



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

Subgroup Statistics and  
Supplemental Data, 1998-99



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction  
Division of Accountability Services, Reporting Section

# A Report Card for the ABCs of Public Education Volume II 1998-99

## End-of-Grade Subgroup Statistics by School System

School System: 260 Cumberland County

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

Reading	Mathematics	Writing Grade 4	Writing Grade 7	Composite
75.0	76.9	56.3	73.8	74.4

### 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	74.9	70.1	78.0	73.5	76.0	77.5	69.5	82.1	83.3	78.1	80.1	68.4	56.3	73.8	74.4
American Indian	66.7	61.8	54.7	69.2	63.4	66.7	65.0	79.4	68.8	71.9	72.3	58.7	42.5	66.0	64.5
Asian	89.3	87.9	86.9	88.4	82.9	90.2	91.1	94.8	95.1	93.0	92.9	93.4	67.4	84.6	88.8
Black	64.7	59.6	70.4	63.6	66.9	69.0	56.4	73.2	76.8	69.0	71.0	55.8	48.7	66.3	65.0
Hispanic	75.2	69.5	80.7	76.2	77.4	84.9	72.3	84.8	88.0	77.6	80.7	75.4	60.5	75.6	77.1
Multi-Racial	75.3	80.3	72.9	74.5	81.1	91.4	72.7	96.7	88.6	76.6	86.5	75.0	58.0	78.8	77.1
White	85.0	80.5	85.7	83.5	85.2	85.3	81.8	90.3	88.9	87.8	88.9	80.0	63.5	81.0	83.5
Other	*	*	57.1	*	*	40.0	*	*	85.7	*	*	40.0	68.8	66.1	61.3
Male	70.4	65.8	74.7	69.4	72.0	73.4	68.4	81.2	82.0	75.9	77.8	66.9	49.3	67.4	71.0
Female	79.5	74.6	81.4	77.8	80.0	81.9	70.7	83.2	84.8	80.3	82.5	69.8	63.6	80.3	77.9
Behaviorally-Emotionally Handicapped	27.8	30.0	37.5	34.3	25.0	34.4	34.0	33.3	42.1	42.9	34.7	20.2	12.5	17.5	30.5
Hearing Impaired	20.0	22.2	*	57.1	33.3	50.0	40.0	44.4	*	57.1	66.7	33.3	40.0	85.7	48.8
Educable Mentally Handicapped	0.0	0.0	11.1	0.0	0.0	0.0	0.0	12.5	18.2	0.0	0.0	0.0	0.0	28.6	3.9
Specific Learning Disabled	29.3	25.1	28.0	31.1	31.2	34.5	44.2	54.4	56.6	50.5	52.2	29.7	37.0	45.4	39.5
Speech-Language Impaired	61.4	57.4	61.3	33.3	50.0	*	64.3	68.1	74.2	44.4	64.3	*	54.3	21.4	59.1
Visually Impaired	*	40.0	*	*	*	*	*	80.0	*	*	*	*	40.0	*	52.9
Other Health Impaired	42.2	35.6	29.2	20.8	30.8	30.0	44.6	54.5	31.1	25.0	34.0	21.6	37.0	39.3	35.1
Traumatic Brain Injured	*	*	*	*	*	*	*	*	*	*	*	*	*	*	44.4
Other Exceptional Classifications	60.0	*	*	0.0	*	20.0	60.0	*	33.3	0.0	*	0.0	16.7	*	19.3
Academically Gifted	100.0	99.7	100.0	100.0	100.0	99.6	100.0	100.0	99.6	100.0	100.0	99.3	85.9	96.7	98.5
Section 504	60.9	49.4	57.6	46.2	33.3	14.3	53.6	72.7	74.6	61.5	47.6	28.6	41.1	50.0	55.5
Limited English Proficient	44.8	49.0	20.0	15.4	27.3	50.0	27.6	76.5	53.3	53.8	40.0	60.0	48.5	38.9	47.4

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

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### End-of-Course Subgroup Statistics by School System

School System: 260 Cumberland County

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

Subject	Algebra I	Algebra II	Biology	Chemistry	English I	English II	ELPS	Geometry	Physical Science	Physics	U.S. History	Composite
All Students	52.9	38.0	48.5	54.3	64.1	57.9	64.4	43.8	45.2	59.2	49.2	53.0
American Indian	44.4	66.7	41.2	50.0	47.6	49.4	48.1	41.9	38.9	*	50.0	46.7
Asian	69.6	55.0	69.8	56.3	78.6	58.5	78.7	62.7	56.5	50.0	57.7	65.4
Black	39.5	23.9	33.3	40.1	53.1	47.4	53.1	29.7	31.7	42.1	34.3	39.9
Hispanic	54.5	36.0	51.1	46.9	62.3	56.4	64.3	40.5	45.1	58.8	42.2	51.3
Multi-Racial	61.0	23.3	69.4	47.1	82.5	66.3	71.7	44.4	78.8	*	62.1	64.2
White	65.2	50.5	63.4	65.9	75.2	68.3	75.6	55.7	59.4	68.9	63.8	65.3
Other	*	*	*	*	*	55.7	*	40.0	*	*	*	53.3
Male	51.3	38.6	50.3	56.1	59.2	51.3	63.3	47.2	46.3	70.1	53.9	52.8
Female	54.4	37.5	46.8	52.9	69.4	64.3	65.5	40.8	44.2	46.4	45.0	53.2
Behaviorally-Emotionally Handicapped	13.0	*	18.2	*	9.5	9.1	13.7	60.0	9.7	*	8.3	12.6
Hearing Impaired	20.0	*	50.0	*	22.2	44.4	40.0	*	*	*	*	34.1
Educable Mentally Handicapped	0.0	*	0.0	*	0.0	0.0	0.0	*	0.0	*	0.0	0.0
Specific Learning Disabled	19.2	5.9	20.9	22.2	19.0	18.0	22.1	11.1	15.2	*	22.5	19.3
Speech-Language Impaired	*	*	*	*	20.0	18.2	0.0	*	*	*	*	14.3
Visually Impaired	*	*	*	*	*	*	*	*	*	*	*	56.3
Other Health Impaired	27.3	16.7	13.0	*	8.3	12.0	23.1	28.6	21.1	*	38.9	19.9
Traumatic Brain Injured	*	*	*	*	*	*	*	*	*	*	*	47.1
Other Exceptional Classifications	27.3	*	16.7	*	9.1	*	0.0	*	0.0	*	0.0	12.7
Academically Gifted	97.3	88.8	98.2	91.9	100.0	91.8	99.1	97.4	92.8	80.9	92.8	94.4
Section 504	40.0	*	*	*	*	*	*	*	*	*	*	37.5
Limited English Proficient	15.4	*	18.2	*	0.0	25.0	25.0	20.0	0.0	*	15.4	19.0

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

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 Scholastic Assessment Test Results: Mean Total Score and Percent Tested

System/School		Mean Total SAT Score and Percent Tested					
		1997		1998		1999	
		Mean	%Tested	Mean	%Tested	Mean	%Tested
<b>North Carolina</b>		<b>978</b>	<b>59.0</b>	<b>982</b>	<b>62.0</b>	<b>986</b>	<b>61.0</b>
<b>260 Cumberland County</b>		<b>939</b>	<b>53.7</b>	<b>945</b>	<b>51.7</b>	<b>951</b>	<b>49.6</b>
322	DOUGLAS BYRD HIGH	952	33.9	940	40.3	919	42.9
325	CAPE FEAR HIGH	971	45.6	983	37.4	1026	27.4
359	E E SMITH HIGH	878	55.6	869	66.5	863	54.4
388	MASSEY HILL ALT SCH	*	*	*	*	*	*
408	PINE FOREST HIGH	950	65.4	969	55.8	962	53.0
424	SEVENTY-FIRST HIGH	946	60.6	919	60.7	963	44.9
427	SOUTH VIEW HIGH	917	50.0	1014	34.3	956	54.0
446	TERRY SANFORD HIGH	997	69.8	971	71.4	1023	64.9
455	WESTOVER HIGH	898	59.6	916	54.5	911	61.2

\* Data not reported for fewer than five students.

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1997-98 ABCs Dropout Rate

	System/School	ABCs Dropout Rate
	<b>North Carolina</b>	<b>4.9</b>
<b>260</b>	<b>Cumberland County</b>	4.9
	322 DOUGLAS BYRD HIGH	6.1
	325 CAPE FEAR HIGH	3.3
	359 E E SMITH HIGH	2.9
	388 MASSEY HILL CLASSICAL HS	38.3
	408 PINE FOREST HIGH	5.2
	424 SEVENTY-FIRST HIGH	3.6
	427 SOUTH VIEW HIGH	4.5
	446 TERRY SANFORD HIGH	4.5
	455 WESTOVER HIGH	5.6

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## 1997-98 ABCs Dropout Rate for Alternative Schools

Alternative schools typically have small numbers of students compared to other schools, and many of them have unique student populations. Comparisons with regular schools should therefore be made with caution.

System/School	ABCs Dropout Rate
<i>North Carolina</i>	<b>4.9</b>
<b>260 Cumberland County</b>	4.9
449 WALKER-SPIVEY	3.8

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### Supplemental Data by School System (in percent\* unless otherwise noted)

School System: 260 Cumberland County

The school system is accredited by the State Board of Education through 2000.

	American Indian	Asian	Black	Hispanic	White								
System	1.6	1.5	47.3	5.1	44.5								
State	1.5	1.7	31.1	3.1	62.6								
						Male	Female	Attendance (9th month: ADA/ADM)	Percent Eligible for Free/Reduced Lunch (March) 1997-98	Number Violent Incidents per 1000 1997-98			
System	51.0	49.0				94.6	51.5	6.3	System				
State	51.1	48.9				94.8	38.9	6.3	State				
						Percent with Disabilities	Student Membership			Avg. Teacher Supplement Local (\$)	Per Student Expenditure Local (\$) 1997-98		
									1997	1998	1999		
System	11.5				System	49,990	50,064	50,335	\$2,628	\$926	System		
State	13.5				State	1,171,782	1,198,994	1,229,907	\$1,078	\$1,268	State		

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

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## Subgroup Statistics and Supplemental Data

### Data Definitions

*Unless otherwise noted, all data are from the 1998-99 school year.*

#### ABCs Dropout Rate

The numerator for the ABCs dropout rate is the total number of dropouts in grades 9-12 minus the total number of expulsions, long term suspensions, and students incarcerated in an adult facility in grades 9-12. The ABCs dropout rate membership is the 20<sup>th</sup>-day 1997-98 membership in grades 9-12, minus the initial enrollees in membership on day 20 in grades 9-12, plus the 20<sup>th</sup>-day 1998-99 membership in grades 9-12, divide the result by two. The ABCs dropout rate is calculated as the ABCs dropout numerator multiplied by 100, divided by the sum of the ABCs dropout rate membership plus the ABCs dropout numerator. A school had to have membership data for both years to be reported. Data source: NCDPI, Instructional and Accountability Services, School Improvement Division, Effective Practices Section.

#### Accreditation

The State Board of Education is required to implement an accreditation program for local school administrative units (i.e., school systems, not individual schools; charter schools are considered to be local school administrative units). The accreditation status is based on the ABCs of Public Education annually as follows:

- upon the identification of more than half of the schools in a local school administrative unit as low-performing under G.S. 115C-105.30, the local school administrative unit will be designated as Not Accredited.
- otherwise, the local school administrative unit will be designated as Accredited.

Data source: G.S. 115C-12 (9) c.

#### Attendance (9<sup>th</sup> month: ADA/ADM)

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 are based on Principals Monthly Reports. 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 education 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 LEAs on the SS-300 Salary Supplement form.

#### Composite

The composite summarizes the performance of students on end-of-grade tests in reading, writing, and mathematics, and end-of-course tests in Algebra I, Biology, ELPS, English I, English II, and US History. In this report, composites are provided at the school system level and are based on current year state testing (scan) data files only. School composites can be found in [A Report for the ABCs of Public Education: Growth and Performance of North Carolina Schools, 1998-99 Volume I](#). Data source: NCDPI, Accountability Services Division, Testing Section, state testing data files.

#### Number Violent Incidents per 1000, 1997-98

This rate is derived by dividing each school system's total number of acts committed by the actual last day membership (as of June 1998) 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 1997-98*, NCDPI, Instructional and Accountability Services, School Improvement Division, Instructional Support/Safe Schools Section.

#### Percent Eligible for Free/Reduced Lunch (March) 1997-98

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



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## Subgroup Statistics and Supplemental Data

### Data Definitions

Programs, Child Nutrition Claims, School Food Service Monthly Report (FC-1) for the month of March.

#### Percent Ethnic and Gender

The number 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.

#### Percent of Students At or Above Grade Level/At or Above Achievement 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. Achievement 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, Achievement 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. Achievement Level IV students consistently perform in a superior manner clearly beyond that required to be proficient in the course. There may be duplicate counts due to students repeating a course. In this report, students that repeat a course during the accountability year are counted each time they take the course. Data source: NCDPI, Accountability Services Division, Testing Section, state testing data files.

#### Percent with Disabilities

Students with disabilities include, without limitation, all children from ages 3-20 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 collected April 1 are divided by the final average daily membership. Data source: NCDPI, Instructional and Accountability Services, Exceptional Children Division.

#### Per Student Expenditure Local (\$) 1997-98

Per student local expenditures for the most currently available year. The statewide value of per pupil local expenditures was calculated by adding the total local expenditures for LEAs and for charter schools, then dividing by the final average daily membership for LEAs and charter schools. Data source: NCDPI, Financial and Personnel Services, School Business Division, Statistical Research Section in *Selected Financial Data, 1997-98*, Table 4: Per Pupil Expenditure Ranking, 1997-98, Child Nutrition Included and Table 13: Per Pupil Expenditure Ranking 1997-98, Child Nutrition Included Charter Schools.

#### 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 1997, 1998, and 1999. 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 1997, 1998, 1999

Final average daily membership (ADM--see above) based on Principals Monthly Reports. Data source: NCDPI, Financial and Personnel Services, School Business Division, Statistical Research Section.