

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$6,346

Number of districts (CCD, 2001-02) 121

Number of charter schools (CCD, 2001-02) 93

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	1,165	1,314
Middle	401	456
High	304	342
Combined	24	75
Total	1,894	2,187

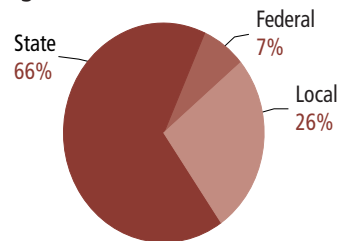
	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	34,008	42,379
Middle School	15,990	20,157
High School	18,645	22,790
Combined	963	1,592
Total	69,606	86,918

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, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	8,469	798,816	305,060	1,103,876
			359,398	1,306,043

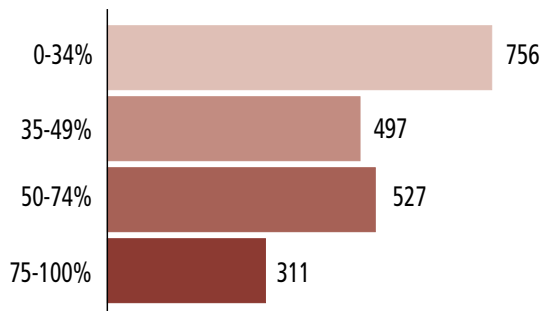
Race/ethnicity (CCD)	1993-94		2001-02	
	%	%	%	%
American Indian/Alaskan Natives	2%	1%		
Asian/Pacific Islander	1	2		
Black	30	31		
Hispanic	1	5		
White	66	60		
Other	—	—		

Students with disabilities (OSEP) 1993-94 11% 2001-02 12%

Migratory students (OME) 1993-94 1% 2001-02 2%

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

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 132 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Sixty percent of 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 2001-02 (ED Consolidated Report, 2001-02)	Schoolwide Programs	Targeted Assistance	Total
Number of schools	749	320	1,069
Schools meeting AYP goal	70%	30%	100%
Schools in need of improvement	69%	31%	94%
	12	4	16
	75%	25%	1%

Title I allocation \$188,921,237

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	32%	28%
Basic level and above	65	72

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	41%	32%
Basic level and above	85	71

## Student Achievement 2001-02

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.

### Elementary School

#### Grade 4

##### Reading

Students in:	Proficient ⇄		
	Level I/II	Level III	Level IV
All Schools	23%	45%	32%
Title I Schools	30	47	23
Economically Disadvantaged Students	35	49	16
Students with Limited English Proficiency	49	44	7
Migratory Students	40	46	14
Students with Disabilities	51	39	10

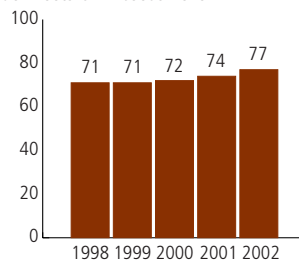
#### Grade 4

##### Mathematics

Students in:	Proficient ⇄		
	Level I/II	Level III	Level IV
All Schools	11%	46%	43%
Title I Schools	16	52	32
Economically Disadvantaged Students	18	57	25
Students with Limited English Proficiency	21	58	21
Migratory Students	18	55	27
Students with Disabilities	27	53	20

##### Student Achievement Trend

Reading 4th grade Meets or Exceeds Level III



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#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Proficient ⇄		
	Level I/II	Level III	Level IV
All Schools	15%	45%	40%
Title I Schools	22	51	27
Economically Disadvantaged Students	28	53	19
Students with Limited English Proficiency	54	39	7
Migratory Students	45	45	10
Students with Disabilities	46	42	12

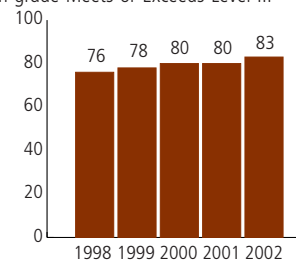
#### Grade 8

##### Mathematics

Students in:	Proficient ⇄		
	Level I/II	Level III	Level IV
All Schools	17%	36%	47%
Title I Schools	25	42	33
Economically Disadvantaged Students	31	43	26
Students with Limited English Proficiency	43	38	19
Migratory Students	32	45	23
Students with Disabilities	49	36	15

##### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Level III



### High School

#### Grade 9

##### English I

Students in:	Proficient ⇄		
	Level I/II	Level III	Level IV
All Schools	31%	40%	29%
Title I Schools	62	31	7
Economically Disadvantaged Students			
Students with Limited English Proficiency	73	23	4
Migratory Students	66	28	6
Students with Disabilities	72	23	5

#### Grade 9

##### Algebra I

Students in:	Proficient ⇄		
	Level I/II	Level III	Level IV
All Schools	21%	41%	38%
Title I Schools	26	37	37
Economically Disadvantaged Students			
Students with Limited English Proficiency	36	44	20
Migratory Students	21	50	29
Students with Disabilities	49	38	13

### High School Indicators

High school dropout rate (CCD, event) 1993-94 n/a 2000-01 6%

Postsecondary enrollment 1994-95 51% 2000-01 65%

(NCES, High school graduates enrolled in college)