	64.7	1	1.96	0	0.0	17	33.3
Multi-Racial									
Grade 3	7	3	42.9	3	42.9	0	0.0	1	14.3
Grade 5	4	2	50.0	0	0.0	0	0.0	2	50.0
Grade 8	17	14	82.4	1	5.9	0	0.0	2	11.8
White									
Grade 3	121	61	50.4	6	4.96	10	8.3	44	36.4
Grade 5	88	54	61.4	5	5.68	4	4.6	25	28.4
Grade 8	305	233	76.4	28	9.18	4	1.3	40	13.1
Total									
Grade 3	212	106	50.0	12	5.7	17	8.0	77	36.3
Grade 5	164	97	59.2	14	8.5	5	3.1	48	29.3
Grade 8	584	426	73.0	41	7.0	4	0.7	113	19.4

¹Percentages may not sum to 100 due to rounding.

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

Promotion and retention data by gender and status in 2004-05 are shown in Table 10. This table shows promotion and retention percentages using **All Students (Students Who Met the Standards and Students Who Did Not Meet the Standards)** as the denominator. Higher percentages of female students (92.0 percent, 96.1 percent, and 94.9 percent at grades three, five, and eight, respectively) were promoted when they met the standards than male students (88.7 percent, 93.8 percent, and 91.4 percent at grades three, five and eight, respectively).

Conversely, higher percentages of male students than female students were promoted when they failed the standards. At grade three, 2.2 percent more males than females who failed the standards were promoted. At grades five and eight, 1.5 percent and 2.5 percent, respectively, more male students who failed the standards were promoted.

Table 10a shows promotion and retention data for male and female students when the standards were met or not met. This table shows promotion and retention percentages using **Students Who Met the Standards** and **Students Who Did Not Meet the Standards** as the denominators. Over 99 percent of male and female students who met the standards were promoted. The percentages of male and female students promoted who did not meet the standards were about the same, with just over 70 percent at grade three, just under 90 percent at grade five, and just over 80 percent at grade eight.

Table 10. Number and Percent¹ of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met, by Gender, 2004-05

	N	Standard Met				Standard Not Met			
		Promoted		Retained		Promoted		Retained	
Gender		n	%	n	%	n	%	n	%
Female									
Grade 3	50,017	46,017	92.0	92	0.2	2,520	5.0	1,004	2.0
Grade 5	51,166	49,168	96.1	59	0.1	1,304	2.6	179	0.4
Grade 8	52,211	49,570	94.9	175	0.3	1,839	3.5	347	0.7
Male									
Grade 3	52,249	46,330	88.7	120	0.2	3,763	7.2	1,390	2.7
Grade 5	53,292	49,984	93.8	105	0.2	2,159	4.1	310	0.6
Grade 8	54,233	49,563	91.4	409	0.8	3,266	6.0	675	1.2
Total									
Grade 3	102,266	92,347	90.3	212	0.2	6,283	6.1	2,394	2.3
Grade 5	104,458	99,152	94.9	164	0.2	3,463	3.3	489	0.5
Grade 8	106,444	99,133	93.1	584	0.6	5,105	4.8	1,022	1.0

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

Table 10a. Number and Percent¹ of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met, by Gender, 2004-05

Total		Standards Met ²						Standards Not Met ³					
		Total		Promoted		Retained		Total		Promoted		Retained	
Gender	N	n	%	n	%	n	%	n	%	n	%	n	%
Female													
Grade 3	50,017	46,109	92.2	46,017	99.8	92	0.2	3,524	7.0	2,520	71.5	1,004	28.5
Grade 5	51,166	49,227	96.2	49,168	99.9	59	0.1	1,483	2.9	1,304	87.9	179	12.1
Grade 8	52,211	49,745	95.3	49,570	99.6	175	0.4	2,186	4.2	1,839	84.1	347	15.9
Male													
Grade 3	52,249	46,450	88.9	46,330	99.7	120	0.3	5,153	9.9	3,763	73.0	1,390	27.0
Grade 5	53,292	50,089	94.0	49,984	99.8	105	0.2	2,469	4.6	2,159	87.4	310	12.6
Grade 8	54,233	49,972	92.1	49,563	99.2	409	0.8	3,941	7.3	3,266	82.9	675	17.1
Total													
Grade 3	102,266	92,559	90.5	92,347	99.8	212	0.2	8,677	8.5	6,283	72.4	2,394	27.6
Grade 5	104,458	99,316	95.1	99,152	99.8	164	0.2	3,952	3.8	3,463	87.6	489	12.4
Grade 8	106,444	99,717	93.7	99,133	99.4	584	0.6	6,127	5.8	5,105	83.3	1,022	16.7

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 When Standards Were Not Met, by Gender

The reasons cited for promoting students who did not meet the gateways in 2004-05 are shown by gender in Table 11. The main reason male and female students were promoted when they did not meet the standards was *Principal's Decision*, accounting for about 50 percent of the promotions at grades three, five, and eight, respectively. The percent of students promoted were about the same for males and females.

Waiver was the second most cited reason for promoting students by gender who failed the standards, listed for about 30 percent of the promotions at the benchmark grades.

Table 11. Number and Percent¹ of Students in Grades Three, Five, and Eight Promoted When Standards Not Met and Reasons for Promotion, by Gender, 2004-05

Gender	Total N	Waiver ²		LEP (Limited English Proficient)		Local Policy/Other		Principal's Decision	
		n	%	n	%	n	%	n	%
Female									
Grade 3	2,520	705	28.0	155	6.2	367	14.6	1,293	51.3
Grade 5	1,304	375	28.8	69	5.3	200	15.3	660	50.6
Grade 8	1,839	620	33.7	114	6.2	203	11.0	902	49.1
Male									
Grade 3	3,763	1,146	30.5	195	5.2	572	15.2	1,850	49.2
Grade 5	2,159	640	29.6	83	3.8	327	15.2	1,109	51.4
Grade 8	3,266	1,088	33.3	142	4.4	404	12.4	1,632	50.0
Totals									
Grade 3	6,283	1,852	29.5	350	5.6	939	15.0	3,143	50.0
Grade 5	3,463	1,015	29.3	152	4.4	527	15.2	1,769	51.1
Grade 8	5,101	1,708	33.5	256	5.0	607	11.9	2,534	49.6

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

Table 12 shows the number and percent of male and female students retained who met the standards in the benchmark grades in 2004-05. The primary reason used in retention decisions for male and female students in the benchmark grades was *Academic*.

For females, 47.8 percent of students at grade three, 62.7 percent at grade five, and 66.9 percent at grade eight who passed the standards were retained for *Academic* reasons. The second most cited reason 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, 2004-05

Gender	Total N	Academic		Attendance		Other		Principal's Decision	
		n	%	n	%	n	%	n	%
Female									
Grade 3	92	44	47.8	6	6.5	9	9.8	33	35.9
Grade 5	59	37	62.7	5	8.5	3	5.1	14	23.7
Grade 8	175	117	66.9	21	12.0	1	0.6	36	20.6
Male									
Grade 3	120	62	51.7	6	5.0	8	6.7	44	36.7
Grade 5	105	60	57.1	9	8.6	2	1.9	34	32.4
Grade 8	409	309	75.6	20	4.9	3	0.7	77	18.8
Total									
Grade 3	212	106	50.0	12	5.7	17	8.0	77	36.3
Grade 5	164	97	59.2	14	8.5	5	3.1	48	29.3
Grade 8	584	426	73.0	41	7.0	4	0.7	113	19.4

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

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 in 2004-05. This table shows promotion and retention percentages using **All Students (Students Who Met the Standards and Students Who Did Not Meet the Standards)** as the denominator.

Higher percentages of *Students Without Disabilities* (93.6 percent at grade three, 97.3 percent at grade five, and 96.2 percent at grade eight) met the standards and were promoted than *Students With Disabilities* (68.1 percent at grade three, 78.1 percent at grade five, and 71.0 percent at grade eight).

Higher percentages of *Students With Disabilities* (22.9 percent at grade three, 15.7 percent at grade five, and 23.9 percent at grade eight) were promoted who did not meet the standards than *Students Without Disabilities* (3.6 percent at grade three, 1.6 percent at grade five, and 2.2 percent at grade eight).

Higher percentages of *Students With Disabilities* (5.6 percent at grade three, 1.7 percent at grade five, and 3.0 percent at grade eight) were retained who did not meet the standards than *Students Without Disabilities* (1.9 percent at grade three, 0.3 percent at grade five, and 0.7 percent at grade eight).

Table 13a displays promotion and retention data for *Students With Disabilities* and *Students Without Disabilities* who met the standards and who did not meet the standards in 2004-05. This table shows promotion and retention percentages using **Students Who Met the Standards and Students Who Did Not Meet the Standards** as the denominators.

Over 99 percent of *Students With Disabilities* and *Students Without Disabilities* who met the standards were promoted.

Higher percentages of *Students With Disabilities* (80.4 percent at grade three, 90.0 percent at grade five, and 88.9 percent at grade eight) who failed the standards were promoted than *Students Without Disabilities* (66.2 percent at grade three, 84.4 percent at grade five, and 76.2 percent at grade eight).

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, 2004-05

Group	Total N	Standard Met				Standard Not Met			
		Promoted		Retained		Promoted		Retained	
		n	%	n	%	n	%	n	%
Students With Disabilities									
Grade 3	13,325	9,068	68.1	53	0.4	3,054	22.9	744	5.6
Grade 5	12,862	10,046	78.1	22	0.2	2,025	15.7	224	1.7
Grade 8	12,796	9,085	71.0	50	0.4	3,061	23.9	383	3.0
Students Without Disabilities									
Grade 3	88,941	83,279	93.6	159	0.2	3,229	3.6	1,650	1.9
Grade 5	91,596	89,106	97.3	142	0.2	1,438	1.6	265	0.3
Grade 8	93,648	90,048	96.2	534	0.6	2,044	2.2	639	0.7
Totals									
Grade 3	102,266	92,347	90.3	212	0.2	6,283	6.1	2,394	2.3
Grade 5	104,458	99,152	94.9	164	0.2	3,463	3.3	489	0.5
Grade 8	106,444	99,133	93.1	584	0.6	5,105	4.8	1,022	1.0

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.

Table 13a. Number and Percent¹ of Students in Grades Three, Five, and Eight with Disabilities and Without Disabilities Promoted and Retained When Standards Met/Not Met, 2004-05

Total		Standards Met ²						Standards Not Met ³					
		Total		Promoted		Retained		Total		Promoted		Retained	
Group	N	n	%	n	%	n	%	n	%	n	%	n	%
Students With Disabilities													
Grade 3	13,325	9,121	68.5	9,068	99.4	53	0.6	3,798	28.5	3,054	80.4	744	19.6
Grade 5	12,862	10,068	78.3	10,046	99.8	22	0.2	2,249	17.5	2,025	90.0	224	10.0
Grade 8	12,796	9,135	71.4	9,085	99.5	50	0.5	3,444	26.9	3,061	88.9	383	11.1
Students Without Disabilities													
Grade 3	88,941	83,438	93.8	83,279	99.8	159	0.2	4,879	5.5	3,229	66.2	1,650	33.8
Grade 5	91,596	89,248	97.4	89,106	99.8	142	0.2	1,703	1.9	1,438	84.4	265	15.6
Grade 8	93,648	90,582	96.7	90,048	99.4	534	0.6	2,683	2.9	2,044	76.2	639	23.8
Total													
Grade 3	102,266	92,559	90.5	92,347	99.8	212	0.2	8,677	8.5	6,283	72.4	2,394	27.6
Grade 5	104,458	99,316	95.1	99,152	99.8	164	0.2	3,952	3.8	3,463	87.6	489	12.4
Grade 8	106,444	99,717	93.7	99,133	99.4	584	0.6	6,127	5.8	5,105	83.3	1,022	16.7

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.

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 injury, autistic, severe profound mentally disabled, multi-handicapped, deaf/blind, and trainable mentally disabled.

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

The number and percent of Students Served/Not Served by Migrant Programs by grade and status in 2004-05 are shown in Table 14. This table shows promotion and retention percentages using **All Students (Students Who Met the Standards and Students Who Did Not Meet the Standards)** as the denominator.

Higher percentages of *Students Not Served by Migrant Programs* (90.4 percent at grade three, 95.0 percent at grade five, and 93.2 percent at grade eight) met the standards and were promoted in 2004-05 than *Students Served by Migrant Programs* (81.7 percent at grade three, 90.4 percent at grade five, and 77.8 percent at grade eight).

Conversely, higher percentages of *Students Served by Migrant Programs* (14.3 percent at grade three, 7.7 percent at grade five, and 17.5 percent at grade eight) who failed the standards were promoted than *Students Not Served by Migrant Programs* (6.1 percent at grade three, 3.3 percent at grade five, and 4.7 percent at grade eight).

The percentages of *Students Served by Migrant Programs* and *Students Not Served by Migrant Programs* who met the standards and were retained were about the same, all less than one percent. A similar pattern was observed for students served by migrant programs and students not served by migrant programs retained who failed the standards.

Table 14a shows promotion and retention data for students served by migrant programs and students not served by migrant programs who passed and failed the standards in 2004-05. This table shows promotion and retention percentages using **Students Who Met the Standards** and **Students Who did Not Meet the Standards** as the denominators.

Over 99 percent of *Students Served by Migrant Programs* and *Students Not Served by Migrant Programs* who passed the standards were promoted.

Higher percentages of *Students Served by Migrant Programs* (87.6 percent at grade three, 98.1 percent at grade five, and 88.0 percent at grade eight) who failed the standards were promoted than *Students Not Served by Migrant Programs* (72.2 percent at grade three, 87.5 percent at grade five, and 83.2 percent at grade eight).

At grade three, the percent of *Students Not Served by Migrant Programs* (27.8 percent) retained who failed the standards was more than twice that for *Students Served by Migrant Programs* (12.4 percent). For grades five and eight, no appreciable differences were observed.

Table 14. Number and Percent¹ of Students Served/Not Served by Migrant Programs in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met, 2004-05

Group	N	Standard Met				Standard Not Met			
		Promoted		Retained		Promoted		Retained	
		n	Percent	n	Percent	n	Percent	n	Percent
Migrant ²									
Grade 3	694	567	81.7	2	0.3	99	14.3	14	2.0
Grade 5	686	620	90.4	1	0.2	53	7.7	1	0.2
Grade 8	464	361	77.8	4	0.9	81	17.5	11	2.4
Not Migrant									
Grade 3	101,572	91,780	90.4	210	0.2	6,184	6.1	2,380	2.3
Grade 5	103,772	98,532	95.0	163	0.2	3,410	3.3	488	0.5
Grade 8	105,980	98,772	93.2	580	0.6	5,024	4.7	1,011	1.0
Total									
Grade 3	102,266	92,347	90.3	212	0.2	6,283	6.1	2,394	2.3
Grade 5	104,458	99,152	94.9	164	0.2	3,463	3.3	489	0.5
Grade 8	106,444	99,133	93.1	584	0.6	5,105	4.8	1,022	1.0

¹Percentages may not sum to 100 due to rounding.

²The *Migrant and Not Migrant* categories reflect students served/not served by migrant programs (See Explanation of Codes in the Appendices on Page 46).

Table 14a. Number and Percent¹ of Students Served/Not Served by Migrant Programs in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met, 2004-05

Total		Standards Met ²						Standards Not Met ³					
		Total		Promoted		Retained		Total		Promoted		Retained	
Group	N	n	%	n	%	n	%	n	%	n	%	n	%
Migrant⁴													
Grade 3	694	569	82.0	567	99.6	2	0.4	113	16.3	99	87.6	14	12.4
Grade 5	686	621	90.5	620	99.8	1	0.2	54	7.9	53	98.1	1	1.9
Grade 8	464	365	78.7	361	98.9	4	1.1	92	19.8	81	88.0	11	12.0
Not Migrant													
Grade 3	101,572	91,990	90.6	91,780	99.8	210	0.2	8,564	8.4	6,184	72.2	2,380	27.8
Grade 5	103,772	98,695	95.1	98,532	99.8	163	0.2	3,898	3.8	3,410	87.5	488	12.5
Grade 8	105,980	99,352	93.7	98,772	99.4	580	0.6	6,035	5.7	5,024	83.2	1,011	16.8
Total													
Grade 3	102,266	92,559	90.5	92,347	99.8	212	0.2	8,677	8.5	6,283	72.4	2,394	27.6
Grade 5	104,458	99,316	95.1	99,152	99.8	164	0.2	3,952	3.8	3,463	87.6	489	12.4
Grade 8	106,444	99,717	93.7	99,133	99.4	584	0.6	6,127	5.8	5,105	83.3	1,022	16.7

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.

⁴The *Migrant* and *Not Migrant* categories reflect students served/not served by migrant programs (See Explanation of Codes in the Appendices on Page 46).

Appendices

Table A-1. Number and Percent¹ of Students Passing and/or Failing Reading and Mathematics After All Retests, 2002-03 to 2004-05

Reading		Mathematics														
		2002-03					2003-04					2004-05				
		Pass	%	Fail	%	Total	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	93,984	93,017	91.0	2,259	2.2	95,276
	Fail	4,657	4.6	2,704	2.7	7,361	4,637	4.6	2,688	2.6	7,325	3,428	3.4	2,972	2.9	6,400
	Total	97,066		3,952		101,018	97,301		4,008		101,309	96,445		5,231		101,676
Grade Five	Pass	99,128	96.1	602	0.6	99,730	98,506	96.0	624	0.6	99,130	99,867	95.6	1,084		100,951
	Fail	2,035	2.0	759	0.7	2,794	2,092	2.0	927	0.9	3,019	1,824	1.7	979		2,803
	Total	101,163		1,361		102,524	100,598		1,551		102,149	101,691		2,063		103,754
Grade Eight	Pass	94,624	93.2	1,812	1.8	96,436	98,265	93.0	1,966	1.9	100,231	100,150	94.1	1,632	1.5	101,782
	Fail	2,721	2.7	1,963	1.9	4,684	2,756	2.6	2,212	2.1	4,968	2,435	2.3	1,693	1.6	4,128
	Total	97,345		3,775		101,120	101,021		4,178		105,199	102,585		3,325		105,910

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, 2004-05

		Ethnicity							
Test Administration	Subject		All	American Indian	Asian	Black	Hispanic	Multi-Racial	White
End of Grade Test	Reading	Number	91,314	1,332	2,078	23,552	7,212	2,944	54,196
		Percent	89.3	86.6	93.5	82.6	80.7	91.2	93.7
	Math	Number	92,145	1,348	2,118	23,060	7,741	2,949	54,929
		Percent	90.1	87.6	95.3	80.9	86.7	91.3	95.0
	Both	Number	86,807	1,259	2,035	21,026	6,832	2,794	52,861
		Percent	84.9	81.8	91.6	73.7	76.5	86.5	91.4
Retest 1	Reading	Number	3,216	52	44	1,528	407	80	1,105
		Percent	3.1	3.4	2.0	5.4	4.6	2.5	1.9
	Math	Number	3,571	62	45	1,796	445	108	1,115
		Percent	3.5	4.0	2.0	6.3	5.0	3.3	1.9
	Both	Number	550	10	7	290	64	10	169
		Percent	0.5	0.7	0.3	1.0	0.7	0.3	0.3
Cumulative After Retest 1	Reading	Number	94,372	1,382	2,120	24,990	7,599	3,021	55,260
		Percent	92.3	89.8	95.4	87.6	85.1	93.5	95.6
	Math	Number	95,619	1,408	2,162	24,812	8,158	3,054	56,025
		Percent	93.5	91.5	97.3	87.0	91.3	94.6	96.9
	Both	Number	87,342	1,269	2,042	21,308	6,894	2,803	53,026
		Percent	85.4	82.5	91.9	74.7	77.2	86.8	91.7
Retest 2	Reading	Number	1,005	13	13	514	127	23	315
		Percent	1.0	0.8	0.6	1.8	1.4	0.7	0.5
	Math	Number	1,167	19	11	686	109	29	313
		Percent	1.1	1.2	0.5	2.4	1.2	0.9	0.5
	Both	Number	123	3	1	76	11	0	32
		Percent	0.1	0.2	0.1	0.3	0.1	0.0	0.1
Cumulative After Retest 2	Reading	Number	95,298	1,394	2,133	25,468	7,706	3,043	55,554
		Percent	93.2	90.6	96.0	89.3	86.3	94.2	96.1
	Math	Number	96,743	1,427	2,173	25,477	8,258	3,082	56,326
		Percent	94.6	92.7	97.8	89.3	92.4	95.4	97.4
	Both	Number	87,461	1,272	2,043	21,382	6,904	2,803	53,057
		Percent	85.5	82.7	91.9	75.0	77.3	86.8	91.8

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, 2004-05

		Ethnicity							
Test Administration	Subject		All	American Indian	Asian	Black	Hispanic	Multi-Racial	White
End of Grade Test	Reading	Number	98,536	1,412	2,025	27,945	6,838	2,717	57,599
		Percent	94.3	91.5	95.9	90.7	88.0	96.0	97.0
	Math	Number	99,529	1,454	2,079	28,130	7,217	2,727	57,922
		Percent	95.3	94.2	98.4	91.3	92.9	96.3	97.6
	Both	Number	95,835	1,363	2,011	26,441	6,638	2,656	56,726
		Percent	91.8	88.3	95.2	85.8	85.4	93.8	95.5
Retest 1	Reading	Number	2,099	44	32	1,099	219	51	654
		Percent	2.01	2.85	1.52	3.57	2.82	1.8	1.1
	Math	Number	2,203	51	16	1,203	223	50	660
		Percent	2.1	3.3	0.8	3.9	2.9	1.8	1.1
	Both	Number	258	4	4	148	26	5	71
		Percent	0.3	0.3	0.2	0.5	0.3	0.2	0.1
Cumulative After Retest 1	Reading	Number	100,538	1,451	2,055	28,984	7,046	2,767	58,235
		Percent	96.3	94.0	97.3	94.0	90.7	97.7	98.1
	Math	Number	101,623	1,500	2,093	29,264	7,429	2,775	58,562
		Percent	97.3	97.2	99.1	94.9	95.6	98.0	98.6
	Both	Number	96,081	1,366	2,014	26,581	6,662	2,661	56,797
		Percent	92.0	88.5	95.4	86.2	85.8	94.0	95.7
Retest 2	Reading	Number	533	10	6	278	73	9	157
		Percent	0.5	0.7	0.3	0.9	0.9	0.3	0.3
	Math	Number	564	16	5	344	53	12	134
		Percent	0.5	1.0	0.2	1.1	0.7	0.4	0.2
	Both	Number	54	2	1	36	7	0	8
		Percent	0.1	0.1	0.1	0.1	0.1	0.0	0.0
Cumulative After Retest 2	Reading	Number	101,016	1,457	2,060	29,239	7,106	2,775	58,379
		Percent	96.7	94.4	97.5	94.9	91.5	98.0	98.3
	Math	Number	102,141	1,513	2,097	29,580	7,474	2,786	58,691
		Percent	97.8	98.0	99.3	96.0	96.2	98.4	98.9
	Both	Number	96,129	1,367	2,015	26,614	6,668	2,661	56,804
		Percent	92.0	88.5	95.4	86.3	85.8	94.0	95.7

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, 2004-05

		Ethnicity							
Test Administration	Subject		All	American Indian	Asian	Black	Hispanic	Multi-Racial	White
End of Grade Test	Reading	Number	98,424	1,354	1,869	28,031	5,116	2,056	59,998
		Percent	92.5	89.7	93.4	87.3	81.2	95.1	96.2
	Math	Number	98,418	1,407	1,949	27,593	5,520	2,036	59,913
		Percent	92.5	93.2	97.4	85.9	87.6	94.2	96.1
	Both	Number	94,112	1,304	1,845	25,574	4,842	1,984	58,563
		Percent	88.4	86.4	92.2	79.7	76.8	91.8	93.9
Retest 1	Reading	Number	2,981	52	34	1,606	285	41	963
		Percent	2.8	3.5	1.7	5.0	4.5	1.9	1.5
	Math	Number	3,953	41	23	2,195	361	75	1,258
		Percent	3.7	2.7	1.2	6.8	5.7	3.5	2.0
	Both	Number	537	6	4	317	28	10	172
		Percent	0.5	0.4	0.2	1.0	0.4	0.5	0.3
Cumulative After Retest 1	Reading	Number	101,121	1,404	1,901	29,455	5,378	2,096	60,887
		Percent	95.0	93.0	95.0	91.7	85.3	97.0	97.6
	Math	Number	101,790	1,445	1,968	29,434	5,813	2,099	61,031
		Percent	95.6	95.8	98.4	91.7	92.2	97.1	97.9
	Both	Number	94,584	1,309	1,847	25,842	4,868	1,994	58,724
		Percent	88.9	86.8	92.3	80.5	77.2	92.2	94.2
Retest 2	Reading	Number	791	18	11	469	87	14	192
		Percent	0.7	1.2	0.6	1.5	1.4	0.7	0.3
	Math	Number	1,168	19	10	767	93	9	270
		Percent	1.1	1.3	0.5	2.4	1.5	0.4	0.4
	Both	Number	123	3	1	78	11	2	28
		Percent	0.1	0.2	0.1	0.2	0.2	0.1	0.0
Cumulative After Retest 2	Reading	Number	101,850	1,421	1,911	29,894	5,458	2,110	61,056
		Percent	95.7	94.2	95.5	93.1	86.6	97.6	97.9
	Math	Number	102,838	1,462	1,977	30,129	5,894	2,105	61,271
		Percent	96.6	96.9	98.8	93.8	93.5	97.4	98.3
	Both	Number	94,700	1,312	1,848	25,916	4,878	1,996	58,750
		Percent	89.0	86.9	92.4	80.7	77.4	92.3	94.2

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-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, 2004-05

		Total N	Standard Met				Standard Not Met			
Ethnicity	Group		n	%	n	%	n	%	n	%
American Indian	Not SWD	1,325	1,229	92.8	0	0.0	52	3.9	41	3.1
	SWD	214	122	57.0	2	0.9	60	28.0	15	7.0
Asian	Not SWD	2,094	1,989	95.0	4	0.2	43	2.1	23	1.1
	SWD	128	98	76.6	1	0.8	18	14.1	8	6.3
Black	Not SWD	24,478	21,727	88.8	52	0.2	1,655	6.8	900	3.7
	SWD	4,044	2,205	54.5	10	0.3	1,347	33.3	321	7.9
Hispanic	Not SWD	8,032	7,011	87.3	11	0.1	680	8.5	174	2.2
	SWD	902	485	53.8	4	0.4	304	33.7	50	5.5
Multi-Racial	Not SWD	2,828	2,662	94.1	5	0.2	87	3.1	51	1.8
	SWD	402	285	70.9	2	0.5	88	21.9	19	4.7
White	Not SWD	50,184	48,661	97.0	87	0.2	712	1.4	461	0.9
	SWD	7,634	5,873	76.9	34	0.5	1,237	16.2	330	4.3
Total		102,265	92,347	90.3	212	0.2	6,283	6.1	2,393	2.3

¹Percentages may not sum to 100 due to rounding.

Table A-5a. 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, 2004-05

Total		Standards Met ²						Standards Not Met ³					
		Total		Promoted		Retained		Total		Promoted		Retained	
Ethnicity	N	n	%	n	%	n	%	n	%	n	%	n	%
American Indian													
Not SWD	1,325	1,229	92.8	1,229	100.0	0	0.0	93	7.0	52	55.9	41	44.1
SWD	214	124	57.9	122	98.4	2	1.6	73	35.0	60	80.0	15	20.0
Asian													
Not SWD	2,094	1,993	95.2	1,989	99.8	4	0.2	66	3.2	43	65.2	23	34.8
SWD	128	99	77.3	98	99.0	1	1.0	44	20.3	18	69.2	8	30.8
Black													
Not SWD	24,478	21,779	89.0	21,727	99.8	52	0.2	2,555	10.4	1,655	64.8	900	35.2
SWD	4,044	2,215	54.8	2,205	99.5	10	0.5	1,668	41.2	1,347	80.8	321	19.2
Hispanic													
Not SWD	8,032	7,022	87.4	7,011	99.8	11	0.2	854	10.6	680	79.6	174	20.4
SWD	902	489	54.2	485	99.2	4	0.8	437	39.2	304	85.9	50	14.1
Multi-Racial													
Not SWD	2,828	2,667	94.3	2,662	99.8	5	0.2	190	4.9	87	63.0	51	37.0
SWD	402	287	71.4	285	99.3	2	0.7	65	26.6	88	82.2	19	17.8
White													
Not SWD	50,184	48,748	97.1	48,661	99.8	87	0.2	1,173	2.3	712	60.7	461	39.3
SWD	7,634	5,907	77.4	5,873	99.4	34	0.6	1,567	20.5	1,237	78.9	330	21.1
Total	102,265	92,559	90.5	92,347	99.8	212	0.2	8,676	8.5	6,283	72.4	2,393	27.6

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.

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, 2004-05

Ethnicity	Group	Total N	Standard Met				Standard Not Met			
			Promoted		Retained		Promoted		Retained	
			n	%	n	%	n	%	n	%
American Indian	Not SWD	1,330	1,302	97.9	2	0.2	21	1.6	5	0.4
	SWD	214	142	66.4	0	0.0	45	21.0	3	1.4
Asian	Not SWD	2,021	1,953	96.6	4	0.2	24	1.2	3	0.2
	SWD	91	78	85.7	0	0.0	10	11.0	0	0.0
Black	Not SWD	26,377	25,262	95.8	52	0.2	771	2.9	138	0.5
	SWD	4,450	3,140	70.6	7	0.2	978	22.0	104	2.3
Hispanic	Not SWD	6,979	6,459	92.6	6	0.1	339	4.9	33	0.5
	SWD	790	537	68.0	1	0.1	177	22.4	16	2.0
Multi-Racial	Not SWD	2,501	2,453	98.1	4	0.2	17	0.7	7	0.3
	SWD	330	268	81.2	0	0.0	43	13.0	9	2.7
White	Not SWD	52,388	51,677	98.6	74	0.1	266	0.5	79	0.2
	SWD	6,987	5,881	84.2	14	0.2	772	11.1	92	1.3
Total		104,458	99,152	94.92	164	0.2	3,463	3.3	489	0.5

¹Percentages may not sum to 100 due to rounding.

Table A-6a. 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, 2004-05

Total		Standards Met ²						Standards Not Met ³					
		Total		Promoted		Retained		Total		Promoted		Retained	
Ethnicity	N	n	%	n	%	n	%	n	%	n	%	n	%
American Indian													
Not SWD	1,330	1,304	98.0	1,302	99.8	2	0.2	26	2.0	21	80.8	5	19.2
SWD	214	142	66.4	142	100.0	0	0.0	48	22.4	45	93.8	3	6.3
Asian													
Not SWD	2,021	1,957	96.8	1,953	99.8	4	0.2	27	1.3	24	88.9	3	11.1
SWD	91	78	85.7	78	100.0	0	0.0	10	11.0	10	100.0	0	0.0
Black													
Not SWD	26,377	25,314	96.0	25,262	99.8	52	0.2	909	3.4	771	84.8	138	15.2
SWD	4,450	3,147	70.7	3,140	99.8	7	0.2	1,082	24.3	978	90.4	104	9.6
Hispanic													
Not SWD	6,979	6,465	92.6	6,459	99.9	6	0.1	372	5.3	339	91.1	33	8.9
SWD	790	538	68.1	537	99.8	1	0.2	193	24.4	177	91.7	16	8.3
Multi-Racial													
Not SWD	2,501	2,457	98.2	2,453	99.8	4	0.2	24	1.0	17	70.8	7	29.2
SWD	330	268	81.2	268	100.0	0	0.0	52	15.8	43	82.7	9	17.3
White													
Not SWD	52,388	51,751	98.8	51,677	99.9	74	0.1	345	0.7	266	77.1	79	22.9
SWD	6,987	5,895	84.4	5,881	99.8	14	0.2	864	12.4	772	89.4	92	10.6
Total	104,458	99,316	95.1	99,152	99.8	164	0.2	3,952	3.8	3,463	87.6	489	12.4

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.

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, 2004-05

Ethnicity	Group	Total N	Standard Met				Standard Not Met			
			Promoted		Retained		Promoted		Retained	
			n	%	n	%	n	%	n	%
American Indian	Not SWD	1,287	1,246	96.8	6	0.5	31	2.4	7	0.5
	SWD	222	143	64.4	1	0.5	65	29.3	6	2.7
Asian	Not SWD	1,923	1,824	94.9	3	0.2	47	2.4	9	0.5
	SWD	78	62	79.5	0	0.0	13	16.7	3	3.9
Black	Not SWD	27,223	25,747	94.6	193	0.7	931	3.4	298	1.1
	SWD	4,886	2,878	58.9	8	0.2	1,708	35.0	209	4.3
Hispanic	Not SWD	5,805	4,993	86.0	48	0.8	561	9.7	90	1.6
	SWD	498	297	59.6	3	0.6	161	32.3	17	3.4
Multi-Racial	Not SWD	1,908	1,852	97.1	15	0.8	20	1.1	9	0.5
	SWD	254	199	78.4	2	0.8	44	17.3	7	2.8
White	Not SWD	55,501	54,386	98.0	269	0.5	454	0.8	225	0.4
	SWD	6,858	5,506	80.3	36	0.5	1070	15.6	141	2.1
Total		106,443	99,133	93.1	584	0.6	5,105	4.8	1,021	1.0

¹Percentages may not sum to 100 due to rounding.

Table A-7a. 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, 2004-05

Total		Standards Met ²						Standards Not Met ³					
		Total		Promoted		Retained		Total		Promoted		Retained	
Ethnicity	N	n	%	n	%	n	%	n	%	n	%	n	%
American Indian													
Not SWD	1,287	1,252	97.3	1,246	99.5	6	0.5	38	3.0	31	81.6	7	18.4
SWD	222	144	64.9	143	99.3	1	0.7	71	32.0	65	91.5	6	8.5
Asian													
Not SWD	1,923	1,827	95.0	1,824	99.8	3	0.2	56	2.9	47	83.9	9	16.1
SWD	78	62	79.5	62	100.0	0	0.0	16	20.5	13	81.3	3	18.8
Black													
Not SWD	27,223	25,940	95.3	25,747	99.3	193	0.7	1,229	4.5	931	75.8	298	24.2
SWD	4,886	2,886	59.1	2,878	99.7	8	0.3	1,917	39.2	1,708	89.1	209	10.9
Hispanic													
Not SWD	5,805	5,041	4,218	4,993	99.0	48	1.0	651	11.2	561	86.2	90	13.8
SWD	498	300	249	297	99.0	3	1.0	178	35.7	161	90.4	17	9.6
Multi-Racial													
Not SWD	1,908	1,867	1,570	1,852	99.2	15	0.8	29	1.5	20	69.0	9	31.0
SWD	254	201	133	199	99.0	2	1.0	51	20.1	44	86.3	7	13.7
White													
Not SWD	55,501	54,655	98.5	54,386	99.5	269	0.5	679	1.2	454	66.9	225	33.1
SWD	6,858	5,542	80.8	5,506	99.4	36	0.6	1,211	17.7	1,070	88.4	141	11.6
Total	106,443	99,717	93.7	99,133	99.4	584.0	0.6	6,126	5.8	5,105	83.3	1,021	16.7

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.

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 below.

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 and 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, 10a, 11, and 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 and 13a are 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 and 14a are 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 A-4 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, A-5a, A-6, A-6a, A-7, and A-7a 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	✓	✓				✓		
10a	✓	✓				✓		
11	✓	✓				✓		
12	✓	✓				✓		
13	✓	✓					✓	
13a	✓	✓					✓	
14	✓	✓						✓
14a	✓	✓						✓
Figure # 1	✓	✓						
Appendix								
A-1				✓				
A-2				✓	✓			
A-3				✓	✓			
A-4				✓	✓			
A-5	✓	✓			✓		✓	
A-5a	✓	✓			✓		✓	
A-6	✓	✓			✓		✓	
A-6a	✓	✓			✓		✓	
A-7	✓	✓			✓		✓	
A-7a	✓	✓			✓		✓	

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
Policy Manual

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; Effective 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; Effective December 1, 1999;

Amended Effective August 1, 2001.

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-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; Effective December 1, 1999; Amended Effective September 1, 2002; December 1, 2001; December 1, 2000.

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-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; Effective 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
Policy Manual

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; Effective 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-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 Effective 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-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 Effective December 1, 1999.