

School and Teacher Demographics

Number of districts 120
(CCD, 1998-99)

Number of public schools in state (CCD, 1998-99)

Elementary	Middle	High	Combined	Other
1,254	420	337	77	7

Student/teacher ratio

(CCD, 1998-99)

Elementary	Middle	High
15:1	15:1	15:1

Number of FTE teachers in state (CCD, 1998-99)

Elementary	Middle	High	Combined	Other
41,751	18,735	22,307	1,723	289

Public school enrollment

(CCD)

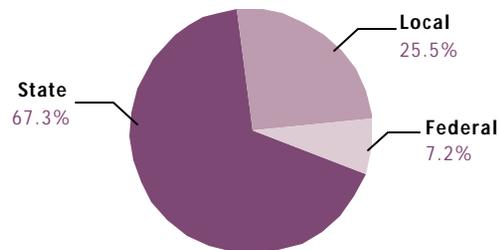
(By state definition)

	1989-90	1998-99
K-8	769,825	913,146
9-12	310,919	333,983
Pre-K	n/a	7,610

Sources of funding

District average

(CCD, 1996-97)



Student Demographics

Race/ethnicity

	1989-90	1998-99
American Indian/Alaskan Natives	1.6%	1.5%
Asian/Pacific Islander	0.8	1.7
Black	30.4	31.2
Hispanic	0.7	3.1
White	66.5	62.5

(CCD, K-12)

Students with disabilities

(OSEP, K-12)

	1990-91	1998-99
	10.2%	11.6%

Limited English proficient

(USED /NCBE, K-12)

	1989-90	1996-97
	4,586	24,771

Migrant

(OME, K-12)

	1993-94	1998-99
	10,103	13,876

High school dropout rate

(CCD, event)

	1993-94	1997-98
	n/a	n/a

1994-95 1997-98

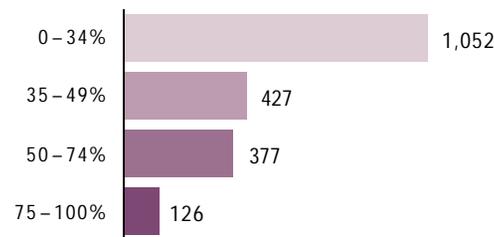
Postsecondary enrollment

(IPEDS, High school grads enrolled in college)

	51%	56%

All schools by percent of students eligible to participate in the Free Lunch Program*

(CCD, 1998-99)



* 113 Schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
>50 percent students at/above grade level
(Reading, Writing and Math at grades 3-8; Reading Writing, Math, Science & Social Studies at grades 9-12)

Expected School Improvement on Assessment
Annual growth over a baseline set for each school

Indicators for School Accountability
Primarily End of Grade and End of Course Tests; additional components in high school

Title I AYP Target for Schools
Title I improvement defined as two years below AYP

Schools Meeting Title I AYP Goal
1,013 (98.3%)

Title I Schools

Title I enrollment	1998-99
K-8	298,570
9-12	4,582
Pre-K	n/a

(USED)

Race/ethnicity

	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	11,135	256
Asian/Pacific Islander	2,865	517
Black	126,168	12,404
Hispanic	13,338	2,677
White	122,441	17,023

(USED, K-12)

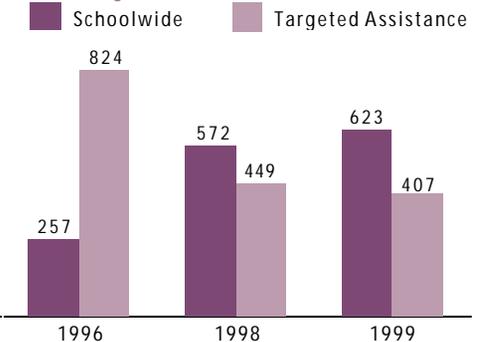
Title I allocation

\$146,819,726

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998-99)

Number of schools with Title I programs

Schoolwide vs. targeted assistance (USED)



Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Level 1	Level 2	Level 3	Level 4
All Students	7.4%	21.2%	43.8%	27.6%
Title I Schoolwide	9.6	26.2	45.2	19.0
Title I Targeted	14.3	42.3	35.4	7.9
Percent of School in Poverty				
00–34	4.7	14.7	42.0	38.6
75–100	12.9	32.9	42.8	11.4
LEP Students	19.2	41.1	35.8	3.9
Migrant students	16.4	34.1	41.9	7.6

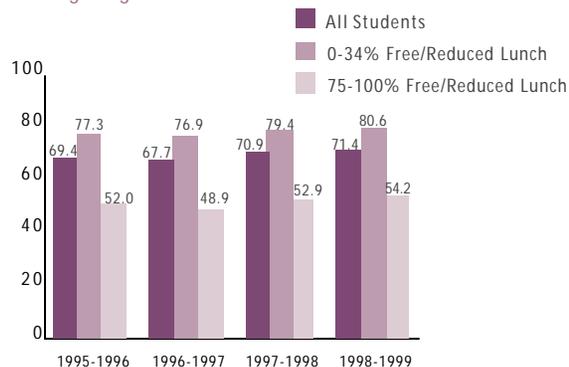
Mathematics

	Level 1	Level 2	Level 3	Level 4
All Students	2.9%	14.4%	43.0%	39.6%
Title I Schoolwide	3.7	17.9	47.6	30.8
Title I Targeted	5.8	29.4	49.1	15.6
Percent of School in Poverty				
00–34	1.7	9.7	37.1	51.5
75–100	5.2	22.9	50.1	21.8
LEP Students	6.0	23.5	53.8	16.7
Migrant students	3.8	20.5	53.1	22.5

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Student achievement trend

Reading 4th grade meets or exceeds Level 3



Grade 8

Reading/Language Arts

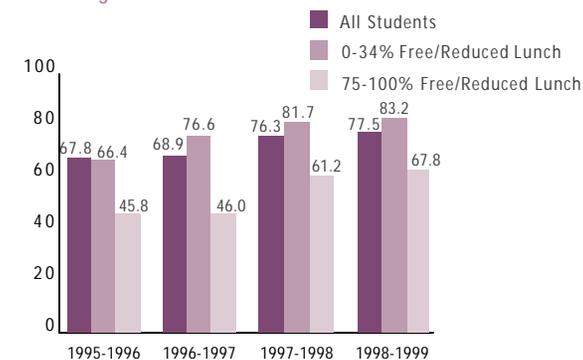
	Level 1	Level 2	Level 3	Level 4
All Students	3.2%	16.9%	43.1%	36.8%
Title I Schoolwide	4.2	21.8	47.8	26.2
Title I Targeted	7.1	38.4	42.1	12.4
Percent of School in Poverty				
00–34	2.2	12.4	40.4	45.0
75–100	7.1	29.7	47.4	15.8
LEP Students	15.0	49.1	29.8	6.1
Migrant students	12.0	34.0	40.4	13.6

Mathematics

	Level 1	Level 2	Level 3	Level 4
All Students	5.4%	17.0%	37.9%	39.6%
Title I Schoolwide	6.9	21.5	42.3	29.3
Title I Targeted	12.1	36.0	38.4	13.6
Percent of School in Poverty				
00–34	3.6	13.1	36.0	47.2
75–100	10.2	27.0	42.2	20.6
LEP Students	18.0	33.9	34.3	13.8
Migrant students	14.3	27.4	38.6	19.7

Student achievement trend

Math 8th grade meets or exceeds Level 3



Assessment Information

Assessment Reported

North Carolina End of Grade/End of Course Test, used since 1992–1993

Progress Toward Assessment Aligned with Standards

Performance standards met review criteria of the U.S. Department of Education.

State Definition of “Proficient”, used since 1992–1993

Level 3: Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Exclusion from Assessment

LEP first year, LEP second year, exempted by IEP committee, identified under Section 504, temporary disability, or other

Other Assessments

NC Tests of Computer Skills
NRT

End of Course Test

English I

	Level 1	Level 2	Level 3	Level 4
All Students	9.4%	26.1%	39.3%	25.2%
Title I Schoolwide	23.7	39.6	28.2	8.6
Title I Targeted	54.4	40.0	4.8	0.8

Algebra I

	Level 1	Level 2	Level 3	Level 4
All Students	9.1%	25.5%	43.4%	22.0%
Title I Schoolwide	10.0	22.1	40.0	27.9
Title I Targeted	47.6	14.6	11.7	26.2

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	28%	31%
Basic level and above	62%	76%
Math, 2000:		
Proficient level and above	28%	30%
Basic level and above	76%	70%