

A Report Card for the ABCs of Public Education, Volume II Subgroup Statistics and Supplemental Data, 1997–98

Executive Summary

Background

The 1997-1998 Report Card for the ABCs of Public Education is published in accordance with the School-Based Management and Accountability Act (1996) of the North Carolina General Assembly. This legislation requires the issue of an annual “report card” for the state and for each local school administrative unit to report the growth in performance of students, taking into account progress over the previous years’ level of performance. The growth in performance of students in each school was reported in A Report Card for the ABCs of Public Education, Volume I, Growth and Performance of North Carolina Schools, 1997-98.

This report, A Report Card for the ABCs of Public Education, Volume II, Subgroup Statistics and Supplemental Data, 1997-98, provides data on student performance on end-of-grade tests, end-of-course tests, the Scholastic Assessment Test (SAT), and supplemental data on student enrollment and expenditures.

Additionally, law requires the issue of school building improvement reports to measure improvement in growth in student performance at each school building from year

to year. Local school systems are responsible for producing school building improvement reports by October 15 of each year.

Scope of The Report

The K-8 subgroup statistics section reports student performance on end-of-grade tests (grades 3-8) by percent of students at or above grade level (levels III or IV) in reading, mathematics, writing, and a composite (all subjects combined) for all students and by grade, ethnicity, gender, and disability by school system. The high school subgroup statistics section reports student performance on end-of-course tests by percent of students at or above Achievement Level III in Algebra I, Biology, ELPS, English I, English II, U.S. History, and a composite (all subjects combined) for all students and by subject, ethnicity, gender, and disability by school system. The SAT section reports the mean (average) total SAT score and percent of students tested for three years for North Carolina and by school system and school. The supplemental data section reports student enrollment by gender, ethnicity, and other categories, student attendance, local teacher supplements, local per student expenditures, and a school violence index by school system. Finally, the report includes a glossary that defines the key terms used in the report.

Some data in this report are comparable to data reported in previous years' report cards, such as student performance in reading, mathematics, and writing in the elementary and middle schools. High school student performance in courses can be compared to data from previous years' report cards as well. Highlights from each of the sections are given below.

K-8 Subgroup Statistics

The K-8 subgroup statistics section reports student performance on end-of-grade tests (grades 3-8) by percent of students at or above grade level (levels III or IV). There were 1722 elementary and middle schools in North Carolina in 1997-98 that participated in the ABCs accountability model.

- There were 72.0 percent of the North Carolina students tested who performed at or above grade level in reading, mathematics, and/or writing, compared to 67.7 in 1996-97.
- The proportion of students who performed at or above grade level in reading at Grades 3 through 8 was 73.0 percent. This proportion has steadily increased since testing began in 1993, when the percentage was 62.6, and is a 4.1 percent increase over 1996-97.
- The proportion of students who performed at or above grade level in mathematics at Grades 3 through 8 was 76.1 percent. This proportion has increased since testing began in 1993,

when the percentage was 60.1, and is a 4.4 percent increase over 1996-97.

- The proportion of students who scored at or above grade level on the writing test at Grade 4 was 51.7 percent. This proportion was a slight increase in performance from last year, when 48.6 percent were at or above grade level, and about the same as 1996 when 51.8 percent were at or above grade level.
- At grade 7, there were 62.5 percent of the students tested who performed at or above grade level in writing. This proportion increased from 1997 when 54.9 percent scored at or above grade level, and even exceeded the proportion in 1996 when 59.7 percent scored at or above grade level. (The writing test was not administered to 7th grade students prior to the 1996 - 97 school year.)
- Female students were represented in greater proportion than male students (75.2% vs. 69.0%) in Achievement Levels III and IV (at or above grade level) in reading, mathematics, and writing.
- White, Asian, and Multi-racial students were represented in greater proportion than other ethnic groups in Achievement Levels III and IV.

High School Subgroup Statistics

The high school subgroup statistics section reports student performance on end-of-course tests by percent of students at or above Achievement Level III in Algebra I, Biology, ELPS, English I, English II, U.S. History, and a composite (all subjects combined). There were 419 high schools in North Carolina in 1997-98 that participated in the ABCs accountability model.

- Students who performed at or above Achievement Level III in the academic courses of Algebra I, Biology, ELP, English I, English II, and U.S. History composed 57.5 percent of the students tested, a small improvement over last year's 55.7 percent.
- The percent of students that scored at or above Achievement Level III by subject was 61.6 (Algebra I); 59.0 (Biology); 60.7 (English I); 45.9 (English II); 66.9 (ELPS); and 49.6 (U.S. History). The percent of students at or above Achievement Level III in 1997 compared to 1998 increased the most in Algebra I (6.2%), followed by ELPS (4.3%), English I (2.2%), Biology (1.9%), and U.S. History (0.1%). The percent of students at or above Achievement Level III in 1997 compared to 1998 decreased in English II (-3.8%).
- Overall female students were represented in greater proportion than male students (59.4% vs. 55.6%) in Achievement Levels III and IV. The percent of female students at or above Achievement Level III was substantially higher than male students in English I (66.6% vs. 55.0%) and English II (52.6% vs. 39.3%). In U.S. History 52.8 percent of male students were at

or above Achievement Level III compared to 46.5 percent of females. In Algebra I, Biology, and ELPS, the performance of female students and male students were more nearly alike.

- White and Asian students were represented in greater proportion than other ethnic groups in Achievement Levels III and IV. Black and American Indian students represented the smallest proportion of students at levels III and IV.

SAT Test Results

The SAT section reports the mean (average) total SAT score and percent of students tested for three years for North Carolina and by school system and school.

- The mean SAT scores in North Carolina increased six points over a three-year period (1996-1998).
- The mean SAT scores increased four points from 1997 to 1998 even though the percent of students tested increased from 59 percent to 62 percent.

Supplemental Data

The supplemental data section reports information regarding student enrollment by gender, ethnicity, and other categories; student attendance; local teacher supplements; local per student expenditures; and a school violence index by school system.

There are 117 public school systems in North Carolina serving over 1.2 million students in over 2,100 public schools.

- Of the students in membership in North Carolina schools, 63.4 percent are White, 30.8 percent are Black, 2.7 percent are Hispanic, 1.6 percent are Asian, and 1.5 percent are American Indian. There are slightly more male students (51.1%) than female students (48.9%).
- The statewide attendance rate was 94.9 percent, which has remained consistent. In 1993, the rate was 94.7 percent.
- The state average per student expenditure of local funds was \$1,087.51, a decrease of \$52 from the previous year. Local per student expenditure by school system ranged from a low of \$579.36 to a high of \$2959.63.
- Students eligible for free/reduced lunch by school system ranged from a low of 9.7 percent eligible to a high of 100 percent eligible. The state average eligibility rate was 40.1 percent.
- The statewide average proportion of students with disabilities was 13.1 percent. The rate ranged from a low of 2.0 percent to a high of 47.8 in school systems across the state.
- The proportion of academically gifted in the school population ranged statewide from a low of 1.0 percent to a high of 36.6 percent. The statewide average proportion of academically gifted students was 8.1 percent.
- Local teacher supplements in North Carolina ranged from \$0 to \$3,698.00. The statewide average local teacher supplement was \$1,727.00, an increase of \$86 over the previous year.
- The number of violent incidents per 1000 ranged from a low of 0.8 to a high of 17.1. The statewide average number of violent incidents per 1000 was 6.7.