

**2005–2006**

**Student Accountability  
Standards in Grades  
Three, Five, and Eight**

Submitted to the  
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**PUBLIC SCHOOLS OF NORTH CAROLINA**

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## Executive Summary

### 2005-06 Student Accountability Standards in Grades Three, Five, and Eight

#### *Background*

In 1997, pursuant to growing concerns regarding the issue of social promotions, the North Carolina General Assembly ratified GS 115C-12, which aimed to discontinue the routine promotion of unprepared students. The statute directed the State Board of Education (SBE) to develop “grade-level student proficiency benchmarks” and to “establish a Committee on Standards and Accountability.” The Committee on Standards and Accountability recommended that the SBE adopt four gateways through which students must pass to be promoted to the next grade level.

This report addresses North Carolina’s student performance on the three gateways that are in effect at this time. The fourth gateway, the High School Exit Standards, will become effective for the first time for students entering the ninth grade in 2006-07. Students following the Career Preparation, College Technical Preparation, or College/University Preparation courses of study are expected to meet the new High School Exit Standards. Students following the Occupational Course of Study are required to meet a different set of exit standards [see HSP-N-004 (16 NCAC 6D.0503)].

#### *Results*

##### Statewide

The overall performance of North Carolina’s students in grades three, five, and eight in End-of-Grade (EOG) reading and mathematics after all retests from 2002-03 to 2005-06 is shown in the table on the following page. Note that for 2005-06, the values in the tables only reflect reading scores, because mathematics results were not available at the time of promotions. Highlights of North Carolina’s student performance on the Student Accountability Standards in 2005-06, the fifth year of full implementation, are summarized below.

- ❖ Higher percentages of students were promoted and lower percentages were retained at the gateway grades in 2005-06 than in the previous year and in 2001-02, the first year of full implementation of the student accountability standards.
- ❖ The percentage of students promoted increased by three points at grade three, two points at grade five, and one point at grade eight from 2001-02 to 2005-06; the percentage of students retained decreased by the same amounts at the gateway grades from 2001-02 to 2005-06 during the same period (Student Accountability Standards Report, 2005, 2006).

Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight  
Promoted or Retained, 2002-03 to 2005-06<sup>2</sup>

	Grade 3				Grade 5				Grade 8			
	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06
Total N	104,987	104,265	104,868	107,740	106,519	105,458	107,505	106,583	104,413	108,174	109,553	110,752
Promoted	101,695	101,438	101,196	105,135	105,520	104,133	105,753	105,372	102,164	106,143	106,856	108,462
% Promoted	96.9	97.3	96.5	97.6	99.1	98.7	98.4	98.9	97.8	98.1	97.5	97.9
Retained	3,264	2,782	2,863	1,884	954	1,158	963	635	2,207	1,996	1,957	1,676
% Retained	3.1	2.7	2.7	1.7	0.9	1.1	0.9	0.6	2.1	1.8	1.8	1.5
Blank <sup>3</sup>	28	45	809	721	45	167	789	576	42	35	740	614
% Blank	0.0	0.0	0.8	0.7	0.0	0.2	0.7	0.5	0.0	0.0	0.7	0.6

<sup>1</sup>Percentages may not sum to 100 due to rounding.

<sup>2</sup>The table above reflects students in any of the following categories: End-of-Grade (EOG) Reading and Mathematics Test; NCEXTEND2; North Carolina Checklist of Academic Standards (NCCLAS); the North Carolina Alternate Assessment Portfolio (NCAAP); Students with Missing Status. In 2005-06, only Reading scores are reflected in this chart due to the unavailability of Mathematics scores at the time of student promotions.

<sup>3</sup>"Blank" indicates that for undetermined reasons promotion or retention statuses were not provided in the Retention, Promotion and Graduation (RPG) file for these students, although they were tested.

- ❖ From 2001-02 to 2005-06, the percent of gateway grade students promoted who did not meet the standards has increased each year, from 64 percent in 2001-02 to 91 percent in 2005-06:

Promoted, Did Not Meet the Standards		
Combined Gateway Grades		
Year	#	%
2005-06	23,345	91
2004-05	18,756	79
2003-04	19,272	76
2002-03	18,144	75
2001-02	26,075	64

SOURCE: Table 2, Student Accountability Standards Report, 2005, 2006

- ❖ The percent of students promoted who did not meet the standards has increased approximately by 30 points at grade 3, 24 points at grade 5 and 22 points at grade 8 from 2001-02 to 2005-06:

Promoted, Did Not Meet the Standards						
Year	Grade 3		Grade 5		Grade 8	
	#	%	#	%	#	%
2005-06	9,120	87.2	6,327	95.2	7,898	91.8
2004-05	8,677	72.4	3,952	87.6	6,127	83.3
2003-04	8,658	71.0	3,651	76.0	6,963	82.7
2002-03	8,535	66.8	3,309	82.4	6,300	81.3
2001-02	12,031	57.4	7,371	71.1	6,673	70.3

SOURCE: Figure 1, Student Accountability Standards Report, 2005, 2006

- ❖ *Principal's Decision* was the major reason cited for the promotion of students who failed the standards at the gateway grades, accounting for about one half of the promotions (Table 3).
- ❖ *Waiver* was the second most cited reason for promoting students who did not meet the standards at the gateway grades, accounting for just over a fourth of the promotions (Table 3).
- ❖ From 2001-02 to 2005-06, the number of students retained at the gateway grades who failed the standards showed progressively smaller and smaller percentages of tested students (Table 2 in the Student Accountability Standards Report, 2005, 2006).

### Race/Ethnicity

With students who met the standards and students who did not meet the standards combined as the denominator:

- ❖ Higher percentages of Asian, White and Multi-Racial students who met the standards were promoted than other racial/ethnic groups, with at least 93 percent of students promoted at the gateway grades in 2005-06 (see Table 5).
- ❖ Overall, when compared with other racial/ethnic groups, lower percentages of American Indian, Black and Hispanic students who met the standards were promoted than other racial/ethnic groups in 2005-06 (Table 5).

With students who met the standards and students who did not meet the standards as separate denominators:

- ❖ Approximately 99 percent of all racial/ethnic students who met the standards were promoted at the gateway grades (see Table 5a).
- ❖ Among racial/ethnic students failing the standards, at least 85 percent of students were promoted at the gateway grades, except American Indians, who had at least 82 percent promoted at grade three (Table 5a).
- ❖ *Principal's Decision* was cited most frequently in the promotion of all racial/ethnic students who failed the standards, except Hispanic students who were promoted most frequently for LEP reasons (Table 8).
- ❖ The predominant reason all racial ethnic groups were retained when they met the standards was *Academic* (Table 9).

### Gender

With students who met the standards and students who did not the standards combined as the denominator:

- ❖ In 2005-06, higher percentages of female students at grades 3 (93.1%), 5 (95.5%) and 8 (94.2%) were promoted when they met the standards than male students at grade 3 (88.6%), 5 (92.0%) and 8 (89.6%) [Table 10].
- ❖ Higher percentages of male students at grade 3 (9.4%), at grade 5 (7.2%) and at grade 8 (8.8%) than female students at grades 3 (5.4%), 5 (4.1%), and 8 (4.8%) were promoted when they failed the standards (Table 10).

With students who met the standards or students who did not meet the standards as separate denominators:

- ❖ Over 99 percent of male and female students were promoted when they met the standards (Table 10a).
- ❖ The percent of male students at grades 3 (87.3%), 5 (95.1%) and 8 (91.4%) and female students at grades 3 (87.1%), 5 (95.5%) and 8 (92.5%) promoted who did not meet the standards were about the same.
- ❖ *Principal's Decision* played an equal role in promoting male and female students when students did not meet the standards at gateway grade eight (Table 11).
- ❖ The primary reason used in retention decisions for male and female students was *Academic*, which was used in the retention of 70 percent of the students at the gateway grades (Table 12).

### Students with/without Disabilities

With students meeting the standards and students not meeting the standards combined as the denominator:

- ❖ Higher percentages of *Students without Disabilities* at grades 3 (95.3%), 5 (97.7%) and 8 (96.0%) met the standards and were promoted than *Students with Disabilities* at grades 3 (64.3%), 5 (69.1%) and 8 (64.5%) [Table 13].
- ❖ Higher percentages of *Students with Disabilities* at grades 3 (32.6%), 5 (29.5%), and 8 (32.9%) were promoted who did not meet the standards than *Students without Disabilities* at grades 3 (3.1%), 5 (1.8%) and 8 (2.6%) [Table 13].

With students who met the standards or students who did not meet the standards as separate denominators:

- ❖ At least 99 percent of *Students with Disabilities* and *Students without Disabilities* who met the standards were promoted (Table 13a).
- ❖ Higher percentages of *Students with Disabilities* at grades 3 (93.7%), 5 (96.9%) and 8 (94.9%) who failed the standards were promoted than *Students without Disabilities* at grade 3 (77.7%), at grade 5 (91.1%) and at grade 8 (86.5%) [Table 13a].

### Migrant/Not Migrant Students

With students who met the standards and students who did not meet the standards combined as the denominator:

- ❖ In 2005-06, higher percentages of *Students Not Served by Migrant Programs* at grades 3 (90.9%), 5 (93.8%) and 8 (91.9%) met the standards and were promoted than *Students Served by Migrant Programs* at grades 3 (75.2%), 5 (74.8%) and 8 (71.4%) [Table 14].
- ❖ Higher percentages of *Students Served by Migrant Programs* at grades 3 (19.3%), 5 (23.3%) and 8 (27.1%) were promoted who failed the standards than *Students Not Served by Migrant Programs* at grades 3 (7.4%), 5 (5.6%) and 8 (6.5%).

With students who met the standards or students who did not meet the standards as separate denominators:

- ❖ Over 99 percent of *Students Served by Migrant Programs* and *Students Not Served by Migrant Programs* who met the standards were promoted (Table 14a).
- ❖ The percent of *Students Not Served by Migrant Programs* at grades 3 (87.3%) and 5 (95.3%) not meeting the standards and promoted were higher than the percent of *Students Served by Migrant Programs* at grades 3 (80.7) and 5 (93.4%). At grade 8, the percent of *Students Served by Migrant Programs* (97.3%) who failed the standards and were promoted was higher than for *Students Not Served by Migrant Programs*.

## Table of Contents

	<b>Page</b>
Executive Summary	
Background	i
Results	i
Statewide	i
Race/Ethnicity	iii
Gender	iv
Students with/without Disabilities	iv
Migrant/Not Migrant Students	v
List of Figures	viii
List of Tables	ix
List of Appendices	xi
A Note about Student Accountability Standards Data Sources in 2005-06	xii
2005-06 Student Accountability Standards, Grades Three, Five, and Eight	
Background	1
What Are the Standards?	2
Implementation of Standards	3
EOG Performance - Statewide	5
Promotion and Retention - Statewide	5
Reasons for Promotions When Standards Were Not Met	8
Reasons for Retention When Standards Were Met	9
Students Promoted or Retained Who Met/Did Not Meet the Standards, by Race/Ethnicity	10
Reasons for Promotion of Students Participating in Alternate Assessments Who Did Not Meet the Standards	13
Reasons for Retention of Students Participating in Alternate Assessments Who Met the Standards	15
Reasons for Promotion When Standards Were Not Met, by Race/Ethnicity	17
Reasons for Retention When Standards Were Met, by Race/Ethnicity	19

	<b>Page</b>
Promotion and Retention When Standards Were Met/Not Met, by Gender	21
Reasons for Promotion When Standards Were Not Met, by Gender	24
Reasons for Retention When Standards Were Met, by Gender	25
Promotion and Retention of Students with/without Disabilities Who Met/ Did Not Meet the Standards	26
Promotion and Retention of Students Served/Not Served by Migrant Programs When Standards Were Met/Not Met	29

## **Appendices**

Appendices A-1 to A-5	33
Appendix A-5a	38
Appendix A-6	39
Appendix A-6a	40
Appendix A-7	41
Appendix A-7a	42
Technical Notes	
Standards Development	43
Documentation	43
Description of Figures	44
Description of Tables	44
Description of Appendices	44
Checklist of Chart Requirements	45
Explanation of Codes	46
State Board of Education Policy HSP-N-002	48
State Board of Education Policy HSP-N-003	50
State Board of Education Policy HSP-N-004	52
State Board of Education Policy HSP-N-005	56
State Board of Education Policy HSP-N-006	58
State Board of Education Policy HSP-N-007	60
State Board of Education Policy HSP-N-008	61

## List of Figures

<b>Figure</b>		<b>Page</b>
1	Number and Percent of Students Promoted or Retained at Grades Three, Five, and Eight Who Failed the Standards, 2002-03 to 2005-06	6

## List of Tables

<b>Table</b>	<b>Page</b>
1 Number and Percent of LEAs and Charter Schools Implementing Gateway Standards for Each Test Administration, 2002-03 to 2005-06	4
2 Number and Percent of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met and Standards Not Met, 2002-03 to 2005-06	7
3 Number and Percent of Students in Grades Three, Five, and Eight Promoted and Reasons for Promotion When Standards Not Met, 2002-03 to 2005-06	8
4 Number and Percent of Students in Grades Three, Five, and Eight Retained When Standards Met and Reasons for Retention, 2002-03 to 2005-06	9
5 Number and Percent of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met (with Students Meeting the Standard and Students Not Meeting the Standard Combined as a Single Subgroup), by Race/Ethnicity, 2005-06	11
5a Number and Percent of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met (with Students Meeting the Standard and Students Not Meeting the Standard as Separate Subgroups), by Race/Ethnicity, 2005-06	12
6 Number and Percent of Students Not Meeting the Standards Who Participated in Alternate Assessments and Reasons for Promotion, 2005-06	14
7 Number and Percent of Students Not Meeting the Standards Who Participated in Alternate Assessments and Reasons for Retention, 2005-06	16
8 Number and Percent of Students in Grades Three, Five, and Eight Promoted When Standards Not Met and Reasons for Promotion, by Race/Ethnicity, 2005-06	18
9 Number and Percent of Students in Grades Three, Five, and Eight Retained When Standards Met and Reasons for Retention, by Race/Ethnicity, 2005-06	20

<b>Table</b>	<b>Page</b>	
10	Number and Percent of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met (with Students Meeting the Standard and Students Not Meeting the Standard Combined as a Single Subgroup), by Gender, 2005-06	22
10a	Number and Percent of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met (with Students Meeting the Standard and Students Not Meeting the Standard as Separate Subgroups), by Gender, 2005-06	23
11	Number and Percent of Students in Grades Three, Five, and Eight Promoted When Standards Not Met and Reasons for Promotion, by Gender, 2005-06	24
12	Number and Percent of Students in Grades Three, Five, and Eight Retained When Standards Met and Reasons for Retention, by Gender, 2005-056	25
13	Number and Percent of Students in Grades Three, Five, and Eight with Disabilities and without Disabilities Promoted and Retained When Standards Met/Not Met (with Students Meeting the Standard and Students Not Meeting the Standard Combined as a Single Subgroup), 2005-06	27
13a	Number and Percent of Students in Grades Three, Five, and Eight with Disabilities and without Disabilities Promoted and Retained When Standards Met/Not Met (with Students Meeting the Standard and Students Not Meeting the Standard as Separate Subgroups), 2005-06	28
14	Number and Percent of Students Served/Not Served by Migrant Programs in Grades Three, Five, and Eight Who Were Promoted and Retained When Standards Met/Not Met (with Students Meeting the Standard and Students Not Meeting the Standard Combined as a Single Subgroup), 2005-06	30
14a	Number and Percent of Students Served/Not Served by Migrant Programs in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met (with Students Meeting the Standard and Students Not Meeting the Standard as Separate Subgroups), 2005-06	31

## List of Appendices

<b>Appendix</b>	<b>Page</b>
A-1 Number and Percent of Students Passing and/or Failing Reading and Mathematics After All Retests, 2002-03 to 2004-05	33
A-2 Number and Percent of Students in Grade Three Passing End-of-Grade Tests and Retests, by Race/Ethnicity, 2005-06	34
A-3 Number and Percent of Students in Grade Five Passing End-of-Grade Tests and Retests, by Race/Ethnicity, 2005-06	35
A-4 Number and Percent of Students in Grade Eight Passing End-of-Grade Tests and Retests, by Race/Ethnicity, 2005-06	36
A-5 Number and Percent of Students in Grade Three with Disabilities and without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards (with Students Meeting Standard and Students Not Meeting the Standard Combined as a Single Subgroup), by Race/Ethnicity, 2005-06	37
A-5a Number and Percent of Students in Grade Three with Disabilities and without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards (with Students Meeting Standard and Students Not Meeting the Standard as Separate Subgroups), by Race/Ethnicity, 2005-06	38
A-6 Number and Percent of Students in Grade Five with Disabilities and without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards (with Students Meeting Standard and Students Not Meeting the Standard Combined as a Single Subgroup), by Race/Ethnicity, 2005-06	39
A-6a Number and Percent of Students in Grade Five with Disabilities and without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards (with Students Meeting Standard and Students Not Meeting the Standard as Separate Subgroups), by Race/Ethnicity, 2005-06	40
A-7 Number and Percent of Students in Grade Eight with Disabilities and without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards (with Students Meeting Standard and Students Not Meeting the Standard Combined as a Single Subgroup), by Race/Ethnicity, 2005-06	41
A-7a Number and Percent of Students in Grade Eight with Disabilities and without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards, by Race/Ethnicity, 2005-06	42

## **A Note about Student Accountability Standards Data Sources in 2005-06**

The process for obtaining data for the Student Accountability Standards in 2006 was different from previous years, owing primarily to the Department of Public Instruction's move toward authoritative sources and the U. S. Department of Education's advocacy for unified data reporting.

In previous years, Local Education Agencies (LEAs) were requested to indicate the reason(s) why a list of 'tested' students was promoted/retained at the gateway grades. This list contained a record of whether or not a student met the gateway standard with the default that the student's promotion status was in accordance with the gateway standards policy.

Data for the 2006 Student Accountability Standards report were taken from the Retention, Promotion and Graduation (RPG) file, which is maintained in the Information Analysis and Reporting Section (the student accounting group in the agency). The promotion and retention records in this file were compared with students' achievement of the gateway standards.

Only in those cases where the promotion/retention status of the student did not match the attainment of the standard were LEAs asked to provide a reason code to explain the promotion/retention decision. This procedure had some advantages over the procedure used in previous years in that (1) the promotion status of each student could be verified and matched against the official record of promotion status, (2) the need for LEAs to verify promotion statuses of students that had already been verified was eliminated, and (3) in the past, if the promotion status of a student was not known, the student defaulted to the status that matched the attainment of the gateway standard; in the new method, this does not occur.

## 2005-06 Student Accountability Standards in Grades Three, Five, and Eight

### *Background*

In 1997, the North Carolina General Assembly directed the State Board of Education (SBE) to:

develop a plan to implement high school exit exams, grade-level student proficiency benchmarks, student proficiency benchmarks for academic courses required for admission to constituent institutions of The University of North Carolina, student proficiency benchmarks for the knowledge and skills necessary to enter the workforce, and to establish a Committee on Standards and Accountability (GS 115C-12).

The Committee on Standards and Accountability, after meeting with various constituencies and reviewing research, advised the SBE on student performance standards and reported to the SBE in December of 1998.

The Committee recommended the following four gateways through which students must pass to move to the next grade level or to graduate:

<p style="text-align: center;"><b>Gateway 1: Grade 3</b></p> <ul style="list-style-type: none"> <li>● Meet local promotion requirements.</li> <li>● Demonstrate grade-level proficiency by scoring at Level III or above on state end-of-grade tests in reading and mathematics.</li> </ul>	<p style="text-align: center;"><b>Gateway 2: Grade 5</b></p> <ul style="list-style-type: none"> <li>● Meet local promotion requirements.</li> <li>● Score at Level III or above on state end-of-grade tests in reading and mathematics.</li> <li>● Score at or above the proficiency level on the grade 4 writing assessment. (Students who do not score proficient will be given additional instruction and assistance.)</li> </ul>
<p style="text-align: center;"><b>Gateway 3: Grade 8</b></p> <ul style="list-style-type: none"> <li>● Meet local promotion requirements.</li> <li>● Score at Level III or above on state end-of-grade tests in reading and mathematics.</li> <li>● Score at or above the proficiency level on the grade 7 writing assessment. (Students who do not score proficient will be given additional instruction and assistance.)</li> </ul>	<p style="text-align: center;"><b>Gateway 4: High School</b></p> <ul style="list-style-type: none"> <li>● Meet existing local and state graduation requirements.</li> <li>● Earn passing scores on five EOC assessments of Algebra I, Biology, English I, Civics &amp; Economics, and U. S. History (effective with class of 2006-07).</li> <li>● Complete Senior Project successfully.</li> </ul>

The committee also recommended the inclusion of appropriate intervention for students to eliminate barriers that may prevent them from reaching proficiency levels. It was recommended that intervention strategies for retained students should be innovative and matched to individual student needs. The ultimate goal of the recommendations was for all students to reach proficiency and not be retained.

The SBE used the Committee's report in developing the policy on Student Accountability Standards. The SBE adopted G. S. 115C-288 on April 1, 1999 after 7 months of deliberation,

discussion, and public input. The policy does not include Department of Health and Human Services (DHHS) and Department of Juvenile Justice and Delinquency Prevention (DJJDP) schools. Consequently, they are not included in this report, but the data for these schools are included in the LEA results spreadsheets, which are available at:

<http://www.ncpublicschools.org/accountability/>

### ***What Are the Standards?***

The Student Accountability Standards (SAS) were designed to eliminate social promotion, the practice of advancing students to the next grade level when they have not mastered the appropriate material and are not prepared to succeed academically at the next grade level. Under the SAS policy, promotion decisions are to be made according to local policy and discretion, but they must include statewide accountability standards at grades three, five, eight, and high school.

At a minimum, each local board of education must adopt procedures to ensure that all students are treated fairly. The local policies must also recognize the statutory authority of the principal to make promotion and retention decisions. The policies also include provisions for the notification and involvement of parents in retention and promotion decisions.

The SAS policy also requires local boards of education to report annually to the North Carolina State Board of Education their progress in increasing the number of students who meet the standards.

For more complete information about the Student Accountability policy, visit:

<http://www.ncpublicschools.org/promotionstandards/>

The impact of the full implementation of the SAS on promotion and retention in North Carolina is examined in this report. Promotion and retention data for all third, fifth, and eighth grade students enrolled in public and charter schools in North Carolina during the 2005-2006 school year are presented.

This report indicates that the school principal plays a major role in the decision to promote or retain a student. Principals are authorized to make grade and classification decisions concerning students based on general statute G.S.115C-288. For retention or promotion decisions, the statute states:

In determining the appropriate grade for a pupil who is already attending a public school, the principal shall consider the pupil's classroom work and grades, the pupil's scores on standardized tests, and the best educational interest of the pupil. ***The principal shall not make the decision solely on the basis of standardized test scores.*** (emphasis added)

Clarifying the role of standardized test scores in promotion and retention decisions gives the principal considerable latitude to use his/her professional judgment.

## ***Implementation of Standards***

Students who did not meet the gateway standards during the first administration of their grade level End-of-Grade (EOG) tests were given a second and/or third opportunity to pass the appropriate gateway, after intervention was provided by the LEA.

LEAs had the option of implementing one of two gateway standards:

*Standard 1* - Achievement Level III + 1 Standard Error of Measurement (SEM) [i.e. reaches Achievement Level III using 1 SEM applied to a student's score].

*Standard 2* - Achievement Level III (reaches Achievement Level III without applying 1 SEM to a student's score, which is more rigorous).

Since the first year of full implementation of the SAS in 2001-02, LEAs have used predominately Standard 1 - Achievement Level III + 1 SEM as the gateway standard. In 2005-06, just over 85 percent of LEAs used this standard at the gateway grades on the first administration of the End-of-Grade tests. These percentages were slightly less than those from previous year (see Table 1). The non-inclusion of charter schools as distinct LEAs in 2005-06 may have influenced these percentages.

Due to the nature of the North Carolina Checklist of Academic Standards (NCCLAS), the North Carolina NCEXTEND2, and the North Carolina Alternate Assessment Portfolio (NCAAP) assessments, there is no retest opportunity for students who are tested using these alternate assessments, if a student does not demonstrate grade level performance.

For example, the NCCLAS is an alternate assessment instrument in which teachers use a checklist to evaluate student performance on curricular benchmarks in the areas of reading, mathematics, and writing. Two teachers evaluate students on this assessment on separate occasions.

Student achievement levels from the NCCLAS, the NCEXTEND2 or the NCAAP should be used as one criterion for making student promotion/retention decisions. Other criteria appropriate to either assessment may include:

1. student work samples,
2. other test data,
3. information supplied by the parents,
4. information that is included in the students' IEPs (for students with disabilities); and
5. other information that verifies that a student's performance is at grade level.

Students with disabilities who are making progress to meet grade level requirements can be promoted by reason of waiver.

In some tables, student results for grades three, five, and eight are reported statewide and are disaggregated by grade, ethnicity, gender, disability status, and migrant status. Where feasible,

data for 2002-03 to 2005-06 are included in the tables. Data for 2000-01 and 2001-02 are not included due to space constraints in the charts.

Table cells with small student counts (less than 5) were not shown in this report. An asterisk (\*) in a cell denotes that counts were less than five. When counts were less than five, percentages are still provided. Individual students are not identifiable in state level data. Any percentages associated with small cells should be interpreted with caution. As indicated in the footnotes of some tables, percentages may not add up to 100 percent due to rounding, or to information not being coded for some students.

Table 1. Number and Percent of LEAs and Charter Schools Implementing Gateway Standards for Each Test Administration, 2002-03 to 2005-06<sup>1</sup>

<b>Grade 3</b>								
<b>Standards</b>	2002-03		2003-04		2004-05		2005-06	
	N	%	N	%	N	%	N	%
<i>End-of-Grade</i>								
Achievement Level III	16	8.9	14	7.7	14	7.7	17	14.8
Achievement Level III + 1 SEM	164	91.1	168	92.3	169	92.3	98	85.2
<i>Retest 1</i>								
Achievement Level III	14	8.2	13	7.7	14	8.2	16	13.9
Achievement Level III + 1 SEM	156	91.8	155	92.3	156	91.8	99	86.1
<i>Retest 2</i>								
Achievement Level III	14	10.4	14	10.5	13	10.7	16	13.9
Achievement Level III + 1 SEM	121	89.6	120	89.6	108	89.3	99	86.1
<b>Grade 5</b>								
<b>Standards</b>	2002-03		2003-04		2004-05		2005-06	
	N	%	N	%	N	%	N	%
<i>End-of-Grade</i>								
Achievement Level III	15	8.4	14	7.6	16	8.6	17	14.8
Achievement Level III + 1 SEM	164	91.6	171	92.4	171	91.4	98	85.2
<i>Retest 1</i>								
Achievement Level III	16	9.8	14	9.0	16	9.8	16	13.9
Achievement Level III + 1 SEM	148	90.2	142	91.0	148	90.2	99	86.1
<i>Retest 2</i>								
Achievement Level III	13	10.8	14	12.0	13	11.8	16	13.9
Achievement Level III + 1 SEM	107	89.2	102	87.9	97	88.2	99	86.1
<b>Grade 8</b>								
<b>Standards</b>	2002-03		2003-04		2004-05		2005-06	
	N	%	N	%	N	%	N	%
<i>End-of-Grade</i>								
Achievement Level III	18	10.8	18	10.5	18	10.5	20	17.4
Achievement Level III + 1 SEM	148	89.0	154	89.5	154	89.5	95	82.6
<i>Retest 1</i>								
Achievement Level III	16	10.5	17	11.1	19	12.8	19	16.5
Achievement Level III + 1 SEM	137	89.5	136	88.9	130	87.2	96	83.5
<i>Retest 2</i>								
Achievement Level III	14	12.1	15	12.9	16	15.0	19	16.5
Achievement Level III + 1 SEM	102	87.9	101	87.1	91	85.0	96	83.5

<sup>1</sup>Percentages do not sum to 100% due to rounding.

**Note:** Beginning in 2005-06, Charter Schools were not counted as distinct LEAs for the Gateway Standards.

In this report, the gateway grades three, five, and eight in ascending order will be referred to collectively as the “gateway grades.”

### ***EOG Performance - Statewide***

The overall performance of North Carolina’s students from 2002-03 to 2004-05 at the gateway grades in EOG reading and mathematics, after all testing was completed, is shown in Table A-1 in the appendix. This chart was not updated with 2005-06 data because mathematics was not used in North Carolina’s promotion decisions in 2005-06 due to delays in mathematics score results. Specifically, the delay occurred because there was a new edition of the tests and the scale and new achievement levels had to be set after the data had been collected. Note that in 2004-05 and the previous two years, more than 90 percent of North Carolina’s public school students at the gateway grades passed both reading and mathematics after all retests (see Table A-1).

### ***Promotion and Retention - Statewide***

Figure 1 shows the number and percent of students at the gateway grades promoted or retained who failed the standards from 2002-03 to 2005-06. The chart shows that each year higher percentages of students who failed the standards were promoted. For example, 87.2 percent of the 9,120 students at grade three who failed the standard in 2005-06 were promoted – 29.8 percent more than in the baseline year. At grade five, 95.2 percent of the 6,327 students who failed the standard were promoted – 24.6 percent more than in the baseline year and at grade eight 91.8 percent of the 7,898 students who failed the standards were promoted – 10.5 percent more than in the baseline year.

Table 2 shows statewide promotion and retention results for the SAS by grade from 2002-03 to 2005-06. For the fourth consecutive year, more than 90 percent of tested students who met the standards at the gateway grades were promoted statewide. Of the students not meeting the standards, 7.4 percent of tested students were promoted at grade three, 5.7 percent at grade five, and 6.6 percent at grade eight.

Among all gateway students not meeting the standards (23,345) in 2005-06, 91 percent were promoted compared with 79 percent of 18,756 students in 2004-05, 76 percent of 19,272 students in 2003-04, 75 percent of 18,144 students in 2002-03 and 64 percent of 26,075 students in 2001-02 (see Table 2, Student Accountability Standards Report, 2005, 2006).

From 2001-02 to 2005-06, the number of students who failed the standards and were retained at the gateway grades continued to represent smaller and smaller percentages of tested students. Only 1.1 percent of tested students failing the standards at grade three were retained, 0.3 percent at grade five, and 0.6 percent at grade eight, compared with 5.2 percent at grade three, 2.2 percent at grade five, and 2.1 percent at grade eight in 2001-02 (see Table 2 in Student Accountability Standards, 2005, 2006).

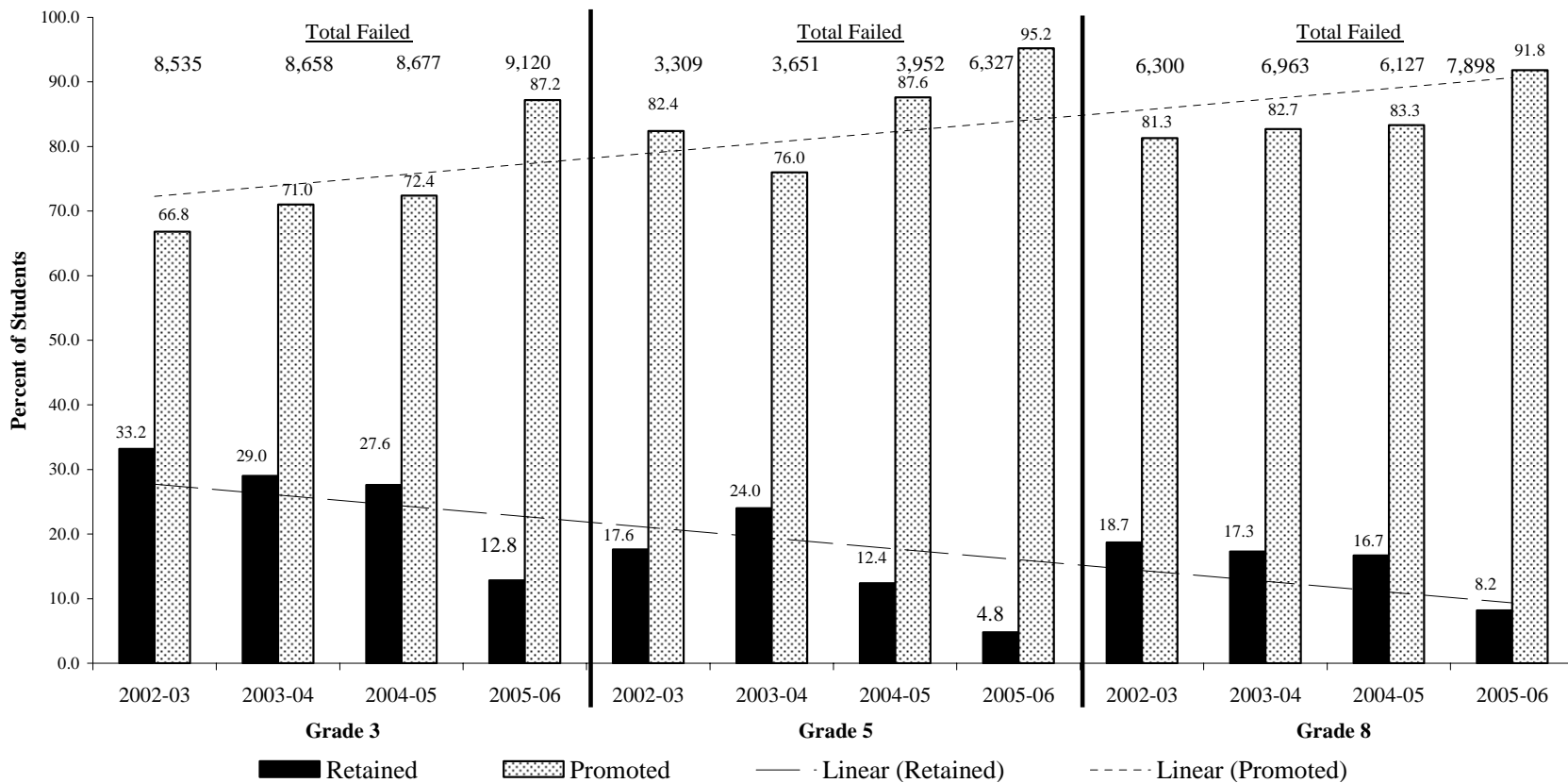


Figure 1. Number and Percent of Students Promoted or Retained at Grades Three, Five, and Eight Who Failed the Standards, 2002-03 to 2005-06.

Table 2. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met and Standards Not Met, 2002-03 to 2005-06<sup>2</sup>

Student Accountability Status	Number of Students				Percent of Tested Students				Percent of All Students			
	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06
<b>Standards Met, Promoted</b>												
Grade 3	92,122	92,440	92,347	97,178	91.3	91.2	91.2	90.8	87.7	88.7	88.1	90.2
Grade 5	98,901	98,332	99,152	99,346	96.5	96.2	96.0	93.7	92.8	93.5	92.2	93.2
Grade 8	93,897	97,738	99,133	101,212	93.0	92.9	93.7	91.9	89.9	90.4	90.5	91.4
<b>Standards Not Met, Promoted</b>												
Grade 3	5,700	6,143	6,283	7,957	5.6	6.1	6.2	7.4	5.4	5.9	6.0	7.4
Grade 5	2,727	2,776	3,463	6,026	2.7	2.7	3.4	5.7	2.6	2.6	3.2	5.7
Grade 8	5,122	5,761	5,105	7,250	5.1	5.5	4.8	6.6	4.9	5.3	4.7	6.5
<b>Standards Met, Retained</b>												
Grade 3	287	200	212	721	0.3	0.2	0.2	0.7	0.3	0.2	0.2	0.7
Grade 5	225	171	164	334	0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.3
Grade 8	725	523	584	1,028	0.7	0.5	0.6	0.9	0.7	0.5	0.5	0.9
<b>Standards Not Met, Retained</b>												
Grade 3	2,835	2,515	2,394	1,163	2.8	2.5	2.4	1.1	2.7	2.4	2.3	1.1
Grade 5	582	875	489	301	0.6	0.9	0.5	0.3	0.5	0.8	0.5	0.3
Grade 8	1,178	1,202	1,022	648	1.2	1.1	1.0	0.6	1.1	1.1	0.9	0.6
<b>Total Tested</b>												
Grade 3	100,944	101,298	101,236	107,019	100.0	100.0	100.0	100.0	96.1	97.2	96.5	99.3
Grade 5	102,435	102,154	103,268	106,007	100.0	100.0	100.0	100.0	96.2	96.9	96.1	99.5
Grade 8	100,922	105,224	105,844	110,138	100.0	100.0	100.0	100.0	96.7	97.3	96.6	99.4
<b>Total N</b>												
Grade 3	104,987	104,265	104,868	107,740								
Grade 5	106,519	105,458	107,505	106,583								
Grade 8	104,413	108,174	109,553	110,752								

<sup>1</sup>Percentages may not sum to 100 due to rounding, or due to all information not being coded for some students.

<sup>2</sup>The table above reflects students in any of the following categories: End-of-Grade (EOG) Reading Test; NCEXTEND2; North Carolina Checklist of Academic Standards (NCCLAS); Absent and Transfer.

### ***Reasons for Promotions When Standards Were Not Met***

Table 3 shows the reasons for promotion by grade when students failed the standards from 2002-03 to 2005-06. *Principal's Decision* was the major reason cited for promoting students who failed the standards at the gateway grades, accounting for about half the promotions at the gateway grades. *Waiver* was the second most cited reason for promoting students who did not meet the standards at the gateway grades, accounting for just over a fourth of the promotions. The percent of promotions due to *Waiver* have decreased from 31.2% in 2001-02 to 26% in 2005-06.

Table 3. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Promoted and Reasons for Promotion When Standards Not Met, 2002-03 to 2005-06

	<b>Student Promotion</b>							
	2002-03		2003-04		2004-05		2005-06	
	n	%	n	%	n	%	n	%
<b>Principal's Decision</b>								
Grade 3	2,355	41.3	2,755	44.8	3,143	50.0	3,433	50.2
Grade 5	901	33.0	1,050	37.8	1,769	51.1	2,621	50.1
Grade 8	2,138	41.7	2,780	48.2	2,534	49.6	3,166	47.0
<b>Waiver</b>								
Grade 3	1,779	31.2	1,966	32.0	1,851	29.5	1,779	26.0
Grade 5	1,066	39.1	1,144	41.0	1,015	29.3	1,416	27.0
Grade 8	1,886	36.8	1,981	34.4	1,708	33.5	1,720	25.5
<b>Local Policy/Other</b>								
Grade 3	1,360	23.8	1,146	18.7	939	14.9	944	13.8
Grade 5	663	24.3	465	16.7	527	15.2	712	13.6
Grade 8	920	18.0	821	14.2	607	11.9	1,289	19.1
<b>LEP (Limited English Proficient)</b>								
Grade 3	206	3.6	276	4.5	350	5.6	688	10.1
Grade 5	97	3.6	117	4.2	152	4.4	487	9.3
Grade 8	178	3.5	179	3.1	256	5.0	566	8.4
<b>Total</b>								
Grade 3	5,700	n/a	6,143	n/a	6,283	n/a	6,844	n/a
Grade 5	2,727	n/a	2,776	n/a	3,463	n/a	5,236	n/a
Grade 8	5,122	n/a	5,761	n/a	5,105	n/a	6,741	n/a

<sup>1</sup>Percentages may not sum to 100 percent due to rounding or due to information not being coded for some students.  
n/a=not applicable

## Reasons for Retention When Standards Were Met

Table 4 lists the number and percent of students retained when they met the standards and the reasons for retention in 2005-06. The most frequently cited reason for retaining students when they passed the standards was *Local Promotion Standards/Academic*, which was cited for approximately 70 percent of the students retained at the gateway grades.

The second most cited reason for student retention when the standards were met was *Principal's Decision*, which accounted for nearly a fifth of the retentions at the gateway grades.

Table 4. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Retained When Standards Met and Reasons for Retention, 2002-03 to 2005-06

Reasons Retained, Standards Met	Student Retention							
	2002-03		2003-04		2004-05		2005-06	
	n	%	n	%	n	%	n	%
<b>Local Promotion Standards, Academic</b>								
Grade 3	165	57.5	111	55.5	106	50.0	396	69.1
Grade 5	136	60.4	115	67.3	97	59.1	192	67.1
Grade 8	525	72.4	329	62.9	426	72.9	671	71.5
<b>Principal's Decision</b>								
Grade 3	98	34.1	70	35.0	77	36.3	119	20.8
Grade 5	53	23.6	47	27.5	48	29.3	60	21.0
Grade 8	132	18.2	154	29.4	113	19.3	170	18.1
<b>Local Promotion Standards, Attendance</b>								
Grade 3	8	2.8	*	2.0	12	5.7	17	3.0
Grade 5	22	9.8	*	2.3	14	8.5	14	4.9
Grade 8	41	5.6	26	5.0	41	7.0	70	7.5
<b>Other</b>								
Grade 3	16	5.6	15	7.5	17	8.0	41	7.2
Grade 5	14	6.2	5	2.9	5	3.0	20	7.0
Grade 8	27	3.7	14	2.7	*	0.7	27	2.9
<b>Total</b>								
Grade 3	287	n/a	201	n/a	212	n/a	573	n/a
Grade 5	225	n/a	171	n/a	164	n/a	286	n/a
Grade 8	725	n/a	523	n/a	584	n/a	938	n/a

<sup>1</sup>Percentages may not sum to 100 due to rounding.

n/a = not applicable.

\*The number in this cell was less than less than 5 students.

### ***Students Promoted or Retained Who Met/Did Not Meet the Standards, by Race/Ethnicity***

The number and percent of all students (students who met the standards and students who did not meet the standards combined) who were promoted or retained by racial/ethnic group in 2005-06 are shown in Table 5. Table 5a shows the number and percent of students who met the standards and students who did not meet the standards as separate subgroups who were promoted or retained.

Among all students (students who met the standards and students who did not meet the standards combined), Asian, White and Multi-Racial students who met the standards were promoted at higher rates than other racial/ethnic groups, with at least 93 percent of students promoted at the gateway grades (see Table 5). Hispanic students had the lowest percentage of students promoted who met the standards, ranging from 80 percent to 86 percent at the gateway grades.

When all students (students who met the standards and students who did not meet the standards combined) were considered, the Hispanic group who did not meet the standards had higher percentages of students promoted at the gateway grades (16 percent at grade three, 13 percent at grade five, and 18 percent at grade eight) than other racial/ethnic students. This might be attributed to the large number of Hispanic students failing the standards and promoted due to limited English proficiency.

Table 5a shows the number and percentage of students meeting the standard and students not meeting the standard as separate subgroups who were promoted or retained. Approximately 99 percent of all racial/ethnic groups at the gateway grades who met the standards were promoted in 2005-06.

Among students failing the standards, at least 85 percent of all racial/ethnic groups were promoted at the gateway grades, except American Indians who had at least 82 percent promoted at grade three.

Table 5. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met (with Students Meeting the Standard and Students Not Meeting the Standard Combined as a Single Subgroup), by Race/Ethnicity, 2005-06

Ethnicity	Missing Status <sup>2</sup>		Standards Met				Standards Not Met			
	Total N	n	Promoted		Retained		Promoted		Retained	
			n	%	n	%	n	%	n	%
American Indian										
Grade 3	1,555	6	1,346	86.9	16	1.0	153	9.9	34	2.2
Grade 5	1,531	*	1,381	90.3	9	0.6	126	8.2	13	0.9
Grade 8	1,624	6	1,427	88.2	28	1.7	155	9.6	8	0.5
Asian										
Grade 3	2,478	12	2,293	93.0	*	0.2	158	6.4	11	0.4
Grade 5	2,274	6	2,132	94.0	*	0.1	130	5.7	*	0.1
Grade 8	2,236	*	2,078	93.1	6	0.3	145	6.5	*	0.2
Black										
Grade 3	29,607	229	25,592	87.1	268	0.9	2,990	10.2	528	1.8
Grade 5	30,196	227	27,366	91.3	153	0.5	2,332	7.8	118	0.4
Grade 8	33,560	323	29,355	88.3	381	1.1	3,198	9.6	303	0.9
Hispanic										
Grade 3	10,735	63	8,726	81.8	61	0.6	1,690	15.8	195	1.8
Grade 5	9,586	57	8,184	85.9	31	0.3	1,254	13.2	60	0.6
Grade 8	7,912	46	6,273	79.7	81	1.0	1,426	18.1	86	1.1
Multi-Racial										
Grade 3	3,878	35	3,559	92.6	26	0.7	220	5.7	38	1.0
Grade 5	3,252	18	3,075	95.1	10	0.3	143	4.4	6	0.2
Grade 8	2,459	11	2,314	94.5	26	1.1	99	4.0	9	0.4
White										
Grade 3	59,487	376	55,662	94.2	346	0.6	2,746	4.6	357	0.6
Grade 5	59,744	266	57,208	96.2	128	0.2	2,041	3.4	101	0.2
Grade 8	62,961	225	59,765	95.3	506	0.8	2,227	3.5	238	0.4
Total										
Grade 3	107,740	721	97,178	90.8	721	0.7	7,957	7.4	1,163	1.1
Grade 5	106,583	576	99,346	93.7	334	0.3	6,026	5.7	301	0.3
Grade 8	110,752	614	101,212	91.9	1,028	0.9	7,250	6.6	648	0.6

<sup>1</sup>Percentages may not sum to 100% because not all information was coded for some students.

<sup>2</sup>Missing Status refers to students who were promoted by LEAs with no record of having met the standard and without a reason for promotion.

\*The number in this cell was less than 5 students.

Table 5a. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met (with Students Meeting the Standard and Students Not Meeting the Standard as Separate Subgroups), by Race/Ethnicity, 2005-06

Total		Missing Status <sup>4</sup>	Standards Met <sup>2</sup>						Standards Not Met <sup>3</sup>					
			Total		Promoted		Retained		Total		Promoted		Retained	
Ethnicity	N	n	n	%	n	%	n	%	n	%	n	%	n	%
American Indian														
Grade 3	1,555	6	1,362	87.9	1,346	98.8	16	1.2	187	12.1	153	81.8	34	18.2
Grade 5	1,531	*	1,390	90.9	1,381	99.4	9	0.6	139	9.1	126	90.6	13	9.4
Grade 8	1,624	6	1,455	89.9	1,427	98.1	28	1.9	163	10.1	155	95.1	8	4.9
Asian														
Grade 3	2,478	12	2,297	93.1	2,293	99.8	*	0.2	169	6.9	158	93.5	11	6.5
Grade 5	2,274	6	2,135	94.1	2,132	99.9	*	0.1	133	5.9	130	97.7	*	2.3
Grade 8	2,236	*	2,084	93.3	2,078	99.7	6	0.3	149	6.7	145	97.3	*	2.7
Black														
Grade 3	29,607	229	25,860	88.0	25,592	99.0	268	1.0	3,518	12.0	2,990	85.0	528	15.0
Grade 5	30,196	227	27,519	91.8	27,366	99.4	153	0.6	2,450	8.2	2,332	95.2	118	4.8
Grade 8	33,560	323	29,736	89.5	29,355	98.7	381	1.3	3,501	10.5	3,198	91.3	303	8.7
Hispanic														
Grade 3	10,735	63	8,787	82.3	8,726	99.3	61	0.7	1,885	17.7	1,690	89.7	195	10.3
Grade 5	9,586	57	8,215	86.2	8,184	99.6	31	0.4	1,314	13.8	1,254	95.4	60	4.6
Grade 8	7,912	46	6,354	80.8	6,273	98.7	81	1.3	1,512	19.2	1,426	94.3	86	5.7
Multi-Racial														
Grade 3	3,878	35	3,585	93.3	3,559	99.3	26	0.7	258	6.7	220	85.3	38	14.7
Grade 5	3,252	18	3,085	95.4	3,075	99.7	10	0.3	149	4.6	143	96.0	6	4.0
Grade 8	2,459	11	2,340	95.6	2,314	98.9	26	1.1	108	4.4	99	91.7	9	8.3
White														
Grade 3	59,487	376	56,008	94.8	55,662	99.4	346	0.6	3,103	5.2	2,746	88.5	357	11.5
Grade 5	59,744	266	57,336	96.4	57,208	99.8	128	0.2	2,142	3.6	2,041	95.3	101	4.7
Grade 8	62,961	225	60,271	96.1	59,765	99.2	506	0.8	2,465	3.9	2,227	90.3	238	9.7
Total														
Grade 3	107,740	721	97,899	91.5	97,178	99.3	721	0.7	9,120	8.5	7,957	87.2	1,163	12.8
Grade 5	106,583	576	99,680	94.0	99,346	99.7	334	0.3	6,327	6.0	6,026	95.2	301	4.8
Grade 8	110,752	614	102,240	92.8	101,212	99.0	1,028	1.0	7,898	7.2	7,250	91.8	648	8.2

<sup>1</sup>Percentages may not sum to 100 because not all information was coded for some students.

<sup>2</sup>Percentages are based on the total number of students who met the standards.

<sup>3</sup>Percentages are based on the total number of students who did not meet the standards.

<sup>4</sup>Missing Status refers to students who were promoted by LEAs with no record of having met the standard and without a reason for promotion.

\*The number in this cell was less than 5 students.

## **Reasons for Promotion of Students Participating in Alternate Assessments Who Did Not Meet the Standards**

The number and percent of students not meeting the standards who participated in alternate assessments and reasons for promotion in 2005-06 are shown in Table 6. Of the 690 students participating in NCCLAS who failed the standards, the majority was promoted at the gateway grades for LEP reasons: 51.0% at grade three, 55.7% at grade five and 59.9% at grade eight. *Principal's Decision* was the secondary reason students were promoted who failed the standards at the gateway grades: 35.2% at grade three, 37.0% at grade five and 29% at grade eight.

The major reason students participating in NCEXTEND2 were promoted who failed the standards was *Principal's Decision*, which accounted for approximately 50 percent of the 5,286 students promoted at the gateway grades. A third of the students participating in NCEXTEND2 who failed the standards were promoted due to *Waiver*.

About one half of the 1,031 students participating in NCAAAP who failed the standards at the gateway grades were promoted due to *Principal's Decision*, while a third was promoted due to *Waiver*.

Table 6. Number and Percent<sup>1</sup> of Students Not Meeting the Standards Who Participated in Alternate Assessments and Reasons for Promotion, 2005-06

Status/Test	Total N <sup>2</sup>	Waiver		LEP		Local Policy/Other		Principal's Decision	
		# Promoted	% Promoted	# Promoted	% Promoted	# Promoted	% Promoted	# Promoted	% Promoted
<b>NCCLAS</b>									
Grade 3	202	12	5.9	103	51.0	16	7.9	71	35.2
Grade 5	219	8	3.7	122	55.7	8	3.7	81	37.0
Grade 8	269	15	5.6	161	59.9	15	5.6	78	29.0
<b>NCEXTEND2</b>									
Grade 3	1,821	606	33.3	37	2.0	289	15.9	889	48.8
Grade 5	1,813	610	33.7	46	2.5	295	16.3	862	47.6
Grade 8	1,652	547	33.1	12	0.7	355	21.5	738	44.7
<b>NCAAP</b>									
Grade 3	332	109	32.8	*	0.9	45	13.6	175	52.7
Grade 5	303	89	29.4	*	0.3	45	14.9	168	55.5
Grade 8	396	130	32.8	*	0.5	76	19.2	188	47.5
<b>Total</b>									
Grade 3	2,355	727	n/a	143	n/a	350	n/a	1,135	n/a
Grade 5	2,335	707	n/a	169	n/a	348	n/a	1,111	n/a
Grade 8	2,317	692	n/a	175	n/a	446	n/a	1,004	n/a

<sup>1</sup>Percentages may not sum to 100% due to rounding.

<sup>2</sup>In earlier reports, all students using alternate assessments were included. Now due to changes in NCLB policy regarding students with severe cognitive disabilities in 2003-04 and students held to modified grade level achievement standards in 2005-06, only those students who did not score proficient are included in this table.

**Note:** NCCLAS = North Carolina Checklist of Academic Standards; NCAAP = North Carolina Alternate Assessment Portfolio.

\*The number in this cell was less than 5 students.

### ***Reasons for Retention of Students Participating in Alternate Assessments Who Met the Standards***

Table 7 shows the number and percent of students participating in alternate assessments who met the standards and reasons for retention in 2005-06. Of the grade three students retained who met the standard in NCCLAS, 75 percent were retained for *Academic* reasons and 25 percent due to *Principal's Decision*. No students participating in NCCLAS were retained at grades five and eight.

Of the students participating in NCEXTEND2 who met the standards, 22 percent were retained for *Academic* reasons and 78 percent due to *Principal's Decision* at grade three. At grade five, the six students retained were due to *Principal's Decision*, and at grade eight, less than five students were retained for *Other* reasons and due to *Principal's Decision*.

Sixteen students participated in NCAAP and met the standards at the gateway grades. Of these students, most were retained at grade three, five, and eight due to *Principal's Decision*.

Table 7. Number and Percent<sup>1</sup> of Students Meeting the Standards Who Participated in Alternate Assessments and Reasons for Retention, 2005-06

Status/Test	Total N <sup>2</sup>	Academic		Attendance		Other		Principal's Decision	
		# Retained	% Retained	# Retained	% Retained	# Retained	% Retained	# Retained	% Retained
<b>NCCLAS</b>									
Grade 3	8	6	75.0	*	0.0	*	0.0	*	25.0
Grade 5	*	*	0.0	*	0.0	*	0.0	*	0.0
Grade 8	*	*	0.0	*	0.0	*	0.0	*	0.0
<b>NCEXTEND2</b>									
Grade 3	9	*	22.2	*	0.0	*	0.0	7	77.8
Grade 5	6	*	0.0	*	0.0	*	0.0	6	100.0
Grade 8	*	*	0.0	*	0.0	*	50.0	*	50.0
<b>NCAAP</b>									
Grade 3	*	*	0.0	*	0.0	*	0.0	*	100.0
Grade 5	*	*	0.0	*	0.0	*	25.0	*	75.0
Grade 8	9	*	0.0	*	0.0	*	22.2	7	77.8
<b>Total</b>									
Grade 3	20	8	n/a	*	n/a	*	n/a	12	n/a
Grade 5	10	*	n/a	*	n/a	*	n/a	9	n/a
Grade 8	11	*	n/a	*	n/a	*	n/a	8	n/a

<sup>1</sup>Percentages may not sum to 100% due to rounding.

<sup>2</sup>In earlier reports, all students using alternate assessments were included. Now, due to changes in NCLB policy regarding students with severe cognitive disabilities in 2003-04 and students being held to modified grade level achievement standards in 2005-06, only those students who did not score proficient are included in this table.

\*The number in this cell was less than 5 students.

### ***Reasons for Promotion When Standards Were Not Met, by Race/Ethnicity***

Table 8 shows the reasons for promotions at the gateway grades when standards were not met by race/ethnicity in 2005-06. *Principal's Decision* was cited most frequently in the promotion of all racial/ethnic students who failed the standards except Hispanic students, who were promoted most frequently for *LEP* reasons. The second most cited reason Hispanic students were promoted was *Principal's Decision*. The large percentages of Hispanic students failing the standards and promoted due to *Principal's Decision* suggest that without the issue of language, *Principal's Decision* may also be the predominant reason for promoting Hispanic students who failed to meet the standards.

It should be pointed out that although the majority of Asian students who failed the standards at the gateway grades were promoted due to *Principal's Decision*, about 26 percent of students at grades three and eight and 35 percent at grade five were promoted for *LEP* reasons. This makes sense because, like the Hispanic racial/ethnic group, the Asian group has a number of students who speak English as a second language.

A secondary reason for promoting Black, Multi-Racial, and White students was due to *Waiver*. A waiver is a request by a parent or teacher to promote a child who scores below Level III on an end-of-grade test. The waiver is considered by a committee made up of parents and teachers from another school who reviews documentation about a child's academic performance for the school year. The recommendation of the committee is made to the principal who has the authority to accept or reject it.

Table 8. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Promoted When Standards Not Met and Reasons for Promotion, by Race/Ethnicity, 2005-06

Ethnicity	Total N	Missing Status <sup>3</sup> n	Waiver <sup>2</sup>		LEP (Limited English Proficient)		Local Policy/Other		Principal's Decision	
			n	%	n	%	n	%	n	%
<b>American Indian</b>										
Grade 3	109	7	27	23.3	0	0.0	10	8.6	79	68.1
Grade 5	92	*	9	9.7	0	0.0	31	33.3	53	57.0
Grade 8	129	6	13	9.6	0	0.0	40	29.6	82	60.7
<b>Asian</b>										
Grade 3	85	23	10	9.3	28	25.9	8	7.4	62	57.4
Grade 5	84	18	10	9.8	36	35.3	5	4.9	51	50.0
Grade 8	85	20	16	15.2	27	25.7	*	2.9	59	56.2
<b>Black</b>										
Grade 3	1,897	380	547	24.0	5	0.2	352	15.5	1,373	60.3
Grade 5	1,488	270	498	28.3	9	0.5	269	15.3	982	55.9
Grade 8	2,106	381	681	27.4	6	0.2	384	15.4	1,416	56.9
<b>Hispanic</b>										
Grade 3	1,177	202	182	13.2	614	44.5	92	6.7	491	35.6
Grade 5	851	149	131	13.1	414	41.4	71	7.1	384	38.4
Grade 8	966	202	143	12.2	502	43.0	93	8.0	430	36.8
<b>Multi-Racial</b>										
Grade 3	119	31	52	34.7	*	2.0	32	21.3	63	42.0
Grade 5	82	21	27	26.2	*	2.9	20	19.4	53	51.5
Grade 8	62	17	20	25.3	*	5.1	24	30.4	31	39.2
<b>White</b>										
Grade 3	1,894	270	714	33.0	22	1.0	357	16.5	1,071	49.5
Grade 5	1,376	179	499	32.1	14	0.9	261	16.8	781	50.2
Grade 8	1,630	168	568	31.6	18	1.0	360	20.0	852	47.4
<b>Total</b>										
Grade 3	5,281	913	1532	24.7	672	10.8	851	13.7	3,139	50.7
Grade 5	3,973	638	1174	25.5	476	10.3	657	14.2	2,304	50.0
Grade 8	4,978	794	1441	25.0	557	9.7	904	15.7	2,870	49.7

<sup>1</sup>Waiver - Applied to promote students functioning at grade level and making adequate progress.

<sup>2</sup>Percentages may not sum to 100 due to rounding.

<sup>3</sup>Missing Status refers to students who were promoted by LEAs with no record of having met the standard and without reason for promotion.

\*The number in this cell was less than 5 students.

### ***Reasons for Retention When Standards Were Met, by Race/Ethnicity***

The reasons for retaining students who met the standards in 2005-06 are shown by race/ethnicity in Table 9. *Academic* reasons were cited predominantly for retaining students who met the standards by all racial/ethnic groups. *Principal's Decision* was the secondary reason for retaining students who met state mandated standards. Note that the counts for American Indian and Asian students were too small for interpretation.

Students retained for *Academic* reasons were students who met standards but exhibited poor academic progress as defined by local policy.

Table 9. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Retained When Standards Met and Reasons for Retention, by Race/Ethnicity, 2005-06

Local Promotion Standards									
Ethnicity	Total N	Academic		Attendance		Other		Principal's Decision	
		n	%	n	%	n	%	n	%
<b>American Indian</b>									
Grade 3	*	*	75.0	*	0.0	*	0.0	*	25.0
Grade 5	*	*	100.0	*	0.0	*	0.0	*	0.0
Grade 8	6	*	50.0	*	0.0	*	0.0	*	50.0
<b>Asian</b>									
Grade 3	6	*	50.0	*	0.0	*	16.7	*	33.3
Grade 5	*	*	100.0	*	0.0	*	0.0	*	0.0
Grade 8	6	*	50.0	*	0.0	*	0.0	*	50.0
<b>Black</b>									
Grade 3	181	141	77.9	*	0.6	7	3.9	32	17.7
Grade 5	119	98	82.4	*	3.4	*	3.0	14	11.8
Grade 8	311	228	73.3	13	4.2	5	1.6	65	20.9
<b>Hispanic</b>									
Grade 3	47	35	74.5	*	4.3	*	2.1	9	19.1
Grade 5	21	16	76.2	*	0.0	*	4.8	*	19.0
Grade 8	64	45	70.3	*	4.7	*	1.6	15	23.4
<b>Multi-Racial</b>									
Grade 3	21	16	76.2	*	4.8	*	4.8	*	14.3
Grade 5	7	5	71.4	*	0.0	*	0.0	*	28.6
Grade 8	23	19	82.6	*	0.0	*	0.0	*	17.4
<b>White</b>									
Grade 3	270	175	64.8	11	4.1	30	11.1	54	20.0
Grade 5	105	59	56.2	10	9.5	11	10.5	25	23.8
Grade 8	428	331	77.3	47	11.0	7	1.6	43	10.0
<b>Total</b>									
Grade 3	534	378	70.8	15	2.8	39	7.3	102	19.1
Grade 5	261	185	70.9	14	5.4	15	5.7	47	18.0
Grade 8	856	650	75.9	63	7.4	13	1.5	130	15.2

<sup>1</sup>Percentages may not sum to 100 due to rounding.

\*The number in this cell was less than 5 students.

### ***Promotion and Retention When Standards Were Met/Not Met, by Gender***

Promotion and retention data by gender and status for students who met/did not meet the standards in 2005-06 are shown in Tables 10 and 10a. The percentages in Table 10 are based on promotion data relative to all students (students who met the standards and students who did not meet the standards combined), while those in Table 10a are relative to students who met the standards or students who did not meet the standards as separate subgroups.

With students who met the standards and students who did not meet the standards combined:

- In 2005-06, higher percentages of female students at grades 3 (93.1%), 5 (95.5%) and 8 (94.2%) were promoted when they met the standards than male students at grades 3 (88.6%), 5 (92.0%) and 8 (89.6%) [see Table 10].
- Higher percentages of male students at grade 3 (9.4%), at grade 5 (7.2%) and at grade 8 (8.8%) were promoted than female students at grades 3 (5.4%), 5 (4.1%), and 8 (4.8%) when they did not meet the standards (see Table 10).
- Fewer than two percent of female and male students were retained, whether they met the standards or did not meet the standards.

With students who met the standard or students who did not meet the standard as separate subgroups:

- Over 99 percent of male and female students were promoted when they met the standards (see Table 10a).
- The percent of male students at grades 3 (87.3%), 5 (95.1%) and 8 (91.4%) and female students at grades 3 (87.1%), 5 (95.5%) and 8 (92.5%) promoted who did not meet the standards were about the same.

Table 10. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met (with Students Meeting the Standard and Students Not Meeting the Standard Combined as a Single Subgroup), by Gender, 2005-06

Gender	N	Standards Met				Standards Not Met			
		Promoted		Retained		Promoted		Retained	
		n	%	n	%	n	%	n	%
<b>Female</b>									
Grade 3	52,494	48,894	93.1	331	0.6	2,848	5.4	421	0.8
Grade 5	51,416	49,114	95.5	102	0.2	2,101	4.1	99	0.2
Grade 8	54,012	50,901	94.2	331	0.6	2,572	4.8	208	0.4
<b>Male</b>									
Grade 3	54,525	48,284	88.6	390	0.7	5,109	9.4	742	1.4
Grade 5	54,591	50,232	92.0	232	0.4	3,925	7.2	202	0.4
Grade 8	56,126	50,311	89.6	697	1.2	4,678	8.3	440	0.8
<b>Total</b>									
Grade 3	107,019	97,178	90.8	721	0.7	7,957	7.4	1,163	1.1
Grade 5	106,007	99,346	93.7	334	0.3	6,026	5.7	301	0.3
Grade 8	110,138	101,212	91.9	1028	0.9	7,250	6.6	648	0.6

<sup>1</sup>Percentages may not add to 100 because not all information was coded for some students.

Table 10a. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met (with Students Meeting the Standard and Students Not Meeting the Standard as Separate Subgroups), by Gender, 2005-06, by Gender, 2005-06

Total		Standards Met <sup>2</sup>						Standards Not Met <sup>3</sup>					
		Total		Promoted		Retained		Total		Promoted		Retained	
Gender	N	n	%	n	%	n	%	n	%	n	%	n	%
Female													
Grade 3	52,494	49,225	95.4	48,894	99.3	331	0.7	3,269	4.6	2,848	87.1	421	12.9
Grade 5	51,416	49,216	97.0	49,114	99.8	102	0.2	2,200	3.0	2,101	95.5	99	4.5
Grade 8	54,012	51,232	96.3	50,901	99.4	331	0.6	2,780	3.7	2,572	92.5	208	7.5
Male													
Grade 3	54,525	48,674	91.9	48,284	99.2	390	0.8	5,851	8.1	5,109	87.3	742	12.7
Grade 5	54,591	50,464	94.6	50,232	99.5	232	0.5	4,127	5.4	3,925	95.1	202	4.9
Grade 8	56,126	51,008	93.4	50,311	98.6	697	1.4	5,118	6.6	4,678	91.4	440	8.6
Total													
Grade 3	107,019	97,899	93.6	97,178	99.3	721	0.7	9,120	6.4	7,957	87.2	1,163	12.8
Grade 5	106,007	99,680	95.8	99,346	99.7	334	0.3	6,327	4.2	6,026	95.2	301	4.8
Grade 8	110,138	102,240	94.8	101,212	99.0	1028	1.0	7,898	5.2	7,250	91.8	648	8.2

<sup>1</sup>Percentages may not sum to 100 because not all information was coded for some students.

<sup>2</sup>Percentages are based on the total number of students who met the standards.

<sup>3</sup>Percentages are based on the total number of students who did not meet the standards.

### *Reasons for Promotion When Standards Were Not Met, by Gender*

The reasons cited for promoting students who did not meet the standards in 2005-06 are shown by gender in Table 11. The main reason male and female students were promoted when they did not meet the standards was *Principal's Decision*, accounting for about 50 percent of the promotions at the gateway grades. The percent of students promoted were about the same for males and females.

*Waiver* was the second most cited reason for promoting students who failed the standards, listed for about a quarter of the promotions at the gateway grades. Males were promoted due to *Waiver* at a slightly higher percentage than females.

Table 11. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Promoted When Standards Not Met and Reasons for Promotion, by Gender, 2005-06

Gender	Total N	Waiver <sup>2</sup>		LEP (Limited English Proficient)		Local Policy/Other		Principal's Decision	
		n	%	n	%	n	%	n	%
Female									
Grade 3	2,194	519	23.7	302	13.8	266	12.1	1,107	50.5
Grade 5	1,599	376	23.5	206	12.9	223	13.9	794	49.7
Grade 8	2,066	510	24.7	262	12.7	291	14.1	1,003	48.5
Male									
Grade 3	4,000	1,013	25.3	370	9.3	585	14.6	2,032	50.8
Grade 5	2,812	798	28.4	270	9.6	234	8.3	1,510	53.7
Grade 8	3,706	931	25.1	295	8.0	613	16.5	1,867	50.4
Totals									
Grade 3	6,194	1,532	24.7	672	10.8	851	13.7	3,139	50.7
Grade 5	4,611	1,174	25.5	476	10.3	657	14.2	2,304	50.0
Grade 8	5,772	1,441	25.0	557	9.7	904	15.7	2,870	49.7

<sup>1</sup>Percentages may not sum to 100 due to rounding.

<sup>2</sup>Waiver refers to a request by parents and teachers to promote a child who scores below Level III on an end-of-grade test based upon the recommendation of a committee made up of parents and teachers from another school after reviewing documentation of the child's academic performance for the school year.

***Reasons for Retention When Standards Were Met, by Gender***

Table 12 shows the number and percent of male and female students retained who met the standards at the gateway grades in 2005-06. The primary reason used in retention decisions for male and female students at the gateway grades was *Academic*.

About 70 percent of female and male students were retained for *Academic* reasons. The second most cited reason for the retention of male and female students was *Principal's Decision*, accounting for between 15 and 20 percent of promotions.

Table 12. Number and Percent of Students in Grades Three, Five, and Eight Retained When Standards Met and Reasons for Retention, by Gender, 2005-06

Gender	Total N	Academic		Attendance		Other		Principal's Decision	
		n	%	n	%	n	%	n	%
<b>Female</b>									
Grade 3	245	170	69.4	6	2.4	25	10.2	44	18.0
Grade 5	81	59	72.8	7	8.6	*	2.5	13	16.0
Grade 8	263	194	73.8	26	9.9	*	1.5	39	14.8
<b>Male</b>									
Grade 3	289	208	72.0	9	3.1	14	4.8	58	20.1
Grade 5	180	126	70.0	7	3.9	13	7.2	34	18.9
Grade 8	593	456	76.9	37	6.2	9	1.5	91	15.3
<b>Total</b>									
Grade 3	534	378	70.8	15	2.8	39	7.3	102	19.1
Grade 5	261	185	70.9	14	5.4	15	5.7	47	18.0
Grade 8	856	650	75.9	63	7.4	13	1.5	130	15.2

<sup>1</sup>Percentages may not sum to 100 due to rounding.

\*The number in this cell was less than 5 students.

### ***Promotion and Retention of Students with and without Disabilities Who Met/Did Not Meet the Standards***

Tables 13 and 13a show promotion and retention statuses of *Students with Disabilities* and *Students without Disabilities* when the standards were met and when the standard were not met in 2005-06. Table 13 shows percentages relative to all students (students who met the standards and students who did not meet the standards combined). Table 13a shows percentages for students who met the standards or students who did not meet the standards as separate subgroups.

With students meeting the standards and students not meeting the standards combined:

- Higher percentages of *Students without Disabilities* at grades 3 (95.3%), 5 (97.7%) and 8 (96.0%) met the standards and were promoted than *Students with Disabilities* at grade 3 (64.3%), 5 (69.1%) and 8 (64.5%) [see Table 13].
- Higher percentages of *Students with Disabilities* at grades 3 (32.6%), 5 (29.5%), and 8 (32.9%) were promoted who did not meet the standards than *Students without Disabilities* at grades 3 (3.1%), 5 (1.8%) and 8 (2.6%) [see Table 13].

With students who met the standards or students who did not meet the standards as separate subgroups:

- At least 99 percent of *Students with Disabilities* and *Students without Disabilities* who met the standards were promoted (see Table 13a).
- Higher percentages of *Students with Disabilities* at grades 3 (93.7%), 5 (96.9%) and 8 (94.9%) who failed the standards were promoted than *Students without Disabilities* at grade 3 (77.7%), at grade 5 (91.1%) and at grade 8 (86.5%) [see Table 13a].

Table 13. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight with Disabilities and without Disabilities Promoted and Retained When Standards Met/Not Met (with Students Meeting the Standard and Students Not Meeting the Standard Combined as a Single Subgroup), 2005-06

Group	Total N	Standards Met				Standards Not Met			
		Promoted		Retained		Promoted		Retained	
		n	%	n	%	n	%	n	%
Students with Disabilities									
Grade 3	15,623	10,051	64.3	133	0.9	5,098	32.6	341	2.2
Grade 5	14,839	10,257	69.1	61	0.4	4,381	29.5	140	0.9
Grade 8	14,379	9,273	64.5	118	0.8	4,733	32.9	255	1.8
Students without Disabilities									
Grade 3	91,396	87,127	95.3	588	0.6	2,859	3.1	822	0.9
Grade 5	91,168	89,089	97.7	273	0.3	1,645	1.8	161	0.2
Grade 8	95,759	91,939	96.0	910	1.0	2,517	2.6	393	0.4
Totals									
Grade 3	107,019	97,178	90.8	721	0.7	7,957	7.4	1,163	1.1
Grade 5	106,007	99,346	93.7	334	0.3	6,026	5.7	301	0.3
Grade 8	110,138	101,212	91.9	1028	0.9	7,250	6.6	648	0.6

<sup>1</sup>Percentages may not sum to 100 because not all information was coded for some students.

Notes

Students classified as not disabled were not identified in the data as exceptional students or were identified as academically and intellectually gifted (AIG). There were 14 categories of disability, which included: behaviorally/emotionally disabled, hearing impaired, educable mentally disabled, specific learning disabled speech/language impaired, visually impaired, other health impaired, orthopedically impaired, traumatic brain brain injury, autistic, severe profound mentally disabled, multi-handicapped, deaf/blind, and trainable mentally disabled.

Table 13a. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight with Disabilities and without Disabilities Promoted and Retained When Standards Met/Not Met (with Students Meeting the Standard and Students Not Meeting the Standard as Separate Subgroups), 2005-06

Total		Standards Met <sup>2</sup>						Standards Not Met <sup>3</sup>					
		Total		Promoted		Retained		Total		Promoted		Retained	
Group	N	n	%	n	%	n	%	n	%	n	%	n	%
Students With Disabilities													
Grade 3	13,940	10,184	73.1	10,051	98.7	133	1.3	5,439	39.0	5,098	93.7	341	6.3
Grade 5	13,417	10,318	76.9	10,257	99.4	61	0.6	4,521	33.7	4,381	96.9	140	3.1
Grade 8	13,131	9,391	71.5	9,273	98.7	118	1.3	4,988	38.0	4,733	94.9	255	5.1
Students Without Disabilities													
Grade 3	87,945	87,715	99.7	87,127	99.3	588	0.7	3,681	4.2	2,859	77.7	822	22.3
Grade 5	87,989	89,362	101.6	89,089	99.7	273	0.3	1,806	2.1	1,645	91.1	161	8.9
Grade 8	94,204	92,849	98.6	91,939	99.0	910	1.0	2,910	3.1	2,517	86.5	393	13.5
Total													
Grade 3	101,885	97,899	96.1	97,178	99.3	721	0.7	9,120	9.0	7,957	87.2	1,163	12.8
Grade 5	101,406	99,680	98.3	99,346	99.7	334	0.3	6,327	6.2	6,026	95.2	301	4.8
Grade 8	107,335	102,240	95.3	101,212	99.0	1028	1.0	7,898	7.4	7,250	91.8	648	8.2

<sup>1</sup>Percentages may not sum to 100 because not all information was coded for some students.

<sup>2</sup>Percentages are based on the total number of students who met the standards.

<sup>3</sup>Percentages are based on the total number of students who did not meet the standards.

Note

Students classified as not disabled were not identified in the data as exceptional students or were identified as academically and intellectually gifted (AIG). There were 14 categories of disability, which included: behaviorally/emotionally disabled, hearing impaired, educable mentally disabled, specific learning disabled, speech/language impaired, visually impaired, other health impaired, orthopedically impaired, traumatic brain injury, autistic, severe profound mentally disabled, multi-handicapped, deaf/blind, and trainable mentally disabled.

### ***Promotion and Retention of Students Served/Not Served by Migrant Programs When Standards Were Met/Not Met***

The number and percentage of *Students Served/Not Served by Migrant Programs* by grade and status in 2005-06 are shown in Tables 14 and 14a. Table 14 shows promotion and retention percentages relative to all students (students meeting the standard and students not meeting the standard combined). Table 14a shows promotion and retention percentages relative to students meeting the standards and students not meeting the standards as separate subgroups.

With students meeting the standards and students not meeting the standards combined:

- In 2005-06, higher percentages of *Students Not Served by Migrant Programs* at grades 3 (90.9%), 5 (93.8%) and 8 (91.9%) met the standards and were promoted than *Students Served by Migrant Programs* at grades 3 (75.2%), 5 (74.8%) and 8 (71.4%) [Table 14].
- Higher percentages of *Students Served by Migrant Programs* at grades 3 (19.3%), 5 (23.3%) and 8 (27.1%) were promoted who failed the standards than *Students Not Served by Migrant Programs* at grades 3 (7.4%), 5 (5.6%) and 8 (6.5%) [see Table 14].

With students who met the standards or students who did not meet the standards as separate subgroups:

- Over 99 percent of *Students Served by Migrant Programs* and *Students Not Served by Migrant Programs* who met the standards were promoted (Table 14a).
- The percent of *Students Not Served by Migrant Programs* at grades 3 (87.3%) and 5 (95.3%) not meeting the standards and promoted were higher than the percent of *Students Served by Migrant Programs* at grades 3 (80.7) and 5 (93.4%).
- At grade 8, the percent of *Students Served by Migrant Programs* (97.3%) who failed the standard and were promoted was higher than for *Students Not Served by Migrant Programs*.
- While the retention rates for *Students Served by Migrant Programs* and *Students Not Served by Migrant Programs* who met the standards were about the same as in Table 14, the rates increased appreciably for both subgroups when standards were not met, particularly at grade three.

Table 14. Number and Percent<sup>1</sup> of Students Served/Not Served by Migrant Programs in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met (with Students Meeting the Standard and Students Not Meeting the Standard Combined as a Single Subgroup), 2005-06

Group	N	Standards Met				Standards Not Met			
		Promoted		Retained		Promoted		Retained	
		n	Percent	n	Percent	n	Percent	n	Percent
Migrant <sup>2</sup>									
Grade 3	347	261	75.2	*	0.9	67	19.3	16	4.6
Grade 5	305	228	74.8	*	0.3	71	23.3	5	1.6
Grade 8	262	187	71.4	*	0.8	71	27.1	*	0.8
Not Migrant									
Grade 3	106,672	96,917	90.9	718	0.7	7,890	7.4	1,147	1.1
Grade 5	105,702	99,118	93.8	333	0.3	5,955	5.6	296	0.3
Grade 8	109,876	101,025	91.9	1026	0.9	7,179	6.5	646	0.6
Total									
Grade 3	107,019	97,178	90.8	721	0.7	7,957	7.4	1,163	1.1
Grade 5	106,007	99,346	93.7	334	0.3	6,026	5.7	301	0.3
Grade 8	110,138	101,212	91.9	1028	0.9	7,250	6.6	648	0.6

<sup>1</sup>Percentages may not sum to 100 due to rounding.

<sup>2</sup>The *Migrant and Not Migrant* categories reflect students served/not served by migrant programs (See Explanation of Codes in the Appendices).

\*The number in this cell was less than 5 students.

Table 14a. Number and Percent<sup>1</sup> of Students Served/Not Served by Migrant Programs in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met (with Students Meeting the Standard and Students Not Meeting the Standard as Separate Subgroups), 2005-06

Total		Standards Met <sup>2</sup>						Standards Not Met <sup>3</sup>					
		Total		Promoted		Retained		Total		Promoted		Retained	
Group	N	n	%	n	%	n	%	n	%	n	%	n	%
<b>Migrant<sup>4</sup></b>													
Grade 3	347	264	76.1	261	98.9	*	1.1	83	23.9	67	80.7	16	19.3
Grade 5	305	229	75.1	228	99.6	*	0.4	76	24.9	71	93.4	5	6.6
Grade 8	262	189	72.1	187	98.9	*	1.1	73	27.9	71	97.3	*	2.7
<b>Not Migrant</b>													
Grade 3	106,672	97,635	91.5	96,917	99.3	718	0.7	9,037	8.5	7,890	87.3	1,147	12.7
Grade 5	105,702	99,451	94.1	99,118	99.7	333	0.3	6,251	5.9	5,955	95.3	296	4.7
Grade 8	109,876	102,051	92.9	101,025	99.0	1026	1.0	7,825	7.1	7,179	91.7	646	8.3
<b>Total</b>													
Grade 3	107,019	97,899	91.5	97,178	99.3	721	0.7	9,120	8.5	7,957	87.2	1,163	12.8
Grade 5	106,007	99,680	94.0	99,346	99.7	334	0.3	6,327	6.0	6,026	95.2	301	4.8
Grade 8	110,138	102,240	92.8	101,212	99.0	1028	1.0	7,898	7.2	7,250	91.8	648	8.2

<sup>1</sup>Percentages may not sum to 100 because not all information was coded for some students.

<sup>2</sup>Percentages are based on the total number of students who met the standards.

<sup>3</sup>Percentages are based on the total number of students who did not meet the standards.

<sup>4</sup>The *Migrant* and *Not Migrant* categories reflect students served/not served by migrant programs (See Explanation of Codes in the Appendices).

\*The number in this cell was less than 5 students.

## **Appendices**

Table A-1. Number and Percent of Students Passing and/or Failing Reading and Mathematics After All Retests, 2002-03 to 2004-05

		<b>Mathematics</b>														
<b>Reading</b>		2002-03					2003-04					2004-05				
		Pass	%	Fail	%	Total	Pass	%	Fail	%	Total	Pass	%	Fail	%	Total
Grade Three	Pass	92,409	90.9	1,248	1.2	93,657	92,664	91.0	1,320	1.3	93,984	93,017	91.0	2,259	2.2	95,276
	Fail	4,657	4.6	2,704	2.7	7,361	4,637	4.6	2,688	2.6	7,325	3,428	3.4	2,972	2.9	6,400
	Total	97,066		3,952		101,018	97,301		4,008		101,309	96,445		5,231		101,676
Grade Five	Pass	99,128	96.1	602	0.6	99,730	98,506	96.0	624	0.6	99,130	99,867	95.6	1,084	1.4	100,951
	Fail	2,035	2.0	759	0.7	2,794	2,092	2.0	927	0.9	3,019	1,824	1.7	979	0.9	2,803
	Total	101,163		1,361		102,524	100,598		1,551		102,149	101,691		2,063		103,754
Grade Eight	Pass	94,624	93.2	1,812	1.8	96,436	98,265	93.0	1,966	1.9	100,231	100,150	94.1	1,632	1.5	101,782
	Fail	2,721	2.7	1,963	1.9	4,684	2,756	2.6	2,212	2.1	4,968	2,435	2.3	1,693	1.6	4,128
	Total	97,345		3,775		101,120	101,021		4,178		105,199	102,585		3,325		105,910

<sup>1</sup>Percentages may not sum to 100 due to rounding or due to all information not being coded for some students.

Table A-2. Number and Percent<sup>1</sup> of Students in Grade Three Passing End-of-Grade Tests and Retests, by Race/Ethnicity, 2005-06

		Race/Ethnicity								
Test Administration	Subject		American						Multi-Racial	White
			All	Indian	Asian	Black	Hispanic			
Regular	Reading	Number	95,153	1,280	2,265	24,483	8,310	3,524	55,291	
		Percent	88.3	82.3	91.4	82.7	77.4	90.9	93.0	
Retest 1	Reading	Number	3,292	69	34	1,405	517	89	1,178	
		Percent	3.1	4.4	1.4	4.8	4.8	2.3	2.0	
Cumulative After Retest 1	Reading	Number	98,445	1,349	2,299	25,888	8,827	3,613	56,469	
		Percent	91.4	86.8	92.8	87.4	82.2	93.2	94.9	
Retest 2	Reading	Number	1,139	24	16	489	199	26	385	
		Percent	1.1	1.5	0.6	1.7	1.9	0.7	0.7	
Cumulative After Retest 2	Reading	Number	99,584	1,373	2,315	26,377	9,026	3,639	56,854	
		Percent	92.4	88.3	93.4	89.1	84.1	93.8	95.6	

<sup>1</sup>Percentages may not sum to 100 due to rounding or because not all information was coded for some students; the percentages in this table are based on the total number of students in each racial/ethnic group, which are not shown in this table. Promotions in 2006 were based on Reading EOG scores only because Math scores were not available.

Table A-3. Number and Percent<sup>1</sup> of Students in Grade Five Passing End-of-Grade Tests and Retests, by Race/Ethnicity, 2005-06

		Race/Ethnicity								
Test Administration	Subject		American						Multi-Racial	White
			All	Indian	Asian	Black	Hispanic			
Regular	Reading	Number	98,083	1,326	2,121	26,686	7,937	3,057	56,956	
		Percent	92.0	86.6	93.3	88.4	82.8	94.0	95.3	
Retest 1	Reading	Number	2,173	58	18	1,023	303	49	722	
		Percent	2.0	3.8	0.8	3.4	3.2	1.5	1.2	
Cumulative After Retest 1	Reading	Number	100,256	1,384	2,139	27,709	8,240	3,106	57,678	
		Percent	94.1	90.4	94.1	91.8	86.0	95.5	96.5	
Retest 2	Reading	Number	605	11	8	285	89	12	200	
		Percent	0.6	0.7	0.4	0.9	0.9	0.4	0.3	
Cumulative After Retest 2	Reading	Number	100,861	1,395	2,147	27,994	8,329	3,118	57,878	
		Percent	94.6	91.1	94.4	92.7	86.9	95.9	96.9	

<sup>1</sup>Percentages may not sum to 100 due to rounding or because not all information was coded for some students; the percentages in this table are based on the total number of students in each racial/ethnic group, which are not shown in this table. Promotions in 2006 were based on Reading EOG scores only because Math scores were not available.

Table A-4. Number and Percent<sup>1</sup> of Students in Grade Eight Passing End-of-Grade Tests and Retests, by Race/Ethnicity, 2005-06

		Race/Ethnicity								
Test Administration	Subject		American						Multi-Racial	White
			All	Indian	Asian	Black	Hispanic			
Regular	Reading	Number	99,794	1,389	2,054	28,462	6,074	2,305	59,510	
		Percent	90.1	85.5	91.9	84.8	76.8	93.7	94.5	
Retest 1	Reading	Number	3,073	61	40	1,567	290	45	1,070	
		Percent	2.8	3.8	1.8	4.7	3.7	1.8	1.7	
Cumulative After Retest 1	Reading	Number	102,867	1,450	2,094	30,029	6,364	2,350	60,580	
		Percent	92.9	89.2	93.7	89.5	80.4	95.6	96.2	
Retest 2	Reading	Number	880	20	9	471	100	15	265	
		Percent	0.8	1.2	0.4	1.4	1.3	0.6	0.4	
Cumulative After Retest 2	Reading	Number	103,747	1,470	2,103	30,500	6,464	2,365	60,845	
		Percent	93.7	90.5	94.1	90.9	81.7	96.2	96.6	

<sup>1</sup>Percentages may not sum to 100 due to rounding or because not all information was coded for some students; the percentages in this table are based on the total number of students in each racial/ethnic group, which are not shown in this table. Promotions in 2006 were based on Reading EOG scores only because Math scores were not available.

Table A-5. Number and Percent<sup>1</sup> of Students in Grade Three With Disabilities and Without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards (with Students Meeting the Standard and Students Not Meeting the Standard Combined as a Single Subgroup), by Race/Ethnicity, 2005-06

		Total	Standards Met				Standards Not Met			
			Promoted		Retained		Promoted		Retained	
Ethnicity	Group	N	n	%	n	%	n	%	n	%
American Indian	Not SWD	1,274	1,197	94.0	14	1.1	34	2.7	29	2.3
	SWD	275	149	54.2	*	0.7	119	43.3	5	1.8
Asian	Not SWD	2,323	2,192	94.4	*	0.2	116	5.0	11	0.5
	SWD	143	101	70.6	*	0.0	42	29.4	*	0.0
Black	Not SWD	24,590	23,023	93.6	225	0.9	958	3.9	384	1.6
	SWD	4,788	2,569	53.7	43	0.9	2,032	42.4	144	3.0
Hispanic	Not SWD	9,575	8,188	85.5	59	0.6	1,160	12.1	168	1.8
	SWD	1,097	538	49.0	*	0.2	530	48.3	27	2.5
Multi-Racial	Not SWD	3,274	3,172	96.9	22	0.7	56	1.7	24	0.7
	SWD	569	387	68.0	*	0.7	164	28.8	14	2.5
White	Not SWD	50,360	49,355	98.0	264	0.5	535	1.1	206	0.4
	SWD	8,751	6,307	72.1	82	0.9	2,211	25.3	151	1.7
Total		107,019	97,178	90.8	709	0.7	7,957	7.4	1,163	1.1

<sup>1</sup>Percentages may not sum to 100 due to rounding.

\*The number in this cell was less than 5 students.

Table A-5a. Number and Percent<sup>1</sup> of Students in Grade Three with Disabilities and without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards (with Students Meeting the Standard and Students Not Meeting the Standard as Separate Subgroups), by Race/Ethnicity, 2005-06

Total		Standards Met <sup>2</sup>						Standards Not Met <sup>3</sup>					
		Total		Promoted		Retained		Total		Promoted		Retained	
Ethnicity	N	n	%	n	%	n	%	n	%	n	%	n	%
American Indian													
Not SWD	1,246	1,211	97.2	1,197	98.8	14	1.2	63	5.1	34	54.0	29	46.0
SWD	252	151	59.9	149	98.7	*	1.3	73	49.2	119	96.0	5	4.0
Asian													
Not SWD	2,209	2,196	99.4	2,192	99.8	*	0.2	127	5.7	116	91.3	11	8.7
SWD	129	101	78.3	101	100.0	*	0.0	44	32.6	42	100.0	*	0.0
Black													
Not SWD	23,376	23,248	99.5	23,023	99.0	225	1.0	1,342	5.7	958	71.4	384	28.6
SWD	4,103	2,612	63.7	2,569	98.4	43	1.6	2,176	53.0	2,032	93.4	144	6.6
Hispanic													
Not SWD	9,108	8,247	90.5	8,188	99.3	59	0.7	1,328	14.6	1,160	87.3	168	12.7
SWD	933	540	57.9	538	99.6	*	0.4	437	59.7	530	95.2	27	4.8
Multi-Racial													
Not SWD	3,179	3,194	100.5	3,172	99.3	22	0.7	190	2.5	56	70.0	24	30.0
SWD	497	391	78.7	387	99.0	*	1.0	65	35.8	164	92.1	14	7.9
White													
Not SWD	48,827	49,619	101.6	49,355	99.5	264	0.5	741	1.5	535	72.2	206	27.8
SWD	8,026	6,389	79.6	6,307	98.7	82	1.3	2,362	29.4	2,211	93.6	151	6.4
Total	101,885	97,899	96.1	97,178	99.3	721	0.7	9,120	9.0	7,957	87.2	1,163	12.8

<sup>1</sup>Percentages may not sum to 100 because not all information was coded for some students.

<sup>2</sup>Percentages are based on the total number of students who met the standards.

<sup>3</sup>Percentages are based on the total number of students who met the standard and did not meet the standard as separate subgroups.

\*The number in this cell was less than 5 students.

Table A-6. Number and Percent<sup>1</sup> of Students in Grade Five with Disabilities and without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards (with Students Meeting the Standard and Students Not Meeting the Standard Combined as a Single Subgroup), by Race/Ethnicity, 2005-06

		Total N	Standards Met				Standards Not Met			
Ethnicity	Group		Promoted		Retained		Promoted		Retained	
			n	%	n	%	n	%	n	%
American Indian	Not SWD	1,243	1,207	97.1	6	0.5	19	1.5	11	0.9
	SWD	286	174	60.8	*	1.0	107	37.4	*	0.7
Asian	Not SWD	2,135	2,043	95.7	*	0.1	89	4.2	*	0.0
	SWD	133	89	66.9	*	0.8	41	30.8	*	1.5
Black	Not SWD	24,882	24,237	97.4	130	0.5	440	1.8	75	0.3
	SWD	5,087	3,129	61.5	23	0.5	1,892	37.2	43	0.8
Hispanic	Not SWD	8,537	7,619	89.2	27	0.3	843	9.9	48	0.6
	SWD	992	565	57.0	*	0.4	411	41.4	12	1.2
Multi-Racial	Not SWD	2,809	2,774	98.8	10	0.4	24	0.9	*	0.0
	SWD	425	301	70.8	0	0.0	119	28.0	5	1.2
White	Not SWD	51,562	51,209	99.3	98	0.2	230	0.4	25	0.0
	SWD	7,916	5,999	75.8	30	0.4	1,811	22.9	76	1.0
Total		106,007	99,346	93.7	324	0.3	6,026	5.7	300	0.3

<sup>1</sup>Percentages may not sum to 100 due to rounding.

Note: Percentages are based upon the total number of students meeting the standard and not meeting the standards combined.

\*The number in this cell was less than 5 students.

Table A-6a. Number and Percent<sup>1</sup> of Students in Grade Five With Disabilities and Without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards (with Students Meeting the Standard and Students Not Meeting the Standard as Separate Subgroups), by Race/Ethnicity, 2005-06

Total		Standards Met <sup>2</sup>						Standards Not Met <sup>3</sup>					
		Total		Promoted		Retained		Total		Promoted		Retained	
Ethnicity	N	n	%	n	%	n	%	n	%	n	%	n	%
American Indian													
Not SWD	1,223	1,213	99.2	1,207	99.5	6	0.5	30	2.5	19	63.3	11	36.7
SWD	262	177	67.6	174	98.3	*	1.7	109	41.6	107	98.2	*	1.8
Asian													
Not SWD	2,064	2,045	99.1	2,043	99.9	*	0.1	90	4.4	89	98.9	*	1.1
SWD	112	90	80.4	89	98.9	*	1.1	43	38.4	41	95.3	*	4.7
Black													
Not SWD	23,736	24,367	102.7	24,237	99.5	130	0.5	515	2.2	440	85.4	75	14.6
SWD	4,462	3,152	70.6	3,129	99.3	23	0.7	1,935	43.4	1,892	97.8	43	2.2
Hispanic													
Not SWD	8,181	7,646	93.5	7,619	99.6	27	0.4	891	10.9	843	94.6	48	5.4
SWD	861	569	66.1	565	99.3	*	0.7	423	49.1	411	97.2	12	2.8
Multi-Racial													
Not SWD	2,721	2,784	102.3	2,774	99.6	10	0.4	25	0.9	24	96.0	*	4.0
SWD	375	301	80.3	301	100.0	*	0.0	124	33.1	119	96.0	5	4.0
White													
Not SWD	50,064	51,307	102.5	51,209	99.8	98	0.2	255	0.5	230	90.2	25	9.8
SWD	7,345	6,029	82.1	5,999	99.5	30	0.5	1,887	25.7	1,811	96.0	76	4.0
Total	101,406	99,680	98.3	99,346	99.7	334	0.3	6,327	6.2	6,026	95.2	301	4.8

<sup>1</sup>Percentages may not sum to 100 because not all information was coded for some students.

<sup>2</sup>Percentages are based on the total number of students who met the standards.

<sup>3</sup>Percentages are based on the total number of students who met and did not meet the standards as separate subgroups.

\*The number in this cell was less than 5 students.

Table A-7. Number and Percent<sup>1</sup> of Students in Grade Eight With Disabilities and Without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards (with Students Meeting the Standard and Students Not Meeting the Standard Combined as a Single Subgroup), by Race/Ethnicity, 2005-06

		Total	Standards Met				Standards Not Met			
			Promoted		Retained		Promoted		Retained	
Ethnicity	Group	N	n	%	n	%	n	%	n	%
American Indian	Not SWD	1,348	1,280	95.0	25	1.9	37	2.7	6	0.4
	SWD	270	147	54.4	*	1.1	118	43.7	*	0.7
Asian	Not SWD	2,127	2,011	94.5	6	0.3	109	5.1	*	0.0
	SWD	106	67	63.2	*	0.0	36	34.0	*	2.8
Black	Not SWD	27,628	26,312	95.2	336	1.2	797	2.9	183	0.7
	SWD	5,609	3,043	54.3	45	0.8	2,401	42.8	120	2.1
Hispanic	Not SWD	7,175	5,904	82.3	74	1.0	1,126	15.7	71	1.0
	SWD	691	369	53.4	7	1.0	300	43.4	15	2.2
Multi-Racial	Not SWD	2,163	2,105	97.3	26	1.2	26	1.2	6	0.3
	SWD	285	209	73.3	*	0.0	73	25.6	*	1.1
White	Not SWD	55,318	54,327	98.2	443	0.8	422	0.8	126	0.2
	SWD	7,418	5,438	73.3	63	0.8	1,805	24.3	112	1.5
Total		110,138	101,212	91.9	1,028	0.9	7,250	6.6	648	0.6

<sup>1</sup>Percentages may not sum to 100 due to rounding.

Note: Percentages are based upon the total number of students meeting the standards and not meeting the standards combined.

\*The number in this cell was less than 5 students.

Table A-7a. Number and Percent<sup>1</sup> of Students in Grade Eight With Disabilities and Without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards (with Students Meeting the Standard and Students Not Meeting the Standard as Separate Subgroups), by Race/Ethnicity, 2005-06

Total		Standards Met <sup>2</sup>						Standards Not Met <sup>3</sup>					
		Total		Promoted		Retained		Total		Promoted		Retained	
Ethnicity	N	n	%	n	%	n	%	n	%	n	%	n	%
American Indian													
Not SWD	1,287	1,305	101.4	1,280	98.1	25	1.9	43	3.3	37	86.0	6	14.0
SWD	222	150	67.6	147	98.0	*	2.0	120	54.1	118	98.3	*	1.7
Asian													
Not SWD	1,923	2,017	104.9	2,011	99.7	6	0.3	110	5.7	109	99.1	*	0.9
SWD	78	67	85.9	67	100.0	*	0.0	39	50.0	36	92.3	*	7.7
Black													
Not SWD	27,223	26,648	97.9	26,312	98.7	336	1.3	980	3.6	797	81.3	183	18.7
SWD	4,886	3,088	63.2	3,043	98.5	45	1.5	2,521	51.6	2,401	95.2	120	4.8
Hispanic													
Not SWD	5,805	5,978	4,218	5,904	98.8	74	1.2	1,197	20.6	1,126	94.1	71	5.9
SWD	498	376	249	369	98.1	7	1.9	315	63.3	300	95.2	15	4.8
Multi-Racial													
Not SWD	1,908	2,131	1,570	2,105	98.8	26	1.2	32	1.7	26	81.3	6	18.8
SWD	254	209	133	209	100.0	*	0.0	76	29.9	73	96.1	*	3.9
White													
Not SWD	55,501	54,770	98.7	54,327	99.2	443	0.8	548	1.0	422	77.0	126	23.0
SWD	6,858	5,501	80.2	5,438	98.9	63	1.1	1,917	28.0	1,805	94.2	112	5.8
Total	106,443	102,240	96.1	101,212	99.0	1,028	1.0	7,898	7.4	7,250	91.8	648	8.2

<sup>1</sup>Percentages may not sum to 100 because not all information was coded for some students.

<sup>2</sup>Percentages are based on the total number of students who met the standards.

<sup>3</sup>Percentages are based on the total number of students who met the standard and did not meet the standards as separate subgroups.

\*The number in this cell was less than 5 students.

## *Technical Notes*

### **Standards Development**

Prior to 2000-01, methods for collecting pertinent data on the Student Accountability Standards had not been developed. To address this issue, a meeting was held at DPI on April 6, 2001 to gather input from 26 LEAs. Discussions at the meeting focused on the rationale for promotion or retention of a student. As a result of these discussions, two distinct categories arose:

1. Reasons for promoting a student who did not make Level III:
  - a. **Waiver (Review Committee Recommendation)** - According to the Student Accountability Standards policy, a committee shall be appointed to review student waiver requests. This committee, composed of teachers and a principal from another school, shall make recommendations to the student's principal about whether the student should be promoted to the next grade. See *Student Accountability Standards Requirements* at: [http://www.ncpublicschools.org/student\\_promotion/](http://www.ncpublicschools.org/student_promotion/). Also, see SBE policies 16NCAC6D.0501; 16NCAC6D.0504; and 16NCAC6D.0505. These policies can be found at <http://sbepolicy.dpi.state.nc.us/> and are included in the appendices to this report.
  - b. **Local Policy /Principal's Decision/Other** - Local boards' policies may include provisions for special waiver of the test standard. An example of such a local policy might be: *A student in grade 3 or 5 will have the test standard waived if the student has already been retained once in the grade span of K - 5. A student in grade 8 will have the test standard waived if the student has already been retained once in the grade span of 6 - 8 or if the student has been retained twice in the grade span of K - 8. See Student Accountability Standards Requirements* at: <http://www.ncpublicschools.org/studentpromotion/>.
2. Reasons for retaining a student who made Level III:
  - a. Local promotion standards based on academic criteria
  - b. Local promotion standards based on attendance criteria
  - c. Principal's decision or other criteria - The Student Accountability Standards policy states that students who meet the test standard are to be promoted unless determined otherwise by the school principal, in consultation with teacher(s).

### **Documentation**

Tables in the Student Accountability Standards Report were created with data collected from the LEAs, including Charter Schools, but excluding the Department of Health and Human Services (DHHS) and the Department of Juvenile Justice and Delinquency Prevention (DJJDP) schools. Descriptions of the student groups used to create each table, a checklist of table requirements, and a description of data codes are provided below.

## Description of Figures

- Figure 1 is based on student level data using assessment status and Promotion/Retention status [excluding Absent, NCAAP, NCEXTEND2, NCCLAS, or blank (not coded) students].

## Description of Tables

- Table 1 uses gateway standard codes chosen by LEAs and Charter Schools. Fluctuations between grade levels are due to Charter Schools not having all three grade levels and LEAs choice of using Achievement Level III + 1 Standard Error of Measurement or Achievement Level III (a higher standard) as the Gateway standard.
- Tables 2 – 4 are based on student level data using assessment status and Promotion/Retention status [excluding Absent, NCAAP, NCCLAS, NCEXTEND2, or blank (not coded) students].
- Tables 5 and 5a are based on student level data using ethnicity, assessment status, and Promotion/Retention status [excluding Absent, NCAAP, NCCLAS, EXTEND2, or blank (not coded) students].
- Tables 6 – 7 are based on student level data using Regular, Retest 1, Retest 2 Reading and Mathematics Status, and Promotion/Retention status for Absent, NCAAP, NCCLAS, or EXTEND2 students. Students taking NCCLAS, NCEXTEND2, who were absent, or LEP and took the regular EOG test are counted in the “Other” category.
- Tables 8 – 9 are based on student level data using ethnicity, assessment status, and Promotion/Retention status [excluding Absent, NCAAP, NCCLAS, NCEXTEND2, or blank (not coded) students].
- Tables 10, 10a, 11, and 12 are based on student level data using gender, assessment status, and Promotion/Retention status [excluding Absent, NCAAP, NCCLAS, NCEXTEND2, or blank (not coded) students].
- Tables 13 and 13a are based on student level data using exceptionality codes, assessment status, and Promotion/Retention status [excluding Absent, NCAAP, NCCLAS, EXTEND2, or blank (not coded) students].
- Tables 14 and 14a are based on student level data using Migrant code, assessment status, and Promotion/Retention status [excluding Absent, NCAAP, NCCLAS, EXTEND2, or blank (not coded) students].

## Description of Appendices

- Appendix A-1 is based on student level data using the Regular, Retest 1, Retest 2 Reading and Mathematics Status [excluding Absent, NCAAP, NCCLAS, NCEXTEND2, or blank (not coded) students].

- Appendices A-2 to A-4 are based on student level data using ethnicity code and Regular, Retest 1, Retest 2 Reading and Mathematics Status [excluding Absent, NCAAP, NCCLAS, NCEXTEND2, or blank (not coded) students].
- Appendices A-5, A-5a, A-6, A-6a, A-7, and A-7a are based on student level data using ethnicity code, exceptionality code, Assessment status, and Promotion/Retention status [excluding Absent, NCAAP, NCCLAS, NCEXTEND2, or blank (not coded) students].

### Checklist of Chart Requirements

Table #	Assessment Status	Promotion/Retention Status	Gateway Standards	Regular, Retest 1, Retest 2 Reading and Mathematics Status	Race/Ethnicity	Gender	Exceptionality	Migrant
1			✓					
2	✓	✓						
3	✓	✓						
4	✓	✓						
5	✓	✓			✓			
5a	✓	✓			✓			
6		✓		✓				
7		✓		✓				
8	✓	✓			✓			
9	✓	✓			✓			
10	✓	✓				✓		
10a	✓	✓				✓		
11	✓	✓				✓		
12	✓	✓				✓		
13	✓	✓					✓	
13a	✓	✓					✓	
14	✓	✓						✓
14a	✓	✓						✓
<b>Figure #</b> 1	✓	✓						
<b>Appendix</b>								
A-1				✓				
A-2				✓	✓			
A-3				✓	✓			
A-4				✓	✓			
A-5	✓	✓			✓		✓	
A-5a	✓	✓			✓		✓	
A-6	✓	✓			✓		✓	
A-6a	✓	✓			✓		✓	
A-7	✓	✓			✓		✓	
A-7a	✓	✓			✓		✓	

## **Explanation of Codes**

### **Gateway Standards:**

Blank – Not Coded

1 – Lowest Scale Score for Level III

2 – Lowest Score for Level III plus 1 Standard Error of Measurement (SEM)  
(SEM applied to the student scale score)

3 – Other Local standard

### **Assessment Status:**

Blank – Not tested with reading and mathematics test.

0 – Passed both reading and mathematics during regular administration

1 – Passed reading and mathematics by Retest 1

2 – Passed reading and mathematics by Retest 2

3 – Student did not meet standard after all given administrations

### **Promotion/Retention Status:**

1 – Promoted: Scored at Level III or Level III + 1 SEM

2 – Promoted: Waiver – e.g. at grade level or making adequate progress

3 – Promoted: LEP (Limited English Proficiency)

4 – Promoted: Local Policy/Other

5 – Promoted: Principal's decision

Blank – Not coded

A – Retained: Did not score at Level III or Level III + 1 SEM

B – Retained: Local promotion standards/Academic

C – Retained: Local promotion standards/Attendance

D – Retained: Other

E – Retained: Principal's decision

### **Regular, Retest 1, Retest 2, Reading and Mathematics Status:**

1 – “Yes”, passed subject at Level III.

2 – “Yes”, passed subject at Level III + 1 SEM

3 – “No”, scored within 1 SEM but Standard used was Level III

4 – “No”, scored within 2 SEM of Level III

5 – “No”, did not meet standard

A – Absent from test

B – LEP Year 1

C – LEP Year 2

D – NCCATS (Not used in 2004)

E – NCAAP

F – NCCLAS

G – NCEXTEND2

**Ethnicity:**

American Indian, Asian, Black, Hispanic, Multi-Racial, White

**Gender:**

Male, Female

**Exceptionality:**

- 1 – Not identified as an Exceptional Student
- 2 – Academically/Intellectually Gifted (AIG)
- 3 – Behaviorally-Emotionally Handicapped
- 4 – Hearing Impaired
- 5 – Educable Mentally Handicapped
- 6 – Specific Learning Disabled
- 7 – Speech-Language Impaired
- 8 – Visually Impaired
- 9 – Other Health Impaired
- 10 – Orthopedically Impaired
- 11 – Traumatic Brain Injured
- 12 – Autistic
- 13 – Severe/Profound Mentally Disabled
- 14 – Multi-handicapped
- 15 – Deaf-Blind
- 16 – Trainable Mentally Disabled

**Migrant:**

- 1 – Non-Title I School, student not served by Migrant Program
- 2 – Non-Title I School, student served by Migrant Program
- 3 – School-Wide Title I Program but student not served by Migrant Program
- 4 – School-Wide Title I Program and student served by Migrant Program
- 5 – Student not served by Targeted Assistance or Migrant Program
- 6 – Not served by Targeted Assistance Program but served by Migrant Program
- 7 – Served by Targeted Assistance Program but not served by Migrant Program
- 8 – Served by Targeted Assistance Program and served by Migrant Program

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

**Policy Identification**

**Priority:** High Student Performance

**Category:** Student Accountability Standards/Graduation Requirements

**Policy ID Number:** HSP-N-002

**Policy Title:** 16 NCAC 6D .0501 Definitions related to Student Accountability Standards

**Current Policy Date:** 12/01/1999

**Other Historical Information:**

**Statutory Reference:** GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

**Administrative Procedures Act (APA) Reference Number and Category:** 16 NCAC 6D .0501

**.0501 DEFINITIONS**

As used in this Subchapter:

- (1) "adequate progress" shall mean student performance at or near grade level as indicated by student work, assessment data, and other evaluation information.
- (2) "focused intervention" shall mean help for students in attaining competency goals and objectives. The help or assistance shall be based on a diagnosis of what the student knows and is able to do. The strategies for helping the student shall be based on the diagnosis of the student's work.
- (3) "functional curriculum" shall mean an adapted course of study that is age appropriate, presented in natural environments with natural routines, and referenced to critical, basic skills such as personal/home management, community integration, effective communication, and career/employment.
- (4) "grade level proficiency" shall mean Level III or above on end-of-grade tests in reading and mathematics in grades 3-8. In grades K-2, teachers shall identify those students who are not performing at grade-level expectations. The levels of student performance shall be defined as follows:
  - (a) "Level I" shall mean that the student fails to achieve at a basic level. Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.
  - (b) "Level II" shall mean that the student achieves at a basic level. Students performing at this level demonstrate inconsistent mastery of knowledge and skills that are fundamental in this subject area and that are minimally sufficient to be successful at the next grade level.
  - (c) "Level III" shall mean that the student achieves at a proficient level. Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

- (d) "Level IV" shall mean that the student achieves at an advanced level. Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.
- (5) "instructionally sound" shall mean a practice or strategy that reflects research findings and the achievement needs of students. The practice shall take into account student learning styles, effective delivery of content and skills, diagnosis, monitoring, and evaluation.

*History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5; Effective December 1, 1999.*

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

**Policy Identification**

**Priority:** High Student Performance

**Category:** Student Accountability Standards/Graduation Requirements

**Policy ID Number:** HSP-N-003

**Policy Title:** 16 NCAC 6D .0502 Student Accountability Standards

**Current Policy Date:** 06/07/2001

**Other Historical Information:** Previous board dates: 12/01/1999, 01/10/01, 02/01/01

**Statutory Reference:** GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

**Administrative Procedures Act (APA) Reference Number and Category:** 16 NCAC 6D .0502

**.0502 STUDENT ACCOUNTABILITY STANDARDS**

- (a) Gateway 1-Grade 3. In addition to meeting local promotion requirements, students in grade 3 shall demonstrate proficiency by having test scores at Level III or above on end-of-grade tests in both reading and mathematics. Students who score at Level III or above and who meet all local promotion requirements shall be promoted to grade 4 unless the school principal shall determine otherwise in consultation with teacher(s). These requirements shall become effective with the 2001-02 school year.
- (b) Gateway 2-Grade 5. In addition to meeting local promotion requirements, students in grade 5 shall demonstrate proficiency by having test scores at Level III or above on end-of-grade tests in both reading and mathematics. Additionally, LEAs shall use the grade 4 writing assessment as a screen to determine whether students are making adequate progress in developing writing skills. If a student has not scored at or above proficiency level 2.5 on the grade 4 writing assessment, the school shall provide intervention and assistance to develop writing skills. The principal and teacher(s) shall use locally developed and scored writing samples during grade 5 to determine if students have made adequate progress in order to be promoted to grade 6. Students who score at Level III or above on reading and mathematics, who meet all local promotion standards, and who make adequate progress in writing shall be promoted to grade 6, unless the school principal shall determine otherwise in consultation with teacher(s). These requirements shall become effective with the 2000-01 school year.
- (c) Gateway 3-Grade 8. In addition to meeting local promotion requirements, students in grade 8 shall demonstrate proficiency by having test scores at Level III or above on an end-of-grade test in both reading and mathematics. Additionally, the LEA shall use the grade 7 writing assessment as a screen to determine whether students are making adequate progress in developing writing skills. If a student has not scored at or above proficiency level 2.5 on the grade 7 writing assessment, the school shall provide intervention and assistance to develop writing skills. The principal and teacher(s) shall

- (d) use locally developed and scored writing samples during grade 8 to determine if students have made adequate progress to be promoted to grade 9. Students who score at Level III or above on reading and mathematics, who meet all local promotion standards, and who make adequate progress in writing shall be promoted to grade 9 unless the school principal shall determine otherwise in consultation with teacher(s). These requirements shall become effective with the 2001-02 school year.
- (e) Gateway 4-Grade 12. Students shall meet the following requirements to receive a North Carolina high school diploma:
  - (1) Meet existing local and state graduation requirements.
  - (2) Score at proficiency level III or above on the exit exam of essential skills. Students shall take this exam in the spring of the students' 11th grade year. This requirement shall apply to students who enter the ninth grade for the first time in the 2001-2002 school year.
  - (3) Achieve a passing score on the computer skills test as set forth in Rule .0503(c) of this Subchapter.

History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5; Effective December 1, 1999;

*Amended Effective August 1, 2001.*

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

**Policy Identification**

**Priority:** High Student Performance

**Category:** Student Accountability Standards/Graduation Requirements

**Policy ID Number:** HSP-N-004

**Policy Title:** 16 NCAC 6D .0503 State graduation requirements

**Current Policy Date:** 07/11/2002

**Other Historical Information:** Previous board dates: 12/01/1999, 05/04/2000, 06/01/2000, 07/12/2001, 10/04/2001, 03/07/2002, 05/02/2002

**Statutory Reference:** GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

**Administrative Procedures Act (APA) Reference Number and Category:** 16 NCAC 6D .0503

**.0503 STATE GRADUATION REQUIREMENTS**

- (a) In order to graduate and receive a high school diploma, public school students shall meet the requirements of paragraph (b) and shall attain passing scores on competency tests adopted by the SBE and administered by the LEA. Students who satisfy all state and local graduation requirements but who fail the competency tests shall receive a certificate of achievement and transcript and shall be allowed by the LEA to participate in graduation exercises. The passing score for the competency test, which is the same as grade-level proficiency as set forth in Rule .0502 of this Subchapter, shall be level III or higher. Special education students other than students who are following the occupational course of study in paragraph (b)(1)(D) of this Rule may apply in writing to be exempted from taking the competency tests. Before it approves the request, the LEA must assure that the parents, or the child if aged 18 or older, understand that each student must pass the competency tests to receive a high school diploma. Any student who has failed to pass the competency tests by the end of the last school month of the year in which the student's class graduates may receive additional remedial instruction and continue to take the competency tests during regularly scheduled testing until the student reaches maximum school age. Special education students who are following the occupational course of study in paragraph (b)(1)(D) of this Rule shall not be required to pass the competency test or the exit exam referred to in 16 NCAC 6D .0502(d)(2) in order to graduate and receive a diploma.
- (b) In addition to the requirements of Paragraph (a), students must successfully complete 20 course units in grades 9-12 as specified below.
- (1) Effective with the class entering ninth grade for the first time in the 2000-2001 school year, students shall select one of the following four courses of study:

NOTE: All students are encouraged, but not required, to include at least one elective course in arts education. Unless included as career/technical education credits in the career preparation course of study, courses in R.O.T.C. qualify for credit as electives in any of the courses of study.

- (A) career preparation, which shall include:
- i. four credits in English language arts, which shall be English I, II, III, and IV;
  - ii. three credits in mathematics, one of which shall be algebra I (except as limited by G.S. 115C-81(b));
  - iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
  - iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
  - v. one credit in health and physical education;
  - vi. four credits in career/technical education, which shall be in a career concentration or pathway that leads to a specific career field and which shall include a second-level (advanced) course; or four credits in one of the four disciplines in arts education: theatre, music, visual arts, or dance; or four credits in R.O.T.C.;
  - vii. two elective credits; and
  - viii. other credits designated by the LEA.

- (B) college technical preparation, which shall include:
- i. four credits in English language arts, which shall be English I, II, III, and IV;
  - ii. three credits in mathematics, which shall be either algebra I, geometry, and algebra II; or algebra I, technical mathematics I, and technical mathematics II; or integrated mathematics I, II, and III;
  - iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
  - iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
  - v. one credit in health and physical education;
  - vi. four credits in career/technical education, which shall be in a career concentration or pathway that leads to a specific career field and which shall include a second-level (advanced) course;
  - vii. two elective credits; and
  - viii. other credits designated by the LEA.

NOTE: A student who is pursuing this course of study may also meet the requirements of a college/university course of study by completing one additional mathematics course for which Algebra II is a prerequisite and, effective with the class entering the ninth grade for the first time in the 2002-03 school year, two credits in the same second language.

- (C) college/university preparation, which shall include:
- i. four credits in English language arts, which shall be English I, II, III, and IV;

- ii. three credits in mathematics, which shall be algebra I, algebra II, and geometry or a higher level course for which algebra II is a prerequisite; or integrated mathematics I, II, and III; however, effective with the class entering the ninth grade for the first time in the 2002-03 school year, this requirement shall become four credits in mathematics, which shall be algebra I, algebra II, geometry, and a higher level course for which algebra II is a prerequisite; or integrated mathematics I, II, III, and one course beyond integrated mathematics III;
  - iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
  - iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
  - v. one credit in health and physical education;
  - vi. two credits in the same second language or demonstration of proficiency in a language other than English as determined by the LEA;
  - vii. four elective credits, except that effective with the class entering the ninth grade for the first time in the 2002-03 school year, this shall be reduced to three elective credits; and
  - viii. other credits designated by the LEA.
- (D) occupational, which shall include:
- i. four credits in English language arts, which shall be Occupational English I, II, III, and IV;
  - ii. three credits in mathematics, which shall be Occupational Mathematics I, II, and III;
  - iii. two credits in science, which shall be Life Skills Science I and II;
  - iv. two credits in social studies, which shall be Government/U.S. History and Self-Advocacy/Problem Solving;
  - v. one credit in health and physical education;
  - vi. six credits in occupational preparation education, which shall be Occupational Preparation I, II, III, IV, 240 hours of community-based training, and 360 hours of paid employment;
  - vii. four vocational education elective credits;
  - viii. computer proficiency as specified in the student's IEP;
  - ix. a career portfolio; and
  - x. completion of the student's IEP objectives.
- (2) LEAs may count successful completion of course work in the ninth grade at a school system which does not award course units in the ninth grade toward the requirements of this Rule.
- (3) LEAs may count successful completion of course work in grades 9-12 at a summer school session toward the requirements of this Rule.
- (4) LEAs may count successful completion of course work in grades 9-12 at an off-campus institution toward the locally-designated electives requirements of this Rule. 23 NCAC 2C .0305 shall govern enrollment in community college institutions.

- (c) Effective with the class of 2001, all students must demonstrate computer proficiency as a prerequisite for high school graduation. The passing scores for this proficiency shall be 47 on the multiple choice test and 49 on the performance test. This assessment shall begin at the eighth grade. A student with disabilities shall demonstrate proficiency by the use of a portfolio if this method is required by the student's IEP.
- (d) Special needs students as defined by G.S. 115C-109, excluding gifted and pregnant, who do not meet the requirements for a high school diploma shall receive a graduation certificate and shall be allowed to participate in graduation exercises if they meet the following criteria:
  - (1) successful completion of 20 course units by general subject area (4 English, 3 math, 3 science, 3 social studies, 1 health and physical education, and 6 local electives) under paragraph (b). These students are not required to pass the specifically designated courses such as Algebra I, Biology or United States history,
  - (2) completion of all IEP requirements.

*History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5; Effective December 1, 1999; Amended Effective September 1, 2002; December 1, 2001; December 1, 2000.*

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

**Policy Identification**

**Priority:** High Student Performance

**Category:** Student Accountability Standards/Graduation Requirements

**Policy ID Number:** HSP-N-005

**Policy Title:** 16 NCAC 6D .0504 Review procedures for promotion requests

**Current Policy Date:** 12/01/1999

**Other Historical Information:**

**Statutory Reference:** GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

**Administrative Procedures Act (APA) Reference Number and Category:** 16 NCAC 6D .0504

**.0504 REVIEW PROCEDURES**

For students who do not score at Level III or above on the reading and mathematics tests and for students in Grades 5 and 8 who are not making adequate progress in developing writing skills, the school district shall follow these procedures to determine if students are performing at grade level and are able to succeed at the next grade:

- (1) Students who score below Level III on an end-of-grade test shall be given a second test no later than three weeks from the receipt of test results. Parents may request that their child be excused from the second administration of the test. In this case, the parents and child shall be deemed to have accepted participation in focused intervention.
- (2) Teachers or parents may request a promotion for students who score below Level III on an end-of-grade test after the second or third test administration. Teachers shall provide documentation of the students' performance during a review process. Documentation may include:
  - (a) student work samples
  - (b) other test data
  - (c) information supplied by parents
  - (d) for students with disabilities, information that is included in the individualized education program (IEP).
  - (e) other information that verifies that a student is at grade level. Students with disabilities shall be at grade level or be making adequate progress to meet requirements at grade level.
- (3) Students who are not promoted after the second or third administration of the test shall be given focused intervention of a time period that is instructionally sound. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, summer school instruction, or retention.

- (4) The LEA shall appoint a committee to review student promotion requests. This committee shall be composed of teachers and either principals from other schools or central office staff and shall make recommendations to the student's principal about whether the student should be promoted to the next grade. This recommendation shall be based on documentation presented by teachers on behalf of the student. Special education personnel shall be on the committee if a student with a disability is being considered for a promotion. Parents of any student being presented for review shall have the right to be a non-voting participant, and further shall have the right to speak on behalf of their child.

*History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5; Effective December 1, 1999.*

**Special Note:** While this policy provides a mechanism for considering promotion requests, all promotion decisions must be made in accordance with both State and local policy.

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

**Policy Identification**

**Priority:** High Student Performance

**Category:** Student Accountability Standards/Graduation Requirements

**Policy ID Number:** HSP-N-006

**Policy Title:** 16 NCAC 6D .0505 Local Accountability Procedures

**Current Policy Date:** 12/01/1999

**Other Historical Information:**

**Statutory Reference:** GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

**Administrative Procedures Act (APA) Reference Number and Category:** 16 NCAC 6D .0505

.0505 Local Accountability Procedures

- (a) Promotion decisions shall be made according to local policy and discretion, but shall include statewide student accountability standards at grades 3, 5, 8 and high school. At a minimum, each local board of education shall adopt procedures to ensure that students are treated fairly. The policy shall recognize the statutory authority of the principal to make promotion decisions.
- (b) Local boards of education policies shall be consistent with statewide student accountability policies. The policies shall include notification and involvement of parents and agreement of parental expectations signed by parents or guardians.
- (c) School districts shall provide focused intervention to all students who do not meet statewide student accountability standards. This intervention shall involve extended instructional opportunities that are different and supplemental and that are specifically designed to improve these students' performance to grade level proficiency. Students who do not meet promotion standards shall have personalized education plans with the following components: diagnostic evaluation, intervention strategies, and monitoring strategies. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, summer school instruction, or retention.
- (d) LEAs and schools shall report annually to the Department their progress in increasing the number of students who meet the standard for grade-level promotion. LEAs and schools shall use percentages of students who are above grade-level proficiency and of those who have moved from Level I to Level II to compare progress from year to year. Annually, local boards of education shall report the following information by race, ethnicity, exceptionality, and socio-economic status to the State Board of Education:

- (1) number and percent of students promoted by school who did not score at Level III or above on the designated tests at gateways 1, 2, and 3;
  - (2) number and percent of students who have moved across achievement; and
  - (3) levels in reading and mathematics at gateways 1, 2, and 3.
- (e) The NC standardized high school transcript shall certify a level of proficiency in high school courses through both grades and test scores. Test scores must be recorded on the standardized transcript. In order to inform parents and students of student progress, LEAs shall issue the transcript to students at the end of each year.
  - (f) End-of-course test results shall be used as part of the student's final grade. Local school boards shall set policies regarding the use of end-of course test results in assigning final grades.

*History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5; Effective December 1, 1999.*

## NORTH CAROLINA STATE BOARD OF EDUCATION Policy Manual

### **Policy Identification**

**Priority:** High Student Performance

**Category:** Student Accountability Standards/Graduation Requirements

**Policy ID Number:** HSP-N-007

**Policy Title:** 16 NCAC 6D .0506 Accountability Standards for Students with Disabilities

**Current Policy Date:** 12/01/1999

### **Other Historical Information:**

**Statutory Reference:** GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

**Administrative Procedures Act (APA) Reference Number and Category:** 16 NCAC 6D .0506

### **.0506 Students With Disabilities**

- (a) Unless exempted pursuant to paragraph (b) of this Rule, all students with disabilities shall participate in the statewide student accountability standards for elementary, middle, and high school levels.
- (b) Students with disabilities may be exempted from the statewide student accountability promotion standards by the IEP team, including the principal or school district representative, if the team determines that the students do not have the ability to participate in the standard course of study. However, these students shall be enrolled in a functional curriculum and shall demonstrate evidence of progress on alternate assessments. Alternate assessments shall be performance measures that assess the educational progress of students with disabilities who are unable to participate in the

general large-scale assessment system even when accommodations are provided to the student. These students shall receive a certificate of achievement or graduation certificate.

- (c) All interventions/remediation and other opportunities, benefits and resources that are made available to students without disabilities shall be made available to students with disabilities who participate in the student promotion standards. All services offered shall be in addition to the special education services provided to the student.

*History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5 Effective December 1, 1999.*

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

**Policy Identification**

**Priority:** High Student Performance

**Category:** Student Accountability Standards/Graduation Requirements

**Policy ID Number:** HSP-N-008

**Policy Title:** 16 NCAC 6D .0507 Accountability Standards for Students With Limited English Proficiency

**Current Policy Date:** 12/01/1999

**Other Historical Information:**

**Statutory Reference:** GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

**Administrative Procedures Act (APA) Reference Number and Category:** 16 NCAC 6D .0507

.0507 Students With Limited English Proficiency

Students of limited English proficiency shall meet the same standards as all students. However, in accordance with federal law, English language proficiency shall not be the factor that determines that a student has not met performance standards at each gateway. Therefore, LEAs shall use the following guidelines:

- (1) Students who are exempt from statewide testing in accordance with the provisions of Rule .0305(g)(1) of Subchapter 6G of this Subchapter shall also be exempt from the test standard for passage through each of the gateways. Instead, schools shall submit an instructional portfolio containing documentation of the students' English language proficiency and progress in all academic areas to a local committee of teachers and administrators to determine if students are ready to be promoted to the next level.
- (2) Gateways 1, 2, and 3. Once limited English proficient students are no longer eligible for exemption from statewide testing, these students shall be eligible for a waiver up to two additional years. These students shall receive a waiver from the test standard at the gateway the students first encounter if the student's English language proficiency is below "superior" in reading and writing. A local committee of teachers and administrators shall examine the students' instructional portfolios to determine whether:
  - (a) the students' English language proficiency is the cause of their inability to perform at grade level on the required test; and
  - (b) documentation indicates that a student is making adequate progress in all academic areas to be promoted to the next level.
- (3) High School Graduation Requirements. Limited English proficient students shall meet the same standards as all students for high school graduation.

- (4) School districts shall provide focused intervention for these students until they have met statewide promotion standards and high school graduation requirements (up to age
- 21). This intervention shall involve extended, supplemental instructional opportunities that include assistance in the development of English language proficiency. These students shall have personalized education plans with the following components: diagnostic evaluation, intervention strategies, and monitoring strategies.

*History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5 Effective December 1, 1999.*