

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

### K-8 Subgroup Statistics by School System

School System: 340 Winston-Salem/Forsyth

#### Summary: Percent of Students At or Above Grade Level

Reading	Mathematics	Writing Grade 4	Writing Grade 7	Composite
73.3	74.2	53.0	60.8	71.3

#### 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	72.4	72.1	75.5	69.9	70.4	79.7	66.1	77.6	78.4	75.4	74.9	73.5	53.0	60.8	71.3
American Indian	80.0	*	71.4	66.7	*	85.7	80.0	*	85.7	100.0	*	71.4	22.2	30.0	65.9
Asian	75.9	95.7	86.4	85.3	72.7	71.1	86.2	100.0	90.9	94.1	95.5	76.3	80.0	78.9	84.3
Black	52.3	52.0	55.9	49.8	53.1	65.5	41.1	59.0	60.8	57.2	58.8	54.7	35.9	47.0	52.7
Hispanic	51.8	44.3	50.5	48.9	44.7	54.3	55.4	60.0	57.3	56.2	60.5	47.1	31.0	37.3	50.3
Multi-Racial	76.1	85.7	87.9	66.7	70.0	85.7	71.7	91.4	84.8	69.7	71.0	76.2	52.6	61.7	74.3
White	86.7	85.6	88.0	83.5	82.6	88.5	82.7	89.7	89.6	87.5	85.5	84.8	64.7	70.9	83.7
Other	*	*	*	*	*	*	*	*	*	*	*	*	60.0	60.0	54.5
Male	69.8	69.4	73.2	66.3	67.6	77.6	66.0	77.6	78.4	72.7	74.9	72.8	49.1	57.4	69.4
Female	75.1	74.8	77.8	73.6	73.4	81.8	66.2	77.6	78.4	78.2	74.8	74.3	57.0	64.6	73.3
Behaviorally-Emotionally Handicapped	36.4	30.0	20.0	25.0	21.4	9.1	8.3	40.0	34.8	31.8	25.0	7.1	0.0	0.0	21.8
Hearing Impaired	*	0.0	*	*	*	*	*	*	*	*	*	*	*	*	44.4
Educable Mentally Handicapped	40.0	*	*	*	0.0	14.3	*	*	*	*	*	0.0	*	*	13.7
Specific Learning Disabled	43.3	47.7	40.9	47.3	45.6	59.6	51.0	60.8	56.3	53.4	54.7	56.8	33.3	52.5	50.4
Speech-Language Impaired	48.1	46.0	37.5	38.9	18.2	*	44.3	62.1	45.0	58.8	33.3	*	35.1	22.2	45.5
Visually Impaired	*	*	*	*	*	*	*	*	*	*	*	*	*	*	55.6
Other Health Impaired	35.3	21.7	53.3	33.3	42.9	66.7	22.2	45.8	46.7	26.7	53.8	48.0	15.0	45.5	39.8
Traumatic Brain Injured	*	*	*	*	*	*	*	*	*	*	*	*	*	*	55.6
Other Exceptional Classifications	*	*	*	50.0	14.3	60.0	*	*	*	50.0	28.6	60.0	*	*	44.1
Academically Gifted	99.6	99.8	99.8	100.0	99.8	99.2	99.3	99.8	100.0	100.0	100.0	99.6	88.6	88.7	98.2
Section 504	53.3	60.0	40.0	36.4	30.0	100.0	51.1	66.7	56.7	63.6	40.0	57.1	42.9	25.0	53.5
Limited English Proficient	31.4	27.9	24.2	3.4	0.0	7.7	45.3	43.2	28.6	3.4	40.9	19.2	20.0	10.5	24.8

\* 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.

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

### High School Subgroup Statistics by School System

School System: 340 Winston-Salem/Forsyth

#### 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	71.5	60.0	65.9	48.6	66.4	53.7	61.3
American Indian	100.0	57.1	50.0	46.7	*	*	57.5
Asian	85.3	69.7	72.0	75.7	66.7	65.4	73.0
Black	57.2	34.6	43.0	29.9	43.3	26.8	39.3
Hispanic	57.1	27.4	50.0	48.3	56.3	60.0	47.8
Multi-Racial	75.0	50.0	14.3	37.5	56.3	50.0	44.2
White	77.5	73.9	79.9	58.3	79.3	66.1	72.9
Other	*	*	*	40.6	*	*	38.2
Male	72.3	62.4	61.1	44.2	66.7	58.4	60.9
Female	70.8	57.7	70.5	52.8	66.2	49.5	61.6
Behaviorally-Emotionally Handicapped	*	33.3	18.2	50.0	25.0	*	30.3
Hearing Impaired	*	20.0	20.0	*	*	*	38.9
Educable Mentally Handicapped	0.0	0.0	0.0	0.0	6.3	7.7	2.2
Specific Learning Disabled	50.5	38.5	33.7	21.9	44.7	36.4	37.1
Speech-Language Impaired	*	*	*	*	*	*	60.0
Visually Impaired	*	*	*	*	*	*	80.0
Other Health Impaired	0.0	22.2	22.2	22.2	18.2	33.3	21.4
Traumatic Brain Injured	*	*	*	*	*	*	37.5
Other Exceptional Classifications	60.0	*	*	*	*	*	64.7
Academically Gifted	95.8	98.7	98.4	84.1	98.4	92.2	94.8
Section 504	76.9	30.8	42.9	25.0	*	23.5	40.0
Limited English Proficient	44.4	10.0	*	33.3	42.9	66.7	29.1

\* 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.

A Report Card for the ABCs of Public Education 1997 98 Volume II  
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
<b>North Carolina</b>		<b>976</b>	<b>59.0</b>	<b>978</b>	<b>59.0</b>	<b>982</b>	<b>62.0</b>
<b>340 Forsyth County</b>		<b>979</b>	<b>67.9</b>	<b>978</b>	<b>68.7</b>	<b>994</b>	<b>71.2</b>
330	CARVER HIGH	856	57.9	835	54.0	862	55.6
364	EAST FORSYTH HIGH	963	72.9	996	75.9	1014	71.2
382	R B GLENN HIGH	878	53.9	890	61.6	905	61.8
454	MOUNT TABOR HIGH	1016	81.7	1043	82.2	1050	84.8
460	NORTH FORSYTH HIGH	946	74.1	938	69.7	954	74.7
478	INDEPENDENCE HIGH	*	*	*	*	*	*
486	PARKLAND HIGH	936	48.8	901	50.0	888	61.2
496	REYNOLDS HIGH	1045	69.7	1014	75.9	1075	72.3
556	WEST FORSYTH HIGH	1038	82.6	1038	82.3	1033	87.1

\* 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.

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

## Supplemental Data By School System

(Numbers reported are in percent\* unless otherwise noted)

### 340 FORSYTH COUNTY

	American Indian	Asian	Black	Hispanic	White						
System	0.2	1.0	38.2	3.8	56.7						
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	51.3	48.7				System	94.2	35.3	7.6	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	12.6	11.3	40,127	41,160	41,399	System		\$3,045.00	\$1,787.96	System	
State	13.1	8.1	1,156,885	1,183,335	1,212,778	State		\$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 2<sup>nd</sup>-month, 20<sup>th</sup>-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 (8<sup>th</sup> 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.