



# *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 Subgroup Statistics and Supplemental Data

## 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.

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

School System: North Carolina

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

Reading	Mathematics	Writing Grade 4	Writing Grade 7	Composite
74.9	79.3	55.2	70.3	75.0

### 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	73.6	71.4	75.8	72.3	76.6	79.9	70.0	82.7	82.4	81.1	82.5	77.6	55.2	70.3	75.0
American Indian	64.3	60.0	59.3	58.8	62.0	66.6	63.5	76.6	70.5	74.2	76.1	68.7	50.6	62.8	65.1
Asian	76.6	74.3	78.2	76.8	79.3	80.5	81.0	90.9	90.6	89.3	90.1	84.3	59.9	76.5	80.7
Black	57.6	53.0	59.5	54.6	59.5	64.1	49.9	68.2	68.3	65.6	66.9	59.0	43.2	58.3	59.0
Hispanic	61.3	58.3	63.9	59.1	63.5	66.1	59.8	76.9	73.8	71.9	74.3	66.0	46.8	61.1	64.4
Multi-Racial	77.0	73.4	79.2	73.9	78.5	85.1	71.2	85.1	83.6	81.1	83.7	77.8	54.7	70.2	75.0
White	82.1	80.8	83.9	81.3	84.9	87.5	80.1	89.6	89.3	88.6	89.6	86.1	61.2	76.1	82.9
Other	55.6	41.2	66.7	37.5	68.4	68.2	61.1	52.9	78.9	56.3	65.0	54.5	52.5	61.3	57.3
Male	70.2	68.1	72.7	68.4	72.9	76.4	69.4	81.5	80.9	78.8	80.7	75.5	48.4	63.6	71.9
Female	77.3	74.7	79.0	76.4	80.4	83.6	70.6	83.8	84.0	83.5	84.3	79.7	61.9	77.3	78.2
Behaviorally-Emotionally Handicap	33.1	31.8	36.8	30.5	32.3	31.3	33.4	46.9	42.3	36.3	35.9	25.9	17.0	21.7	32.6
Hearing Impaired	48.1	43.8	45.3	48.1	42.7	52.7	45.7	64.2	69.4	58.7	61.0	58.4	39.6	54.1	52.4
Educable Mentally Handicapped	8.3	6.7	7.8	4.3	4.9	4.2	5.7	15.4	13.6	11.5	9.5	5.5	13.4	10.8	8.4
Specific Learning Disabled	35.3	32.8	39.4	34.9	39.9	44.5	46.5	60.1	56.6	53.6	56.2	47.0	29.8	38.2	44.2
Speech-Language Impaired	61.9	55.2	51.8	48.3	51.1	44.6	59.5	72.9	63.9	64.3	64.5	43.2	38.9	46.9	57.6
Visually Impaired	49.1	56.9	65.9	43.5	66.7	71.4	53.6	70.6	72.1	62.2	74.4	60.5	42.2	60.0	60.1
Other Health Impaired	41.7	40.2	43.4	39.7	46.6	50.8	38.1	52.8	50.2	47.5	51.9	44.1	31.4	39.5	44.1
Traumatic Brain Injured	43.8	25.0	33.3	32.1	46.4	45.0	55.6	48.1	36.0	32.1	59.3	38.1	41.7	38.1	40.6
Other Exceptional Classifications	51.2	44.7	38.4	40.0	54.3	54.6	45.0	64.6	52.1	54.9	58.1	49.4	35.0	41.2	49.0
Academically Gifted	99.5	99.4	99.6	99.3	99.5	99.8	99.2	99.8	99.8	99.8	99.8	99.7	83.7	92.6	98.0
Section 504	54.2	51.3	55.0	51.0	59.4	64.3	53.4	69.4	68.9	66.6	72.5	60.2	39.6	55.5	58.4
Limited English Proficient	44.3	39.7	41.3	32.6	32.2	35.9	49.2	70.5	63.1	60.4	56.0	48.1	34.8	41.1	47.0

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

## A Report Card for the ABCs of Public Education Volume II 1998-99 End-of-Course Subgroup Statistics by School System

School System: North Carolina

### 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	65.4	59.0	57.7	60.5	64.6	56.8	67.4	58.4	55.7	72.0	51.0	60.1
American Indian	54.4	34.3	44.3	37.6	46.6	41.1	46.8	31.2	34.6	36.5	29.5	41.3
Asian	78.9	72.5	60.2	69.3	66.0	59.1	64.0	67.2	52.8	77.8	58.7	65.7
Black	45.4	36.0	31.3	37.4	44.5	38.8	46.4	30.3	31.6	45.9	29.4	37.8
Hispanic	63.2	53.2	45.6	50.0	50.5	47.3	52.7	50.0	41.7	63.0	42.2	50.0
Multi-Racial	67.5	53.0	60.2	66.8	70.4	55.5	69.9	64.0	61.3	71.9	60.1	62.5
White	73.7	66.3	69.9	67.3	74.4	65.2	77.0	69.0	68.0	76.8	60.4	69.7
Other	51.3	48.4	51.9	45.7	57.1	54.9	77.2	57.1	45.5	100.0	48.5	55.4
Male	63.9	59.7	58.5	64.3	59.4	50.4	67.6	62.1	58.7	78.6	55.1	60.1
Female	66.8	58.4	56.9	57.4	69.9	63.3	67.2	55.3	52.6	64.4	47.2	60.2
Behaviorally-Emotionally Handicap	28.4	52.6	18.3	50.0	15.3	11.4	20.6	40.0	16.9	*	16.4	18.6
Hearing Impaired	38.2	42.9	34.5	46.7	31.3	40.2	40.5	43.3	38.3	87.5	30.4	37.8
Educable Mentally Handicapped	9.4	33.3	3.3	*	2.0	2.1	6.1	5.3	3.6	*	3.0	3.9
Specific Learning Disabled	40.1	49.2	29.9	54.7	22.8	19.3	35.6	47.5	30.4	72.5	26.5	30.4
Speech-Language Impaired	45.3	71.4	25.9	61.5	28.6	19.2	27.5	53.8	22.5	*	25.9	30.5
Visually Impaired	54.5	55.2	55.6	66.7	53.7	48.4	77.8	46.2	55.8	85.7	47.4	57.6
Other Health Impaired	43.0	43.7	32.7	48.4	34.7	25.8	39.4	53.1	36.8	50.0	30.3	36.1
Traumatic Brain Injured	44.4	75.0	33.3	54.5	33.3	25.0	31.8	66.7	30.0	*	34.6	37.1
Other Exceptional Classifications	49.4	60.7	39.5	60.4	36.2	38.3	44.2	50.6	40.0	83.3	40.5	43.2
Academically Gifted	94.6	90.6	96.7	88.1	99.1	93.5	98.3	94.2	96.0	86.4	91.7	94.1
Section 504	49.0	50.6	40.1	51.5	41.7	38.1	49.8	42.0	43.2	87.2	36.9	44.1
Limited English Proficient	68.3	59.3	24.3	46.0	23.5	23.5	25.0	39.2	23.0	68.8	26.2	31.9

\* 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

### Mean Total SAT Score and Percent Tested for North Carolina

1997		1998		1999	
Mean	%Tested	Mean	%Tested	Mean	%Tested
778	59.0	782	62.0	986	61.0

\* Data not reported for fewer than five student



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1997-98 ABCs Dropout Rate

System/School	ABCs Dropout Rate
North Carolina	4.9

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 Supplemental Data for North Carolina (in percent\* unless otherwise noted)

	American Indian	Asian	Black	Hispanic	White			
State	1.5	1.7	31.1	3.1	62.6			
						Attendance (9th month: ADA/ADM)	Percent Eligible for Free/Reduced Lunch (March) 1997-98	Number Violent Incidents per 1000 1997-98
State	Male 51.1	Female 48.9		State 94.8		38.9	6.3	
	Percent with Disabilities		Student Membership			Avg. Teacher Supplement Local (\$)	Per Student Expenditure Local (\$)	
State	13.5		1997	1998	1999	\$1,078	\$1,268	
			1,171,782	1,198,994	1,229,907			

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

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

## 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.