

A Report Card for the ABCs of Public Education Volume II 1999–2000
Subgroup Statistics and Supplemental Data

Executive Summary

Background

The 1999-2000 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: 1999-2000 Growth and Performance of Public Schools in North Carolina Schools.

This report, A Report Card for the ABCs of Public Education Volume II: Subgroup Statistics and Supplemental Data, 1999-2000, 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). These results are repeated for each school system for all students and by grade, ethnicity, gender, and disability. 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). These results are reported for each school for all students and by ethnicity, gender, and disability. 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 for each school system. Finally, the report includes data definitions for 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. ABCs dropout rates are not comparable. The rates in this report reflect a change in policy from last year's report. Students who transfer from high school to community college are now counted as dropouts where they previously were not. Comparisons between this year and previous years, therefore, are not appropriate. 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).

- In the composite of reading, mathematics, and writing 76.0 percent of North Carolina students tested performed at or above grade level,

compared to 75.0 in 1998-99 and 72.0 in 1997-98.

- The proportion of students who performed at or above grade level in reading at Grades 3 through 8 was 75.6 percent. This proportion has steadily increased since testing began in 1993, when the percentage was 62.6, and is a 0.7 percent increase over 1998-99.
- The proportion of students who performed at or above grade level in mathematics at Grades 3 through 8 was 80.2 percent. This proportion has increased since testing began in 1993, when the percentage was 60.1, and is a 0.9 percent increase over 1998-99.
- The proportion of students who scored at or above grade level on the writing test at Grade 4 was 57.6 percent. This proportion was a 2.4 percent increase in performance from last year, when 55.2 percent were at or above grade level.
- At grade 7, there were 71.9 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 five years it has been administered. This proportion increased 1.6 percent from 1999 when 70.3 percent scored at or above grade level.
- Female students were represented in greater proportion than male students (79.1% vs. 73.0%) in Achievement Levels III and IV (at or above grade level) in reading, mathematics, and writing. Female students increased by 0.9

percent and male students by 1.1 percent over 1998-99.

- 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 composite percent of White and Black students at or above Achievement Level III was 23.5.

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 61.4 percent of the students tested. The composite for 1998-1999 and 1999-2000 should *not* be compared with composites from 1997-98 or 1996-97 because the subjects comprising the composite are different.
- The percent of students that scored at or above Achievement Level III by subject was: 68.9 in Algebra I; 62.7 in Algebra II; 57.6 in Biology; 62.0 in Chemistry; 68.4 in English I; 58.0 in English II; 67.3 in

ELPS; 60.0 in Geometry; 57.1 in Physical Science; 72.9 in Physics; and 46.9 in U.S. History.

- The percent of students at or above Achievement Level III in 2000 compared to 1999 increased the most in English I (3.8%), followed by Algebra II (3.7%). The percent of students at or above Achievement Level III in Algebra I increased 3.5%, nearly the same as the previous year's increase of 3.8%. There were small increases in the percent of students at or above Achievement Level III in Chemistry, English II, Geometry, and Physical Science; Biology, ELPS, and Physics were about the same as 1999. The percent of students at or above Achievement Level III in 1999 compared to 2000 decreased in U.S. History (-4.1%).
- Female students were represented in about the same proportion as male students (61.2% vs. 61.6%) in the Achievement Levels III and IV composite for all 11 subjects. The percent of female students at or above Achievement Level III continues to be substantially higher than male students in English I (73.7% vs. 63.2%) and English II (65.0% vs. 51.1%). The percent of male students at or above Achievement Level III was higher than female students in the sciences (12.8% in Physics, 6.4% in Chemistry, 6.6% in Physical Science), Geometry (5.0%), and U.S. History (8.2%). 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. The difference in the composite percent of White students at or above Achievement Level III (70.8) and Black (39.3) and American Indian (31.5) students is about 30 percent and is larger than the difference in end-of-grade performance which is approximately 20 percent.

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 six points over a three-year period (1998-2000).
- The mean SAT scores increased two points from 1999 to 2000 and the percent of students tested increased from 61% to 64%.

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. The 1998-99 ABCs dropout rate reflects a change in policy from previous years. Students who transfer from high school to community college are now counted as dropouts where they previously were not. Comparisons

between this year and previous years, therefore, are not appropriate. The ABCs dropout rate for North Carolina was 6.4. 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 1999-2000. There were 77 public charter schools serving over 12,000 students.

- Of the students in membership in North Carolina schools in 1999-2000, 62.0 percent were White, 31.0 percent were Black, 3.7 percent were Hispanic, 1.8 percent were Asian, and 1.5 percent were American Indian. There are slightly more male students (51.1%) than female students (48.9%).
- The statewide attendance rate was 94.9 percent, which has remained consistent since 1993 when the rate was 94.7 percent.
- The state average per student expenditure of local funds was \$1,366, an increase of \$98 from the previous year. Local per student expenditure by school system ranged from a low of \$478 to a high of

\$3,187. Local per student expenditure by charter schools ranged from a low of \$103 to a high of \$9,276.

- Students eligible for free/reduced lunch by school system ranged from a low of 16.3 percent eligible to a high of 85.8 percent eligible. The state average eligibility rate was 39.8 percent, an increase of 0.9 percent from 1999.
- The statewide proportion of students with disabilities was 13.3 percent. The rate ranged from a low of 8.9 percent to a high of 18.9 in school systems across the state. For public charter schools, the rate ranged from a low of 1.9 percent to a high of 100.0 percent.
- Local average teacher supplement in North Carolina public school systems ranged from no supplement to \$4,485. The statewide average local teacher supplement was \$2,166.
- The number of violent incidents per 1000 ranged from a low of 0.9 to a high of 15.6 for school systems. The statewide average number of violent incidents per 1000 was 5.9, continuing a downward trend from 1997 when the rate was 6.7.