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Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

Implementation of the ABCs
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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. (Historically, in years when ABCs results are reported later than the August State Board of Education (SBE) meeting, this report is submitted two months after the ABCs report is approved by the SBE.) Information in the report includes an update of the eleventh year of ABCs results for schools, report on State Assistance Teams, response to the Excellent Schools Act requirements, AYP results as required by No Child Left Behind (NCLB), schools identified as low performing, and composition and activities of the Assistance Teams.

The ABCs/AYP report for the 2006-07 school 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 September 6, 2007, and are accessible at <http://abcs.ncpublicschools.org/abcs/>.

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I. Update of Eleventh Year of ABCs Results

**The ABCs of Public Education:
2006-07 Growth and Performance of North Carolina Public Schools**

**Executive Summary
(November 6, 2007)**

Statistical Summary of Results

There are 2,407 public schools in North Carolina that will be included in the full ABCs report for the 2006-07 school year. These will include regular public schools spanning combinations of grades K-12, charter schools, alternative schools, and charter schools evaluated as alternative schools. The statewide results appear in Table 1. Thirty-one 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, and two schools were in violation of the participation rule.

Table 1. 2006-07 ABCs Results

Category	High Growth	Expected Growth	Less than Expected	Alternative Schools	Row Total	Row Percent
Honor Schools of Excellence	66	18			84	3.5%
Schools of Excellence	7	2			9	0.4%
Schools of Distinction	207	253			460	19.1%
Schools of Progress	248	683			931	38.7%
No Recognition Schools			410	10	419	17.4%
Priority Schools	41	127	184		352	14.6%
Low Performing Schools			44		44	1.8%
Total (Regular Schools)	569	1,083	638			
No Status Schools			27		27	1.1%
Alternative Schools	17	63	10		90	3.7%
Total	586	1,146	675		2,407	
Percent	24.3%	47.6%	28.0%			

Percent Meeting at Least **72.0%**
Expected Growth Standards

Overall, 72.0% of the schools met either their expected or high growth standards.

The 2006-07 ABCs program also reported the adequate yearly progress (AYP) of 2,350 of the state's schools during the fifth 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. 2006-07 Statewide AYP Results

AYP Status	Number	Percent
Schools that Met AYP	1,052	44.8
Schools that Did Not Meet AYP	1,298	55.2
Total	2,350	100.0

AYP results are presented by ABCs categories 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., special education schools, vocational/career schools, hospital schools, and schools with unresolved data issues) are not reflected here.

Table 3. 2006-07 School AYP Results by ABCs Recognition Categories

Category	Met AYP		Did Not Meet AYP		Total
	#	%	#	%	
Honor Schools of Excellence	83	100.0			83
Schools of Excellence			4	100.0	4
Schools of Distinction	324	71.7	128	28.3	452
Schools of Progress	443	48.2	476	51.8	919
No Recognition	108	26.4	301	73.6	409
Priority Schools	64	18.2	287	81.8	351
Low Performing Schools	6	13.3	39	86.7	45
Expected Growth	522	46.8	593	53.2	1,115
High Growth	383	67.2	187	32.8	570

Note: To be included in Table. 3, the school must have both an ABCs and AYP status.

Presentation of School Results

Results of the 2006-07 ABCs are presented online at <http://abcs.ncpublicschools.org>. The website 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 (LEA). 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 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*. 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. Also included in the main table are those schools that do not participate in the ABCs but have an AYP status.

There are links to Special Conditions and Technical Notes documents that explain ABCs calculations and ABCs technical information. Technical Notes include 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 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. New growth formulas were implemented in 2005-06 that make comparisons to previous years inappropriate.

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 and Schools of Progress. 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.

Participating schools

All schools with sufficient data are included on the report. 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 (from a list available based in HSP-C-013) and approved by their local board of education. 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 average growth, the change ratio (a measure of the percent of students meeting their individual growth targets) and a performance composite. A school’s grade span and/or courses determined the composition of these measures, as described below.

The average growth for a school may include:

- a) Average growth on EOG reading and mathematics for grades 3-8 and any EOC tests.
- b) Change over a two-year baseline in the percent of students completing the college/university prep and college tech prep course of study.
 - a. Change in the competency passing rate (from grade 8 to grade 10).
 - b. Change in the ABCs dropout rate (compared to a two-year baseline).

The schools whose average growth is equal to the growth expectation (shown by an average difference of 0.00 or better) are said to have met expected growth.

The change ratio used to determine the attainment of high growth may include:

- a) The growth status of individual students on EOG reading and mathematics for grades 3-8 and any EOC tests.
- b) Change over a two-year baseline in the percent of students completing the college/university prep and college tech prep courses of study.

- c) Change in the competency passing rate (from grade 8 to grade 10).
- d) Change in the ABCs dropout rate (compared to a two-year baseline).

The factors are arranged such that the number of students meeting their individual growth standards is in the numerator along with the change in competency pass rate and college/university prep and college tech prep courses of study. Students not meeting their individual growth standard are in the denominator and the decrease in dropout rate is subtracted from the denominator. Schools that have an average growth of 0.00 or better (met expected growth) and have a change ratio of 1.50 or better are said to have met high growth.

The performance composite is the school's percentage of test scores in the school at or above Achievement Level III in reading and mathematics (from the EOG and alternate assessments), and EOC tests: Algebra I and II, Biology, Civics & Economics, English I, Geometry, and U.S. History (Chemistry, Physical Science, and Physics were statewide field tests in 2006-07 and, therefore, not included in the ABCs in 2006-07). 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. For schools with an 8th grade, the percent of 8th grade students who passed the Computer Skills Test prior to the first day of spring testing is included as well.

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 a 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/>).

Definition of ABCs Awards

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.

Definition of Recognition Categories

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.

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 but did not make AYP. These schools receive banners and certificates.

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

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 Honor Schools of Excellence or Schools of Excellence or Distinction). They receive certificates.

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' scores at or above Achievement Level III.

Schools that violate the testing requirements are assigned a violation status and cannot receive financial awards or any ABCs status, except low-performing. 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 received no appeals of ABCs growth standards for 2006-07.

Evolution of the ABCs (Updated October 11, 2007)

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. 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.
15. 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.
16. 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.
17. Algebra I scores from grades prior to the ninth grade were included in the computations for performance composites for high schools.
18. 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.
19. ABCs status label *No Recognition* was changed to *Adequate Performance*.
20. Charter Schools were included in the ABCs reporting for the first time.
21. 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.
22. Alternative schools were asked to submit proposals of better ways to be evaluated in subsequent accountability years.
23. 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.
24. It was decided that during this accountability year, no alternative schools or special schools were to be identified as Low-Performing.
25. 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)

26. K-8 and high school results under the ABCs were reported in A Report Card for the ABCs of Public Education, Volume I.
27. 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).
28. A Report Card for the ABCs of Public Education was made available on the DPI web site.

1998-99

29. 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.
30. The Comprehensive model was applied to all schools.
31. Five additional EOC tests were added to the performance composite score.
32. The High School Comprehensive Test growth parameters were approved; the growth component was included in the high school growth/gain computations.
33. The change in the competency passing rate component was implemented in the high school growth/gain computations.
34. Changes in dropout rates were approved for implementation in the 2000-01 school year for growth calculations.
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.

2004-05

79. 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 2005-06.
80. Implementation of weighting the dropout component of the ABCs to $\frac{1}{4}$ of the membership used for funding was included in growth calculations.
81. SBE approves new growth formulas and standards for the 2005-06 school year and beyond. Included is the calculation of student level growth and a variety of procedural changes precipitated by a provision in general statute from the summer of 2004.

2004-05 (continued)

82. SBE approves Report of 2004-05 ABCs with sixth grade reading excluded from the growth calculations.

2005-06

83. New editions of the mathematics End-of-Grade assessments were implemented along with new (higher) standards in grades 3-8.
84. New ABCs growth formulas for all grades and subjects were implemented.
85. Writing results (grades 4, 7 & 10) were included in the performance composite using a confidence interval.
86. The following grades and subjects were not used for growth due to new tests and editions: 3rd grade math, US History, and Civics & Economics.
87. For schools with an 8th grade, the denominator for calculating the percentage of scores proficient for computer skills in the performance composite was based not on the number of test takers but the number of eight grade students on the first day of spring testing.
88. AYP for 3-8 mathematics used implied performance from 2004-05 (using the 2005-06 math standards) as a basis for safe harbor.
89. A fundamental change in the way High Growth is computed was implemented. The standard was changed to include the ratio of students who meet their individual growth standard compared to those who do not.
90. For the first time, average growth per student at the school level is reported as is the ratio used to determine high growth.
91. Fundamental changes in data collection moved the source of the demographic information used in AYP determinations from answer sheets to authoritative sources.
92. As a U.S. Department of Education Pilot, North Carolina was one of only two states allowed to use growth as part of AYP determinations.
93. Growth by AYP group is reported for all students in the web presentation of school detail results.
94. Two new alternate assessments were implemented to meet the needs of students with particular issues accessing a standard test administration. NCCLAS and NCEXTEND2 replaced NCAAAI. NCEXTEND2 was included in AYP and the performance composite subject to a 2% cap at the LEA level of students being counted as proficient on this alternate assessment.
95. North Carolina was one of only 10 states that had received approval of its assessment system following the peer review process prior to June 30, 2006 (the USED deadline to receive such approval).
96. Due to the implementation of the new edition of the mathematics EOG assessments and subsequent setting of new standards, ABCs reporting was approved by the SBE in November and High School results were approved by the SBE (independent of lower grade level results) in October.

2005-06 (continued)

97. USED approved new annual measurable objectives for mathematics in grades 3-8 to account for the higher achievement level standards adopted by the SBE.

2006-07

98. New test editions for Algebra I, Algebra II, Geometry and English I End-of-Course assessments were administered with new (higher) achievement level standards.
99. In order to combine the results from 10th graders taking the new EOC assessments, with those 10th graders who had banked scores from the former editions of the Algebra I and English I EOC assessments, the NCDPI equated the new assessment scores to the old scale using an equi-percentile method and continued to use the existing annual measurable objectives (AMOs) for the 2006-07 reporting of AYP at the high school level.
100. The new 4-year cohort graduation rate was used to determine if a subgroup can access safe harbor at the high school level. The SBE adjusted the threshold of 90% to 80% for the graduation rate.
101. The final regulations posted in the *Federal Register* dated April 9, 2007, regarding the one percent cap for students with significant cognitive disabilities and the two percent cap for students assessed using modified assessments were implemented.

II. Report on Assistance Teams

Status of Personnel in Systems Receiving Mandatory Assistance

2006-07

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 2006-07, 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 than *20 schools*.

For 2006-07, there were no LEAs that met this criteria.

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

In 2006-07, the tenth year of the assistance teams, the assistance program was in transition. Assistance was modified to reflect new initiatives. While the traditional teams addressed needs in 14 low-performing or Title I - corrective action elementary and middle schools, high school turn-around teams addressed the needs of low-performing high schools. New leadership at the department (NCDPI) was assigned to direct the high school turnaround initiative. While the department planned a new model of assistance to support the Governor's high school turn-around initiative, traditional assistance teams delivered assistance according to the traditional ABCs low-performing model during the first semester. In January, 2007 the traditional teams were reassigned, which meant that some schools received comparatively less assistance than under the previous nine years' model.

State Assistance Teams

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. Assistance to schools is mandated in both the ABCs of Public Education, the state's accountability system that was established by the School-Based Management and Accountability Act of 1995, and in No Child Left Behind Act, the federal law that mandates national accountability. The number of schools served on an annual basis under each program depends upon the availability of resources. In 2006-07, Title I consultants were also required to attend the State Assistance Team training.

The 2006-07 Assistance Process for Title I Schools

Title I schools in School Improvement received assistance from State Assistance teams that was similar to that received by low-performing schools identified under the ABCs. One important difference, however, was that in Title I Schools in School Improvement, the certified staff were not formally evaluated. The teams did, however, conduct a global assessment of the strengths and weaknesses of the instructional program. The team's other activities were the same as those prescribed by state statute for low-performing schools. Other schools in Title I School Improvement received technical assistance upon request.

Measurable goals and objectives for school assistance included:

- An increase in the number of NCLB targets met
- Making growth goals
- Improvement in the performance of each subgroup
- An increase in the number of students scoring at achievement Levels III and IV

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 January: 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

Major Activities in ABCs Low-Performing and Title I Corrective Action Schools

Corrective Action Schools: As a minimum, assistance teams

- conducted 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.
- developed recommendations for improvement based on results of needs assessment.
- revised the School Improvement Plan, as needed.
- 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 2006-07 school year.

Results for Schools Receiving Mandated Assistance under the State Assistance Team Model

School Year	High 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	2	7		4		13
2001-02	1	4	0	0		5
2002-03	10	6	0	0		16
2003-04	3				1	4
2004-05		1				1
2005-06				4		4
2006-07	1	2	0	5	9	14

*Used to be called Exemplary Growth from 1997-2001

A total of 106 schools have been served in mandated assistance under the ABCs assistance program between 1997-2007. Of those, 73 (69%) made high or expected growth the year they had a team.

Results for High Schools Receiving Mandated Assistance

School Year	High 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	2	7		4		13
2001-02	1	4	0	0		5
2002-03	10	6	0	0		16
2003-04	3				1	4
2004-05		1				1
2005-06				4		4
2006-07	1	6		1		8

*Used to be called Exemplary Growth from 1997-2001

High Schools Receiving Assistance for 2006-07 Mandated Assistance Team Assignments

LEA	School	Team Leader	Team Reviewers
Guilford County Forsyth County Rockingham County	T. Wingate Andrews HS Carver HS Reidsville HS	Rick Lawson	Samantha Campbell Rachel Case Martha McLeod Vicki Russell
Halifax County	Northwest Halifax HS Southeast Halifax HS	Brock Ridge	Gail Bell Jeraldine Brooks Laurie Brown Ursula Brown Michele Halley Grayling Williams Jonsie Worrell
Hertford County Bertie County	Hertford County HS Bertie HS	Ann Osburn	Brenda Bass Carolyn Cooper Allen Conway Betty Jo Slozak Hallie Wilson
Robeson County	Red Springs HS		Nancy Mann Julia Timberlake

Performance of High Schools Served by Mandated Assistance Teams during 2006-07

School	LEA	Education Region	Performance Composite 06-07	ABCs Status for 07-08 from 06-07 results	Targets Met/Percentage of Targets Met for 05-06		Targets Met/Percentage of Targets Met for 06-07	
Bertie HS	Bertie	1	41.8	Priority	10 of 13	76.9%	10 of 13	76.9%
T. Wingate Andrews High School	Guilford	5	47.4	Priority	10 of 20	50%	11 of 13	84.6%
Southeast Halifax High	Halifax	3	38.5	Priority	10 of 13	76.9%	7 of 13	53.8%
Northwest Halifax	Halifax	3	30.9	Priority	4 of 13	30.8%	6 of 13	46.2%
Hertford County HS	Hertford	1	35.4	Priority	14 of 21	66.7%	15 of 17	88.2%
Red Springs HS	Robeson	4	42.4	Priority	9 of 16	56.25%	8 of 15	53.3%
Reidsville HS	Rockingham	5	47.2	Priority	15 of 17	88.2%	15 of 17	88.2%
Carver HS	Forsyth	5	36.7	Low Performing	12 of 17	70.6%	14 of 17	82.4%

ABCs Status of High Schools Receiving Mandated Assistance During 2006-07 School Year

School	LEA	Region	ABCs status 2005-06	Composite 2005-06	ABCs status 2006-07	Composite 2006-07	ABCs status 2007-08
Bertie HS	Bertie Co	1	Priority	42.7	LP	41.8	Priority
T. Wingate Andrews HS	Guilford Co	5	LP	42.1	LP	47.4	Priority
Southeast Halifax	Halifax Co	3	LP	35.2	LP	38.5	Priority
Northwest Halifax HS	Halifax County	3	LP	34.9	LP	30.9	Priority
Hertford County HS	Hertford Co	1	Priority	41.3	LP	35.4	Priority
Red Springs HS	Robeson Co	4	Progress	47.0	LP	42.4	Priority
Reidsville HS	Rockingham Co	5	Priority	46.4	LP	47.2	Priority
Carver HS	WS-Forsyth	5	Priority	39.5	LP	36.7	LP

AYP Status of High Schools Receiving Mandated Assistance During 2006-07 School Year

School	LEA	Region	#Targets met 2005-06	%Targets met 2005-06	#Targets met 2006-07	%Targets met 2006-07
Bertie HS	Bertie Co	1	10 of 13	76.9	10 of 13	76.9
T. Wingate Andrews HS	Guilford Co	5	10 of 20	50	11 of 13	84.6
Southeast Halifax	Halifax Co	3	10 of 13	76.9	7 of 13	53.8
Northwest Halifax HS	Halifax County	3	4 of 13	30.8	6 of 13	46.2
Hertford County HS	Hertford Co	1	14 of 21	66.7	15 of 17	88.2
Red Springs HS	Robeson Co	4	9 of 16	56.25	8 of 15	53.3
Reidsville HS	Rockingham Co	5	15 of 17	88.2	15 of 17	88.2
Carver HS	WS-Forsyth	5	12 of 17	70.6	14 of 17	82.4

Performance of Elementary/Middle Schools in Title I School Improvement Served by State Assistance Teams in 2006-07

LEA Name	School Name	Period Served ¹	Met AYP in 2005-06?	Met AYP in 2006-07?	2006-07 ABCs Status ²	Percent Proficient in 2005-06 ³	Percent Proficient in 2006-07 ⁴
Durham	Glenn Elem	10/06 – 12/06	No	No	Pri	50.6	53.1
Hoke	Scurlock	10/06 – 12/06	No	No	Pri	46.3	50.0
Granville	Mary Potter	10/06 – 12/06	No	No	Pri	50.6	55.4
Guilford	Ferdale Middle	10/06 – 12/06	No	No	Pri Exp	46.5	56.2
Charlotte-Mecklenburg	Eastway Middle	10/06 – 12/06	No	No	Pri Exp	51.3	52.0
	Spaugh Middle	1/07 – 6/07	No	No	LP	42.5	39.4
	Wilson Middle	10/06 – 12/06	No	No	LP	45.9	44.8
Robeson	Fairmont Middle	1/07 – 6/07	No	No	LP	39.1	46.6
	Townsend Middle	10/06 – 12/06	No	No	Pri High	45.9	58.6
	Red Springs Mid	10/06 – 12/06	No	No	Pri	41.9	50.0
W-S Forsyth	Cook Elem	1/07 – 6/07	No	No	LP	40.2	41.9
	Philo Middle	1/07 – 6/07	No	No	Pri	41.7	50.0
Cumberland	Pauline Jones Elem	1/07 – 6/07	No	Yes	Pri	37.8	54.2
Halifax	Brawley Middle	1/07 – 6/07	No	No	LP	39.5	42.6

¹Teams were initially assigned based on Reading scores only; teams were reassigned in January, based on Reading and Math performance and high school turnaround assistance

²LP = Low Performing; Pri = Priority; High = High Growth

³Performance Composite as reported in the ABCs/AYP report (reflects the percentage of student scores at or above Level III).

⁴The performance composite in 05-06 reflects the revised mathematics content standards and performance standards (cut scores).

LEA Assistance in 2006-07

The LEA Assistance program (LEAAP) focused its efforts in 2006-07 on districts that entered Year 3 of district improvement under the No Child Left Behind (NCLB) legislation. The State Board of Education, in December 2006, approved the list of districts entering their third year of district improvement and applied a corrective action:

“Align instruction with and fully implement the *North Carolina Standard Course of Study*, including providing appropriate professional development.”

Districts receiving assistance met two specific criteria: they were in district improvement for at least the previous two years and also had Title I schools in or entering corrective action. The assistance plan was focused on districts intervening on behalf of their struggling schools, and also monitoring the progress of subgroups. Districts leaders and staffs were accountable as the first line support for their own schools and were expected to address the specific needs of the subgroups that had not reached proficiency.

The superintendent of each district was expected to assign a local team of four to five members to manage the responsibilities required of districts entering corrective action. Further, there was a system of monitoring to determine if stated strategies were being implemented and, after a reasonable time period, that they were yielding positive results.

The LEA Assistance Program (LEAAP) team members served as monitoring teams from the Department of Public Instruction in visits to districts on a periodic basis to check on the progress of the district. In addition these teams provided support and guidance as the district implemented the local district improvement plan.

In January 2007, after all AYP results were reported, the LEAAP Teams were re-purposed to address the corrective action sanction in districts in Year 3 of improvement, and to assist districts in meeting the requirements set forth in a district improvement timeline for action as described on subsequent pages. The districts were assigned tiers of assistance, based on the local district's capacity for self-help. Tiers of assistance, as defined in the updated Curriculum and School Reform Assistance publication, available at

<http://www.ncpublicschools.org/docs/nclb/district/improvement/2006csrassistingschools.pdf> are identified below.

Assistance was provided to the districts in greatest need, as determined by an analysis of the numbers of Title I schools in corrective action and the number of subgroup targets the district missed. Tier I districts received mandated assistance from the LEA

Assistance Program, unless the district confirmed its capacity to provide local support teams, as was the case for Durham and Whiteville City schools.

Level of DPI Assistance to Districts in 2006-07						
LEA Name			Tier I Mandated	Tier II Collaborative	Tier III Consultative	
Alamance-Burlington Schools					X	
Bertie County Schools			X			
Bladen County Schools			X			
Buncombe County Schools					X	
Cabarrus County Schools					X	
Columbus County Schools			X			
Whiteville City Schools				X		
Duplin County Schools					X	
Durham Public Schools				X		
Forsyth County Schools			X			
Gaston County Schools					X	
Granville County Schools			X			
Hertford County Schools			X			
Hoke County Schools			X			
Nash-Rocky Mount Schools					X	
Richmond County Schools					X	
Robeson County Schools			X			
Rowan-Salisbury Schools			X			
Clinton City Schools			X			
Wayne County Schools			X			
Weldon City Schools was in its 4th year of District Improvement, but it was not assigned a tier of assistance.						

DISTRICTS ENTERING CORRECTIVE ACTION
Timeline for January – June 2007

December 2006	Information packet sent to LEAs.
January 2007	LEAs review and work on the information required in the packet.
January 19, 2007	Orientation Session – Optional Room 150, Education Building, Raleigh 1:00 – 4:00 p.m.
February 9, 2007	First Quarterly Meeting for Team Members Room 150, Education Building, Raleigh 9:30 a.m.
February 16, 2007	Submit two sets of the completed packet or send one set electronically.
March 16, 2007	Submit first Progress Report (a format will be provided later).
April 20, 2007	Second Quarterly Meeting for Team members. Room 150, Education Building, Raleigh
May 25, 2007	Submit second Progress Report.
June 22, 2007	Final Quarterly Meeting for Local and LEAAP Team members. Room 150, Education Building, Raleigh
July 20, 2007	Submit final Progress Report using LEA's preliminary data that is submitted to the State.

LEA Assistance Program for January – June 2006-07 District Needs Assessment Report

Directions: The collection of the data to complete all components of this needs assessment should be completed by the Local Team members.

LEA _____ Superintendent _____ Date _____

I. Demographic/Achievement Information

Number and type of schools

_____ number of elementary schools

_____ number of middle schools

_____ number of high schools

_____ number of alternative schools

_____ **total number of schools**

II. Personnel

_____ **Total number of teachers in the district**

_____ Total number of highly qualified teachers

_____ Total percent of highly qualified teachers

_____ Total number of beginning teachers

_____ Total percent of beginning teachers

_____ Total number of teachers with 2-5 years of experience

_____ Total percent of teachers with 2-5 years of experience

_____ Total number of teachers with 6-15 years of experience

_____ Total percent of teachers with 6-15 years of experience

_____ Total number of teachers with 15 or more years of experience

_____ Total percent of teachers with 15 or more years of experience

_____ **Total number of principals in the district**

_____ Total number of principals in their first year

_____ Total number of principals with 2 - 5 years of experience

_____ Total percent of principals with 2 - 5 years of experience

_____ Total number of principals with 6 - 15 years of experience

_____ Total percent of principals with 6 -15 years of experience

_____ Total number of principals with 15 or more years of experience

_____ Total percent of principals with 15 or more years of experience

_____ Total number of principals who returned after retirement

III. Subgroups in the District (check all that apply)

NCLB Subgroups

_____ African Americans

_____ American Indians

_____ Asians

_____ Hispanics

_____ Multiracial

_____ White

_____ Economically Disadvantaged

_____ English Language Learners

_____ Students with Disabilities

IV. Subgroups NOT making AYP at the district level (check all that apply)

- ☐ African Americans
- ☐ American Indians
- ☐ Asians
- ☐ Hispanics
- ☐ Multiracial
- ☐ White
- ☐ Economically Disadvantaged
- ☐ English Language Learners
- ☐ Students with Disabilities

V. For each subgroup checked in IV, list the school(s) in which that subgroup failed to make AYP in the column under that subgroup's name.

African Americans	American Indians	Asians	Hispanics	Multiracial	White	Economically Disadvantaged	LEP	SWD

VI. Grade span having the greatest number of subgroups NOT making AYP (see items IV and V)

Grade Span	Subject(s) Missed	Missed Participation Rate	Missed Graduation Rate
Grades 3-5			
Grades 6-8			
Grades 9-12			

VII. Schools in Title I School Improvement

Year 1 ____ Year 2 ____ Year 3 ____ Year 4 ____ Year 5 ____ Year 6 ____

VIII. Non-Title I Schools in School Improvement

Year 1 ____ Year 2 ____ Year 3 ____ Year 4 ____ Year 5 ____ Year 6 ____

IX. Schools making AYP

____ Total number of schools making AYP in the most recent year
____ Number of elementary schools
____ Number of middle schools
____ Number of high schools

- X. Briefly describe the quality of the instructional program delivered in the schools that are listed in the chart in item V. Separate by school and attach additional sheets if necessary.**
- XI. Briefly describe the status and quality of Personalized Education Plans (PEPs) developed for students who haven't yet reached proficiency in reading and mathematics through grade 9. Focus on the students in the subgroups and schools listed in item IV.**
- XII. Curriculum Audit Survey (please attach). Based on your findings as a result of the survey, please list below the strengths and areas needing improvements and how you will address them.**
- XIII. Based on the information contained in items IV, V, and IX and other information collected, what areas of focus will be addressed in the district's Assistance Plan? Where possible, focus on a designated grade span and the particular subject that caused the LEA to be in district improvement. For each of the schools listed in table V, providing the teacher turnover rate and percentage of highly qualified teachers will also be informative.**

NCLB –DISTRICTS ENTERING CORRECTIVE ACTION
Assistance Plan for January –June 2007

Grade Span 3-5

Measurable Objective	Strategies in Progress	Additional Strategies	Person(s) Responsible	Time Line

REPEAT for EACH GRADE SPAN: 6-8/9-12

Results for Districts Receiving Corrective Action in 2006-07

LEAs Receiving LEAAP Assistance in 2006-07		Percent of AYP Targets Met	Percent of AYP Targets Met	Comparison of two years
		05-06	06-07	Improvement?
Alamance- Burlington Schools		86.4	84.8	No
Bertie County Schools		70.6	61.8	No
Bladen County Schools		74.0	73.5	No
Buncombe County Schools		88.6	84.7	No
Cabarrus County Schools		93.8	91.2	No
Columbus County Schools		66.7	87.5	Yes
Whiteville City Schools		88.1	82.6	No
Duplin County Schools		81.0	96.3	Yes
Durham Public Schools		71.2	67.1	No
Forsyth County Schools		77.0	76.3	No
Gaston County Schools		81.4	72.7	No
Granville County Schools		88.9	75.5	No
Hertford County Schools		69.0	81.6	Yes
Hoke County Schools		71.0	85.5	Yes
Nash-Rocky Mount Schools		90.3	80.6	No
Richmond County Schools		72.4	73.7	Yes
Robeson County Schools		57.4	66.2	Yes

Disadvantaged Student Supplement Fund (DSSF)

In response to the North Carolina Supreme Court lawsuit ruling that every child in North Carolina has a constitutional right to a sound, basic education, the Governor and the State Board of Education launched the Disadvantaged Student Supplemental Fund (DSSF) pilot program in 2004. The 16 districts selected for the pilot were the state's most disadvantaged as measured by teacher turnover, inexperienced teachers, children living in poverty, and students not meeting state proficiency standards.

When the DSSF program began, LEAAP team members were assigned to provide support for these districts. The teams were staffed primarily by independent contractors who worked with the districts to develop their district improvement plans and monitor district activities. In 2006 the DSSF program was extended statewide and the LEAAP teams were reassigned to assist selected districts (in tiers noted above) that were under corrective action.

System	ABCs Composite ¹		AYP in 05-06				AYP in 06-07			
	2003-04	2004-05	Total # Targets	Targets Met	% Targets Met	Made AYP	Total # Targets	Targets Met	% Targets Met	Made AYP
Edgecombe County Schools	69.07%	70.73%	54	44	81.5	No	49	35	71.4	No
Franklin County Schools	73.46%	71.63%	54	45	83.3	No	57	52	91.2	No
Halifax County Schools	60.89%	53.57%	42	20	47.6	No	40	22	55.0	No
Hertford County Schools	51.03%	56.83%	42	29	69.0	No	38	31	81.6	No
Hoke County Schools	63.36%	61.85%	62	44	71.0	No	62	53	85.5	No
Hyde County Schools	77.30%	77.15%	26	24	92.3	No	26	22	84.6	No
Lexington City Schools	66.86%	65.59%	50	39	78.0	No	54	49	90.7	No
Montgomery County Schools	70.13%	67.11%	54	50	92.6	No	52	44	84.6	No
Northampton County Schools	61.42%	59.81%	34	30	88.2	No	34	32	94.1	No
Pasquotank County Schools	68.79%	67.28%	50	37	74.0	No	49	41	83.7	No
Robeson County Schools	68.59%	68.76%	68	39	57.4	No	68	45	66.2	No
Thomasville City Schools	70.83%	66.96%	50	44	88.0	No	48	34	70.8	No
Vance County Schools	63.58%	65.20%	50	38	76.0	No	54	38	70.4	No
Warren County Schools	65.09%	61.56%	48	34	70.8	No	44	41	93.2	No
Washington County Schools	57.71%	55.54%	34	34	100.0	Yes	34	26	76.5	No
Weldon City Schools	53.00%	54.97%	30	26	86.7	No	26	23	88.5	No

¹ABCs Composites were not computed in 05-06 and 06-07

Findings related to District Assistance in the First Report of the Evaluation of the DSSF – April 2007

The LEAAP teams' focus changed during the period from 2004 to 2006. At first, the teams were charged with assisting low-performing districts improve their performance. Then they were charged with helping the 16 pilot DSSF districts. The first evaluation report of the DSSF presented to the State Board of Education 2007 found that the LEAAP teams had limited guidance on how to assist the DSSF districts and this resulted in confusion about their role. The authors of this evaluation report further reported that the issue that most affected the implementation of DSSF was that the teams provided conflicting information to the districts. When the DSSF funding was extended in 2006-07, the teams no longer worked with the individual pilot districts. Rather, three full time employees were assigned to the districts to monitor and aid the districts with their planning.

In summary, the LEAAP teams were reassigned to yet a third mission in 2006-07: that of assisting selected districts with the largest numbers of schools requiring corrective action under NCLB. These changes of mission have affected the coherence and consistency of the district assistance model and the constraints on the department's resources and capacity were not overcome in 2006-07.

III. Response to NCLB

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. 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

2007-08 Title I School Improvement List

(November 6, 2007)

Note: NCLB requires that schools that miss any target - not necessarily the same target - in the same subject for two consecutive years enter Improvement Status.

Exiting Improvement Status requires meeting all targets in the subject for which Improvement Status was entered, for two consecutive years.

LEA SCH Code	School Name	2003-04		2004-05		2005-06		2006-07		2007-08		Step	Exited	Sanction Levels
		Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math			
010326	Eastlawn Elementary	0	0	1	0	1	0	2	0	3	1	-	-	3
010351	Grove Park Elem.	0	0	0	0	0	0	0	1	0	1	Math	-	1
010357	Haw River Elem.	0	0	0	0	0	0	1	0	2	0	-	-	2
010358	Hillcrest Elementary	0	0	0	0	0	0	0	0	1	1	-	-	1
010372	Pleasant Grove Elem.	0	0	0	0	0	0	0	0	1	0	-	-	1
010374	R. Homer Andrews Elem.	0	0	0	0	0	0	0	0	1	1	-	-	1
010380	South Graham Elem.	0	0	0	0	0	0	0	0	1	1	-	-	1
030320	Sparta Elementary	0	0	0	0	0	0	1	1	2	2	-	-	2
040311	Wadesboro Primary	0	0	0	1	1	1	2	2	3	3	-	-	3
040316	Lilesville Elem	0	0	0	1	1	1	1	2	2	3	-	-	3
040324	Morven Elem	0	0	0	0	0	0	2	0	3	0	-	-	3
040330	Wadesboro Elem.	0	0	1	1	2	2	3	3	4	4	-	-	4
050310	Blue Ridge Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
050330	Mountain View Elem.	0	0	0	0	1	0	2	0	3	1	-	-	3
060318	Avery Co. Middle	0	0	0	0	0	0	0	1	0	2	-	-	2
060328	Newland	0	0	0	0	0	0	0	0	0	1	-	-	1
06A000	Grandfather Academy	0	1	0	1	0	2	0	3	0	3	Math	-	3
070308	Bath Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
070328	John Small	0	0	0	0	0	0	0	0	0	1	-	-	1
070329	Northeast Elementary	0	0	0	1	0	1	0	2	0	3	-	-	3
070340	S. W. Snowden Elem.	0	0	0	0	0	0	0	0	1	1	-	-	1
080356	West Bertie Elem.	0	0	1	0	2	0	3	0	4	1	-	-	4
080362	Windsor Elem.	0	0	0	0	0	0	1	0	2	0	-	-	2
090304	Booker T. Washington Pri.	0	0	0	0	0	0	0	1	0	1	Math	-	1
090332	Elizabethtown Middle	0	0	0	1	0	2	0	3	0	3	Math	-	3
090333	Elizabethtown Primary	0	0	0	0	0	0	1	0	1	0	Reading	-	1
090354	Extended Hope Alternative	0	0	0	1	0	2	0	3	0	3	Math	-	3
090365	Tar Heel Middle	0	0	0	0	0	0	0	1	0	2	-	-	2
100302	Belville Elementary	0	0	1	1	2	2	2	2	0	3	-	Reading	3

LEA SCH Code	School Name	2003-04		2004-05		2005-06		2006-07		2007-08		Sanction Levels
		Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	
100304	Bolivia Elementary	0	0	0	0	0	0	0	0	1	-	1
100310	Jessie Mae Monroe Elem.	0	0	1	1	1	1	2	2	2	Both	2
100320	Lincoln Elementary	0	0	1	0	2	0	2	0	1	-	Reading
100338	Supply Elementary	0	0	0	0	0	0	0	0	1	-	1
110410	Avery's Creek Elementary	0	0	0	0	0	0	0	0	1	-	1
111306	Isaac Dickson Elem.	0	0	0	0	0	0	1	0	1	Reading	1
111332	Ira B. Jones Primary	0	0	0	0	0	0	0	0	1	-	1
120312	Drexel Primary	0	0	0	0	0	0	0	0	1	-	1
120324	Glen Alpine Elementary	0	0	0	0	0	0	0	0	1	-	1
120330	Hallyburton Elem.	0	0	0	0	0	0	0	0	1	-	1
120364	Oak Hill Elementary	0	0	0	0	0	0	1	0	1	Reading	1
120368	Ray A. Childers Elem	0	0	0	0	0	0	0	0	1	-	1
130311	Coltrane-Webb Elem.	0	0	0	0	0	0	0	0	1	-	1
130328	Royal Oaks Elem.	0	0	0	0	0	0	0	0	1	-	1
130338	Weddington Hills Elem	0	0	0	0	0	0	0	0	1	-	1
130340	Winecoff Elem.	0	0	0	0	0	0	1	0	2	-	2
130342	W. M. Irvin Elementary	0	0	0	0	0	0	1	2	2	-	2
130344	Wolf Meadow Elem	0	0	0	0	0	0	0	1	1	-	1
132328	Jackson Park	0	0	0	0	0	0	0	1	2	-	2
132329	Kannapolis Intermediate	0	0	0	0	0	0	0	1	1	-	1
140306	Caldwell Co. Gateway	0	0	0	0	0	0	0	0	1	-	1
140307	Horizons Elementary	0	0	0	0	0	0	0	0	1	-	1
140332	Gamewell Middle	0	0	1	1	2	2	3	4	4	-	4
140336	Granite Fall Middle	0	0	0	0	0	0	0	0	1	-	1
140356	Hudson Middle	0	0	0	1	1	0	1	2	0	-	2
140372	Lower Creek Elem.	0	0	0	0	0	0	0	0	1	-	1
140376	Oak Hill	0	0	0	0	0	0	0	0	1	-	1
170338	NL Dillard Middle	0	0	1	0	1	0	2	1	3	-	3
170342	South Elementary	0	0	0	0	0	0	0	0	1	-	1
181312	Northview Middle	0	0	0	0	0	0	1	1	1	Both	1
181316	Grandview Middle	0	0	0	0	0	0	0	0	2	-	2
190312	Chatham Middle	0	0	1	1	1	2	2	3	3	-	3
190350	Siler City Elementary	0	0	0	0	0	0	0	1	0	-	1
210304	Chowan Middle	0	0	1	0	2	0	3	4	1	-	4
210306	D. F. Walker	0	0	1	0	1	0	2	0	3	-	3
210316	White Oak	0	0	1	0	1	0	2	0	3	-	3

LEA SCH Code	School Name	2003-04		2004-05		2005-06		2006-07		2007-08		Step	Exited	Sanction Levels
		Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math			
240304	Acme- Delco Middle	0	0	0	0	0	0	0	1	0	2	-	-	2
240318	Boys and Girls Home	0	0	0	0	0	0	0	0	0	1	-	-	1
240328	Cerro Gordo Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
240330	Chadbourne Middle	0	0	0	0	0	0	0	1	0	2	-	-	2
240348	Fair Bluff Elementary	0	0	1	0	2	0	2	1	3	2	-	-	3
240352	Guideway Elementary	0	0	0	1	0	1	1	1	1	2	Reading	-	2
240354	Hallsboro/Artesia Elem.	0	0	0	0	0	0	0	0	0	1	-	-	1
240356	Hallsboro Middle	0	0	0	0	0	0	1	1	1	2	Reading	-	2
240372	Tabor City Elementary	0	0	0	0	1	0	2	1	3	2	-	-	3
240376	Tabor City Middle	0	0	1	0	2	0	3	1	4	1	Math	-	4
240388	Williams Township	0	0	1	1	2	2	3	3	3	3	Both	-	3
241304	Central Middle	0	0	1	1	2	2	2	3	0	4	-	Reading	4
241308	Edgewood Elementary	0	0	0	0	0	0	1	0	2	0	-	-	2
241320	Whiteville Primary	0	0	0	0	0	0	1	0	2	0	-	-	2
260310	Lloyd Auman	0	0	0	0	0	0	1	0	1	0	Reading	-	1
260316	Lillian Black	0	0	0	0	0	0	1	0	2	0	-	-	2
260321	Byrd Middle	0	0	0	0	0	0	0	1	1	2	-	-	2
260326	Elizabeth Cashwell	0	0	0	0	0	0	1	1	2	2	-	-	2
260336	Anne Chesnutt Middle	0	0	0	0	1	1	2	2	3	3	-	-	3
260338	Cliffdale	0	0	0	0	0	0	0	0	0	1	-	-	1
260340	College Lakes	0	0	0	0	0	0	0	0	0	1	-	-	1
260342	C.W. Collier	0	0	0	0	0	0	0	0	0	1	-	-	1
260344	J. W. Coon	0	0	0	0	0	0	0	0	0	1	-	-	1
260352	Cumberland Road	0	0	0	0	0	0	1	1	1	1	Both	-	1
260358	"Luther "Nick" Jeralds"	0	0	0	1	0	1	1	2	2	3	-	-	3
260361	Ferguson-Easley	0	0	0	0	0	0	0	0	0	1	-	-	1
260362	Gray's Creek Middle	0	0	0	1	0	1	0	2	0	3	-	-	3
260364	Gray's Creek	0	0	1	0	1	0	0	0	0	1	-	-	1
260365	Max Abbott Middle	0	0	0	0	0	0	0	1	0	2	-	-	2
260366	Howard Hall	0	0	0	0	0	0	0	1	0	2	-	-	2
260368	Hope Mills Middle	0	0	0	0	0	0	0	0	0	1	-	-	1
260370	Ed Baldwin	0	0	0	0	0	0	0	0	0	1	-	-	1
260371	Ireland Drive	0	0	0	0	0	0	0	0	1	1	-	-	1
260372	Lewis Chapel Middle	0	0	0	0	0	0	0	0	0	1	-	-	1
260373	Gallberry Farm	0	0	0	0	0	0	1	0	2	0	-	-	2
260382	Lucile Soulders	0	0	0	0	0	0	0	0	0	1	-	-	1

LEA SCH Code	School Name	2003-04		2004-05		2005-06		2006-07		2007-08		Step	Exited	Sanction Levels
		Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math			
260383	Mac Williams Middle	0	0	0	0	0	0	0	0	1	1	-	-	1
260398	E. E. Miller	0	0	0	0	0	0	0	0	0	1	-	-	1
260401	Morganton Road	0	0	0	0	0	0	0	0	0	1	-	-	1
260404	W. H. Owen	0	0	0	0	0	0	1	0	2	0	-	-	2
260407	Lake Rim	0	0	0	0	0	0	0	0	1	1	-	-	1
260425	South View Middle	0	0	0	0	0	0	0	1	0	2	-	-	2
260426	Sherwood Park	0	0	0	0	0	0	0	0	0	1	-	-	1
260428	Spring Lake Middle	0	0	0	0	1	0	2	1	3	2	-	-	3
260450	Warrenwood	0	0	0	0	0	0	1	1	2	2	-	-	2
260452	Westarea	0	0	0	0	1	1	1	2	0	2	Math	Reading	2
260454	Westover Middle	0	0	0	1	0	1	0	2	0	3	-	-	3
260456	Alger B. Wilkins Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
26B000	Alpha Academy	0	0	0	0	0	0	0	0	0	1	-	-	1
290312	Churchland Elementary	0	0	0	0	0	0	0	0	1	0	-	-	1
291308	Charles England Interned	0	0	0	0	0	0	0	0	0	1	-	-	1
291332	Lexington Middle	0	0	1	1	1	2	2	2	3	3	-	-	3
292316	Liberty Drive Elementary	0	0	0	0	0	1	1	1	2	2	-	-	2
292318	Thomasville Primary	0	0	0	0	0	1	1	1	2	2	-	-	2
310304	B. F. Grady Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
310308	Beulaville Elementary	0	0	1	0	1	0	2	0	2	0	Reading	-	2
310336	Warsaw Elementary	0	0	0	0	0	0	1	0	2	1	-	-	2
310340	E. E. Middle	0	0	0	0	0	0	0	0	0	1	-	-	1
310360	North Duplin Elementary	0	0	0	0	0	0	1	0	1	1	Reading	-	1
310384	Rose Hill-Magnolia Elem	0	0	0	0	0	0	1	0	2	1	-	-	2
310396	Warsaw Middle	0	0	0	0	0	0	0	0	1	1	-	-	1
320304	Bethesda	0	0	1	1	2	2	3	0	4	3	-	-	4
320308	Burton	0	0	1	0	2	0	3	0	3	1	Reading	-	3
320310	Eastway	3	0	3	0	4	0	5	0	5	0	Reading	-	5
320315	Eno Valley	0	0	0	0	0	0	0	0	1	1	-	-	1
320318	Club Boulevard	0	0	0	0	0	0	0	0	1	0	-	-	1
320320	Glenn	0	0	1	1	2	2	3	3	4	4	-	-	4
320324	Hillandale	0	0	0	0	0	0	0	0	1	1	-	-	1
320327	Hope Valley	0	0	0	0	0	0	0	0	1	0	-	-	1
320328	Holt	0	0	0	0	0	0	0	1	0	2	-	-	2
320332	Forest View	0	0	0	0	0	0	1	0	2	0	-	-	2
320344	Fayetteville Street	0	0	0	0	0	0	0	0	0	1	-	-	2

LEA SCH Code	School Name	2003-04		2004-05		2005-06		2006-07		2007-08		Sanction Levels
		Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	
320347	George Watts	0	0	0	0	0	0	1	0	2	0	2
320352	Merrick-Moore	0	0	1	0	1	0	2	1	3	2	3
320360	Oak Grove	0	0	0	0	0	0	1	1	2	2	2
320362	Parkwood	0	0	0	0	0	0	0	0	1	1	1
320363	E. K. Powe	0	0	1	1	2	2	3	3	4	4	4
320388	W. G. Pearson	0	0	0	0	0	0	0	0	1	0	1
320400	Y. E. Smith	0	0	0	0	0	0	1	0	2	0	2
32A000	Maureen Joy	0	0	1	1	1	1	2	1	2	0	2
32B000	Healthy Start	1	0	2	0	3	0	3	0	4	0	4
32C000	Carter Community	0	1	0	2	0	2	0	3	0	4	4
32G000	Omuteko Gwamaziima	0	2	0	2	0	3	0	4	0	5	5
330332	Phillips Middle	1	1	2	2	3	3	3	4	4	5	5
340308	Ashley	0	0	0	0	0	0	0	0	1	0	1
340314	Bolton	0	0	0	0	0	0	0	0	1	0	1
340320	Brunson Elementary	0	0	0	0	0	1	0	1	0	2	2
340351	Cook	0	0	0	0	0	0	0	1	1	1	1
340368	Easton Elementary	0	0	0	0	0	0	0	0	1	1	1
340376	Forest Park	1	0	2	0	3	0	4	1	5	2	5
340380	Gibson	0	0	0	0	0	0	0	0	0	1	1
340384	Griffith	0	0	0	0	0	0	1	0	1	1	1
340390	Hall-Woodard	0	0	0	0	0	0	1	0	2	0	2
340396	Hill Middle	1	1	2	2	3	3	4	4	5	5	5
340400	Ibrahim	0	0	0	0	0	0	0	0	1	0	1
340428	Konnoak	0	0	0	0	0	0	1	1	1	2	2
340430	Latham	0	0	1	1	2	2	3	2	4	3	4
340447	Middle Fork Elementary	0	0	0	0	0	0	0	0	1	1	1
340452	Mineral Springs Middle	0	0	0	0	0	0	0	0	1	1	1
340476	Old Town	0	0	0	0	0	0	1	1	2	2	2
340490	Petree	0	0	0	0	0	0	0	0	1	0	1
340492	Philo	0	0	0	0	1	0	2	0	3	1	3
34C000	Downtown Middle	0	0	0	0	0	0	0	1	0	2	2
34F000	Forsyth Academy	0	0	0	0	0	0	0	0	0	1	1
350318	Louisburg Elementary	0	0	0	0	0	0	1	0	2	0	2
350332	Franklinton Elementary	0	0	0	0	0	0	1	0	2	0	2
360332	Bessemer City Central	0	0	0	0	0	0	0	0	1	1	1
360338	Bessemer City Primary	0	0	0	0	0	0	0	0	1	1	1

LEA SCH Code	School Name	2003-04		2004-05		2005-06		2006-07		2007-08		Step	Exited	Sanction Levels
		Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math			
360392	Edward D. Sadler	0	0	0	0	0	0	0	0	1	1	-	-	1
360480	Pleasant Ridge Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
360484	Rhyné Elementary	0	0	0	0	0	0	1	1	2	2	-	-	2
360526	York Chester Middle	0	0	0	0	0	0	0	0	1	0	-	-	1
36A000	Highland Charter	0	0	0	0	0	0	1	1	1	1	Both	-	1
36B000	Piedmont Community Charter	0	0	0	0	0	0	0	0	0	1	-	-	1
370316	Gatesville Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
370324	TS Cooper Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
390312	CG Credle Elementary	0	0	0	0	0	0	1	0	2	0	-	-	2
390332	Mary Potter Intermediate	0	0	1	0	2	0	3	1	4	2	-	-	4
390364	West Oxford Elementary	0	0	0	0	0	0	1	0	2	0	-	-	2
400321	Snow Hill Primary	0	0	1	0	2	0	3	1	4	2	-	-	4
400332	West Greene Elementary	0	0	1	0	2	0	3	1	4	2	-	-	4
410307	Edwin A. Aldeman Elementary	0	0	0	0	0	0	0	0	1	0	-	-	1
410322	Archer Elementary	0	0	0	0	0	0	0	0	1	0	-	-	1
410328	Besemer Elementary	0	0	0	1	0	1	0	1	1	2	-	-	2
410364	Fairview Elementary	0	0	0	0	0	0	0	0	1	0	-	-	1
410367	Ferndale Middle	0	0	1	1	2	2	3	3	4	4	-	-	4
410385	Gillespie Park Elementary	0	0	0	0	1	0	1	0	2	0	-	-	2
410402	Otis L. Hairston Middle	0	0	0	0	0	1	0	1	0	2	-	-	2
410403	W. M. Hampton Elementary	0	0	0	0	0	0	1	0	2	0	-	-	2
410415	Jackson Middle	0	0	0	0	0	0	1	1	2	2	-	-	2
410439	Kirkman Park Elementary	0	0	0	0	1	0	2	0	3	0	-	-	3
410496	Northwood Elementary	0	0	0	0	1	0	1	0	2	0	-	-	2
410499	Oak Hill Elementary	0	0	0	0	0	0	1	1	1	1	Both	-	1
410505	Oak View Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
410532	Rankin Elementary	0	0	0	0	0	0	1	0	2	1	-	-	2
410580	Union Hill Elementary	0	0	0	0	0	0	1	1	2	2	-	-	2
410586	Washington Elementary	1	0	1	0	2	0	3	0	3	0	Reading	-	3
410598	Wiley Acceleration/Enrichmen	1	0	1	0	2	0	3	1	4	1	Math	-	4
420304	Aurelian Springs *	0	0	0	0	0	0	0	0	1	1	-	-	1
420312	Brawley Middle	0	0	0	0	0	0	0	0	1	1	-	-	1
420316	Dawson Elementary	0	0	0	0	0	0	0	1	0	2	-	-	2
420320	Eastman Middle	0	0	0	0	0	0	1	1	1	2	Reading	-	2
420324	Enfield Middle	1	1	1	1	2	2	3	3	3	4	Reading	-	4
420328	Everetts Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1

LEA SCH Code	School Name	2003-04		2004-05		2005-06		2006-07		2007-08		Step	Exited	Sanction Levels
		Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math			
420344	McIver Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
420346	Northwest Halifax High	0	0	0	0	0	0	1	1	2	2	-	-	2
420358	Southeast Halifax High	0	0	0	0	0	0	1	0	2	0	-	-	2
420376	William R. Davie Middle	0	0	0	0	1	0	2	1	3	2	-	-	3
422314	Weldon Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
422318	Weldon Middle	1	0	2	0	3	0	4	0	5	0	-	-	5
430304	Anderson Creek Elementary	0	0	0	0	0	0	0	0	1	1	-	-	1
430308	Angier Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
430312	Benhaven Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
430316	Boone Trail Elementary	0	0	1	0	1	0	0	0	0	1	-	-	1
430328	Coats Elementary	0	0	0	0	0	0	1	1	2	2	-	-	2
430336	Erwin Elementary	0	0	0	0	1	1	1	2	2	3	-	-	3
430340	Gentry Primary	0	0	0	0	1	1	1	2	2	3	-	-	3
430349	Highland Elementary	0	0	0	0	0	0	0	0	1	1	-	-	1
430358	Lillington-Shawtown Elem.	0	0	0	0	1	0	1	1	2	2	-	-	2
430376	South Harnett Elementary	0	0	0	0	0	0	0	0	1	1	-	-	1
430380	Wayne Avenue Middle	0	0	0	0	0	0	0	0	1	1	-	-	1
460308	Ahoskie Elementary	0	0	0	0	0	0	1	1	1	2	Reading	-	2
460318	Hertford County Middle	0	0	0	1	0	2	0	3	1	4	-	-	4
460332	Riverview	1	0	2	0	3	0	4	0	5	0	-	-	5
470328	Scurlock Elementary	0	0	1	0	2	0	3	1	4	2	-	-	4
470330	South Hoke Elementary	0	0	1	1	2	2	3	3	3	3	Both	-	3
470441	Sandy Grove Elementary	0	0	0	0	0	0	0	0	1	1	-	-	1
480309	Mattamuskeet Middle	0	0	0	0	0	0	0	0	0	1	-	-	1
490312	Celeste Henkel Elementary	0	0	0	0	0	0	0	0	1	1	-	-	1
490326	East Iredell Elementary	0	0	0	0	0	0	0	0	1	0	-	-	1
490345	NB Mills Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
490350	Pressly Elementary	0	0	0	0	0	0	0	0	1	0	-	-	1
491316	Parkview Elementary	0	0	0	0	0	0	0	0	1	1	-	-	1
500314	Fairview Elem.	0	0	0	0	0	0	1	1	1	2	Reading	-	2
510332	Corinth-Holders Elementary	0	0	0	0	0	0	1	1	1	1	Both	-	1
510360	Meadow Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
510388	Selma Elementary	0	0	0	0	0	0	0	1	0	1	Math	-	1
510396	West Smithfield Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
520324	Jones Middle	0	0	0	0	0	0	0	0	0	1	-	-	1
53A000	Provisions Academy	0	2	0	3	0	4	0	5	0	5	-	-	5

LEA SCH Code	School Name	2003-04		2004-05		2005-06		2006-07		2007-08		Sanction Levels
		Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	
540306	C. H. Bynum Elementary	0	0	0	0	0	0	1	0	2	0	2
540312	EB Frink Middle	0	0	1	1	2	2	3	3	4	4	4
540313	Kennedy Home	0	0	1	1	2	2	3	3	4	4	4
540330	Rochelle Middle	0	0	0	0	0	0	1	1	2	2	2
540332	Savannah Middle	0	0	0	0	0	0	0	0	0	1	1
540342	Teachers Memorial	0	0	0	0	0	0	0	0	1	0	1
540344	Woodington Middle	0	0	0	0	0	0	0	0	1	0	1
550312	Battleground	0	0	0	0	0	0	0	0	1	1	1
550334	Lincolnton Middle	0	0	0	0	0	0	0	0	1	1	1
550342	North Brook	0	0	0	0	0	0	0	0	1	0	1
550372	West Lincoln Middle	0	0	1	1	1	1	2	2	2	2	2
560316	East Franklin	0	0	0	0	0	0	0	0	0	1	1
560330	Macon Middle	0	0	0	0	0	0	0	0	1	1	1
580350	Roanoke Middle	0	0	0	0	0	0	0	0	0	1	1
580372	Williamston Middle	0	0	1	0	1	0	0	0	0	1	1
590306	Eastfield Elementary	0	0	0	0	0	0	0	0	0	1	1
590316	Glenwood Elementary	0	0	0	0	0	0	0	0	1	1	1
590352	West Marion Elementary	0	0	1	0	1	0	2	0	3	1	3
600300	Albemarle Road Elem.	0	0	0	0	0	0	1	1	2	2	2
600301	Albemarle Road Middle	0	0	0	0	0	0	1	1	2	2	2
600308	Allenbrook Elementary	0	0	1	0	1	0	0	0	0	1	1
600329	Brairwood Elem.	0	0	0	0	0	0	1	1	2	2	2
600335	BillingsvilleElementary	0	0	1	0	1	0	2	1	2	1	2
600341	Cochrane Middle	0	0	1	1	2	2	3	3	4	4	4
600365	Devonshire Elem	0	0	1	0	1	0	2	0	3	1	3
600374	Druid Hills Elem.	0	0	1	0	1	0	2	0	2	0	2
600381	Eastway Middle	0	0	1	1	2	2	3	3	4	4	4
600427	Irwin Ave. Open Elem.	0	0	0	0	0	0	0	1	0	1	1
600441	Lincoln Heights Elem.	0	0	0	0	0	0	1	0	2	1	2
600448	Martin Luther King Jr. Middl	0	0	0	0	0	0	0	0	1	1	1
600485	Oakdale Elem.	0	0	0	0	0	0	0	0	1	0	1
600517	Reid Park Elem.	0	0	1	0	1	0	2	0	3	0	3
600520	Sedgefield Middle	0	0	0	0	0	0	1	1	2	2	2
600527	Shamrock Gardens Elem.	0	0	1	1	2	2	3	2	3	3	3
600541	Spaugh Middle	0	0	1	1	2	2	3	3	4	4	4
600550	Sterling Elem.	0	0	0	0	0	0	0	0	0	1	1

LEA SCH Code	School Name	2003-04		2004-05		2005-06		2006-07		2007-08		Step	Exited	Sanction Levels
		Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math			
600577	Westerly Hills Elem.	0	0	1	1	2	2	2	2	3	3	-	-	3
600581	J T Williams Middle	0	0	1	0	2	0	3	1	4	2	-	-	4
600585	Wilson Middle	0	0	1	1	2	2	3	3	4	4	-	-	4
600587	Windsor Park Elem.	0	0	0	0	0	0	0	0	0	1	-	-	1
600589	Winterfield Elem.	0	0	0	0	0	0	1	0	1	0	Reading	-	1
60B000	Sugar Creek Charter	2	2	2	3	3	4	4	4	4	0	Reading	Math	4
60C000	Kennedy Charter	0	2	0	3	0	4	0	4	0	5	-	-	5
60G000	Queens Grant Community Sch	0	0	0	0	0	0	0	0	0	1	-	-	1
60H000	Crossroads Charter	0	0	1	1	2	2	3	3	3	3	Both	-	3
610326	Harris Middle	0	0	1	0	1	0	0	0	0	1	-	-	1
620312	Candor Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
620324	Mt. Gilead Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
620330	Page Street Elementary	0	0	0	0	1	1	1	1	0	2	-	Reading	2
620336	Troy Elementary	0	0	0	0	0	0	0	1	0	2	-	-	2
63B000	STARS Academy	0	0	0	0	0	0	0	1	0	2	-	-	2
630304	Aberdeen Primary	0	0	0	0	0	0	0	0	0	1	-	-	1
630308	Aberdeen Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
630312	Cameron Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
630320	Elise Middle	0	0	0	0	0	0	0	0	0	1	-	-	1
630348	Robbins	0	0	0	0	0	0	1	0	1	0	Reading	-	1
630352	Southern Pines Primary	0	0	1	0	1	0	2	0	2	0	Reading	-	2
630356	Southern Pines Elem.	0	0	1	0	1	0	2	0	2	0	Reading	-	2
630364	Vass-Lakeview Elementary	0	0	0	0	0	0	1	0	2	0	-	-	2
630376	Westmoore Elementary	0	0	0	0	0	0	0	0	1	0	-	-	1
640326	D. S. Johnson Elementary	0	0	1	0	2	0	2	0	3	0	-	-	3
640354	O. R. Pope Elementary	0	0	0	0	0	0	1	0	2	1	-	-	2
640376	Spring Hope Elementary	0	0	1	1	2	2	2	2	0	3	-	Reading	3
64A000	Rocky Mount Prep	0	0	1	1	2	2	2	3	3	4	-	-	4
650316	College Park	0	0	0	0	0	0	0	0	0	1	-	-	1
650346	M. C. Williams	0	0	0	0	0	0	1	0	1	1	Reading	-	1
650368	Sunset Park	0	0	0	0	0	0	0	0	1	0	-	-	1
650384	Snipes Elementary	0	0	0	0	0	0	0	0	1	0	-	-	1
650404	Wrightsboro	0	0	0	0	0	0	0	0	0	1	-	-	1
660308	Conway Middle	0	0	0	1	0	2	1	3	1	3	Both	-	3
670308	Blue Creek Elementary	0	0	0	0	0	0	0	0	1	1	-	-	1
670312	Clyde Erwin Elementary	0	0	0	0	0	0	0	0	1	1	-	-	1

LEA SCH Code	School Name	2003-04		2004-05		2005-06		2006-07		2007-08		Sanction Levels
		Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	
670314	Dixon Elementary	0	0	0	0	0	0	1	0	1	1	1
670337	Richlands Primary	0	0	0	0	1	0	2	1	3	1	3
670339	Richlands Elementary	0	0	0	0	1	0	2	0	3	1	3
680312	Central Elementary	0	0	0	0	0	0	0	0	0	1	1
680324	Efland-Cheeks Elementary	0	0	0	0	0	0	0	0	1	1	1
681304	Carrboro Elementary	0	0	0	0	0	0	1	0	1	0	1
681316	Frank Porter Graham Elem.	0	0	0	0	0	0	0	0	0	1	1
690312	Fred A. Anderson Elementary	0	0	0	0	0	0	0	0	1	0	1
690324	Pamlico Co. Primary	0	0	0	0	0	0	0	0	1	0	1
700306	Central	0	0	0	0	0	0	0	0	0	1	1
700314	Northside Elementary	0	0	0	0	0	0	1	1	1	1	1
700324	Sheep-Harney	0	0	0	0	0	0	1	1	2	2	2
710320	Cape Fear Middle	0	0	0	1	0	1	1	2	1	3	3
720304	Perquimans Central Grammar	0	0	0	0	0	0	1	1	1	2	2
720312	Hertford Grammar	0	0	0	0	0	0	1	1	1	2	2
740310	Belvoir Elementary	0	0	0	0	0	0	1	1	2	1	2
740320	Bethel	0	0	1	0	2	0	3	0	3	0	3
740330	Creekside Elementary	0	0	0	0	0	0	0	0	0	1	1
740358	G. R. Whitfield	0	0	0	0	0	0	0	1	0	2	2
740360	H. B. Sugg	0	0	1	1	1	1	2	2	2	2	2
740375	Northwest Elementary	0	0	0	0	0	0	1	0	1	0	1
740376	Pactolus School	0	0	1	0	2	0	3	0	4	1	4
740382	Sadie Sautler	0	0	0	0	0	0	1	1	2	1	2
740386	Sam Bundy	0	0	1	0	1	0	2	0	2	0	2
740390	South Greenville	0	0	0	0	0	0	1	0	1	1	1
740402	Wellcome Middle	0	0	0	0	0	0	0	1	0	2	2
740404	Wintergreen Intermediate	0	0	0	0	0	0	0	0	0	1	1
740406	Wintergreen Primary	0	0	0	0	0	0	0	0	0	1	1
760340	Ramseur Elem.	0	0	0	0	0	0	0	0	1	0	1
760359	Southmont Elem.	0	0	0	0	0	0	1	0	1	1	1
761312	Balfour Elementary	0	0	0	0	0	0	1	0	1	0	1
770304	Ashley Chapel	0	0	0	0	0	0	1	0	2	1	2
770332	Hoffman School	0	0	1	1	1	1	0	2	0	3	3
770344	Mineral Springs	0	0	0	0	0	0	1	0	2	1	2
780320	Deep Branch	0	0	0	0	0	0	0	0	1	1	1
780324	Fairgrove	0	0	0	0	0	0	1	1	2	2	2

LEA SCH Code	School Name	2003-04		2004-05		2005-06		2006-07		2007-08		Step	Exited	Sanction Levels
		Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math			
780326	Fairmont Middle	0	0	0	0	0	0	1	1	2	2	-	-	2
780330	L. Gilbert Carroll Middle	0	0	1	0	1	0	2	1	2	1	Both	-	2
780336	Littlefield	0	0	0	0	0	0	1	1	2	2	-	-	2
780340	Long Branch	0	0	0	1	0	2	0	2	1	3	-	-	3
780341	Lumberton Jr.	0	0	1	1	1	1	2	2	3	3	-	-	3
780344	Magnolia	0	0	0	0	0	0	1	1	2	2	-	-	2
780352	Orrum Middle	0	0	0	0	0	0	1	1	2	1	Math	-	2
780360	Parkton	0	0	0	1	0	2	0	3	0	4	-	-	4
780364	Pembroke Elementary	0	0	0	0	0	0	1	0	2	1	-	-	2
780368	Pembroke Middle	0	0	0	0	0	0	0	0	0	1	-	-	1
780374	Peterson	0	0	0	0	0	0	1	0	2	1	-	-	2
780376	Piney Grove	0	0	0	0	0	0	0	0	1	1	-	-	1
780384	Prospect	0	0	0	0	0	0	0	1	1	2	-	-	2
780390	R. B. Dean	0	0	0	0	0	0	0	0	1	0	-	-	1
780393	Red Springs Middle	0	0	1	1	2	2	3	3	4	4	-	-	4
780394	Rosenwald	0	0	0	0	0	0	0	0	1	0	-	-	1
780396	Rowland Middle	0	0	0	0	0	0	0	0	0	1	-	-	1
780400	St Pauls Elementary	0	0	0	0	0	0	1	0	2	1	-	-	2
780403	St. Pauls Middle	1	0	0	1	0	2	1	3	2	4	-	-	4
780410	Townsend Middle	0	0	1	0	2	0	3	0	3	1	Reading	-	3
780412	Union Chapel	0	0	0	0	0	0	1	1	1	1	Both	-	1
78A000	CIS	0	0	0	0	0	0	1	0	2	1	-	-	2
790318	Douglass Elem	0	0	0	0	0	0	0	0	0	1	-	-	1
790344	Leaksville-Spray Elementary	0	0	1	0	1	0	2	0	2	1	Reading	-	2
790347	Lincoln Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
790358	Moss Street Elementary	0	0	0	0	0	0	1	1	2	2	-	-	2
790402	Williamsburg Elementary	0	0	0	0	0	0	0	1	0	1	Math	-	1
800316	China Grove Elementary	0	0	1	0	2	0	3	0	3	0	Reading	-	3
800356	Granite Quarry Elementary	0	0	1	0	2	0	3	0	3	0	Reading	-	3
800358	H. D. Isenberg Elementary	0	0	0	0	0	0	0	0	1	0	-	-	1
800359	E. Hanford Dole Elementary	0	0	0	0	0	0	0	0	1	1	-	-	1
800360	Hurley Elementary	0	0	0	0	0	0	1	0	1	0	Reading	-	1
800364	Landis Elementary	0	0	0	0	0	0	0	0	0	1	-	-	1
800373	North Rowan Elementary	0	0	0	0	0	0	1	0	1	0	-	-	1
810336	Dunbar	0	0	0	0	0	0	1	0	1	0	Reading	-	1
810360	Harris	0	0	0	0	0	0	0	0	0	1	-	-	1

LEA SCH Code	School Name	2003-04		2004-05		2005-06		2006-07		2007-08		Exited	Sanction Levels
		Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Step	
820340	Hargrove Elementary	0	0	0	0	0	0	1	0	1	0	Reading	1
820354	Midway Middle	0	0	0	0	0	0	0	1	0	2	-	2
820370	Union Middle	0	0	1	1	2	2	3	3	3	4	Reading	4
820372	Roseboro Salemburg Middle	0	0	0	0	0	0	1	1	1	2	Reading	2
820384	Union Elementary	0	0	1	1	1	1	2	2	2	3	Reading	3
821304	Butler Avenue	0	0	1	0	2	0	3	1	3	1	Both	3
821316	L. C. Kerr	0	0	1	0	2	0	3	1	3	1	Both	3
821320	Sampson Middle	0	0	0	0	0	0	1	1	2	2	-	2
830312	Covington Street Elementary	0	0	0	0	0	0	0	0	0	1	-	1
830336	North Laurinburg	0	0	0	0	0	0	0	0	0	1	-	1
830345	Scotland Accelerated Academy	5	0	0	0	0	0	1	1	1	1	Both	1
830347	Shaw Elementary	0	0	0	0	0	0	1	0	1	0	Reading	1
840308	Badin	0	0	1	0	1	0	0	1	0	2	-	2
840316	East Albemarle	0	0	1	1	2	2	3	2	3	0	Reading	3
840330	North Albemarle	0	0	0	0	0	0	0	0	1	1	-	1
850354	London	0	0	0	0	0	0	1	0	1	0	Reading	1
850356	Walnut Cove Elem.	0	0	0	0	0	0	1	0	1	0	Reading	1
860356	Westfield Elementary	0	0	0	0	0	0	0	0	0	1	-	1
862308	Bruce H. Tharrington Elem.	0	0	0	0	0	0	1	1	1	1	Both	1
862310	J. J. Jones Elementary	0	0	0	0	0	0	1	0	1	0	Reading	1
870318	Swain County Middle	0	0	0	0	0	0	0	0	1	0	-	1
88A000	Brevard Academy	0	0	0	0	0	0	0	0	0	1	-	1
900306	East Elementary	0	0	0	0	1	0	2	0	3	0	-	3
900370	Walter Bickett	0	0	0	0	0	0	1	0	1	0	Reading	1
910340	New Hope Elementary	0	0	0	0	0	0	0	0	0	1	-	1
910360	E. M. Rollins Elementary	0	0	0	0	0	0	1	0	2	0	-	2
910380	Zeb Vance Elementary	0	0	0	0	0	0	0	0	1	1	-	1
920336	Brentwood Elementary	0	0	0	0	0	0	0	0	1	1	-	1
920398	Durant Road Elem.	0	0	0	0	0	0	0	0	1	1	-	1
920416	Fuller Elementary	0	0	0	0	0	0	0	0	0	1	-	1
920451	Harris Creek Elementary	0	0	0	0	0	0	0	0	0	1	-	1
920536	Powell Elementary	0	0	0	0	0	0	0	1	0	1	Math	1
920600	Wendell Elementary	0	0	0	0	0	0	0	0	0	1	-	1
920616	Wiburn Elementary	0	0	0	0	0	0	0	0	1	1	-	1
920628	York Elementary	0	0	0	0	0	0	0	0	0	1	-	1
921000	SPARC Academy	0	0	0	0	0	0	0	0	1	1	-	1

LEA SCH Code	School Name	2003-04		2004-05		2005-06		2006-07		2007-08		Sanction Levels
		Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	
92L000	Torchlight Academy	2	2	2	2	3	3	3	3	4	0	4
92M	PreEminent Charter	0	0	0	0	0	0	0	0	1	1	1
92Q000	Hope Elementary Charter Sch	0	0	0	0	0	0	0	0	0	1	1
930344	South Warren Elementary	0	0	0	0	0	0	1	1	1	2	2
93A000	Haliwa-Saponi	1	0	1	0	2	0	2	0	0	1	1
940306	Creswell Elementary	0	0	1	1	1	0	0	0	0	1	1
940314	Pines Elementary	1	1	2	2	3	3	4	3	5	4	5
940328	Washington County Union	0	0	0	1	0	2	0	3	0	4	4
960312	Brogden Middle	0	0	0	1	0	2	0	3	1	4	4
960314	Brogden Primary	0	0	0	0	1	1	2	2	2	3	3
960316	Carver Elementary	0	0	1	0	2	0	3	1	3	1	3
960318	Carver Heights Elementary	0	0	0	0	0	0	1	0	1	0	1
960326	Dillard Middle School	1	1	2	2	3	3	4	4	4	5	5
960329	Eastern Wayne Elementary	0	0	1	1	1	1	2	0	2	0	2
960334	Fremont STARS	0	0	0	0	0	0	0	0	0	1	1
960336	Grantham	0	0	1	1	2	2	3	3	3	4	4
960337	Goldsboro Middle	0	0	1	1	2	2	2	3	3	4	4
960382	Spring Creek Elementary	0	0	0	0	0	0	1	0	1	1	1
960388	Tommy's Road Elementary	0	0	0	0	0	0	0	0	0	1	1
960390	North Drive Elementary	0	0	0	1	2	2	3	3	3	3	3
96C000	Dillard Academy	0	0	0	0	0	0	1	0	1	0	1
970352	Mulberry	0	0	0	0	1	0	2	0	2	0	2
980317	Darden Middle	0	0	0	0	0	0	0	0	0	1	1
980357	Vick Elementary	0	0	0	0	0	0	0	1	0	1	1
980392	Vinson-Bynum Elementary	0	0	0	0	0	0	0	0	0	1	1
98A000	Sallie B. Howard	0	0	1	0	2	0	3	1	3	2	3
990308	Courtney Elementary	0	0	0	0	0	0	0	0	1	0	1
990312	East Bend Elementary	0	0	0	0	0	1	0	2	1	2	2
990324	Jonesville Elementary	0	0	0	0	0	0	0	0	0	1	1
990328	West Yadkin	0	0	1	0	1	0	2	0	3	1	3
995328	Micaville Elementary	0	0	0	0	0	0	1	0	1	0	1

Step = School met all targets and therefore did not progress in the level of sanctions in that subject

Exit = The school exited improvement status for the listed subject

1 = Year 1 of School Improvement

2 = Year 2 of School Improvement

Level	#
1	230
2	115

3 = Year 3 of School Improvement
4 = Year 4 of School Improvement
5= Year 5 of School Improvement

3	61
4	39
5	11
all	456

2007-08 NON-TITLE I SCHOOLS*
REQUIRED TO AMEND SCHOOL IMPROVEMENT PLANS
(November 14, 2007)

North Carolina does not hold non-Title I schools to the requirements of section 1116 of No Child Left Behind [§200.12(b)(40)]; non-Title I schools that do not make Adequate Yearly Progress (AYP) for two consecutive years due to missing one or more targets in the same subject area, (e.g., reading) will be required to amend their school improvement plan to address their failure to make AYP.

* Based on these schools not receiving Title I funds in 2007-08

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
010	Alamance-Burlington Schools	010308	Altamahaw Ossipee Elem	Reading
010	Alamance-Burlington Schools	010328	Edwin M Holt Elementary	Reading
010	Alamance-Burlington Schools	010340	Elon Elementary	Math
010	Alamance-Burlington Schools	010353	Hawfields Middle	Math
010	Alamance-Burlington Schools	010360	Hugh M Cummings High	Both
010	Alamance-Burlington Schools	010378	Sellars-Gunn Alternative	Both
010	Alamance-Burlington Schools	010390	Southern Middle	Both
010	Alamance-Burlington Schools	010394	Turrentine Middle	Both
010	Alamance-Burlington Schools	010396	Walter M Williams High	Reading
010	Alamance-Burlington Schools	010403	Western Middle	Both
01D	New Century Charter High	01D000	New Century Charter High	Math
020	Alexander County Schools	020306	East Alexander Middle	Reading
020	Alexander County Schools	020330	West Alexander Middle	Both
040	Anson County Schools	040305	Anson Challenge Academy	Both
040	Anson County Schools	040306	Anson High School	Both
040	Anson County Schools	040309	Anson Middle	Both
040	Anson County Schools	040328	Peachland-Polkton Elem	Both
070	Beaufort County Schools	070310	B C Ed Tech Center	Math
070	Beaufort County Schools	070325	Chocowinity Middle	Math
070	Beaufort County Schools	070339	Southside High	Reading
070	Beaufort County Schools	070342	Washington High	Both
080	Bertie County Schools	080312	Bertie High	Reading
090	Bladen County Schools	090315	Bladenboro Middle	Both
090	Bladen County Schools	090320	Clarkton Sch of Discovery	Math
090	Bladen County Schools	090330	East Bladen High	Both
090	Bladen County Schools	090368	West Bladen High	Both
100	Brunswick County Schools	100308	Brunswick County Academy	Math
100	Brunswick County Schools	100316	Leland Middle	Both
100	Brunswick County Schools	100326	North Brunswick High	Reading
100	Brunswick County Schools	100332	Shallotte Middle	Both
100	Brunswick County Schools	100348	West Brunswick High	Math
110	Buncombe County Schools	110303	Buncombe Community-East	Math
110	Buncombe County Schools	110306	A C Reynolds Middle	Both
110	Buncombe County Schools	110326	Cane Creek Middle	Reading
110	Buncombe County Schools	110338	Charles D Owen Middle	Reading
110	Buncombe County Schools	110342	Clyde A Erwin Middle	Both
110	Buncombe County Schools	110381	North Buncombe Middle	Reading
110	Buncombe County Schools	110401	Enka Middle	Both

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
111	Asheville City Schools	111302	Asheville High	Reading
120	Burke County Schools	120314	East Burke High	Both
120	Burke County Schools	120315	East Burke Middle	Both
120	Burke County Schools	120318	Freedom High	Both
120	Burke County Schools	120390	Walter R Johnson Middle	Reading
130	Cabarrus County Schools	130312	Harrisburg Elementary	Reading
130	Cabarrus County Schools	130314	Concord High	Math
130	Cabarrus County Schools	130315	J N Fries Middle	Both
130	Cabarrus County Schools	130317	Cabarrus Co Opportunity Sch	Both
130	Cabarrus County Schools	130318	C C Griffin Middle	Math
130	Cabarrus County Schools	130320	Harris Road Middle	Both
130	Cabarrus County Schools	130322	Mount Pleasant Elementary	Reading
130	Cabarrus County Schools	130323	Mount Pleasant Middle	Both
130	Cabarrus County Schools	130324	Mount Pleasant High	Reading
130	Cabarrus County Schools	130327	Northwest Cabarrus Middle	Both
130	Cabarrus County Schools	130334	Sch for Environmental Studies	Math
132	Kannapolis City Schools	132330	Kannapolis Middle	Both
140	Caldwell County Schools	140390	West Caldwell High	Reading
160	Carteret County Schools	160310	Beaufort Middle	Both
160	Carteret County Schools	160326	Newport Middle	Math
16A	Cape Lookout Marine Sci High	16A000	Cape Lookout Marine Sci High	Reading
16B	Tiller School	16B000	Tiller School	Math
170	Caswell County Schools	170316	Bartlett Yancey High	Both
180	Catawba County Schools	180326	Charles H Tuttle Elementary	Math
180	Catawba County Schools	180352	Mill Creek Middle	Math
180	Catawba County Schools	180364	River Bend Middle	Math
180	Catawba County Schools	180380	Startown Elementary	Both
181	Hickory City Schools	181322	Hickory High	Reading
182	Newton-Conover Schools	182304	Conover Special Education	Reading
182	Newton-Conover Schools	182321	Newton-Conover Middle	Both
190	Chatham County Schools	190310	SAGE Academy	Math
190	Chatham County Schools	190328	Horton Middle	Both
190	Chatham County Schools	190332	J S Waters Elementary	Math
190	Chatham County Schools	190336	Jordan Matthews High	Both
190	Chatham County Schools	190346	Perry W Harrison Elementary	Math
190	Chatham County Schools	190348	Pittsboro Elementary	Both
200	Cherokee County Schools	200322	Mountain Youth School	Math
200	Cherokee County Schools	200330	Murphy Middle	Math
210	Edenton-Chowan Schools	210312	John A Holmes High	Reading
220	Clay County Schools	220312	Hayesville Middle	Math
230	Cleveland County Schools	230312	Burns High	Reading
230	Cleveland County Schools	230316	Burns Middle	Both
230	Cleveland County Schools	230328	Crest Mid Sch of Technology	Both
230	Cleveland County Schools	230352	Kings Mountain Middle	Both
230	Cleveland County Schools	230362	Shelby Middle	Math
240	Columbus County Schools	240334	East Columbus High	Both
240	Columbus County Schools	240371	South Columbus High	Both
240	Columbus County Schools	240380	West Columbus High	Both
241	Whiteville City Schools	241316	Whiteville High	Both

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
250	Craven County Schools	250332	H J MacDonald Middle	Both
250	Craven County Schools	250344	Havelock Middle	Both
250	Craven County Schools	250356	New Bern High	Both
250	Craven County Schools	250372	West Craven High	Reading
250	Craven County Schools	250376	West Craven Middle	Both
260	Cumberland County Schools	260322	Douglas Byrd High	Both
260	Cumberland County Schools	260325	Cape Fear High	Both
260	Cumberland County Schools	260357	Gray's Creek High School	Math
260	Cumberland County Schools	260359	E E Smith High	Both
260	Cumberland County Schools	260369	John R Griffin Middle	Both
260	Cumberland County Schools	260408	Pine Forest High	Both
260	Cumberland County Schools	260413	Ramsey St MS Alt Program	Math
260	Cumberland County Schools	260424	Seventy-First High	Both
260	Cumberland County Schools	260427	South View High	Both
260	Cumberland County Schools	260446	Terry Sanford High	Both
260	Cumberland County Schools	260448	Vanstory Hills Elementary	Math
260	Cumberland County Schools	260455	Westover High	Both
270	Currituck County Schools	270306	Currituck County High	Reading
270	Currituck County Schools	270308	Currituck County Middle	Both
270	Currituck County Schools	270318	Moyock Middle	Math
290	Davidson County Schools	290309	Central Davidson Middle	Both
290	Davidson County Schools	290314	Davidson County Ext Day	Both
290	Davidson County Schools	290322	E Lawson Brown Middle	Both
290	Davidson County Schools	290334	Ledford Middle	Both
290	Davidson County Schools	290350	North Davidson Middle	Both
290	Davidson County Schools	290367	South Davidson Middle	Both
290	Davidson County Schools	290376	Tyro Middle	Both
291	Lexington City Schools	291336	Lexington Senior High	Both
292	Thomasville City Schools	292320	Thomasville Middle	Both
300	Davie County Schools	300312	Davie County High	Both
300	Davie County Schools	300325	North Davie Middle	Math
300	Davie County Schools	300328	Shady Grove Elementary	Both
300	Davie County Schools	300330	South Davie Middle	Both
310	Duplin County Schools	310352	James Kenan High	Math
320	Durham Public Schools	320306	Brogden Middle	Both
320	Durham Public Schools	320312	C E Jordan High	Both
320	Durham Public Schools	320313	Easley Elementary	Math
320	Durham Public Schools	320314	Chewning Middle	Both
320	Durham Public Schools	320316	George L Carrington Middle	Both
320	Durham Public Schools	320319	Creekside Elementary	Both
320	Durham Public Schools	320323	Durham Sch of the Arts	Both
320	Durham Public Schools	320325	Hillside High	Both
320	Durham Public Schools	320338	James E Shepard Middle	Math
320	Durham Public Schools	320341	Lakeview School	Both
320	Durham Public Schools	320346	Lowe's Grove Middle	Both
320	Durham Public Schools	320355	Neal Middle	Both
320	Durham Public Schools	320356	Northern High	Both
320	Durham Public Schools	320365	Riverside High	Both
320	Durham Public Schools	320366	Sherwood Githens Middle	Both

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
320	Durham Public Schools	320368	Southern High	Both
320	Durham Public Schools	320370	Rogers-Herr Middle	Reading
330	Edgecombe County Schools	330310	Roberson Cntr for Ed Achieveme	Math
330	Edgecombe County Schools	330324	C B Martin Middle	Math
330	Edgecombe County Schools	330330	W A Pattillo A+ Elementary Sch	Both
330	Edgecombe County Schools	330340	South Edgecombe Middle	Both
330	Edgecombe County Schools	330348	West Edgecombe Middle	Both
330	Edgecombe County Schools	330350	SouthWest Edgecombe High	Both
330	Edgecombe County Schools	330358	Tarboro High	Reading
340	Forsyth County Schools	340330	Carver High	Both
340	Forsyth County Schools	340348	Clemmons Elementary	Math
340	Forsyth County Schools	340350	Clemmons Middle	Both
340	Forsyth County Schools	340364	East Forsyth High	Math
340	Forsyth County Schools	340366	East Forsyth Middle	Both
340	Forsyth County Schools	340382	R B Glenn High	Both
340	Forsyth County Schools	340392	Hanes Middle	Both
340	Forsyth County Schools	340416	Kernersville Elementary	Both
340	Forsyth County Schools	340420	Kernersville Middle	Both
340	Forsyth County Schools	340454	Mount Tabor High	Math
340	Forsyth County Schools	340460	North Forsyth High	Reading
340	Forsyth County Schools	340464	Northwest Middle	Both
340	Forsyth County Schools	340472	Old Richmond Elementary	Math
340	Forsyth County Schools	340480	Paisley Middle	Both
340	Forsyth County Schools	340496	Reynolds High	Both
340	Forsyth County Schools	340508	Sedge Garden Elementary	Reading
340	Forsyth County Schools	340512	Sherwood Forest Elementary	Reading
340	Forsyth County Schools	340516	Southeast Middle	Both
340	Forsyth County Schools	340528	Southwest Elementary	Both
340	Forsyth County Schools	340540	Walkertown Elementary	Both
340	Forsyth County Schools	340544	Walkertown Middle	Reading
340	Forsyth County Schools	340548	Ward Elementary	Reading
340	Forsyth County Schools	340564	Wiley Middle	Both
340	Forsyth County Schools	340568	Winston-Salem Preparatory Acad	Both
350	Franklin County Schools	350308	Bunn High	Math
350	Franklin County Schools	350312	Cedar Creek Middle	Math
350	Franklin County Schools	350338	Terrell Lane Middle	Both
360	Gaston County Schools	360310	Ashbrook High	Reading
360	Gaston County Schools	360324	Belmont Middle	Both
360	Gaston County Schools	360336	Bessemer City High	Reading
360	Gaston County Schools	360372	Warlick School	Both
360	Gaston County Schools	360380	Cramerton Middle	Both
360	Gaston County Schools	360390	East Gaston High	Reading
360	Gaston County Schools	360408	W P Grier Middle	Both
360	Gaston County Schools	360426	Holbrook Middle	Both
360	Gaston County Schools	360428	Hunter Huss High	Both
360	Gaston County Schools	360431	John Chavis Middle	Math
360	Gaston County Schools	360432	Kiser Elementary	Both
360	Gaston County Schools	360436	Bessemer City Middle	Both
360	Gaston County Schools	360456	Mount Holly Middle	Math

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
360	Gaston County Schools	360470	North Gaston High	Both
360	Gaston County Schools	360498	Southwest Middle	Both
360	Gaston County Schools	360500	Stanley Middle	Both
360	Gaston County Schools	360514	William C Friday Middle	Both
370	Gates County Schools	370308	Central Middle	Both
370	Gates County Schools	370312	Gates County Senior High	Reading
390	Granville County Schools	390309	Butner-Stem Middle	Both
390	Granville County Schools	390320	G C Hawley Middle	Both
390	Granville County Schools	390334	Northern Granville Middle	Both
400	Greene County Schools	400312	Greene County Middle	Both
410	Guilford County Schools	410304	Alamance Elementary	Both
410	Guilford County Schools	410313	Southern Middle School	Both
410	Guilford County Schools	410319	T Wingate Andrews High	Both
410	Guilford County Schools	410325	Aycock Middle	Math
410	Guilford County Schools	410340	Monticello-Brown Summit Elem	Reading
410	Guilford County Schools	410355	Dudley High	Both
410	Guilford County Schools	410379	Gateway Education Center	Reading
410	Guilford County Schools	410391	Penn-Griffin Middle	Math
410	Guilford County Schools	410394	Grimsley High	Reading
410	Guilford County Schools	410406	High Point Central High	Both
410	Guilford County Schools	410412	Irving Park Elementary	Math
410	Guilford County Schools	410421	Jamestown Middle	Both
410	Guilford County Schools	410424	Jesse Wharton Elem	Both
410	Guilford County Schools	410442	Kiser Middle	Both
410	Guilford County Schools	410460	Eastern Middle	Both
410	Guilford County Schools	410461	McLeansville Elementary	Math
410	Guilford County Schools	410463	Mendenhall Middle	Math
410	Guilford County Schools	410483	Middle College High at NC A&T	Reading
410	Guilford County Schools	410484	Northeast Guilford High	Reading
410	Guilford County Schools	410487	Northeast Guilford Middle	Both
410	Guilford County Schools	410508	Page High	Math
410	Guilford County Schools	410533	Scale School	Reading
410	Guilford County Schools	410544	Ben L Smith High	Both
410	Guilford County Schools	410550	Southeast Guilford Middle	Both
410	Guilford County Schools	410556	Southern Guilford High	Math
410	Guilford County Schools	410562	Southwest Guilford High	Math
410	Guilford County Schools	410578	Triangle Lake Montessori Elem	Reading
410	Guilford County Schools	410592	Laurin Welborn Middle	Reading
421	Roanoke Rapids City Schools	421306	Chaloner Middle	Both
421	Roanoke Rapids City Schools	421316	Roanoke Rapids High	Reading
430	Harnett County Schools	430330	Coats-Erwin Middle	Both
430	Harnett County Schools	430332	Dunn Middle	Both
430	Harnett County Schools	430346	Harnett Central High	Both
430	Harnett County Schools	430347	Harnett Central Middle	Both
430	Harnett County Schools	430371	Overhills High School	Math
430	Harnett County Schools	430378	Triton High	Both
430	Harnett County Schools	430386	Western Harnett Middle	Both
440	Haywood County Schools	440396	Waynesville Middle	Reading
460	Hertford County Schools	460320	Hertford County High	Both

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
470	Hoke County Schools	470312	Hoke County High	Both
470	Hoke County Schools	470320	West Hoke Middle	Both
470	Hoke County Schools	470330	Hawk Eye Elementary	Both
470	Hoke County Schools	470332	East Hoke Middle	Both
470	Hoke County Schools	470342	J W Turlington	Math
490	Iredell-Statesville Schools	490327	East Middle	Both
490	Iredell-Statesville Schools	490346	North Iredell High	Both
490	Iredell-Statesville Schools	490349	North Iredell Middle	Both
490	Iredell-Statesville Schools	490352	Statesville Middle	Both
490	Iredell-Statesville Schools	490354	Statesville High	Reading
490	Iredell-Statesville Schools	490366	Troutman Middle	Both
490	Iredell-Statesville Schools	490380	West Iredell High	Reading
490	Iredell-Statesville Schools	490384	West Iredell Middle	Both
491	Mooreville City Schools	491303	East Mooreville Intermediate	Both
491	Mooreville City Schools	491306	Mooreville Intermediate	Both
491	Mooreville City Schools	491312	Mooreville Senior High	Math
500	Jackson County Schools	500324	Jackson Co Sch of Alt	Both
510	Johnston County Schools	510310	Benson Middle	Both
510	Johnston County Schools	510329	Cleveland Middle	Math
510	Johnston County Schools	510342	Four Oaks Middle	Both
510	Johnston County Schools	510344	North Johnston Middle	Reading
510	Johnston County Schools	510358	McGee's Crossroads Elem	Both
510	Johnston County Schools	510359	McGee's Crossroads Middle	Math
510	Johnston County Schools	510376	Princeton High	Reading
510	Johnston County Schools	510379	Riverwood Middle	Math
510	Johnston County Schools	510381	South Campus Community Middle	Both
510	Johnston County Schools	510390	Selma Middle School	Both
510	Johnston County Schools	510397	Smithfield Middle	Both
510	Johnston County Schools	510399	Smithfield-Selma High	Math
510	Johnston County Schools	510410	Polenta Elementary	Both
520	Jones County Schools	520320	Jones Senior High	Math
530	Lee County Schools	530314	East Lee Middle	Both
530	Lee County Schools	530336	Lee County High	Reading
530	Lee County Schools	530343	Southern Lee High School	Reading
530	Lee County Schools	530356	West Lee Middle	Both
550	Lincoln County Schools	550332	Lincolnton High	Reading
550	Lincoln County Schools	550368	West Lincoln High	Reading
570	Madison County Schools	570319	Madison Middle	Reading
580	Martin County Schools	580344	Roanoke High	Reading
580	Martin County Schools	580368	Williamston High	Reading
590	McDowell County Schools	590356	West McDowell Junior High	Reading
600	Mecklenburg County Schools	600305	John M Alexander Middle	Both
600	Mecklenburg County Schools	600316	Barringer Academic Center	Math
600	Mecklenburg County Schools	600333	Carmel Middle	Both
600	Mecklenburg County Schools	600351	Coulwood Middle	Both
600	Mecklenburg County Schools	600352	Crown Point Elementary	Reading
600	Mecklenburg County Schools	600353	Crestdale Middle	Math
600	Mecklenburg County Schools	600362	David Cox Road Elementary	Both
600	Mecklenburg County Schools	600376	E E Waddell High	Both

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
600	Mecklenburg County Schools	600377	East Mecklenburg High	Both
600	Mecklenburg County Schools	600379	Eastover Elementary	Math
600	Mecklenburg County Schools	600386	Hawthorne High School/TAPS	Both
600	Mecklenburg County Schools	600394	Francis Bradley Middle	Both
600	Mecklenburg County Schools	600396	Garinger High	Both
600	Mecklenburg County Schools	600398	Greenway Park Elementary	Reading
600	Mecklenburg County Schools	600399	Alexander Graham Middle	Both
600	Mecklenburg County Schools	600415	Hopewell High	Both
600	Mecklenburg County Schools	600416	Hornets Nest Elementary	Both
600	Mecklenburg County Schools	600422	Huntingtowne Farms Elementary	Math
600	Mecklenburg County Schools	600424	Idlewild Elementary	Reading
600	Mecklenburg County Schools	600426	Independence High	Both
600	Mecklenburg County Schools	600428	James Martin Middle	Both
600	Mecklenburg County Schools	600429	John Motley Morehead Elem	Math
600	Mecklenburg County Schools	600432	Joseph W Grier Academy	Math
600	Mecklenburg County Schools	600434	Robert F Kennedy Middle	Both
600	Mecklenburg County Schools	600439	Derita Alternative	Both
600	Mecklenburg County Schools	600440	Lebanon Road Elementary	Both
600	Mecklenburg County Schools	600442	Legette Blythe Elementary	Both
600	Mecklenburg County Schools	600444	Long Creek Elementary	Math
600	Mecklenburg County Schools	600450	McClintock Middle	Both
600	Mecklenburg County Schools	600461	Morgan School	Both
600	Mecklenburg County Schools	600466	Myers Park High	Both
600	Mecklenburg County Schools	600468	Nathaniel Alexander Elem	Both
600	Mecklenburg County Schools	600479	Northeast Middle	Both
600	Mecklenburg County Schools	600480	North Mecklenburg High	Both
600	Mecklenburg County Schools	600481	Northridge Middle	Both
600	Mecklenburg County Schools	600482	Northwest School of the Arts	Math
600	Mecklenburg County Schools	600494	Paw Creek Elementary	Reading
600	Mecklenburg County Schools	600497	Piedmont Open Middle	Reading
600	Mecklenburg County Schools	600500	Pineville Elementary	Both
600	Mecklenburg County Schools	600509	Quail Hollow Middle	Both
600	Mecklenburg County Schools	600512	Rama Road Elementary	Reading
600	Mecklenburg County Schools	600513	Randolph Middle	Both
600	Mecklenburg County Schools	600514	Ranson Middle	Both
600	Mecklenburg County Schools	600516	Reedy Creek Elementary	Reading
600	Mecklenburg County Schools	600532	Smith Language Academy	Math
600	Mecklenburg County Schools	600534	Smithfield Elementary	Reading
600	Mecklenburg County Schools	600535	South Mecklenburg High	Reading
600	Mecklenburg County Schools	600538	Southwest Middle School	Both
600	Mecklenburg County Schools	600549	Steele Creek Elementary	Both
600	Mecklenburg County Schools	600562	Tuckaseegee Elementary	Math
600	Mecklenburg County Schools	600566	University Meadows Elem	Both
600	Mecklenburg County Schools	600576	West Charlotte High	Both
600	Mecklenburg County Schools	600579	West Mecklenburg High	Both
600	Mecklenburg County Schools	600592	Zebulon B Vance High	Both
620	Montgomery County Schools	620310	Montgomery Learning Academy	Math
620	Montgomery County Schools	620314	East Middle	Both
620	Montgomery County Schools	620339	West Middle	Math

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
620	Montgomery County Schools	620340	West Montgomery High	Both
630	Moore County Schools	630330	Pinckney Academy	Math
630	Moore County Schools	630331	New Century Middle	Reading
630	Moore County Schools	630350	Southern Middle	Both
63B	Sandhills Theatre Arts Renaiss	63B000	Sandhills Theatre Arts Renaiss	Math
640	Nash-Rocky Mount Schools	640320	Nash Central Middle	Both
640	Nash-Rocky Mount Schools	640329	G R Edwards Middle	Both
640	Nash-Rocky Mount Schools	640334	J W Parker Middle	Both
640	Nash-Rocky Mount Schools	640340	W L Greene Alternative	Math
640	Nash-Rocky Mount Schools	640346	Nash Central High	Both
640	Nash-Rocky Mount Schools	640350	Northern Nash High	Both
640	Nash-Rocky Mount Schools	640358	Red Oak Middle	Both
640	Nash-Rocky Mount Schools	640361	Rocky Mount High	Math
640	Nash-Rocky Mount Schools	640362	Southern Nash Middle	Both
650	New Hanover County Schools	650326	Emsley A Laney High	Both
650	New Hanover County Schools	650327	Eugene Ashley High	Reading
650	New Hanover County Schools	650342	John T Hoggard High	Both
650	New Hanover County Schools	650350	M C S Noble Middle	Both
650	New Hanover County Schools	650351	Myrtle Grove Middle	Both
650	New Hanover County Schools	650352	New Hanover High	Both
650	New Hanover County Schools	650354	Lakeside	Both
65A	Cape Fear Center for Inquiry	65A000	Cape Fear Center for Inquiry	Math
670	Onslow County Schools	670318	Dixon Middle	Both
670	Onslow County Schools	670325	Jacksonville Commons Middle	Both
670	Onslow County Schools	670336	Northwoods Park Middle	Math
670	Onslow County Schools	670345	Southwest Middle	Both
670	Onslow County Schools	670351	Swansboro Middle	Both
670	Onslow County Schools	670356	Trexler Middle	Both
680	Orange County Schools	680304	A L Stanback Middle	Both
680	Orange County Schools	680316	Charles W Stanford Middle	Both
680	Orange County Schools	680332	Orange High	Both
680	Orange County Schools	680336	Pathways Elementary	Reading
681	Chapel Hill-Carrboro Schools	681309	McDougle Middle	Math
681	Chapel Hill-Carrboro Schools	681314	East Chapel Hill High	Math
681	Chapel Hill-Carrboro Schools	681322	Grey Culbreth Middle	Math
681	Chapel Hill-Carrboro Schools	681324	Guy Phillips Middle	Math
681	Chapel Hill-Carrboro Schools	681336	RD & Euzelle Smith Middle	Math
68N	PACE Academy	68N000	PACE Academy	Math
690	Pamlico County Schools	690316	Pamlico County Middle	Both
690	Pamlico County Schools	690320	Pamlico County High	Reading
700	Pasquotank County Schools	700308	Elizabeth City Middle	Math
700	Pasquotank County Schools	700310	H L Trigg Community	Math
700	Pasquotank County Schools	700317	Northeastern High	Both
700	Pasquotank County Schools	700319	Pasquotank County High	Math
700	Pasquotank County Schools	700322	River Road Middle	Reading
710	Pender County Schools	710325	Pender Success Academy	Reading
710	Pender County Schools	710346	Topsail Middle	Math
720	Perquimans County Schools	720316	Perquimans County High	Reading
720	Perquimans County Schools	720320	Perquimans County Middle	Math

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
730	Person County Schools	730344	Northern Middle	Both
730	Person County Schools	730352	Person High	Reading
730	Person County Schools	730360	Southern Middle	Both
740	Pitt County Schools	740302	A G Cox Middle	Both
740	Pitt County Schools	740308	Ayden Middle	Both
740	Pitt County Schools	740324	C M Eppes Middle	Both
740	Pitt County Schools	740337	E B Aycock Middle	Both
740	Pitt County Schools	740340	Farmville Middle	Both
740	Pitt County Schools	740366	Junius H Rose High	Reading
740	Pitt County Schools	740378	Pitt Memorial Hospital	Math
740	Pitt County Schools	740388	South Central High	Reading
760	Randolph County Schools	760308	Braxton Craven Middle	Both
760	Randolph County Schools	760318	Eastern Randolph High	Reading
760	Randolph County Schools	760338	Northeastern Randolph Middle	Both
760	Randolph County Schools	760348	Randleman High	Reading
760	Randolph County Schools	760352	Randleman Middle	Both
760	Randolph County Schools	760357	Southeastern Randolph Mid	Both
760	Randolph County Schools	760358	Southwestern Randolph High	Reading
760	Randolph County Schools	760360	Southwestern Randolph Mid	Both
760	Randolph County Schools	760378	Archdale-Trinity Middle	Math
761	Asheboro City Schools	761308	South Asheboro Middle	Both
761	Asheboro City Schools	761336	North Asheboro Middle	Both
770	Richmond County Schools	770316	Ellerbe Junior High	Math
770	Richmond County Schools	770328	Hamlet Junior High	Both
770	Richmond County Schools	770342	Leak Street	Both
770	Richmond County Schools	770348	Richmond Senior High	Both
770	Richmond County Schools	770360	Rockingham Junior High	Both
770	Richmond County Schools	770370	Washington Street	Both
780	Robeson County Schools	780325	Fairmont High	Reading
780	Robeson County Schools	780342	Lumberton Senior High	Both
780	Robeson County Schools	780391	Red Springs High	Both
780	Robeson County Schools	780401	Saint Pauls High	Both
780	Robeson County Schools	780402	South Robeson High	Reading
780	Robeson County Schools	780420	Purnell Swett High	Both
790	Rockingham County Schools	790314	Dalton McMichael High	Math
790	Rockingham County Schools	790330	J E Holmes Middle	Both
790	Rockingham County Schools	790366	Reidsville High	Math
790	Rockingham County Schools	790374	Reidsville Middle	Both
790	Rockingham County Schools	790380	Rockingham County Middle	Math
790	Rockingham County Schools	790394	Western Rockingham Middle	Both
800	Rowan-Salisbury Schools	800308	Henderson Independent High	Both
800	Rowan-Salisbury Schools	800314	Charles C Erwin Middle	Both
800	Rowan-Salisbury Schools	800320	China Grove Middle	Both
800	Rowan-Salisbury Schools	800328	Corriher Lipe Middle	Math
800	Rowan-Salisbury Schools	800363	Knox Middle	Both
800	Rowan-Salisbury Schools	800376	North Rowan High	Both
800	Rowan-Salisbury Schools	800377	North Rowan Middle	Both
800	Rowan-Salisbury Schools	800398	Southeast Middle	Both
800	Rowan-Salisbury Schools	800400	South Rowan High	Reading

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
800	Rowan-Salisbury Schools	800410	West Rowan Middle	Both
810	Rutherford County Schools	810324	Chase High	Reading
810	Rutherford County Schools	810326	Chase Middle	Both
810	Rutherford County Schools	810342	East Rutherford Middle	Both
810	Rutherford County Schools	810378	R-S Middle	Both
810	Rutherford County Schools	810384	R-S Central High	Math
810	Rutherford County Schools	810386	Rutherford Opportunity Center	Both
820	Sampson County Schools	820388	Union High	Reading
821	Clinton City Schools	821308	Clinton High	Reading
830	Scotland County Schools	830316	East Laurinburg	Both
830	Scotland County Schools	830349	Spring Hill Middle	Reading
830	Scotland County Schools	830350	Sycamore Lane Middle	Both
83B	The Laurinburg Homework Ctr	83B000	The Laurinburg Homework Ctr	Both
840	Stanly County Schools	840302	Albemarle High	Reading
840	Stanly County Schools	840303	Albemarle Middle	Both
850	Stokes County Schools	850304	Chestnut Grove Middle	Both
850	Stokes County Schools	850350	Southeastern Stokes Middle	Both
860	Surry County Schools	860326	J Sam Gentry Middle	Reading
860	Surry County Schools	860330	Meadowview Middle	Reading
862	Mount Airy City Schools	862312	Mount Airy High	Reading
862	Mount Airy City Schools	862316	Mount Airy Middle	Math
880	Transylvania County Schools	880312	Brevard Middle	Reading
890	Tyrrell County Schools	890306	Columbia Middle	Math
900	Union County Schools	900308	East Union Middle	Both
900	Union County Schools	900314	Monroe Middle	Both
900	Union County Schools	900316	Forest Hills High	Reading
900	Union County Schools	900336	Monroe High	Reading
900	Union County Schools	900343	Porter Ridge Middle School	Math
900	Union County Schools	900346	Parkwood Middle	Math
900	Union County Schools	900352	Prospect Elementary	Reading
900	Union County Schools	900365	South Providence	Both
900	Union County Schools	900380	Wesley Chapel Elementary	Math
910	Vance County Schools	910316	Eaton-Johnson Middle	Both
910	Vance County Schools	910320	Henderson Middle	Both
910	Vance County Schools	910364	Southern Vance High	Both
910	Vance County Schools	910370	Northern Vance High	Both
920	Wake County Schools	920312	Apex Middle	Math
920	Wake County Schools	920318	Athens Drive High	Both
920	Wake County Schools	920324	Longview	Both
920	Wake County Schools	920326	Baileywick Road Elementary	Reading
920	Wake County Schools	920356	Carnage Middle	Both
920	Wake County Schools	920360	Carroll Middle	Both
920	Wake County Schools	920388	Daniels Middle	Both
920	Wake County Schools	920399	Durant Road Middle	Both
920	Wake County Schools	920400	Reedy Creek Middle	Math
920	Wake County Schools	920404	East Garner Middle	Both
920	Wake County Schools	920408	East Millbrook Middle	Both
920	Wake County Schools	920410	East Wake Middle	Both
920	Wake County Schools	920412	William G Enloe High	Math

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
920	Wake County Schools	920420	Fuquay-Varina Elementary	Math
920	Wake County Schools	920424	Fuquay-Varina Middle	Both
920	Wake County Schools	920428	Fuquay-Varina High	Reading
920	Wake County Schools	920436	Garner High	Both
920	Wake County Schools	920447	Holly Springs Elementary	Math
920	Wake County Schools	920449	Holly Ridge Elementary	Both
920	Wake County Schools	920450	Holly Ridge Middle	Both
920	Wake County Schools	920454	Heritage Elementary	Reading
920	Wake County Schools	920466	Knightdale High	Reading
920	Wake County Schools	920471	Leesville Road Middle	Math
920	Wake County Schools	920472	Ligon Middle	Math
920	Wake County Schools	920492	Martin Middle	Math
920	Wake County Schools	920495	Middle Creek High	Both
920	Wake County Schools	920500	Millbrook High	Both
920	Wake County Schools	920504	Morrisville Elementary	Math
920	Wake County Schools	920506	Moore Square Museum Magnet Mid	Both
920	Wake County Schools	920508	Mount Vernon	Math
920	Wake County Schools	920512	North Garner Middle	Both
920	Wake County Schools	920528	Phillips High	Reading
920	Wake County Schools	920530	Penny Road Elementary	Reading
920	Wake County Schools	920548	Root Elementary	Reading
920	Wake County Schools	920562	Southeast Raleigh High	Math
920	Wake County Schools	920568	Swift Creek Elementary	Both
920	Wake County Schools	920570	Timber Drive Elementary	Math
920	Wake County Schools	920572	Underwood Elementary	Reading
920	Wake County Schools	920588	Wake Forest-Rolesville High	Both
920	Wake County Schools	920592	Wake Forest-Rolesville Mid	Both
920	Wake County Schools	920593	Wakefield Elementary	Both
920	Wake County Schools	920595	Wakefield High	Both
920	Wake County Schools	920604	West Cary Middle	Math
920	Wake County Schools	920606	West Lake Elementary	Both
920	Wake County Schools	920608	West Millbrook Middle	Both
920	Wake County Schools	920620	Wiley Elementary	Reading
920	Wake County Schools	920636	Zebulon Middle	Math
92E	Sterling Montessori Academy	92E000	Sterling Montessori Academy	Math
92G	East Wake Academy	92G000	East Wake Academy	Math
930	Warren County Schools	930352	Warren County High	Both
930	Warren County Schools	930354	Warren County Middle	Both
940	Washington County Schools	940316	Plymouth High	Reading
960	Wayne County Schools	960310	Belfast Academy	Reading
960	Wayne County Schools	960331	Eastern Wayne Middle	Both
960	Wayne County Schools	960335	Goldsboro High	Both
960	Wayne County Schools	960340	Greenwood Middle	Both
960	Wayne County Schools	960348	Mount Olive Middle	Both
960	Wayne County Schools	960360	Norwayne Middle	Math
960	Wayne County Schools	960374	Rosewood Middle	Both
960	Wayne County Schools	960378	Southern Academy	Both
960	Wayne County Schools	960380	Southern Wayne High	Both
960	Wayne County Schools	960386	Spring Creek High	Both

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
960	Wayne County Schools	960454	Northwest Elementary	Reading
970	Wilkes County Schools	970315	Central Wilkes Middle	Both
970	Wilkes County Schools	970320	East Wilkes High	Reading
970	Wilkes County Schools	970389	West Wilkes Middle	Both
97D	Bridges Charter School	97D000	Bridges Charter School	Reading
980	Wilson County Schools	980306	Milton M Daniels Learning Ctr.	Both
980	Wilson County Schools	980318	Beddingfield High	Reading
980	Wilson County Schools	980336	Fike High	Reading
980	Wilson County Schools	980338	Forest Hills Middle	Math
980	Wilson County Schools	980342	James Hunt High	Reading
980	Wilson County Schools	980360	New Hope Elementary	Math
980	Wilson County Schools	980380	Speight Middle	Both
980	Wilson County Schools	980384	Springfield Middle	Math
980	Wilson County Schools	980390	Toisnot Middle	Math
990	Yadkin County Schools	990340	Yadkin Success Academy	Math
997202	Eastern NC School for the Deaf	997202	Eastern NC School for the Deaf	Both
997203	Governor Morehead School	997203	Governor Morehead School	Both
997204	NC School for Deaf Morganton	997204	NC School for Deaf Morganton	Both

LEAs in LEA Improvement

School districts are held for the same reading and mathematics proficiency goals for student groups. School-based AYP results cannot be combined to calculate district AYP results. The SBE has adopted 40 students' scores as the minimum number of scores to be statistically reliable and valid for AYP purposes. This number is based on the students that meet the definition of a full academic year. 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.

The minimum N count used in determining the AYP status of LEAs is 40, or 1% of the tested students, whichever is greater. This minimum N will be applied in each LEA to grades 3 through 8 as a group and high school as a group. However, in order for an LEA to enter Improvement Status, the LEA must **not make** AYP in the same subject area (reading/language arts or mathematics even if because of the 95% rule) or other academic indicator in each of the following grade spans [3-5, 6-8, and high school] for two consecutive years.

2007-08 LEA Improvement Status

(November 14, 2007)

Note: An LEA enters Title I District Improvement by not meeting target goals in the same subject (reading or math) in each of three grade spans (3-5, 6-8, and high school) for two consecutive years.

LEAs Exiting Improvement Status

LEA Code	LEA Name	2004-05		2005-06		2006-07		2007-08		Step 2008	Exited 2008	Sanction Level
		Reading	Math	Reading	Math	Reading	Math	Reading	Math			
180	Catawba County Schools	1	0	2	0	2	0	0	0	-	Reading	0
400	Greene County Schools	1	0	2	0	2	0	0	0	-	Reading	0
440	Haywood County Schools	0	0	1	0	1	0	0	0	-	Reading	0
450	Henderson County Public School	1	1	2	1	2	0	0	0	-	Reading	0
660	Northampton County Schools	1	0	2	0	2	0	0	0	-	Reading	0
940	Washington County Schools	0	0	1	0	1	0	0	0	-	Reading	0
422	Weldon City Schools	3	3	3	4	0	4	0	0	-	Math	0

LEAs Continuing in Improvement for the 2007-08 School Year

LEA Code	LEA Name	2004-05		2005-06		2006-07		2007-08		Step 2008	Exited 2008	Sanction Level
		Reading	Math	Reading	Math	Reading	Math	Reading	Math			
080	Bertie County Schools	1	0	2	0	3	0	4	0	-	-	4
090	Bladen County Schools	1	1	2	2	3	3	3	3	Math	-	3
120	Burke County Schools	0	0	0	0	1	0	1	0	Reading	-	1
130	Cabarrus County Schools	1	1	2	2	3	2	4	3	-	-	4
181	Hickory City Schools	0	0	0	0	1	0	1	0	Reading	-	1
210	Edenton/Chowan Schools	0	1	1	0	2	0	3	0	-	-	3
240	Columbus County Schools	1	0	2	0	3	1	3	2	Reading	-	3
241	Whiteville City Schools	1	0	2	0	3	0	4	0	-	-	4
250	Craven County Schools	1	0	1	1	2	1	2	2	Reading	-	2
260	Cumberland County Schools	0	0	0	0	1	1	2	2	-	-	2
310	Duplin County Schools	1	1	2	1	3	0	3	0	Reading	-	3
320	Durham Public Schools	1	1	2	2	3	2	4	3	-	-	4
330	Edgecombe County Schools	0	0	0	0	1	1	2	2	-	-	2
340	Forsyth County Schools	1	0	2	0	3	1	4	2	-	-	4
360	Gaston County Schools	1	1	2	2	3	2	4	3	-	-	4

LEAs Continuing in Improvement for the 2007-08 School Year Cont.

LEA Code	LEA Name	2004-05		2005-06		2006-07		2007-08		Step 2008	Exited 2008	Sanction Level
		Reading	Math	Reading	Math	Reading	Math	Reading	Math			
370	Gates County Schools	0	0	0	0	1	0	1	0	Reading	-	1
390	Granville County Schools	1	0	2	0	3	0	4	0	-	-	4
410	Guilford County Schools	0	0	0	0	1	0	2	0	-	-	2
420	Halifax County Schools	0	0	0	0	1	1	2	2	-	-	2
470	Hoke County Schools	1	0	2	0	3	1	3	2	Reading	-	3
530	Lee County Schools	0	0	0	0	1	0	2	0	-	-	2
540	Lenoir County Schools	1	1	2	1	2	0	3	0	-	-	3
580	Martin County Schools	1	0	1	0	2	0	2	0	Reading	-	2
620	Montgomery County Schools	0	0	1	1	1	1	0	2	-	Reading	2
640	Nash-Rocky Mount Schools	1	1	2	2	3	2	4	3	-	-	4
700	Pasquotank County Schools	0	0	0	0	1	0	1	0	Reading	-	1
760	Randolph County Schools	0	0	1	1	2	1	2	0	Reading	Math	2
770	Richmond County Schools	1	0	2	0	3	1	4	1	Math	-	4
780	Robeson County Schools	1	0	2	0	3	1	4	2	-	-	4
800	Rowan-Salisbury Schools	0	0	2	0	3	1	4	2	-	-	4
810	Rutherford County Schools	0	0	0	0	1	0	1	0	Reading	-	1
821	Clinton City Schools	1	0	2	0	3	0	3	0	Reading	-	3
860	Surry County Schools	0	0	0	0	1	0	1	0	Reading	-	1
960	Wayne County Schools	1	0	2	0	3	1	4	2	-	-	4
980	Wilson County Schools	0	0	0	0	1	0	1	0	Reading	-	1

LEAs Are Already in Improvement Who Are Proposed to Enter Improvement for The Other Subject

LEA Code	LEA Name	2004-05		2005-06		2006-07		2007-08		Step 2008	Exited 2008	Sanction Level
		Reading	Math	Reading	Math	Reading	Math	Reading	Math			
010	Alamance-Burlington Schools	1	0	2	0	3	0	4	1	-	-	4
040	Anson County Schools	1	1	1	2	0	2	1	3	-	-	3
100	Brunswick County Schools	1	1	1	1	2	0	2	1	Reading	-	2
110	Buncombe County Schools	1	1	2	1	3	0	3	1	Reading	-	3
140	Caldwell County Schools	1	1	1	1	2	0	3	1	-	-	3
190	Chatham County Schools	0	1	0	2	0	2	1	3	-	-	3
290	Davidson County Schools	1	0	1	0	2	0	2	1	Reading	-	2

LEAs Are Already in Improvement Who Are Proposed to Enter Improvement for The Other Subject Cont.

LEA Code	LEA Name	2004-05		2005-06		2006-07		2007-08		Step 2008	Exited 2008	Sanction Level
		Reading	Math	Reading	Math	Reading	Math	Reading	Math			
300	Davie County Schools	0	0	0	0	1	0	2	1	-	-	2
430	Harnett County Schools	0	0	0	0	1	0	0	1	-	Reading	1
460	Hertford County Schools	1	0	2	0	3	0	3	1	Reading	-	3
600	Mecklenburg County Schools	0	0	0	0	1	0	2	1	-	-	2
630	Moore County Schools	0	0	0	0	1	0	1	1	Reading	-	1
650	New Hanover County Schools	0	0	0	0	1	0	2	1	-	-	2
670	Onslow County Schools	1	1	2	1	2	0	3	1	-	-	3
680	Orange County Schools	0	0	0	0	1	0	2	1	-	-	2
740	Pitt County Schools	0	0	0	0	1	0	1	1	Reading	-	1
820	Sampson County Schools	1	0	1	0	2	0	2	1	Reading	-	2
850	Stokes County Schools	0	0	0	0	1	0	1	1	Reading	-	1
900	Union County Schools	0	0	0	0	1	0	2	1	-	-	2
920	Wake County Schools	0	0	0	0	0	0	2	0	-	-	2
970	Wilkes County Schools	0	0	0	0	1	0	2	1	-	-	2
990	Yadkin County Schools	0	0	0	0	0	1	1	1	Math	-	1

LEAs Who Are Proposed to Enter Improvement for the First Time

LEA Code	LEA Name	2004-05		2005-06		2006-07		2007-08		Step 2008	Exited 2008	Sanction Level
		Reading	Math	Reading	Math	Reading	Math	Reading	Math			
291	Lexington City Schools	0	0	0	0	0	0	1	1	-	-	1
490	Iredell-Statesville Schools	0	0	0	0	0	0	1	0	-	-	1
510	Johnston County Schools	0	0	0	0	0	0	1	0	-	-	1

Step = LEA made all targets in at least one grade span and therefore did not progress in the level of sanctions in that subject

Exit = The LEA exited improvement status for the listed subject

1 = First year of improvement

2 = Second year of improvement

3 = Third year of improvement

4 = Fourth year of improvement

* = Includes proposed statuses

level*
1
2
3
4
15
19
13
13
60

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 2006-07, 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 Results¹ Eleven -Year Summary Chart Part I 1996-97 to 2006-07 (October 9, 2007)

Note: 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		2004-05 ¹⁰	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Honor Schools of Excellence ⁵																		
Schools of Excellence	12	0.7	24	1.4	0	0.0	50	2.5	73	3.5	171	7.9	473	21.3	33	1.5	43	1.9
Schools of Distinction ⁶	158	9.7	289	16.8	1	0.2	408	20.6	509	24.1	640	29.7	886	39.9	640	28.7	608	27.0
Schools Making High Growth ⁷	531	32.5	1137	66.0	265	63.2	1156	58.2	956	45.2	521	24.1	779	35.5	1618	72.9	785	35.2
Schools Making Expected Growth	395	24.2	308	17.9	83	19.8	456	23.0	520	24.6	769	35.6	476	21.4	891	39.9	974	43.2
Schools Not Making Expected Growth ⁸	706	43.3	276	16.0	65	15.5	371	18.7	639	30.2	865	40.1	552	25.2	127	5.7	556	24.9
Low-Performing Schools Made Expected or High Growth	123	7.5	15	0.9	15	3.6	13	0.7	44	2.1	31	1.4	19	0.9	6	0.3	2	0.1
	926	56.7	1445	83.9	348	83.1	1612	81.2	1476	69.8	1290	59.7	1642	74.8	2094	94.3	1676	75.1
Total ABCs Schools ⁹	1632		1722		419		1985		2115		2158		2221		2232		1559	69.2

¹ ABCs results for 1996-97, 1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, and 2006-07 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, October 6, 2004, November 3, 2005, November, 2006, and October 9, 2007, respectively.

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

³ The 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.)

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

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

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

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

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

⁹ *Total 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.

¹⁰ All totals for 2004-05 do not include grade 6 reading in growth calculations; however, grade 6 reading is used in performance composite calculations.

¹¹ Results for 2005-06 and 2006-07 are based on a revised accountability model and are not comparable to those from previous years.

ABCs Results¹ Eleventh -Year Summary Chart Part II 1996-97 to 2006-07 (October 9, 2007)

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

Category	2005-06 ¹¹		2006-07 ¹¹	
	K-8/HS	%	K-8/HS	%
Honor Schools of Excellence ⁵	64	2.7	84	3.5
Schools of Excellence	5	0.2	9	0.4
Schools of Distinction ⁶	305	13.0	461	19.2
Schools Making High Growth ⁷	263	11.2	586	24.3
Schools Making Expected Growth	1013	43.1	1145	47.6
Schools Not Making Expected Growth ⁸	1077	45.8	676	28.1
Low-Performing Schools	54	2.3	45	1.9
Made Expected or High Growth	1276	54.2	1731	71.9
Total ABCs Schools ⁹	2353		2407	

¹ ABCs results for 1996-97, 1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, and 2006-07 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, October 6, 2004, November 3, 2005, November, 2006, and October 9, 2007, respectively.

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

³ The 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.)

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

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

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

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

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

⁹ *Total 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.

¹⁰ All totals for 2004-05 do not include grade 6 reading in growth calculations; however, grade 6 reading is used in performance composite calculations.

¹¹ ABCs results for 2005-06 and 2006-07 are based on a revised accountability model and are not comparable to those from previous years.

LEA Codes

010	Alamance-Burlington	260	Cumberland	510	Johnston	770	Richmond
020	Alexander	270	Currituck	520	Jones	780	Robeson
030	Alleghany	280	Dare	530	Lee	790	Rockingham
040	Anson	290	Davidson	540	Lenoir	800	Rowan-Salisbury
050	Ashe	291	Lexington City	550	Lincoln	810	Rutherford
060	Avery	292	Thomasville City	560	Macon	820	Sampson
070	Beaufort	300	Davie	570	Madison	821	Clinton City
080	Bertie	310	Duplin	580	Martin	830	Scotland
090	Bladen	320	Durham	590	McDowell	840	Stanly
100	Brunswick	330	Edgecombe	600	Mecklenburg	850	Stokes
110	Buncombe	340	Winston-Salem/Forsyth	610	Mitchell	860	Surry
111	Asheville City	350	Franklin	620	Montgomery	861	Elkin City
120	Burke	360	Gaston	630	Moore	862	Mount Airy City
130	Cabarrus	370	Gates	640	Nash-Rocky Mount	870	Swain
132	Kannapolis City	380	Graham	650	New Hanover	880	Transylvania
140	Caldwell	390	Granville	660	Northampton	890	Tyrrell
150	Camden	400	Greene	670	Onslow	900	Union
160	Carteret	410	Guilford	680	Orange	910	Vance
170	Caswell	420	Halifax	681	Chapel Hill-	920	Wake
180	Catawba	421	Roanoke Rapids City		Carrboro City	930	Warren
181	Hickory City	422	Weldon City	690	Pamlico	940	Washington
182	Newton Conover City	430	Harnett	700	Elizabeth City/ Pasquotank	950	Watauga
190	Chatham	440	Haywood			960	Wayne
200	Cherokee	450	Henderson	710	Pender	970	Wilkes
210	Edenton-Chowan	460	Hertford	720	Perquimans	980	Wilson
220	Clay	470	Hoke	730	Person	990	Yadkin
230	Cleveland	480	Hyde	740	Pitt	995	Yancey
240	Columbus	490	Iredell-Statesville	750	Polk	209	Cherokee Central (Federal)
241	Whiteville City	491	Mooresville City	760	Randolph	269	Fort Bragg/Camp Lejeune
250	Craven	500	Jackson	761	Asheboro City		(Federal)

VI. North Carolina Accountability Program Update

North Carolina Accountability Program Update

1. Statewide End-of-Course (EOC) field tests in Physical Science, Chemistry, and Physics were administered in the 2006-07 school year. Therefore, no EOC results from these courses are included in the 2006-07 ABCs results.
2. New EOC assessments were administered in the 2006-07 school year for the following courses: Algebra I, Algebra II, Geometry, and English I (to reflect revisions in the North Carolina curriculum in these four subjects) and NCEXTEND1 at grades 3-8 and 10 in reading and mathematics and 4, 7 & 10 in writing and NCEXTEND2 OCS (Occupational Course of Study) in the areas of occupational Mathematics I, Occupational English I, and Occupational Life Skills Science (for some students with disabilities).
3. Third-grade mathematics results are included in growth calculations in the 2006-07 school year because the third-grade mathematics pretest was in place. The operational pretest in mathematics was not available in 2005-06.
4. The four-year cohort graduation rate is included in the ABCs model for high schools. This is the first year it was included in the ABCs model; it represents the second year that North Carolina has calculated a four-year cohort graduation rate.

2007-08 Update

1. The operational grade 3 pretest of reading comprehension was not administered in fall 2007 because there was a statewide field test of the grade 3 pretest of reading comprehension.
2. Effective with the 2007-08 school year, there will be a new edition (Edition 3) of the North Carolina End-of-Grade Test of Reading Comprehension. The assessments are aligned with the North Carolina *Standard Course of Study* (NCSCS) for English/Language Arts which was approved by the State Board of Education in 2004 (<http://www.dpi.state.nc.curriculum/languagearts/scos/>). New developmental scales will be created and more rigorous academic achievement standards (cut scores) will be set and presented for adoption by the State Board of Education in fall 2008.
3. The End-of-Grade Science Tests in 5 and 8 tests will be operational in 2007-08.
4. The revised End-of-Course tests in the areas of Physical Science, Chemistry, and Physics will be operational with new interim academic achievement standards (cut scores) for the 2007-08 school year.
5. The revised End-of-Course tests in Biology will be operational with new academic achievement standards (cut scores) for the 2007-08 school year.
6. The Algebra I, Algebra II, Geometry, and English I EOC academic achievement standards (cut scores) will be presented to the SBE in November 2007 for final approval.

