

North Carolina

<http://www.dpi.state.nc.us>

School and Teacher Demographics

Per pupil expenditures
(CCD, 1999-2000) \$6,045

Number of Districts
(CCD, 2000-01) 120

Number of Charter Schools
(CCD, 2000-01) 90

Number of Public Schools (CCD)

	1993-94	2000-01
Elementary	1,165	1,297
Middle	401	447
High	304	336
Combined	24	75
Total	1,894	2,155

Number of FTE Teachers (CCD)

	1993-94	2000-01
Elementary	34,008	42,707
Middle	15,990	19,892
High	18,645	22,531
Combined	963	1,477
Total	69,606	86,607

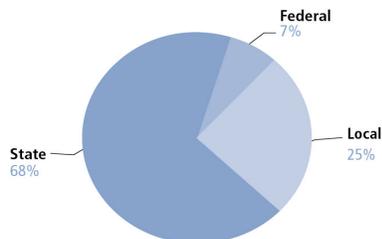
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	87%	81%
Math	79	64
Science	73	75
Social Studies	88	93

Sources of Funding

District Average

(CCD, 1999-2000)



Student Demographics

Public school enrollment
(CCD)

	1993-94	2000-01
Pre-K	8,469	8,722
K-8	798,816	936,702
9-12	305,060	348,168
Total (K-12)	1,103,876	1,284,870

Race/ethnicity
(CCD)

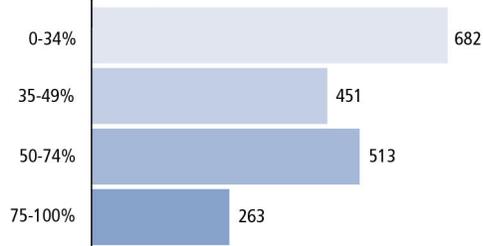
	1993-94	2000-01
American Indian/Alaskan Natives	2%	1%
Asian/Pacific Islander	1	2
Black	30	31
Hispanic	1	4
White	66	61
Other	-	-

Students with disabilities (OSEP)	1993-94	2000-01
	11%	11%

Students with limited English proficiency (ED/NCBE)	1993-94	2000-01
	1%	4%

Migratory students (OME)	1993-94	2000-01
	1%	2%

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program*
(CCD, 2000-01)



*283 schools did not report.

Key

* = Less than 0.5 percent
— = Not applicable

n/a = Not available
= Sample size too small to calculate
High Poverty Schools = 75-100% of students qualify for lunch subsidies

Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year.)

Statewide Goal for Schools on State Assessment

Sixty percent students at or above grade level in reading, writing and math (grades 3-8); and 60 percent in reading, writing, math, science and social studies (grades 9-12).

Expected School Improvement on Assessment

Annual growth/gain over a baseline set for each school.

Title I Adequate Yearly Progress (AYP) for Schools

Meet growth expectations and 50 percent students at grade level, or above 60 percent at grade level without growth.

Title I 2000-01

(ED Consolidated Report, 2000-01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	674	352	1,026
	66%	34%	100%
Schools meeting AYP	592	329	921
Goal	88%	93%	90%
Schools identified for Improvement	4	2	6
	1%	1%	1%

Title I Allocation \$163,037,646

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000-01)

NAEP State Results

	Grade 4	Grade 8
Reading, 2002		
Proficient level and above	32%	31%
Basic level and above	62	76
Math, 2000		
Proficient level and above	28%	30%
Basic level and above	76	70

North Carolina

Student Achievement 2000-01

Assessment:

North Carolina End of Grade or End of Course Test.

State Definition of Proficient:

Level III--mastery of grade level subject matter and skills and are prepared for next grade level.

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Elementary School

Grade 4 Reading

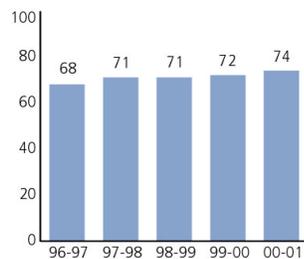
Students in:	Level I	Level II	Level III	Level IV
All schools	6%	19%	43%	31%
Title I schools	9	25	45	21
High poverty Schools	11	31	44	14
Students with limited English proficiency	15	38	41	6
Migratory students	12	37	43	8
Students with Disabilities	21	35	35	9

Grade 4 Mathematics

Students in:	Level I	Level II	Level III	Level IV
All schools	1%	12%	47%	40%
Title I schools	2	17	53	29
High poverty Schools	2	21	56	21
Students with limited English proficiency	2	23	58	17
Migratory students	3	21	57	19
Students with Disabilities	4	28	51	17

Student Achievement Trend

Reading 4th grade meets or exceeds Level III



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Middle School

Grade 8 Reading

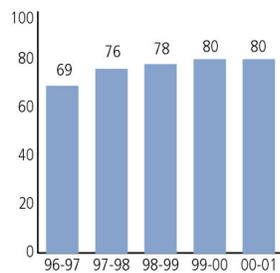
Students in:	Level I	Level II	Level III	Level IV
All schools	2%	14%	44%	39%
Title I schools	3	21	49	27
High poverty Schools	5	28	50	18
Students with limited English proficiency	11	40	43	6
Migratory students	3	24	48	24
Students with Disabilities	13	39	38	10

Grade 8 Mathematics

Students in:	Level I	Level II	Level III	Level IV
All schools	5%	15%	37%	43%
Title I schools	8	21	42	30
High poverty Schools	10	25	43	21
Students with limited English proficiency	15	31	38	16
Migratory students	7	21	41	31
Students with Disabilities	21	35	33	11

Student Achievement Trend

Mathematics 8th grade meets or exceeds Level III



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High School

**Grade 9
Reading (English I)**

Students in:	Level I	Level II	Level III	Level IV
All schools	8%	24%	40%	28%
Title I schools	21	37	33	10
High poverty Schools	32	37	27	4
Students with limited English proficiency	30	42	25	4
Migratory students	31	31	32	6
Students with Disabilities	32	42	21	5

**Grade 9
Mathematics (Algebra I)**

Students in:	Level I	Level II	Level III	Level IV
All schools	3%	21%	45%	31%
Title I schools	5	27	36	32
High poverty Schools	3	21	50	26
Students with limited English proficiency	5	34	43	18
Migratory students	4	21	50	26
Students with Disabilities	11	41	38	10

High School Indicators	1993-94	2000-01
High school dropout rate (CCD, event)	n/a	6%
Postsecondary enrollment (NCES, High school grads enrolled in college)	51%	65%

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