

A Report Card for the ABCs of Public Education 1997 - 98 Volume II

K-8 Subgroup Statistics by School System

School System: 130 Cabarrus County

Summary: Percent of Students At or Above Grade Level

Reading	Mathematics	Writing Grade 4	Writing Grade 7	Composite
80.8	84.3	57.8	71.8	80.0

Percent of Students At or Above Grade Level by Ethnicity, Gender, and Disability

Grade	Reading						Mathematics						Writing		Composite
	3	4	5	6	7	8	3	4	5	6	7	8	4	7	All
All Students	79.4	78.4	81.1	78.2	81.4	86.4	76.5	87.7	85.2	84.8	86.3	85.5	57.8	71.8	80.0
American Indian	*	*	66.7	87.5	50.0	80.0	*	*	83.3	75.0	83.3	80.0	*	87.5	74.3
Asian	100.0	81.8	69.2	*	87.5	83.3	100.0	91.7	92.3	*	100.0	100.0	77.8	85.7	89.3
Black	65.4	57.7	54.4	45.7	58.8	64.5	56.8	69.7	64.5	58.2	63.2	65.1	42.4	48.5	58.1
Hispanic	56.0	45.5	57.1	57.1	50.0	50.0	56.0	63.6	65.5	71.4	77.8	55.0	44.1	70.6	57.9
Multi-Racial	66.7	72.7	80.0	50.0	71.4	100.0	66.7	100.0	100.0	66.7	71.4	100.0	38.9	25.0	67.7
White	81.9	82.7	86.2	83.3	85.4	90.1	79.6	91.0	88.8	89.1	89.8	88.8	60.8	75.3	83.8
Other	*	*	*	*	*	*	*	*	*	*	*	*	55.6	83.3	70.6
Male	76.9	75.8	78.9	77.6	78.9	83.2	75.9	87.6	85.1	84.8	85.4	83.5	55.8	67.1	78.3
Female	81.9	81.0	83.2	78.7	84.1	89.7	77.0	87.8	85.2	84.8	87.2	87.5	59.9	76.5	81.7
Behaviorally-Emotionally Handicapped	48.0	43.5	40.0	33.3	50.0	34.6	40.0	50.0	42.9	38.2	56.3	34.6	20.8	28.1	40.1
Hearing Impaired	60.0	*	*	*	*	*	60.0	*	*	*	*	*	*	*	73.1
Educable Mentally Handicapped	9.1	11.1	5.3	0.0	0.0	9.1	9.1	11.1	5.0	20.0	5.3	0.0	0.0	5.3	6.1
Specific Learning Disabled	25.8	39.2	46.4	33.7	45.9	53.0	44.1	69.9	62.2	61.1	51.1	50.7	26.6	41.7	46.6
Speech-Language Impaired	85.1	82.8	88.9	*	*	*	70.1	89.7	94.4	*	*	*	52.2	*	78.7
Visually Impaired	*	*	*	*	*	*	*	*	*	*	*	*	*	*	62.5
Other Health Impaired	42.9	31.3	30.0	60.0	33.3	28.6	42.9	25.0	40.0	50.0	75.0	28.6	38.5	55.6	40.3
Traumatic Brain Injured	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other Exceptional Classifications	*	*	*	*	*	*	*	*	*	*	*	*	*	*	53.8
Academically Gifted	*	100.0	100.0	100.0	100.0	100.0	*	100.0	100.0	100.0	100.0	100.0	88.3	97.5	98.8
Section 504	78.9	40.6	60.0	53.8	53.3	75.0	36.8	78.1	75.0	61.5	80.0	87.5	45.5	80.0	62.2
Limited English Proficient	36.4	18.2	30.0	22.2	*	12.5	45.5	41.7	60.0	22.2	*	37.5	18.2	*	32.2

* Data not reported for fewer than five students. Data not reported for fewer than five students in all subjects combined for "Composite".

Data received from LEAs and charter schools after October 13, 1998 are not included in this table.

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High School Subgroup Statistics by School System

School System: 130 Cabarrus County

Percent of Students At or Above Level III by Ethnicity, Gender, and Disability

Subject	Algebra I	Biology	English I	English II	ELPS	U.S. History	Composite
All Students	76.7	69.4	63.3	52.8	71.9	47.6	63.2
American Indian	*	*	83.3	*	83.3	*	82.4
Asian	100.0	60.0	88.9	60.0	45.5	80.0	69.5
Black	62.4	37.2	30.3	33.6	42.9	29.2	37.7
Hispanic	82.4	42.9	55.0	52.6	31.8	41.2	50.0
Multi-Racial	*	*	*	*	*	*	90.0
White	77.8	73.8	68.5	55.0	77.4	50.0	66.7
Other	*	*	*	42.9	*	*	44.4
Male	76.7	70.9	55.6	44.4	71.7	52.2	61.1
Female	76.6	68.2	71.1	60.9	72.0	42.8	65.3
Behaviorally-Emotionally Handicapped	57.1	*	38.5	*	30.8	40.0	38.6
Hearing Impaired	*	*	*	*	*	*	50.0
Educable Mentally Handicapped	*	0.0	0.0	*	0.0	0.0	2.6
Specific Learning Disabled	60.0	31.4	18.9	7.4	34.4	16.1	26.6
Speech-Language Impaired	*	*	*	*	*	*	*
Visually Impaired	*	*	*	*	*	*	*
Other Health Impaired	*	*	40.0	*	*	*	13.0
Traumatic Brain Injured	*	*	*	*	*	*	*
Other Exceptional Classifications	*	*	62.5	*	*	*	53.3
Academically Gifted	100.0	*	*	*	*	*	100.0
Section 504	80.0	*	20.0	*	*	*	45.0
Limited English Proficient	*	*	*	14.3	0.0	20.0	20.0

* Data not reported for fewer than five students. Data not reported for fewer than five students in all subjects combined for "Composite".

Data received from LEAs and charter schools after October 13, 1998 are not included in this table.

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 Scholastic Assessment Test Results: Mean Total Score and Percent Tested

System/School		Mean Total SAT Score and Percent Tested					
		1996		1997		1998	
		Mean	%Tested	Mean	%Tested	Mean	%Tested
North Carolina		976	59.0	978	59.0	982	62.0
130 Cabarrus County		1016	68.9	993	66.2	1013	59.7
310	CENTRAL CABARRUS HI	998	77.6	1000	71.7	1009	56.6
314	CONCORD HIGH	1019	65.1	968	74.1	1034	62.7
324	MT PLEASANT HIGH	977	73.4	939	46.5	958	41.8
326	N W CABARRUS HIGH	1058	61.6	1031	69.0	1020	72.3

* Data not reported for fewer than five students.

** LEA percent tested is based on all 12th grade students including schools/programs where no students took the SAT.

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Supplemental Data By School System

(Numbers reported are in percent* unless otherwise noted)

130 CABARRUS COUNTY

	American Indian	Asian	Black	Hispanic	White						
System	0.4	0.7	13.6	2.5	82.8						
State	1.5	1.6	30.8	2.7	63.4						
						Attendance (9th month: ADA/ADM)	Percent Eligible for Free/Reduced Lunch (March)	Number Violent Incidents per 1000 1996-97			
System	50.4	49.6				System	95.5	22.8	6.0	System	
State	51.1	48.9				State	94.9	40.1	6.7	State	
						Student Membership			Avg. Teacher Supplement Local (\$)	Per Student Expenditure Local (\$)	
	Percent with Disabilities	Percent Academically Gifted (April)	1996	1997	1998						
System	12.5	6.8	System	15,603	16,260	17,023			\$1,558.00	\$1,027.21	System
State	13.1	8.1	State	1,156,885	1,183,335	1,212,778			\$1,727.00	\$1,087.51	State

*Percentages may not total 100% across subgroups due to rounding.

Glossary

At or Above Grade Level / At or Above Level III

Achievement Level III was established as At Grade Level by the State Board of Education based on student end-of-grade test scores. Students performing at this level on end-of grade tests consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Level IV indicates students consistently perform in a superior manner clearly beyond that required to be proficient at grade level work. For end-of-course tests, Level III scores indicate students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area. Level IV students consistently perform in a superior manner clearly beyond that required to be proficient in the course. Data source: State testing scanned data files.

Attendance

Data reported here are the ninth school month average daily attendance divided by the average daily membership. Average Daily Attendance (ADA) is the total number of days of attendance (the days students are present when school is in session) for all students divided by the total number of school days in a given period.

Average Daily Membership (ADM) is the sum of the number of days in membership (total number of days within a given term or school year that a student's name is on the current roll of a school or class) for all students divided by the number of school days in the term or school year. Data source: NCDPI, Financial and Personnel Services, School Business Division, Statistical Research Section.

Average Teacher Supplement (Local \$)

These data include local funding in addition to the mandated state salary for a teacher's experience level and teaching experience. The average local supplement for a school system reflects the sum of all additional local salary funding paid to teachers in that school system divided by the number of teachers receiving that additional salary. Data source: NCDPI, Financial and Personnel Services, School Business Division, Statistical Research Section, as reported by the LEAs on the 55-300 Salary Supplement form.

Composite

The composite summarizes the performance of students in a K-8 school in reading, writing, and mathematics and in a high school in Algebra I (the high school composite includes scores of high school students who took Algebra I prior to high school), Biology, ELPS, English I, English II, and US History. In this report, composites are provided at

the school system level. School composites can be found in A Report for the ABCs of Public Education: Growth and Performance of North Carolina Schools, 1997-98 Volume 1. Data source: State testing scanned data files.

Number Violent Incidents per 1000

This rate is derived by dividing each school system's total number of all acts committed by the actual last day membership (as of June 1997) and then multiplying by 1000. Violent incidents include: assault on school personnel, assault resulting in serious injury, assault involving use of weapon, possession of firearm, possession of controlled substance in violation of law, possession of a weapon, rape, robbery, robbery with a dangerous weapon, sexual assault, sexual offense, and taking indecent liberties with a minor. Data source: *Annual Report on School Violence 1996-97*, NCDPI, Instructional and Accountability Services, School Improvement Division.

Percent Academically Gifted

Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated education services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. These counts are divided by the final average daily membership. Data source: NCDPI, Instructional and Accountability Services, Exceptional Children Division.

Percent with Disabilities

Students with disabilities include, without limitation, all children from age three through age 20 who because of permanent or temporary mental, physical or emotional handicaps need special education, are unable to have all their needs met in a regular class without special education or related services, or are unable to be adequately educated in the public schools. Student counts are collected on Dec. 1 and April 1. They are divided by the final average daily membership. Data source: NCDPI, Instructional and Accountability Services, Exceptional Children Division.

Glossary

Percent Eligible for Free/Reduced Lunch

Percent of students eligible to receive Free or Reduced Lunch according to guidelines for the federally funded National School Lunch Act which uses income, number of persons in the household, and participation in other subsidized programs to determine eligibility. The free/reduced lunch data are collected monthly, but annual references are always to March. Data source: NCDPI, School Business Services, Federal Programs, Child Nutrition Claims, School Food Service Monthly Report (FC-1) for the month of March.

Percent Ethnic and Gender

The count of students in each ethnic or gender category divided by 2nd-month, 20th-day membership. Data source: NCDPI, Financial and Personnel Services, School Business Division, Statistical Research Section, S100 Survey.

Per Student Expenditure (Local \$)

Per student local expenditures. Data source: NCDPI, Financial and Personnel Services, School Business Division, Statistical Research Section in *Selected Financial Data, 1996-97*, Table 4 Per Pupil Expenditure Ranking, 1996-97 Child Nutrition Included.

Scholastic Assessment Test (SAT) Mean Total Scores and Percent Tested

All SAT scores are reported on the 1995 recentered score scale. Mean total scores and participation rates (percent tested) of high school seniors who took the SAT any time during their high school years are reported for the state, each school system, and each high school for 1996, 1997, and 1998. Percent tested is calculated as the number of students taking the SAT in the LEA divided by the grade 12 membership (8th month) in the LEA. Data source: The College Board.

Student Membership 1996-98

Final average daily membership based on Principal Monthly Reports. Data source: NCDPI, Financial and Personnel Services, School Business Division, Statistical Research Section.