



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

Implementation of the ABCs
SL 1997-18, SEC 15 (a)
G.S. 115C-12(25)

Date Due: October 15, 2004
Report # 10 in 2004 – 2005
DPI Chronological Schedule

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Report to the Joint Legislative Education Oversight Committee on the Implementation of the ABCs

Executive Summary

G. S. 115C-12(25) requires the State Board of Education to submit a report to the Joint Legislative Education Oversight Committee annually by October 15 regarding the continued implementation of the ABCs Plan. Information in the report includes an update of the eighth year ABCs results for schools, report on State Assistance Teams, response to NCLB, response to the Excellent Schools Act requirements, schools identified as low performing, and composition and activities of the Assistance Teams and issues for further consideration.

This report has been substantially revised and shortened from its format prior to the 2002-03 report. Consistent with last year's release, the ABCs/AYP report for the 2003-04 accountability year was released electronically through the internet. The ABCs/AYP Report and Supplemental Disaggregated State, School System and School Performance results were made available on August 5, 2004, and are accessible at <http://abcs.ncpublicschools.org/abcs/>.

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I. Update of Eighth Year of ABCs Results

The ABCs of Public Education:
2003-04 Growth and Performance of North Carolina Schools
Revised to reflect State Board of Education actions through September 2, 2004

Executive Summary

Statistical Summary of Results

There were 2,231 public schools in North Carolina that were assigned an ABCs status in the 2003-04 implementation of the ABCs. These included regular public schools spanning combinations of grades K-12, charter schools, alternative schools, charter schools evaluated as alternative schools, and K-2 schools. The results for the schools that were assigned an ABCs status appear in Table 1. Thirty-three schools were not assigned an ABCs status because they were special education schools, vocational/career schools, or hospital schools that participated in the ABCs on the basis of the schools they served; one school had unresolved data issues, one school had insufficient data, and one school was in violation of the 95% rule.

Table 1. 2003-04 ABCs Results

Category	High Growth	Expected Growth	Less than Expected Growth	K-2 Feeder	Alternative Schools	Row Total	Row Percent
Honor Schools of Excellence	329	234				563	25.2
Schools of Excellence	11	22				33	1.5
Schools of Distinction	284	356				640	28.7
Schools of Progress	107	175				282	12.6
No Recognition			538	5	5	548	24.6
Priority Schools	20	25	6			51	2.3
Low-Performing Schools			2			2	0.1
Total (Regular Schools)	751	812	546				
K-2 Feeder Schools	14	22	5			41	1.8
Alternative Schools	19	57	5			81	3.6
Total	784	891	556			2,231	
Percent	35.1	39.9	25.0				
Percent Meeting Expected or High Growth Standards	75.0						

Overall, 75 % of the schools met either their expected or high growth standards.

The 2003-04 ABCs program also reported the adequate yearly progress (AYP) of 2,270 of the state's schools during the second year's implementation of No Child Left Behind (NCLB). Table 2 shows the number and percent of the state's schools that met and did not meet AYP.

Table 2. 2003-04 Statewide AYP Results

AYP Status	Number	Percent
Schools that Met AYP	1,600	70.5
Schools that Did Not Meet AYP	660	29.1
Under Review*	10	0.4
Total	2,270	100.0

**Schools with 2 or fewer full academic year students; AYP status will be determined by a qualitative review.*

AYP results are presented by ABCs category in Table 3. Schools must have both an ABCs status and an AYP status to appear in this table. Schools that did not receive an ABCs status, i.e., schools not included in the ABCs (special education schools, vocational/career schools, hospital schools, and schools with unresolved data issues) are not reflected here.

Table 3. 2003-04 AYP Results by ABCs Recognition Categories

Category	Met AYP		Did Not Meet AYP		Total
	#	%	#	%	
Honor Schools of Excellence	563	100			563
Schools of Excellence			33	100	33
Schools of Distinction	518	80.9	122	19.1	640
Schools of Progress	167	59.4	114	40.6	281
No Recognition	282	51.6	265	48.4	547
Priority Schools	6	11.8	45	88.2	51
Low-Performing Schools	0	0	2	100	2
Expected Growth	637	71.9	249	28.1	886
High Growth	655	83.8	125	16.0	780

Presentation of Results

Results of the 2003-04 ABCs are presented online at <http://abcs.ncpublicschools.org>. The web site offers users the ability to view and/or print PDF and Excel files showing ABCs growth, performance, and AYP results by individual school and school district. The site features map and custom search capabilities.

The web site report includes menu selections that allow the user to access results for *Alternative Schools*, *Performance of All Schools*, *Schools of Distinction*, *Honor Schools of Excellence*, *Schools of Excellence*, *25 Most Improved K-8 Schools*, *10 Most Improved High Schools*, *Schools Making High Growth*, *Schools Making Expected Growth*, *Low-Performing Schools*, *Schools of Progress*, *Priority Schools*, *Charter Schools*, *Schools Meeting AYP*, and *Schools Not Meeting AYP*. There are links to *State and School District AYP Results*, and *Disaggregations*. A link to *Schools with No ABCs Status* shows results for schools that receive ABCs incentive awards based on the schools they serve (special education schools; vocational/career schools; hospital schools), schools not included due to insufficient data, and schools with unresolved data issues.

Links to *Special Conditions* and *Technical Notes* access documents that explain ABCs adjustments and ABCs technical information. *Technical Notes* includes a summary of standard conventions used in the analyses, a history of the ABCs, a table of constants and parameters used in the ABCs computations, and the End-of-Course prediction formulas.

Background

The State Board of Education (SBE) developed the ABCs of Public Education in response to the School-Based Management and Accountability Program enacted by the General Assembly in June 1996. The program focuses on strong accountability, teaching the basics with an emphasis on high educational standards, and maximum local control.

In 2002-03, the ABCs program was expanded to incorporate the new statutory accountability requirements of No Child Left Behind (NCLB). This federal legislation sets a proficiency goal of 100% for all schools and requires that all schools make Adequate Yearly Progress (AYP) by 2013-14. The SBE adopted AYP as a “closing the achievement gap component” of the ABCs in response to General Statute 115C-105.35.

The ABCs accountability program sets growth and performance standards for each elementary, middle, and high school in the state. End-of-Grade (EOG) and End-of-Course (EOC) test results and other selected components are used to measure a school’s growth and performance. Schools that attain the standards are eligible for incentive awards or other recognition, i.e., Honor Schools of Excellence, Schools of Excellence, Schools of Distinction, Schools of Progress, 25 Most Improved K-8 Schools, or 10 Most Improved High Schools. Priority Schools may request assistance from the Division of School Improvement. Schools where growth and performance fall below specified levels are designated as low-performing, and may receive mandated assistance based on action by the SBE.

The SBE made several decisions in the 2003-04 accountability year that affected the ABCs. Those included:

1. U.S. History and ELP data were dropped from the ABCs analysis (EOC tests will be revised).
2. Writing results were not included in the ABCs in 2003-04.
3. Certain charter schools became eligible to participate in the ABCs as alternative schools.
4. The Occupational Course of Study graduates were subtracted from the denominator of diploma recipients in computing the College University Prep/College Tech Prep ABCs component.
5. *Honor Schools of Excellence*, a recognition category for *Schools of Excellence* that met AYP, was added.

Participating schools

In 2003-04, every school that contained one or more of the grades 3 through 12 that submitted appropriate data participated in the ABCs. Data submitted by a K-8 school may include test results in reading and mathematics (including alternate assessments), computer skills at grade 8, and any EOC tests for subject(s) taught in the school. High school data include EOC test results, change in the percent of students completing courses of study (College University Prep/College Tech Prep), change in the ABCs dropout rate, and change in competency passing rates.

K-2 schools participating in the ABCs received their ABCs status, AYP status, and incentive awards (if applicable) based on the performance of the schools that received the largest percent of students from the K-2 schools.

Alternative schools are included in the ABCs per State Board of Education Policy HSP-C-013. Their ABCs status is based on achievement data (EOC, EOG, competency passing rates) and three "local options" specified in their school improvement plans and approved by their local boards of education. In September 2003, the State Board of Education (SBE) approved policy revisions prescribing the eight local options to choose from; these revisions were optional for the 2003-04 school year, but will be mandatory for all alternative schools in 2004-05. The only ABCs designations that an alternative school can receive are: High Growth, Expected Growth, No Recognition, or Low-Performing. The procedures used in determining AYP for regular schools apply to alternative schools as well.

Special education schools, vocational/career schools, and hospital schools did not receive an ABCs status, but they received prorated ABCs incentive awards, based on the schools they served. They also received an AYP status that was determined by the performance of the schools they served. They made AYP if at least half of the schools they served made AYP.

Analyses

ABCs Growth and Performance

A school's ABCs status is determined by three weighted composite scores: the expected growth composite, the high growth composite, and the performance composite. A school's grade span and/or courses determined the composition of these weighted measures, as described below.

The expected growth composite may include:

- a) Growth in EOG reading and mathematics for grades 3-8,
- b) growth based on EOC tests,
- c) change over a two-year baseline in the percent of students completing certain courses of study (college university prep/college tech prep),
- d) change in the competency passing rate (from grade 8 to grade 10), and
- e) change in the ABCs dropout rate (compared to a two-year baseline).

The high growth composite includes the same components but is approximately 10% higher than the expected growth composite for grades 3 through 8. For EOC tests, the high growth composite is approximately 3% above the expected growth composite. There is no high growth standard for the competency passing rate component, the college university prep/college tech prep course of study component, or the ABCs dropout rate component.

The performance composite is the school's percentage of scores at or above Achievement Level III in reading and mathematics (from the EOG and alternate assessments), Computer Skills Test (Grade 8), and EOC tests: Algebra I and II, Biology, Chemistry, English I, Geometry, Physical Science, and Physics. Algebra I scores of students in grade 9 who took Algebra I prior to ninth grade are included in the high school's performance composite.

The ABCs results published here were produced on a Dell Precision Workstation 650, MiniTower, 512K, 2.00GHz XEON/533 running under Microsoft Windows XP V. 5.1.

AYP Analyses

NCLB requires that each school be evaluated with respect to making Adequate Yearly Progress (AYP). In order for a school to make AYP, each student subgroup (School as a whole; American Indian; Asian; Black; Hispanic; Multi-Racial; White; Economically Disadvantaged; Limited English Proficient, and Students with Disabilities) must have at least an average 95% participation rate in the statewide assessments. Each subgroup must meet or exceed the State's percent proficient targets in reading and in mathematics (annual measurable objectives). In addition, the school as a whole must show progress on the other academic indicator, which is either attendance or graduation rate (depending on the grade configuration of the school). For additional information, see *Determining AYP Status* (linked from the blue sidebar at <http://abcs.ncpublicschools.org/abcs>).

Definition of ABCs Awards and Recognition Categories

Schools Making High Growth attained their high growth standard. Certified staff members each receive up to \$1,500 and teacher assistants up to \$500.

Schools Making Expected Growth attained their expected growth standard (but not their high growth standard). Certified staff members each receive up to \$750 and teacher assistants up to \$375.

25/10 Most Improved Schools are the 25 Most Improved K-8 schools and the 10 Most Improved High Schools that attained the State's highest values on the high growth composite. (Any school with a combination of grades which includes grade 9 or higher was eligible for the high school recognition rather than the K-8 recognition.) These schools receive banners, certificates, and financial awards.

Honor Schools of Excellence are schools that made at least expected growth, had at least 90% of their students' scores at or above Achievement Level III, and made AYP. These schools receive banners and certificates. They receive incentive awards for expected or high growth.

Schools of Excellence are schools that made at least expected growth and had at least 90% of their students' scores at or above Achievement Level III. These schools receive banners, certificates, and incentive awards for expected or high growth.

Schools of Distinction are schools that made at least expected growth and had at least 80 percent of their students' scores at or above Achievement Level III (but were not Schools of Excellence). They receive plaques, certificates, and incentive awards for expected or high growth.

Schools of Progress are schools that made at least expected growth and had at least 60% of their students' scores at or above Achievement Level III (but were not Schools of Excellence or Distinction). They receive certificates and incentive awards for expected growth.

Schools Receiving No Recognition did not make their expected growth standards but have at least 60% of their students' scores at or above Achievement Level III.

Priority Schools are schools that have less than 60% of their students' scores at or above Achievement Level III, irrespective of making their expected growth standards, and are not Low-Performing Schools.

Low-Performing Schools are those that failed to meet their expected growth standards and have significantly less than 50% of their students performing at or above Achievement Level III.

Schools that violate the testing requirements are assigned a violation status and cannot receive financial awards or any another ABCs status, except low-performing. The low-performing schools that violate testing requirements are assigned the low-performing status in addition to the violation status. The State Board of Education may designate schools that violate testing requirements for two consecutive years as low-performing.

Results of School Building Appeals

The Compliance Commission for Accountability heard the appeals of ABCs growth standards on Friday, September 10, 2004. Forty-eight middle schools appealed their growth standards. In response, the Compliance Commission denied all of the appeals in light of a recommendation that the grade 6 reading results be removed from the ABCs growth computations for any school with a sixth grade for the 2003-04 accountability cycle. The State Board of Education will discuss this recommendation at the October 6, 2004 meeting.

Evolution of the ABCs

1995

1. General Assembly directed the State Board of Education (SBE) to develop a restructuring plan for public education. The State Board conducted an in-depth study involving public hearings, surveys and interviews; reviewed current mandates and operating procedures; and undertook a major organizational analysis to relate all education operations to the mission. In May 1995, the New ABCs of Public Education outlined the framework for a dramatic restructuring.

1995-96

2. One hundred eight schools in ten school districts piloted The New ABCs of Public Education. The systems were Albemarle, Alleghany, Asheville City, Elizabeth City-Pasquotank, Duplin, Halifax, Lexington, McDowell, Bladen, and Lincoln.

1996

3. General Assembly approved the State Board's plan and put into law the School-Based Management and Accountability Program (the ABCs).

1996-97

4. ABCs implementation began for schools with grades K-8. The model included growth and performance composites and included EOG Reading and Mathematics and Writing at Grade 4. The new Grade 7 writing was used only in the performance composite.
5. DPI communicated ABCs Procedures to principals and teachers.
6. Assistance teams were formed and trained; assistance was offered to schools that asked for it.
7. Steering Committee for Assessment and Accountability was established by the SBE to develop the High School Model.
8. Compliance Commission for Accountability was established by the SBE to advise on testing and other issues related to school accountability and improvement. The commission was to be composed of two members from each of eight educational districts and four at-large members to represent parents, business, and the community.
9. The first ABCs Report submitted to the State Board of Education in August.
10. All schools achieving exemplary growth standards received incentive awards (\$1,000 for certified staff; \$500 for teacher assistants).

1997-98

11. Designated Low-Performing schools received assistance teams.
12. The next phase of statewide reform was implemented with the high school accountability model. It was considered a “work in progress” with re-examination, changes and adjustments to come.
13. The model included results on five mandated EOCs, a high school writing test (English II – time was extended to allow students 100 minutes); percentages completing College Prep/College Tech Prep (based on a year-to-year change); SAT scores and participation rates were reported.
14. Two measures, changes in the passing rates on the high school competency tests and changes in dropout rates, were approved for implementation for 1998-99 (competency) and 2000-01 (dropout).
15. The Comprehensive Test in Reading and Mathematics was administered to determine cohort growth from grade 8 to grade 10. This was to satisfy the Senate Bill 1139 legislation that called for measuring student growth (for high schools). Initially, results were to “count” for the accountability year, but it was decided to delay inclusion of these data in the growth composite for high schools until the following year.
16. Growth for K-8 schools was computed using both the “old” *unmatched* grade 3 parameters, and the “new” (1996-97) *matched* group grade 3 parameters. The higher of the two growth computations was used in the final computations for growth.
17. 7th Grade Writing was included in computing growth since this was the third year of data collection; it had previously been used only in the performance composite.
18. Algebra I scores from grades prior to the ninth grade were included in the computations for performance composites for high schools.
19. A confidence band for the performance composite was computed for identifying low-performing schools; this allowed schools a safety margin for sampling error. Schools could be slightly below 50% at or above grade level and not be penalized.
20. ABCs status label *No Recognition* was changed to *Adequate Performance*.
21. Charter Schools were included in the ABCs reporting for the first time.
22. A Comprehensive model was defined for schools that had grades included in both the K-8 and high school configurations. The school faculty voted on whether the Comprehensive model would be used to evaluate the school for the accountability year, and the vote was to be reflected in the School Improvement Plan.
23. Alternative schools were asked to submit proposals of better ways to be evaluated in subsequent accountability years.
24. Reporting guidelines were developed to accommodate feeder patterns for special education schools, alternative schools and K-2 feeder schools; high schools with major demographic shifts were accommodated under special conditions; reporting accommodations were implemented for schools with insufficient data, and guidelines were developed to handle senior high schools under the ABCs.
25. It was decided that during this accountability year, no alternative schools or special schools were to be identified as Low-Performing.
26. EOC test scores, e.g., Algebra I scores, of students in middle grades were used in the high school portion of the performance composite score but not the gain composite score.

1997-98 (continued)

27. K-8 and high school results under the ABCs were reported in A Report Card for the ABCs of Public Education, Volume I.
28. All schools making Expected or Exemplary Growth/Gain were awarded incentives per the Excellent Schools Act, enacted by the General Assembly (Up to \$1500 for certified staff, up to \$500 for teacher assistants in schools making Exemplary Growth/Gain; schools making Expected growth/gain received up to \$750 for certified staff; up to \$375 for teacher assistants).
29. A Report Card for the ABCs of Public Education was made available on the DPI web site.

1998-99

30. The SBE increased the membership of the Compliance Commission for Accountability from the original 20 members to 22 members to include an SBE member and an additional At-Large business member.
31. The Comprehensive model was applied to all schools.
32. Five additional EOC tests were added to the performance composite score.
33. The High School Comprehensive Test growth parameters were approved; the growth component was included in the high school growth/gain computations.
34. The change in the competency passing rate component was implemented in the high school growth/gain computations.
35. EOC scores in middle schools counted toward the schools' growth/gain and performance.
36. Data collection guidelines and procedures were documented in an Accountability Processing Checklist to incorporate roles of LEA, regional coordinators, and the agency staff.
37. Insufficient data rule was documented for high schools (less than 30 students in a given course for a given year of the three years of data).
38. Dual enrollment policies were documented and disseminated.
39. Membership rule for Comprehensive Tests was approved (160 days).
40. Revised grade 3 parameters were applied to the grade 3 growth computations.
41. A Report Card for the ABCs of Public Education, Volume 2 included ABCs dropout data.
42. Alternative schools with sufficient data were included in the ABCs on the basis of their data; schools with insufficient data were awarded prorated incentives based on the feeder schools.
43. The labels *Top 10/25 Schools* and *Adequate Performance* were changed to *Most Improved 10/25* and *No Recognition*, respectively.

1999-00

44. A rule for dropping courses in high school (10/20 Day Rule) was implemented.
45. Alternative Schools were included in the ABCs under HSP-C-013. Web interface was developed for data collection for alternative schools to enter local option data online.
46. Department of Health, Human Services (DHHS) and Office of Juvenile Justice (OJJ) Schools were included in the ABCs.

1999-00 (continued)

- 47. Schools were given test administration options for fall English II Tests due to catastrophic weather.
- 48. The SBE appointed a Writing Assessment Task Force.
- 49. Full ABCs documentation was made available on the Accountability web site.

2000-01

- 50. EOC prediction formulas for 10 multiple-choice EOCs were implemented; this fully addressed concerns related to comparing different cohorts over time at the high school level.
- 51. Dropout rate change was implemented as a component to the growth computations in high schools.
- 52. Computer Skills testing results at grade 8 were added to the performance composite.
- 53. EOC prediction formulas' exemplary growth standard was set at 3% more than the expected growth standard.
- 54. Weighting the ABCs growth composites was adopted by the SBE in part to eliminate concern over small groups of students having the same impact as large groups of students in the determination of whether the school met growth standards.
- 55. The North Carolina Alternate Assessment Portfolio (NCAAP) was added to the performance composite.
- 56. Writing at grades 4 and 7 was removed from the growth composites, but remained a part of the performance composite.
- 57. The North Carolina Alternate Assessment Academic Inventory (NCAAI) and the Computerized Adaptive Testing System were approved by SBE to be pilot tested and included in ABCs Volume II Report.

2001-02

- 58. The State Board of Education approved revisions to ABCs terminology for the 2001-02 school year.
- 59. The term *high* growth replaced *exemplary* growth, and the term *growth* replaced *growth/gain* in all designations of meeting or exceeding growth or gain standards.
- 60. Schools of Distinction were required to make expected growth.
- 61. Three tests were eliminated for the 2001-2002 school year: Iowa Tests of Basic Skills, Open-ended Assessments in grades 4 and 8, and the High School Comprehensive Tests in Reading and Mathematics at grade 10. (Only the latter had been included in the ABCs.)
- 62. English II was suspended and will not be included in the ABCs until new tests for grade 10 Writing are developed. Writing results at grades 4 and 7 were removed from the ABCs performance composite.
- 63. Format for reporting data in ABCs Volume II was revised, and the name was changed to *Reports of Supplemental Disaggregated State, District and School Performance Data for 2000-2001*.
- 64. SBE approved the revised achievement levels in mathematics determined from the summer of 2001 equating study for student reporting, student accountability standards gateways, student competency standard, and ABCs reporting (performance composites).
- 65. Two ABCs reporting categories were added: Schools of Progress (schools that make at least expected growth and have a performance composite of at least 60%) and Priority Schools (schools that have less than 60% performance composite and are not low-performing.)

2002-03

66. ABCs 91-Day Rule for Growth Calculations changed to 140-Day Rule to align with No Child Left Behind (NCLB) full academic year (FAY) requirement.
67. The ABCs 98% participation rule for grades 3-8 under the ABCs was changed to 95% to conform to the NCLB 95% participation rule.
68. No exclusions were allowed.
69. Added Adequate Yearly Progress (AYP) as a "closing the gap component" of the ABCs to meet requirements of General Statute 115C-105.35.
70. North Carolina Alternate Assessment Portfolio (NCAAP) scoring revised to yield Reading and Mathematics scores.
71. The ABCs Report, The ABCs of Public Education 2002-2003 Growth and Performance of North Carolina Schools was made available in electronic format on DPI website. No hardcopy reports were published.

2003-04

72. No U.S. History tests were administered in 2003-04. Economic, Legal and Political Systems (ELP) tests was administered for transfer students, students who previously failed the course and students in 10th-12th grade who needed the course for graduation. U.S. History and ELP data will be excluded from the ABCs data analysis for 2003-04 and 2004-05 school years. New EOC tests in these subjects are under development for administration during the 2005-06 school year.
73. Alternative schools' accountability policy was revised to prescribe 8 local options; these revisions were optional for the 2003-04 school year, and mandatory in 2004-05.
74. Certain charter schools became eligible to participate in the ABCs as alternative schools per SBE policy.
75. The Occupational Course of Study (OCS) graduates were subtracted from the denominator of diploma recipients in computing the College University Prep/College Tech Prep component.
76. Writing results (grades 4, 7, and 10) were not included in the ABCs in 2003-04; results at grades 4, 7, and 10 will be included in performance composite in 2004-05.
77. SBE approved a change in weighting the dropout component of the ABCs to $\frac{1}{4}$ membership, making it comparable to English I weight; this will be applied to the changes in dropout rates reported in the 2004-05 ABCs.
78. The SBE approved adding a recognition category for Schools of Excellence that meet AYP. The new category was named Honor Schools of Excellence.

II. Report on Assistance Teams

Status of Personnel in Systems Receiving Mandatory Assistance

2003 - 04

Status of Superintendents of School Systems Having More than Half of Their School Identified as Low Performing

The ABCs legislation in G.S. 115 C-105.32 permits the State Board to appoint an interim superintendent in a local school administrative unit when more than half of the schools have been identified as low performing schools. Low-performing schools are those that have not met the minimum growth standards defined by the State Board and a majority of students are performing below grade level. For 2003-04, no schools systems had more than half of their schools identified as low-performing.

G. S. 155C-333. Evaluation of Certified Employees including Certain Superintendents; Action Plans; State Board Notification Upon Dismissal of Employees.

Local Board Evaluation of Certain Superintendents: Each year the local board of education shall evaluate the superintendent employed by the local school administrative unit and report to the State Board the results of that evaluation if during that year the State Board designated as low-performing:

- (1) **One or more** schools in a local school administrative unit that has no more than *10 schools*.
- (2) **Two or more** schools in a local school administrative unit that has no more than *20 schools*
- (3) **Three or more** schools in a local school administrative unit that has more

Status of Principals of Schools Receiving Mandatory Assistance

The General Assembly revised the ABCs legislation to require local boards and superintendents to take the first actions regarding principals located in low-performing schools. The revision provides four options for superintendents to consider in dealing with principals who are in low-performing schools:

1. Retain in the same position, if principal was in the school two years or less before it was identified as low performing;
2. Retain with a remediation plan;
3. Transfer; or
4. Demote or dismiss according to G.S. 115C-325.

Composition and Activities of Assistance Teams

Background

For the seventh year (2003-2004) of the assistance teams, members were selected to replace team turnover. There were a total of 62 team members. While many highly qualified candidates were selected and joined the teams, there is still a severe lack of high school mathematics and social studies team members.

Composition

Assistance teams were composed of practicing principals, assistant principals, classroom teachers and central office supervisors on leave from local education agencies (LEAs) and retired educators.

ABCs Assistance Team Training

Topics and Subtopics: The team members work with local, state, national and international educational trainers and leaders.

1. The ABCs Plan
 - Context Setting and Training Goals
 - Local Participation, Local Flexibility, and School-Based Accountability
 - Improving Low Performing Schools
 - Issues, Questions and Concerns
2. Building a High-Performance Team
 - What Comprises a Team
 - High performance Teams
 - Roles/Responsibilities of Assistance Teams
 - Working as a Team
 - Team Mission and Code of Conduct
 - Issues, Questions and Concerns
3. Effective Schools
 - How the Correlates Inform and Assist the Team's Work
 - Excellence Without Excuses
 - Using Effective School Correlates as a Way to Structure Intervention
 - Case Studies of Effective Schools in High Poverty Areas
 - Issues, Questions, and Concerns
4. School Improvement Plans
 - Components of Plans
 - Development of Plans (process)
 - Developing Plans for Elementary and Middle Schools
 - Implementing School Improvement Plans

5. Effective Curriculum and Instruction Programming
 - The Non-Negotiable: The Standard Course of Study
 - Aligning the Curriculum in Reading
 - Aligning the Curriculum in Writing
 - Reading/Writing Across the Curriculum
 - Teaching Mathematics in Elementary, Middle and High Schools
 - Teaching Reading and Writing in Elementary and Middle Schools
 - Teaching English in High School
 - Coaching, Mentoring and Conferencing
 - Service Models
 - Managing Classrooms
 - Recognizing and Respecting Cultural Differences
6. Team-School Relations and Home-School Relations
 - Teams Entering Schools
 - Teams Working with Schools: Case Study
 - Strategies for Involving Parents/Families
 - Facilitating Positive Home-School Relations
7. Personnel Evaluations
 - Purpose and Use of the Principals Revised Evaluation Program
 - Purpose and Use of the Teacher Performance Appraisal Instrument (TPAI)
 - TPAI Use (24 hours of training)
 - Evaluating Support Personnel
 - Evaluating the Media Center Collection
8. Needs Assessment
 - Overview of Needs Assessment
 - Conducting a Needs Assessment
 - Interpreting, Using and Reporting Data
9. Student Supports and Staff Development
 - Student Support Activities
 - Student Support Programming
 - School Improvement Plans and Staff Development: Matching Needs
 - Planning and Implementation
10. Building Teams
 - Team Relationships
 - Team Relationships with Schools
 - Team Work: Case Studies
 - Team Presentations
11. Communicating with the School Community
 - Reporting Results to the Local Board and Communities
 - Group Case Study Presentation

Additional Topics Addressed in Training During July: Presenters were members of the DPI staff and staff from other organizations.

- Student Accountability Standards
- ABCs Law
- Critical Issues for Team Members
- Conducting Entry Conferences
- Conducting a Needs Assessment
- Mediation and Facilitation Training
- Instructional Profile
- Science Update K-12
- ESL Issues
- CRISS Training
- True Colors
- Team Leader Responsibilities
- English Language Arts Update K-12
- TPAI-Revised
- Language Acquisition/ESL Strategies
- Team Responsibility
- High Expectations
- Review of Skill Packets
- Workshop Facilitation
- K- 2 Assessment
- Testing Update/Issues
- Teams in Action
- Exceptional Children's Issues
- Principal Performance Appraisal
- PPA System Revised
- Evaluation of Team Members
- Affirming Diversity
- Mentoring
- Blending Educational Strategies and Educational Technology

Profile of Team Members

- Average of 26 years of educational experience
- 79% Advanced Degrees
- 6% Work in advanced degree underway
- 12.9% White Males
- 11.4% African-American Males
- 42.9% White Females
- 32.8% African-American Females

Retention: During the 2003-04 school year, 6 team members returned to their home school systems or accepted other positions. Team members who returned to LEAs were usually placed in leadership roles where they have a positive impact on student achievement and teacher performance. Forty-one mandated assistance team members served three (3) high schools and one (1) middle school. The remaining 21 members provided voluntary assistance to Weldon City Schools which was in LEA Improvement under No Child Left Behind and served as the pilot for the Local Education Agency Assistance Program (LEAAP).

Major Activities in Low-Performing Schools

Low Performing Schools: As a minimum, assistance teams

- conducted an entry conferences with superintendents and principal or interim school leader at assigned school.
- conducted a needs assessment to identify school strengths and areas needing improvement.
- evaluated certified personnel, including principals.
- developed recommendations for improvement based on results of needs assessment.
- revised the to School Improvement Plan, as needed.
- developed and implement strategies, time lines and persons responsible for implementation of improvement strategies.
- assisted the school in implementing the revised School Improvement Plan.
- monitored and assessed progress frequently.
- prepared a formal needs assessment report, submitted monthly progress reports and developed an annual report summarizing accomplishments and continuing needs.
- developed a strategic plan to leave with the school district to ensure progress continues during the 2004-05 school year.

Continually Low-Performing Schools (CLPs) - Level I: In addition to the services above, one assistance team provided the additional services to the one high school designated as CLP:

- collaboratively developed a budget plan for the use of the additional funds allotted to CLPs. The collaborating group includes assistance team members, school improvement team members and central office staff members).
- monitored the implementation of the budget plan after its approval.
- met with the collaborative group (central office staff, school improvement team, school administrative team and assistance team) to trouble shoot, problem solve, and share concerns and successes.
- made recommendations for continuing progress and growth during the next school year (2003-2004).

**Schools Receiving Assistance for 2003-2004
Assistance Team Assignments**

Schools Receiving Mandated Assistance				
LEA	School	Team Leader	Team Reviewers	Division of School Improvement
Nash-Rocky Mount Schools	Northern Nash High School	Doyle Brinson	Bobby McClain Betty Jo Slozak Allen Conway Lisa Jeffreys Earnestine McNeil Jennifer Smith Melinda Harris Diane Keith Richard Caldwell Kathy Lewis Levern Gurganious	Effective Practices Section
Northampton County	Northampton County High School – East	Brock Ridge	Anne Flowers Michele Halley Donyea Daniels Marylin Newkirk Brenda Parsons Kim Shropshire Betty Jo Rodgers Shelia Tobe	Effective Practices Section
Rockingham County School	Reidsville High School	Melissa Harrelson	Carlotta Armstrong Heidi Coleman Shirley Allen Ana Cuomo Martha McLeod Henry Pankey Charles Chestnut Lola Weikel Steve Harmon	School Support Services Section
Winston-Salem/Forsyth Schools	Atkins Middle School	Dennis Walker	Pandora Bell Susan Sink Terry Jonas Shelia Jordan Jan Clary Donna Thomas Elaine Campbell Steve Anglin	School Support Services Section

Schools Served through LEAAP				
Weldon City	Weldon High School	Charles Johnson	Linda Phillips Carolyn Cooper Paulette Pierce Joyce Williams Linda Wooten Shejuanna Rodgers	Teacher Development Section
Weldon City	Weldon Middle School	Sheneel Branch	Jeraldene Brooks Effie McGill Delores Chambers Pamela Smith Diane Newell Karen Rodman	Teacher Development Section
Weldon City	Weldon Elementary	Deborah Jones	Judy Hester Kaye Byrum Vonda Martin Stacey Owens- Howard Claire Darrow Shirley Lee Ed Scarborough	Teacher Development Section

Results for Schools Receiving Mandated Assistance

School Year	Exemplary Growth	Expected Growth	No Recognition	Low-Performing	Priority School	Total Schools Served
1997-98	13	1	1	0		15
1998-99	7	2	0	2		11
1999-00	5	0	0	2		7
2000-01	5	4	3	2		14
2001-02	High Growth - 2	7		4		13
2001-02	1	4	0	0		5
2002-03	High Growth - 10	6	0	0		16
2003-04	High Growth - 3				1	4

A total of 85 schools have been served in mandated assistance between 1997-2004. 70 (82%) made high or expected growth the year they had a team.

Success is due to the commitment and skills team members bring to the teams and the attitudes and cooperation of the school faculties and support from the central offices. Teams also receive strong support to carry out their work from the Department of Public Instruction and Division of School Improvement.

Assistance teams have been able to build strong rapport with teachers/administrators to accomplish the task of improving student achievement. Expertise, caring and humanism foster the strong rapport. Teams demonstrate that there are no excuses for under-achievement and that all students can learn when taught appropriately.

Results for Schools Participating in LEAAP

School	ABCs Status	Made AYP	2002-03 Performance Composite	2003-04 Performance Composite
Weldon High	High Growth 10 Most Improved High Schools	Yes	37.6	49.2
Weldon Middle	No Recognition	No	69.1	71.9
Weldon Elementary	High Growth	Yes	53.2	68.5

Additional Activities for Schools Receiving Mandated Assistance and LEAAP

1. At four different times throughout the year, regional meetings were held with team members and with collaborative groups to debrief, problem-solve, share experiences and provide information.
2. Three full-day sharing sessions were conducted for all team members by the Division of School Improvement staff to share ideas and continue the professional development of team members.
3. Needs Assessment Reports, Monthly Reports and the Annual Report (including Strategic Plan) are submitted to Director of School Improvement. If any problem areas are noticed, the director/assistant director followed up immediately with the team leader.
4. Team liaisons and section chiefs visited with team as often as necessary. Most visits are unannounced. Team leaders stayed in contact with Agency personnel through phone conversations, faxed messages and e-mail almost daily.
5. The director of the Division of School Improvement held team leaders' meetings on a bimonthly basis.
6. The director and assistant director made periodic (unannounced) visits throughout the year.

LEA Assistance Program

Presented to State Board of Education

August 5, 2004

Additional Information for HSP 2

Office of Curriculum and School Reform Services
Elsie C. Leak, Associate Superintendent

Background

Adequate Yearly Progress (AYP) Analyses

NCLB requires that each school be evaluated with respect to making Adequate Yearly Progress (AYP). In order for a school to make AYP, each student subgroup (School as a whole; American Indian; Asian; Black; Hispanic; Multi-Racial; White; Economically Disadvantaged; Limited English Proficient, and Students with Disabilities) must have at least an average 95% participation rate in the statewide assessments. Each subgroup must meet or exceed the State's percent proficient targets in reading and in mathematics (annual measurable objectives). In addition, the school as a whole must show progress on the other academic indicator, which is either attendance or graduation rate (depending on the grade configuration of the school).

Section I

Progress Report on the Implementation of the LEA Assistance Program (LEAAP) 2003-04

I. LEAs Served

1. Bertie County
2. Edgecombe County
3. Weldon City (Halifax County)
4. Hertford County
5. Hoke County
6. Northampton County

II. Progress and other data provided on the attachments following this page

1. Percent of AYP Targets Met
2. District Mean ABCs Performance Composite of Schools (1997-2004)

**Percent of AYP Targets Met 2003-04
August 5, 2004**

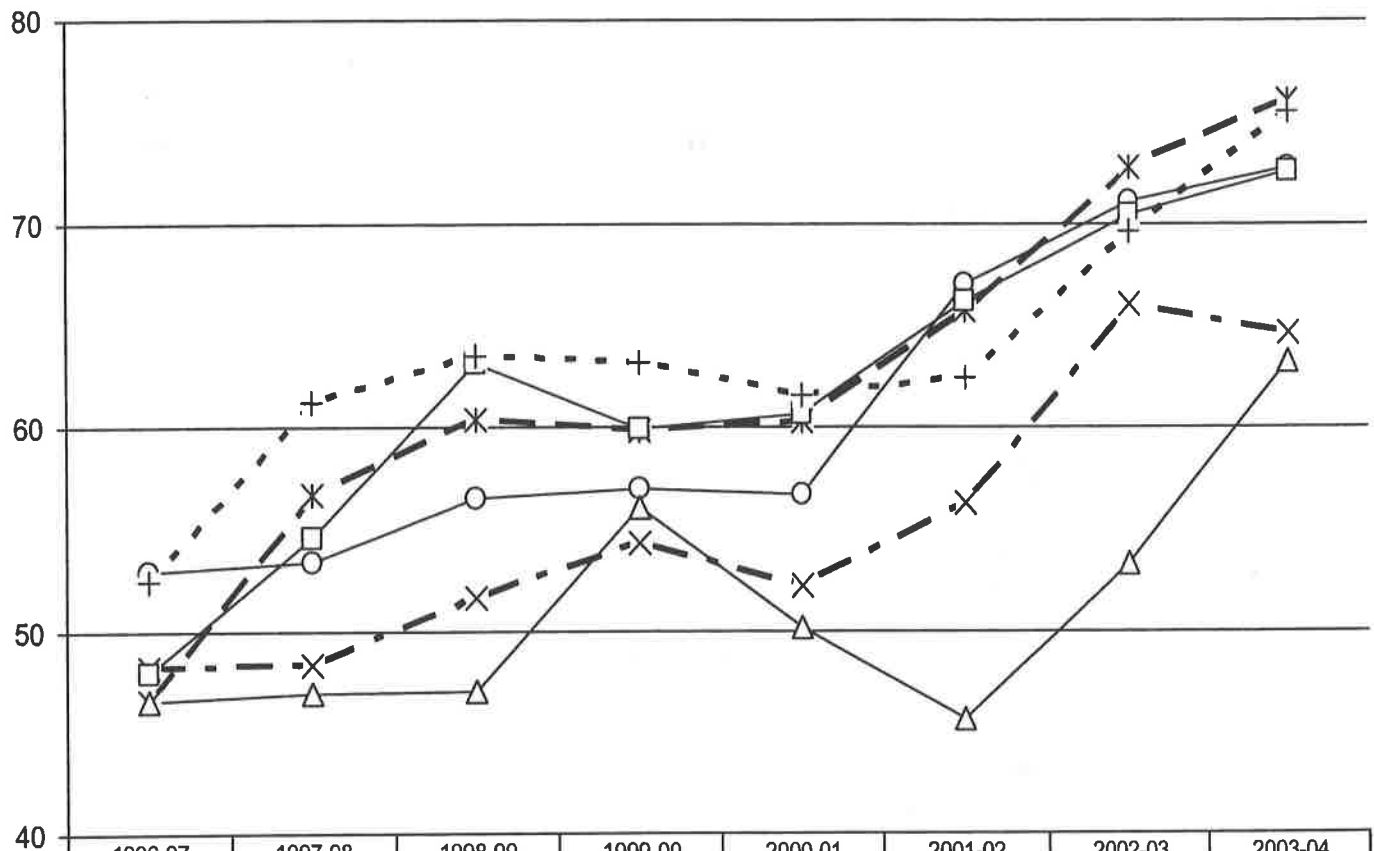
Code	System	Region	Size	N students	N schools	sixteen systems*	disadvantage Index**	% minority	School-level Targets			LEA-level Targets		
									N	n met	% met	N	n met	% met
422	WELDON CITY	Piedmont	small	1056	3	yes	1.01	96.5	43	42	97.7	29	28	96.6
460	HERTFORD CO	Coastal	s-m	3545	4	yes	0.97	82.6	76	66	86.8	37	31	83.8
660	NORTHAMPTON CO	Piedmont	s-m	3195	10	yes	1.02	81.2	136	133	97.8	33	30	90.9
80	BERTIE CO	Coastal	s-m	3405	10		0.96	86	129	124	96.1	33	30	90.9
330	EDGECOMBE CO	Piedmont	m-l	7523	15	yes	0.83	62.9	247	229	92.7	49	43	87.8
470	HOKE CO	Piedmont	s-m	6431	11	yes	0.99	68.4	188	171	91	59	52	88.1

* Based on Proposed Formula for Disadvantaged Children (From Dr. Ward).

** Assign a student with non FRL, non LEP & non SWD to 0; FRL to 1; LEP to 2; and SWD to 3; then aggregate all students by LEA.

Range: .44 to 1.12 with a mean of .80 and a standard deviation of .14 for 117 systems.

Trend of Mean Performance Composite in ABCs: 1997 to 2004



	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
—○— Bertie	52.9	53.4	56.5	57	56.7	67	71.1	72.7
—*— Edgecombe	46.5	56.7	60.4	59.8	60.3	65.7	72.7	76
—△— Weldon	46.5	46.9	47	56	50.1	45.6	53.3	63.2
—X— Hertford	48.2	48.3	51.6	54.3	52.2	56.2	66	64.6
—□— Hoke	47.9	54.6	63.1	59.9	60.6	66.2	70.4	72.5
—+— Northampton	52.4	61.2	63.5	63.1	61.6	62.4	69.6	75.5

August, 2004

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Section II

LEA Assistance (LEAAP) Program For 2004-05

I. LEAs to be served based on proposed formula for disadvantaged students

1. Weldon City (Halifax County)
2. Vance County
3. Hertford County
4. Hoke County
5. Warren County
6. Lexington City
7. Northampton County
8. Halifax County
9. Thomasville City
10. Washington County
11. Edgecombe County

II. LEAs to be served, but will not receive additional funds for disadvantaged students

1. Anson County
2. Bertie County

Section III

Low-Population Schools for 2003-04

The following schools did not meet the minimum number of Full Academic Year (FAY) tested students (3) to compute a school status. Teams from the Curriculum and School Reform Area made onsite visits to the schools to determine their AYP status. A report will be brought back to the Board regarding the recommendations of the teams.

LEA	School	Grade Level	# of Tested Students Meeting FAY
1. Bertie	Serendipity School	6-12	0
2. Whiteville City	North Whiteville Academy	6-12	1
3. Cumberland	Ramsey St. HS Alt. Program	9-12	2
4. Guilford	GC Middle College High	8-12	0
5. Harnett	STAR Academy	Ungraded	1
6. Iredell-Statesville	Mulberry Street School	6-12	1 HS and 1 MS Student
7. Montgomery	Anchor School	Ungraded	0
8. Moore	Pinckney Academy	Ungraded	2
9. Lenoir	Dobbs School*	Ungraded	0

*Department of Juvenile Justice

Summary Remarks

The teams were received extremely well during 2003-04. Team members were focused and task oriented. In their full-team meetings and regional meetings, they shared experiences and concerns with members of the School Improvement Division. They received ongoing support and guidance from the School Improvement staff. The teams entered their assigned schools in September after the release of the ABCs results. Therefore, service time preceding the next testing period was somewhat reduced in high schools having the block schedule.

Title I Schools in School Improvement

A Title I school is a school that receives Title I money, the largest single federal funding source for education. About half of North Carolina's traditional and charter public schools are Title I schools and all 115 of the state's school districts receive Title I funding. Title I began with the passage of the Elementary and Secondary Education Act of 1965. It is intended to help ensure that all children have the opportunity to obtain a high quality education and reach grade-level proficiency. Title I funds help students who are behind academically or at risk of falling behind. Services can include: hiring teachers to reduce class size, tutoring, computer labs, parental involvement activities, professional development, purchase of materials and supplies, pre-kindergarten programs, and hiring teacher assistants or others. Many of the major requirements in NCLB are outlined in Title I - Adequate Yearly Progress (AYP), teacher and paraprofessional (teacher assistant) requirements, accountability, sanctions for schools designated for improvement, standards and assessments, annual state report cards, professional development, and parent involvement.

Title I School Improvement Timetable

SCHOOL'S STATUS	SANCTIONS/IMPROVEMENT STRATEGIES
After Year 1 of not making AYP	None
After Year 2 of not making AYP in the same subject	Public School Choice Improvement Plan/Technical Assistance
After Year 3 of not making AYP in the same subject	Public School Choice Improvement Plan/Technical Assistance Supplemental Educational Services
After Year 4 of not making AYP in the same subject	Public School Choice Improvement Plan/Technical Assistance Supplemental Educational Services Corrective Action
After Year 5 of not making AYP in the same subject	Public School Choice Improvement Plan/Technical Assistance Supplemental Educational Services Corrective Action Plan for Restructuring
After Year 6 of not making AYP in the same subject	Public School Choice Improvement Plan/Technical Assistance Supplemental Educational Services Corrective Action Implement Restructuring Plan

Title I School Improvement - Regular Schools, 2004-05

#	LEA	School Code	School	Grade Span	Sanction Year	
					2003-2004	2004-2005
1	Alamance-Burlington Schools	010326	Eastlawn Elementary	PK-5		1
2	Alexander County Schools	020306	East Alexander Middle	6-8		1
3	Anson County Schools	040330	Wadesboro Elementary	4-6		1
4	Bertie County Schools	080310	Southwestern Middle	6-8		1
5		080356	West Bertie Elementary	0K-5		1
6	Bladen County Schools	090332	Elizabethtown Middle	5-8		1
7		090354	School of Extended Hope	6-12		1
8	Brunswick County Schools	100302	Belville Elementary	3-5		1
9		100310	Jessie Mae Monroe Elementary	PK-5		1
10		100320	Lincoln Primary	PK-2		1
11		100344	Waccamaw Elementary	0K-8		1
12	Burke County Schools	120340	Hillcrest Elementary	0K-5		1
13	Caldwell County Schools	140332	Gamewell Middle	6-8		1
14		140352	Hudson Elementary	0K-5		1
15	Caswell County Schools	170338	N L Dillard Middle	6-8		1
16	Catawba County Schools	180372	Saint Stephens Elementary	0K-6		1
17	Hickory City Schools	181342	Southwest Elementary	PK-5		1
18	Chatham County Schools	190312	Chatham Middle	5-8		1
19	Edenton/Chowan Schools	210304	Chowan Middle	6-8		1
20		210306	D F Walker Elementary	3-5		1
21		210316	White Oak Elementary	PK-2		1
22	Columbus County Schools	240336	Nakina Alternative	6-12		1
23		240348	Fair Bluff Elementary	0K-8		1
24		240376	Tabor City Middle	6-8		1
25		240388	Williams Township Elementary	0K-8		1
26	Whiteville City Schools	241304	Central Middle	6-8		1
27	Craven County Schools	250350	James W Smith Elementary	OK-5		1
28	Cumberland County Schools	260358	Luther "Nick" Jeralds Middle	6-8		1
29		260362	Gray's Creek Middle	6-8		1
30		260364	Gray's Creek Elementary	0K-5		1
31		260413	Ramsey St MS Alt Program	5-8		1
32		260444	TC Berrien Elementary	K-5	1	1
33	Lexington City Schools	291332	Lexington Middle	6-8		1
34	Duplin County Schools	310308	Beulaville Elementary	PK-8		1
35		310396	Warsaw Middle	6-8	1	1
36	Durham Public Schools	320304	Bethesda Elementary	0K-5		1
37		320308	Burton Elementary	0K-5		1
38		320310	Eastway Elementary	PK-5		1
39		320320	Glenn Elementary	PK-5		1
40		320352	Merrick-Moore Elementary	OK-5		1

Title I School Improvement - Regular Schools, 2004-05						
#	LEA	School Code	School	Grade Span	Sanction Year	
					2003-2004	2004-2005
41		320363	E K Powe Elementary	0K-5		1
42	Edgecombe County Schools	330332	Phillips Magnet	4-8	1	2
43	Winston-Salem-Forsyth Schools	340312	Atkins Middle	6-8	1	2
44		340376	Forest Park Elementary	PK-5	1	2
45		340396	Hill Middle	6-8	1	2
46		340430	Latham Elementary	PK-5		1
47		340540	Walkertown Elementary	PK-5		1
48	Granville County Schools	390332	Mary Potter Intermediate	4-6		1
49	Greene County Schools	400321	Snow Hill Primary	PK-2		1
50		400332	West Greene Elementary	3-5		1
51	Guilford County Schools	410367	Ferndale Middle	5-8		1
52		410469	Montlieu Avenue Elementary	PK-5		1
53		410583	Vandalia Elementary	0K-5		1
54		410586	Washington Elementary	PK-5		1
55		410598	Wiley Accel/Enrichment	PK-5		1
56	Halifax County Schools	420324	Enfield Middle	6-8	1	1
57	Weldon City Schools	422314	Weldon Elementary	K-4	1	1
58		422318	Weldon Middle	5-8	1	2
59	Harnett County Schools	430316	Boone Trail Elementary	0K-5		1
60		430348	Johnsonville Elementary	0K-5		1
61	Henderson County Schools	450346	Upward Elementary	0K-5		1
62	Hertford County Schools	460318	Hertford County Middle	6-8		1
63		460332	Riverview Elementary	Pk-5	1	2
64	Hoke County Schools	470328	Scurlock Elementary	PK-5		1
65		470330	South Hoke Elementary	PK-5		1
66	Iredell-Statesville Schools	490363	Third Creek Elementary	0K-5		1
67		490364	Troutman Elementary	0K-5		1
68	Lenoir County Public Schools	540312	E B Frink Middle	6-8		1
69		540313	Kennedy Home	0K-12		1
70	Lincoln County Schools	550372	West Lincoln Middle	6-8		1
71	Martin County Schools	580372	Williamston Middle	6-8		1
72	McDowell County Schools	590352	West Marion Elementary	0K-6		1
73	Charlotte-Mecklenburg Schools	600308	Allenbrook Elementary	0K-5		1
74		600311	Ashley Park Elementary	0K-5		1
75		600335	Chantilly/Billingsville Elem	0K-5		1
76		600341	Cochrane Middle	6-8		1
77		600360	Marie G Davis Middle	6-8		1
78		600365	Devonshire Elementary	0K-5		1
79		600374	Druid Hills Elementary	0K-5		1
80		600381	Eastway Middle	6-8		1
81		600412	Hidden Valley Elementary	0K-5		1

Title I School Improvement - Regular Schools, 2004-05						
#	LEA	School Code	School	Grade Span	Sanction Yea	
					2003-2004	2004-2005
82		600489	Oaklawn/Bruns Avenue Elem	0K-5		1
83		600517	Reid Park Elem/Amay James P-K	0K-5		1
84		600527	Shamrock Gardens Elementary	0K-5		1
85		600541	Spaugh Middle	6-8		1
86		600577	Westerly Hills Elementary	K-5	1	1
87		600581	John T Williams Middle	6-8		1
88		600585	Wilson Middle	6-8		1
89	Mitchell County Schools	610326	Harris Middle	6-8		1
90	Moore County Schools	630352	Southern Pines Primary	0K-2		1
91		630356	Southern Pines Elementary	3-5		1
92	Nash-Rocky Mount Schools	640324	Coopers Elementary	PK-5		1
93		640326	D S Johnson Elementary	1-5		1
94		640327	Fairview Early Childhood Ctr	PK-0K		1
95		640376	Spring Hope Elementary	PK-5		1
96		640384	Swift Creek Elementary	PK-5	1	1
97	Northampton County Schools	660308	Conway Middle	6-8		1
98	Pender County Schools	710320	Cape Fear Middle	6-8		1
99	Pitt County Schools	740320	Bethel Elementary	PK-8		1
100		740360	H B Sugg Elementary	PK-2		1
101		740376	Pactolus Elementary	PK-7		1
102		740386	Sam D Bundy Elementary	3-5		1
103	Richmond County Schools	770332	Hoffman Elementary	0K-6		1
104	Robeson County Schools	780340	Long Branch Elementary	PK-4		1
105		780341	Lumberton Junior High	7-8		1
106		780360	Parkton Elementary	PK-8		1
107		780392	Rex Rennert Elementary	PK-5	1	2
108		780393	Red Springs Middle	5-8		1
109		780403	Saint Pauls Middle	6-8		1
110		780410	Townsend Middle	5-8	1	1
111	Rockingham County Schools	790344	Leaksville-Spray Elementary	PK-5		1
112	Rowan-Salisbury Schools	800316	China Grove Elementary	0K-5		1
113		800356	Granite Quarry Elementary	0K-5		1
114		800362	Knollwood Elementary	0K-5		1
115	Sampson County Schools	820370	Union Middle	6-8		1
116		820384	Union Elementary	PK-5		1
117	Clinton City Schools	821304	Butler Avenue Elementary	3-5		1
118		821316	Langdon C Kerr Elementary	PK-2		1
119	Stanly County Schools	840308	Badin Elementary	0K-8		1
120		840316	East Albemarle Elementary	0K-5		1

Title I School Improvement - Regular Schools, 2004-05						
#	LEA	School Code	School	Grade Span	Sanction Year	
					2003-2004	2004-2005
121	Union County Public Schools	900304	Benton Heights Elementary	PK-5		1
122	Vance County Schools	910304	Aycock Elementary	PK-5		1
123	Wake County Schools	920446	Hodge Road Elementary	0K-5		1
124		920488	Lynn Road Elementary	0K-5		1
125	Washington County Schools	940306	Creswell Elementary	PK-6		1
126		940314	Pines Elementary	PK-4	1	2
127		940328	Washington County Union	5-8		1
128	Wayne County Schools	960312	Brogden Middle	5-8		1
129		960316	Carver Elementary	0K-5		1
130		960326	Dillard Middle	6-8	1	2
131		960329	Eastern Wayne Elementary	0K-5		1
132		960336	Grantham	0K-8		1
133		960337	Goldsboro Middle	6-8		1
134		960340	Greenwood Middle	5-8		1
135		960348	Mount Olive Middle	6-8		1
136		960390	North Drive Elementary	0K-5		1
137	Yadkin County Schools	990328	West Yadkin Elementary	0K-8		1
138		990336	Yadkinville Elementary	0K-8		1
128	# of regular schools in year one of school improvement					
9	# of regular schools in year two of school improvement					
1	# of regular schools in year three of school improvement					
0	# of regular schools in year four of school improvement					
0	# of regular schools in year five of school improvement					
138	Total					
	Feeder School (no tested grades)					
1	In year one of school improvement					
2	In year two of school improvement					
	In year three of school improvement					
	Not in improvement status					
	Title I application pending					

Title I School Improvement - Charter Schools, 2004-05

#	County	School Code	School	Grade Span	2003-2004	2004-2005
1	Alamance County	01A	Lakeside Charter	6-12	1	1
2	Avery County	06A	Grandfather Academy	K-12	1	1
3		06B	Crossnore Academy	K-12	1	1
4	Carteret County	16A	Cape Lookout Marine Sci High	9-12		1
5	Catawba County	18B	Engelmann Sch of Art and Sci	0K-5		1
6	Durham County	32A	Maureen Joy Charter	0K-5		1
7		32B	Healthy Start Academy	K-6	1	2
8		32C	Carter Community School	K-9	1	2
9		32G	Omuteko Gwamaziima	K-8	2	2
10	Forsyth County	34B	Quality Education Academy	3-8	1	2
11	Lee County	53A	Provisions Academy	6-12	2	
12	Lenoir County	54A	Children's Village Academy	K-6	1	1
13	Mecklenburg County	60B	Sugar Creek Charter	K-8	2	
14		60C	Kennedy Charter	6-12	2	
15		60H	Crossroads Charter High	9-12		1
16	Nash County	64A	Rocky Mount Charter	0K-10		1
17	Scotland County	83A	Laurinburg Charter	9-12	2	
18		83B	Laurinburg Homework	8-12	2	
19	Wake County	92I	SPARC Academy	K-8	1	1
20		92L	Torchlight Academy	K-5	2	2
21	Warren County	93A	Haliwa-Saponi Tribal School	K-7	1	1
22	Wilson County	98A	Sallie B Howard School	0K-8		1
12	# of charter schools in year one of school improvement					
5	# of charter schools in year two of school improvement					
5	# of charter schools in year three of school improvement					
0	# of charter schools in year four of school improvement					
0	# of charter schools in year five of school improvement					
22	Total					
Composite Totals (regular and charter)						
140	# of schools in year one of school improvement					
14	# of schools in year two of school improvement					
6	# of schools in year three of school improvement					
0	# of schools in year four of school improvement					
0	# of schools in year five of school improvement					
160	Total					
56	# of LEAs with schools in school improvement					

Non-Title I Schools Required to Amend Their School Improvement Plans

The No Child Left Behind guidelines require that the state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, with the exception that the State is not required to hold schools and LEAs not receiving Title I funds to the same requirements as Title I schools. In response to these guidelines, the State requires non-Title I schools that do not make AYP for two consecutive years due to missing one or more targets in the same subject area to amend their school improvement plan to address the situation. Non-Title I schools held to these requirements are listed in the table that follows.

LEA Name	School Name	Subject Area in Which School Did Not Make AYP
Alamance-Burlington Schools	Altamahaw Ossipee Elem	READING
Alamance-Burlington Schools	Broadview Middle	READING
Alamance-Burlington Schools	Edwin M Holt Elementary	READING
Alamance-Burlington Schools	Graham High	BOTH
Alamance-Burlington Schools	Graham Middle	READING
Alamance-Burlington Schools	Hawfields Middle	MATH
Alamance-Burlington Schools	Hugh M Cummings High	READING
Alamance-Burlington Schools	Sellars-Gunn Alternative	BOTH
Alamance-Burlington Schools	Southern High	BOTH
Alamance-Burlington Schools	Turrentine Middle	BOTH
Alamance-Burlington Schools	Western Middle	MATH
Alamance-Burlington Schools	Woodlawn Middle	BOTH
Anson County Schools	Anson Challenge Academy	BOTH
Anson County Schools	Anson High	READING
Anson County Schools	Anson Middle	BOTH
Anson County Schools	Peachland-Polkton Elem	READING
Beaufort County Schools	B C Ed Tech Center	MATH
Beaufort County Schools	John Small Elementary	MATH
Beaufort County Schools	P S Jones Middle	READING
Beaufort County Schools	Washington High	BOTH
Bertie County Schools	Bertie High	READING
Bladen County Schools	East Bladen High	BOTH
Bladen County Schools	West Bladen High	BOTH
Brunswick County Schools	Brunswick Learning Center	MATH

LEA Name	School Name	Subject Area in Which School Did Not Make AYP
Brunswick County Schools	Leland Middle	MATH
Brunswick County Schools	Lincoln Primary	FEEDER
Brunswick County Schools	Shallotte Middle	READING
Brunswick County Schools	West Brunswick High	MATH
Buncombe County Schools	A C Reynolds High	READING
Buncombe County Schools	Charles D Owen Middle	READING
Buncombe County Schools	Clyde A Erwin Middle	BOTH
Buncombe County Schools	North Buncombe Middle	MATH
Buncombe County Schools	North Windy Ridge	BOTH
Buncombe County Schools	Enka Middle	MATH
Buncombe County Schools	Valley Springs Middle	BOTH
Asheville City Schools	Asheville High	BOTH
Asheville City Schools	Asheville Middle	BOTH
Burke County Schools	East Burke Middle	BOTH
Burke County Schools	Freedom High	READING
Burke County Schools	Heritage Middle	READING
Cabarrus County Schools	J N Fries Middle	BOTH
Cabarrus County Schools	Cabarrus Co Opportunity Sch	MATH
Cabarrus County Schools	Cox Mill Elementary	READING
Cabarrus County Schools	Mount Pleasant Elementary	READING
Cabarrus County Schools	Northwest Cabarrus Middle	MATH
Cabarrus County Schools	Weddington Hills Elementary	READING
Cabarrus County Schools	Winecoff Elementary	READING
Kannapolis City Schools	Kannapolis Middle	MATH
Caldwell County Schools	Caldwell Co Gateway Sch	MATH
Caldwell County Schools	Hudson Middle	BOTH
Carteret County Schools	Beaufort Middle	BOTH
Carteret County Schools	Newport Middle	MATH
Caswell County Schools	Bartlett Yancey High	MATH
Catawba County Schools	Charles H Tuttle Middle	MATH
Catawba County Schools	Mill Creek Middle	MATH
Catawba County Schools	River Bend Middle	MATH
Chatham County Schools	SAGE Academy	BOTH
Chatham County Schools	Horton Middle	MATH
Chatham County Schools	Northwood High	MATH

LEA Name	School Name	Subject Area in Which School Did Not Make AYP
Edenton/Chowan Schools	John A Holmes High	READING
Edenton/Chowan Schools	White Oak Elementary	FEEDER
Clay County Schools	Hayesville Middle	MATH
Cleveland County Schools	Burns High	READING
Cleveland County Schools	Crest Senior High	READING
Cleveland County Schools	Crest Mid Sch of Technology	BOTH
Kings Mountain District Schools	Davidson School	MATH
Shelby City Schools	Marion Elementary	READING
Shelby City Schools	Shelby Middle	BOTH
Columbus County Schools	East Columbus High	BOTH
Columbus County Schools	South Columbus High	READING
Columbus County Schools	West Columbus High	BOTH
Whiteville City Schools	Whiteville High	READING
Craven County Schools	New Bern High	BOTH
Craven County Schools	Tucker Creek Middle	MATH
Cumberland County Schools	Cape Fear High	MATH
Cumberland County Schools	E E Smith High	BOTH
Cumberland County Schools	John R Griffin Middle	BOTH
Cumberland County Schools	Seventy-First High	BOTH
Cumberland County Schools	Westover High	READING
Currituck County Schools	Currituck County High	READING
Davidson County Schools	Central Davidson Middle	MATH
Davidson County Schools	Davidson County Ext Day	MATH
Davidson County Schools	Ledford Middle	BOTH
Davidson County Schools	North Davidson Middle	READING
Davidson County Schools	Tyro Middle	MATH
Lexington City Schools	Lexington Senior High	READING
Thomasville City Schools	Thomasville High	BOTH
Davie County Schools	Davie County High	BOTH
Duplin County Schools	Charity Middle	MATH
Duplin County Schools	E E Smith Middle	BOTH
Duplin County Schools	Wallace-Rose Hill High	MATH
Durham County Schools	Chewning Middle	MATH
Durham County Schools	Durham Sch of the Arts	BOTH
Durham County Schools	Hillside High	MATH

LEA Name	School Name	Subject Area in Which School Did Not Make AYP
Durham County Schools	Lakeview School	BOTH
Durham County Schools	Lowe's Grove Middle	READING
Durham County Schools	Neal Middle	READING
Durham County Schools	Northern High	READING
Durham County Schools	Parkwood Elementary	READING
Durham County Schools	Riverside High	MATH
Durham County Schools	Sherwood Githens Middle	BOTH
Durham County Schools	Southern High	BOTH
Durham County Schools	Rogers-Herr Middle	READING
Edgecombe County Schools	Center for Ed Achievement	MATH
Edgecombe County Schools	South Edgecombe Middle	READING
Edgecombe County Schools	West Edgecombe Middle	BOTH
Edgecombe County Schools	SouthWest Edgecombe High	BOTH
Edgecombe County Schools	Tarboro High	BOTH
Forsyth County Schools	Carver High	BOTH
Forsyth County Schools	Career Center	FEEDER
Forsyth County Schools	Forsyth Vocational High	FEEDER
Forsyth County Schools	Clemmons Middle	BOTH
Forsyth County Schools	East Forsyth High	MATH
Forsyth County Schools	R B Glenn High	MATH
Forsyth County Schools	Hanes Middle	BOTH
Forsyth County Schools	Kernersville Middle	BOTH
Forsyth County Schools	Lowrance Middle	FEEDER
Forsyth County Schools	Parkland High	READING
Forsyth County Schools	Reynolds High	READING
Forsyth County Schools	Southeast Middle	BOTH
Forsyth County Schools	Ward Elementary	READING
Forsyth County Schools	Wiley Middle	BOTH
Franklin County Schools	Franklinton High	READING
Franklin County Schools	Terrell Lane Middle	MATH
Gaston County Schools	Ashbrook High	READING
Gaston County Schools	Warlick School	BOTH
Gaston County Schools	Cramerton Middle	READING
Gaston County Schools	W P Grier Middle	BOTH
Gaston County Schools	Holbrook Middle	MATH

LEA Name	School Name	Subject Area in Which School Did Not Make AYP
Gaston County Schools	Hunter Huss High	BOTH
Gaston County Schools	Bessemer City Middle	MATH
Gaston County Schools	Mount Holly Middle	MATH
Gaston County Schools	Stanley Middle	BOTH
Gaston County Schools	William C Friday Middle	MATH
Granville County Schools	Butner-Stem Middle	MATH
Granville County Schools	Northern Granville Middle	MATH
Greene County Schools	Greene Central High	READING
Greene County Schools	Greene County Middle	BOTH
Greene County Schools	Snow Hill Primary	FEEDER
Guilford County Schools	Alamance Elementary	READING
Guilford County Schools	Allen Jay Middle	READING
Guilford County Schools	Aycock Middle	MATH
Guilford County Schools	Kiser Middle	BOTH
Guilford County Schools	Eastern Middle	READING
Guilford County Schools	Mendenhall Middle	MATH
Guilford County Schools	Page High	BOTH
Guilford County Schools	Scale School	READING
Guilford County Schools	Southwest Guilford Middle	MATH
Guilford County Schools	Philip J Weaver Ed Center	FEEDER
Guilford County Schools	Laurin Welborn Middle	BOTH
Halifax County Schools	Northwest High	BOTH
Halifax County Schools	Southeast Halifax High	BOTH
Harnett County Schools	Harnett Central High	BOTH
Harnett County Schools	Triton High	MATH
Harnett County Schools	Western Harnett High	BOTH
Henderson County Public Schools	Flat Rock Middle	READING
Henderson County Public Schools	Hendersonville Middle	MATH
Hertford County Public Schools	Hertford County High	BOTH
Hoke County Schools	Hoke County High	BOTH
Hoke County Schools	East Hoke Middle	READING
Hoke County Schools	J W Turlington	READING
Iredell-Statesville County Schools	Statesville Middle	MATH
Iredell-Statesville County Schools	Statesville High	BOTH
Iredell-Statesville County Schools	West Iredell High	MATH

LEA Name	School Name	Subject Area in Which School Did Not Make AYP
Mooreville City Schools	NF Woods Adv Tech/Arts Ctr	FEEDER
Mooreville City Schools	Mooreville Senior High	MATH
Jackson County Public Schools	Jackson Co Sch of Alt	BOTH
Johnston County Schools	North Johnston Middle	BOTH
Johnston County Schools	South Campus Community	BOTH
Johnston County Schools	Selma Middle School	BOTH
Johnston County Schools	Smithfield Middle	BOTH
Johnston County Schools	Polenta Elementary	READING
Lee County Schools	Bragg Street Academy	READING
Lee County Schools	Lee County High	BOTH
Lenoir County Schools	Kinston High	READING
Lincoln County Schools	Asbury School	READING
Martin County Schools	Roanoke High	READING
McDowell County Schools	West McDowell Junior High	BOTH
Charlotte/Mecklenburg County Schools	Albemarle Road Middle	BOTH
Charlotte/Mecklenburg County Schools	John M Alexander Middle	READING
Charlotte/Mecklenburg County Schools	Coulwood Middle	BOTH
Charlotte/Mecklenburg County Schools	David Cox Road Elementary	READING
Charlotte/Mecklenburg County Schools	E E Waddell High	BOTH
Charlotte/Mecklenburg County Schools	East Mecklenburg High	BOTH
Charlotte/Mecklenburg County Schools	Midwood High/Tate TAPS	BOTH
Charlotte/Mecklenburg County Schools	Garinger High	BOTH
Charlotte/Mecklenburg County Schools	Alexander Graham Middle	READING
Charlotte/Mecklenburg County Schools	Harding University High	BOTH
Charlotte/Mecklenburg County Schools	Hickory Grove Elementary	MATH
Charlotte/Mecklenburg County Schools	Hopewell High	BOTH
Charlotte/Mecklenburg County Schools	Hornets Nest Elementary	BOTH
Charlotte/Mecklenburg County Schools	Independence High	BOTH
Charlotte/Mecklenburg County Schools	Irwin Avenue Open	MATH
Charlotte/Mecklenburg County Schools	James Martin Middle	BOTH
Charlotte/Mecklenburg County Schools	Robert F Kennedy Middle	BOTH
Charlotte/Mecklenburg County Schools	Derita Alternative	BOTH
Charlotte/Mecklenburg County Schools	McClintock Middle	BOTH
Charlotte/Mecklenburg County Schools	Myers Park High	BOTH
Charlotte/Mecklenburg County Schools	Nathaniel Alexander Elem	READING

LEA Name	School Name	Subject Area in Which School Did Not Make AYP
Charlotte/Mecklenburg County Schools	Northridge Middle	BOTH
Charlotte/Mecklenburg County Schools	Olympic High	BOTH
Charlotte/Mecklenburg County Schools	Phillip O Berry Academy of Tec	READING
Charlotte/Mecklenburg County Schools	Quail Hollow Middle	READING
Charlotte/Mecklenburg County Schools	Ranson Middle	READING
Charlotte/Mecklenburg County Schools	Reedy Creek Elementary	READING
Charlotte/Mecklenburg County Schools	Sedgefield Middle	BOTH
Charlotte/Mecklenburg County Schools	South Mecklenburg High	BOTH
Charlotte/Mecklenburg County Schools	Steele Creek Elementary	MATH
Charlotte/Mecklenburg County Schools	University Meadows Elem	READING
Charlotte/Mecklenburg County Schools	West Charlotte High	BOTH
Charlotte/Mecklenburg County Schools	West Mecklenburg High	BOTH
Charlotte/Mecklenburg County Schools	Windsor Park Elementary	READING
Charlotte/Mecklenburg County Schools	Zebulon B Vance High	BOTH
Montgomery County Schools	West Montgomery High	BOTH
Moore County Schools	Pinecrest High	READING
Moore County Schools	Southern Pines Primary	FEEDER
Nash/Rocky Mount County Schools	Nash Central Middle	MATH
Nash/Rocky Mount County Schools	Fairview Early Childhood Ctr	FEEDER
Nash/Rocky Mount County Schools	G R Edwards Middle	BOTH
Nash/Rocky Mount County Schools	J W Parker Middle	READING
Nash/Rocky Mount County Schools	W L Greene Alternative	BOTH
Nash/Rocky Mount County Schools	Nash Central High	BOTH
Nash/Rocky Mount County Schools	Northern Nash High	BOTH
Nash/Rocky Mount County Schools	Rocky Mount High	BOTH
Nash/Rocky Mount County Schools	Southern Nash Middle	BOTH
Nash/Rocky Mount County Schools	Southern Nash High	READING
New Hanover County Schools	John T Hoggard High	READING
New Hanover County Schools	Myrtle Grove Middle	READING
New Hanover County Schools	New Hanover High	MATH
New Hanover County Schools	Lakeside	BOTH
New Hanover County Schools	Williston Middle	READING
Northampton County Schools	Northampton High-East	READING
Onslow County Schools	Hunters Creek Middle	MATH
Onslow County Schools	Jacksonville Commons Middle	READING

LEA Name	School Name	Subject Area in Which School Did Not Make AYP
Onslow County Schools	Trexler Middle	MATH
Chapel Hill/Carrboro City Schools	R D and Euzelle Smith Middle	MATH
Pamlico County Schools	Pamlico County Middle	MATH
Pamlico County Schools	Pamlico County High	READING
Pasquotank County Schools	Elizabeth City Middle	BOTH
Pasquotank County Schools	H L Trigg Community	MATH
Pasquotank County Schools	Northeastern High	READING
Pasquotank County Schools	Pasquotank County High	MATH
Pender County Schools	Pender Co Alternative	READING
Pender County Schools	Pender High	READING
Perquimans County Schools	Perquimans County High	READING
Person County Schools	Northern Middle	MATH
Person County Schools	Person High	READING
Pitt County Schools	A G Cox Middle	MATH
Pitt County Schools	Ayden Middle	READING
Pitt County Schools	Ayden-Grifton High	MATH
Pitt County Schools	C M Eppes Middle	BOTH
Pitt County Schools	E B Aycock Middle	BOTH
Pitt County Schools	Farmville Middle	MATH
Pitt County Schools	H B Sugg Elementary	FEEDER
Randolph County Schools	Northeastern Randolph Middle	READING
Randolph County Schools	Southwestern Randolph High	READING
Randolph County Schools	Southwestern Randolph Mid	BOTH
Asheboro City Schools	Asheboro High	READING
Asheboro City Schools	South Asheboro Middle	MATH
Richmond County Schools	Hamlet Junior High	MATH
Richmond County Schools	Leak Street	BOTH
Richmond County Schools	Richmond Senior High	READING
Richmond County Schools	Washington Street	READING
Robeson County Schools	Robeson Co Career Ctr	FEEDER
Robeson County Schools	Lumberton Senior High	BOTH
Robeson County Schools	Red Springs High	BOTH
Robeson County Schools	Saint Pauls High	BOTH
Robeson County Schools	South Robeson High	READING
Robeson County Schools	Purnell Swett High	BOTH

LEA Name	School Name	Subject Area in Which School Did Not Make AYP
Rockingham County Schools	J E Holmes Middle	MATH
Rockingham County Schools	Reidsville High	READING
Rockingham County Schools	The SCORE Center	BOTH
Rockingham County Schools	Western Rockingham Middle	BOTH
Rowan-Salisbury County Schools	Charles C Erwin Middle	READING
Rowan-Salisbury County Schools	China Grove Middle	BOTH
Rowan-Salisbury County Schools	Knox Middle	READING
Rowan-Salisbury County Schools	North Rowan High	READING
Rowan-Salisbury County Schools	Rockwell Elementary	READING
Rowan-Salisbury County Schools	South Rowan High	READING
Rowan-Salisbury County Schools	West Rowan Middle	MATH
Rutherford County Schools	Chase Middle	BOTH
Rutherford County Schools	Rutherford Opportunity Center	READING
Clinton City Schools	Clinton High	READING
Clinton City Schools	Langdon C Kerr Elem	FEEDER
Scotland County Schools	Carver Middle	BOTH
Scotland County Schools	East Laurinburg	MATH
Scotland County Schools	Scotland High	READING
Scotland County Schools	Spring Hill Middle	READING
Scotland County Schools	Sycamore Lane Middle	READING
Stanly County Schools	Albemarle High	READING
Stanly County Schools	Albemarle Middle	MATH
Stokes County Schools	Chestnut Grove Middle	BOTH
Stokes County Schools	Meadowbrook School	READING
Stokes County Schools	Southeastern Stokes Middle	MATH
Union County Schools	East Union Middle	READING
Union County Schools	Monroe High	READING
Union County Schools	South Providence	BOTH
Vance County Schools	Eaton-Johnson Middle	BOTH
Vance County Schools	Southern Vance High	BOTH
Vance County Schools	Northern Vance High	BOTH
Wake County Schools	Athens Drive High	READING
Wake County Schools	Carroll Middle	MATH
Wake County Schools	Daniels Middle	BOTH
Wake County Schools	Durant Road Middle	BOTH

LEA Name	School Name	Subject Area in Which School Did Not Make AYP
Wake County Schools	Reedy Creek Middle	BOTH
Wake County Schools	East Millbrook Middle	MATH
Wake County Schools	East Wake Middle	BOTH
Wake County Schools	East Wake High	BOTH
Wake County Schools	William G Enloe High	MATH
Wake County Schools	Fuquay-Varina Middle	READING
Wake County Schools	Fuquay-Varina High	READING
Wake County Schools	Garner High	BOTH
Wake County Schools	Holly Springs Elementary	READING
Wake County Schools	Leesville Road Middle	MATH
Wake County Schools	Ligon Middle	MATH
Wake County Schools	Leesville Road High	READING
Wake County Schools	Lufkin Road Middle	BOTH
Wake County Schools	Middle Creek High	BOTH
Wake County Schools	Millbrook High	READING
Wake County Schools	Moore Square Museum Magnet Mid	MATH
Wake County Schools	Mount Vernon	MATH
Wake County Schools	North Garner Middle	READING
Wake County Schools	Phillips High	READING
Wake County Schools	Wake Forest-Rolesville High	MATH
Wake County Schools	Wake Forest-Rolesville Mid	READING
Wake County Schools	Weatherstone Elementary	MATH
Wake County Schools	West Millbrook Middle	BOTH
Wake County Schools	Zebulon Middle	MATH
Washington County Schools	Creswell High	MATH
Washington County Schools	Plymouth High	BOTH
Wayne County Schools	Belfast Academy	READING
Wayne County Schools	Charles B Aycock High	MATH
Wayne County Schools	Eastern Wayne Middle	READING
Wayne County Schools	Edgewood Cmty Developmental	FEEDER
Wayne County Schools	Goldsboro High	MATH
Wayne County Schools	Rosewood Middle	READING
Wayne County Schools	Southern Academy	BOTH
Wayne County Schools	Southern Wayne High	BOTH
Wilkes County Schools	North Wilkes Middle	MATH

LEA Name	School Name	Subject Area in Which School Did Not Make AYP
Wilkes County Schools	West Wilkes Middle	BOTH
Wilson County Schools	Milton M Daniels Learning Ctr.	READING
Wilson County Schools	Beddingfield High	READING
Wilson County Schools	Forest Hills Middle	BOTH
Wilson County Schools	Speight Middle	BOTH
Yadkin County Schools	Courtney Elementary	BOTH
Yadkin County Schools	Yadkin Success Academy	BOTH
DHHS	Eastern NC School for the Deaf	READING
DHHS	Governor Morehead School	BOTH
DJJ	C A Dillon School	MATH
DJJ	Juvenile Evaluation Center	BOTH
Charter Schools		
	Kestrel Heights Sch	MATH
	New Century Charter High	BOTH

LEAs in LEA Improvement

School districts are held to the same reading and mathematics proficiency goals for student groups. School-based AYP results cannot be combined to calculate district AYP results. In some cases, a student group is under 40 at the school level, but at 40 or above at the district level. In other cases, a student may not have been at a particular school for 140 days (full academic year), but may have been in the district for 140 days. This means that some students' scores are part of AYP calculations at the district level, but not at the school level. Thus, it is possible for a district to not make AYP, even though its individual schools do. LEAs in LEA Improvement must take certain measures, such as setting aside 10 percent of their Title I allotment for professional development purposes.

If an LEA entered LEA Improvement in the 2004-05 school year, this meant that the LEA did not make AYP in the *same subject area* in *both the 3-8 and high school grade spans* for two consecutive years.

LEAs in LEA Improvement Status in 2004-05 School Year

<i>LEA Name</i>	<i>LEA Code</i>	<i>Subject in which LEA did not make AYP 2 years in a row in both grades 3-8 and High School</i>
Alamance-Burlington Schools	010	READING
Anson County Schools	040	BOTH
Beaufort County Schools	070	MATH
Bertie County Schools	080	READING
Bladen County Schools	090	BOTH
Brunswick County Schools	100	BOTH
Buncombe County Schools	110	BOTH
Cabarrus County Schools	130	BOTH
Caldwell County Schools	140	BOTH
Catawba County Schools	180	READING
Chatham County Schools	190	MATH
Edenton/Chowan Schools	210	READING
Cleveland County Schools	230	MATH
Columbus County Schools	240	READING
Whiteville City Schools	241	READING
Craven County Schools	250	BOTH
Davidson County Schools	290	READING
Duplin County Schools	310	BOTH
Durham County Schools	320	BOTH
Forsyth County Schools	340	READING

LEAs in LEA Improvement Status in 2004-05 School Year

<i>LEA Name</i>	<i>LEA Code</i>	<i>Subject in which LEA did not make AYP 2 years in a row in both grades 3-8 and High School</i>
Gaston County Schools	360	BOTH
Granville County Schools	390	READING
Greene County Schools	400	READING
Guilford County Schools	410	BOTH
Weldon City Schools	422	*
Henderson County Public Schools	450	BOTH
Hertford County Public Schools	460	READING
Hoke County Schools	470	READING
Johnston County Schools	510	READING
Lenoir County Schools	540	BOTH
Martin County Schools	580	READING
Nash/Rocky Mount County Schools	640	BOTH
Northampton County Schools	660	READING
Onslow County Schools	670	BOTH
Pitt County Schools	740	BOTH
Randolph County Schools	760	BOTH
Asheboro City Schools	761	READING
Richmond County Schools	770	READING
Robeson County Schools	780	READING
Rowan-Salisbury County Schools	800	READING

LEAs in LEA Improvement Status in 2004-05 School Year

<i>LEA Name</i>	<i>LEA Code</i>	<i>Subject in which LEA did not make AYP 2 years in a row in both grades 3-8 and High School</i>
Rutherford County Schools	810	BOTH
Sampson County Schools	820	READING
Clinton City Schools	821	READING
Wayne County Schools	960	READING

* = was in LEA improvement in 2003-04 school year and has not met the requirements to exit

IV. Response to Excellent Schools Act Requirements

Certified Staff Testing Under the Excellent Schools Act

Senate Bill 1126, ratified in May 1998, amended the teacher competency testing provisions of the Excellent Schools Act to ensure that only teachers were tested whose unsatisfactory performance was judged in whole or part due to lack of general knowledge. While no teachers were identified for testing at the end of the 1997-98 school year under this provision, the State Board of Education approved the use of the *Florida College Level Academic Skills Test* (CLAST) to assess the general knowledge of certified staff subject to testing. In the Summer of 1998, standard-setting procedures were conducted, and in the Fall of 1998 the State Board of Education set “passing” scores for the reading and writing portions of this test.

For 2003-04, there were no teachers recommended by the assistance teams or by principals in low-performing schools that were not served by assistance teams to take the General Knowledge Test.

V. ABCs Recognition and Schedule of Recognition Events

ABCs Recognition

Top schools around the State receive special recognition as part of the ABCs of Public Education. There are three levels of recognition in the student growth area and three levels of recognition for student performance. All K-12 schools that meet 110% of their student growth are deemed high growth and receive a certificate of achievement. Certified employees in these schools also receive an incentive bonus. All K-12 schools meeting 100% of their student growth standard are considered as having met expected growth and receive a certificate.

For student performance, *Honor Schools of Excellence* is the designation for those schools where at least 90% of the students' test scores are at or above grade level and the school made expected growth (as a minimum). In addition, these schools have met adequate yearly progress (AYP) as required by federal legislation, No Child Left Behind. *Schools of Excellence* is the designation for those schools where at least 90% of the students' test scores are at or above grade level and the school made expected growth (as a minimum). These schools will receive a banner to hang in the school and a certificate of achievement. Schools in which 80 - 89% of students' test scores are at or above grade level and met at least expected growth are designated as *Schools of Distinction*. They receive a certificate and a plaque.

Local school systems, traditionally, celebrate the successes of individual schools and school systems in the ABCs in a variety of ways, including school-wide celebrations and community recognition events. Teachers, parents, students, administrators and community leaders have proudly participated in these local celebrations. Local districts and schools are encouraged to continue to engage their communities in recognizing the progress of their public schools.

ABCs Results - Eight -Year Chart 1997-2004¹

Comparisons across years should be made with caution due to the evolution of the model as reflected in the footnotes below.

Category	1996-97 ²		1997-98 ³		1998-99 ⁴		1999-00		2000-01		2001-02		2002-03		2003-04	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Honor Schools of Excellence ⁵																
Schools of Excellence	12	0.7	24	1.4	0	0.0	73	3.5	171	7.9	300	13.7	473	21.3	33	1.5
Schools of Distinction ⁶	158	9.7	289	16.8	1	0.2	509	24.1	640	29.7	647	29.5	886	39.9	640	28.7
Schools Making High Growth ⁷	531	32.5	1137	66.0	265	63.2	956	45.2	521	24.1	779	35.5	1618	72.9	784	35.1
Schools Making Expected Growth	395	24.2	308	17.9	83	19.8	520	24.6	769	35.6	863	39.3	476	21.4	891	39.9
Schools Not Making Expected Growth ⁸	706	43.3	276	16.0	65	15.5	639	30.2	865	40.1	552	25.2	127	5.7	556	25.0
Low-Performing Schools	123	7.5	15	0.9	15	3.6	44	2.1	31	1.4	19	0.9	6	0.3	2	0.1
Made Expected or High Growth	926	56.7	1,445	83.9	348	83.1	1,476	69.8	1,290	59.7	1,642	74.8	2,094	94.3	1,675	75.0
Total ABCs Schools ⁹	1,632		1,722		419		2,115		2,158		2,194		2,221		2,231	

¹ABCs results for 1996-97, 1997-98, 1998-99, 1999-00, 2000-01, 2001-02, and 2002-03 reflect State Board of Education actions through October 2, 1997, October 1, 1998, October 7, 1999, October 5, 2000, November 1, 2001, October 3, 2002, September 10, 2003, and August 4, 2004, respectively.

²The first year of implementation of the ABCs was in 1996-97; only K-8 schools were included in the model.

³The ABCs high school model was first implemented in 1997-98. (Schools whose grades spanned K-12 were included in statistical summaries for both K-8 and high schools, so there is duplication in these counts.)

⁴The comprehensive ABCs model has been applied since 1998-99; there is no duplication in these counts.

⁵Honor Schools of Excellence, approved by the SBE in 2003-04, refers to Schools of Excellence that met AYP.

⁶Beginning in 2002, Schools of Distinction were required to make at least expected growth for the first time.

⁷High Growth was referred to as Exemplary Growth prior to 2002.

⁸Schools Not Making Expected Growth was included in two categories prior to 2002: Schools Receiving No Recognition and Low Performing Schools.

⁹Total ABCs Schools is the total number of schools participating in the ABCs for a given year; this total does not reflect the sum of the column; Schools of Excellence, Schools of Distinction, and Low-Performing Schools are not exclusive categories and may include schools that appear in other categories.

LEA Codes

Refer to the chart below to locate school systems referenced by code when reading the lists of 2002-04 *Most Improved Schools*

010	Alamance-Burlington	240	Columbus	480	Hyde	760	Randolph
020	Alexander	241	Whiteville City	490	Iredell-Statesville	761	Asheboro City
030	Alleghany	250	Craven	491	Mooresville City	770	Richmond
040	Anson	260	Cumberland	500	Jackson	780	Robeson
050	Ashe	270	Currituck	510	Johnston	790	Rockingham
060	Avery	280	Dare	520	Jones	800	Rowan-Salisbury
070	Beaufort	290	Davidson	530	Lee	810	Rutherford
080	Bertie	291	Lexington City	540	Lenoir	820	Sampson
090	Bladen	292	Thomasville City	550	Lincoln	830	Scotland
100	Brunswick	300	Davie	560	Macon	840	Stanly
110	Buncombe	310	Duplin	570	Madison	850	Stokes
111	Asheville City	320	Durham	580	Martin	860	Surry
120	Burke	330	Edgecombe	590	McDowell	861	Elkin City
130	Cabarrus	340	Winston-Salem/Forsyth	600	Mecklenburg	862	Mount Airy City
132	Kannapolis City	350	Franklin	610	Mitchell	870	Swain
140	Caldwell	360	Gaston	620	Montgomery	880	Transylvania
150	Camden	370	Gates	630	Moore	890	Tyrrell
160	Carteret	380	Graham	640	Nash-Rocky Mount	900	Union
170	Caswell	390	Granville	650	New Hanover	910	Vance
180	Catawba	400	Greene	660	Northampton	920	Wake
181	Hickory City	410	Guilford	670	Onslow	930	Warren
182	Newton Conover City	420	Halifax	680	Orange	940	Washington
190	Chatham	421	Roanoke Rapids City	690	Pamlico	950	Watauga
				700	Elizabeth City/ Pasquotank	960	Wayne
200	Cherokee	422	Weldon City				
210	Edenton-Chowan	430	Harnett	710	Pender	970	Wilkes
220	Clay	440	Haywood	720	Perquimans	980	Wilson
230	Cleveland	450	Henderson	730	Person	990	Yadkin
231	Kings Mountain City	460	Hertford	740	Pitt	995	Yancey
232	Shelby City	470	Hoke	750	Polk	679	Camp Lejeune (Federal)
						209	Cherokee Central (Federal)
						269	Fort Bragg (Federal)

2003-04 Most Improved Schools
Growth and Performance 1999-00 through 2003-04

Lea Code	School Code	School Name	Grade Span	ABCs Status ¹ 1999-00	PC ² 1999-00	ABCs Status 2000-01	PC 2000-01	ABCs Status 2001-02	PC 2001-02	ABCs Status 2002-03	PC 2002-03	ABCs Status 2003-04	PC 2003-04
090	318	BLADEN LAKES PRI	PK-5	Exp	73.3	NR	68.2	Dst Hgh	81.5	Pro Hgh	78.2	HE Hgh MI	93.6
110	388	PISGAH ELEM	PK-5	Exm Dst	81.2	Exm Exc	90.0	Dst Hgh	87.5	Exc Hgh MI	92.6	HE Hgh MI	95.4
16A	000	CAPE LOOKOUT HS	9 -12	Exm	41.5	Exp	46.0	Pri Exp	53.8	Pri Hgh MI	44.7	Pri Hgh MI	49.4
170	334	NORTH ELEM	PK-5	Exm	62.8	NR	63.6	Pro Hgh	73.9	Dst Hgh	88.2	Dst Hgh MI	89.4
231	316	EAST ELEM	OK-4	Exm Exc MI	91.8	Exm Exc	94.5	Exc Hgh	91.6	Exc Hgh MI	93.9	HE Hgh MI	94.9
231	336	WEST ELEM	OK-4	Exm Exc	91.2	Exp Exc	90.7	Exc Hgh	93.1	Exc Hgh	96.2	HE Hgh MI	94.6
232	310	JAMES LOVE ELEM	PK-3	NR	64.6	Exm	71.4	Pro Exp	72.4	Dst Hgh	87.3	HE Hgh MI	91.7
270	316	MOYOCK ELEM	OK-4	Exm Dst	88.2	Exm Exc	92.1	Exc Hgh	91.0	Exc Hgh	95.1	HE Hgh MI	94.8
291	340	PICKETT PRI	PK-3	Exm	73.8	NR	63.3	Dst Hgh	83.3	Pro Hgh	79.6	Dst Hgh MI	88.1
320	310	EASTWAY ELEM	OK-5	LP	40.6	Exp	57.2	Pri	56.2	Pro Hgh	65.3	Dst Hgh MI	82.1
330	328	N EDGECOMBE MAGNET	9 -12	Exm	50.8	Exp	48.7	Pri Hgh MI	56.5	Pri Hgh MI	55.8	Pro Hgh MI	65.4
330	358	TARBORO HS	9 -12	Exm	57.6	Exm	59.4	Pro Hgh MI	66.5	Pro Hgh MI	68.5	Pro Hgh MI	73.5
34D	000	WOODSON SCH OF CHALL	OK-12	Exp	44.8	NR	42.6	LP	39.3	Pro Hgh MI	64.3	Pro Hgh MI	71.6
35A	000	A CHILD'S GARDEN SCH	OK-5		.		.		.	NR	65.7	HE Hgh MI	90.6
390	324	J F WEBB HS	9 -12	Exm	66.7	Exp	69.5	NR	65.3	Pro Hgh	77.3	Dst Hgh MI	82.0

Lea Code	School Code	School Name	Grade Span	ABCs Status ¹ 1999-00	PC ² 1999-00	ABCs Status 2000-01	PC 2000-01	ABCs Status 2001-02	PC 2001-02	ABCs Status 2002-03	PC 2002-03	ABCs Status 2003-04	PC 2003-04
410	366	WALDO C FALKENER SR	PK-5		.		.	Pri Exp	58.5	Pro Hgh	71.7	Dst Hgh MI	87.1
410	390	GC MIDDLE COLLEGE HS	8 -12		.		.	Pro Exp	66.3	Pro Exp	66.0	Pro Hgh MI	66.7
410	395	GUILFORD EARLY COLLEGE HS	8 -12		.		.		.	Exc Exp	96.9	HE Hgh MI	95.2
410	401	GTCC MID COLLEGE HS	8 -12		.		.	Pri Exp	50.9	Pro Hgh	64.3	Pri Hgh MI	43.8
420	316	DAWSON ELEM	PK-5	NR	73.4	Exm Exc MI	91.9	NR	80.3	Pro Hgh	72.5	Pro Hgh MI	74.5
420	340	INBORDEN ELEM	PK-5	NR	65.5	NR	60.2	Dst Hgh	85.1	Dst Hgh	80.2	HE Hgh MI	92.4
420	344	MCIVER ELEM	PK-5	Exp	72.9	Exm Dst MI	84.5	Pri Exp	40.9	Dst Hgh	88.8	HE Hgh MI	99.0
420	348	PITTMAN ELEM	PK-5	Exm	77.0	Exm	79.4	NR	.	Exc Hgh MI	94.6	HE Hgh MI	94.6
422	324	WELDON HS	9 -12	Exm	29.1	LP	24.7	LP	27.1	Pri Hgh	37.6	Pri Hgh MI	49.2
520	308	COMFORT ELEM	PK-5	Exm Dst	88.0	NR	78.6	Dst Hgh	85.5	Dst Hgh	89.2	HE Hgh MI	96.0
560	304	CARTOOGECCHAYE ELEM	0K-5	Exm Dst	86.0	Exm Exc	90.6	Dst Exp	89.7	Dst Hgh	89.6	HE Hgh MI	90.8
570	312	HOT SPRINGS ELEM	0K-5	Exm	75.2	Exm Exc MI	92.0	Exc Hgh	97.1	Dst Hgh	85.2	HE Hgh MI	95.9
60G	000	QUEENS GRANT COMMUNITY SCH	0K-6		.		.		.	NR	88.3	HE Hgh MI	91.1
610	320	GOUGE ELEM	0K-4	Exm	76.7	Dst NR	81.8	Hgh	.	Exc Hgh	91.9	HE Hgh MI	92.2
660	312	JACKSON- EASTSIDE ELEM	PK-5	Exm	74.1	NR	73.9	NR	67.0	Dst Hgh	82.0	HE Hgh MI	92.0

Lea Code	School Code	School Name	Grade Span	ABCs Status ¹ 1999-00	PC ² 1999-00	ABCs Status 2000-01	PC 2000-01	ABCs Status 2001-02	PC 2001-02	ABCs Status 2002-03	PC 2002-03	ABCs Status 2003-04	PC 2003-04
770	318	FAIRVIEW HEIGHTS ELEM	0K-3	Exm	60.8	Exm	64.9	Dst Hgh MI	80.3	Dst Hgh MI	86.9	Dst Hgh MI	85.1
780	322	EAST ROBESON PRI	PK-3	Exm	78.6	Exm Dst	81.0	Pro Hgh	73.5	Dst Hgh	85.6	Pro Hgh MI	79.3
780	325	FAIRMONT HS	9 -12	LP	40.6	Exp	47.3	Pro Hgh MI	62.9	Pro Hgh MI	71.1	Pro Hgh MI	72.5
780	328	GREEN GROVE ELEM	PK-3	Exm	66.0	Exm MI	72.6	Pro Hgh	68.2	Pro Hgh MI	79.5	Dst Hgh MI	83.9
920	444		6 -6									HE Hgh MI	96.4
96C	000	DILLARD ACAD	0K-3	NR	38.1	NR	37.9	Pro Hgh MI	77.3	Pri Hgh	52.9	Pro Hgh MI	78.6
995	308	BEE LOG ELEM	0K-5	Exm Exc	93.5	Exm Exc MI	95.4	Exc Hgh	94.4	Exc Hgh	94.8	HE Hgh MI	96.2

¹ ABCs Status Abbreviations:

HE Honor School of Excellence
Hgh School Making High Growth
Exp School Making Expected Growth
MI 25 Most Improved K-8 Schools
MI 10 Most Improved High Schools
Exc School of Excellence
Dst School of Distinction
Pri Priority School
NR No Recognition
LP Low-Performing *
EE Excessive Exclusions
95R Less than 95 percent tested

² Performance Composite

VI. Issues for Further Consideration

Issues for Further Consideration

During the past two years, the SBE has modified the ABCs Accountability Workbook to accommodate the requirements of the NCLB legislation. The US Department of Education (USED) approved several modifications to the state's accountability plan in 2003-04. The USED has given tacit approval to using Algebra I and Biology as high school mathematics and science tests for NCLB. The proposal to use English I and Grade 10 Writing to replace the High School Comprehensive Reading Test is still under consideration at the time of this report.

This year, the SBE approved adding a new top recognition category, Honor School of Excellence, to the ABCs Program to denote a School of Excellence that also makes AYP. The ABCs incentive structure, however, has not been revised by the General Assembly to reflect that a school also has met the AYP requirements of NCLB as was recommended by the SBE.

With the ultimate goal of NCLB that 100% of students score proficient on state tests by the end of the school year 2013-14, the state must meet the challenges of developing newer editions of the state tests based on revisions to the state curriculum. The issue of raising academic achievement standards also has been a recurring theme in recent SBE meetings, and the recently ratified House Bill 1414 calls for an evaluation of the accountability system during the 2004-05 school year and making changes in standards (if necessary) no later than the 2005-06 school year.

The SBE also is responding to the issue of middle schools not performing well on the ABCs during the 2003-04 school year. Based on the outcome of recommendations before the SBE, ABCs results for the 2003-04 school year *may* change. Certain adjustments also may be made to the growth formulas in some of the grades for the 2004-05 school year based on analyses and recommendations by DPI. We do, however, anticipate making revisions to all of the formulas effective with the 2005-06 school year as per HB 1414.

DPI has recommended to the SBE that the implementation schedule for the new mathematics assessments be amended by delaying by one year the implementation of the Grade 3 mathematics pretest and the end of grade (EOG) mathematics tests at Grade 7 and Grade 8, and for the mathematics end of course (EOC) tests and making the corresponding changes in the ABCs to accommodate this delayed implementation. These revisions are based on the lessons learned several years ago when the mathematics curriculum changed dramatically and the tests were revised to align with that new curriculum. The USED has not yet approved a request to conduct a statewide field test in grades 7 and 8 mathematics and EOC mathematics in lieu of the operational tests in the 2005-06 school year.

Finally, revisions to the curricula and the tests will result in necessary delays in reporting ABCs and AYP results each year for several years starting with the reporting for the 2005-06 school year.