

School and Teacher Demographics

Per Pupil Expenditures \$5,656

(CCD, 1998–1999)

Number of districts 120

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
1,276	438	337	92	2,148

Number of charter schools 82

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
41,887	19,503	22,481	1,935	86,044

Public school enrollment 1993–1994 1999–2000

	K–8	9–12	Total
1993–1994	798,816	305,060	1,133,231
1999–2000	926,188	341,200	1,275,925
Pre-K	8,469		8,515

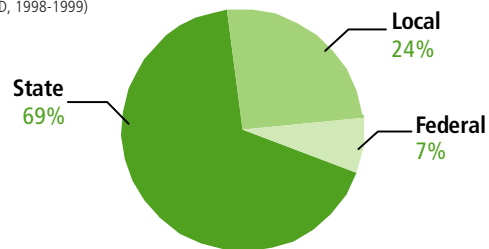
(CCD)

(By state definition)

Sources of funding

District average

(CCD, 1998–1999)



Student Demographics

Race/ethnicity 1993–1994 1999–2000

American Indian/Alaskan Natives	17,660	18,977
	2%	1%
Asian/Pacific Islander	12,796	22,903
	1%	2%
Black	343,538	399,218
	30%	31%
Hispanic	14,680	46,766
	1%	4%
White	744,557	788,090
	66%	62%
Other	n/a	n/a
	—	—

(CCD, K–12)

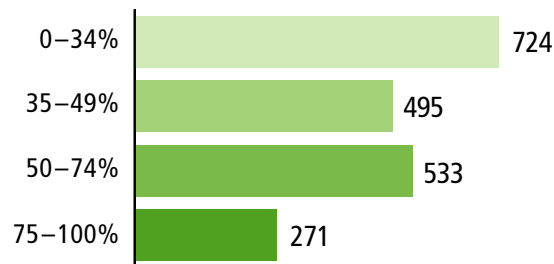
Students with disabilities (OSEP) 116,907 150,403
11% 12%

Students with Limited English proficiency (ED /NCBE, K–12) 12,408 41,667
1% 3%

Migratory students (OME, K–12) 10,103 n/a
1% —

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

(CCD, 1999–2000)



† 125 schools did not report.

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

Statewide Accountability Information

(Collected from States, January 2002 for 2001–2002 school year)

Statewide Goal for Schools on State Assessment

Sixty percent students at/above grade level in Reading, Writing and Math (grades 3–8); and 60 percent in Reading, Writing, Math, Science & Social Studies (grades 9–12).

Expected School Improvement on Assessment

Annual growth/gain 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 Adequate Yearly Progress (AYP) for Schools

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

Title I 1999–2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	660	370	1,030
	64%	36%	100%
Schools Meeting AYP Goal	646	361	1,007
	98%	98%	98%
Schools Identified for Improvement	10	2	12
	2%	1%	1%

(ED Consolidated Report, 1999–2000)

Title I allocation \$128,256,938

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

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%

Student Achievement 1999–2000

Assessment North Carolina End of Grade/End of Course Test

State Definition of Proficient Level 3-mastery of grade level subject matter and skills and are prepared for next grade level

Elementary School

Grade 4

Reading/Language Arts

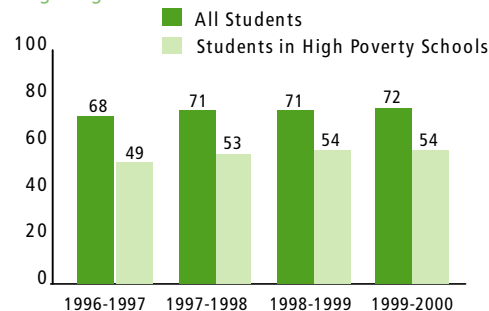
Students in:	Proficient ↻			
	Level 1	Level 2	Level 3	Level 4
All Schools	7%	21%	42%	30%
Title I Schools	10	27	44	20
High Poverty Schools	13	33	42	12
Students with Limited English Proficiency	20	40	37	3
Migratory Students	14	28	42	16
Students with Disabilities	24	37	31	8

Mathematics

Students in:	Proficient ↻			
	Level 1	Level 2	Level 3	Level 4
All Schools	2%	13%	44%	41%
Title I Schools	3	18	50	30
High Poverty Schools	4	24	52	21
Students with Limited English Proficiency	4	24	55	17
Migratory Students	3	19	46	32
Students with Disabilities	8	31	46	15

Student achievement trend

Reading 4th grade meets or exceeds Level 3



KEY: * = Less than 0.5 percent
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 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

Middle School

Grade 8

Reading/Language Arts

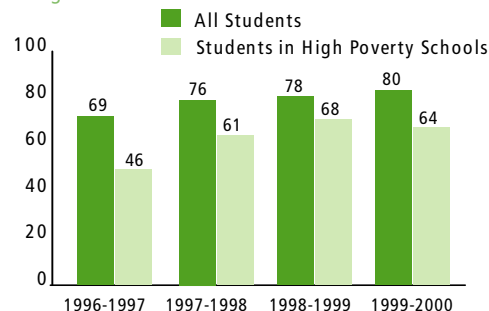
Students in:	Proficient ↻			
	Level 1	Level 2	Level 3	Level 4
All Schools	3%	15%	44%	39%
Title I Schools	4	20	50	27
High Poverty Schools	7	27	49	17
Students with Limited English Proficiency	16	42	38	4
Migratory Students	11	28	38	22
Students with Disabilities	16	39	36	9

Mathematics

Students in:	Proficient ↻			
	Level 1	Level 2	Level 3	Level 4
All Schools	5%	15%	36%	44%
Title I Schools	6	20	41	33
High Poverty Schools	11	25	41	23
Students with Limited English Proficiency	17	31	38	14
Migratory Students	13	20	37	30
Students with Disabilities	21	35	33	12

Student achievement trend

Math 8th grade meets or exceeds Level 3



High School

End of Course

English I

Students in:	Proficient ↻			
	Level 1	Level 2	Level 3	Level 4
All Schools	8%	24%	40%	28%
Title I Schools	18	35	33	14
High Poverty Schools	25	43	26	6
Students with Limited English Proficiency	29	47	19	4
Migratory Students	12	35	43	10
Students with Disabilities	33	41	22	4

Algebra I

Students in:	Proficient ↻			
	Level 1	Level 2	Level 3	Level 4
All Schools	9%	22%	39%	30%
Title I Schools	14	21	34	31
High Poverty Schools	23	26	32	18
Students with Limited English Proficiency	11	23	42	25
Migratory Students	10	32	38	21
Students with Disabilities	29	33	28	10

High School Indicators

High school dropout rate (CCD, event)	1993-94 n/a	1998-99 n/a
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95 30,961 54%	1998-99 40,558 68%