

Alternative Learning Programs Evaluation:

2001-2002

August 2003



Public Schools of North Carolina

State Board of Education/Department of Public Instruction
Office of Accountability and Technology Services
Division of Accountability Services

Acknowledgments

The Alternative Learning Programs Evaluation is conducted by the Accountability Services Division, North Carolina Department of Public Instruction (NCDPI) under contract to the Center for Developmental Science at the University of North Carolina at Chapel Hill and a subcontract to the Services Effectiveness Research Program within the Department of Psychiatry at Duke University School of Medicine. This report represents the collaborative work of many people.

The current report contains information from student rosters completed by ALPs across the state and from end-of-grade and end-of-course student achievement tests taken by those students. For the current report, Dr. Thomas W. Farmer of UNC and Dr. Elizabeth M.Z. Farmer of Duke University provided input on the Summary Comments section, wrote the text, and oversaw data analysis. Dr. Bradley McMillen, Senior Evaluation Consultant in the Accountability Services Division at NCDPI, provided overall guidance for the project. Ms. Amity Crowther of UNC was the central coordinator of logistical issues related to receipt and compilation of data rosters and served as a primary liaison between UNC, NCDPI, and ALPs throughout the state. Dr. Sarah Mustillo of Duke University conducted analyses of roster and achievement data for the current report.

The overall ALP evaluation activities during 2002-03 will result in two separate reports. The final report on ALP patterns of enrollment and achievement for 2001-2002 are included here and are analogous to the information reported in previous years. An additional report (to be released in Fall 2003) will highlight findings from additional survey and site visit data collected during 2002-03 to provide a broader description and assessment of ALPs in North Carolina. In addition to the acknowledgments above, we also appreciate the ongoing consultation and input from Ms. Carolyn Foxx, Consultant in the Alternative and Safe Schools/Instructional Support Section at NCDPI, for her insights and recommendations on many aspects of this broader project.

In particular, we gratefully acknowledge the contributions of the many alternative educators and students across North Carolina who participated in these activities and provided data for analysis.

Table of Contents

• List of Tables	7
• List of Figures	8
• Executive Summary	9
• <i>Introduction</i>	12
<i>Alternative Learning Program (ALP) Evaluation Plan</i>	12
<i>Alternative Learning Program (ALP) Defined</i>	12
<i>Number of ALPs and Students in the Evaluation</i>	13
<i>Alternative Schools versus Programs</i>	14
• <i>Methodology</i>	15
<i>Data Sources</i>	15
<i>ALP Roster Return Rates</i>	16
<i>Achievement Test Results: Matching Process</i>	16
• <i>Student Description</i>	18
<i>Introduction</i>	18
<i>ALP Enrollment by Grade</i>	19
<i>Enrollment by Ethnicity and Gender</i>	20
<i>Primary Reason for Enrollment in ALP</i>	21
<i>Exceptional Child Status</i>	23
<i>Special Status Students</i>	24
<i>Parent Education Level</i>	25
<i>Free/Reduced Lunch</i>	26
<i>Enrollment by Month</i>	27
<i>Summary of Student Description</i>	28
• <i>Current School Performance</i>	29
<i>Introduction</i>	29
<i>Re-enrollment in ALP by Grade Level</i>	30
<i>Absences by Length of Time in ALP</i>	31
<i>End of Year Status of ALP Students</i>	32
<i>End of Year Status by Ethnicity</i>	33
<i>Desirable versus Undesirable End-of-Year Status</i>	34
<i>Summary of Current School Performance</i>	36
• <i>End-of-Grade Test Results</i>	37
<i>Introduction</i>	37
<i>Mathematics EOG Scale Scores for ALPs and State</i>	38
<i>Reading EOG Scale Scores for ALPs and State</i>	39
<i>Mathematics EOG Proficiency</i>	40
<i>Reading EOG Proficiency</i>	41
<i>End-of-Grade Achievement Levels by Ethnicity, Grades 6-8</i>	42
<i>Proficiency by Areas of Exceptionality</i>	45
<i>Summary of End-of-Grade Test Scores</i>	46
• <i>End-of-Course Test Results</i>	47
<i>Introduction</i>	47
<i>Algebra I EOC Performance</i>	48
<i>Algebra I EOC Performance by Ethnicity and Gender</i>	49
<i>English I EOC Performance</i>	50
<i>English I EOC Performance by Ethnicity and Gender</i>	51
<i>Summary for End-of-Course Performance</i>	52
• <i>At-Risk Student Services/Alternative Schools and Programs Budget Trends 1996-2002</i>	53
<i>ALP Funding and Use of Funds</i>	53

- *ABCs Accountability Policy and Results for Alternative Schools* 57
 - Legislation and SBE Policy Development*..... 57
 - Description of Alternative Schools ABCs Accountability Plan* 58
 - Local Option Accountability Components* 58
 - Defining and Measuring Local Accountability Indicators*..... 60
 - ABCs Status and Incentive Awards for Alternative Schools* 61
 - Alternative Schools' Unique Accountability Challenges* 62
 - A Work in Progress*..... 64
 - Effects of No Child Left Behind (NCLB) Act*..... 64

- Appendix A: Allotments, Expenditures, and Reversions for the At-Risk Student Services/ Alternative Programs and Schools Budget: July 2001-June 2002 by LEA* 66

- Appendix B: Alternative Learning Programs Student Data Roster, 2001-02*..... 69

List of Tables

Table 1.	<i>Number of ALPs and Students in the Evaluation</i>	13
Table 2.	<i>Number of ALP Students Matched to EOG Data, 2000-2001 and 2001-2002</i>	16
Table 3.	<i>Number of ALP Students with EOC Test Scores, 2000-2001 and 2001-2002</i>	17
Table 4.	<i>Sample Local Option Accountability Indicators and Related Measures</i>	59
Table 5.	<i>Most Frequently Chosen Local Indicators in 1999-00</i>	61
Table 6.	<i>Criteria for Determining ABCs Status and Incentive Awards of Alternative Schools</i>	61
Table 7.	<i>ABCs Accountability Results for Alternative and Other Schools</i>	63
Table 8.	<i>Alternative School Status on Components of ABCs Accountability Policy</i>	63

List of Figures

Figure 1.	Percentage of Students Enrolled in ALPs by Grade Level (6-12), 1996-97 to 2001-02	19
Figure 2.	Ethnicity and Gender of Students in ALP and State, 2001-2002.....	20
Figure 3.	Primary Reason for Enrollment into ALP for Middle School by Gender and Ethnicity, 2001-2002.....	21
Figure 4.	Primary Reason for Enrollment into ALP for High School by Gender and Ethnicity, 2001-2002.....	22
Figure 5.	Exceptional Child (EC) Status for ALP and State Students by Middle School and High School, 2001-2002.....	23
Figure 6.	Special Status for ALP Students by Middle School and High School, 1999-00 to 2001-02.....	24
Figure 7.	Parent Education Levels for Students Taking EOC Tests (Grade 9-12) for State and ALP, 1999-2000 to 2001-2002.....	25
Figure 8.	Percentage of Middle School Students Eligible for Free/Reduced Price Lunch, 2001-2002.....	26
Figure 9.	Percentage of Total Annual ALP Enrollment by Month, 2001-2002.....	27
Figure 10.	Percentage of Students Re-Enrolled in ALP by Middle School and High School, 2001-2002.....	30
Figure 11.	Mean Days Absent by Days Enrolled in ALP, 2001-2002.....	31
Figure 12.	End-of-Year Status of ALP Students, 2001-2002.....	32
Figure 13.	End-of-Year Status of ALP Students by Ethnicity, 2001-2002.....	33
Figure 14.	Desirable vs. Undesirable End-of-Year Status for Middle School ALP Students, 1998-99 to 2001-02.....	34
Figure 15.	Desirable vs. Undesirable End-of-Year Status for High School ALP Students, 1998-99 to 2001-02.....	35
Figure 16.	Average EOG Mathematics Scale Scores by Grade Level for ALP Students over Time (1999-2002) and State Average (2002).....	38
Figure 17.	Average EOG Reading Scale Scores by Grade Level for ALP Students over Time (1999-2002) and State Average (2002).....	39
Figure 18.	Percentage of Students Scoring Level III or Level IV on Mathematics EOG Tests for ALP and State, 2000-2002.....	40
Figure 19.	Percentage of Students Scoring Level III or Level IV on Reading EOG Tests for ALP and State, 2000-2002.....	41
Figure 20.	ALP Average Math Achievement Level by Ethnicity, 2001-2002.....	42
Figure 21.	State Average Math Achievement Level by Ethnicity, 2001-2002.....	42
Figure 22.	ALP Student Reading Achievement Level by Ethnicity, 2001-2002.....	43
Figure 23.	State Average Reading Achievement Level by Ethnicity, 2001-2002.....	43
Figure 24.	ALP and State Percentage of Students Scoring Level III or IV on Both Reading and Math EOG Tests by Exceptionality, Grades 3-8, 2002.....	45
Figure 25.	Percentage of ALP Students Proficient on Algebra I Test over Time (2000-2002) and State Average (2002).....	48
Figure 26.	Percentage of ALP Students Proficient on Algebra I EOC Test by Ethnicity and Gender, 2000-2002.....	49
Figure 27.	Percentage of ALP Students Proficient on English I EOC Test (2000-2002) and State Average (2002).....	50
Figure 28.	Percentage of ALP Students Proficient on English I EOC Test by Ethnicity and Gender, 2000-2002.....	51
Figure 29.	At-Risk Student Services/Alternative Programs and School Expenditures for Fiscal 2001-02.....	54
Figure 30.	At-Risk Carryover and Reversion, 1996-97 to 2001-02.....	55
Figure 31.	At-Risk Carryover and Reversion Percentage, 1996-97 to 2001-02.....	56

Alternative Learning Programs Evaluation: 2001-02

Executive Summary

Background

G.S. 115C-12 (24) requires that the State Board of Education (SBE) conduct an annual evaluation of Alternative Learning Programs (ALPs). Previous reports have included studies of ALP teacher and administrator qualifications, best practices, trend data on ALPs across the state, and analysis of LEA expenditures for ALPs. These reports are available on the North Carolina Department of Public Instruction Web Site at:

<http://www.ncpublicschools.org/accountability/evaluation>.

Report Contents

This report includes information about ALPs operating during the 2001-2002 school year. Data are presented to cover six broad areas: ALP student characteristics; current school performance; end-of-grade test results for ALP students in grades 6-8; selected end-of-course test results; ABCs Accountability Model results for alternative schools; and financial expenditures.

Number of ALPs and Students Served

There were 215 ALPs identified for 2001-02, up from 206 in 2000-01. Of the 215 identified ALPs, 25 (12%) were new, 6 (3%) were merged from previous programs, and the remaining 184 (85%) were in existence in 2000-01.

After an 8% increase in students in 2000-01, ALP student enrollments decreased by 9% in 2001-02. As in previous years, ninth graders made up the highest percentage (29%) of the ALP enrollment in 2001-02.

Student Description

Overall, Black males were over-represented in ALPs, compared to their representation in the general population. Trends across time suggest slight increases in ALP enrollment among students in grades 9-12 with slight decreases in enrollments for youth in earlier grades.

These findings support previous findings on the constellation of risk factors for students in ALPs (e.g., poverty, special education status, low parental education, behavior problems). However, this aggregate portrait suggests considerable heterogeneity among ALP students. They vary considerably on many examined factors (e.g., approximately three-fourths were not classified in any of the

exceptional child statuses, high school-aged girls were significantly less likely than other subgroups to be enrolled in ALPs because of behavior problems, etc.). Also, while the percentages remain small, it will be important to continue to monitor trends in placement of high school students with Limited English Proficiency in ALPs.

Current School Performance

Overall, this portrait of current school performance is consistent both with previous years' evaluations and with expected performance of students who display the types of difficulties and risk factors of students in ALPs. Students in ALPs have relatively high levels of absenteeism while enrolled in ALPs, 1/3 would be repeating their current grade during the following school year, and 12% dropped out of school by the end of the year.

As in the previous section, however, there was also a positive side to these findings. Nearly 40% of ALP students were promoted to the next grade and nearly half had returned to their home school by the end of the year. Very few ALP students showed undesirable outcomes, as measured by movement into a more restrictive residential or correctional setting, dropping out of school, or being expelled. Overall, outcomes were more positive for middle school ALP students than for high school ALP students. However, data across the past several years suggest increasingly positive outcomes for high school aged students.

End-of-Grade Test Scores for Grades 6-8

For both reading and mathematics, middle school ALP students showed substantially lower levels of proficiency than the general student population on end-of-grade tests. Middle school ALP students showed proficiency rates that were approximately half those of the general population. ALP students, like the general student population, also show achievement discrepancies among ethnic groups. Very low rates of proficiency among Black ALP students in grades 6-8 raises serious concerns. However, the discrepancy between ALP and general population students was actually larger for White than for Black students.

End-of-Course Performance

As seen in previous years and with younger students, approximately half as many high school ALP students scored in the proficient range compared to the general student population. However, trends across time suggest a positive and consistent increase in proficiency during recent years for ALP students in Algebra I. Between 1999-00 and 2001-02, ALP students increased from approximately 30% proficient to over 41% proficient. This trend of improved performance has been driven almost exclusively by increases in proficiency among Non-White ALP students, with particularly striking increases in proficiency for Non-White males.

Trends across time for English I show much more stability in rates of proficiency. Here males (both White and Non-White) showed comparable rates of proficiency over the past three years. The trend for females is somewhat unclear. Both White and Non-White females showed decreases in rates of proficiency between 2001 and 2002. Data from at least one more year will be necessary to determine whether these figures represent a potential problem that needs to be addressed or a temporary anomaly in the data.

ABCs Accountability Model Results

As seen in previous years, alternative schools in 2001-02 were more likely to meet growth targets than regular public schools. Also consistent with past years is the fact that alternative schools were more likely in 2001-02 to meet the local option indicator goals of the model than the testing-based goals. With respect to NCLB and AYP accountability issues, questions remain as to how alternative schools will fare under these new guidelines.

Financial Expenditures

In both 2000-01 and 2001-02, there was a slight drop in the percentage of At-Risk funds that were spent on alternative learning programs statewide. These declines follow several years of small increases. In 2001-02, LEAs spent almost 20% of allocated At-Risk funds on alternative learning programs.

Overall Summary

This installment of the annual ALP evaluation shows findings that are generally consistent with previous years. Students in ALPs show elevated levels of risk factors compared to statewide figures as well as lower levels of performance on all measured outcomes. However, the findings are not all negative. Trends across time suggest substantial gains in proficiency for some students (particularly Non-white males in Algebra I). They also suggest that very few ALP students end the school year in “undesirable” situations (such as restrictive residential or correctional placements or by dropping out of school). The findings point to the need for more specific work to understand what ALPs can do to more effectively work with this diverse group of students with complex and multi-faceted difficulties. An additional report from this year’s evaluation (to be available in Fall 2003) will use data from surveys and case studies to provide additional insights into “what works” in ALP settings.

• Introduction

Alternative Learning Program (ALP) Evaluation Plan

This report represents findings from the seventh year (2001-2002) of an annual, legislatively-required evaluation of alternative learning programs (ALPs) in North Carolina. Each year new information has added to the understanding of alternative learning programs (ALPs). The evaluation plan was designed to build knowledge about alternative schools, the students who attend them, and the staff who teach in them in an effort to improve academic and behavioral outcomes for youth at risk of school failure.

With the focus of the state and nation on closing the achievement gap for at-risk and minority students, the ALP evaluation is again reporting disaggregated data on a variety of indicators for selected gender/ethnic groups. Also, one section of the report is devoted to the third year of participation in the state ABCs Accountability Model for ALPs that are officially designated as alternative “schools.”

Alternative Learning Program (ALP) Defined

ALPs include schools and programs with a wide array of activities, locations, and student characteristics. ALPs may have an academic, therapeutic, and/or behavioral focus. The criteria established to identify ALPs for the evaluation were taken from the language in the original legislation passed by the 1995 Session of the North Carolina General Assembly (amended G.S. 115C-238.47). In order to establish parameters for the evaluation, ALPs are included that meet the following definition. An ALP is:

A program that serves students at any level, serves suspended or expelled students, serves students whose learning styles are better served in an alternative program, or provides individualized programs outside of a standard classroom setting in a caring atmosphere in which students learn the skills necessary to redirect their lives.

While there may be other local programs designated as “alternative,” the evaluation is limited to ALPs that:

- provide primary instruction for students enrolled,
- offer course credit or grade-level promotion credit in core academic areas,
- are for selected at-risk students,
- are outside the standard classroom,
- are for a designated period of time (not “drop-in”), and
- assist the student in meeting the requirements for graduation.

Number of ALPs and Students in the Evaluation

Of the 215 ALPs identified by the NCDPI in the 2001-2002 school year, 184 continued from the 2000-2001 school year, 25 were new schools/programs, and 6 were newly merged from previous schools/programs. Table 1 shows the trends over six years for the number of ALPs in the evaluation. Ten ALPs were dropped from the evaluation for one of two reasons: they reported serving no students during 2001-2002 (n=5) or they did not meet the specified definition of an ALP (n=5). To be consistent with data from previous years, the 6 newly merged programs are included in the 'continued' column.

Table 1. Number of ALPs in the Evaluation, 1996-97 to 2001-02

Year	Total Number of ALPs	Dropped from Evaluation	Continued from Previous Year	New ALPs in 2001-2002 Evaluation
2001-02	215	10	190	25
2000-01	206	19	167	39
1999-00	186	27	149	37
1998-99	176	21	151	27
1997-98	172	23	147	25
1996-97	170	13	158	12

The total number of ALPs grew slowly during the late 1990s. The total number showed substantial growth between 1999-2000 and 2000-2001 (approximately 11% growth). This appears to have slowed slightly in the most recent year (to 4% increase in programs). The most recent year also showed a higher number of programs that continued from the previous year and fewer programs that were dropped from the evaluation. Hence, this suggests a more stable set of programs than in the previous year's report.

During the 2001-2002 school year, the decreased rate of growth among ALP programs was also reflected in the number of students served. Overall, data show a 9% decrease from the 2000-2001 school year (from 16,845 to 15,375).

Note that data on numbers of students in the current report may represent a conservative count of total youth served. Complete data on student enrollment was not available for nine of the identified ALPs (4%). Most of these were missing because of technical problems with the computer systems/disks used to record or report these data. For three of these programs, information was available from a respondent at the school to fill in total number of students served. However, other demographic and descriptive data were not consistently available, nor could students from these schools be linked with achievement data. The number reported above reflects the total number of students reported from all available sources. For all subsequent analyses, percentages of students are based on data from the available rosters (15,270 duplicated count; 13,384 unduplicated).

Alternative Schools versus Programs

Although both are referred to as alternative learning programs (ALPs) throughout this report, there are important distinctions between alternative schools and alternative programs. One of the most important distinctions has to do with the following.

Alternative *schools* are funded through ADM (average daily membership of students attending the school during the first two months of the school year). A principal is assigned to the school if it has seven or more staff and/or 100 or more students. The facilities are often located on campuses separate from other schools or in separate buildings, and many maintain their own transportation systems. Alternative schools must have an official school code assigned by the NC Department of Public Instruction.

In the state's ABCs Accountability Model, the school is the unit of accountability. The State Board of Education implemented a policy in 1999-2000, based on legislation, applying a new accountability policy to alternative *schools*. Development of the policy was complicated for a number of reasons. Because each LEA has the freedom to develop a design that meets locally established priorities of student need, no two alternative schools are alike. Further, student enrollment is often subject to significant fluctuations from month to month since most of these schools have flexible admissions policies. These fluctuations may be increased by highly mobile or transient students who frequently change residences (usually concurrent with seasonal employment opportunities). Another challenge in developing the new policy for alternative schools was the fact that many of the ABCs components do not exist in all alternative schools (e.g., all courses may not be offered). This policy therefore is somewhat different from the ABCs Accountability Model for regular schools. It allows each alternative school to use six accountability indicators, three of which are locally developed based on the school's mission and the needs of its student population. LEA superintendents and local boards of education are required to approve the locally designed accountability plans, which must also be an integral part of the alternative schools' School Improvement Plans.

The number of alternative schools officially classified by the state has increased over the five years from 1997 to 2001, from 56 in 1996-97 to 72 in 2001-2002. Several alternative schools are not included in this evaluation either because the LEA superintendents did not report them to the evaluators or because they exclusively serve special populations, such as behaviorally and emotionally handicapped students (which do not meet the criteria for the evaluation).

Alternative *programs*, on the other hand, are generally dependent on the schools in which they are housed for their funding and all the other resources (e.g., staffing and materials). Occasionally there are special funds from grants and other sources, but this funding is not predictable over time. Students in alternative *programs* are included in the accountability model for the school in which the program resides or the school that is the "home school" of the student.

- **Methodology**

Data Sources

The evaluation was implemented using a combination of sources and measures. The data collection process began in September 2001 with a solicitation to superintendents in each LEA to identify ALPs and contact people. This process identified 215 ALPs. All identified ALPs were asked to complete a Student Data Roster that was returned in June 2002. This roster provided a listing of all students who enrolled in the ALP during the 2001-2002 school year and provided basic demographic information as well as information about reason for placement, length of stay, status for special populations, etc. A copy of the roster and accompanying instructions are presented in Appendix B.

North Carolina End-of-Grade and End-of-Course test results were also included in the analyses. Data in this report include results for youth throughout the state as well as youth within ALPs. Students listed in the ALP student rosters were matched against NCDPI testing databases to conduct these analyses.

In addition to these data, the UNC-led team conducted telephone surveys with an administrator at each of the identified ALPs during the fall-winter of 2002-2003. These surveys provided additional data on policies, practices, and descriptions of ALPs throughout the state. Finally, in spring 2003 site visits were conducted with 11 selected ALPs to provide in-depth information, observations, and input from students, teachers, and other staff. Data from this set of data collection activities will be included in a future report (due in Fall 2003).

The current report includes data from the ALP-generated student rosters, end-of-course and end-of-grade tests for students in ALPs, and end-of-grade and end-of-course test scores for all youth statewide.

ALP Roster Return Rates

Data rosters were completed and returned by 96% of identified ALPs. For nine programs (4%), full rosters were not available. Missing rosters were primarily caused by errors in files or diskettes that resulted in lost or unusable data. Since detailed data are not available on students in these programs, they are not included in subsequent analyses.

Achievement Test Results: Matching Process

All of the achievement data included in this report were obtained from a) NC End-of-Grade (EOG) tests for grades 3 through 8 in math and reading, and b) NC End-of-Course tests for Algebra I and English I. The lists of ALP students available from the Student Data Rosters were matched against these state databases. Algebra I and English I EOC tests were selected for this analysis because they are the EOC tests most commonly taken by students in ALPs and because they provide some continuity to the EOG reading and math results.

The procedures for matching ALP students with their corresponding achievement data were problematic. Systematic procedures were used to match the maximum number of students possible; however, for a variety of reasons, matching did not always occur. Students were matched using a combination of social security number and the first three letters of the last name. There are instances of last names being spelled differently in the state database and in the ALP roster database. There were mistakes in social security numbers (such as the wrong number of digits). Despite the problems, we were able to match 70% of all students in grades 4-8. Because the dataset is sufficiently large and because the data appear to be missing at random, the available matched data likely provide a reliable estimate of ALP students as a whole.

Table 2. Number of ALP Students Matched to EOG Data, 2000-2001 and 2001-2002

Grade	Total ALP Enrollment 2000-2001	Total ALP Enrollment 2001-2002	Number Matched 2000-2001	Number Matched 2001-2002	Percent Matched 2000-2001	Percent Matched 2001-2002
4	66	46	47	33	71	72
5	165	112	131	100	79	89
6	1352	943	1129	694	84	74
7	2183	1522	1584	1083	73	71
8	2687	2070	2080	1368	77	66
Total	6453	4693	4971	3278	77	70

The matching process for EOC tests presents additional complications. Every student enrolled in Algebra I or English I should have EOC test scores available. There is no master list indicating which ALP students were enrolled in either of these courses, however. Therefore, when a given ALP student is not located in the EOC databases, it is impossible to know whether the student was not enrolled in the subject, missed the test for whatever reason, has an error in either their last name or social security number, or if the test score is missing for an unknown reason. Since neither the number of ALP

students who were actually enrolled in those courses nor the number of ALP students who took the test is known, it is not possible to calculate the percentage of students matched against the state EOC database. The number of ALP students matched on these data likely underestimates the actual number of ALP students enrolled in these courses. The number of students matched, however, is sufficiently large and seemingly without bias enough to be considered indicative of the performance of ALP students in general in these areas.

Table 3. Number of ALP Students with EOC Test Scores, 2000-2001 and 2001-2002

Course	Students with Scores 2000-2001	Students with Scores 2001-2002
Algebra I	991	712
English I	1641	1461

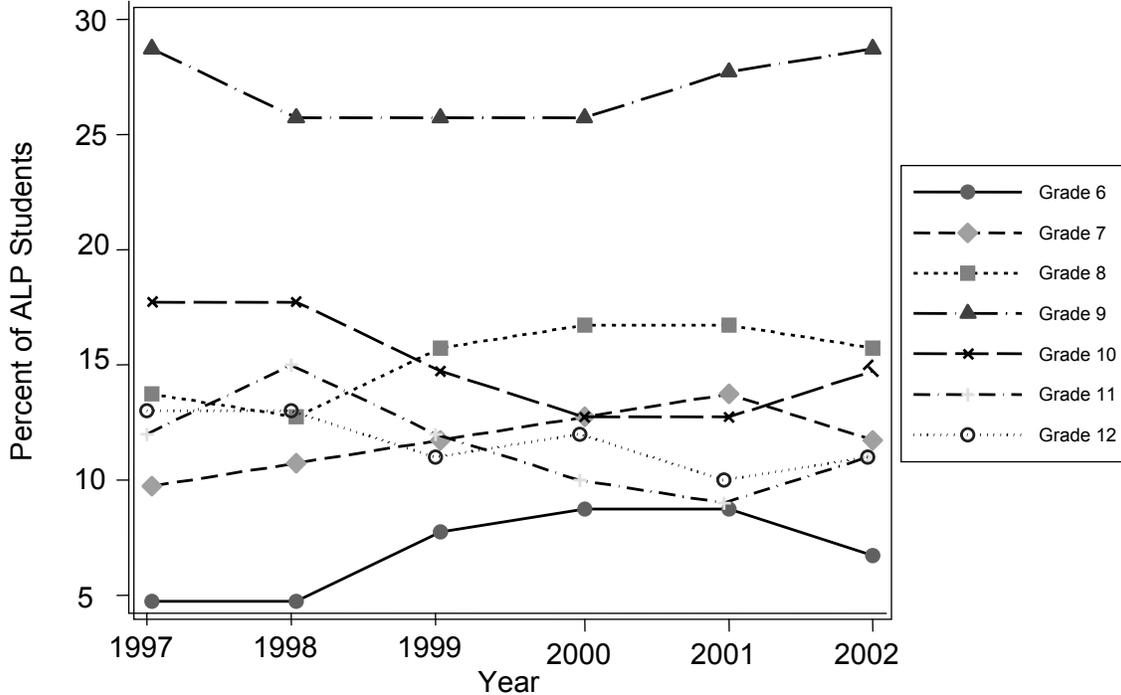
- **Student Description**

Introduction

This section provides information about ALP enrollments, reasons for entry into an ALP, identified special conditions, and student demographics. Information for this section comes from the Student Data Roster. As noted above, the Rosters were completed and returned by nearly all ALPs (96%).

ALP Enrollment by Grade

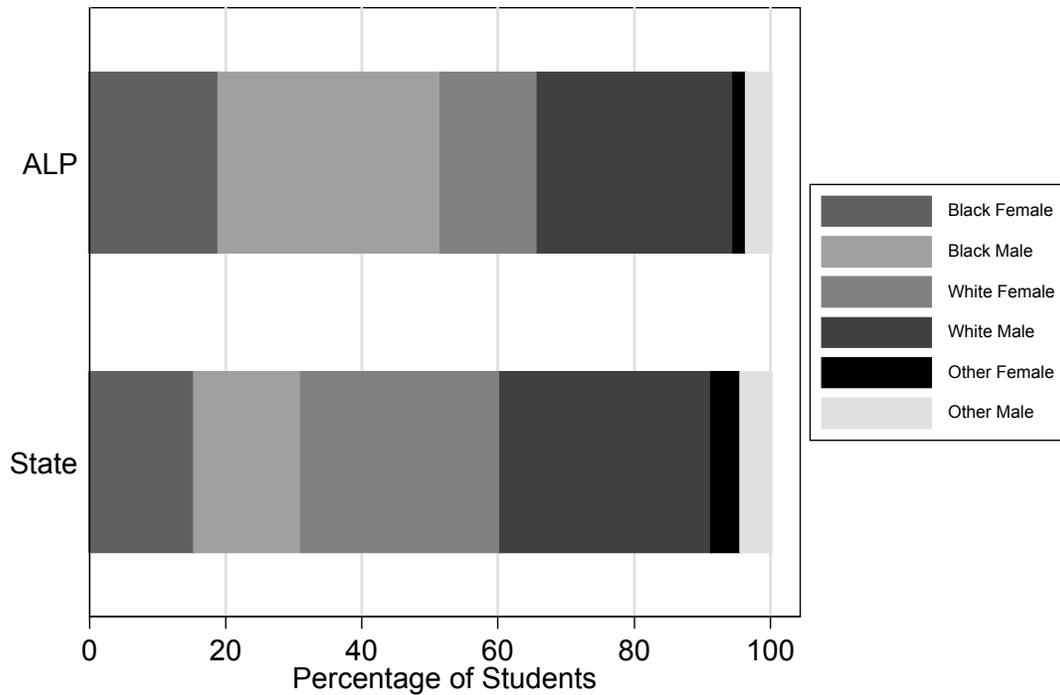
Figure 1. Percentage of Students Enrolled in ALPs by Grade Level (6-12), 1996-97 to 2001-02



- A total of 15,270 students (duplicated count) or 13,384 students (unduplicated count) were reported as enrolled in the identified ALPs with returned rosters.
- Students in grades K-5 were enrolled in such small numbers (total of 220 students throughout the state, less than 2% of ALP totals) that they are not included in this figure.
- As in previous years, 9th grade provides the highest percentage of students in ALPs.
- Overall percentages by grade are fairly stable in recent years. While changes are modest, there appears to be a slight increase in ALP enrollment of older students (grades 9-12) and a slightly decreased enrollment of younger students (grades 6-8).

Enrollment by Ethnicity and Gender

Figure 2. Ethnicity and Gender of Students in ALP and State, 2001-2002



- Compared to the overall statewide school population, ALPs include an over-representation of Black males (32.6% of ALP students vs. 15.7% of the state) and an under-representation of White females (14.3% in ALPs vs. 29.3% statewide).
- This finding is more pronounced in middle schools than in high schools. Black males comprise 39.2% of the student body in ALP middle school grades but only 28.8% in ALP high school grades. In contrast, White females were only 8.4% of ALP students in middle school grades, but 17.6% in ALP high school grades.
- These findings are consistent with findings from previous years.

Primary Reason for Enrollment in ALP

Figure 3. Primary Reason for Enrollment into ALP for Middle School by Gender and Ethnicity, 2001-2002

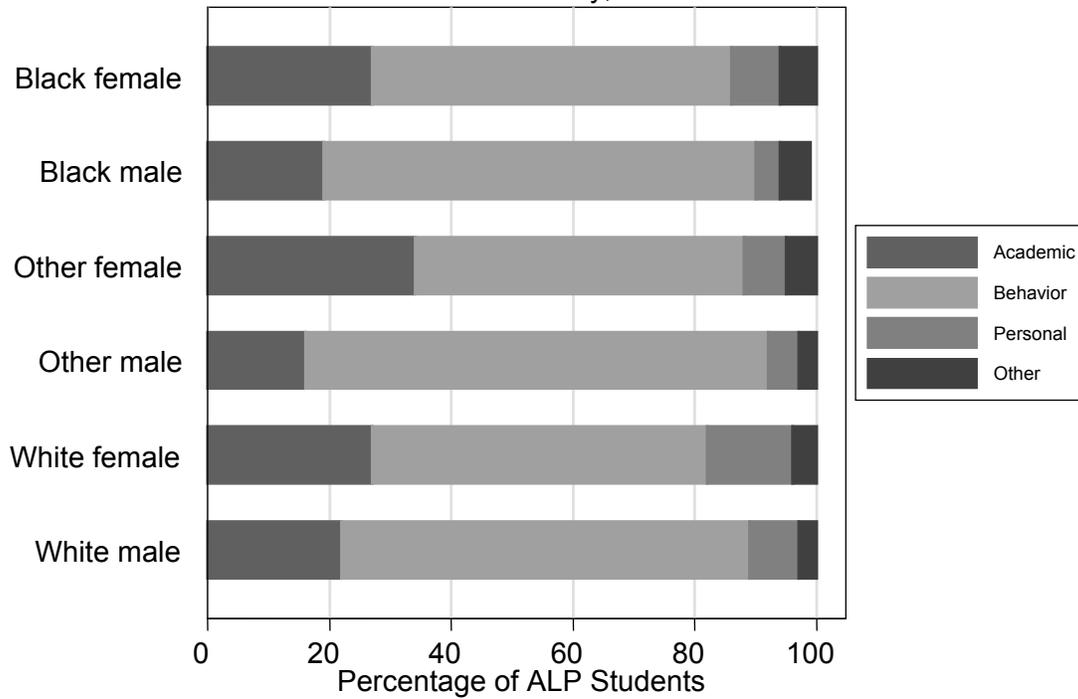
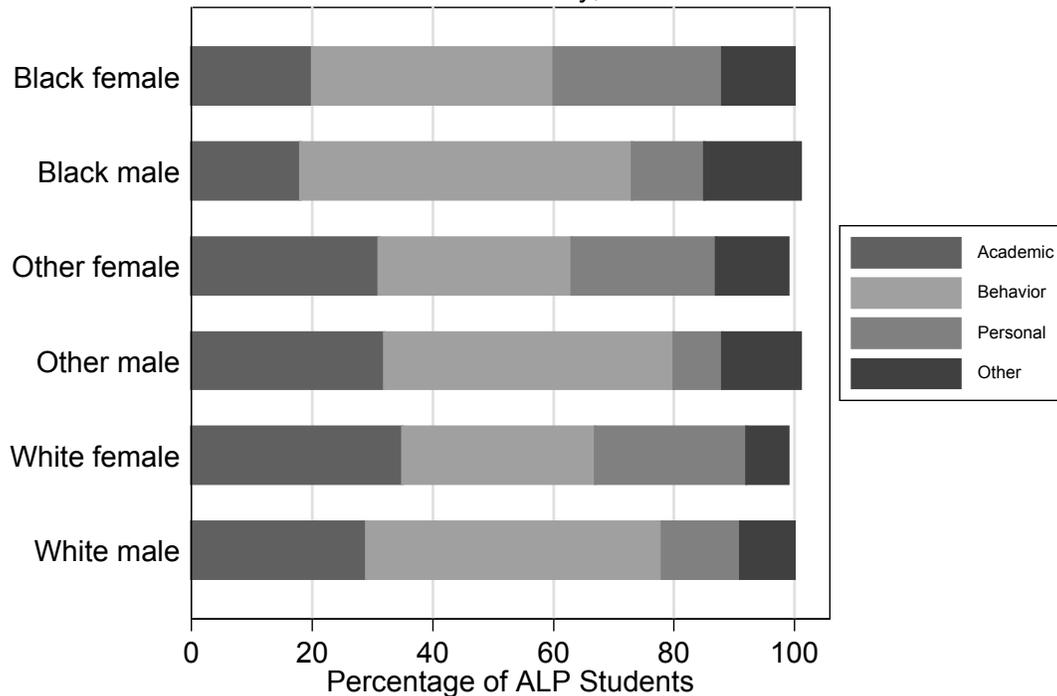


Figure 4. Primary Reason for Enrollment into ALP for High School by Gender and Ethnicity, 2001-2002

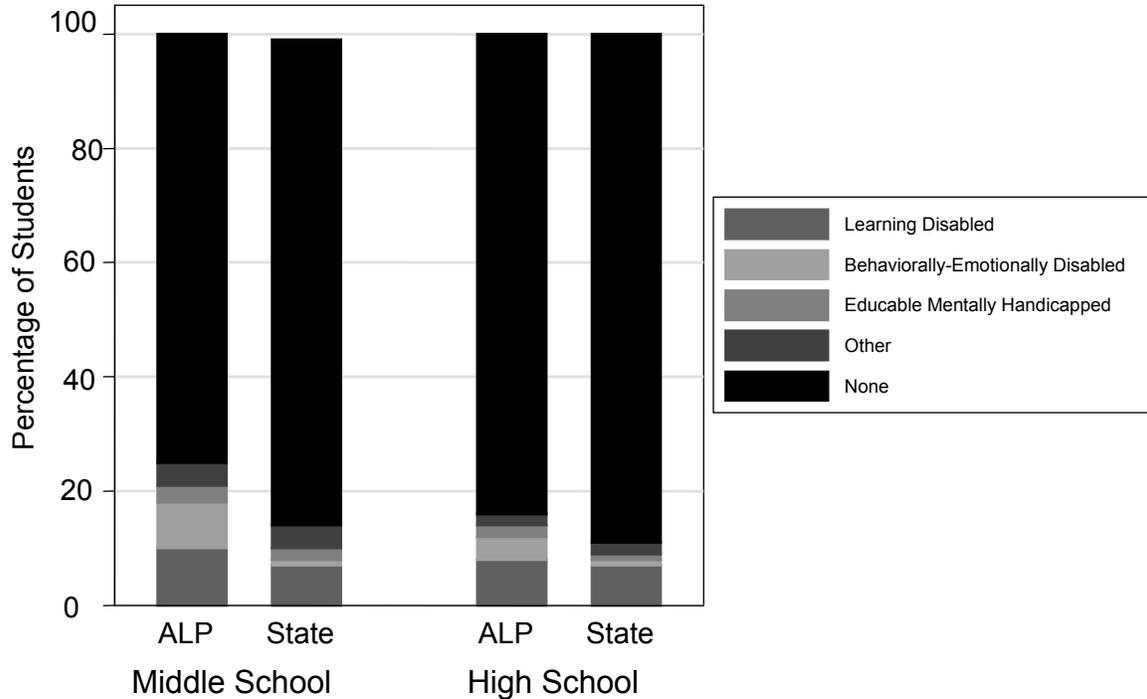


Note: *Academic Reasons* include academic difficulty, academic acceleration, returning dropout. *Behavioral Reasons* include disruptive behavior, substance abuse, attendance/truancy, aggressive behavior, and serious threat. *Personal Reasons* include personal problems, emotional problems, work/job, student/parent choice, and pregnancy. *Other Reasons* include unspecified problems.

- Across middle schools and high schools and across all ethnic/gender groups, behavior problems are listed as the most common primary reason for enrollment.
- This predominance of behavior problems is higher in middle schools than in high schools. In middle schools, over half of the ALP students in each ethnic/gender category were referred for behavior problems. Among ALP students in high school, approximately half of males in each ethnic group were enrolled for behavior problems. For high school females, however, behavior problems were the primary reason for referral for 30-40% of ALP students.
- High school females (of all ethnicities) were the only subgroup for which a considerable number of students (24-28%) were enrolled for “personal” reasons.

Exceptional Child Status

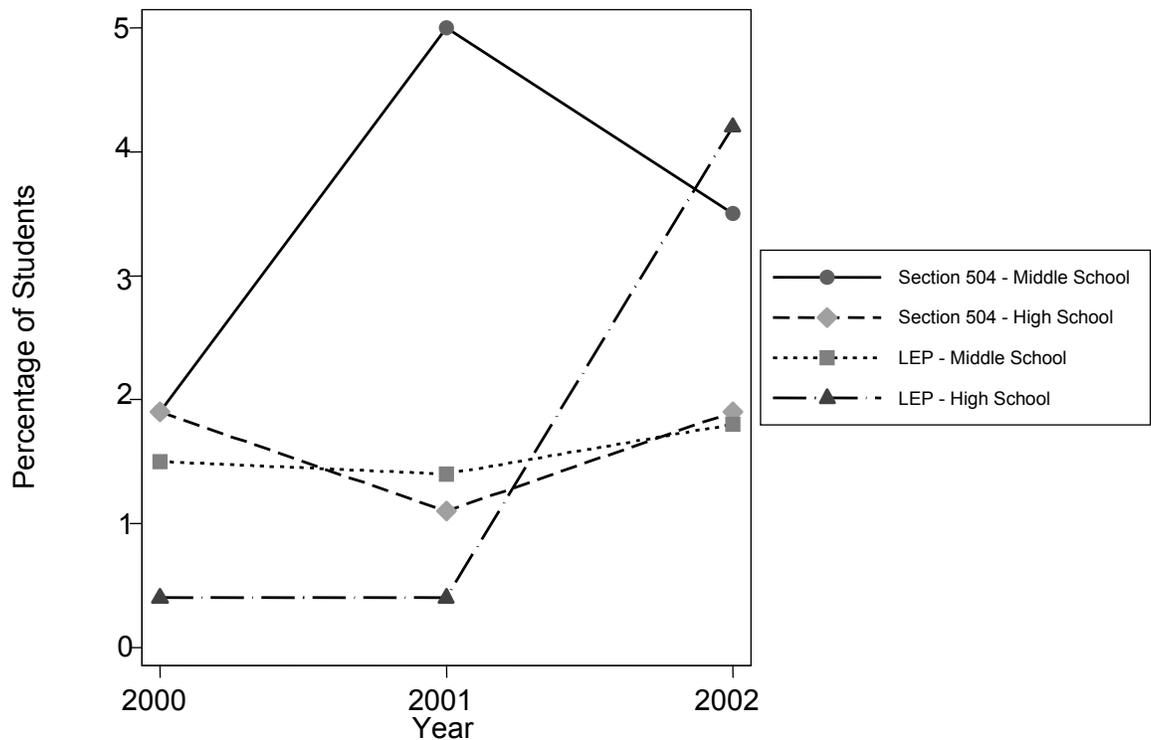
Figure 5. Exceptional Child (EC) Status for ALP and State Students by Middle School and High School, 2001-2002



- A higher percentage of students in ALPs, compared to the state as a whole, received special education services.
- The majority of students with exception child status in ALPs were classified with a Learning Disability (LD) or Behavioral-Emotional Disability (BED).
- The most striking difference between the youth served in ALPs and youth in the general population was the relatively high percentage of students classified as BED.
- Students in ALPs were only slightly more likely than students in the general population to be classified as LD.

Special Status Students

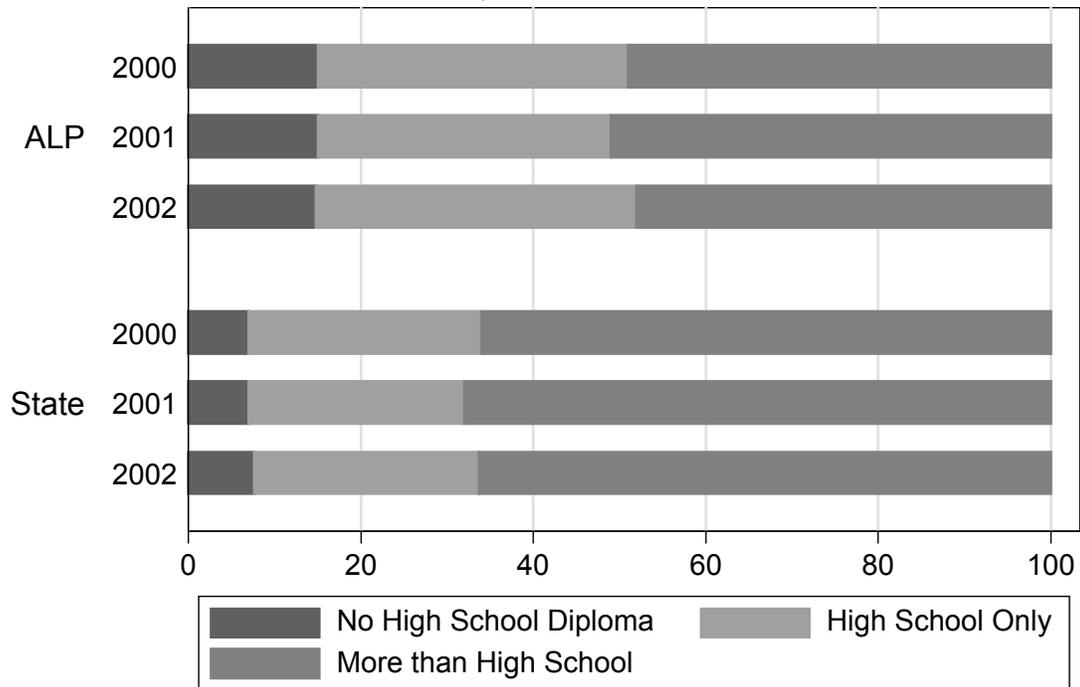
Figure 6. Special Status for ALP Students by Middle School and High School, 1999-00 to 2001-02



- Overall, few students in ALPs were receiving services under Section 504 of the federal Rehabilitation Act or were classified as having Limited English Proficiency (LEP). However, there have been some pronounced shifts in these figures:
 - Students served under Section 504 showed a decrease between 2000-2001 and 2001-2002 for middle school students, but no appreciable change for high school students.
 - During this same period, students classified as LEP showed a dramatic increase between 2000-2001 and 2001-2002 among ALP high school students, but not among middle school students.

Parent Education Level

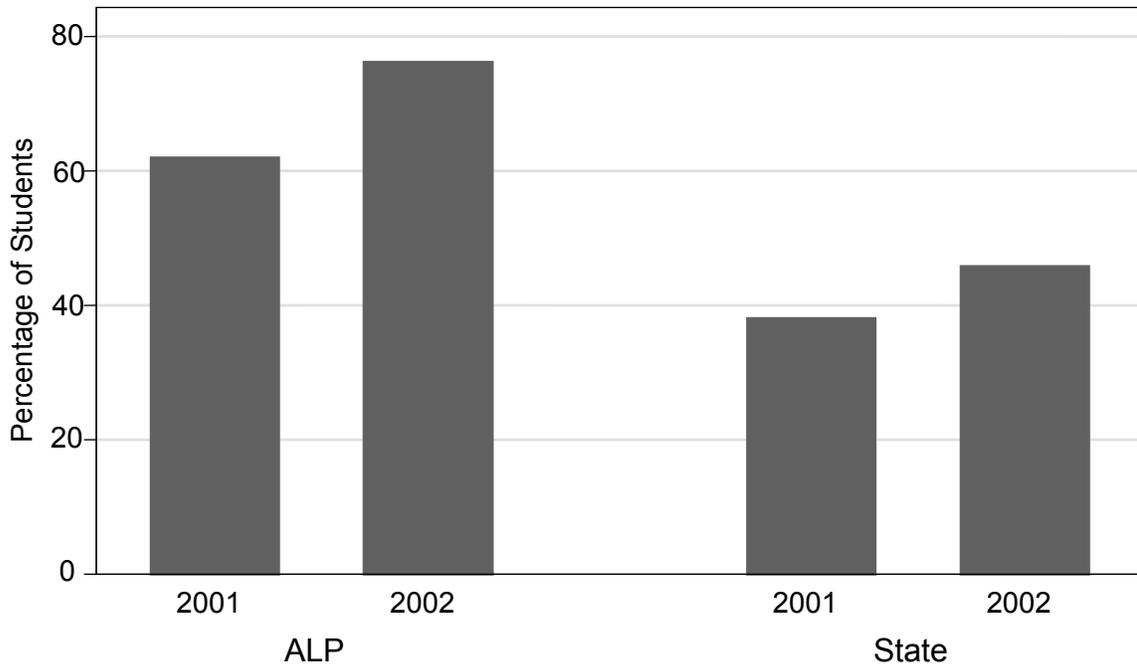
Figure 7. Parent Education Levels for Students Taking EOC Tests (Grade 9-12) for State and ALP, 1999-2000 to 2001-2002



- As in previous years, parents of students in ALPs taking EOC tests had lower levels of education than parents of students in the general student population.
- Despite this overall lower level of parental education, approximately half of the ALP students had a parent with some education beyond high school.

Free/Reduced Lunch

Figure 8. Percentage of Middle School Students Eligible for Free/Reduced Price Lunch, 2001-2002

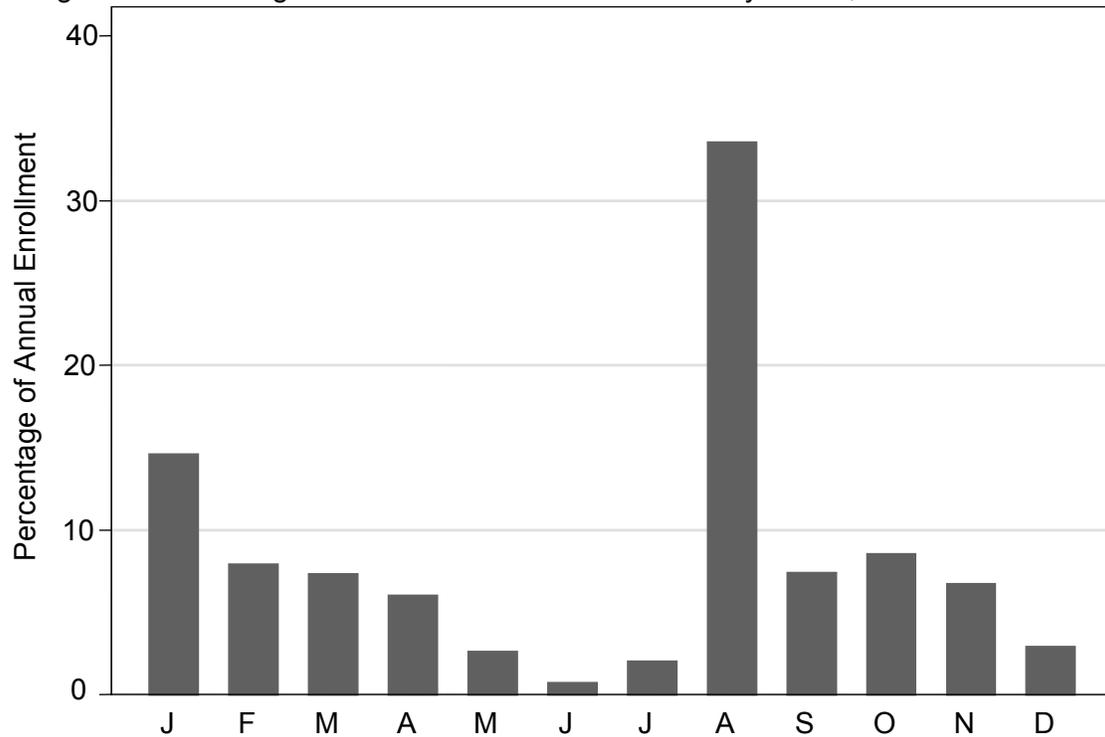


Note: Free/reduced price lunch status for high school students is not reported here, as many high school students prefer not to report eligibility status. Therefore, percentages for high school students are less reliable.

- As expected and seen in previous years, students in ALPs were more likely than students in the general population to be eligible for free or reduced lunch.
- There was an increase in the percentage during 2001-2002 so that more ALP students were eligible for free/reduced lunch than during the previous years (62% in 2000-01 vs. 76.2% in 2001-2002).

Enrollment by Month

Figure 9. Percentage of Total Annual ALP Enrollment by Month, 2001-2002.



- The above graph displays percentage of new enrollments across the year.
 - The largest percentage of students enter ALPs at the start of the school year.
 - The second most common point of enrollment is January.
 - Very few students enroll in ALPs during the latter months of the school year.
 - There is no significant difference in this pattern between ALPs that are 'schools' and those that are 'programs.'

Summary of Student Description

As in previous years, Black males were over-represented in ALPs in 2001-2002, compared to their representation in the general student population. The 2001-2002 data continue to show that 9th grade contributes the largest percentage of students to the ALP population. Trends across time suggest slight increases in ALP enrollment among students in grades 9-12 with slight decreases in enrollments for youth in earlier grades.

These findings support previous findings on the constellation of risk factors for students in ALPs. The majority of ALP students qualify for free/reduced lunch, they are more likely to be receiving special education services (particularly in the BED category), they are more likely than other students to have parents with lower levels of education, and many are placed in ALPs because of behavioral problems.

It is also important to note, however, that this heightened level of risk factors among ALP students should not be interpreted only negatively. Approximately half of ALP students come from homes where at least one parent has received some education beyond high school. While they are disproportionately receiving special education services, $\frac{3}{4}$ of ALP students are not identified as exceptional. Similarly, this aggregate portrait suggests that students in ALPs should not be viewed as homogeneous. They vary considerably on all examined factors. Of potential importance is the striking difference in primary reasons for enrollment for high school-age females. In contrast to other grade and gender groups, high school-age girls were conspicuously less likely to be referred primarily because of behavior problems. While the percentages remain small, it will also be important to continue to monitor trends in placement of high school students with LEP in ALPs.

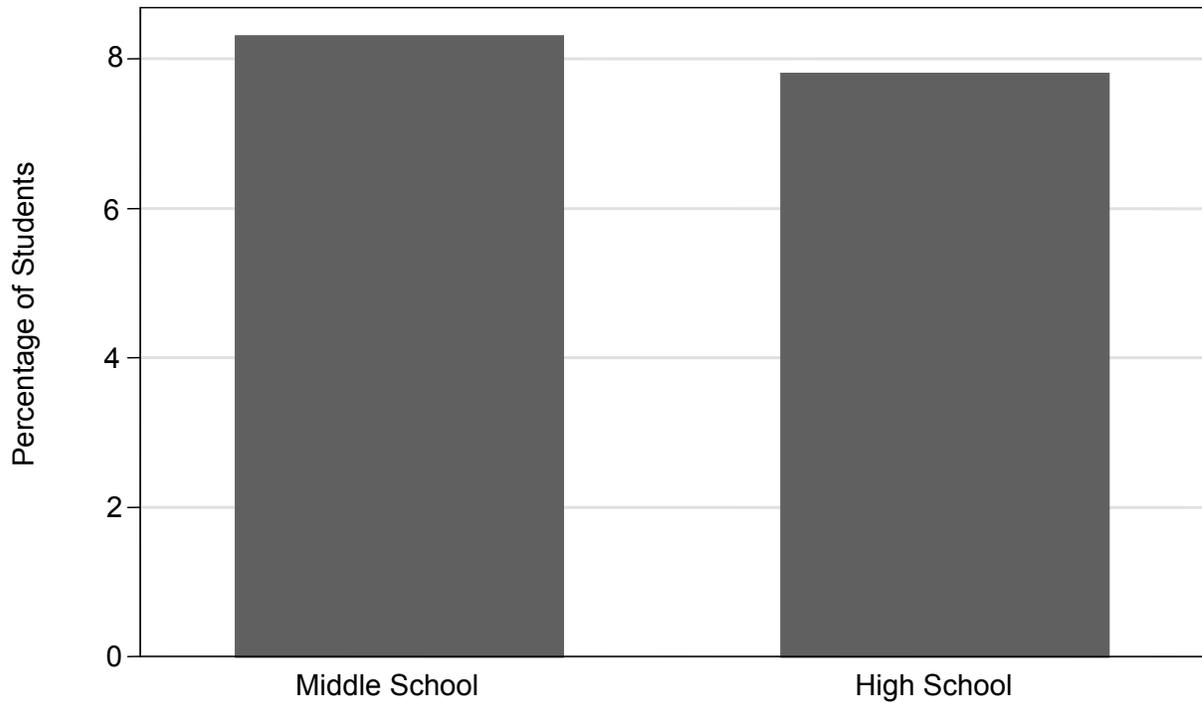
- **Current School Performance**

Introduction

This section reports several indicators of the academic performance of students in ALPs during the 2001-2002 school year. Data for this section come from the ALP student rosters, information from the state EOG databases for grades 4-8 and information from the EOC databases for grades 9-12.

Re-enrollment in ALP by Grade Level

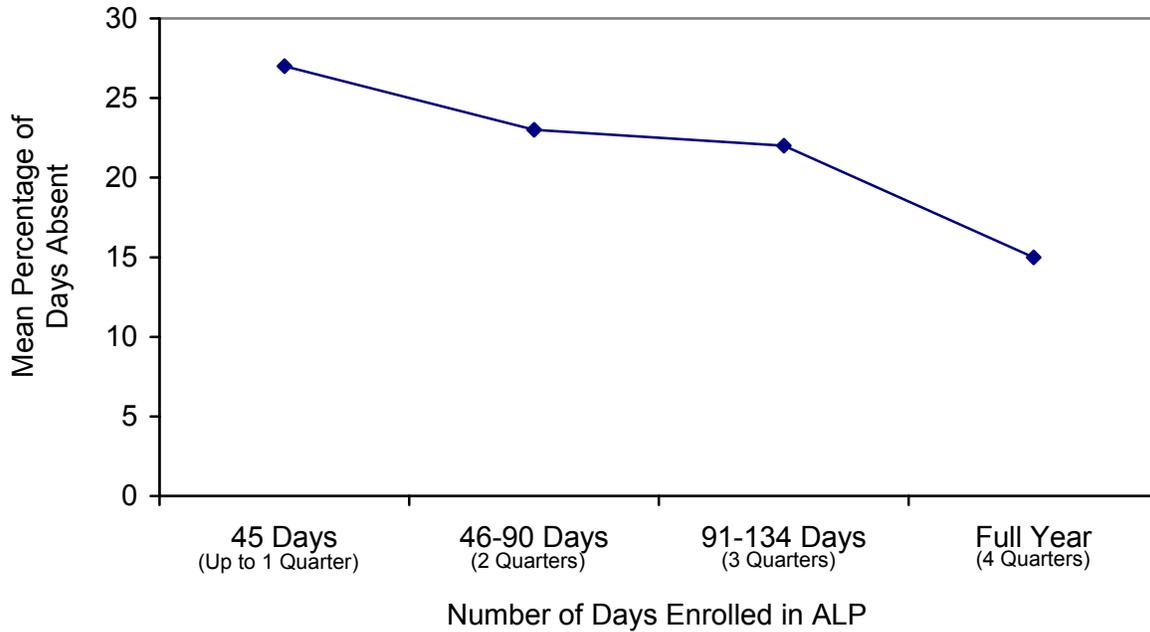
Figure 10. Percentage of Students Re-enrolled in ALP by Middle School and High School, 2001-2002



- Approximately 8 percent of ALP students enrolled in an ALP for more than one episode during the 2001-2002 school year.
- This is similar to the percentage of re-enrollments seen in the previous year.

Absences by Length of Time in ALP

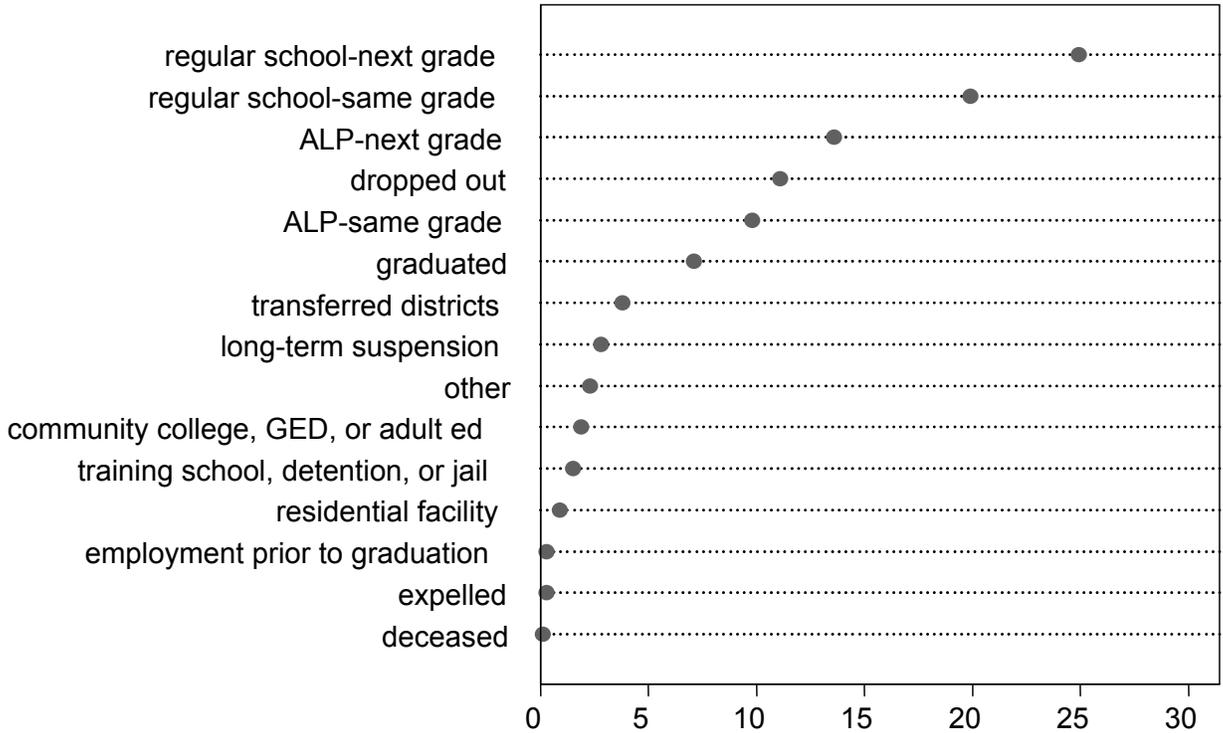
Figure 11. Mean Days Absent by Days Enrolled in ALP, 2001-2002



- The proportion of days absent among ALP students in 2001-02 decreased slightly with longer lengths of stay. For example, students enrolled for the shortest periods were absent, on average, 27% of the time. Students enrolled for the most or all of the school year, however, were absent on average only 16% of the time.
- This percentage of days absent is very consistent with previous years.
- While students who remain in ALPs for the majority of the school year show lower percentages of days absent, this still means that they missed, on average, nearly 5 weeks of school.

End of Year Status of ALP Students

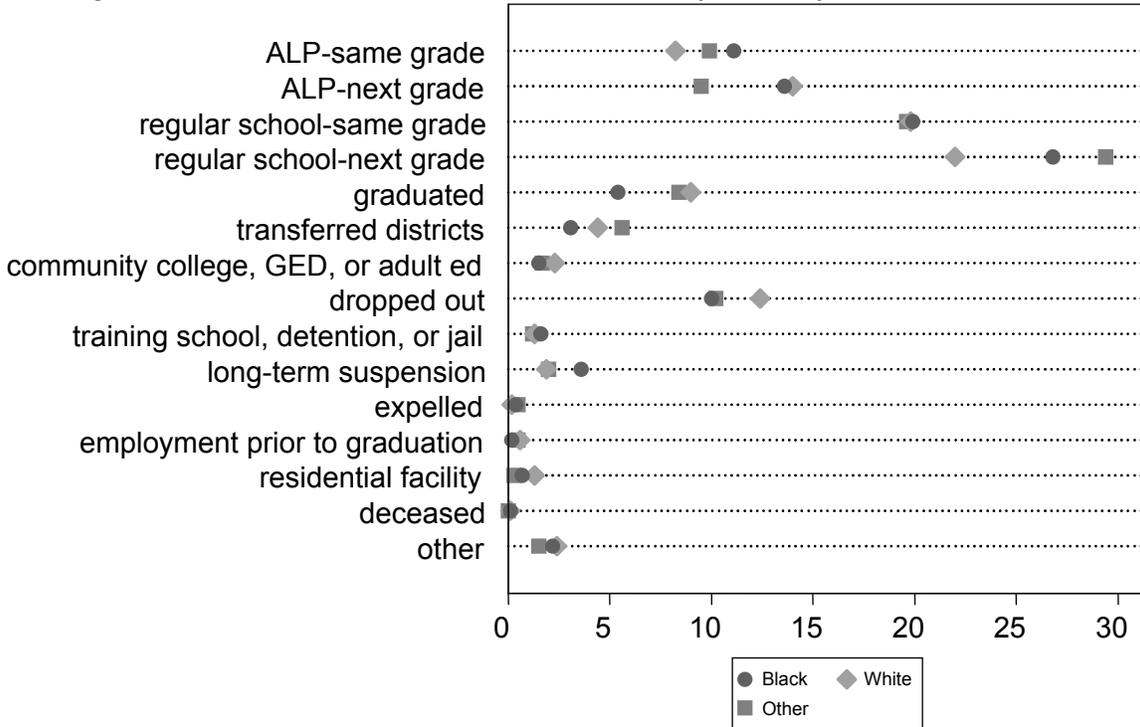
Figure 12. End-of-Year Status of ALP Students, 2001-2002



- By the end of the 2001-2002 school year, the largest single end-of-year status was 'regular school, promoted to next grade'. This was the case for 26% of ALP students.
- Overall, 39% of ALP students were promoted to the next grade, while 33% were said to be on track to repeat the same grade in 2002-2003.
- Nearly 12% of ALP students were recorded as having dropped out of school by the end of the school year.
- Approximately 8% of ALP students graduated from high school at the end of the 2001-2002 school year.
- Very few ALP students were sent to more restrictive settings or expelled by the end of the school year.
- These end of year statuses are similar to those seen in the previous year.

End of Year Status by Ethnicity

Figure 13. End-of-Year Status of ALP Students by Ethnicity, 2001-2002



- End-of-year status for ALP students did not differ substantially by ethnicity in 2001-02.
- White students were somewhat less likely than Black students or students of other ethnicities to be on track to be promoted to the next grade in a regular school following the 2001-02 school year.
- Analyses that include grade level (not shown in chart) show that fewer students in high school than in middle school end the year in the 'regular school, promoted to next grade' category.

Desirable versus Undesirable End-of-Year Status

Figure 14. Desirable vs. Undesirable End-of-Year Status for Middle School ALP Students, 1998-99 to 2001-02

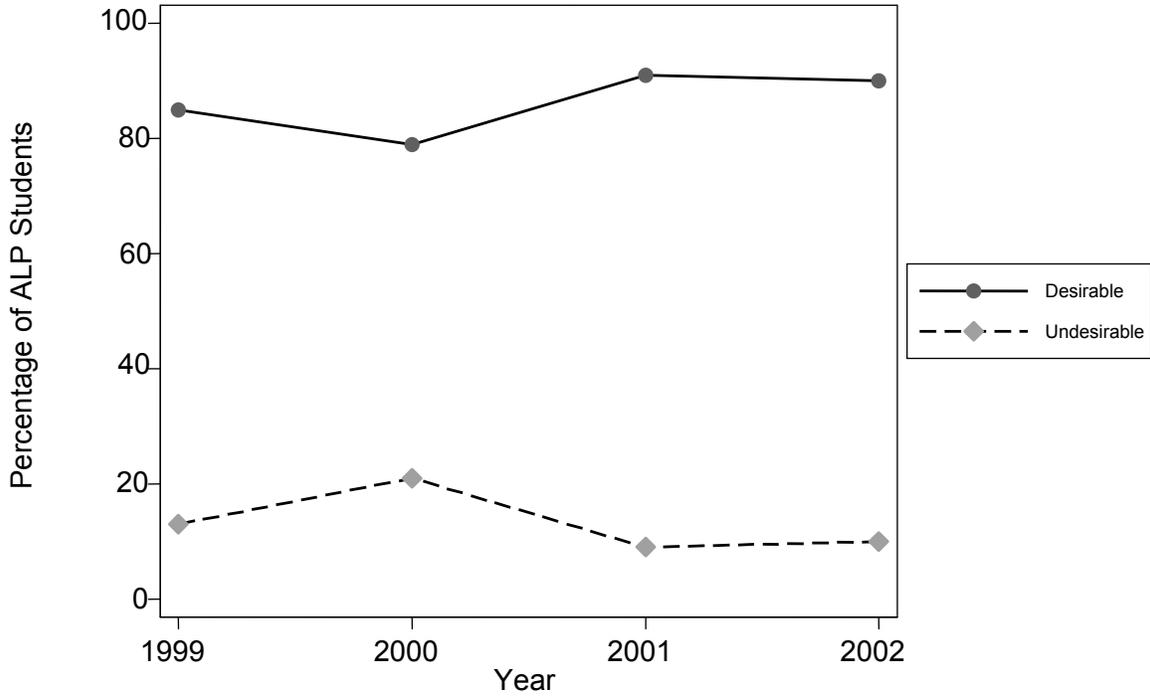
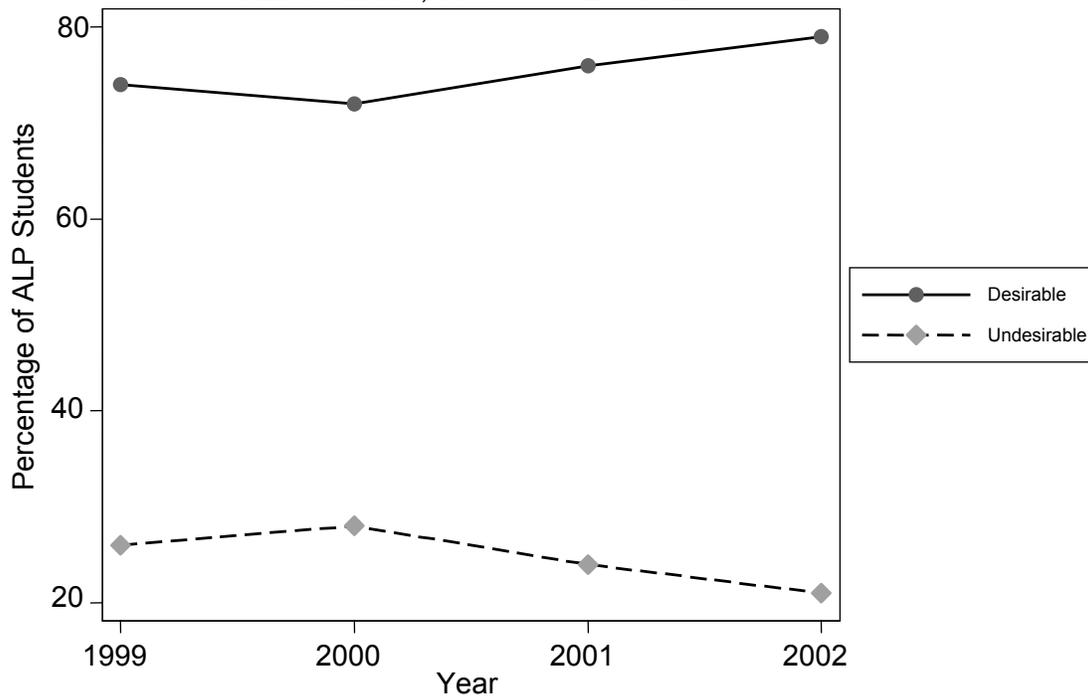


Figure 15. Desirable vs. Undesirable End-of-Year Status for High School ALP Students, 1998-99 to 2001-02



Note: Data for years prior to 2000-01 were reported by a small sample of ALPs. Data for 2000-01 and 2001-02 was reported by all ALPs. *Desirable Status* includes still in ALP, returned to regular school, graduated, promoted to next grade, transferred to another LEA, entered GED program. *Undesirable Status* includes dropped out, involved with the juvenile justice system, long term suspended, expelled, and left school for employment.

- Most students ended the 2001-2002 school year in a 'desirable' status.
- Outcomes were, overall, slightly more favorable for middle school ALP students than high school ALP students.
- Trends across time suggest relatively stable levels of desirable outcomes among middle school students in the past two years.
- Trends across time for high school students suggest increasingly positive outcomes over the past three years.

Summary of Current School Performance

Overall, this portrait of current school performance is consistent both with previous years' evaluations and with expected performance of students who display the types of difficulties and risk factors of students in ALPs. Students in ALPs have relatively high levels of absenteeism while enrolled in ALPs, 1/3 would be repeating their current grade during the following school year, and 12% dropped out of school by the end of the year.

As in the previous section, however, there was also a positive side to these findings. Nearly 40% of ALP students were promoted to the next grade and nearly half had returned to their home school by the end of the year. Very few ALP students showed undesirable outcomes, as measured by movement into a more restrictive residential or correctional setting, dropping out of school, or being expelled. Overall, outcomes were slightly more positive for middle school ALP students than for high school ALP students. However, data across the past several years suggest increasingly positive outcomes for high school-aged students.

- **End-of-Grade Test Results**

Introduction

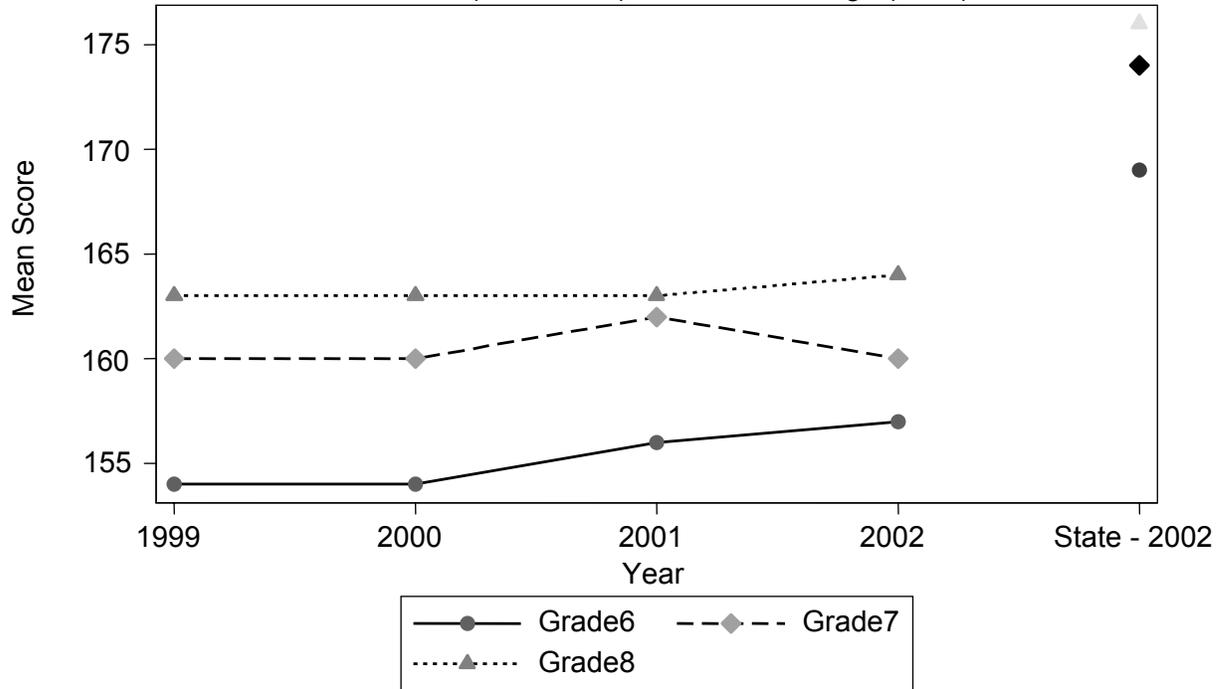
Similar to reports from previous years, this section of the report for 2001-2002 includes student achievement data disaggregated by ethnicity, gender, and exceptional child status. Each student in grades three through eight is expected to take reading and mathematics end-of-grade tests.

Results on the tests are reported in developmental scale scores, ranging from a low of approximately 100 to a high of approximately 200 across all grades in reading and 200-310 in mathematics. Statewide gains in scale score points are established from one grade level to the next. Grade-level proficiency is determined by the percentage of students performing at Achievement Levels III and IV.

The results in this section are based on the 2002 EOG tests. Because the useable number of available matched scores for third, fourth, and fifth graders was so small, these results cannot be reliably reported and are not shown. Scores are available for 694 sixth graders, 1,083 seventh graders, and 1,368 eighth graders.

Mathematics EOG Scale Scores for ALPs and State

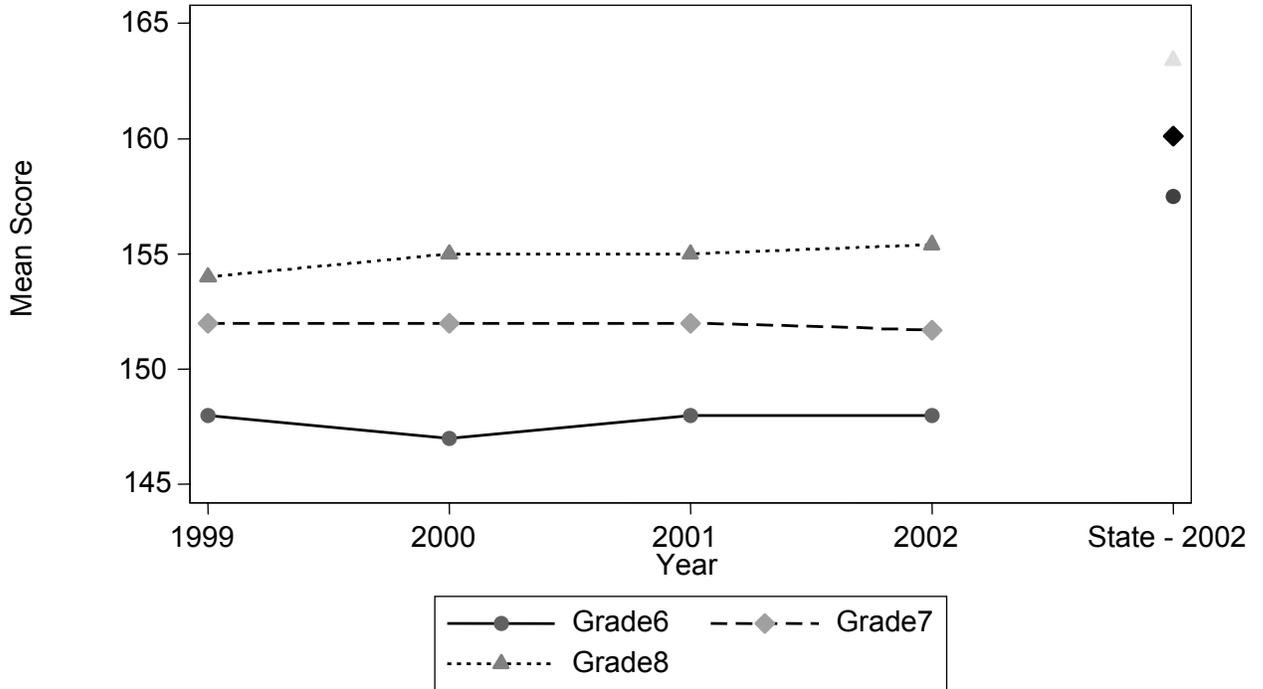
Figure 16. Average EOG Mathematics Scale Scores by Grade Level for ALP Students over Time (1999-2002) and State Average (2002)



- Students in ALPs showed substantially lower scale scores on EOG Mathematics tests than the general student population in 2001-2002. On average, ALP students were 12-15 scale score points lower than students in the general population.
- Overall, trends across time suggest considerable stability. However, there is some hint of improvement in ALP 6th grade students.

Reading EOG Scale Scores for ALPs and State

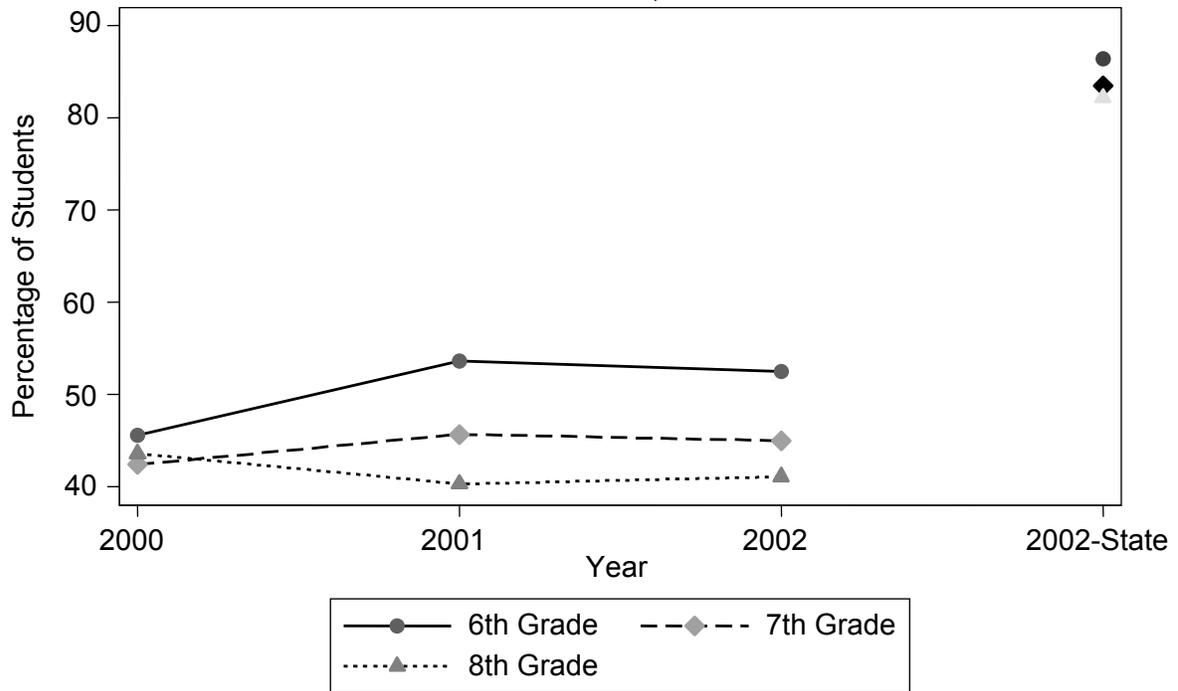
Figure 17. Average EOG Reading Scale Scores by Grade Level for ALP Students over Time (1999-2002) and State Average (2002)



- ALP students had EOG Reading scale scores that were, on average, 8-10 scale score points lower than general population students.
- Scores for 2001-2002 were very consistent with scores from previous years.

Mathematics EOG Proficiency

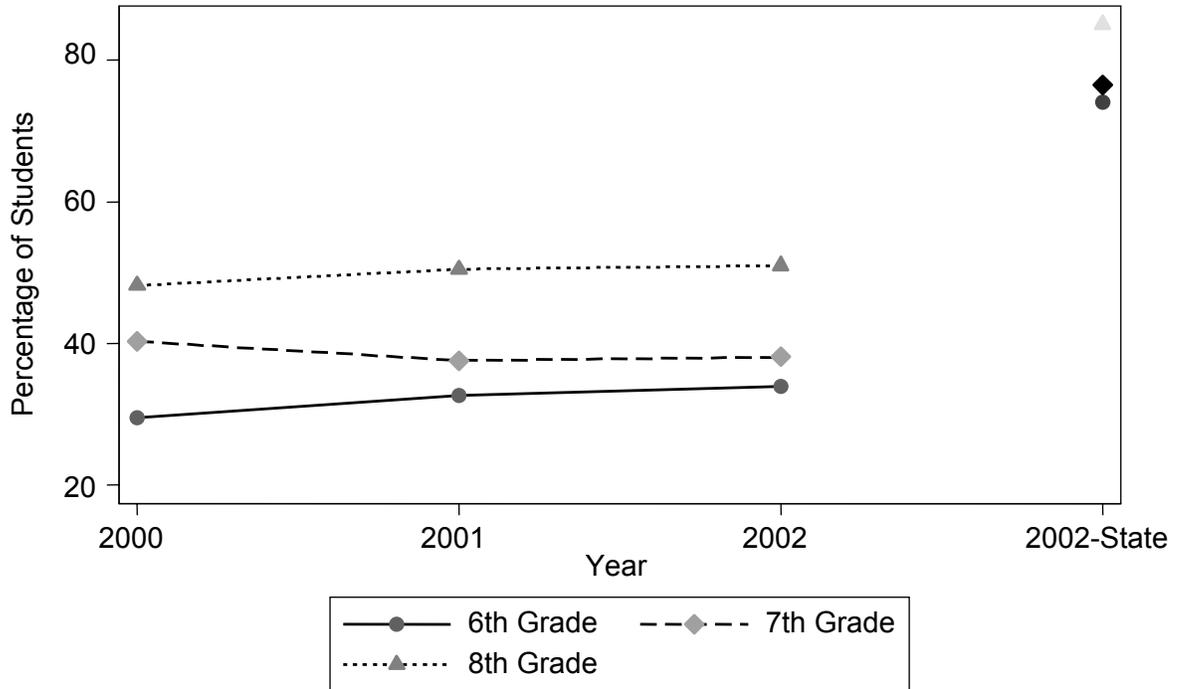
Figure 18. Percentage of Students Scoring Level III or Level IV on Mathematics EOG Tests for ALP and State, 2000-2002



- Approximately half as many ALP students as students in the general population scored as proficient in Mathematics in grades 6-8 in 2001-02.
- The percentage of middle school ALP students scoring at or above grade level on EOG Mathematics tests has been very stable over recent years.

Reading EOG Proficiency

Figure 19. Percentage on Students Scoring Level III or Level IV on Reading EOG Tests for ALP and State, 2000-2002



- Findings for Reading proficiency are very similar to those for Mathematics. Approximately half as many ALP students as general population students score as proficient in Reading.

End-of-Grade Achievement Levels by Ethnicity, Grades 6-8

Figure 20. ALP Average Math Achievement Level by Ethnicity, 2001-2002

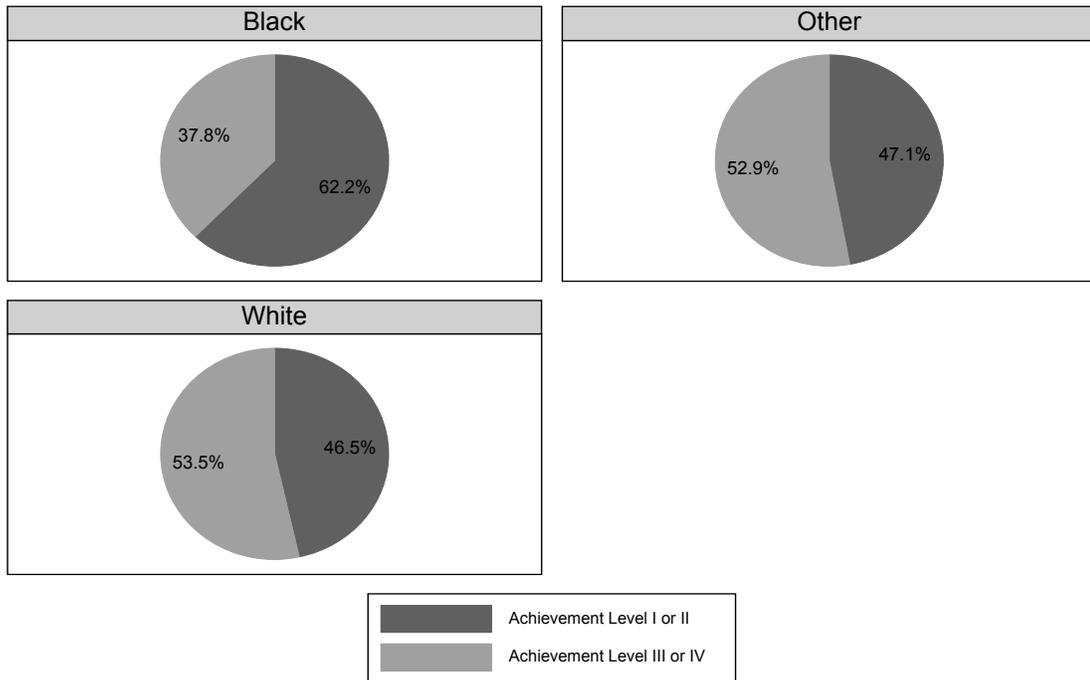


Figure 21. State Average Math Achievement Level by Ethnicity, 2001-2002

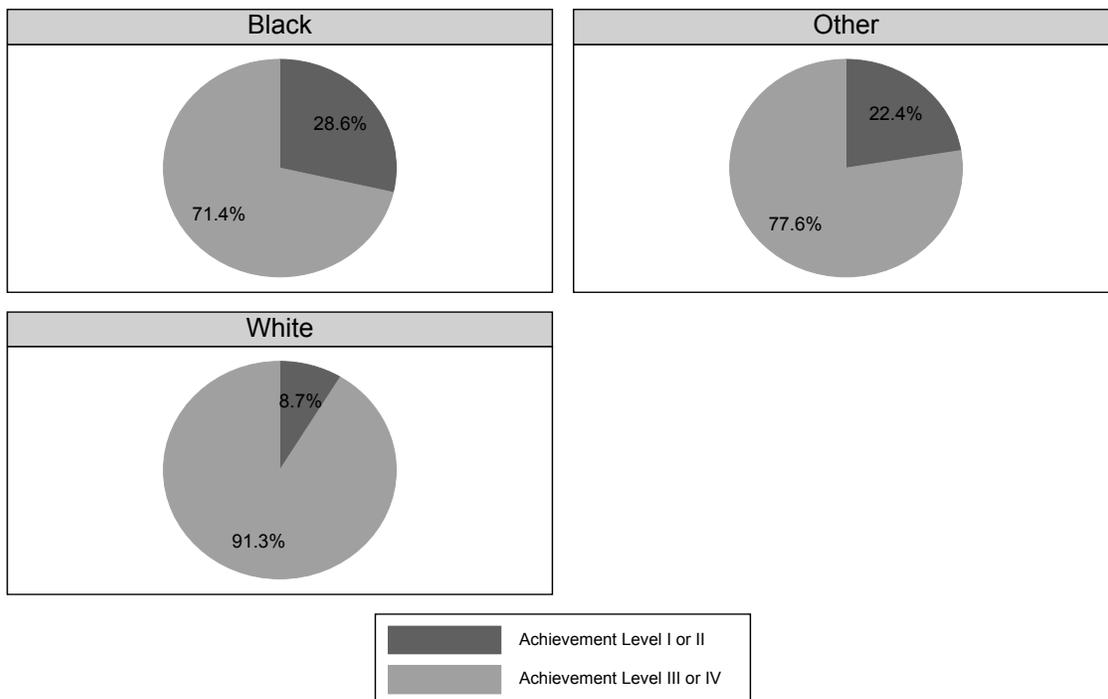


Figure 22. ALP Student Reading Achievement Level by Ethnicity, 2001-2002

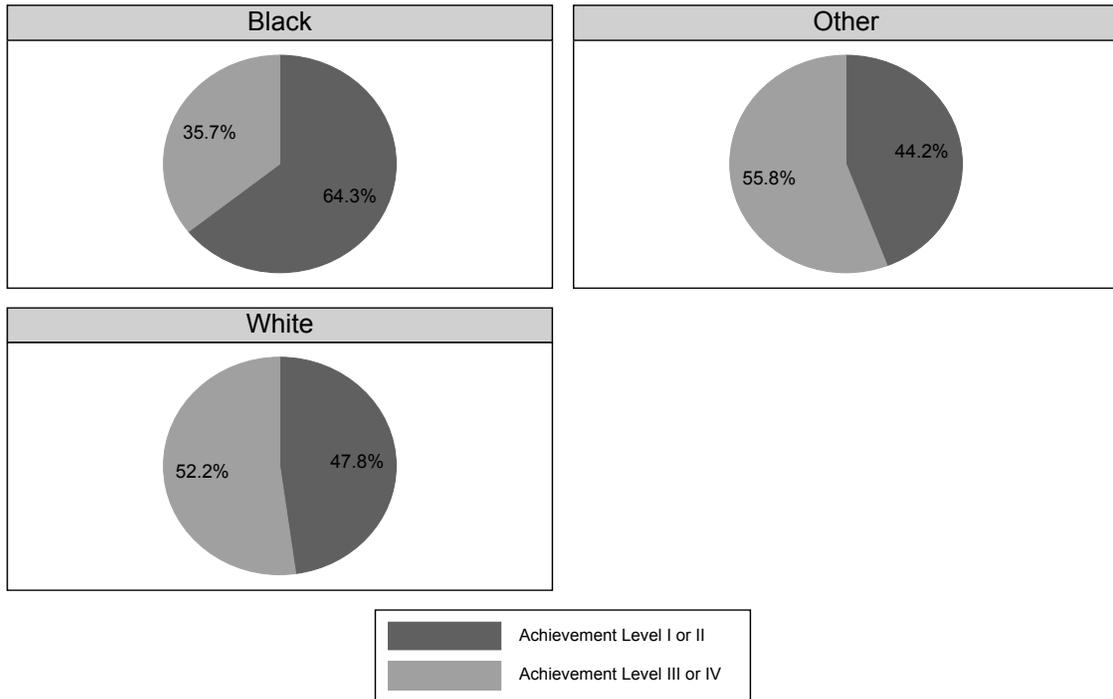
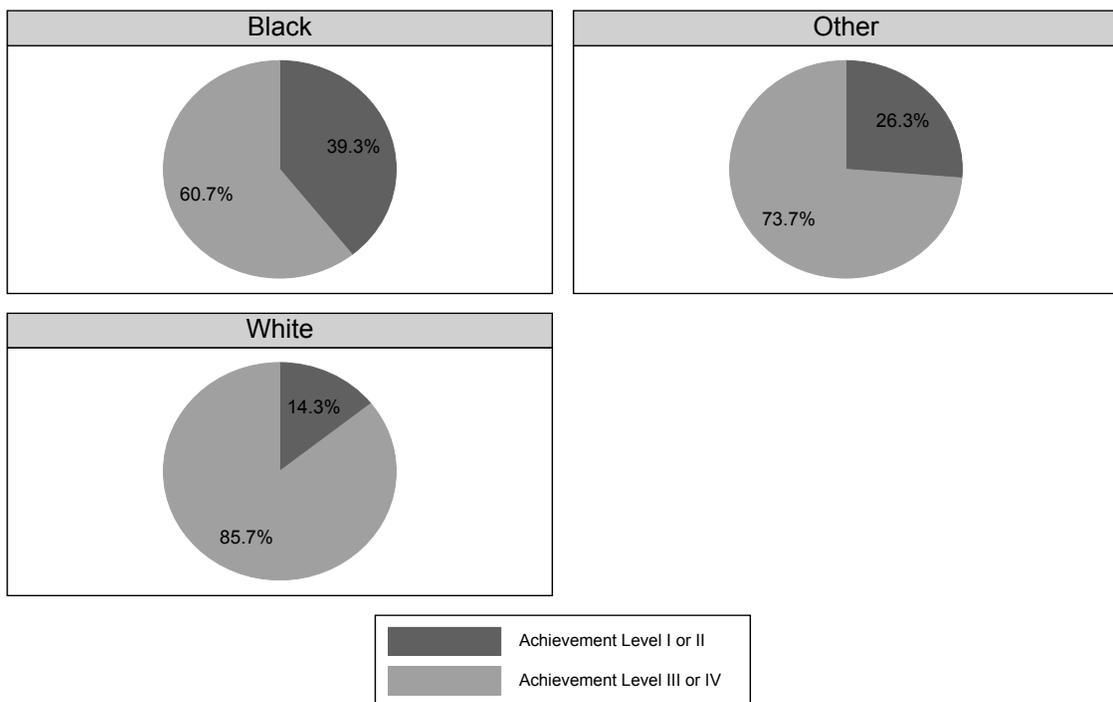


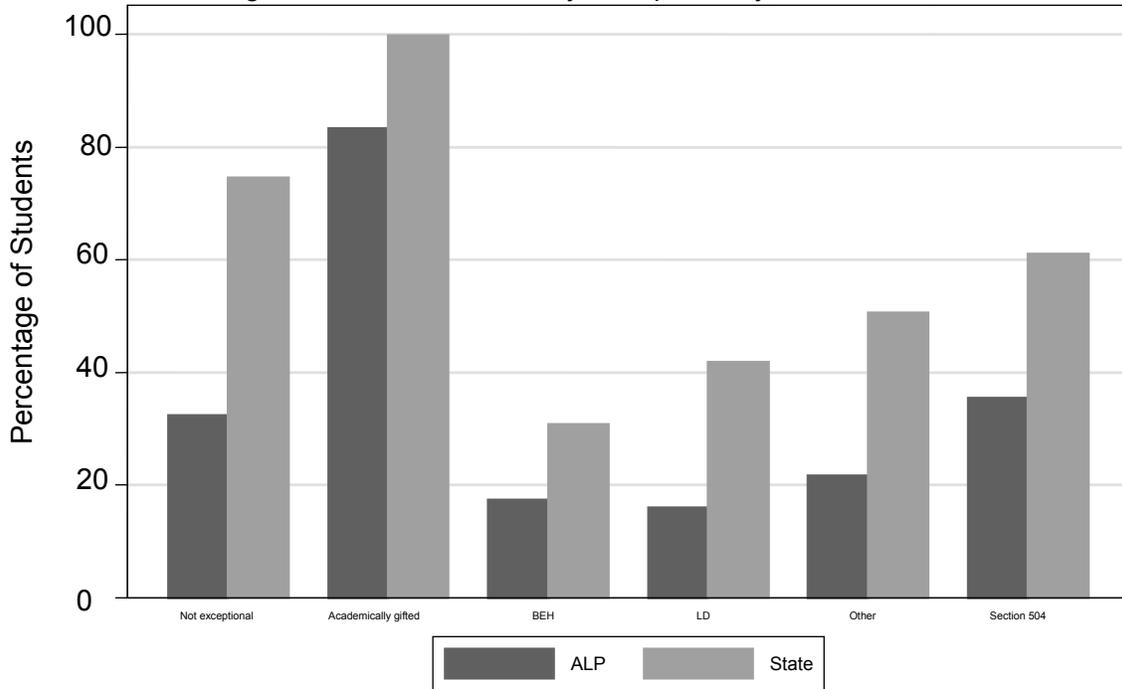
Figure 23. State Average Reading Achievement Level by Ethnicity, 2001-2002



- ALP students, like students in the general population, show ethnic disparities in achievement.
- Because overall rates of proficiency are much lower among ALP students than among the general population, this disparity results in very low absolute rates of proficiency among Black ALP students.
- While absolute levels of proficiency are lowest among Black ALP students, the disparity between ALP and general population students is greatest for White students.
- ALP students of 'other' ethnicities show rates of proficiency that are very similar to White ALP students. Disparities between students of 'other' ethnicities and White students are much larger in the general population than in ALPs.

Proficiency by Areas of Exceptionality

Figure 24. ALP and State Percentage of Students Scoring Level III or IV on Both Reading and Math EOC Tests by Exceptionality, Grades 3-8, 2002



- The state-wide sample of exceptional students performed better than ALP exceptional students in all categories of exceptionality.
- The proficiency discrepancy between students who are not classified as exceptional is larger than the discrepancy between students who are classified as exceptional, for nearly all types of exceptionality.
- ALP students who are classified as BEH or who are receiving services under Section 504 show smaller discrepancies compared to other groups.

Summary of End-of-Grade Test Scores

For both reading and mathematics, ALP students showed substantially lower levels of proficiency than the general student population on End-of-Grade tests. ALP students showed proficiency rates that were approximately half those of the general population. ALP students, like the general population of students, also show substantial discrepancies for ethnic groups, particularly for Black students. Very low rates of proficiency among Black ALP students raise serious concerns for these students. However, the discrepancy between ALP and general population students was larger for White than for Black students. In addition, students of “Other” ethnicities in ALPs showed substantially smaller disparities (compared to White ALP students) than students of “Other” ethnicities in the general student population.

• End-of-Course Test Results

Introduction

The North Carolina State Testing Program added end-of-course (EOC) multiple choice testing for high school subjects in 1985-86 beginning with Algebra I. As part of the ABCs Accountability Model, the program currently tests students in ten required courses: Algebra I, Algebra II, Biology, Chemistry, ELP (Economics, Political, and Legal Systems), English I, Geometry, Physical Science, Physics, and U.S. History.

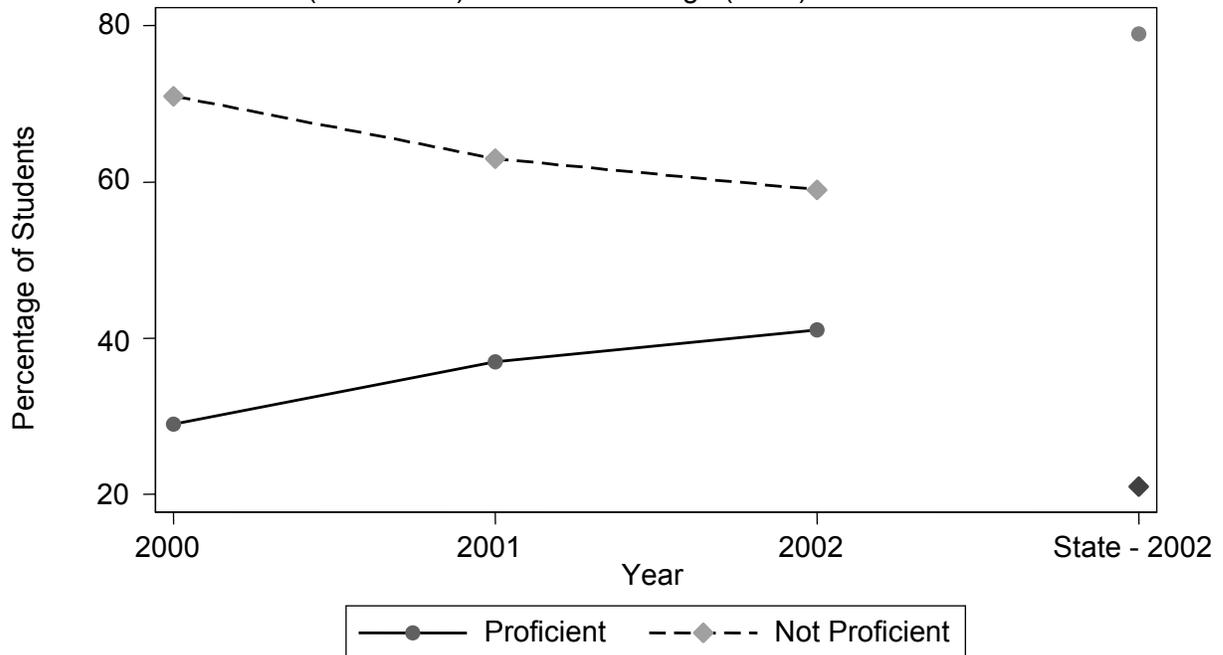
As is true for the End-of-Grade tests, achievement on EOC tests is divided into four levels, with performance at Level III and Level IV defined as proficient. Students performing at these levels consistently demonstrate mastery of the course subject matter and skills of the course and are prepared for further, more advanced study.

In this evaluation, ALP and statewide proficiency scores are compared for two of the most widely completed tests for ALP students: Algebra I and English I. These tests were selected because of the relatively large number of students who take them and because they are the closest analogues to the Reading and Mathematics tests given to younger students. The results in this section are based on the 2002 EOC tests. Results are reported in terms of the percentage of students who scored at Achievement Level III or IV on the test. EOC scale scores are not reported here.

It is important to note that comparisons of ALP test scores across years must be made cautiously. Matching EOC data is complex and may result in a nonrandom selection of scores each year. In some systems, student identifiers used in the ALP rosters are not the same as those used on the EOC tests. Also, unlike EOG tests, EOC tests can be taken by students at different grade levels. Therefore, differences in EOC results across time should be viewed cautiously. They may reflect real differences across years or may be influenced by other methodological factors.

Algebra I EOC Performance

Figure 25. Percentage of ALP Students Proficient on Algebra I Test over Time (2000-2002) and State Average (2002)

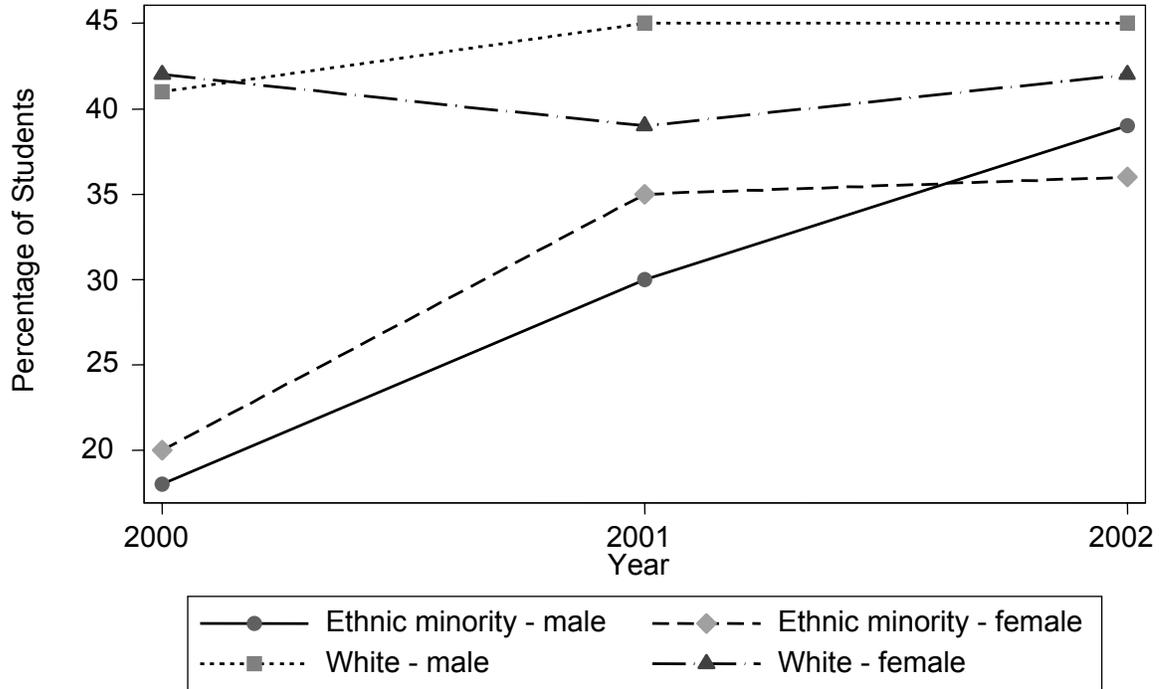


Note: Proficiency on EOC tests indicates performance at Achievement Level III or IV.

- As with EOG performance, approximately half as many ALP students as students in the general student population scored in the proficient range.
- However, the trend over time for ALP students shows consistent positive gains since 1999-2000. In 1999-2000, only 29.7% of ALP students scored at Level III or IV, but by 2001-2002 this had increased to 41.6%.

Algebra I EOC Performance by Ethnicity and Gender

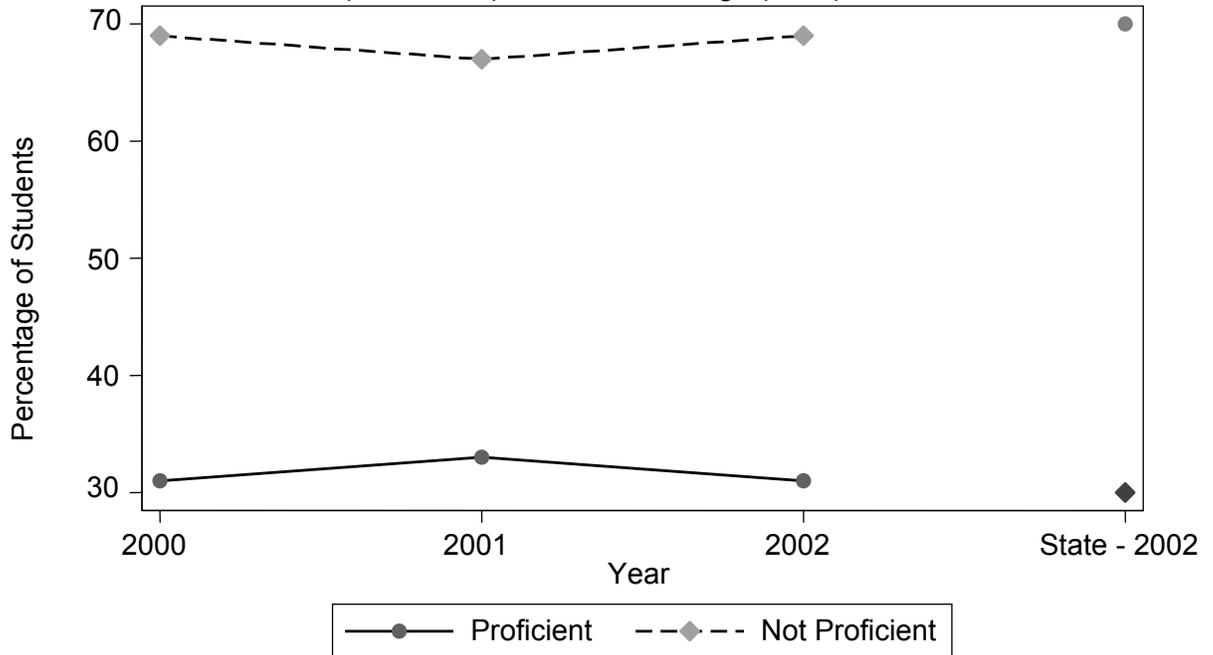
Figure 26. Percentage of ALP Students Proficient on Algebra I EOC Test by Ethnicity and Gender, 2000-2002



- Disaggregating the trends in Algebra I rates of proficiency shows very positive trends for non-white ALP students, particularly non-white males.
- From 1999-2000 to 2001-2002, White ALP students showed small fluctuations in rates of proficiency, but were mainly constant. Males showed small positive increases during this period (from 41% in 1999-2000 to 45% in 2001-2002).
- Rates of proficiency for Non-White students, however, show considerable gains over this period.
- The increased rate of proficiency among Non-White ALP students has contributed to a remarkable decrease in the disparity between White and Non-White ALP students. The gap was more than 20 percentage points in 1999-2000, and was 6-8 percentage points in 2001-2002.

English I EOC Performance

Figure 27. Percentage of ALP Students Proficient on English I EOC Test (2000-2002) and State Average (2002)

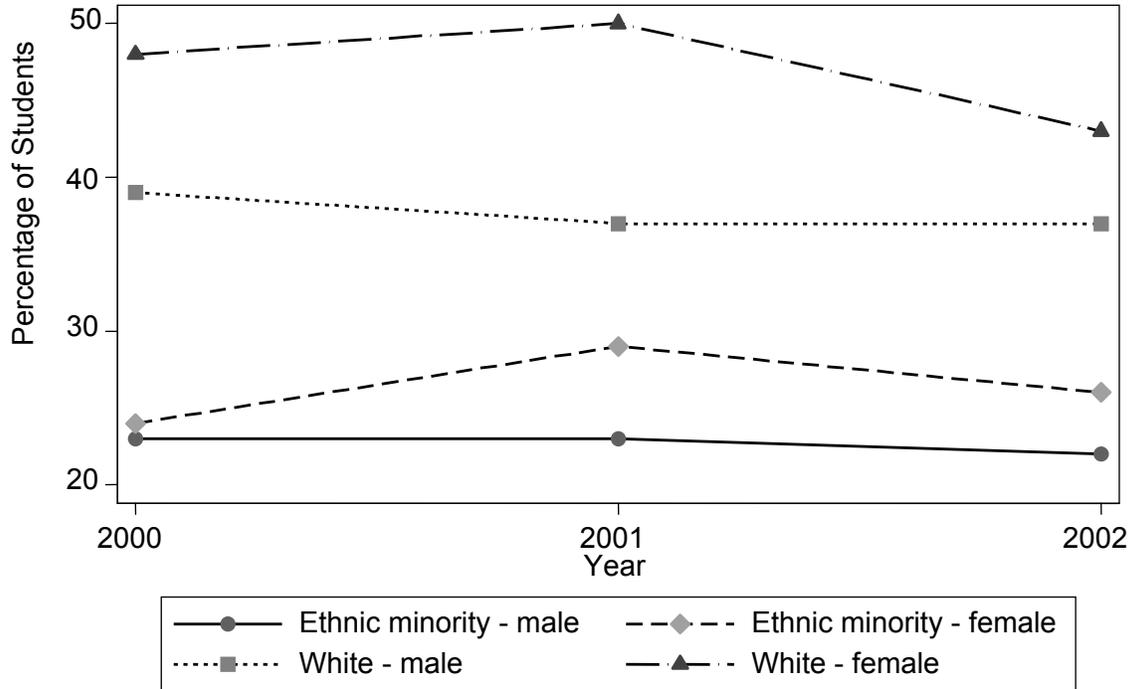


Note: Proficiency on EOC tests indicates performance at Achievement Level III or IV.

- Similar to the results for Algebra I, EOC tests for English I show pronounced disparities between ALP students and the general population.
- As with Algebra I, there is approximately a 40 percentage point difference in English I proficiency rates between ALP students (30% proficient) and students in the general population (70% proficient).
- Unlike the positive trend for Algebra I, however, rates of proficiency across time for ALP students in English I are quite consistent.

English I EOC Performance by Ethnicity and Gender

Figure 28. Percentage of ALP Students Proficient on English I EOC Test by Ethnicity and Gender, 2000-2002



- Disaggregated trends by ethnicity and gender show that White ALP students continue to show higher levels of proficiency across time in English I than Non-White ALP students.
- Within each ethnic category, females show somewhat higher levels of proficiency than males. However, for both White and Non-White females, the period between 2001 and 2002 shows a decrease in rates of proficiency. This is most striking for White females, where rates of proficiency dropped by approximately 8 percentage points (from 50% in 2001 to 42% in 2002)
- The gap between White and Non-White ALP students remains substantial in English I (approximately 15 percentage points). Non-white students show very low absolute rates of proficiency in this area.

Summary for End-of-Course Performance

As seen in previous years, ALP students again scored in the proficient range (Achievement Levels III or IV) at approximately half the rate of the general student population on both the Algebra I and English I EOC tests in 2001-2002. Trends over time, however, suggest a positive and consistent increase in proficiency during recent years for ALP students in Algebra I. This trend of improved performance has been driven almost exclusively by increases in proficiency among Non-White ALP students. Non-White males, in particular, showed consistent and substantial improvements during this period.

Trends across time for English I show much more stability in rates of proficiency. Here males (both White and Non-White) showed comparable rates of proficiency in all three included years. The trend for females in ALPs is somewhat unclear. Both White and Non-White females showed decreases in rates of proficiency between 2001 and 2002. Data from at least one more year will be necessary to determine whether these figures represent a potential problem that needs to be addressed or a 'blip' in the data.

- **At-Risk Student Services/Alternative Schools and Programs
Budget Trends 1996-2002**

ALP Funding and Use of Funds

Allotments to LEAs from the State At-Risk Student Services/Alternative Schools and Programs Fund are based on average daily membership (ADM) and number of children in poverty. Since Fiscal Year (FY) 1996-97, LEAs determine how these funds are spent and are required to track and report to the state specific expenditures for ALPs from this Fund. Although the state funds appropriated to this Fund from the General Assembly have steadily increased during this period of time, most of the increase is a result of growth in ADM. The total percentage of the Fund that LEAs have expended for ALPs increased slightly each year until 1999-00, but has dropped in recent years.

The total appropriation to the Fund increased from \$117,471,232 in 1996-97 to \$168,601,322 in 2001-02. The percentage of the appropriation spent on ALPs increased approximately 2-3 percent per year between 1996-97 and 1999-2000 and then dropped approximately 2% in 2000-01 and an additional 1% in 2001-02. ALP expenditures from the total Fund have ranged from 14.75 percent in 1996-97 to a high of 21.92 percent in 1999-2000. As in previous years, the largest proportion in 2001-02 was spent on ALP teacher salaries, benefits, teacher assistants, and instructional support. Figure 29 provides a description of expenditures in the two subcategories of the Fund, including ALPs and the At-Risk Student Services. Expenditures by LEA for 2001-02 are presented in Appendix A.

Figure 29. At-Risk Student Services/Alternative Programs and Schools Expenditures for Fiscal 2001-02.

Total Budget: [1] 168,601,322.00

Expenditure Description	Alternative Programs & Schools Serves students with specialized needs in different ways and/or time frames than regular schools.		At-Risk Student Services Regular school special services for remediation, dropout prevention, drug abuse, school safety, etc.		Total	
	Expended as of June 30, 2002	Percent of Total	Expended as of June 30, 2002	Percent of Total	Expended as of June 30, 2002	Percent of Allotment
Teachers	16,442,764.81	50.76%	47,204,083.13	34.65%	63,646,847.94	37.75%
Employer Benefits	4,796,633.79	14.80%	15,608,777.03	11.46%	20,405,410.82	12.10%
School Resource Officer [2]	895,751.77	2.76%	15,720,555.25	11.54%	16,616,307.02	9.86%
Teacher Assistants	2,364,388.53	7.30%	11,395,694.59	8.37%	13,760,083.12	8.16%
Tutors	789,500.10	2.44%	5,983,894.04	4.39%	6,773,394.14	4.02%
Contracted Services	1,457,673.07	4.50%	9,272,317.28	6.81%	10,729,990.35	6.36%
Instructional Support	2,589,085.11	7.99%	9,017,791.56	6.62%	11,606,876.67	6.88%
Instructional Supplies	340,948.04	1.05%	6,405,166.74	4.70%	6,746,114.78	4.00%
Computer Eq.(Cap./Non-Cap.)	132,119.65	0.41%	3,085,233.11	2.27%	3,217,352.76	1.91%
Drivers/Trans-Safety Assistant	276,936.16	0.85%	1,610,290.53	1.18%	1,887,226.69	1.12%
Clerical Assistants	613,000.63	1.89%	1,815,947.12	1.33%	2,428,947.75	1.44%
Workshops/Sub Pay	343,777.33	1.06%	2,070,935.46	1.52%	2,414,712.79	1.43%
Equipment(Cap./Non-Cap.)	179,551.56	0.55%	1,446,069.95	1.06%	1,625,621.51	0.96%
Assistant Principal	486,889.71	1.50%	1,915,175.77	1.41%	2,402,065.48	1.42%
Computer Software	73,611.28	0.23%	1,382,534.73	1.02%	1,456,146.01	0.86%
Custodians	352,650.12	1.09%	326,305.48	0.24%	678,955.60	0.40%
Supplies & Materials	69,928.45	0.22%	155,978.03	0.11%	225,906.48	0.13%
Audiovisual/Library Books	24,444.93	0.08%	361,379.36	0.27%	385,824.29	0.23%
Textbooks	555.93	0.00%	103,783.33	0.08%	104,339.26	0.06%
Other[3]	170,079.22	0.52%	1,333,697.59	0.98%	1,503,776.81	0.89%
Total	32,400,290.19	100.00%	136,215,610.08	100.00%	168,615,900.27	100.03%
	19.22% of total		80.78% of total			

Notes

[1]The Total Budget includes carryover from FY 2000-2001.

[2] School Resource Officer expenditures includes salary, contracts, supplies/materials, travel, and equipment.

[3] Other includes: Travel, telephone, postage, advertising , printing/binding, field trips, oil, tires and tubes, vehicle repair parts, fuel, and other insurance judgments.

LEAs are permitted to “carry over” At-Risk and ALP dollars unspent by the end of each FY (June 30) until the end of August, since some LEAs use those funds to support summer school programs. In 2001-02, 86 percent of the At-Risk Fund was spent by the end of the fiscal year. Figure 30 shows the trends from 1996-2002 in annual allotments, annual carryover amounts, and the amount reverted each year because the funds were still unspent at the end of August. Figure 31 shows the trends over the same period of years for the percent of the carryover as well as the percent of the total allotment that was reverted. The percent reverted has averaged less than 1% over the past several years.

Figure 30. At-Risk Carryover and Reversion, 1996-97 to 2001-02.

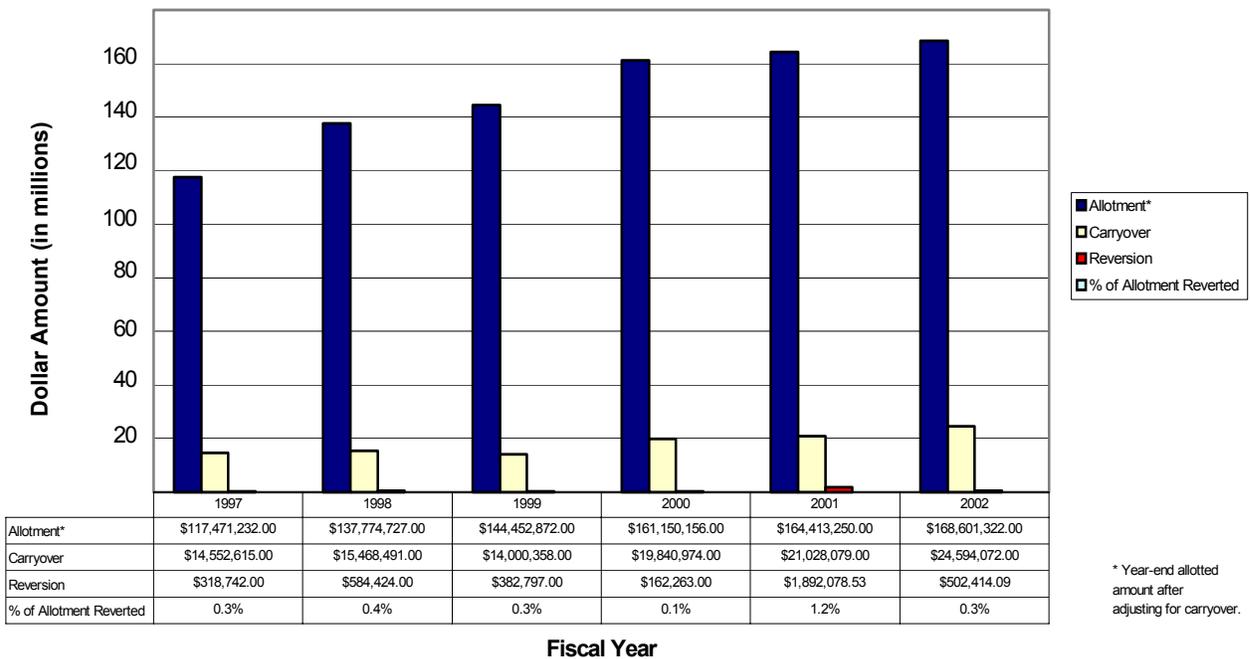
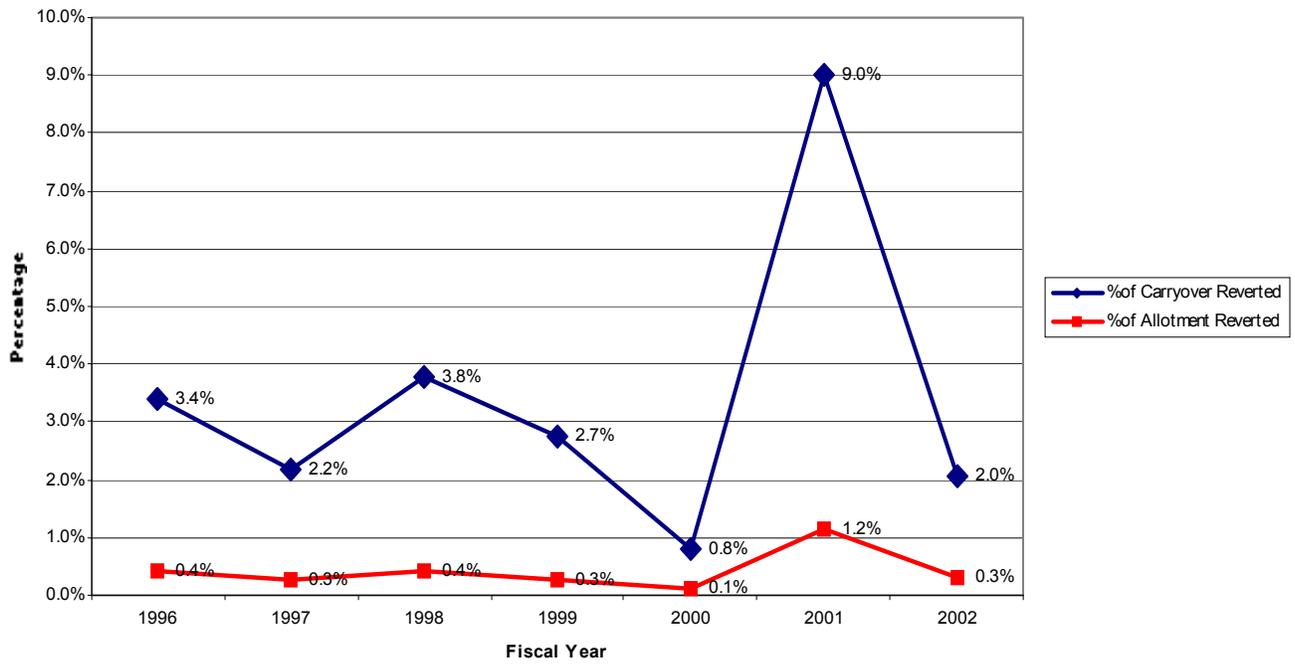


Figure 31. At-Risk Carryover and Reversion Percentage, 1996-97 to 2001-02.



• ABCs Accountability Policy and Results for Alternative Schools

Alternative schools (those alternative programs officially designated as "schools") were included in the ABCs Accountability Program for the first time in 1999-2000 as a result of legislation and a new policy adopted by the State Board of Education (SBE). Early in the process of implementing the ABCs Accountability Program statewide, it was recognized that a "one size fits all" model would not work with the diversity represented among alternative schools. As the student population becomes increasingly diverse, so do LEA efforts to find suitable "alternatives" to address the range of learning needs of their students.

Due in part to the time and effort needed to develop and phase in the ABCs Accountability model for K-8 and for high schools statewide; the State was initially unable to simultaneously address all the "exceptions" to the accountability model. During the initial years of the model, alternative schools were either treated like regular schools in the ABCs model if the school had sufficient data, or their accountability was based on the performance of the schools they served. For most alternative schools, their accountability was based on the success of the regular schools they served. That arrangement changed when the 1999 Session of the General Assembly specifically dealt with the issue of including alternative schools in the statewide accountability program.

Legislation and SBE Policy Development

Session Law 1999-397, enacted by the 1999 Session of the North Carolina General Assembly, included the following requirements:

As part of its evaluation of ...effectiveness...the State Board shall, through application of the accountability system..., measure the educational performance and growth of students placed in alternative schools...If appropriate, the Board may modify this system to adapt to the specific characteristics of these schools.

In response to this legislation, the SBE established HSA-C-013, the policy for incorporating alternative schools into the ABCs, effective as of the 1999-2000 school year. That same legislation also required the SBE to adopt policies that define what constitutes an *alternative school* versus an *alternative program*. SBE Policy HSP-Q-001 defines an alternative school as follows:

An alternative school ...serves at-risk students and has an organizational design based on the DPI assignment of an official school code. An alternative school is different from a regular public school and provides choices of routes to completion of school. For the majority of students, the goal is to return to the regular public school. Alternative schools may vary from other schools in such areas as teaching methods, hours, curriculum, or sites, and they are intended to meet particular learning needs.

By definition, *alternative programs* are not included in the ABCs Policy since they do not have a unique school code. Instead, they are typically organized as part of a larger regular school. Achievement test results for students in alternative programs count toward the ABCs results for the schools with which they are affiliated.

Description of Alternative Schools ABCs Accountability Plan

The ABCs Accountability Plan for Alternative Schools consists of two¹ testing components based on state test scores and three components based on local indicators selected from each school's improvement plan.

Most alternative schools are organized in one of the following four grade-level groupings: grades 6-8, 6-12, 9-12, or K-12. Therefore, the two testing-based indicators in the accountability policy are based on the state tests administered at the appropriate grade levels. Students in grades 6-8 take End-of-Grade tests, while high school students take End-of-Course tests. All students must pass the reading and mathematics sections of the NC Competency Test before they graduate. Students have their first opportunity to pass the Competency Tests when they are in the eighth grade. If unsuccessful, students are to receive remediation and have multiple opportunities to re-take the tests (only the parts they failed) before their scheduled graduation. The two testing-based components of the accountability policy include the following:

1. High school End-of-Course tests (Algebra I, English I and II, Biology, US History, and ELPS) and/or End-of-Grade tests for grades 3-8,
2. Change in passing rate on the reading and mathematics sections of the NC Competency Test (from end of 8th to end of 10th grade).

Both mandated testing-based components apply to alternative schools that contain any high school grades. However, for alternative schools including only grades 6-8, the results of the End of Grade tests are counted twice times to represent the two testing-based components in the policy. The Performance Composite, which is the percent of students achieving at-or-above Achievement Level III on all of the tests administered at a school, is also reported for each school.

Local Option Accountability Components

Alternative schools are most often designed to be small schools that offer small class size in order to provide a more personalized and individualized education to students. By design, there are concentrations of students who are having trouble in school, often doing poorly on achievement tests and other measures of school success. School districts therefore design their alternative schools based on the unique needs and strengths of the students who enroll there. They are encouraged to create orderly, supportive, and caring learning environments to improve student attendance and discipline. Teachers use a variety of teaching methods and instructional approaches, preferably based on research and best practices with similar students, in order to

¹ During 1999-00 and 2000-01, the High School Comprehensive Test (HSCT) served as a third testing-based component to the model. It was dropped, however, in 2001-02 when the HSCT was administered only in Title I high schools.

actively engage students in the learning process and improve student achievement. The bottom line is keeping students in school and on track for graduation and well prepared for adult life after high school.

In order to accommodate the diversity among the alternative schools in the state, their accountability is also partly based on the school's success in meeting three locally specified accountability components. These components are called Local Option Accountability Indicators and are typically elements of the school's annual School Improvement Plan. The three local option components reflect priority goals (e.g., increased attendance, graduation rates, and parent involvement) that are necessary to support improved achievement for the students enrolled in the alternative school and to carry out the mission of the school.

The LEA Superintendent and the Local Board of Education must approve each alternative school's accountability plan as part of its School Improvement Plan. Specifically, Local Boards of Education must approve each alternative school's local accountability indicators annually by December 15. Samples of typical Local Option Accountability Indicators are included in the Table 4.

Table 4. Sample Local Option Accountability Indicators and Related Measures

Sample Local Option Accountability Indicators	Baseline	Results
By the end of the school year, we will have had a number of parent conferences, as measured by the parent conference log, to equal two for at least 50% of our total enrollment for the year.	>=50%	54.3%
At least fifty percent of the individual students who remain in the program for 30 days or more will maintain a 90% rate of attendance.	33.3%	21.0%
The average daily attendance will exceed 60% of students in membership.	60%	66.73%
Reduce the percentage of W-2 dropouts by 4% from a 1998-99 baseline of 34%.	34%	22.8%
The school will sponsor at least five activities per semester involving students with local Human Service Agencies.	5 per semester	1st Semester - 9; 2nd Sem - 28
The number of students who improve their GPA in course work for the 1999-2000 year will be 80%.	80%	98% improved GPA for year
Students will be tracked for improvement in GPA in Alternative School by comparing the student's GPA upon arrival to their GPA upon return to the student's base school.	50%	55% improved GPA at alt. school

Defining and Measuring Local Accountability Indicators

Although different alternative schools may use the same category of indicator (e.g., customer satisfaction), they most likely define and measure the indicator differently. In addition, some indicators have a more direct link to improving student achievement than others (e.g., improving school attendance). A review of the local indicators submitted statewide yielded several criteria that are important to the integrity of local indicators as sound gauges of accountability. They include the following:

- The indicator is measurable;
- The indicator is a necessary support for improving achievement and learning;
- The indicator is of sufficient value to be considered an indicator of school accountability in the State ABCs Accountability Program;
- Appropriate, sound measures are clearly stated for indicators;
- A baseline measure of the indicator is provided;
- The end-of-year results of progress are clear and accurate; and
- It is clear from the results reported whether the indicator of accountability is met or not met.

Initially, some alternative schools had difficulty selecting indicators that were relevant and essential to improvement in student achievement. Some had difficulty adequately defining the indicators and/or determining appropriate measures of them. The types of problems typically included the following:

- The indicator was not measurable.
- The indicator was not essential to improved student achievement.
- Two indicators were described in the same goal statement.
- Insufficient information was provided on how the indicator was to be measured.
- No baseline measure provided.

Many alternative schools did a good job of developing their local indicators of accountability. However, any one of the problems listed interferes with an objective, definitive judgment of whether or not the school's results meet the requirements of the SBE Accountability Policy. There have been multiple problems with the indicators/measures of some alternative schools, and efforts are underway to strengthen the local option component of the model. Discussion of the possibility of a having a set list of options from which schools will have to choose beginning in 2003-04 is currently underway.

During the first year of the policy (1999-2000), alternative schools used a total of 35 different local option indicators. In an analysis of the ABCs results for the following two years, the number of different indicators remained approximately the same, although there were some changes in terms of the most commonly selected indicators. The frequency distributions of the local indicators each year were analyzed and ranked, with the rank of one being given to most frequently chosen indicator. The top eight indicators for 1999-00 school year are shown in Table 5, as well as their respective rank for 2000-01 and 2001-02.

Table 5. Most Frequently Chosen Local Indicators in 1999-00

Local Option Accountability Indicators	Rank in 1999-00	Rank in 2000-01	Rank in 2001-02
Increase Parental Involvement	1	1	1
Improve Attendance	2	2	5
Reduce Suspension	3	4	9
Improve School Safety	4	7	2
Improve GPA/Grades	5	6	4
Improve Customer Satisfaction	6	8	26
Reduce Incidence of Dropouts	7	15	15
Increase Community Involvement	8	5	7

Five of the eight most common indicators selected in 1999-2000 were still among the top eight chosen in 2001-02. Improving customer satisfaction has become less common as a local indicator over time, while goals related to administrative tasks (e.g., completing Individualized Education Plans for students in a timely manner, etc.) ranked third in 2001-02.

ABCs Status and Incentive Awards for Alternative Schools

According to the SBE Accountability Policy, alternative schools qualify for incentive pay and recognition levels based on the rewards and sanctions schedule in Table 6.

Table 6. Criteria for Determining ABCs Status and Incentive Awards of Alternative Schools

Number of Components Met	Recognition Level Analogous to:
5 out of 5	High Growth/Gain
3 or 4 out of 5	Expected Growth/Gain
2 out of 5	No Recognition
1 out of 5	Low Performing

Note: These criteria were changed for the 2001-02 school year to account for the elimination of the High School Comprehensive Test for non-Title I schools.

Some concern has been expressed about the fact that alternative schools can meet the level of expected growth/gain by meeting *only* their three local accountability indicators and none of the testing-based indicators. However, many alternative educators note the additional challenges they face by having a population consisting largely of students with multiple and complex risk factors (e.g., school, family, social/emotional, behavior, and personal), many of whom have a long history of being unsuccessful in terms of achievement test performance. In designing the accountability policy for alternative schools, deliberate thought was given to the requirements to receive different incentive awards. The policy was purposefully designed so that schools with little or no

achievement-based data, due to their specific mission, could still compete to receive some level of incentive award. Thus, an alternative school can receive the expected growth level incentive award by meeting the standards for the three local option accountability indicators. However, an alternative school must meet most of the testing-based *and* local option accountability standards in order to achieve exemplary growth status and its accompanying financial incentive awards for staff.

Alternative Schools' Unique Accountability Challenges

In order to produce a reliable and valid measure of accountability, End-of-Grade tests require a minimum of 15 student scores and End-of-Course tests require 30 student scores. Due to their small size, the ABCs results of most alternative schools are based on a smaller student population per grade than most regular schools. For many of the alternative schools, attendance is a key barrier and is often part of why their students were originally referred there. Since most students enroll in alternative schools for different lengths of time - often depending on the reasons the students enrolled (e.g., suspended, behind academically, pregnant, working) - the turnover in the student population is typically high. The flexibility in student enrollment and exit opportunities may be an advantage for many students, but it can also impact the number of students tested in alternative schools and result in an unstable and unpredictable enrollment. Having fewer test scores to factor into the school's accountability formula creates additional challenges in showing school improvement based on the achievement indicators. Further, sometimes meeting the 95 percent rule of the ABCs can rest on the attendance of a few students.

A requirement of the ABCs Accountability Program for all schools is that students are tested where they are enrolled. At the end of the year when the tests are administered, some students who enrolled in alternative schools at the beginning of the year have already returned to their regular schools and are tested there. Other students may enroll a day or two before the tests are administered. Alternative school teachers may have invested a great deal of effort in accomplishing success with a student but the school does not receive credit for that effort, since the student is back in the home school by testing time. On the other hand, the alternative school staff may have taught a newly enrolled student for only a few days, but the school is held accountable for the student's level of achievement (in aggregate with the rest of the school) because the student is tested there. The alternative school stands to lose...or gain...in either case (depending on the achievement levels of the students who come and go). This same rule, that students are tested where they are enrolled at testing time, applies in regular schools as well but has less of an impact. The reason is that, with rare exceptions, regular schools do not experience the high rate of student mobility or the small numbers that exists for most alternative schools.

In an attempt to be fair to alternative schools for accountability purposes, if *fewer* than 15 students take the End-of-Grade tests or *fewer* than 30 students take the End-of-Course tests and the school attains its growth and performance goals based on those results, the school is still given credit. However, if the minimum number of students is not tested and the alternative school does not meet its growth and performance goals, the school is not penalized for those indicators. Table 7 details the overall ABCs accountability results for alternative schools for 2000-01 and 2001-02.

Table 7. ABCs Accountability Results for Alternative and Other Schools

Recognition Category	2000-01	2001-02
	% of Alternative Schools	% of Alternative Schools
High Growth/Gain	24.3	10.3
Expected Growth/Gain	72.9	82.0
No Recognition	0.0	6.4
Low-performing	1.4	1.3
No Status (95% rule)	1.4	0.0
Total # Schools in Model	70	78

Note: High Growth/Gain was called Exemplary Growth Gain prior to 2001-02.

Overall ABCs performance in recent years for alternative schools has been high. Over 90 percent of alternative schools met the *expected growth/gain* or *high growth/gain* standards in 2000-01 and 2001-02, compared to just over 58 percent of other schools in 2000-01 and 74% in 2001-02. The percentages of alternative and other schools considered *low performing* have been nearly identical during those same years.

The fact that alternative schools have been more likely to meet or exceed the *high growth/gain* criteria than other public schools may be the result of the differences in the accountability policies for the two types of schools. As indicated earlier, under the current accountability policy an alternative school can meet the *expected growth/gain* standard without reaching any of its testing-based indicators but by meeting all three local accountability indicators. In 2000-01 for example, 51 of the 68 alternative schools in the model that met the *expected growth/gain* standard did in fact meet at least one of the testing-based components. However, the testing-based component that was met in many of those cases was the component related to the change in the percentage of students meeting the competency requirement. Only 26 of the 68 alternative schools (38%) met either the end-of-course/end-of-grade or High School Comprehensive Test components that year. Unlike the competency component, those two components are based on the growth of individual students and are closely related to the growth components in the accountability model for other public schools. The data in Table 8 shows that overall, alternative schools met less than half of the total possible testing-based components in both 2000-01 and 2001-02.

Table 8. Alternative School Status on Components of ABCs Accountability Policy

<i>Accountability Component</i>	<i>Percent Met 2000-01</i>	<i>Percent Met 2001-02</i>
Local Options	92%	90%
Testing-Based Components	40%	44%

Note: The percentages in this table represent the percentages of components met, not percentages of schools (i.e., there are five components for each school).

A Work in Progress

The alternative schools' ABCs Accountability data suggest that it is possible to construct an accountability system for alternative schools that sets an achievement standard, while accommodating their uniqueness and special challenges. The mechanisms that enable this system appear to be (a) the flexibility allowing each alternative school to select three local accountability components and related measures based on their own local priorities and (b) the requirement that they get buy-in and approval from their LEA superintendent and local board of education.

Of tremendous value to the alternative schools accountability policy is that alternative educators from across the state had major input into the development of the State Board of Education policy. The leadership and members of NC Association of Alternative Educators and others helped shape the policy in ways that provide the needed flexibility to customize each school's indicators for their students and local conditions.

Some have questioned whether alternative schools will select local indicators that they are fairly certain to reach or will use weak measures of those indicators. After all, there are monetary incentives to be gained by making expected growth/gain. However, despite their relatively low success rate in meeting testing-based indicators (particularly those that are most closely aligned to the accountability system for other schools), few alternative schools are meeting or exceeding growth targets solely on the basis of local indicators. Others have also suggested that the quality of local indicators can be significantly improved by providing technical assistance with their accountability system. The integrity of the current SBE accountability policy for alternative schools is dependent upon a delicate balance of a number of factors.

A major factor on which the integrity of the policy is dependent is a reliable and rigorous system of checks and balances at the local level, as LEA superintendents and local boards of education are ultimately responsible for approving the local indicators. Another is the belief that every child's education matters and that educators will honor the trust placed in them by students, parents, and the public to provide the best possible educational experiences each child, regardless of his or her educational attainment and/or needs. The entire school district must have high expectations of the staff and students who enroll in alternative schools. There are special challenges in teaching children at risk of school failure, and these students require more and different resources. These resources must be sufficiently concentrated to make an impact.

Effects of No Child Left Behind (NCLB) Act

With the recent passage of NCLB at the federal level, alternative schools will for the first time in 2002-03 be evaluated under both their ABCs Accountability Model as well as the NCLB Adequate Yearly Progress guidelines. Since most alternative schools do not receive Title I funds, it will be at least 2004-05 before most alternative schools will be subject to any sanctions related to NCLB. If alternative schools fail to meet AYP, it should result in needed resources being targeted for those schools to improve student outcomes, consistent with the intent of the law. However, other more thorny issues that will probably arise for alternative schools under the new NCLB provisions include:

- How many alternative schools will actually have the minimum number of students in any subgroups (or overall at the whole school level) for AYP calculations?
- How many alternative schools will fail to qualify for the “safe harbor” provision because they have too few students included in AYP calculations?
- How many alternative schools will continue to accept Title I funds and subject themselves to the possibility of AYP-related sanctions?
- How will the school choice sanction be applied in an alternative school? Will an alternative school be forced to offer students the option of transferring to another school in the system if they do not meet AYP guidelines for two consecutive years, as would be the case for a regular school?

The answers to many of these questions remain to be seen. When the first year of AYP results for the State of North Carolina are released, some preliminary answers will be provided.

Appendix A

**Allotments, Expenditures, and Reversions for the At-Risk Student
Services/Alternative Programs and Schools Budget:
July 2001-June 2002 by LEA**

LEA Name	Allotment**	Expenditures						Reversions		
		Alternative Program/Schools	% of Total	At-Risk Student Services	% of Total	School Resource Officer	% of Total	Total Expenditures	Estimated Reversion	% of Allotment
Alamance County	2,475,936	304,929.85	12.32%	1,943,978.07	78.51%	227,028.00	9.17%	2,475,935.92	0.00	0.00%
Alexander County	717,140	145,676.06	20.30%	543,217.63	75.71%	28,604.40	3.99%	717,498.11	0.00	0.00%
Alleghany County	297,518	35,203.31	11.83%	262,313.84	88.17%	0.00	0.00%	297,517.15	0.00	0.00%
Anson County	807,857	294,021.39	36.40%	456,199.03	56.47%	57,636.20	7.13%	807,856.62	0.00	0.00%
Ashe County	529,245	273,615.67	51.70%	199,073.55	37.61%	56,554.79	10.69%	529,244.01	0.00	0.00%
Avery County	340,872	58,793.78	17.25%	257,688.34	75.60%	24,389.61	7.16%	340,871.73	447.57	0.13%
Beaufort County	1,258,316	0.00	0.00%	1,070,583.72	85.08%	187,732.28	14.92%	1,258,316.00	0.00	0.00%
Bertie County	678,605	254,792.39	37.55%	374,031.35	55.12%	49,780.84	7.34%	678,604.58	0.00	0.00%
Bladen County	1,018,639	4,683.89	0.46%	844,100.44	82.87%	169,854.32	16.67%	1,018,638.65	0.00	0.00%
Brunswick County	1,495,718	429,349.45	28.71%	667,616.83	44.64%	398,751.00	26.66%	1,495,717.28	0.00	0.00%
Buncombe County	3,266,782	746,738.10	22.86%	2,217,339.48	67.88%	302,704.00	9.27%	3,266,781.58	0.00	0.00%
Asheville City	769,766	146,380.99	19.02%	523,845.85	68.05%	99,538.41	12.93%	769,765.25	0.00	0.00%
Burke County	1,806,831	267,525.16	14.81%	1,265,538.91	70.04%	273,766.83	15.15%	1,806,830.90	18,883.06	1.05%
Cabarrus County	1,978,238	233,148.66	11.79%	1,559,277.86	78.82%	185,811.20	9.39%	1,978,237.72	0.00	0.00%
Kannapolis City	586,777	59,098.11	10.07%	489,638.09	83.48%	37,840.00	6.45%	586,776.20	0.00	0.00%
Caldwell County	2,033,431	670,055.22	32.95%	1,191,472.63	58.59%	171,903.03	8.45%	2,033,430.88	0.00	0.00%
Camden County	245,704	63,809.21	25.97%	143,806.03	58.53%	38,088.00	15.50%	245,703.24	0.00	0.00%
Carteret County	1,026,478	80,909.71	7.88%	726,026.81	70.73%	219,540.75	21.39%	1,026,477.27	12,840.78	1.25%
Caswell County	401,719	25,732.91	6.41%	276,511.66	68.83%	99,473.77	24.76%	401,718.34	15,824.08	3.94%
Catawba County	1,665,939	456,106.12	27.38%	962,653.68	57.78%	247,178.48	14.84%	1,665,938.28	0.00	0.00%
Hickory City	614,330	60,876.64	9.91%	553,452.48	90.09%	0.00	0.00%	614,329.12	0.00	0.00%
Newton City	375,210	40,139.50	10.70%	335,070.50	89.30%	0.00	0.00%	375,210.00	0.00	0.00%
Chatham County	784,222	88,465.46	11.28%	649,671.98	82.84%	46,084.34	5.88%	784,221.78	0.00	0.00%
Cherokee County	685,570	128,866.01	18.80%	533,760.28	77.86%	22,943.21	3.35%	685,569.50	0.00	0.00%
Chowan County	443,859	24,506.64	5.49%	338,858.52	75.97%	82,659.96	18.53%	443,858.04	0.00	0.00%
Clay County	242,173	0.00	0.00%	212,428.08	87.72%	29,744.75	12.28%	242,172.83	929.80	0.38%
Cleveland County	1,028,627	200,000.00	19.44%	828,626.85	80.56%	0.00	0.00%	1,028,626.85	0.00	0.00%
Kings Mountain City	586,472	86,408.09	14.73%	500,063.68	85.27%	0.00	0.00%	586,471.77	0.00	0.00%
Shelby City	569,215	205,030.49	36.02%	338,183.93	59.41%	26,000.00	4.57%	569,214.42	0.00	0.00%
Columbus County	1,267,828	73,289.19	5.78%	1,009,072.61	79.59%	185,465.96	14.63%	1,267,827.76	0.00	0.00%
Whiteville City	435,103	183,401.93	42.15%	219,083.45	50.35%	32,617.00	7.50%	435,102.38	0.00	0.00%
Craven County	2,057,372	291,139.15	14.15%	1,463,528.27	71.14%	302,704.00	14.71%	2,057,371.42	0.00	0.00%
Cumberland County	6,583,198	649,948.97	9.87%	5,056,940.95	76.82%	876,308.00	13.31%	6,583,197.92	59,616.58	0.91%
Currituck County	320,754	77,659.04	24.21%	243,094.75	75.79%	0.00	0.00%	320,753.79	0.00	0.00%
Dare County	552,518	0.00	0.00%	552,517.36	100.00%	0.00	0.00%	552,517.36	0.00	0.00%
Davidson County	2,093,854	0.00	0.00%	1,818,546.95	86.85%	275,307.00	13.15%	2,093,853.95	0.00	0.00%
Lexington City	470,553	0.00	0.00%	470,552.81	100.00%	0.00	0.00%	470,552.81	0.00	0.00%
Thomasville City	422,469	6.87	0.00%	375,586.65	88.90%	46,874.88	11.10%	422,468.40	0.00	0.00%
Davie County	554,028	60,045.56	10.84%	456,664.83	82.43%	37,317.18	6.74%	554,027.57	0.00	0.00%
Duplin County	1,386,282	149,603.64	10.79%	1,041,605.88	75.14%	195,072.01	14.07%	1,386,281.53	1,738.92	0.13%
Durham Public	3,440,648	595,945.46	17.32%	2,237,051.62	65.02%	607,650.25	17.66%	3,440,647.33	0.00	0.00%
Edgecombe County	1,335,460	238,538.27	17.86%	1,036,174.95	77.59%	60,746.25	4.55%	1,335,459.47	0.00	0.00%
Forsyth County	5,216,959	3,918,544.93	75.11%	1,298,413.53	24.89%	0.00	0.00%	5,216,958.46	0.00	0.00%
Franklin County	1,156,918	0.00	0.00%	1,037,061.38	89.64%	119,855.76	10.36%	1,156,917.14	35,125.56	3.04%
Gaston County	3,875,951	459,284.97	11.85%	3,154,243.66	81.38%	262,422.04	6.77%	3,875,950.67	0.00	0.00%
Gates County	288,600	0.00	0.00%	262,409.91	90.93%	26,189.85	9.07%	288,599.76	0.00	0.00%
Graham County	243,267	0.00	0.00%	196,674.86	80.85%	46,592.12	19.15%	243,266.98	0.00	0.00%
Granville County	1,089,916	335,757.73	30.81%	689,393.98	63.25%	64,763.68	5.94%	1,089,915.39	0.00	0.00%
Greene County	320,928	127,387.23	39.69%	193,539.84	60.31%	0.00	0.00%	320,927.07	0.00	0.00%
Guilford County	8,684,606	2,288,988.00	26.36%	5,738,833.07	66.08%	656,784.00	7.56%	8,684,605.07	0.00	0.00%
Halifax County	1,395,416	78,619.26	5.63%	1,235,561.68	88.54%	81,234.10	5.82%	1,395,415.04	0.00	0.00%
Roanoke Rapids City	373,698	176,618.69	47.26%	154,644.30	41.38%	42,434.67	11.36%	373,697.66	0.00	0.00%
Weldon City	217,281	64,887.05	29.86%	110,985.86	51.08%	41,407.50	19.06%	217,280.41	0.00	0.00%
Harnett County	2,631,033	575,756.93	21.78%	1,822,627.06	68.96%	244,757.05	9.26%	2,631,141.04	0.00	0.00%
Haywood County	1,124,665	0.00	0.00%	1,048,794.26	93.25%	75,870.24	6.75%	1,124,664.50	0.00	0.00%
Henderson County	2,236,415	354,718.70	15.86%	1,584,250.52	70.84%	297,445.00	13.30%	2,236,414.22	0.00	0.00%
Hertford County	994,265	317,778.05	31.96%	586,611.81	59.00%	99,874.41	9.04%	994,264.27	0.00	0.00%
Hoke County	1,044,328	193,968.61	18.57%	717,381.11	68.69%	132,978.28	12.73%	1,044,328.00	0.00	0.00%
Hyde County	312,194	100,088.27	32.06%	173,706.42	55.64%	38,399.00	12.30%	312,193.69	0.00	0.00%
Iredell County	1,544,603	232,613.84	15.06%	1,083,031.45	70.12%	228,957.00	14.82%	1,544,602.29	0.00	0.00%
Mooresville City	487,983	0.00	0.00%	422,319.82	86.54%	65,662.50	13.46%	487,982.32	0.00	0.00%
Jackson County	574,651	80,838.96	14.07%	421,995.45	73.44%	71,815.64	12.50%	574,650.05	0.00	0.00%

Johnston County	3,826,621	655,567.68	17.13%	3,171,052.90	82.87%	0.00	0.00%	3,826,620.58	0.00	0.00%
Jones County	266,752	0.00	0.00%	266,543.51	99.92%	208.33	0.08%	266,751.84	0.00	0.00%
Lee County	1,219,686	254,184.64	20.84%	818,215.68	67.08%	147,285.22	12.08%	1,219,685.54	0.00	0.00%
Lenoir County	2,169,273	247,190.23	11.40%	1,922,082.19	88.60%	0.00	0.00%	2,169,272.42	0.00	0.00%
Lincoln County	1,316,275	142,738.88	10.84%	1,148,865.36	87.28%	24,670.00	1.87%	1,316,274.24	0.00	0.00%
Macon County	565,277	101,921.27	18.03%	463,354.98	81.97%	0.00	0.00%	565,276.25	3,935.37	0.70%
Madison County	459,506	0.00	0.00%	439,505.62	95.65%	19,989.84	4.35%	459,505.46	0.00	0.00%
Martin County	1,200,298	154,580.23	12.88%	881,595.81	73.45%	164,121.47	13.67%	1,200,297.51	0.00	0.00%
McDowell County	817,426	336,951.53	41.22%	480,473.60	58.78%	0.00	0.00%	817,425.13	0.00	0.00%
Mecklenburg County	9,455,124	884,360.32	9.35%	5,862,455.93	62.00%	2,708,307.60	28.64%	9,455,123.85	0.00	0.00%
Mitchell County	267,859	46,666.18	17.42%	194,555.32	72.63%	26,636.61	9.94%	267,858.11	0.00	0.00%
Montgomery County	775,932	405,726.77	52.29%	370,204.81	47.71%	0.00	0.00%	775,931.58	0.00	0.00%
Moore County	1,485,489	341,853.94	23.01%	1,013,477.21	68.23%	130,157.60	8.76%	1,485,488.75	0.00	0.00%
Nash County	2,573,335	51,328.81	1.99%	2,272,649.64	88.32%	249,356.50	9.69%	2,573,334.95	0.00	0.00%
New Hanover County	2,639,041	438,848.67	15.46%	2,166,450.29	76.31%	233,742.00	8.23%	2,639,040.96	0.00	0.00%
Northampton County	782,016	194,961.00	24.93%	507,778.79	64.93%	79,275.64	10.14%	782,015.43	0.00	0.00%
Onslow County	2,573,935	336,650.83	13.08%	1,593,337.29	61.90%	643,946.73	25.02%	2,573,934.85	0.00	0.00%
Orange County	597,512	24,983.00	4.18%	572,528.31	95.82%	0.00	0.00%	597,511.31	133,972.83	22.42%
Chapel Hill-Carrboro	1,013,607	118,954.64	11.74%	894,652.00	88.26%	0.00	0.00%	1,013,606.64	0.00	0.00%
Pamlico County	273,677	76,364.57	27.90%	152,756.29	55.82%	44,555.74	16.28%	273,676.60	0.00	0.00%
Pasquotank County	725,183	358,229.68	49.40%	366,953.19	50.60%	0.00	0.00%	725,182.87	132,175.86	18.23%
Pender County	968,336	196,860.46	20.33%	690,339.60	71.29%	81,135.42	8.38%	968,335.48	0.00	0.00%
Perquimans County	375,942	132,814.05	35.33%	220,134.10	58.56%	22,993.00	6.12%	375,941.15	0.00	0.00%
Person County	737,832	205,303.08	27.83%	499,541.07	67.70%	32,987.48	4.47%	737,831.63	0.00	0.00%
Pitt County	3,931,346	0.00	0.00%	3,931,345.58	100.00%	0.00	0.00%	3,931,345.58	0.00	0.00%
Polk County	234,019	35,260.61	15.07%	146,051.93	62.41%	52,705.52	22.52%	234,018.06	0.00	0.00%
Randolph County	1,792,393	0.00	0.00%	1,365,178.78	76.17%	427,213.75	23.83%	1,792,392.53	0.00	0.00%
Asheboro City	557,398	198,390.82	35.59%	272,767.75	48.94%	86,238.54	15.47%	557,397.11	0.00	0.00%
Richmond County	1,160,620	230,723.15	19.88%	767,028.24	66.09%	162,868.20	14.03%	1,160,619.59	0.00	0.00%
Robeson County	3,848,470	0.00	0.00%	3,313,730.22	86.11%	534,739.60	13.89%	3,848,469.82	0.00	0.00%
Rockingham County	1,716,066	406,786.90	23.70%	1,189,365.81	69.31%	119,912.30	6.99%	1,716,065.01	0.00	0.00%
Rowan County	2,330,105	1,743,493.04	74.82%	586,611.13	25.18%	0.00	0.00%	2,330,104.17	0.00	0.00%
Rutherford County	1,395,928	389,388.03	27.89%	864,814.95	61.95%	141,724.09	10.15%	1,395,927.07	0.00	0.00%
Sampson County	1,004,040	417,728.95	41.60%	435,432.16	43.37%	150,878.86	15.03%	1,004,039.87	0.00	0.00%
Clinton City	365,909	0.00	0.00%	286,623.67	78.33%	79,284.37	21.67%	365,908.04	0.00	0.00%
Scotland County	1,227,382	136,327.71	11.11%	1,060,263.30	86.38%	30,789.07	2.51%	1,227,381.08	0.00	0.00%
Stanly County	1,377,763	163,992.62	11.90%	1,026,653.26	74.52%	187,117.00	13.58%	1,377,762.88	0.00	0.00%
Stokes County	848,494	344,938.77	40.65%	375,877.21	44.30%	127,677.86	15.05%	848,493.84	0.00	0.00%
Surry County	986,455	262,238.66	26.58%	567,371.15	57.52%	156,844.25	15.90%	986,454.06	0.00	0.00%
Elkin City	115,905	8,402.57	7.25%	74,372.39	64.17%	33,129.76	28.58%	115,904.72	0.00	0.00%
Mount Airy City	231,583	35,599.86	15.37%	195,983.14	84.63%	0.00	0.00%	231,583.00	0.00	0.00%
Swain County	295,626	35,558.14	12.03%	260,067.83	87.97%	0.00	0.00%	295,625.97	0.00	0.00%
Transylvania County	657,801	0.00	0.00%	657,800.68	100.00%	0.00	0.00%	657,800.68	0.00	0.00%
Tyrrell County	172,065	43,257.92	25.14%	97,053.09	56.41%	31,753.15	18.45%	172,064.16	0.00	0.00%
Union County	3,014,259	179,686.63	5.96%	2,605,607.32	86.44%	228,965.00	7.60%	3,014,258.95	7,425.58	0.25%
Vance County	1,133,328	247,742.86	21.86%	777,771.50	68.63%	107,813.12	9.51%	1,133,327.48	10,399.20	0.92%
Wake County	9,899,865	1,507,457.86	15.23%	7,766,579.43	78.45%	625,827.69	6.32%	9,899,864.98	0.00	0.00%
Warren County	644,146	100,661.53	15.63%	543,483.63	84.37%	0.00	0.00%	644,145.16	0.00	0.00%
Washington County	374,550	0.00	0.00%	374,549.86	100.00%	0.00	0.00%	374,549.86	69,098.90	18.45%
Watauga County	578,169	0.00	0.00%	532,339.02	92.07%	45,829.92	7.93%	578,168.94	0.00	0.00%
Wayne County	3,277,365	1,252,657.97	38.22%	1,784,706.32	54.46%	240,000.00	7.32%	3,277,364.29	0.00	0.00%
Wilkes County	1,490,025	221,413.82	14.86%	1,221,882.54	82.00%	46,728.25	3.14%	1,490,024.61	0.00	0.00%
Wilson County	2,067,117	354,601.30	17.15%	1,712,515.10	82.85%	0.00	0.00%	2,067,116.40	0.00	0.00%
Yadkin County	686,086	319,848.00	46.62%	294,161.38	42.88%	72,076.04	10.51%	686,085.42	0.00	0.00%
Yancey County	436,177	151,048.13	34.63%	259,431.80	59.48%	25,696.96	5.89%	436,176.89	0.00	0.00%
Total	168,601,322	31,504,538.42		120,495,054.83		16,616,307.02		168,615,900.27	502,414.09	0.30%

* Percentages may not add to 100% due to rounding.

** Year-end allotted amount after adjusting for carryover.

Appendix B

Alternative Learning Programs Student Data Roster, 2001-02

Alternative Learning Program Student Data Roster Instruction Sheet for the 2001-2002 School Year

Please fill out all information for each student as they enter the program.
 A student *that re-enrolls during the year should be listed again on the roster each time they re-enter.*
 If you choose to use the diskette to record your data, please write the name of your ALP on the front of the diskette.

The following codes should be used.

Data Information

Student Name	Student's name [Last Name, First Name, Middle Initial]
SSN	Social Security Number
Home School Code	Enter the student's six digit Home School Code number. The first three digits are the LEA number, and the last three digits are the School number.
Grade level	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Gender	M = Male, F = Female
Ethnicity	W = White B = Black H = Hispanic M = Multi-racial A = Asian N = American Indian O = Other
Age	Age at current entry into program.
Free/Reduced Price Lunch	Is the student eligible for Free/Reduced Price Lunch? 1 = Yes 2 = No
EC Category	Exceptional Child Category: 1 = Learning Disabled 2 = Behaviorally/Emotionally Disabled 3 = Educable Mentally Disabled 4 = Other Health Impaired 5 = Other 6 = None
Section 504	Is the student classified as Section 504? 1 = Yes 2 = No
LEP	Is the student classified as Limited English Proficient? 1 = Yes 2 = No 3 = Unknown
Adjudicated	Has the student been adjudicated by the court? 1 = Yes 2 = No
Date of entry	Enrollment date (month, day, and year).

(over)

Why in One

Why did the student enter the program? Please indicate only primary reason.

- 01= Academic Difficulty
- 02= Academic Acceleration
- 03= Disruptive Behavior
- 04= Attendance/Truancy
- 05= Work/Job
- 06= Pregnancy
- 07 = Substance Abuse
- 08 = Aggressive Behavior (e.g. fighting, threats)
- 09 = Personal/Family Problems
- 10 = Emotional Problems (e.g. depression, abuse)
- 11 = Student/Parent Choice
- 12 = Deemed serious threat to self or others
- 13 = Returning Dropout
- 14 = Other

Disciplinary Action

Was the student enrolled because of any of the following disciplinary actions by the regular school? *Leave blank if none of these apply.*

- 1 = Short-term Suspension (less than 10 days)
- 2 = Long-term Suspension (more than 10 days)
- 3 = Expulsion

Number days Enrolled in ALP

Total number of school days enrolled in the ALP for this placement (list each ALP enrollment separately).

Number days Absent

Number of days absent while enrolled in ALP during 2001-02.

Student Status

Indicate each student's status at the end of the year or, if the student exited the ALP before the end of the year, indicate student status upon exit from ALP. For student enrolled in ALP more than once during the year list each enrollment separately.

- 01= Still enrolled in ALP and Remained in Same Grade
- 02= Still enrolled in ALP and Promoted to Next Grade
- 03= Returned to Home/Regular School and Remained in Same Grade
- 04=Returned to Home/Regular School and Promoted to Next Grade
- 05=Graduated from High School
- 06=Transferred to another School District
- 07=Transferred to Community College GED Program or Adult Basic Education prior to graduation
- 08 = Dropped out of school (other than transferred to Community College or ABE program)
- 09 = In Training School, Juvenile Detention Center, or Jail
- 10 = Long-term suspension
- 11 = Expelled from School
- 12 = Left school for employment prior to graduation
- 13 = Left school for hospital or therapeutic residential facility
- 14 = Deceased
- 15 = Other

Thank you for you assistance.

If you have any questions concerning this form contact Kathleen Snyder at (919) 515-1301 or Kathleen_Snyder@NCSU.edu.

Return the Student Data Roster by US Mail no later than June 14, 2002 to:

Ms. Kathleen Snyder

North Carolina State University

Box 7401

Raleigh, NC 27695-7401

Remember to retain a copy of the completed data for your records. Please put the name of your ALP and LEA on the diskette if you are submitting a diskette instead of a paper copy of the roster.