

## Districts and schools

Number of districts	1993-94	2003-04
(CCD)	121	117

Number of public schools	(CCD)	
Elementary	1,167	1,329
Middle	407	465
High	321	361
Combined	29	78
Other	28	27
Total	1,952	2,260

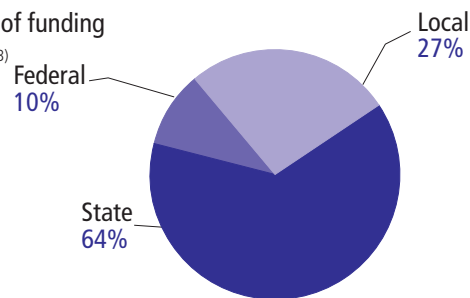
Number of charter schools	(CCD)	93
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## Finances

Total current expenditures	1993-94	2002-03
(CCD, in thousands of dollars, adjusted for inflation to 2002-03)		
Instructional	\$4,027,758	\$5,574,861
Noninstructional	499,539	489,107
Support	2,028,993	2,703,000
Total	6,556,290	8,766,968

Per-pupil expenditures	\$5,785	\$6,562
(CCD, adjusted for inflation to 2002-03)		

Sources of funding  
(CCD, 2002-03)



Title I allocation 2002-03	\$261,980,283
(ED; Includes Title I, Part A)	

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

## Students

Public school enrollment	(CCD)	
Pre-K	8,159	11,686
K-8	798,074	962,333
9-12	305,060	386,190
Total (K-12)	1,103,134	1,348,523

Race/ethnicity	(CCD)	
American Indian/Alaskan Native	2%	1%
Asian/Pacific Islander	1	2
Black, non-Hispanic	30	32
Hispanic	1	7
White, non-Hispanic	66	58

Students with disabilities	(OSEP)	11%	12%
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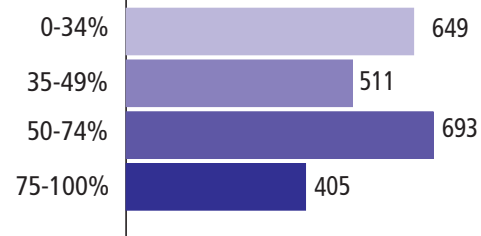
Students with limited English proficiency	(NCELA)	1%	5%
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Migrant students	(OME)	1%	2%
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Eighth-grade students enrolled in Algebra I for high school credit	1996	2003
(NAEP)	29%	29%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04	(CCD)	605,253
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04<sup>†</sup> (CCD)



<sup>†</sup>2 schools did not report.

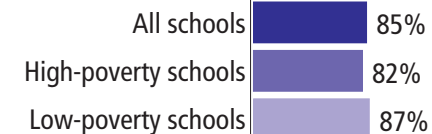
## Staff

Number of FTE teachers	(CCD)	
Elementary	34,057	44,266
Middle	16,047	21,158
High	18,883	24,006
Combined	1,050	1,567
Other	750	662
Total	70,787	91,659

Number of FTE non-teacher staff	(CCD)	
Instructional aides	20,721	27,852
Instructional coordinators	767	852
Administrators	5,228	6,386
Other	36,922	47,115
Total	63,638	82,205

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, 2003-04 (As defined and reported by states, collected by ED)



## Outcomes

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

NAEP state results	(NCES)	
Reading, Grade 4	1994	2005
Proficient level or above	30%	30%
Basic level or above	59	64
Math, Grade 8	1996	2005
Proficient level or above	20%	32%
Basic level or above	56	72

## 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/Course Tests

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

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
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

### 2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	911 (79%)	1,318 (71%)	8 (21%)
Identified for improvement:			
Year 1	140 (12%)	140 (6%)	39 (33%)
Year 2	14 (1%)	14 (1%)	43 (37%)
Corrective action	6 (1%)	6 (*)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary/middle school 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	4%
Supplemental educational services:	362	31%

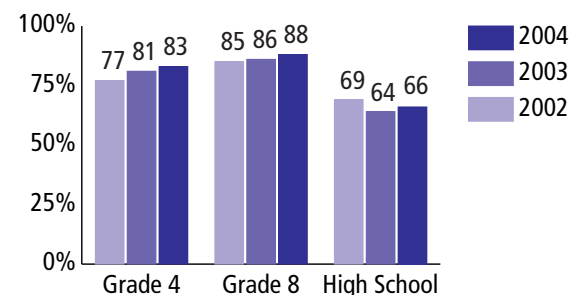
## Student Achievement 2003-04

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

#### Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	83%	88%	66%
Economically disadvantaged students	73	79	46
Migrant students	71	74	25
Students with disabilities	52	57	26
Students with limited English proficiency	61	54	22
Black, non-Hispanic	72	79	46
Hispanic students	71	74	46
White, non-Hispanic	89	93	76

### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	93%	84%	71%
Economically disadvantaged students	89	74	55
Migrant students	89	75	37
Students with disabilities	75	53	33
Students with limited English proficiency	86	62	42
Black, non-Hispanic	88	72	52
Hispanic students	90	75	57
White, non-Hispanic	>95	91	81

### Student achievement trend: Mathematics percent proficient level or above

