



*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: 780 Robeson County

Summary: Percent of Students At or Above Grade Level

Reading	Mathematics	Writing Grade 4	Writing Grade 7	Composite
59.3	69.9	50.2	63.7	63.5

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	63.4	56.7	54.3	55.7	61.8	64.4	63.0	75.2	67.9	71.0	76.0	67.0	50.2	63.7	63.5
American Indian	60.9	55.0	51.5	52.8	59.2	64.1	60.5	75.1	65.5	72.8	77.0	68.1	52.0	64.8	62.7
Asian	66.7	*	80.0	*	88.9	60.0	83.3	*	66.7	*	88.9	60.0	*	62.5	77.1
Black	57.1	50.4	47.0	48.5	53.0	54.5	55.2	69.9	62.4	61.6	67.8	56.2	42.8	58.9	56.1
Hispanic	55.6	45.2	39.3	45.2	56.3	55.6	63.0	64.5	64.3	61.3	100.0	66.7	42.3	76.9	57.7
Multi-Racial	87.5	41.7	40.0	50.0	*	83.3	87.5	83.3	40.0	87.5	*	66.7	37.5	68.8	63.6
White	75.8	69.9	68.1	71.2	76.9	79.1	76.6	84.0	78.9	80.0	83.4	79.9	59.9	66.9	75.1
Other	*	*	*	*	*	*	*	*	*	*	*	*	*	*	80.0
Male	58.6	48.6	49.7	49.1	56.0	60.6	59.8	72.6	66.1	67.7	72.8	62.3	40.7	54.7	58.6
Female	68.2	63.8	58.9	62.5	67.8	68.1	66.2	77.6	69.8	74.3	79.4	71.7	58.6	73.0	68.4
Behaviorally-Emotionally Handicapped	*	40.0	*	*	37.5	*	*	60.0	*	*	50.0	*	*	*	34.5
Hearing Impaired	0.0	*	0.0	*	*	*	20.0	*	60.0	*	*	*	*	*	31.3
Educable Mentally Handicapped	14.3	8.3	0.0	0.0	0.0	14.8	10.0	28.6	18.8	8.7	0.0	14.8	20.0	8.3	10.4
Specific Learning Disabled	25.0	7.9	15.9	20.9	8.2	31.0	43.4	45.7	35.4	40.3	33.8	34.8	17.1	28.6	28.5
Speech-Language Impaired	44.4	39.3	20.0	40.0	80.0	60.0	41.7	50.0	50.0	53.3	100.0	20.0	33.3	40.0	43.6
Visually Impaired	*	*	*	*	*	*	*	*	*	*	*	*	*	*	30.0
Other Health Impaired	33.3	22.2	40.0	20.0	55.6	*	33.3	22.2	50.0	42.9	66.7	*	25.0	0.0	35.3
Traumatic Brain Injured	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other Exceptional Classifications	*	*	*	*	*	*	*	*	*	*	*	*	*	*	65.0
Academically Gifted	100.0	97.2	99.2	96.8	97.8	100.0	98.4	99.1	99.2	98.1	98.5	100.0	80.4	91.4	97.0
Section 504	52.0	45.2	44.2	62.2	62.9	74.1	64.0	71.0	78.8	78.3	74.3	75.0	35.6	59.3	61.2
Limited English Proficient	*	60.0	*	0.0	*	*	*	60.0	60.0	40.0	*	*	11.1	*	33.3

* 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: 780 Robeson 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	56.3	25.5	44.0	35.4	46.7	34.4	48.4	28.3	36.3	31.9	25.8	39.4
American Indian	50.6	25.2	42.0	32.9	42.5	34.3	38.4	22.2	27.5	16.3	20.8	34.8
Asian	*	70.0	72.7	100.0	60.0	58.3	44.4	50.0	*	*	42.9	62.7
Black	53.8	16.2	28.5	24.9	39.2	25.6	40.4	19.3	24.9	13.5	19.0	30.9
Hispanic	66.7	*	33.3	*	61.5	27.3	28.6	27.3	62.5	*	33.3	41.9
Multi-Racial	71.4	*	20.0	*	75.0	19.0	55.6	*	54.5	*	40.0	39.7
White	68.9	33.6	64.0	47.6	63.7	46.4	73.5	44.7	62.2	61.7	42.4	56.3
Other	*	*	*	*	*	28.6	*	*	*	*	*	15.4
Male	55.3	28.2	49.7	37.3	38.2	28.5	45.4	29.8	37.2	42.9	29.1	38.3
Female	57.0	23.7	39.8	34.1	54.7	39.5	50.8	27.3	35.6	22.7	22.9	40.2
Behaviorally-Emotionally Handicapped	*	*	20.0	*	14.3	20.0	*	*	*	*	*	20.8
Hearing Impaired	*	*	*	*	*	*	*	*	*	*	*	14.3
Educable Mentally Handicapped	11.1	*	0.0	*	0.0	0.0	11.1	*	0.0	*	0.0	2.3
Specific Learning Disabled	25.0	*	33.3	*	2.6	3.8	40.0	*	6.3	*	23.3	14.3
Speech-Language Impaired	*	*	*	*	*	*	*	*	*	*	*	25.0
Visually Impaired	*	*	*	*	*	*	*	*	*	*	*	66.7
Other Health Impaired	*	*	*	*	*	*	*	*	*	*	*	11.1
Traumatic Brain Injured	*	*	*	*	*	*	*	*	*	*	*	16.7
Other Exceptional Classifications	*	*	*	*	*	*	*	*	*	*	*	33.3
Academically Gifted	97.9	64.7	88.4	64.6	96.1	78.3	98.5	81.3	91.8	63.9	64.5	82.6
Section 504	40.0	*	*	*	*	22.2	*	*	*	*	*	40.0
Limited English Proficient	*	*	*	*	*	*	*	*	*	*	50.0	46.7

* 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
North Carolina		978	59.0	982	62.0	986	61.0
780 Robeson County		842	44.8	866	48.9	870	45.8
325	FAIRMONT HIGH	834	47.3	869	43.3	876	39.5
342	LUMBERTON SENIOR HIGH	890	54.9	909	61.4	887	59.9
391	RED SPRINGS HIGH	753	44.3	749	41.3	813	44.6
401	SAINT PAULS HIGH	864	37.3	929	45.0	919	40.0
402	SOUTH ROBESON HIGH	836	29.7	795	26.9	835	27.7
420	PURNELL SWETT HIGH	804	42.6	827	49.8	843	39.8

* Data not reported for fewer than five students.

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1997-98 ABCs Dropout Rate

System/School	ABCs Dropout Rate
North Carolina	4.9
780 Robeson County	6.3
325 FAIRMONT HIGH	5.1
341 LUMBERTON JUNIOR HIGH	5.9
342 LUMBERTON SENIOR HIGH	6.3
391 RED SPRINGS HIGH	6.8
401 SAINT PAULS HIGH	5.0
402 SOUTH ROBESON HIGH	6.5
420 PURNELL SWETT HIGH	6.0

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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
North Carolina	4.9
780 Robeson County	6.3
331 ROBESON COUNTY CAREER CENTE	28.9

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

School System: 780 Robeson County

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

	American Indian	Asian	Black	Hispanic	White					
System	43.6	0.3	31.5	1.8	22.8					
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	50.9	49.1		94.4	75.0	9.6	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	15.5		22,943	23,201	23,394	\$1,375	\$598	System		
State	13.5		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 20th-day 1997-98 membership in grades 9-12, minus the initial enrollees in membership on day 20 in grades 9-12, plus the 20th-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 (9th 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 2nd-month, 20th-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 (8th 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.