

A Report Card for the ABCs of Public Education Volume II 1998-99
Subgroup Statistics and Supplemental Data

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Executive Summary

Background

The 1998-1999 Report Card for the ABCs of Public Education is published in accordance with the School-Based Management and Accountability Act (1996) of the North Carolina General Assembly. This legislation requires the issue of an annual "report card" for the state and for each local school administrative unit to report the growth in performance of students, taking into account progress over the previous years' level of performance. The growth in performance of students in each school was reported in A Report Card for the ABCs of Public Education Volume I: 1998-99 Growth and Performance of Public Schools in North Carolina Schools.

This report, A Report Card for the ABCs of Public Education Volume II: 1998-99 Subgroup Statistics and Supplemental Data, provides data on student performance on end-of-grade tests, end-of-course tests, the Scholastic Assessment Test (SAT), ABCs dropout rates, and supplemental data on student enrollment and expenditures.

Additionally, state law requires the issue of school building improvement reports to measure improvement in growth in student performance at each school building from year to year. Local school systems are responsible

for producing school building improvement reports by October 15 of each year.

Scope of the Report

The end-of-grade subgroup statistics section reports student performance on end-of-grade tests (grades 3-8) by percent of students at or above grade level (Achievement Levels III or IV) in reading, mathematics, writing, and a composite (all subjects combined) for all students and by grade, ethnicity, gender, and disability by school system. The end-of-course subgroup statistics section reports student performance on end-of-course tests by percent of students at or above Achievement Level III in Algebra I, Algebra II, Biology, Chemistry, English I, English II, ELPS, Geometry, Physical Science, Physics, U.S. History, and a composite (all subjects combined) for all students and by ethnicity, gender, and disability by school system. The SAT section reports the mean (average) total SAT score and the percent of students tested for three years for North Carolina and by school system and school. The ABCs Dropout Rate section reports the ABCs dropout rate for North Carolina, by school system, and by school. ABCs dropout rates for alternative schools are reported separately from regular schools. The supplemental data section reports student enrollment by gender, ethnicity, and other categories, student attendance, local teacher supplements, local per

student expenditures, and a school violence index by school system. Finally, the report includes data definitions that define the key terms used in the report.

Some data in this report are comparable to data reported in previous years' report cards, such as student performance in reading, mathematics, and writing in the elementary and middle schools. End-of-course student performance in courses can be compared to data from previous years' report cards as well. Highlights from each of the sections are given below.

End-of-Grade Subgroup Statistics

The end-of-grade subgroup statistics section reports student performance on end-of-grade tests (grades 3-8) by percent of students at or above grade level (Achievement Levels III or IV).

- There were 75.0 percent of the North Carolina students tested who performed at or above grade level in reading, mathematics, and/or writing, compared to 72.0 in 1997-98 and 67.7 in 1996-97.
- The proportion of students who performed at or above grade level in reading at Grades 3 through 8 was 74.9 percent. This proportion has steadily increased since testing began in 1993, when the percentage was 62.6, and is a 1.9 percent increase over 1997-98.
- The proportion of students who performed at or above grade level in mathematics at Grades 3 through 8 was 79.3 percent. This proportion

has increased since testing began in 1993, when the percentage was 60.1, and is a 3.2 percent increase over 1997-98.

- The proportion of students who scored at or above grade level on the writing test at Grade 4 was 55.2 percent. This proportion was a 3.5 percent increase in performance from last year, when 51.7 percent were at or above grade level.
- At grade 7, there were 70.3 percent of the students tested who performed at or above grade level in writing, the highest percent at or above grade level on this test in the four years it has been administered. This proportion increased 7.8 percent from 1998 when 62.5 percent scored at or above grade level.
- Female students were represented in greater proportion than male students (78.2% vs. 71.9%) in Achievement Levels III and IV (at or above grade level) in reading, mathematics, and writing. Female students increased by 3.0 percent and male students by 2.9 percent over 1997-98.
- White, Asian, and Multi-racial students were represented in greater proportion than other ethnic groups in Achievement Levels III and IV. The gap in the percent of White and Black students at or above Achievement Level III decreased by 2.1 percent from 1997-98.

End-of-Course Subgroup Statistics

The end-of-course subgroup statistics section reports student performance on end-of-course tests by percent of students at or above Achievement Level III in Algebra I, Algebra II, Biology, Chemistry, English I, English II, ELPS, Geometry, Physical Science, Physics, U.S. History, and a composite (all subjects combined).

- Students who performed at or above Achievement Level III in the academic courses of Algebra I, Algebra II, Biology, Chemistry, English I, English II, ELPS, Geometry, Physical Science, Physics, and U.S. History composed 60.1 percent of the students tested. The composite for 1998-99 should *not* be compared with composites from 1997-98 or 1996-97 because the subjects comprising the composite are not the same.
- The percent of students that scored at or above Achievement Level III by subject was 65.4 (Algebra I); 59.0 (Algebra II); 57.7 (Biology); 60.5 (Chemistry); 64.6 (English I); 56.8 (English II); 67.4 (ELPS); 58.4 (Geometry); 55.7 (Physical Science); 72.0 (Physics); and 51.0 (U.S. History). The percent of students at or above Achievement Level III in 1999 compared to 1998 increased the most in English II (10.9%), followed by English I (3.9%), Algebra I (3.8%), U.S. History (1.4%), and ELPS (0.5%). The percent of students at or above Achievement Level III in 1999 compared to 1998 decreased in Biology (-1.3%). Algebra II, Chemistry, Geometry, Physical Science, and Physics were not administered in 1997-98.
- Female students were represented in about the same proportion as male students (60.2% vs. 60.1%) in Achievement Levels III and IV. The percent of female students at or above Achievement Level III continues to be substantially higher than male students in English I (69.9% vs. 59.4%) and English II (63.3% vs. 50.4%). The percent of male students at or above Achievement Level III was higher than female students in the sciences (14.2% in Physics, 6.9% in Chemistry, 6.1% in Physical Science), Geometry (6.8%), and U.S. History (7.9%). In Algebra I, Algebra II, Biology, and ELPS, the performance of female students and male students were more nearly alike.
- White, Asian, and Multi-Racial students were represented in greater proportion than other ethnic groups in Achievement Levels III and IV. Black and American Indian students represented the smallest proportion of students at levels III and IV.

SAT Test Results

The SAT section reports the mean (average) total SAT score and percent of students tested for three years for North Carolina and by school system and school.

- The mean SAT scores in North Carolina increased eight points over a three-year period (1997-1999).
- The mean SAT scores increased four points from 1998 to 1999 and the percent of students tested was nearly the same (62% vs. 61%).

ABCs Dropout Rate

The ABCs dropout rate section reports the dropout rate for students in grades 9-12 with adjustments for expelled, long-term suspended, and incarcerated students for North Carolina and by school system and school. This year is the first for which ABCs dropout rates are reported. The ABCs dropout rate for North Carolina was 4.9. Alternative schools' ABCs dropout rates are reported separately from regular schools.

Supplemental Data

The supplemental data section reports information regarding student enrollment by gender, ethnicity, and other categories; student attendance; local teacher supplements; local per student expenditures; and a school violence index by school system.

There were 117 public school systems in North Carolina serving over 1.2 million students in over 2,000 public schools in 1998-99. There were 59 public charter schools serving over 7,800 students.

- Of the students in membership in North Carolina schools, 62.6 percent are White, 31.1 percent are Black, 3.1 percent are Hispanic, 1.7 percent are Asian, and 1.5 percent are American Indian. There are slightly more male students (51.1%) than female students (48.9%).
- The statewide attendance rate was 94.8 percent, which has remained consistent. In 1993, the rate was 94.7 percent.

- The state average per student expenditure of local funds was \$1,268, an increase of \$180 from the previous year. Local per student expenditure by school system ranged from a low of \$498 to a high of \$3,058. Local per student expenditure by charter schools ranged from a low of \$93 to a high of \$5,590.
- Students eligible for free/reduced lunch by school system ranged from a low of 17.4 percent eligible to a high of 88.6 percent eligible. The state average eligibility rate was 38.9 percent, a decrease of 1.2 percent from 1998.
- The statewide average proportion of students with disabilities was 13.5 percent. The rate ranged from a low of 10.3 percent to a high of 19.9 in school systems across the state. For public charter schools, the rate ranged from a low of 0.8 percent to a high of 53.7 percent.
- Local average teacher supplement in North Carolina public school systems ranged from \$0 to \$4,226. The statewide average local teacher supplement was \$1,078.00.
- The number of violent incidents per 1000 ranged from a low of 0.8 to a high of 9.7 for school systems. The statewide average number of violent incidents per 1000 was 6.3, slightly lower than 1997 at 6.7.