

April 30, 2003

North Carolina

Consolidated State Application May 1, 2003 Submission

for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)

Due: May 1, 2003



U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

Instructions for Completing the Consolidated State Application May 1, 2003, Submission

As described in the May 7, 2002, Consolidated State Application Package, States' submissions of their consolidated applications have been divided into multiple submissions and information requests. The information States are to provide in their May 1, 2003, consolidated applications is listed below. This list differs from the list in the Consolidated State Application form distributed in 2002 in that it excludes (1) the information that States were required to submit in their January 31, 2003, Accountability Workbooks, (2) the information States are to provide for Goal 5 (All students will graduate from high school), and (3) the information States are to provide regarding their objectives for student development and attainment of English proficiency. It also corrects an error in the application package. The 2002 application package indicated that performance targets for non-AYP indicators would be due in May 2003. It should have stated that both targets and baseline data for non-AYP indicators would be due in September 2003.

(1) Accountability Workbooks. States are expected to submit any outstanding accountability workbook information at the time and in the manner previously established by the Department.

(2) Goal 5 baseline data and targets. The Department is considering publishing an amendment to the Consolidated State Application regulations to require States to use the same definition for graduation rate that has been approved by the Department as part of the State's Accountability Plan under Title I, Part A of the ESEA. Therefore the submission date for baseline data and targets for Goal 5 is changed from May to September 2003.

(3) English Proficiency Objectives. Since many States have indicated that they will not have objectives related to student development and attainment of English proficiency by May, the Department is deferring submission of the objectives until September 2003.

Summary of Information Required for May 1, 2003 Submission

A. ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS

1. Baseline data and performance targets for the following AYP- related indicators.

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum by attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment, consistent with the State's annual measurable objectives. (Note: These subgroups are those

for which the ESEA requires State reporting, as identified in section 1111(h)(1)(c)(i).)

- 1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment, consistent with the State's annual measurable objectives. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(c)(i).)
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Baseline data and performance targets for all ESEA Goals and indicators not included in this May 1, 2003, submission will be due on September 1, 2003.

2. Baseline data and performance targets for any State identified goals and indicators.

B. STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS

Consistent with the consolidated State Application Package distributed in Spring 2002, States are asked to submit the following information by May 1, 2003:

1a. Evidence that the State has:

- adopted challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1); or
- disseminated grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.

1b. Detailed timeline for major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

1c. A detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels.

1d. A detailed timeline for major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

This workbook format has been developed to facilitate preparation and submission of the information required in this May 1 submission. States may use this format or another format of their choosing provided that all required information is provided in a clear and concise manner. The deadline for submission of this application is May 1, 2003.

Transmittal Instructions

To expedite the receipt of this May 1, 2003, Consolidated State Application submission, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

A. ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS

Baseline Data for Performance Indicators 1.1, 1.2, 2.2, and 2.3

In the following charts, please provide baseline data from the 2001-2002 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2001-2002 school year. States should provide baseline data on the percentage of students scoring at the proficient or advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during 2001-2002.

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 3

Grade 3 Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	76.1
African American/Black	58.3
American Indian/Native Alaskan	65.9
Asian/Pacific Islander	85.3
Hispanic	69.4
White	86.0
Other	78.1
Students with Disabilities	51.3
Students without Disabilities	80.0
Limited English Proficient	62.5
Economically Disadvantaged	63.0
Non-Economically Disadvantaged	87.0
Migrant	64.6
Male	75.8
Female	76.3

Grade 3 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	78.3
African American/Black	65.1
American Indian/Native Alaskan	68.6
Asian/Pacific Islander	82.9
Hispanic	67.3
White	86.3
Other	80.7
Students with Disabilities	46.6
Students without Disabilities	83.2
Limited English Proficient	56.7
Economically Disadvantaged	66.4
Non-Economically Disadvantaged	88.2
Migrant	63.4
Male	75.3
Female	81.5

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 4

Grade 4 Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	87.7
African American/Black	77.3
American Indian/Native Alaskan	81.2
Asian/Pacific Islander	94.1
Hispanic	84.6
White	93.2
Other	91.0
Students with Disabilities	65.6
Students without Disabilities	91.1
Limited English Proficient	78.2
Economically Disadvantaged	79.9
Non-Economically Disadvantaged	94.0
Migrant	79.8
Male	86.4
Female	89.1

Grade 4 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	75.8
African American/Black	59.8
American Indian/Native Alaskan	65.0
Asian/Pacific Islander	83.7
Hispanic	65.7
White	84.7
Other	80.1
Students with Disabilities	43.8
Students without Disabilities	80.6
Limited English Proficient	50.6
Economically Disadvantaged	62.4
Non-Economically Disadvantaged	86.4
Migrant	58.3
Male	72.4
Female	79.3

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 5

Grade 5 Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	87.3
African American/Black	76.8
American Indian/Native Alaskan	77.3
Asian/Pacific Islander	93.7
Hispanic	82.5
White	92.9
Other	90.2
Students with Disabilities	62.9
Students without Disabilities	91.0
Limited English Proficient	76.8
Economically Disadvantaged	78.8
Non-Economically Disadvantaged	93.7
Migrant	75.4
Male	86.0
Female	88.6

Grade 5 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	83.2
African American/Black	70.9
American Indian/Native Alaskan	69.0
Asian/Pacific Islander	86.6
Hispanic	74.1
White	90.1
Other	88.4
Students with Disabilities	52.4
Students without Disabilities	87.7
Limited English Proficient	60.3
Economically Disadvantaged	72.0
Non-Economically Disadvantaged	91.6
Migrant	64.0
Male	80.6
Female	85.8

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 6

Grade 6 Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	85.7
African American/Black	73.3
American Indian/Native Alaskan	77.9
Asian/Pacific Islander	92.9
Hispanic	78.0
White	92.2
Other	88.0
Students with Disabilities	57.9
Students without Disabilities	89.5
Limited English Proficient	67.4
Economically Disadvantaged	75.7
Non-Economically Disadvantaged	92.3
Migrant	68.7
Male	84.2
Female	87.1

Grade 6 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	73.4
African American/Black	55.5
American Indian/Native Alaskan	61.2
Asian/Pacific Islander	79.6
Hispanic	58.6
White	83.2
Other	77.6
Students with Disabilities	39.2
Students without Disabilities	78.0
Limited English Proficient	36.9
Economically Disadvantaged	57.4
Non-Economically Disadvantaged	84.1
Migrant	48.5
Male	70.3
Female	76.6

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 7

Grade 7 Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	82.7
African American/Black	68.4
American Indian/Native Alaskan	75.7
Asian/Pacific Islander	92.6
Hispanic	72.4
White	90.0
Other	87.4
Students with Disabilities	51.0
Students without Disabilities	87.0
Limited English Proficient	56.5
Economically Disadvantaged	70.7
Non-Economically Disadvantaged	90.1
Migrant	66.8
Male	80.6
Female	84.8

Grade 7 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	76.0
African American/Black	58.5
American Indian/Native Alaskan	64.5
Asian/Pacific Islander	82.7
Hispanic	61.6
White	85.3
Other	80.0
Students with Disabilities	40.2
Students without Disabilities	80.7
Limited English Proficient	35.8
Economically Disadvantaged	60.2
Non-Economically Disadvantaged	85.7
Migrant	51.4
Male	72.8
Female	79.1

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 8

Grade 8 Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	81.8
African American/Black	66.9
American Indian/Native Alaskan	74.1
Asian/Pacific Islander	91.4
Hispanic	70.8
White	89.1
Other	83.6
Students with Disabilities	49.0
Students without Disabilities	86.1
Limited English Proficient	57.1
Economically Disadvantaged	69.0
Non-Economically Disadvantaged	88.1
Migrant	67.3
Male	80.1
Female	83.4

Grade 8 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	84.6
African American/Black	71.6
American Indian/Native Alaskan	73.6
Asian/Pacific Islander	88.0
Hispanic	70.6
White	91.5
Other	89.6
Students with Disabilities	51.7
Students without Disabilities	88.9
Limited English Proficient	46.1
Economically Disadvantaged	72.1
Non-Economically Disadvantaged	90.8
Migrant	54.9
Male	81.7
Female	87.6

BASELINE STUDENT ACHIEVEMENT DATA: HIGH SCHOOL

High School Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	66.8
African American/Black	44.3
American Indian/Native Alaskan	53.7
Asian/Pacific Islander	77.0
Hispanic	54.4
White	76.4
Other	68.7
Students with Disabilities	27.0
Students without Disabilities	70.1
Limited English Proficient	38.6
Economically Disadvantaged	N/a
Non-Economically Disadvantaged	N/a
Migrant	N/a
Male	65.2
Female	68.4

High School Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	61.6
African American/Black	40.1
American Indian/Native Alaskan	44.6
Asian/Pacific Islander	63.8
Hispanic	47.6
White	71.2
Other	66.6
Students with Disabilities	21.2
Students without Disabilities	65.0
Limited English Proficient	21.8
Economically Disadvantaged	N/a
Non-Economically Disadvantaged	N/a
Migrant	N/a
Male	56.3
Female	66.9

Performance Targets for Performance Indicators 1.1, 1.2, 2.2, and 2.3

In the following charts, please provide performance targets for the percentage of students who will be at or above the proficient level in mathematics and reading/language arts on the State's assessment, consistent with the State's annual measurable objectives. Three sets of charts have been provided to accommodate States' varying plans for setting annual measurable objectives, with some States having the same annual measurable objectives for all grade levels in the State and other States having separate annual measurable objectives for elementary, middle, and high schools. At the top of each set of charts, please indicate the grades levels to which your annual measurable objectives apply.

STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)

GRADES: 3 through 8

Math	Percent of Students at Proficient or Advanced
2002-2003 Target	74.6
2003-2004 Target	74.6
2004-2005 Target	81.0
2005-2006 Target	81.0
2006-2007 Target	81.0
2007-2008 Target	87.3
2008-2009 Target	87.3
2009-2010 Target	87.3
2010-2011 Target	93.7
2011-2012 Target	93.7
2012-2013 Target	93.7
2013-2014 Target	100

Reading/Language Arts	Percent of Students at Proficient or Advanced
2002-2003 Target	68.9
2003-2004 Target	68.9
2004-2005 Target	76.7
2005-2006 Target	76.7
2006-2007 Target	76.7
2007-2008 Target	84.4
2008-2009 Target	84.4
2009-2010 Target	84.4
2010-2011 Target	92.2
2011-2012 Target	92.2
2012-2013 Target	92.2
2013-2014 Target	100

STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)

GRADES: 10

Math	Percent of Students at Proficient or Advanced
2002-2003 Target	54.9
2003-2004 Target	54.9
2004-2005 Target	66.2
2005-2006 Target	66.2
2006-2007 Target	66.2
2007-2008 Target	77.4
2008-2009 Target	77.4
2009-2010 Target	77.4
2010-2011 Target	88.7
2011-2012 Target	88.7
2012-2013 Target	88.7
2013-2014 Target	100

Reading/Language Arts	Percent of Students at Proficient or Advanced
2002-2003 Target	52.0
2003-2004 Target	52.0
2004-2005 Target	64.0
2005-2006 Target	64.0
2006-2007 Target	64.0
2007-2008 Target	76.0
2008-2009 Target	76.0
2009-2010 Target	76.0
2010-2011 Target	88.0
2011-2012 Target	88.0
2012-2013 Target	88.0
2013-2014 Target	100

STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)

GRADES: N/A

Math	Percent of Students at Proficient or Advanced
2002-2003 Target	
2003-2004 Target	
2004-2005 Target	
2005-2006 Target	
2006-2007 Target	
2007-2008 Target	
2008-2009 Target	
2009-2010 Target	
2010-2011 Target	
2011-2012 Target	
2012-2013 Target	
2013-2014 Target	

Reading/Language Arts	Percent of Students at Proficient or Advanced
2002-2003 Target	
2003-2004 Target	
2004-2005 Target	
2005-2006 Target	
2006-2007 Target	
2007-2008 Target	
2008-2009 Target	
2009-2010 Target	
2010-2011 Target	
2011-2012 Target	
2012-2013 Target	
2013-2014 Target	

Baseline Data and Performance Targets for Performance Indicator 1.3

In the following chart, please provide baseline data and performance targets for the percentage of Title I schools that make adequate yearly progress. For baseline data, please indicate the percentage of Title I schools that made adequate yearly progress in the 2001-2002 school year, based upon the 2001-2002 school year test administration. For performance targets, please indicate the percentage of Title I schools that will make adequate yearly progress from the 2002-2003 school year through the 2013-2014 school year.

Baseline Data and Targets	Percentage of Title I Schools Making Adequate Yearly Progress
2001-2002 Baseline	93.8*
2002-2003 Target	41.6**
2003-2004 Target	46.9
2004-2005 Target	52.2
2005-2006 Target	57.5
2006-2007 Target	62.8
2007-2008 Target	68.1
2008-2009 Target	73.4
2009-2010 Target	78.7
2010-2011 Target	84.0
2011-2012 Target	89.4
2012-2013 Target	94.7
2013-2014 Target	100.0

* This result is based on the old definition of AYP:
 ABCs results of *Schools making Expected or High Growth* (except Priority schools with PC < 50%) and *Schools with No Recognition* translates to making AYP.

** The results from 2002-03 to 2013-14 are calculated based on the simulation for 2001-02 under the NCLB Act.

2. Baseline data and performance targets for any State identified goals and indicators

If your State included any State identified goals and indicators in its June 2002 consolidated State application submission, please provide baseline data and performance targets for those goals and indicators below.

BASELINE DATA AND PERFORMANCE INDICATORS FOR STATE IDENTIFIED GOALS AND INDICATORS

No other state identified goals and indicators.

B. STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS

1a. Please provide evidence that the State has:

- **adopted challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1); or**
- **disseminated grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.**

STATE RESPONSE

North Carolina previously submitted its information regarding content standards in reading and mathematics as a part of the Title I Peer Review Process. However, since that time, North Carolina has revised its mathematics content standards, which were implemented effective with the 1999-2000 school year. The revised assessments in mathematics measuring those new content standards were implemented in the 2000-2001 school year. New content standards in the area of English/Language Arts were adopted by the State Board of Education for implementation in the 2001-2002 school year. There are grade level expectations established for the content standards in mathematics and in English/Language Arts. Access to the curriculum is available to schools and the public through the Department's website address: www.ncpublicschools.org/curriculum/. New assessments in reading comprehension will be administered effective with the 2002-2003 school year. The fact that North Carolina's *National Assessment of Educational Progress* scores continue to rise is evidence of the challenging content standards in the areas of reading and mathematics.

1b. Please provide a detailed timeline for major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

STATE RESPONSE

The State of North Carolina has adopted content standards in the area of science effective with the 2000-2001 school year. These standards can be accessed through the Department's website address: www.ncpublicschools.org/curriculum/. However, the Department is in the process of reevaluating the content standards with revisions anticipated for the 2003-04 school year.

In addition, the process used for developing or revising a curriculum area is available by accessing HSP-F-012, "Policy delineating the Standard Course of Study Curriculum Development Process" through the Department's website address: <http://sbepolicy.dpi.state.nc.us/>.

1c. Please provide a detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels.

STATE RESPONSE

Statewide assessments for the areas of reading and mathematics in grades three through eight are already established and in place. At the high school level, the state will reinstate the North Carolina High School Comprehensive Tests for Reading and Mathematics that were last used statewide in the 2000-2001 school year. These tests already have been through the Title I Peer Review Process. Alternate assessments are available for these tests.

North Carolina Proposed Science Assessments

In the area of science the State of North Carolina will establish science assessments according to the following timeline (approved by the SBE at the April, 2003 meeting).

Timeline for Implementation

Year

2002-03

2003-04

2004-05

2005-06

2006-07

2007-08

Tasks

Reevaluate science content standards and test alignment.

SBE adopts revised science curriculum.

Develop test specifications and initiation of item writing, item development and reviews.

Item development, item reviews, and item tryouts.

Item data analyzed, item revisions/ development and item/form production and field-testing.

Field test data analyzed.

Test assembly, test production.

Tests administered as an operational pilot.

Academic achievement standards set.

Agency approves revised tests.

Operational tests administered.

Results reported, technical documentation reported.

North Carolina Mathematics Assessments

The statewide mathematics assessments initially implemented during the 1992-93 school year for grades 3-8 have been revised to align with the mathematics content standards adopted by the State Board of Education (effective with the 1999-00 school year). The mathematics assessments are being implemented according to the following timeline:

Timeline for Implementation

Year	1998-99	1999-00	2000-01	2001-02	2002-03
Tasks	Content Standards adopted, test specifications developed, RFP written for item development, item development occurred	Content standards implemented statewide, item development continued, test reviews held, field test items embedded in operational forms of tests and administered statewide, agency approves revised tests.	Field test data analyzed, operational tests assembled, operational tests produced, operational tests administered, performance standards set, test results reported, test scores rescaled, results used in the accountability program.	Item development continued, stand-alone field tests administered to a random sample of students to expand item pool, operational tests continued, results reported and used in the accountability program.	Continued item development to expand item pools, operational tests continued to be administered statewide, test results reported, results used in accountability program, technical documentation reported.

North Carolina Reading Comprehension Assessments

The statewide reading assessments were initially implemented during the 1992-93 school year for grades 3-8. They have been revised to align with the English/Language Arts content standards, which were adopted by the State Board of Education in December 1999 (effective during the 2001-02 school year). The revised reading comprehension assessments are being implemented according to the following timeline:

Timeline for Implementation

Year	1999-00	2000-01	2001-02	2002-03	2003-04
Tasks	Content standards adopted by the Board, Test specifications developed, RFP written, item development initiated	Item development continued, test reviews held	Content standards implemented statewide, Item development continued, test reviews held, field tests administered, field test data analyzed, Tests rescaled-if appropriate, Performance standards set, agency approves revised tests.	Field test data analysis continued, continued item development to expand pool, operational tests produced and administered, test results reported, test results used in the accountability program, preliminary technical documentation reported	Operational tests administered, test results reported, test results used in the accountability program, technical documentation reported.

1d. Please provide a detailed timeline for major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

STATE RESPONSE

The academic achievement standards (performance standards) have been established in the areas of reading and mathematics for grades three through eight as well as the High School Comprehensive Test at grade 10. North Carolina has four achievement levels, which are Achievement Level I (the lowest level of achievement), up to Achievement Level IV (the highest level of achievement). Descriptors of these achievement levels were submitted during the previous Title I Peer Review Process. Achievement standards in the areas of reading and mathematics have been equated to previous achievement standards in the respective area to reflect the revised tests based on revised curriculum. The achievement standards in the area of science will be determined during the 2006-2007 school year for implementation in the 2007-2008 school year.