

Districts and schools

Number of districts (CCD)	1993-94 121	2002-03 117
Number of public schools (CCD)		
Elementary	1,167	1,323
Middle	407	464
High	321	359
Combined	29	95
Other	28	4
Total	1,952	2,245
Number of charter schools (CCD)		93

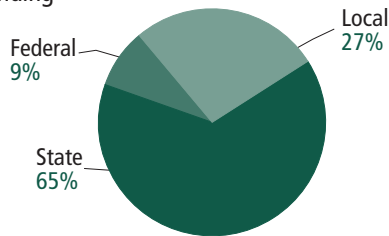
Finances

Total current expenditures 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	2001-02
Instructional	\$4,046,687
Noninstructional	501,891
Support	2,038,528
Total	6,587,106

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	\$5,812	\$6,501
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Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$214,422,710

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	8,469	10,310
K-8	798,816	953,657
9-12	305,060	371,987
Total (K-12)	1,103,876	1,325,644

Race/ethnicity

American Indian/Alaskan Native	2%	1%
Asian/Pacific Islander	1	2
Black, non-Hispanic	30	31
Hispanic	1	6
White-non-Hispanic	66	59

Students with disabilities (OSEP)	11%	12%
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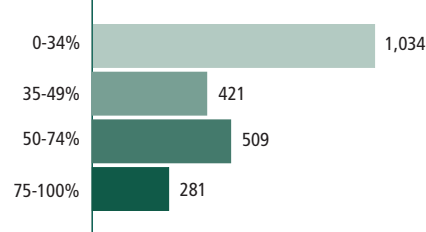
Students with limited English proficiency (NCELA)	1%	5%
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Migrant students (OME)	1%	2%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996 29%	2003 29%
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Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	452,486
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)



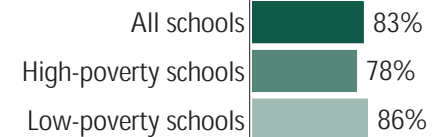
Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	33,841	44,233
Middle	15,990	17,507
High	18,559	23,926
Combined	778	1,877
Other	253	134
Total	69,421	87,677

Number of FTE non-teacher staff (CCD)		
Instructional aides	20,721	27,476
Instructional coordinators	767	889
Administrators	5,228	6,288
Other	36,922	46,998
Total	63,638	81,651

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	87%	81%
Mathematics	79	64
Science	73	75
Social studies	88	93

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	6%
Avg. freshman graduation rate (NCES)	70%	67
College-going rate (IPEDS/NCES)	51	65

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	30%	32%
Basic level or above	59	65
Math, Grade 8		
Proficient level or above	20%	32%
Basic level or above	56	71

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate
 FTE = Full Time Equivalent

Statewide Accountability Information

See Appendix B for North Carolina's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.ncreportcards.org/src/stateDetails.jsp?Page=1&pYear=2003-2004> for more details on the statewide accountability system.

State assessment for NCLB accountability: End-of-Grade Mathematics/Reading

State student achievement levels: Level I, Level II, Level III, Level IV

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	68.9%	68.9%
	Mathematics	74.6	74.6
Grade 8	Reading	68.9	68.9
	Mathematics	74.6	74.6
High school	Reading	52	52
	Mathematics	54.9	54.9

2002-03 NCLB accountability results, applied to 2003-04 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	617 (55%)	1,031 (47%)	2 (2%)
Identified for improvement:			
Year 1	36 (3%)	1,195 (53%)	115 (54%)
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary/Middle indicator: Attendance	Meet or at least .1% progress toward 90%	Met
High school indicator: Graduation rate	Meet or at least .1% progress toward 90%.	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	337	*
Supplemental educational services:	362	*

*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

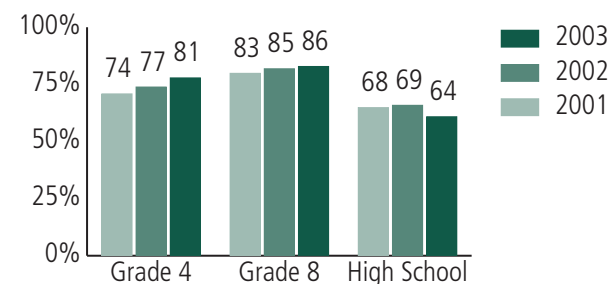
Student Achievement 2002-03

North Carolina End-of-Grade/Course Tests, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	81%	86%	64%
Economically disadvantaged students	70	74	43
Migrant students	60	57	27
Students with disabilities	48	50	21
Students with limited English proficiency	48	41	25
Black, non-Hispanic students	71	76	43
Hispanic students	64	65	44
White, non-Hispanic students	89	92	75

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	92%	82%	69%
Economically disadvantaged students	87	70	50
Migrant students	80	64	44
Students with disabilities	71	46	26
Students with limited English proficiency	72	52	41
Black, non-Hispanic students	87	69	48
Hispanic students	82	68	53
White, non-Hispanic students	95	90	79

Student achievement trend: Mathematics percent proficient level or above

