

>> General Information

Report Cards are provided for all public, charter, and alternative schools operating during the 2008-09 school year. However, Report Cards for charter and alternative schools will vary slightly. Because charter schools are not part of a school district, only state comparisons are provided on their Report Cards. Additionally, quality teacher data are limited for charter schools due to the flexibility allowed in their operations. Federal schools, state-operated schools, and other special schools do not receive Report Cards due to differences in the way data are reported for these schools.

In most instances, data in the Report Cards are reported at the school, district, and state levels. School data are based on information from all grades within the school. However, for several indicators, including School Size; School Performance; School Safety; Attendance; and all information in the Quality Teachers' section, data from all schools in the same grade-range category are averaged to produce district and state comparison results. Based on their grade range, all schools have been assigned to one of six categories - elementary; middle; high; combined elementary, middle and high; combined elementary and middle; or combined middle and high. A detailed listing of the grade ranges included in each category is available from the NC Department of Public Instruction.

>> School Identification Information

Each district (LEA) and charter school provides all school identification information through the School Name and Address (SNA) file found on the NC Department of Public Instruction's website at <http://sna.dpi.state.nc.us/>. The SNA file is updated by a representative in each district or charter school. For school-level Report Cards, the SNA provides the principal's name and email address as well as the school's address, telephone number, a link to its website (when available), grade range, and school type/calendar. For the district-level Report Cards, the SNA provides the superintendent's name and email address, the district's address, telephone number, and a link to its website (when available). Following are descriptions of the types of schools and calendars in the state.

- **Regular School (Traditional Calendar)**
A public school that offers a regular program of instruction within a traditional calendar. A regular program is a program that offers all of the basic subject areas and does not focus primarily on vocational, special, or alternative education.
- **Regular School (Year-Round Calendar)**
A public school that offers a regular program of instruction and remains in session for the entire calendar year, following one or more plans, such as: the four-quarter plan which divides students into four groups and requires each to be in school for three assigned and staggered quarters each year; the 45-15 plans which schedules 45 days of classes followed by 15 days of vacation; or the quinmester plan, which divides the year into five nine-week sessions and requires students to attend four of the five.
- **Magnet School (Traditional Calendar)**
A public school that offers a magnet program of instruction within a traditional calendar. A magnet program incorporates both the curriculum of a regular program and special or thematic programs such as liberal arts, science, music, or health-business or technology-oriented programs.
- **Magnet School (Year-Round Calendar)**
A public school that offers a magnet program of instruction and remains in session for the entire calendar year, following one or more plans, such as: the four-quarter plan which divides students into four groups and requires each to be in school for three assigned and staggered quarters each year; the 45-15 plans which schedules 45 days of classes followed by 15 days of vacation; or the quinmester plan, which divides the year into five nine-week sessions and requires students to attend four of the five.
- **Alternative Education School (Traditional Calendar)**
A public school that offers an alternative program of instruction within a traditional calendar that addresses the needs of students which typically cannot be met in a regular school, even with special education programs. The alternative school provides nontraditional education curriculum and instruction; serves as an adjunct to a regular school or is independently organized; and



falls outside of the categories of regular, special education or vocational education. (Alternative schools do not include those schools that have an alternative program within a regular school.)

- **Extended Day School (Traditional Calendar)**
A public school that meets on a traditional calendar and offers an extended day program. An extended day program is a program within a high school offered after the regular school hours. It is designed for students who cannot attend school during the regular school hours; for example, at-risk students, students with work conflicts, school-age parents, etc. (Regular schools with day care, pre-school, comprehensive school improvement management concept, etc., are not extended day schools.)
- **Special Education School (Traditional Calendar)**
A public school that offers a special program of instruction within a traditional calendar that focuses primarily on special education, including instruction for any of the following: hard of hearing; deaf; speech impaired, orthopedically impaired; mentally retarded; seriously emotionally disturbed; multi-handicapped; visually handicapped; and deaf and blind. They adapt curriculum, materials or instruction to meet the needs of students served.
- **Vocational Education School**
A public school that offers a vocational program of instruction within a traditional calendar that focuses primarily on vocational education and provides education and training in one or more semi-skilled or technical occupations.
- **Hospital School**
A public school that offers instructional services to students admitted to a hospital for treatment. Students can be from any location in the state and normally have various lengths of stay.

Source: NCDPI, Financial & Business Services, School Business Division, Information Analysis & Reporting Section, School Name and Address File, August 2008.

>> Title I Status

Title I status indicates whether a school is part of the federal program that provides funding for high poverty schools to help students who are behind academically or at risk of falling behind. If a school is not considered a Title I school, then no designation will appear.

About half the schools and all school districts in North Carolina receive Title I funding. Many of the major requirements in No Child Left Behind are outlined in Title I: Adequate Yearly Progress (AYP); teacher and paraprofessional requirements; accountability; sanctions for schools designated for improvement; standards and assessments; annual state Report Cards; professional development; and parent involvement.

For additional Title I information, see the NC Department of Public Instruction's Program Monitoring site <http://www.ncpublicschools.org/program-monitoring/>. For more information about NCLB, please refer to the NC Department of Public Instruction's No Child Left Behind website at <http://www.ncpublicschools.org/nclb/>.

SCHOOL / DISTRICT PROFILE

>> School Size

School size is the Final Average Daily Membership (ADM) and is reported through the Principal's Monthly Report (PMR) at the end of every month of the school year. This figure includes all of the grades within the school, with the exception of pre-kindergarten. Students in violation of the "Ten Day Rule" when the PMR is submitted will not be included in the school's membership data. School size is a calculated number using the monthly membership day figures and the number of days in the school year.

District and state counts are the average number of students in schools in the same grade span category (elementary; middle; high; combined elementary, middle and high; combined elementary and middle; or combined middle and high).

District- and state-level demographic data are included as a drill-down link on the district Report Card. The number and percentage of students in each racial/ethnic and gender group are displayed, as provided in the Grade/Race/Sex report of the 1st month's Principals Monthly Report (PMR). Schools categorized as high or low poverty are noted on the Web version of the Report Card.

Source: NCDPI, Financial & Business Services, School Business Division, Principals' Monthly Report, 2008-09.

>>Average Class & Course Size

Average K-8 classroom sizes are reported through the School Activity Report (SAR) as of the 40th day of the first semester. Reports are produced and returned to the school system's NC WISE coordinators for amendments.

All class size averages for grades K-8 are for "typical" classes. In grades K-3 a "typical" class is defined as a self-contained class in which a teacher spends the majority of the day with the same students teaching a complete curriculum. If a school does not identify any self-contained classes in grades K-3, class size averages are based on the average enrollment in language arts classes. In grades 4-8, "typical" classes include self-contained classes and those related to language arts, math, science, and social studies. Classes designated as special education, advanced, or English as a Second Language (ESL) are excluded. Due to limitations of the data collection system, average class sizes of less than 10 students in grades K-8 are reported as N/A (not available).

A school may exceed required class size limits in grades 4-12 by including an ABCs class size waiver in its school improvement plan as approved by the local board of education. ABCs class size waivers remain in effect for the life of the school improvement plan.

A local board of education may request an individual class size exception waiver for a class size overage that the local board determines it cannot correct. The State Board of Education may grant a local board an individual class size exception waiver if the overage exists due to reasons allowed in class size legislation. An individual class size exception waiver will remain in effect only for the school year for which it is granted.

Class sizes are not available for students in pre-kindergarten. A text note appears on the web version of a school's Report Card to indicate that a school enrolls pre-kindergarten students.

Average course sizes for grades 9-12 are reported through the membership file. Course size averages are provided only for courses finishing with an ABCs End-of-Course test and are based on the number of students in the school/district with a course using the official NC course code for an End-of-Course Test. The total number of students in a course is divided by the number of sessions of that course.

Average course sizes of fewer than five students are reported as N/A.

Sources: NCDPI, Financial & Business Services, School Business Division, School Activity Report, 2nd Month, 2008-09 and Accountability Services Division, Reporting Section, Testing Data Files, 2008-09.

>>Specialized Course Enrollments

Specialized course enrollments are reported through the SAR on the 40th day of the first semester. Reports are produced and returned to school system NC WISE coordinators for amendments. Enrollments in first semester, second semester, and year-long courses are included.

Source: NCDPI, Financial & Business Services, School Business Division, "School Activity Report," 2nd School Month, 2008-09.

>> Source of Funds (Charter Schools & Districts only)

Per pupil expenditures and the source of funds are calculated annually by the NC Department of Public Instruction as a guide for local school administrators, legislators, and the general public. It includes all disbursements necessary for the daily operation of the public schools. Capital expenditures for new

buildings and grounds, existing building renovations, and miscellaneous equipment purchases are excluded, as are community service programs, Head Start, adult education, and inter/intra fund transfers.

Local Education Agencies (LEAs) code expenditures to the appropriate funding source (local, state, and federal). The expenditure data are collected on a monthly basis throughout the school year. The Monthly Financial Report allows the state to monitor how school districts are spending their resources and provides the state with the tools to summarize and report expenditures to the General Assembly, Office of State Budget and Management, and Fiscal Research for decision-making purposes.

Final expenditures are transmitted to the state level through the Annual Financial Report System in late August. This is after all payments are made to those teachers who elect to have their 10-month salary paid over 12 months and the final expenditures are audited by a local CPA firm.

Average Daily Membership (ADM) is the other component of the Amount per Student calculation. This also is collected monthly through the Principal's Monthly Report (PMR). ADM is based on the sum of the days in membership for all students in individual school districts, divided by the number of days in the school month. Per pupil expenditure is derived by dividing the total expenditure by source (local, state, and federal) by the number of students in ADM in the school district.

Source: NCDPI, Financial & Business Services, School Business Division, 2008-09.

>> Use of Funds (Charter Schools & Districts only)

Like Source of Funds, each LEA codes expenditures to the appropriate funding source (local, state, and federal). Expenditures are reported monthly and annually.

Expenditures also are coded to objects that reflect the use of the funds. Those objects in the 100 series are salary-related, the 200 series reflects employee benefits, the 300 series is purchases and services, the 400 series is supplies and materials, and the 500 series indicates equipment purchases.

Source: NCDPI, Financial & Business Services, School Business Division, 2008-09.

HIGH STUDENT PERFORMANCE

All data reported in this section are based on student performance on the North Carolina End-of-Grade and End-of-Course tests. Students in grades 3-8 must take annual End-of-Grade tests in reading, mathematics and science (grades 5, 8). Students enrolled in any of the following courses must take End-of-Course tests: English I; Algebra I and II; Geometry; Biology; Chemistry; Physical Science; Physics; Civics and Economics; and US History.

There are four levels of performance on the state's End-of-Grade and End-of-Course tests ranging from Levels I-IV. A general description of each achievement level follows. More detailed definitions may be found on the NC Department of Public Instruction's ABCs website.

- Level I: Students performing at this level do not have sufficient mastery of knowledge and skills in this grade level or subject area to be successful at the next grade level or at a more advanced level in this subject area.
- Level II: Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this grade level or subject area and are minimally prepared to be successful at the next grade level or at a more advanced level in this subject area.
- Level III: Students performing at this level consistently demonstrate mastery of this subject matter and skills and are well prepared for the next grade level (EOG) or for a more advanced level in this subject area (EOC).
- Level IV: Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in this grade level or subject matter and are very well prepared for the next grade level or for a more advanced level in the subject area.

Students are considered to be at or above grade level if they receive a score of Level III or IV on the state's tests.

End-of-Grade percentages are based on the number of a school's reading and mathematics tests scored at Level III or above in the 2008-09 school year. End-of-Course percentages are based on the number of a school's End-of-Course tests scored at Level III or above in the 2008-09 school year. Scores for non-high school students enrolled in courses subject to ABCs testing requirements are reported.

Results for students with disabilities taking alternate assessments, including the NCCLAS, NCEXTEND1 or NCEXTEND2 are included in the reported percentages. Retests in grades 3-8 (reading, mathematics and science) were included in ABCs performance composites and AYP calculations (where appropriate) in 2008-09.

Student Performance Trend Data graphs display the percentage of students at or above Level III on the End-of-Grade mathematics tests in the 2006-07, 2007-08, and 2008-09 school years. Only a two-year trend for reading is available in 2008-09 because of the implementation of new reading tests in 2007-08 based on the revised Standard Course of Study.

Additional information is provided on the web-based version of the North Carolina School Report Cards. Tables display the number and percentage of students at each of the four achievement levels on the End-of-Grade reading test. This information also is displayed for students of each racial/ethnic category, gender, economic status, disability status, migrant status, and for English language learners. Detailed achievement level results for each grade level and course tested are available online in the NC Department of Public Instruction's Reports of Supplemental Disaggregated State, School System (LEA) and School Performance Data for 2008-09. Data on the number of students taking the ABCs End-of-Grade reading and mathematics tests also are provided on the web-based Report Card.

The North Carolina ABCs program and federal No Child Left Behind legislation require schools to test at least 95 percent of each student group. Students with disabilities taking alternate assessments, including the NCCLAS, NCEXTEND1, or NCEXTEND2, are credited as having been tested. Where the number of students (less than five) is too small to ensure that student test results aren't personally identifiable, a N/A (not available) will appear.

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values are not displayed because of federal privacy regulations. In these cases the results are shown as >95% or <5% for the group.

Source: NCDPI, Accountability Services Division, "Reports of Disaggregated State, School System (LEA), & School Performance Data for 2008-09."

>> High Student Performance Data Reported by Student Groups

All data reported in this section are based on student performance on the North Carolina ABCs End-of-Grade and End-of-Course tests. For each student group, the percentage of scores at Level III or above is reported. Percentages for schools with students in grades 3-8 are based on the number of students scoring at or above Level III in both reading and mathematics on the End-of-Grade tests. Scores of students who did not take both the reading and mathematics tests are omitted from the reported percentages. Percentages for schools with students taking End-of-Course exams are based on the total number of End-of-Course tests scored at or above Level III. End-of-Course percentages are weighted by the number of test takers.

Data are reported for the following six (6) student groups:

- Gender: Male and Female
- Racial/Ethnic: White, Black, Hispanic, American Indian, Asian/Pacific Islander, and Multiracial
- Economically disadvantaged students were identified for 2008-09 AYP calculations in accordance with a Memorandum of Agreement between the Child Nutrition Services Section and the Division of Accountability Services.

- Limited English Proficient (LEP): Students whose first language is not English and who need language assistance to participate fully in the regular curriculum. Students who have exited LEP identification during the last two years are included in AYP calculations for the LEP group only if that group already met the minimum number of 40 students required for a group.
- Migrant Students: To be considered a “Migrant Student,” a child must engage in or have parents or guardians who engage in migrant agricultural work. The child also must have moved within the preceding 36 months to accommodate temporary or seasonal agricultural work. There is a formal certification process to identify migrant students.
- Students with Disabilities (SWD): “Students with Disabilities” includes all children who, because of permanent or temporary mental, physical or emotional handicaps, are in need of special education services. Section 504 students are included. Students who have exited SWD identification during the last two years are included in AYP calculations for the SWD group only if that group already met the minimum number of 40 students required for a group.

Where no scores are reported or the number of students is too small (less than five) to ensure that student test results aren’t personally identifiable, a N/A (not available) is displayed. In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values are not displayed because of federal privacy regulations. In these cases the results are shown as >95% or <5% for the group.

Source: NCDPI, Accountability Services Division, “Reports of Disaggregated State, School System (LEA), & School Performance Data for 2008-09.”

>> Computer Skills Test

All data reported in this section are based on the performance of grade 8 students who have passed all portions of the NC Test of Computer Skills by the end of their grade 8 year.

Edition Three of the NC Test of Computer Skills consists of an online assessment and an alternate assessment. Students who do not pass the NC Test of Computer skills in grade 8 are given multiple opportunities to re-take the test each year until graduation. Only figures for the grade 8 passing rates are provided for this indicator.

The N.C. General Assembly passed legislation (Session Law 2009-451) to eliminate the North Carolina Test of Computer Skills effective with the 2009-10 school year.

Source: NCDPI, Accountability Services Division, Test Development Section.

>> SAT

The test lasts 3 hours and 45 minutes and consists of multiple-choice and sentence completion questions along with a student-written essay. The test’s critical reading section, formerly known as the verbal section, examines sentence completion and passage-based reading. The test’s mathematics section examines a student’s ability to solve problems in arithmetic, algebra and geometry and to answer statistical, probability and data analysis questions.

The writing section consists of two subsections: short essay and multiple-choice. The short essay section measures a student’s ability to effectively communicate a viewpoint and define and support a position. The multiple-choice questions examine a student’s ability to improve sentences and paragraphs and identify errors. Each section of the SAT is scored on a scale of 200-800, and the writing section contains two subscores.

Average SAT scores and participation rates are provided. Participation rates represent the percentage of high school membership in the class of 2009 who took any portion of the SAT exam.

Source: NCDPI, Accountability Services Division, The North Carolina SAT Report, Fall 2009.

>>National Assessment of Educational Progress (NAEP)

Scoring Process

The National Assessment of Educational Progress (NAEP) uses a combination of multiple-choice and constructed-response items (questions) in its assessment instruments. For multiple-choice items, students are required to select an answer from a list of options; responses are electronically scanned and scored. For constructed-response items, students are required to provide their own answers; responses are scanned and then scored by qualified and trained scorers using a scoring guide and an electronic image-processing and scoring system.

Scoring all NAEP items in an objective, consistent, and valid fashion is a key program goal. There are a number of steps in the NAEP scoring process that occur during three general phases: scoring guide development and pilot, first operational scoring (or pre-calibration), and subsequent operational scoring. NAEP data are collected using a closely monitored and standardized process. The tight controls that guide the data collection process help ensure the comparability of the results generated for the national and the state assessments.

Results

NAEP provides results about subject-matter achievement, instructional experiences, and school environment and reports these results for populations of students (e.g., fourth-graders) and groups within those populations (e.g., male students or Hispanic students). NAEP does not provide individual scores for the students or schools assessed. The data included on the state report card reflects results in the public schools in North Carolina and the nation.

Subject-matter achievement is reported in two ways—scale scores and achievement levels. NAEP scales are developed independently for each subject. Achievement levels categorize student achievement as Basic, Proficient, and Advanced. A fourth category, below Basic, is also reported for this scale. NAEP scales are developed independently for each subject; scale score and achievement level results cannot be compared across subjects. See more information about NAEP in North Carolina at <http://www.ncpublicschools.org/accountability/policies/naep/naep>

>>AYP Attendance Rate

The measurement used for NCLB is Adequate Yearly Progress (AYP). AYP “sets the bar” for school performance by groups of students. In order to make AYP, schools and districts need to meet every single performance target set for it. Targets are set for student performance on the state standardized tests in reading and mathematics as well as for what is termed “Other Academic Indicators.”

Attendance in elementary and middle schools and the Four-Year Cohort Graduation Rate in high schools are Other Academic Indicators in North Carolina. Progress is considered to be at least a .1 percentage point increase up to the 90% threshold for attendance or 80% for graduation rate. Any fluctuations above the threshold for the attendance or the Four-Year Cohort Graduation Rate will meet the requirement for progress. For schools that have both elementary/middle grades and high school grades, the Other Academic Indicator is the Four-Year Cohort Graduation Rate if the school graduates seniors and attendance rate if the school does not. (There are special conditions that may apply when either of the grade spans has fewer than 40 students.)

In the table that displays a breakdown by student group where the number of students is too small (less than five), a N/A (not available) is displayed. This ensures that student information remains anonymous. In any group where the percentage of students is greater than 95% or less than 5%, the actual values are not displayed because of federal privacy regulations. In these cases, the results are shown as >95% or <5%.

More detailed information is available on the NC Department of Public Instruction’s No Child Left Behind website.

Source: NCDPI, Accountability Services Division, Demographics Data Collection, 2009.

>> AYP Graduation Rate

The graduation rate reported here complies with the No Child Left Behind federal education law. For more information about AYP, please refer to the NC Department of Public Instruction's No Child Left Behind website at <http://www.ncpublicschools.org/nclb/>.

Since July 2005, all 50 states have signed the National Governors Association's Graduation Counts Compact on State High School Graduation Data. In the compact, governors agreed to take steps to implement a standard, four-year adjusted cohort graduation rate. States agree to calculate the graduation rate by dividing the number of on-time graduates in a given year by the number of first-time entering ninth graders four years earlier. Graduates are defined as those receiving a high school diploma. The denominator can be adjusted for transfers in and out of the system, and data systems track individual students with a longitudinal student unit record data system.

In the breakdown by student group where the number of students is too small (less than five), a N/A (not available) is displayed. This ensures that student information remains anonymous. In any group where the percentage of students is greater than 95% or less than 5%, the actual values are not displayed because of federal privacy regulations. In these cases, the results are shown as >95% or <5%.

For more information visit National Governors Association Compact:
<http://www.nga.org/Files/pdf/0602GRADGUIDANCE.PDF>.

Source: NCDPI, Accountability Services Division, Demographics Data Collection, 2009.

>> School Performance on the ABCs

Each year, schools in North Carolina may receive several designations based on their performance on the state's ABCs tests. These designations are awarded on the basis of the percentage of students performing at grade level and on whether the school attained the ABCs growth standards. The designations are defined as follows:

- Honor School of Excellence: At least 90 percent of their students' scores are at or above achievement Level III and the school makes or exceeds its expected growth goal. Additionally, the school has achieved adequate yearly progress (AYP).
- School of Excellence: At least 90 percent of their students' scores are at or above achievement Level III and the school makes or exceeds its expected growth goal.
- School of Distinction: 80-89 percent of students' scores are at or above achievement Level III and the school makes or exceeds its expected growth goal.
- School of Progress: 60-79 percent of students' scores are at or above achievement Level III and the school makes or exceeds its expected growth goal.
- School Receiving No Recognition: The school fails to reach its expected growth goals, but has at least 60 percent of its students performing at or above achievement Level III.
- Priority School: The school has less than 60 percent of its students' scores at or above achievement Level III, irrespective of making its expected growth status, and is not identified as a Low-performing School.
- Low-Performing School: The school fails to reach its expected growth goal, and has significantly less than 50 percent of its students performing at or above achievement Level III.
- High Growth: The school has a c-ratio greater than or equal to 1.5 and has made expected growth.
- Expected Growth: The school made its expected growth goal.

K-2 feeder schools are schools with no students in the tested grades. The ABCs designations for these schools reflect the designation of their receiving schools' (third grade and above) that enroll the greatest percentage of the K-2 feeder students.

Special Schools, including Vocational and Career Centers; Special Education Schools; and Hospital Schools, are eligible for participation in the ABCs and may receive prorated incentive awards based on the status (high or expected growth) attained by the schools whose students they serve. Special Schools cannot be recognized as a Most Improved School, Honor School of Excellence, School of Excellence, School of Distinction, School of Progress, Priority School, or be identified as a Low-Performing School.

Each Report Card provides the designations given to each school and the percentage of schools with the same grade span in the district and state receiving each designation.

Source: NCDPI, Accountability Services Division, Reporting Section, "2008-09 ABC/AYP Report."

>> Adequate Yearly Progress (AYP)

For a school to make Adequate Yearly Progress (AYP), each student group and the school must make progress toward achieving state performance standards in both reading and mathematics. The groups are:

- the School as a Whole;
- White;
- Black;
- Hispanic;
- Native American;
- Asian;
- Multiracial;
- Economically Disadvantaged Students;
- Limited English Proficient Students; and
- Students With Disabilities.

Most schools will not have all groups represented at their school. A student can be in as few as one group (School as a Whole) if he/she is part of a group represented by less than 40 students across the tested grades in a school, or a student could be in as many as five groups. LEAs are held to the same participation and Other Academic Indicators target goals for students in reading/language arts and mathematics that are established for schools. AYP is determined for a school district by compiling the data for each student group and for the students as a whole in the district.

For elementary and middle schools (grades 3-8) to make AYP, each student group in the tested grades must meet the following target goals:

- 95 percent participation rate in End-of-Grade reading or alternate assessments;
 - 95 percent participation rate in End-of-Grade mathematics or alternate assessments;
 - proficiency or above in End-of-Grade reading or alternate assessments; and
 - proficiency or above in End-of-Grade mathematics or alternate assessments.
- In addition, the School as a Whole must show progress on the Other Academic Indicator, which is attendance for schools with grades 3 to 8.

For high schools (grades 9-12) to make AYP, each student group must meet the following target goals:

- 95 percent participation rate on the English I and Grade 10 writing or alternate assessments;
 - 95 percent participation rate on the Algebra I or alternate assessments;
 - proficiency or above on the English I and Grade 10 writing or alternate assessments; and
 - proficiency or above on the Algebra I or alternate assessments.
- In addition, the School as a Whole must show progress on the Other Academic Indicator, which is the cohort graduation rate if the school graduates seniors, and the attendance rate if it doesn't.

Each student group at a school, district or the state level must meet or exceed the proficiency target goals outlined in the chart below on the designated assessments in order for the school, district or state to make AYP. For instance, in 2008-09, at least 77.2 percent of economically disadvantaged students at an elementary school must score at Level III or IV on the End-of-Grade mathematics assessment or its

alternate in order to make AYP. Through the use of safe harbor, the confidence interval or the AYP growth standard, a school still might be able to make AYP even if it misses its proficiency target goals.

| YEAR | GRADES 3-8 (%) | | GRADE 10 (%) | |
|---------|----------------|-------------|---------------------------|-------------|
| | READING | MATHEMATICS | READING/ LANGUAGE ARTS | MATHEMATICS |
| 2008-09 | 43.2 | 77.2 | 38.5 | 68.4 |
| 2009-10 | 43.2 | 77.2 | 38.5 | 68.4 |
| 2010-11 | 71.6 | 88.6 | 69.3 | 84.2 |
| 2011-12 | 71.6 | 88.6 | 69.3 | 84.2 |
| 2012-13 | 71.6 | 88.6 | 69.3 | 84.2 |
| 2013-14 | 100 | 100 | 100 | 100 |

Note: Calculations carry full precision until final rounding.

Other Academic Indicator (OAI) – Attendance & Four-year Cohort Graduation Rate

If a school contains a combination of elementary, middle and high school grade ranges, all available targets will be used for determining AYP status. Progress on the OAI is defined as follows. For elementary and middle schools, progress is defined as a .1 percentage point increase or more up to a threshold of 90% or any fluctuation at or above the 90 percent threshold. For high schools, progress is defined as a .1 percentage point increase or more, or any fluctuation at or above an 80 percent threshold, changed by the State Board of Education in 2006-07. For schools that have both elementary/middle grades and high school grades, the Other Academic Indicator is the cohort graduation rate if the school has 12th grade and graduates seniors, and attendance rate if the school does not. (There are special conditions that may apply when either of the grade spans has fewer than 40 students.)

Districts are held accountable for meeting all targets measured in the district, including the attendance rate and cohort graduation rate. It is possible for a district to enter district improvement under NCLB even if all schools make AYP. A group must have at least 40 students, with the exception of the School as a Whole; where up to as few as 5 students' data will be calculated to determine the OAI and 3 students' data to determine if proficiency targets have been met. For proficiency and attendance targets, only students in membership a Full Academic Year (FAY) are calculated at the school level. FAY is defined as 140 days in membership as of the first day of spring testing.

Source: NCDPI, Accountability Services Division, "2008-09 ABCs/AYP Report."

>> School and District Improvement Status

A Title I school that does not make AYP in the same subject for two consecutive years is designated as a Title I School Improvement school. The more years a school does not meet its AYP targets in the same subject, the more severe sanctions become. More detailed information is available on the NC Department of Public Instruction's No Child Left Behind website at <http://www.ncpublicschools.org/nclb>.

Source: NCDPI, Accountability Services Division, 2008-09.

SAFE, ORDERLY & CARING SCHOOLS

>> School Safety

All schools, school districts, and charter schools are required to report the 17 reportable acts of crime and violence occurring in school, at a school bus stop, on a school bus, on school grounds, or during an off-campus school-sponsored activity to the NC Department of Public Instruction. The Report Card provides data on all reported acts occurring at the school. Reported acts may include the following.

- Possession of a weapon
- Possession of controlled substance in violation of law
- Possession of alcoholic beverage
- Possession of a firearm or powerful explosive
- Assault involving use of a weapon
- Assault on school personnel
- Assault resulting in serious injury
- Robbery without a dangerous weapon
- Robbery with a dangerous weapon
- Taking indecent liberties with a minor
- Rape
- Sexual offense
- Sexual assault
- Kidnapping
- Death by other than natural causes
- Bomb threat
- Burning of a school building

Definitions of each reportable act and additional information about school reporting requirements are available on the NC Department of Public Instruction's website at <http://www.ncpublicschools.org/research/discipline/>.

Data are gathered throughout the year by schools, Local Education Agencies (LEAs) and charters and submitted to the NC Department of Public Instruction.

Rates are derived by dividing each school's total number of reported acts by the school's final Average Daily Membership (ADM) for the 2008-09 school year and then multiplying by 100. The total number of acts along with the ADM also is reported.

Source: NCDPI, Program Monitoring and Support Division, "Consolidated Data Reports," 2007-08.

>> Triple S (Super Safe Schools) Recognition

The Super Safe Schools Recognition process is a competitive and voluntary one. Although schools are encouraged to apply for the recognition, it is not required and failure to submit an application does not imply that a school is unsafe. Schools that qualify have completed a comprehensive application process that includes reviewing trend data, safe school planning information, crisis planning process and implementation procedures, student recognition programs, parent and student satisfaction surveys, intervention, and prevention programs and other related information.

The Triple S Recognition Program was discontinued following the 2008-09 awards. This designation will not be available following the 2008-09 Report Cards.

Source: NCDPI, Transformation, School Safety and Climate Section, 2008-09.

>> Persistently Dangerous Schools

Data are collected, along with the crime, violence, suspension, and expulsion data, by June 30 of each year. Before the decision to label a school persistently dangerous is made, an external team reviews the school's portfolio information. The final decision for labeling a school as persistently dangerous is the responsibility of the State Board of Education.

Source: NCDPI, Program Monitoring and Support Division, 2008-09.

>> Student Suspensions & Expulsions

Schools are required to report out-of-school suspensions to the state. Out-of-school suspensions are typically divided into short-term (10 days or less) and long-term (more than 10 days).

Local Education Agencies (LEAs) establish their own definitions and business rules for awarding and reporting suspensions and for reporting alternative placements. For this reason, comparable data cannot be reported at the state level.

Rates are derived by dividing each school's total number of reported incidents by Final Average Daily Membership (ADM) for the 2008-09 school year and then multiplying by 100. Data are gathered throughout the year by schools, LEAs and charters and submitted electronically to the NC Department of Public Instruction.

Source: NCDPI, Program Monitoring and Support Division, 2008-09.

>> Attendance

The attendance rate is calculated by dividing the Final Average Daily Attendance (ADA) in the school year by the Final Average Daily Membership (ADM) in the school year.

In order to be considered in attendance, a student (except for hospital/home bound or staggered kindergarten) must be present in the school for the school day, or at a place other than the school with the approval of the appropriate school official for the purpose of attending an authorized school activity. Such activities may include field trips, athletic contests, student conventions, musical festivals, or any similarly approved activity.

District and state counts are the averages for schools in the same grade-range category (elementary; middle; high; combined elementary, middle and high; combined elementary and middle; or combined middle and high).

Source: NCDPI, Program Monitoring and Support Division, "Consolidated Data Reports," 2007-08.

>> Books & Technology

Each year, schools must complete an online technology report. All reports are due on June 30. The technology director in each Local Education Agency (LEA) verifies all school data (by July 1) before it is processed (July 17) and published on August 1. The report requests that schools report all information as of June 30. Schools and LEAs may amend reports before August.

- **Number of Books per Student**

Schools are asked to provide the total number of books in their media center or library collection. Periodicals, software titles, and videotapes may not be included. Schools are directed to count no more than five (5) copies of a single title and to count encyclopedias as one book. This total is divided by the final Average Daily Membership (ADM) for the school year to produce the average number of books per student.

- **Average Age of Books in the Media Center**

Schools are asked to respond to the inquiry, "What is the average age of your media collection?" Age is based on the last copyright date of each book in the school media center or library.

- **Number of Students per Instructional Computer**

Schools are asked to provide a count of the total number of computers that they use for student instruction in their media center/library, general/academic classrooms, general/academic labs, vocational education classrooms, vocational education labs, and other areas. This total is divided by the final ADM for the school year to produce the average number of students per instructional computer.

- **Number of Students per Internet-Connected Computer**

Schools are asked to provide a count of the total number of Internet-connected computers available to students in their school. This total is divided by the final ADM for the school year to produce the average number of students per Internet-connected computer.

- Percentage of Classrooms Connected to the Internet

Schools are asked to provide the total number of Internet-connected classrooms in their school. This total of Internet-connected classrooms is divided by the total number of classrooms in the school to produce the percentage of classrooms connected to the Internet.

District and state averages for this indicator include data from all schools, without regard to school grade span. As available, data from charter schools are reported.

Source: NCDPI, Curriculum, Instruction, and Technology Division, Instructional Technology Section, "Annual Media & Technology Report, 2008."

QUALITY TEACHERS

>> Classroom Teachers

The licensure and salary certification files are updated daily and can be pulled at any time. It takes several months for LEAs to finalize assignments, enter new hires, and correct coding. February or March licensure data most accurately reflect the situation in the school during the school year.

Data include only "classroom teachers" employed in March 2009. A classroom teacher is defined by the NC Department of Public Instruction as anyone in purpose codes beginning with 51, 52, or 53 and object codes 121, 123, 124, or 128. There are other adults in the school building, many of whom work with children, who are not counted here (e.g. media specialist, counselor, etc.).

District and state counts are the average number of classroom teachers in schools in the same grade span category (elementary, middle, high, combined elementary, middle and high, combined elementary and middle, or combined middle and high).

Source: NCDPI, Human Resource Management Division, Licensure Section, Licensure & Salary Certification Files, March 2009.

>> Teacher Licensure

The licensure and salary certification files are updated daily and can be pulled at any time. It takes several months for Local Education Agencies (LEAs) to finalize assignments, enter new hires and correct coding. February or March licensure data most accurately reflect the situation in the school during the school year.

In North Carolina, prospective teachers must complete an approved education program to obtain a teaching license. North Carolina also requires first-time applicants to obtain a minimum score on content-based PRAXIS Examinations in their main teaching field. Out-of-state applicants, to the extent that their education programs are equivalent to the standards and guidelines of North Carolina's approved education programs, qualify through reciprocity agreements. But, they too, during the 2008-09 school year, must have taken the appropriate PRAXIS examinations to qualify for licensure.

For purposes of the School Report Card, "fully licensed" percentages include only those classroom teachers with clear initial or clear continuing licenses. A classroom teacher is defined by the NC Department of Public Instruction as anyone in purpose codes beginning with 51, 52, or 53 and object codes 121, 123, 124, or 128.

Some teachers are licensed in multiple areas. For purposes of the School Report Cards, these teachers are counted only once and included in the license category with the most deficiencies to be satisfied before becoming an initial or continuing license. License categories are ranked from most to least deficiencies, as follows: emergency permit, SB 1124, lateral entry, provisional license, temporary permit, initial license, and continuing license. Following is a description of each category.

- Emergency Permit
Issued to individuals who hold at least a bachelor's degree but do not have the equivalent of a college major in the area they are assigned to teach, or do not have the required grade point average to qualify for a license based on any other licensure policy. Emergency permits are valid

for one year and are not renewable. They are not issued for elementary grades or core academic subjects in middle or high school.

- **SB1124 (Alternative Entry License)**
Issued to individuals with valid out-of-state teaching licenses, college or university teaching experience, or three years of relevant experience. To employ individuals on alternative entry licenses, the LEA must determine there is or anticipate there will be a shortage of licensed teachers in a particular license area, and have in place a plan for evaluating the performance of the teacher. This evaluation must include the performance of the teacher's students. Teachers licensed by this policy can receive a clear license after one year of successful teaching and re-employment by the school system.
- **Lateral Entry**
Issued to individuals who hold at least a bachelor's degree from a regionally accredited institution with the equivalent of a college major in the area they are assigned to teach. Individuals employed on lateral entry licenses must be affiliated with colleges and universities with approved teacher education programs to complete prescribed course work. The first lateral entry license is issued for two years. It may be re-issued for an additional year. Individuals employed on lateral entry licenses must complete at least six semester hours of course work each year and satisfy Praxis II testing requirements before the end of the second year.
- **Provisional License**
Issued to individuals who are licensed in one or more areas, but assigned to teach in an area in which they are not licensed. Provisional licenses are not issued in elementary grades or core academic subject areas in middle or high school. Individuals employed with provisional licenses must be affiliated with colleges and universities with approved teacher education programs to complete prescribed course work. Individuals employed on provisional licenses must complete at least six semester hours of course work each year. The license can be renewed annually for up to four more years (five years total). The Praxis II subject test(s) for the area must be satisfied upon completion.
- **Temporary Permit**
Issued to individuals who have not yet satisfied Praxis testing requirements, but otherwise meet all requirements for a "clear" license. Temporary permits are valid for the year issued. It may be extended for a second year, provided that the individual takes the required Praxis exams during the first year of employment.
- **Initial License**
Issued to teachers with three or fewer years of teaching experience. This license is valid for three years of practice. The beginning teacher must complete the Initial Licensure Program to be granted a continuing license.
- **Continuing License**
Issued to individuals who have satisfactorily completed the Initial Licensure Program and individuals completing teacher preparation programs in other states who begin teaching in North Carolina with four or more years teaching experience. This is a renewable, five-year license.

Source: NCDPI, Human Resource Management Division, Licensure Section, Licensure & Salary Certification Files, March 2009.

>> **Highly Qualified Teachers**

All teachers of core academic subjects must be Highly Qualified. As specified by the No Child Left Behind (NCLB) Act, the term "core academic subjects" means English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

To be a Highly Qualified teacher at the elementary school level a teacher must have obtained an appropriate license for the core academic subjects taught and demonstrate subject knowledge and teaching skills in reading/language arts, writing, mathematics, and other areas of the basic elementary school curriculum by passing the teacher licensing exams (Praxis II) required by the state.

To be a Highly Qualified teacher at the middle and high school levels a teacher must have obtained a middle school or secondary license in a teaching area required for each teaching assignment and demonstrate a high level of competency by:

1. Passing the required Praxis II test(s) in each academic subject in which the teacher teaches; or
2. Successfully completing in each academic subject in which the teacher teaches
 - a. An undergraduate major; or
 - b. Coursework equivalent to an undergraduate major; or
 - c. A graduate degree in the core teaching subject area(s); or
 - d. Master's level licensure or above in the appropriate subject area; or
 - e. National Board Certification in the related subject area(s).

At the beginning of each school year, Local Education Agencies (LEAs) must notify the parents of each student attending a Title I school that they may request the following qualifications of their child's teacher:

- Whether the teacher has met NC licensing requirements;
- Whether the teacher has had any licensure requirements waived; and
- What the teacher's bachelor degree major(s) is/are, other degrees held, and teaching license area(s) held.

Timely notice must also be given to parents of children in Title I Schools who, after four consecutive weeks, have been taught a core academic subject by a teacher who is not highly qualified. The specific teaching licenses considered to be in field for each class can be obtained from the NC Department of Public Instruction's Licensure Section. Percentages include only core academic subject courses.

Sources: NCDPI, Licensure Section, Licensure & Salary Certification Files, March 2009.

>> Percentage of Teachers with Advanced Degrees

The licensure and salary certification files are updated daily and can be pulled at any time. It takes several months for Local Education Agencies (LEAs) to finalize assignments, enter new hires, and correct coding. February or March licensure data most accurately reflect the situation in the school during the school year.

For purposes of the Report Cards, an advanced degree is any degree above a bachelor's, including master's, advanced, or doctoral degrees. Data are only reported for classroom teachers. A classroom teacher is defined by the NC Department of Public Instruction as anyone in purpose codes beginning with 51, 52, or 53 and object codes 121, 123, 124, or 128.

Teachers with advanced degrees outside of the field of education are not being included in this percentage. The licensure file does not capture non-education advanced degrees. If a classroom teacher is listed as having more than one type of license, the license area with the highest degree held is reported.

Source: NCDPI, Human Resource Management Division, Licensure Section, Licensure & Salary Certification Files, March 2009.

>> Number of National Board Certified Teachers

The licensure and salary certification files are updated daily and can be pulled at any time. It takes several months for LEAs to finalize assignments, enter new hires, and correct coding. February or March licensure data most accurately reflect the situation in the school during the school year.

The National Board for Professional Teaching Standards operates a national, voluntary system to assess and certify teachers. Candidates for National Board Certification gather a portfolio of evidence of their work (including student work samples, lesson plans, and videos) and complete a detailed analysis of that evidence. In addition, all candidates complete a full day of assessments focused on content knowledge in their main teaching area.



National Board Certified teacher counts include all staff members with National Board Certification, regardless of their job assignment. District and state counts include the average number of National Board Certified teachers in schools in the same grade span category (elementary; middle; high; combined elementary and middle; combined middle and high; and combined elementary, middle and high).

Source: NCDPI, Human Resource Management Division, Licensure Section, Licensure & Salary Certification Files, March 2009.

>> Years of Teaching Experience

The licensure and salary certification files are updated daily and can be pulled at any time. It takes several months for LEAs to finalize assignments, enter new hires, and correct coding. February or March licensure data most accurately reflect the situation in the school during the school year.

Data are presented on the percentage of classroom teachers with 0-3, 4-10, and greater than 10 years of teaching experience. A classroom teacher is defined by the NC Department of Public Instruction as anyone in purpose codes beginning with 51, 52, or 53 and object codes 121, 123, 124, or 128. North Carolina credits teachers with an additional year of experience at the end of each school year. In addition, teachers licensed out-of-state and lateral entry teachers may be credited with additional years of experience. Out-of-state teachers will receive additional credit for out-of-state teaching experience verified by the Licensure Section at NC Department of Public Instruction. Lateral entry teachers may receive additional credit for non-teaching work related to their teaching assignment. For example, a chemistry teacher may be credited with additional years of experience for prior work as a chemist. Years of teaching experience are based upon the highest years on the educator's license during the 2008-09 school year.

Percentages in the three experience categories may not total 100 percent due to rounding.

Source: NCDPI, Human Resource Management Division, Licensure Section, Licensure & Salary Files, March 2009.

>> Teacher Turnover Rate

The licensure and salary certification files are updated daily and can be pulled at any time; however, data are not fully updated until February or March of each school year. It takes several months for Local Education Agencies (LEAs) to finalize assignments, enter new hires, and correct coding. February or March licensure data most accurately reflect the situation in the school during the school year.

School-level turnover rates are derived from school payroll data. All classroom teachers employed in a school during March of the previous year, but not employed in the same system as a classroom teacher during March of the current year, are included in the school's turnover statistics. Percentages reported on the 2008-09 Report Cards are based upon the classroom teachers employed in March 2008 and their employment status in March 2009. A classroom teacher is defined by the NC Department of Public Instruction as anyone in purpose codes beginning with 51, 52, or 53 and object codes 121, 123, 124, or 128.

Teachers employed in more than one school will be equally distributed in the turnover rates among all schools in which they are employed in the school system. Visiting International Faculty teachers whose contracts have expired and teachers who are no longer assigned to the classroom but who are still employed at the school are included in each school's turnover statistics.

District-level turnover rates include any teachers who left their school district from one year to the next. Sources: NCDPI, Human Resource Management Division, Licensure Section, Licensure & Salary Certification Files, March 2007. NCDPI, Human Resource Management Division, Licensure Section, Annual Teacher Turnover Report, 2008.

>> Teacher Working Conditions

Teacher Working Conditions Survey information is available every other year and will return for the 2009-10 NC School Report Cards.

>> School Principals' Qualifications (District Report Cards only)

The licensure and salary certification files are updated daily and can be pulled at any time. It takes several months for LEAs to finalize assignments, enter new hires, and correct coding. February or March licensure data most accurately reflect the situation in the school during the school year.

Data are presented on the percentage of principals with 0-3, 4-10, and greater than 10 years of principals' experience. Years of administrative experience are based upon the highest years on the principals' license during the 2008-09 school year. Percentages in the three experience categories may not total 100 percent due to rounding.

For purposes of the Report Card, an advanced degree is any degree beyond a master's degree.

NCDPI, Human Resource Management Division, Licensure Section, Licensure & Salary Certification Files, March 2009.

>> School Principals' Turnover Rate (District Report Cards only)

District-level turnover rates are derived from licensure and salary certification files. All principals employed in a school in March 2008, but are not employed in the same school district in March 2009 are included in turnover statistics.

NCDPI, Human Resource Management Division, Licensure Section, Licensure & Salary Certification Files, March 2009.