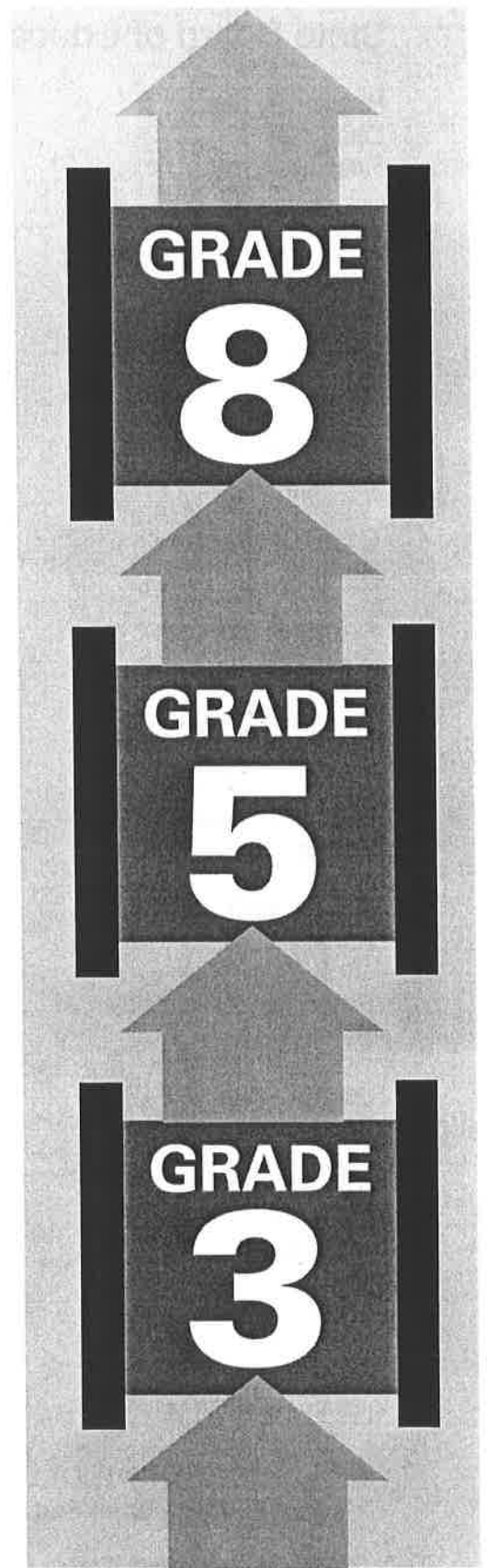


**2002 – 2003**

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

Presented to the  
State Board of Education  
**DECEMBER 2003**



**PUBLIC SCHOOLS OF NORTH CAROLINA**

State Board of Education | Department of Public Instruction

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## Executive Summary

### 2002-03 Student Accountability Standards in Grades Three, Five, and Eight

#### Background

In 1997, pursuant to growing concerns regarding the issue of social promotions, the North Carolina General Assembly ratified GS 115C-12. Among other things, the statute directed the State Board of Education (SBE) to develop “grade-level student proficiency benchmarks” and to “establish a Committee on Standards and Accountability.” The Committee on Standards and Accountability recommended that the SBE adopt four gateways through which students must pass to be promoted to the next grade level. This report addresses North Carolina’s student performance on the three gateways that are in effect at this time.

#### Results

The overall performance of North Carolina’s students in grades three, five, and eight in End-of-Grade (EOG) reading and mathematics after all retests for 2002-03 and 2001-02 is shown in the following table. More students were promoted and fewer students retained at each of the gateways in 2002-03 than in the previous year. The greatest differences were noted in grade five.

**Number and Percent<sup>1</sup> of Students in Grades 3, 5, and 8  
Promoted or Retained, 2001-03<sup>2</sup>**

	Grade 3		Grade 5		Grade 8	
	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
<b>Total N</b>	104,760	104,987	106,277	106,519	100,349	104,413
<b>Promoted</b>	98,870	101,695	103,207	105,520	97,082	102,164
<b>% Promoted</b>	94.4	96.9	97.1	99.1	96.7	97.8
<b>Retained</b>	5,483	3,264	2,510	954	2,838	2,207
<b>% Retained</b>	5.2	3.1	2.4	0.9	2.8	2.1
<b>Blank<sup>3</sup></b>	407	28	558	45	427	42
<b>% Blank</b>	0.4	0.0	0.5	0.0	0.0	0.0

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

<sup>2</sup>The table above reflects students in any of the following categories: End of Grade (EOG) Reading and Mathematics Test; North Carolina Alternate Assessment Portfolio (NCAAP); North Carolina Alternate Assessment Academic Inventory (NCAAI); Absent; and Transfer.

<sup>3</sup>“Blank” indicates that a promotion or retention indicator was not given for those students.

Highlights of North Carolina’s student performance on the accountability standards in 2002-03 are provided below. The 2002-03 school year is the second year of full implementation of the student accountability standards at grades three, five, and eight.

## ***Statewide***

The majority of North Carolina's public school students (91 percent at grade three, 96 percent at grade five, and 93 percent at grade eight) passed both reading and mathematics after all retests in 2002-03 (see Table A-1 in the Appendix). The 2002-03 test performance (improvement at each of the benchmark grades from the previous year) suggests that implementation of the gateway standards are having a positive influence on student promotions statewide.

Among all students not meeting the standards in 2002-03, 74.6 percent (13,549 students) were promoted, compared with 64.4 percent (16,804 students) in 2001-02.

When students were promoted without meeting the gateways, "Principal's Decision" was the main reason for promotion (see Table 3). This reason accounted for the promotion of 41.3 percent and 41.7 percent of students at grades three and eight, respectively, who did not meet the standards. "Waiver" was the primary reason for the promotion of grade five students who did not meet the standards.

"Principal's Decision" was cited less in the promotion of students who did not meet the standards in 2002-03 than in the previous year, while an increase in other reasons (Waiver, LEP, and Local Policy/Other) was observed (see Table 3).

In 2002-03, only 2.8 percent of tested students did not meet the standards and were retained at grade three, 0.6 percent at grade five, and 1.2 percent at grade eight, compared with 5.2 percent at grade three, 2.2 percent at grade five, and 2.1 percent at grade eight in 2001-02 (see Table 2).

## ***Race/Ethnicity***

Among racial/ethnic groups higher percentages of students met the standards and were promoted in 2002-03 than in 2001-02 (see Table 5). Ninety-five percent or more of Asian and White students at the benchmark grades met the standards and were promoted. Multi-Racial students had 92.3 percent at grade three, 97.0 percent at grade five, and 94.0 percent at grade eight.

For American Indians, 86.3 percent, 93.7 percent, and 89.5 percent of students met the standards and were promoted, followed by Black students with 84.4 percent, 93.4 percent, and 86.9. Among Hispanics, 84.6 percent of students at grade three, 92.0 percent at grade five, and 83.9 percent at grade eight met the standards and were promoted.

The percentage of students promoted who met the standards was higher at grades five and eight than at grade three for all racial/ethnic groups, except Hispanic students had a higher percentage at grade three than at grade eight. All racial/ethnic groups had more students meeting the standards and promoted at grade five than at grades three and eight (Table 5).

## ***Gender***

More females than males passed the gateways when the standards were met (Table 10). At grade eight, more males (0.9 percent) were retained when they met the standards than females (0.5



percent). A similar trend was observed for males (6.3 percent) and females (3.8 percent) when they did not meet the standards.

When the standards were not met, males were promoted at a higher rate than females (Table 10). Males were promoted at rates of 6.8 percent in grade three, 3.4 percent in grade five, and 6.3 percent in grade eight, while females were promoted at 4.4 percent in grade three, 1.9 percent in grade five, and 3.8 percent in grade eight.

Principal's decision played an equal role in promoting male and female students when they did not meet the standards in grades three and eight (Table 11), while "Waiver" was the major factor in grade five.

### ***Students with/without Disabilities***

In grades three, five, and eight, 67.6 percent, 79.4 percent, and 66.8 percent of students, respectively, "with" disabilities met the standard and were promoted. In contrast, 94.1 percent of students in grade three, 98.4 percent in grade five, and 96.2 percent in grade eight "without" disabilities were promoted in the benchmark grades (Table 13).

Among students "with" disabilities who did not meet the standards, 21.7 percent, 13.7 percent, and 26.0 percent at the benchmark grades were promoted. In contrast, only 3.2 percent of students "without" disabilities at grade three, 1.0 percent at grade five, and 2.1 percent at grade eight were promoted.

### ***Migrant/Not Migrant Students***

More "Not Migrant" than "Migrant" students met the standards and were promoted (see Table 14). For "Not Migrant" students, 90.7 percent at grade three, 95.9 percent at grade five, and 92.6 percent at grade eight were promoted, compared with 83.1 percent of "Migrant" students at grade three, 90.3 percent at grade five, and 78.4 percent at grade eight.

Among students who did not meet the standards, the percentage of "Migrant" students promoted was twice that of "Not Migrant" students (see Table 14).

## 2002-03 Student Accountability Standards in Grades Three, Five, and Eight

### *Background*

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

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

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

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

<p style="text-align: center;"><b>Gateway 1: Grade 3</b></p> <ul style="list-style-type: none"><li>● Meet local promotion requirements.</li><li>● Demonstrate grade-level proficiency by scoring at Level III or above on state end-of-grade tests in reading and mathematics.</li></ul>	<p style="text-align: center;"><b>Gateway 2: Grade 5</b></p> <ul style="list-style-type: none"><li>● Meet local promotion requirements.</li><li>● Score at Level III or above on state end-of-grade tests in reading and mathematics.</li><li>● Score at or above proficiency level 2.5 on the grade 4 writing assessment. (Students who do not have this score will be given additional instruction and assistance.)</li></ul>
<p style="text-align: center;"><b>Gateway 3: Grade 8</b></p> <ul style="list-style-type: none"><li>● Meet local promotion requirements.</li><li>● Score at Level III or above on state end-of-grade tests in reading and mathematics.</li><li>● Score at or above proficiency level 2.5 on the grade 7 writing assessment. (Students who do not have this score will be given additional instruction and assistance.)</li></ul>	<p style="text-align: center;"><b>Gateway 4: High School</b></p> <ul style="list-style-type: none"><li>● Meet existing local and state graduation requirements.</li><li>● A passing score on an exit exam of essential skills. Timeline for implementation is being reconsidered due to budget.</li><li>● A passing score on the computer skills tests (effective with class of 2001).</li></ul>

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

The SBE used the Committee's report in developing the policy on student accountability standards. The SBE adopted G. S. 115C-288 on April 1, 1999 after 7 months of deliberation, discussion, and public input. The policy does not include Department of Health and Human Services (DHHS) and Department of Juvenile Justice and Delinquency Prevention (DJJDP)

schools. Consequently, they are not included in this report, but the data for these schools are included in the LEA results spreadsheets, which are available on the Testing News Network (TNN).

### ***What are the Standards?***

The Student Accountability Standards were designed to eliminate social promotion, the practice of promoting students from grade to grade regardless of whether they have mastered the appropriate material and are academically prepared to do the work at the next level. Under the Student Accountability Standards policy, promotion decisions are to be made according to local policy and discretion, but they must include statewide accountability standards at grades three, five, eight, and high school.

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

The SBE Student Accountability Standards policy also requires local boards of education to annually report their progress to the SBE in increasing the number of students who meet the standards.

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

<http://disag.ncpublicschools.org/studentaccountabilitystandardsReport>.

This report addresses the impact of the full implementation of the student accountability standards by summarizing the results of promotion/retention data for all third, fifth, and eighth grade students enrolled in public and charter schools in North Carolina during 2002-2003.

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

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

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

### ***Implementation of Standards***

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

LEAs had the option of implementing one of two gateway standards: (1) Achievement Level III + 1 Standard Error of Measurement (SEM) [i.e. reaches Achievement Level III using 1 SEM applied to the student's score] or (2) using a higher standard (e.g., Achievement Level III without using 1 SEM applied to the student's score). For 2002-03 and 2001-02, LEAs predominately used Achievement level III + 1 SEM as the gateway standard (about 90 percent across all grade levels) as shown in Table 1.

Table 1. Number and Percent of LEAs and Charter Schools Implementing Gateway Standards for Each Test Administration, 2001-03<sup>1</sup>

Standards	Grade 3				Grade 5				Grade 8			
	2001-02		2002-03		2001-02		2002-03		2001-02		2002-03	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>End-of-Grade</b>												
Achievement Level III	18	10.3	16	8.9	17	9.7	15	8.4	18	11.0	18	10.8
Achievement Level III + 1 SEM	157	89.7	164	91.1	158	90.3	164	91.6	145	89.0	148	89.2
<b>Retest 1</b>												
Achievement Level III	17	9.9	14	8.2	15	9.1	16	9.8	16	10.7	16	10.5
Achievement Level III + 1 SEM	154	90.1	156	91.8	150	90.9	148	90.2	133	89.3	137	89.5
<b>Retest 2</b>												
Achievement Level III	15	10.6	14	10.4	14	10.1	13	10.8	15	12.2	14	12.1
Achievement Level III + 1 SEM	127	89.4	121	89.6	124	89.9	107	89.2	108	87.8	102	87.9

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

Due to the nature of the North Carolina Alternate Assessment Academic Inventory (NCAAAI) and the North Carolina Alternate Assessment Portfolio (NCAAP) assessments, there is no retest opportunity if a student does not demonstrate grade level performance. Students who took these instruments and did not score at Achievement Level III were given other appropriate opportunities to achieve and/or demonstrate grade level performance.

For example, the NCAAAI is an alternate assessment instrument in which teachers utilize a checklist to evaluate student performance on curricular benchmarks in the areas of reading, mathematics, and writing. Teachers evaluate students at three points during the year:

- (1) first month of student participation,
- (2) the first month of the second semester of the school year, and
- (3) the final month of school.

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

- (1) student work samples;
- (2) other test data;

- (3) information supplied by the parents;
- (4) information that is included in the students' IEPs (for students with disabilities); and
- (5) other information that verifies that a student is at grade level.

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

In some tables, student results for grades three, five, and eight are reported statewide and are disaggregated by grade, ethnicity, gender, disability status, and migrant status. Where feasible, data for 2002-03 and 2001-02 (the baseline year) are included in the tables.

In all tables, an asterisk indicates no data. Table cells with small student counts (five or less) were included in the report to show that some student categories are very small. Individual students are not identifiable in state level data. Any corresponding percentages associated with small cells should be interpreted with caution. As indicated in the footnotes of some tables, percentages do not add up to 100 percent due to rounding, or to information not being coded for some students.

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

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

The overall performance of North Carolina's students in grades three, five, and eight in reading and mathematics on the EOG, after all testing was completed, is shown in Table A-1 in the appendix. The table documents the number of students who passed and/or failed reading and mathematics after all retests. The passing rates for both reading and mathematics at grades three, five, and eight were above ninety percent after all retests. Passing rates for grades three, five, and eight increased about four percent, five percent, and one percent, respectively, from the previous year. More students in grades five and eight passed reading and mathematics than did students in grade three.

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

Table 2 shows statewide promotion and retention results for the student accountability standards by grade. The percent of tested students who met the standards and were promoted statewide was 91.3 percent at grade three, 96.5 percent at grade five, and 93.0 percent at grade eight. Of the tested students, 5.6 percent, 2.7 percent, and 5.1 percent at grades three, five, and eight, respectively, did not meet the standards and were promoted. Fewer students at grades three (1.4 percent) and five (2.5 percent) did not meet the standards and were promoted in 2002-03 than in 2001-02.

Among all students not meeting the standards in 2002-03, 74.6 percent (13,549 students) were promoted, compared with 64.4 percent (16,804 students) in 2001-02. (This percent was determined by dividing the number of students promoted who did not meet the standards in grades three, five, and eight by the total number of students who did not meet the standards in grades three, five, and eight.)

Table 2. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met and Standards Not Met, 2001-03

Student Accountability Status	Number of Students		Percent of Tested Students		Percent of All Students	
	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
<b>Standards Met, Promoted</b>						
Grade 3	86,976	92,122	87.7	91.3	83.0	87.7
Grade 5	92,159	98,901	92.4	96.5	86.7	92.8
Grade 8	87,648	93,897	92.3	93.0	87.3	89.9
<b>Standard Not Met, Promoted</b>						
Grade 3	6,908	5,700	7.0	5.6	6.6	5.4
Grade 5	5,205	2,727	5.2	2.7	4.9	2.6
Grade 8	4,691	5,122	4.9	5.1	4.7	4.9
<b>Standard Met, Retained</b>						
Grade 3	163	287	0.2	0.3	0.2	0.3
Grade 5	158	225	0.2	0.2	0.1	0.2
Grade 8	601	725	0.6	0.7	0.6	0.7
<b>Standard Not Met, Retained</b>						
Grade 3	5,123	2,835	5.2	2.8	4.9	2.7
Grade 5	2,166	582	2.2	0.6	2.0	0.5
Grade 8	1,982	1,178	2.1	1.2	2.0	1.1
<b>Total</b>						
Grade 3	99,170	100,944	100.1	100.0	94.7	96.1
Grade 5	99,688	102,435	100.0	100.0	93.7	96.2
Grade 8	94,922	100,922	99.9	100.0	94.6	96.7

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

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

Table 3 documents, by grade and criteria, the reasons cited for promotion when students did not meet the standards. The major reason for promoting students who did not meet the standards in grades three and eight was "Principal's Decision." At grade five, "Waiver" was the most frequently cited. "Waiver" was also the secondary reason for promoting students who did not meet the standards at grades three and eight.

Table 3. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Promoted and Reasons for Promotion When Standards Not Met, 2001-03

	Student Promotion			
	2001-02		2002-03	
	Number	Percent	Number	Percent
<b>Principal's Decision</b>				
Grade 3	3,175	46.0	2,355	41.3
Grade 5	2,244	43.1	901	33.0
Grade 8	1,976	42.1	2,138	41.7
<b>Waiver</b>				
Grade 3	2,091	30.3	1,779	31.2
Grade 5	1,729	33.2	1,066	39.1
Grade 8	1,721	36.7	1,886	36.8
<b>Local Policy/Other</b>				
Grade 3	1,500	21.7	1,360	23.8
Grade 5	1,104	21.2	663	24.3
Grade 8	862	18.4	920	18.0
<b>LEP (Limited English Proficient)</b>				
Grade 3	142	2.1	206	3.6
Grade 5	128	2.5	97	3.6
Grade 8	132	2.8	178	3.5
<b>Total</b>				
Grade 3	6,908	n/a	5,700	n/a
Grade 5	5,205	n/a	2,727	n/a
Grade 8	4,691	n/a	5,122	n/a

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

### ***Reasons for Retention When Standards Were Met***

Table 4 lists the number and percent of students retained when they met the standards and the reasons for retention. The most frequently cited reason for retaining students when they met the standards was "Local Promotion Standards/Academic," which was given for 57.5 percent, 60.4 percent, and 72.4 percent of the retained students in grades three, five, and eight, respectively.

A secondary reason for student retention when the standards were met was "Principal's Decision," which accounted for the retention of 34.1 percent of students at grade three, 23.6 percent at grade five, and 18.2 percent at grade eight.

Table 4. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Retained When Standards Met and Reasons for Retention, 2001-03

Reasons Retained, Standards Met	Student Retained			
	2001-02		2002-03	
	n	%	n	%
<b>Local Promotion Standards, Academic</b>				
Grade 3	117	71.8	165	57.5
Grade 5	120	75.9	136	60.4
Grade 8	476	79.2	525	72.4
<b>Principal's Decision</b>				
Grade 3	27	16.9	98	34.1
Grade 5	28	17.7	53	23.6
Grade 8	82	13.6	132	18.2
<b>Local Promotion Standards, Attendance</b>				
Grade 3	5	3.1	8	2.8
Grade 5	5	3.2	22	9.8
Grade 8	25	4.2	41	5.6
<b>Other</b>				
Grade 3	14	8.6	16	5.6
Grade 5	5	3.2	14	6.2
Grade 8	18	3.0	27	3.7
<b>Total</b>				
Grade 3	163	n/a	287	n/a
Grade 5	158	n/a	225	n/a
Grade 8	601	n/a	725	n/a

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

n/a = not applicable.

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

Table 5 shows promotion and retention data by race/ethnicity for students who met the standards and students who did not meet the standards. Of the five racial/ethnic groups, more Asian and White students met the standards than other groups, with 95 percent or more students at the benchmark grades meeting the standards.

The Multi-Racial group had 92.3 percent of students at grade three, 97 percent at grade five, and 94 percent at grade eight who met the standards and were promoted. The American Indian group had 86.3 percent of students in grade three who met the standards and were promoted, 94 percent in grade five and 90 percent in grade eight. The Black group had 84.4 percent of students who met the standards at grade three, 94 percent at grade five, and 88 percent at grade eight, while Hispanics had 85 percent at grades three and eight and 92 percent at grade five who met the standards.



Table 5. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met, by Race/Ethnicity, 2002-03

Ethnicity	Total N	Standards Met				Standards Not Met			
		Promoted n	%	Retained n	%	Promoted n	%	Retained n	%
<b>American Indian</b>									
Grade 3	1,550	1,337	86.3	1	0.1	121	7.8	70	4.5
Grade 5	1,578	1,478	93.7	*	0.3	66	4.2	16	1.0
Grade 8	1,395	1,249	89.5	10	0.7	107	7.7	16	1.1
<b>Asian</b>									
Grade 3	1,981	1,877	94.8	3	0.2	68	3.4	23	1.2
Grade 5	1,970	1,919	97.4	5	0.3	26	1.3	2	0.1
Grade 8	1,930	1,845	95.6	4	0.2	57	3.0	11	0.6
<b>Black</b>									
Grade 3	30,712	25,931	84.4	121	0.4	2,857	9.3	1532	5.0
Grade 5	31,364	29,294	93.4	94	0.3	1,364	4.3	311	1.0
Grade 8	30,134	26,198	86.9	263	0.9	2,763	9.2	644	2.1
<b>Hispanic</b>									
Grade 3	6,433	5,441	84.6	17	0.3	633	9.8	238	3.7
Grade 5	5,581	5,133	92.0	3	0.1	290	5.2	63	1.1
Grade 8	4,457	3,733	83.8	45	1.0	483	10.8	130	2.9
<b>Multi-Racial</b>									
Grade 3	2,479	2,289	92.3	4	0.2	115	4.6	61	2.5
Grade 5	2,029	1,968	97.0	3	0.2	39	1.9	9	0.4
Grade 8	1,477	1,389	94.0	8	0.5	58	3.9	16	1.1
<b>White</b>									
Grade 3	58,445	55,247	94.5	141	0.2	1,905	3.3	911	1.6
Grade 5	60,612	59,109	97.5	109	0.2	942	1.6	181	0.3
Grade 8	62,082	59,483	95.8	395	0.6	1,654	2.7	361	0.6
<b>Total</b>									
Grade 3	101,600	92,122	90.7	287	0.3	5,699	5.6	2,835	2.8
Grade 5	103,134	98,901	95.9	225	0.2	2,727	2.6	582	0.6
Grade 8	101,475	93,897	92.5	725	0.7	5,122	5.0	1,178	1.2

<sup>1</sup>Percentages do not add to 100% due to some information not coded for some students.

Among racial/ethnic groups who did not meet the standards and were promoted, Whites and Asians were promoted the least, followed by Multi-Racials, American Indians, Blacks and Hispanics. For the various racial/ethnic groups, the promotion pattern when standards were not met was the opposite of when the standards were met.

#### ***Reasons for Promotion of Absent Students, Students Participating in Alternate Assessments, and Transfer Students***

“Absent” students, students who participated in alternate assessments, and transfer students were included in the student accountability standards. For “Absent” students, “Principal’s Decision”

was the major reason cited for promotion, accounting for 63.6 percent, 67.2 percent, and 70.7 percent of promotions in grades three, five, and eight, respectively (Table 6).

Among students who took the NCAAAI, 43.0 percent, 43.6 percent, and 42.4 percent for the benchmark grades, respectively, were promoted due to "Waiver."

The majority of "NCAAP" students were also promoted due to "Waiver," which included 52.6 percent, 51.3 percent, and 45.6 percent of students at grades three, five, and eight, respectively.

"Transfer" students were promoted largely due to "Local Policy/Other" factors (53.3 percent, 57.1 percent, and 85.7 percent, respectively, at the benchmark grades).

Table 6. Number and Percent<sup>1</sup> of Absent Students, Students Participating in Alternate Assessments, and Transfer Students Promoted and Reasons for Promotion, 2002-03

Status/Test	# Promoted	% Waiver	% LEP (Limited English Proficient)	% Local Policy /Other	%Principal's Decision
<b>Absent</b>					
Grade 3	66	18.2	3.0	15.1	63.6
Grade 5	67	16.4	1.5	14.9	67.2
Grade 8	225	14.7	2.7	12.4	70.7
<b>NCAAAI</b>					
Grade 3	2,995	43.0	14.8	10.4	31.8
Grade 5	2,949	43.6	13.7	11.4	31.2
Grade 8	1,961	42.4	16.0	11.1	30.5
<b>NCAAP</b>					
Grade 3	397	52.6	0.2	24.2	22.9
Grade 5	503	51.3	0.4	20.7	27.6
Grade 8	377	45.6	*	22.3	32.1
<b>Transfer</b>					
Grade 3	30	26.7	3.3	53.3	16.7
Grade 5	14	28.6	*	57.1	14.3
Grade 8	28	10.7	*	85.7	3.6

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

\*Data not available.

***Reasons for Retention of Absent Students, Students Participating in Alternate Assessments, and Transfer Students***

Table 7 shows retention data for Absent, NCAAAI, NCAAP, and Transfer students and reasons for retention. "Principal's Decision" was the chief reason Absent students were retained, cited for 50.0 percent and 53.3 percent of students in the benchmark grades, respectively. At grade eight, "Principal's Decision" (37.4 percent) and "Other" (37.5 percent) were important.

"Principal's Decision" was responsible also for "NCAAAI" students retained at grades three and five (48.8 percent and 48.4 percent, respectively). "Academic" factors (42.9 percent) played the greatest role in the retention of "Absent" students in grade eight.

The reasons "NCAAP" students were retained primarily involved "Academic" (50 percent) factors at grade three and "Other" factors at grades five and eight (56.4 percent and 48.9 percent, respectively).

**Table 7. Number and Percent<sup>1</sup> of Absent, NCAAAI, NCAAP, and Transfer Students Retained and Reasons for Retention, 2002-03**

<b>Status/Test</b>	<b># Retained</b>	<b>% Academic</b>	<b>% Attendance</b>	<b>% Other</b>	<b>% Principal's Decision</b>
<b>Absent</b>					
Grade 3	8	12.5	*	37.5	50.0
Grade 5	15	20.0	13.3	13.3	53.3
Grade 8	155	28.4	21.3	12.9	37.4
<b>NCAAAI</b>					
Grade 3	86	39.5	4.6	7.0	48.8
Grade 5	62	30.6	9.7	11.3	48.4
Grade 8	49	42.9	6.1	26.5	24.5
<b>NCAAP</b>					
Grade 3	6	50.0	*	16.7	33.3
Grade 5	39	12.8	*	56.4	30.8
Grade 8	45	35.6	2.2	48.9	13.3
<b>Transfer</b>					
Grade 3	2	*	*	100.0	*
Grade 5	5	*	*	100.0	*
Grade 8	3	*	*	100.0	*

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

\*Data not available.

Although “Other” factors were the only reasons cited for the retention of “Transfer” students, the data should be interpreted with caution due to the small number of students in the cell categories. The same caution should be exercised for other cell categories with small numbers of students.

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

Table 8 shows student promotions data and reasons for promotions when standards were not met by race/ethnicity. More American Indian students were promoted when the standards were not met due to “Local Policy/Other reasons” (43.8 percent at grade three, 56.1 percent at grade five, and 37.4 percent at grade eight).

“Principal’s Decision” was cited most often in the promotion of Asian students at grades five and eight, while “Local Policy/Other” was cited at grade three.

Black, Hispanic, Multi-Racial and White students were promoted most frequently due to “Principal’s Decision” at grades three and eight. At grade five, “Waiver” was cited for Black, Multi-Racial, and White students and LEP for Hispanic students.

Table 8. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Promoted When Standard Not Met and Reasons for Promotion, by Race/Ethnicity, 2002-03

Ethnicity	Total	Waiver <sup>2</sup>		LEP (Limited English Proficient)		Local Policy/Other		Principal's Decision	
	N	n	%	n	%	n	%	n	%
<b>American</b>									
Grade 3	121	40	33.1	*	*	53	43.8	28	23.1
Grade 5	66	20	30.3	*	*	37	56.1	9	13.6
Grade 8	107	30	28.0	2	1.9	40	37.4	35	32.7
<b>Asian</b>									
Grade 3	68	6	8.8	17	25.0	27	39.7	18	26.5
Grade 5	26	6	23.1	4	15.4	5	19.2	11	42.3
Grade 8	57	9	15.8	19	33.3	9	15.8	20	35.1
<b>Black</b>									
Grade 3	2,857	847	29.6	3	0.1	730	25.5	1,277	44.7
Grade 5	1,364	556	40.8	4	0.3	341	25.0	463	33.9
Grade 8	2,763	1058	38.3	5	0.2	541	19.6	1,159	41.9
<b>Hispanic</b>									
Grade 3	633	116	18.3	183	28.9	143	22.6	191	30.2
Grade 5	290	64	22.1	82	28.3	69	23.8	75	25.9
Grade 8	483	88	18.2	145	30.0	83	17.2	167	34.6
<b>Multi-Racial</b>									
Grade 3	115	30	26.1	*	*	34	29.6	51	44.3
Grade 5	39	17	43.6	*	*	13	33.3	9	23.1
Grade 8	58	21	36.2	1	1.7	11	19.0	25	43.1
<b>White</b>									
Grade 3	1,905	740	38.8	3	0.2	372	19.5	790	41.5
Grade 5	942	403	42.8	7	0.7	198	21.0	334	35.5
Grade 8	1,654	680	41.1	6	4.0	236	14.3	732	44.3
<b>Total</b>									
Grade 3	5699	1779	31.2	206	3.6	1359	23.8	2355	41.3
Grade 5	2727	1066	39.1	97	3.6	663	24.3	901	33.0
Grade 8	5122	1886	36.8	178	3.5	920	18.0	2138	41.7

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

<sup>2</sup>Percentages do not add to 100% due to rounding.

\*Data not available.

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

The reasons students were retained when they met the standards are shown by race/ethnicity in Table 9. American Indian students were retained when they met the standards due to “Academic” reasons. The number of American Indian students retained was small, with ten in grade eight and 1 in grade three.

Asians also comprised a small number of retained students (five or less in each of the three grades). Among these students, the majority of them were retained due to “Principal’s Decision” and the others for “Academic” reasons.

The majority of Black students were retained due to “Academic” reasons. Hispanic students at grades three and eight were retained primarily due to “Academic” reasons and at grade five due to “Principal’s Decision.”

Multi-Racial students also represented a small number of the total students retained (eight or less at each of the benchmark grades). The majority of the students in grades five and eight were retained due to “Academic” reasons and at grade three due to “Principal’s Decision.”

Most of the White students in the benchmark grades were retained for “Academic” reasons.

Table 9. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Retained When Standards Met and Reasons for Retention, by Race/Ethnicity, 2002-03

Ethnicity	Local Promotion Standards							
	Total	Academic		Attendance		Other		Principal's Decision
	N	n	%	n	%	n	%	n %
<b>American Indian</b>								
Grade 3	1	1	100.0	*	*	*	*	* *
Grade 5	*	*	*	*	*	*	*	* *
Grade 8	10	9	90.0	*	*	*	*	* *
<b>Asian</b>								
Grade 3	3	1	33.3	*	*	*	*	2 66.7
Grade 5	5	*	*	*	*	*	*	5 100.0
Grade 8	4	2	50.0	*	*	*	*	2 50.0
<b>Black</b>								
Grade 3	121	78	64.5	1	0.8	2	1.7	40 33.1
Grade 5	94	66	70.2	9	9.6	6	6.4	13 13.8
Grade 8	263	181	68.8	11	4.2	12	4.6	59 22.4
<b>Hispanic</b>								
Grade 3	17	10	58.8	*	*	*	*	7 41.2
Grade 5	14	5	35.7	1	7.1	*	*	8 57.1
Grade 8	45	34	75.6	1	2.2	*	*	10 22.2
<b>Multi-Racial</b>								
Grade 3	4	1	25.0	*	*	*	*	3 75.0
Grade 5	3	2	66.7	1	33.3	*	*	* *
Grade 8	8	8	100.0	*	*	*	*	* *
<b>White</b>								
Grade 3	141	74	52.5	7	5.0	14	9.9	46 32.6
Grade 5	109	63	57.8	11	10.1	8	7.3	27 24.8
Grade 8	395	291	73.7	29	7.3	15	3.8	60 15.2
<b>Total</b>								
Grade 3	287	165	57.5	8	2.8	16	5.6	98 34.1
Grade 5	225	136	60.4	22	9.8	14	6.2	53 23.6
Grade 8	725	525	72.4	41	5.7	27	3.7	132 18.2

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

\* = Data not available.

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

Promotion and retention data for males and females when standards were met or not met are shown in Table 10. More female students (92.8 percent, 97.2 percent, and 94.5 percent at the benchmark grades, respectively) than male students (88.7 percent, 94.7 percent, and 90.6 percent at the benchmark grades, respectively) were promoted when they met the standards.

Conversely, more male than female students were promoted when they did not meet the standards. For males, 10.1 percent of students at grade three, 4.1 percent at grade five, and 7.8 percent at grade eight did not meet the standards. In contrast, for females, 6.6 percent of students at grade three, 2.3 percent at grade five, and 4.6 percent at grade eight did not meet the standards.

Table 10. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met by Gender, 2002-03

		Standard Met				Standard Not Met			
		Promoted		Retained		Promoted		Retained	
Gender	N	n	%	n	%	n	%	n	%
<b>Female</b>									
Grade 3	49,685	46,085	92.8	134	0.3	2,173	4.4	1,122	2.3
Grade 5	50,803	49,363	97.2	79	0.2	944	1.9	205	0.4
Grade 8	50,468	47,689	94.5	254	0.5	1,902	3.8	421	0.8
<b>Male</b>									
Grade 3	51,915	46,037	88.7	153	0.3	3,526	6.8	1,713	3.3
Grade 5	52,331	49,538	94.7	146	0.3	1,783	3.4	377	0.7
Grade 8	51,007	46,208	90.6	471	1.0	3,220	6.3	757	1.5
<b>Total</b>									
Grade 3	101,600	92,122	90.7	287	0.3	5,699	5.6	2,835	2.8
Grade 5	103,134	98,901	95.9	225	0.2	2,727	2.6	582	0.6
Grade 8	101,475	93,897	92.5	725	0.8	5,122	5.0	1,178	1.2

<sup>1</sup> Percentages do not add to 100% due to some information not coded for some students.



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

The reasons given for promoting students who did not meet the gateway are shown by gender in Table 11. The main reason male and female students were promoted when they did not meet the standards in grades three and eight was "Principal's Decision." In grade five, "Waiver" was the chief reason. The actual percent of students promoted was about the same for males and females.

Table 11. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight Promoted When Standard Not Met and Reasons for Promotion, by Gender, 2002-03

Ethnicity	Total	Waiver <sup>2</sup>		LEP (Limited English Proficient)		Local Policy/Other		Principal's Decision	
	N	n	%	n	%	n	%	n	%
<b>Female</b>									
Grade 3	2,173	645	29.7	96	4.4	539	24.8	893	41.0
Grade 5	944	351	37.2	43	4.6	244	25.8	306	32.4
Grade 8	1,902	663	34.9	84	4.4	380	20.0	775	40.7
<b>Male</b>									
Grade 3	3,526	1134	32.2	110	3.1	820	23.2	1462	41.5
Grade 5	1,783	715	40.1	54	3.0	419	23.5	595	33.4
Grade 8	3,220	1223	38.0	94	2.9	540	16.8	1363	42.3

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

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

The number of students statewide who were retained when they met the standards is relatively small (see Table 12). There were grade level differences between the males and females being retained, but there is no additional evidence to suggest that this is unusual. The primary rationale used in retention decisions was “Academic,” for male and female students in the gateway grades. “Principal’s Decision” also played an important role in the retention of male and female students.

Table 12. Number and Percent of Students in Grades Three, Five, and Eight Retained When Standards Met and Reasons for Retention, by Gender, 2002-03

Ethnicity	Total		Academic		Attendance		Other		Principal's Decision	
	N		n	%	n	%	n	%	n	%
<b>Female</b>										
Grade 3	134		79	59.0	2	1.5	5	3.7	48	35.8
Grade 5	79		50	63.3	11	13.9	3	3.8	15	19.0
Grade 8	254		194	76.4	20	7.9	10	3.9	30	11.8
<b>Male</b>										
Grade 3	153		86	56.2	6	3.9	11	7.2	50	32.7
Grade 5	146		86	58.9	11	7.5	11	7.5	38	26.0
Grade 8	471		331	70.3	21	4.5	17	3.6	102	21.7

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

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

Table 13 shows the promotion and retention status of students “with” disabilities and students “without” disabilities when they met the standards and when they did not meet the standards. Not surprisingly, more students “without” disabilities (94.1 percent at grade three, 98.4 percent at grade five, and 96.2 percent at grade eight) met the standards and were promoted than students “with” disabilities (67.6 percent at grade three, 79.4 percent at grade five, and 66.8 percent at grade eight).

Among students “with” disabilities, 21.7 percent at grade three, 13.7 percent at grade five, and 26.0 percent at grade eight did not meet the standards and were promoted. Similarly, more students “with” disabilities did not meet the standards and were retained, more than twice the percentage for students “without” disabilities.

Table 13. Number and Percent<sup>1</sup> of Students in Grades Three, Five, and Eight with Disabilities and without Disabilities Promoted and Retained When Standards Met/Not Met, 2002-03

Group	Total N	Standard Met				Standard Not Met			
		Promoted		Retained		Promoted		Retained	
		n	%	n	%	n	%	n	%
<b>Students with Disability</b>									
Grade 3	13223	8942	67.6	44	0.3	2863	21.7	824	6.2
Grade 5	13518	10735	79.4	41	0.3	1850	13.7	275	2.0
Grade 8	12612	8419	66.8	73	0.6	3279	26.0	469	3.7
<b>Students without Disability</b>									
Grade 3	88378	83180	94.1	243	0.3	2837	3.2	2011	2.3
Grade 5	89616	88166	98.4	184	0.2	877	1.0	307	0.3
Grade 8	88863	85478	96.2	652	0.7	1843	2.1	709	0.8

<sup>1</sup> Percentages do not add to 100% due to some information not coded for some students.

Notes:

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

***Promotion and Retention of Migrant/Not Migrant Students When Standards Were Met/Not Met***

The number and percent of migrant students promoted or retained when they met or did not meet the standards are shown in Table 14. More "Not Migrant" students than "Migrant" students met the standards and were promoted. For "Not Migrant" students, 90.7 percent at grade three, 95.9 percent at grade five, and 92.6 percent at grade eight were promoted, compared with 83.1 percent of "Migrant" students at grade three, 90.3 percent at grade five, and 78.4 percent at grade eight.

The percentage of "Migrant" students (11.8 percent at grade three, 7.3 percent at grade five, and 11.4 percent at grade eight) who did not meet the standards and were promoted was twice that of "Not Migrant" students (5.6 percent at grade three, 2.6 percent at grade five, and 5.0 percent at grade eight).

Fewer "Migrant" and "Not Migrant" students did not meet the standards and were promoted in 2002-03 than in 2001-02, with the exception that at grade eight the percent promoted was about the same for both years.

Table 14. Number and Percent<sup>1</sup> of Migrant Students in Grades Three, Five, and Eight Promoted and Retained When Standards Met/Not Met, 2002-03

Group	N	Standard Met				Standard Not Met			
		Promoted		Retained		Promoted		Retained	
		n	%	n	%	n	%	n	%
<b>Migrant</b>									
Grade 3	706	587	83.1	2	0.3	83	11.8	27	3.8
Grade 5	826	746	90.3	2	0.2	60	7.3	9	1.1
Grade 8	473	371	78.4	13	2.7	54	11.4	31	6.6
<b>Not Migrant</b>									
Grade 3	100,895	91,535	90.7	285	0.3	5,617	5.6	2,808	2.8
Grade 5	102,308	98,155	95.9	223	0.2	2,667	2.6	573	0.6
Grade 8	101,002	93,526	92.6	712	0.7	5,068	5.0	1,147	1.1
<b>Total</b>									
Grade 3	101,601	92,122	90.7	287	0.3	5,700	5.6	2,835	2.8
Grade 5	103,134	98,901	95.9	225	0.2	2,727	2.6	582	0.6
Grade 8	101,475	93,897	92.5	725	0.7	5,122	5.0	1,178	1.2

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

## **Appendices**

Table A-1. Number and Percent<sup>1</sup> of Students Passing and/or Failing Reading and Mathematics After All Retests, 2001-03

		Mathematics							
		Total N		Pass		Fail		Total <sup>1</sup>	
Group		2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
Reading	<b>Grade Three</b>	<b>Total N</b>		89,946	97,066	9,370	3,952	99,316	101,018
	Pass	91,687	93,657	87.0	90.9	4.5	1.2	91.5	92.1
	Fail	7,629	7,361	2.8	4.6	4.8	2.7	7.6	7.3
	Total	99,316	101,018	89.7	95.5	9.3	3.9	99	99.4
	<b>Grade Five</b>	<b>Total N</b>		96,908	101,163	2,805	1,361	99,713	102,524
	Pass	93,266	99,730	91.5	96.1	0.9	0.6	92.4	96.7
	Fair	6,447	2,794	4.6	2.0	1.8	0.7	6.4	2.7
	Total	99,713	102,524	96.0	98.1	2.8	1.3	98.8	99.4
	<b>Grade Eight</b>	<b>Total N</b>		90,786	97,345	4,262	3,775	95,048	101,120
	Pass	90,235	96,436	92.3	93.2	2.1	1.8	94.4	95.0
	Fail	4,813	4,684	2.7	2.7	2.4	1.9	5.0	4.6
	Total	95,048	101,120	94.9	95.9	4.5	3.7	99.4	99.6

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

Table A-2. Number and Percent<sup>1</sup> of Students in Grade Three Passing End-of-Grade Tests and Retests, by Race/Ethnicity, 2002-03

Test Administration	Subject		Ethnicity						
			All	American Indian	Asian	Black	Hispanic	Multi-Racial	White
End of Grade Test	Reading	Number	88,207	1,257	1,804	24,112	5,040	2,176	53,818
		Percent	86.8	81.1	91.1	78.5	78.3	87.8	92.1
	Math	Number	94,040	1,384	1,938	26,346	5,870	2,306	56,196
		Percent	92.6	89.3	97.8	85.8	91.2	93.0	96.2
	Both	Number	85,809	12,14	1,789	22,710	4,931	2,128	53,037
		Percent	84.5	78.3	90.3	73.9	76.7	85.8	90.7
Retest 1	Reading	Number	4,181	73	69	2,034	363	112	1,530
		Percent	4.1	4.7	3.5	6.6	5.6	4.5	2.6
	Math	Number	2,622	57	16	1,437	201	65	846
		Percent	2.6	3.7	0.8	4.7	3.1	2.6	1.4
	Both	Number	420	15	1	229	36	9	130
		Percent	0.4	1.0	0.1	0.7	0.6	0.4	0.2
Cumulative After Retest 1	Reading	Number	92,237	1329	1,871	26,055	5,392	2,283	55,307
		Percent	90.8	85.7	94.4	84.8	83.8	92.1	94.6
	Math	Number	96,511	1440	1,954	27,683	6,055	2,365	57,014
		Percent	95.0	92.9	98.6	90.1	94.1	95.4	97.6
	Both	Number	86,219	1,229	1,790	22,933	4,966	2,137	53,164
		Percent	84.9	79.3	90.4	74.7	77.2	86.2	91.0
Retest 2	Reading	Number	1,525	32.0	19	832	132	42	468
		Percent	1.5	2.1	1.0	2.7	2.1	1.7	0.8
	Math	Number	997	29.0	3	623	53	24	265
		Percent	1.0	1.9	0.2	2.0	0.8	1.0	0.5
	Both	Number	118	1	*	79	2	2	34
		Percent	0.1	0.1	*	0.3	0.0	0.1	0.1
Cumulative After Retest 2	Reading	Number	93,700	1361.0	1,889	26,849	5,517	2,234	55,760
		Percent	92.2	87.8	95.4	87.4	85.8	93.7	95.4
	Math	Number	97,436	1469.0	1,957	28,266	6,105	2,388	57,251
		Percent	95.9	94.8	98.8	92.0	94.9	96.3	98.0
	Both	Number	86,328	1230.0	1,790	23,006	4,968	2,139	53,195
		Percent	85.0	79.4	90.4	74.9	77.2	86.3	91.0

<sup>1</sup>Percentages do not add to 100% due to some information not coded for some students; the percentages in this table are based on the total number of students in each racial/ethnic group, which are not explicitly shown in this table.

\*Data not available.

Table A-3. Number and Percent<sup>1</sup> of Students in Grade Five Passing End-of-Grade Tests and Retests, by Race/Ethnicity, 2002-03

Test Administration	Subject		Ethnicity						
			All	American Indian	Asian	Black	Hispanic	Multi-Racial	White
End of Grade Test	Reading	Number	96,620	1,402	1,886	28,045	4,903	1,940	58,444
		Percent	93.7	88.8	95.7	89.4	87.9	95.6	96.4
	Math	Number	99,254	1,478	1,947	29,149	5,273	1,972	59,435
		Percent	96.2	93.7	98.8	92.9	94.5	97.2	98.1
	Both	Number	94,710	1,349	1,875	26,951	4,808	1,903	57,824
		Percent	91.8	85.5	95.2	85.9	86.1	93.8	95.4
Retest 1	Reading	Number	2,679	72	39	1,441	222	35	870
		Percent	2.6	4.6	2.0	4.6	4.0	1.7	1.4
	Math	Number	2,062	74	14	1,190	166	39	579
		Percent	2.0	4.7	0.7	3.8	3.0	1.9	1.0
	Both	Number	307	13	4	189	23	4	74
		Percent	0.3	0.8	0.2	0.6	0.4	0.2	0.1
Cumulative After Retest 1	Reading	Number	99,101	1,471	1,921	29,345	5,114	1,973	59,277
		Percent	96.1	93.2	97.5	93.6	91.6	97.2	97.8
	Math	Number	101,158	1,546	1,961	30,229	5,424	2,005	59,993
		Percent	98.1	98.0	99.5	96.4	97.2	98.8	99.0
	Both	Number	94,991	1,362	1,879	27,119	4,830	1,906	57,895
		Percent	92.1	86.3	95.4	86.5	86.5	93.9	95.5
Retest 2	Reading	Number	751	23	7	439	70	10	202
		Percent	0.7	1.5	0.4	1.4	1.3	0.5	0.3
	Math	Number	513	8	1	326	30	6	142
		Percent	0.5	0.5	0.1	1.0	0.5	0.3	0.2
	Both	Number	60	1	1	39	2	*	17
		Percent	0.1	0.1	0.1	*	0.0	*	0.0
Cumulative After Retest 2	Reading	Number	99,798	1,493	1,927	29,750	5,175	1,983	59,470
		Percent	96.8	94.6	97.8	94.9	92.7	97.7	98.1
	Math	Number	101,624	1,552	1,962	30,525	5,454	2,010	60,121
		Percent	98.5	98.4	99.6	97.3	97.7	99.1	99.2
	Both	Number	95,045	1,363	1,880	27,153	4,832	1,906	57,911
		Percent	92.2	86.4	95.4	86.6	86.6	93.9	95.5

<sup>1</sup>Percentages do not add to 100% due to some information not coded for some students; the percentages in this table are based on the total number of students in each racial/ethnic group, which are not explicitly shown in this table.

\*Data not available.



Table A-4. Number and Percent<sup>1</sup> of Students in Grade Eight Passing End-of-Grade Tests and Retests, by Race/Ethnicity, 2002-03

			Ethnicity						
			All	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Test Administration	Subject								
End of Grade Test	Reading	Number	92,824	1,232	1,807	25,588	3,555	1,387	59,255
		Percent	91.5	88.3	93.6	84.9	79.8	93.9	95.4
	Math	Number	92,714	1,252	1,865	25,102	3,831	1,370	59,294
		Percent	91.4	89.7	96.6	83.3	86.0	92.8	95.5
	Both	Number	88,344	1,165	1,775	23,048	3,332	1,326	57,698
		Percent	87.1	83.5	92.0	76.5	74.8	89.8	92.9
Retest 1	Reading	Number	3,118	49	38	1,641	262	31	1,087
		Percent	3.1	3.5	2	5.4	5.9	2.1	1.8
	Math	Number	4,238	68	45	2,352	294	54	1,425
		Percent	4.2	4.9	2.3	7.8	6.6	3.7	2.3
	Both	Number	572	12	4	320	43	11	182
		Percent	0.6	0.9	0.2	1.1	1	0.7	0.3
Cumulative After Retest 1	Reading	Number	95,744	1,278	1,845	27,109	3,800	1,414	60,298
		Percent	94.4	91.6	95.6	90.0	85.3	95.7	97.1
	Math	Number	96,571	1,319	1,903	27,239	4,104	1,416	60,590
		Percent	95.2	94.6	98.6	90.4	92.1	95.9	97.6
	Both	Number	88,881	1,176	1,779	23,347	3,373	1,336	57,870
		Percent	87.6	84.3	92.2	77.5	75.7	90.5	93.2
Retest 2	Reading	Number	850	13	15	510	68	9	235
		Percent	0.8	0.9	0.8	1.7	1.5	0.6	0.4
	Math	Number	1,088	20	5	701	68	15	279
		Percent	1.1	1.4	0.3	2.3	1.5	1.0	0.4
	Both	Number	118	1	*	68	10	1	38
		Percent	0.1	0.1	*	0.2	0.2	0.1	0.1
Cumulative After Retest 2	Reading	Number	96,503	1,290	1,859	27,566	3,862	1,422	60,504
		Percent	95.1	92.5	96.3	91.5	86.7	96.3	97.5
	Math	Number	97,488	1,337	1,907	27,826	4,165	1,426	60,827
		Percent	96.1	95.8	98.8	92.3	93.4	96.5	98.0
	Both	Number	88,989	1,177	1,779	23,408	3,383	1,337	57,905
		Percent	87.7	84.4	92.2	77.7	75.9	90.5	93.3

<sup>1</sup>Percentages do not add to 100% due to some information not coded for some students; the percentages in this table are based on the total number of students in each racial/ethnic group, which are not explicitly shown in this table.

\*Data not available.

Table A-5. Number and Percent<sup>1</sup> of Students in Grade Three with Disabilities and without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards, by Race/Ethnicity, 2002-03

Ethnicity	Group	Total	Standard Met, Promoted		Standard Met, Retained		Standard Not Met, Promoted		Standard Not Met, Retained	
		N	n	%	n	%	n	%	n	%
American Indian	Not SWD	1331	1,216	91.4	1	0.1	59	4.4	55	4.1
	SWD	219	121	55.3	*	*	62	28.3	15	6.8
Asian	Not SWD	1,862	1,791	96.2	3	0.2	49	2.6	14	0.8
	SWD	119	86	72.3	*	*	19	16.0	9	7.6
Black	Not SWD	26,485	23,617	89.2	106	0.4	1,560	5.9	1160	4.4
	SWD	4,227	2,314	54.7	15	0.4	1,297	30.7	372	8.8
Hispanic	Not SWD	5,823	5,126	88.0	17	0.3	434	7.5	200	3.4
	SWD	610	315	51.6	*	*	199	32.6	38	6.2
Multi-Racial	Not SWD	2,172	2,066	95.1	4	0.2	59	2.7	43	2.0
	SWD	307	223	72.6	*	*	56	18.2	18	5.9
White	Not SWD	50,704	49,364	97.4	112	0.2	675	1.3	539	1.1
	SWD	7,741	5,883	76.0	29	0.4	1230	15.9	372	4.8
Total		101,600	92,122	90.7	287	0.3	5,699	5.6	2,835	2.8

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

\*Data not available.

Table A-6. Number and Percent<sup>1</sup> of Students in Grade Five with Disabilities and without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards, by Race/Ethnicity, 2002-03

Ethnicity	Group	Total	Standard Met, Promoted		Standard Met, Retained		Standard Not Met, Promoted		Standard Not Met, Retained	
		N	n	%	n	%	n	%	n	%
American Indian	Not SWD	1,343	1,312	97.7	*	*	24	1.8	7	0.5
	SWD	235	166	70.6	*	*	42	17.9	9	3.8
Asian	Not SWD	1,874	1,835	97.9	5	0.3	18	1.0	2	0.1
	SWD	96	84	87.5	*	*	8	8.3	*	*
Black	Not SWD	26,552	25,845	97.3	85	0.3	425	1.6	173	0.7
	SWD	4,812	3,449	71.7	9	0.2	939	19.5	138	2.9
Hispanic	Not SWD	5,026	4,761	94.7	13	0.3	188	3.7	43	0.9
	SWD	555	372	67.0	1	0.2	102	18.4	20	3.6
Multi-Racial	Not SWD	1,781	1,766	99.2	2	0.1	11	0.6	2	0.1
	SWD	248	202	81.5	1	0.4	28	11.3	7	2.8
White	Not SWD	53,040	52,647	99.3	79	0.1	211	0.4	80	0.2
	SWD	7,572	6,462	85.3	30	0.4	731	9.7	101	1.3
Total		103,134	98,901	95.9	225	0.2	2,727	2.6	582	0.6

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

\*Data not available.

Table A-7. Number and Percent<sup>1</sup> of Students in Grade Eight with Disabilities and without Disabilities Promoted/Retained Who Met/Did Not Meet the Standards, by Race/Ethnicity, 2002-03

Ethnicity	Group	Total	Standard Met, Promoted		Standard Met, Retained		Standard Not Met, Promoted		Standard Not Met, Retained	
		N	n	%	n	%	n	%	n	%
American Indian	Not SWD	1,223	1,158	94.7	10	0.8	45	3.7	10	0.8
	SWD	172	91	52.9	*	*	62	36.0	6	3.5
Asian	Not SWD	1,853	1,792	96.7	3	0.2	38	2.1	10	0.5
	SWD	77	53	68.8	1	1.3	19	24.7	1	1.3
Black	Not SWD	25,305	23,705	93.7	240	0.9	911	3.6	375	1.5
	SWD	4,829	2,493	51.6	23	0.5	1852	38.4	269	5.6
Hispanic	Not SWD	4,102	3,507	85.5	42	1.0	396	9.7	114	2.8
	SWD	355	226	63.7	3	0.8	87	24.5	16	4.5
Multi-Racial	Not SWD	1,299	1,267	97.5	8	0.6	14	1.1	8	0.6
	SWD	178	122	68.5	*	*	44	24.7	8	4.5
White	Not SWD	55,081	54,049	98.1	349	0.6	439	0.8	192	0.3
	SWD	7,001	5,434	77.6	46	0.7	1,215	17.4	169	2.4
Total		101,475	93,897	92.5	725	0.7	5,122	5.0	1,178	1.2

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

\*Data not available.

## Technical Notes

### Standards Development

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

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

### Documentation

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

### **Table Descriptions (Report)**

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

### **Table Descriptions (Appendix)**

- Table A-1 is based on student level data using the Regular, Retest 1, Retest 2 Reading and Mathematics Status [excluding Absent, NCAAP, NCAAAI, Transfer, or blank (not coded) students].
- Tables A-2 to A4 are based on student level data using ethnicity code and Regular, Retest 1, Retest 2 Reading and Mathematics Status [excluding Absent, NCAAP, NCAAAI, Transfer, or blank (not coded) students].
- Tables A-5 to A-7 are based on student level data using ethnicity code, exceptionality code, Assessment status, and Promotion/Retention status [excluding Absent, NCAAP, NCAAAI, Transfer, or blank (not coded) students].

## Checklist of Table Requirements

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

## **Explanation of Codes**

### **Gateway Standards:**

Blank – Not Coded

1 – Lowest Scale Score for Level III

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

3 – Other Local standard.

### **Assessment Status:**

Blank – Not tested with reading and mathematics test.

0 – Passed both reading and mathematics during regular administration.

1 – Passed reading and mathematics by retest 1.

2 – Passed reading and mathematics by retest 2.

3 – Student did not meet standard after all given administrations.

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

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

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

3 – Promoted: LEP (Limited English Proficiency).

4 – Promoted: Local Policy/Other.

5 – Promoted: Principal's decision.

Blank – Not coded.

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

B – Retained: Local promotion standards/Academic.

C – Retained: Local promotion standards/Attendance.

D – Retained: Other.

E – Retained: Principal's decision.

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

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

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

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

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

5 – “No”, did not meet standard.

A – Absent from test.

B – LEP Year 1.

C – LEP Year 2.

D – NCCATS.

E – NCAAP.

F – NCAAAI.

J – Transfer.



**Ethnicity:**

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

**Gender:**

Male, Female.

**Exceptionality:**

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

**Migrant:**

- 1 – Non-Title I School and student not served by Migrant Program.
- 2 – Non-Title I School, student served by Migrant Program.
- 3 – School-Wide Title I Program but student no served by Migrant Program
- 4 – School-Wide Title I Program and student served by Migrant Program
- 5 – Student not served by Targeted Assistance or Migrant Program.
- 6 – Not served by Targeted Assistance Program but served by Migrant Program.
- 7 – Served by Targeted Assistance Program but not served by Migrant Program.
- 8 – Served by Targeted Assistance Program and served by Migrant Program.

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

**Policy Identification**

**Priority:** High Student Performance

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

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

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

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

**Other Historical Information:**

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

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

**.0501 DEFINITIONS**

As used in this Subchapter:

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

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

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

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

**Policy Identification**

**Priority:** High Student Performance

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

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

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

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

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

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

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

**.0502 STUDENT ACCOUNTABILITY STANDARDS**

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

use locally developed and scored writing samples during grade 8 to determine if students have made adequate progress to be promoted to grade 9. Students who score at Level III or above on reading and mathematics, who meet all local promotion standards, and who make adequate progress in writing shall be promoted to grade 9 unless the school principal shall determine otherwise in consultation with teacher(s). These requirements shall become effective with the 2001-02 school year.

- (d) (d) Gateway 4-Grade 12. Students shall meet the following requirements to receive a North Carolina high school diploma:
  - (1) Meet existing local and state graduation requirements.
  - (2) Score at proficiency level III or above on the exit exam of essential skills. Students shall take this exam in the spring of the students' 11th grade year. This requirement shall apply to students who enter the ninth grade for the first time in the 2001-2002 school year.
  - (3) Achieve a passing score on the computer skills test as set forth in Rule .0503(c) of this Subchapter.

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

*Amended Eff. August 1, 2001.*

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

**Policy Identification**

**Priority:** High Student Performance

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

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

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

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

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

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

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

**.0503 STATE GRADUATION REQUIREMENTS**

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

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

- (A) (A) career preparation, which shall include:
    - i. i. four credits in English language arts, which shall be English I, II, III, and IV;
    - ii. ii. three credits in mathematics, one of which shall be algebra I (except as limited by G.S. 115C-81(b));
    - iii. iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
    - iv. iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
    - v. v. one credit in health and physical education;
    - vi. vi. four credits in career/technical education, which shall be in a career concentration or pathway that leads to a specific career field and which shall include a second-level (advanced) course; or four credits in one of the four disciplines in arts education: theatre, music, visual arts, or dance; or four credits in R.O.T.C.;
    - vii. vii. two elective credits; and
    - viii. viii. other credits designated by the LEA.
  - (B) (B) college technical preparation, which shall include:
    - i. i. four credits in English language arts, which shall be English I, II, III, and IV;
    - ii. ii. three credits in mathematics, which shall be either algebra I, geometry, and algebra II; or algebra I, technical mathematics I, and technical mathematics II; or integrated mathematics I, II, and III;
    - iii. iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
    - iv. iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
    - v. v. one credit in health and physical education;
    - vi. vi. four credits in career/technical education, which shall be in a career concentration or pathway that leads to a specific career field and which shall include a second-level (advanced) course;
    - vii. vii. two elective credits; and
    - viii. viii. other credits designated by the LEA.
- NOTE: A student who is pursuing this course of study may also meet the requirements of a college/university course of study by completing one additional mathematics course for which Algebra II is a prerequisite and, effective with the class entering the ninth grade for the first time in the 2002-03 school year, two credits in the same second language.
- (C) (C) college/university preparation, which shall include:
    - i. i. four credits in English language arts, which shall be English I, II, III, and IV;

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



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

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

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

**Policy Identification**

**Priority:** High Student Performance

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

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

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

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

**Other Historical Information:**

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

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

**.0504 REVIEW PROCEDURES**

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

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

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

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

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

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

**Policy Identification**

**Priority:** High Student Performance

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

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

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

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

**Other Historical Information:**

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

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

**.0505 Local Accountability Procedures**

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

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

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

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

**Priority:** High Student Performance

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

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

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

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

**Other Historical Information:**

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

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

**.0506 Students With Disabilities**

- (a) Unless exempted pursuant to paragraph (b) of this Rule, all students with disabilities shall participate in the statewide student accountability standards for elementary, middle, and high school levels.
- (b) Students with disabilities may be exempted from the statewide student accountability promotion standards by the IEP team, including the principal or school district representative, if the team determines that the students do not have the ability to participate in the standard course of study. However, these students shall be enrolled in a functional curriculum and shall demonstrate evidence of progress on alternate assessments. Alternate assessments shall be performance measures that assess the educational progress of students with disabilities who are unable to participate in the general large-scale assessment system even when accommodations are provided to the student. These students shall receive a certificate of achievement or graduation certificate.
- (c) All interventions/remediation and other opportunities, benefits and resources that are made available to students without disabilities shall be made available to students with disabilities who participate in the student promotion standards. All services offered shall be in addition to the special education services provided to the student.

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

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

**Policy Identification**

**Priority:** High Student Performance

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

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

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

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

**Other Historical Information:**

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

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

.0507 Students With Limited English Proficiency

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

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

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

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