



Report to the Joint Legislative Education Oversight Committee

Implementation of the ABCs

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Statewide Consolidated Assistance
Program

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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 twelfth year of ABCs results for schools, report on statewide system of support, AYP results as required by No Child Left Behind (NCLB), and schools identified as low performing.

The ABCs/AYP report for the 2007-08 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 November 6, 2008, and are accessible at <http://abcs.ncpublicschools.org/abcs/>.

Section 7.6(b) of S.L. 2006-66 granted the State Board of Education authority to use funds appropriated to the State Public School Fund for the consolidated assistance program in support of the ongoing implementation of the ABCs. The State Board reports to the Joint Legislative Education Oversight Committee each year by January 15 on any restructuring of the program pursuant to this section. The consolidated assistance program replaced the assistance team model cited in G.S.115C-12(25) and also meets the federal No Child Left Behind mandate for a statewide system of support. The consolidated assistance program is managed through the Division of District and School Transformation. Recurring funding for this program is the first priority on the State Board of Education 2009 Budget Request to the Office of the Governor.

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I. Update of Twelfth Year of ABCs Results

The ABCs of Public Education: 2007-08 Growth and Performance of North Carolina Public Schools

Executive Summary for the Complete ABCs Results (January 12, 2009)

Statistical Summary of Results

ABCs Growth and Performance Results

For the 2007-08 school year, 2,418 public schools in North Carolina were assigned an ABCs status. These 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 (31) 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. Eighteen (18) schools had insufficient data to be assigned an ABCs status; and five (5) schools were in violation of the 95% participation rule. The data in Tables 1, 2, and 3 reflect all results and changes approved by the SBE through January 2009.

Table 1. 2007-08 ABCs Results						
Category	High Growth	Expected Growth	Less than Expected	Alternative Schools	Row Total	Row Percent*
Honor Schools of Excellence	27	2			29	1.2
Schools of Excellence	2	2			4	0.2
Schools of Distinction	170	35			205	8.5
Schools of Progress	763	323			1,086	44.9
No Recognition Schools			203	20	223	9.2
Priority Schools	351	240	111		702	29.0
Low Performing Schools			100		100	4.1
Total (Regular Schools)	1,313	602	414			
Alternative	17	52	20		89	3.7
Total (Regular and Alternative Schools)	1,330	654	434		2,418	
Percent	55.0	27.0	17.9		100.0	
No ABCs Status						
No Status					31	
Insufficient Data					18	
Violated 95% rule					5	
Total Number of Schools					2,472	

* Row percents do not total 100% because alternative schools that do not make expected growth also appear in the No Recognition category.

AYP Results

The Adequate Yearly Progress (AYP) results are presented below for 2,412 of the state's schools. Table 2 shows the number and percent of the schools that met AYP or did not meet AYP.

Table 2. 2007-08 AYP Results for Schools		
AYP Status	Number	Percent
Met AYP	753	31.2
Did Not Meet AYP	1,659	68.8
Total	2,412	100

Sixty (60) additional schools must undergo a special review to establish their AYP statuses due to having insufficient data for the calculations. Among the 1,134 Title I schools, 376 (33.2%) met AYP (this excludes eight Title I Schools without a status at this time).

AYP results are presented by ABCs categories in Table 3. Schools must have received both an ABCs status and AYP status to appear in this table. Schools that did not receive an ABCs status (i.e., special education schools, vocational/career schools, and hospital schools, and schools with insufficient data for reporting) are not reflected in Table 3.

Table 3. 2007-08 School AYP Results by ABCs Recognition Categories					
Category	Met AYP		Did Not Meet AYP		Total
	Number	Percent	Number	Percent	Number
Honor Schools of Excellence	29	100.0	0	0.0	29
Schools of Excellence	0	0.0	1	100.0	1
Schools of Distinction	155	77.5	45	22.5	200
Schools of Progress	419	38.8	662	61.2	1,081
No Recognition	64	30.2	148	69.8	212
Priority Schools	72	10.3	629	89.7	701
Low Performing Schools	1	1.0	97	99.0	98
Expected Growth	114	18.0	519	82.0	633
High Growth	560	42.6	756	57.4	1,316

Presentation of School Results

Results of the 2007-08 ABCs are presented online at <http://abcs.ncpublicschools.org>. AYP results are available by individual school and school district (LEA). There are also links to supplementary documents that explain ABCs calculations and ABCs technical information.

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.

New test editions were introduced in 2007-08 for End-of Grade (EOG) Reading (grades 3-8), Biology, Chemistry, Physical Science, and Physics; and a shorter test was used for Algebra II. In light of the additional time required for scaling and setting standards, the State Board of Education (SBE) decided in April 2008 to remove these tests from ABCs calculations of academic change but to retain the results in the ABCs performance composites.

The SBE subsequently instructed the Department of Public Instruction to prepare for release of ABCs academic change results at the August 2008 SBE meeting, and to release the remaining results involving performance composites at the November 2008 SBE meeting. The 2007-08 ABCs growth results were presented to the SBE in August as planned and results from the second wave of reporting were presented in November 2008. This updated Executive Summary reflects both waves of reporting and all other changes approved by the SBE through January 2009.

Participating schools

All schools with sufficient data are included in 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) and three “local options” specified in their school improvement plans (from a list available in HSP-C-013) and approved by their local boards of education.

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 growth status is determined by its growth calculation and its change ratio (a measure of the percent of students meeting their individual growth targets). A school's grade span and/or courses determine the composition of these measures, as described below.

In 2007-08, the growth calculation for a school may include:

- a) Total growth on EOG mathematics for grades 3-8 and any EOC tests approved by the SBE for growth calculations.
- b) Change over a two-year baseline in the percent of students completing the college/university prep and college tech prep course of study.
- c) Change in the ABCs dropout rate (compared to a two-year baseline).

As noted earlier, the State Board of Education removed the Biology EOC from ABCs growth calculations for 2007-08. Because the Biology EOC test was the primary predictor for U.S. History, the prediction equation for U.S. History was re-evaluated for 2007-08. After considering alternative predictors, it was found that scores on the Civics and Economics EOC are acceptable substitutes for Biology test scores for the prediction of U.S. History. Consequently, for the 2007-08 ABCs growth calculations, scores on the Civics and Economics and English I EOCs were used as predictors for U.S. History if both were available. If scores for the English I EOC were not available, scores on the Civics and Economics EOC were used as a single predictor of U.S. History.

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

In 2007-08, the change ratio used to determine the attainment of high growth may include:

- a) The growth status of individual students on EOG mathematics for grades 3-8 and any EOC tests approved by the SBE for growth calculations.
- 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 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 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 a growth result 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.

AYP Analyses

Because a new edition of reading tests for grades 3-8 was implemented in 2007-08 and new editions of End-of-Course tests in Algebra I and English I were implemented during the

preceding academic year (2006-07), two modifications in the reporting of AYP results for 2007-08 were required. First, a two-stage release of AYP results was conducted to accommodate the additional timeline for scaling and setting standards on the reading tests. The initial release of preliminary AYP results by Local Education Agencies (LEAs) occurred July 21, 2008 and revealed AYP results for high schools, and results for mathematics only for grades 3-8. This was followed by formal release and approval of the results by the State Board of Education (SBE) at its August meeting. The remaining AYP results for reading in grades 3-8 now have been computed and are combined with the earlier results for this report.

The second modification to reporting relates to the new editions of Algebra I and English I. To accommodate differences in the scales between the new editions and the scales for previous editions (used for the banked scores), new standards (Achievement Level III cut scores) were set for the banked scores, equivalent to the standards on the new edition tests. This was effected by determining an equipercentile approximation of the new edition cut scores on the previous edition tests and then recalculating the proficiency for each student on the previous edition tests. This effectively made the proficiency determinations on the banked scores comparable to the proficiency determinations on the new editions of Algebra I and English I. Once this was accomplished, new Annual Measurable Objectives (AMO) targets were set for Grade 10 "reading" and "mathematics" (as they are structured for AYP purposes), which the SBE approved in July 2008. The new standards were also applied to the previous edition tests for the calculation of safe harbor.

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 proficiency 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

The 2007-08 ABCs incentive awards were distributed based on the state's budget law:

- *Schools Making High Growth* attained their high growth standard. Certified staff members each received \$1,053 and teacher assistants \$351.
- *Schools Making Expected Growth* attained their expected growth standard (but not their high growth standard). Certified staff members each received \$527 and teacher assistants \$263.

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.

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 less than 50% of their students' scores at or above Achievement Level III.

Results of School Building Appeals

The Compliance Commission for Accountability reviewed eight appeals of ABCs growth standards for the 2007-08 school year on September 18, 2008. The State Board of Education approved the Compliance Commission's recommendation to accept the appeal for only one of the eight schools (Chantilly Montessori School, Charlotte-Mecklenburg). The State Board approved the appeal at its October 2, 2008 meeting.

Evolution of the ABCs (Updated December 1, 2008)

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.
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.
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 (NCAAAI) 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 ¼ 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 ¼ 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.
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.
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.

2007-08

102. New test editions were introduced for End-of Grade (EOG) Reading (grades 3-8), Biology, Chemistry, Physical Science, and Physics; and a shorter test was used for Algebra II. The State Board of Education (SBE) decided to remove these tests from ABCs calculations of academic change but to retain the results in the ABCs performance composites.
103. To accommodate the additional timeline for scaling and setting standards on the EOG reading tests, a two-stage release of AYP results was conducted. The initial release of preliminary AYP results by Local Education Agencies (LEAs) occurred July 21, 2008, revealing AYP results for high schools and partial AYP results for grades 3-8 (Mathematics only). The remaining AYP results for Reading in grades 3-8 were released at the November 6 SBE meeting.
104. To accommodate differences in the scales between the new editions and the previous editions (used for the banked scores in AYP calculations), new standards for Reading Achievement Level III cut scores were set for the banked scores equivalent to the standards on the new test editions. This was implemented by an equipercentile approximation of the new edition cut scores on the previous edition tests and then recalculating student proficiency on the previous test editions. This made the proficiency determinations based on the banked scores comparable to proficiency determinations on the new editions of Algebra I and English I.
105. The new Reading standards were also applied to the previous test editions for the calculation of safe harbor.
106. New AMO targets were set for AYP purposes for Grade 10 "reading" and "mathematics" and for reading in grades 3-8.
107. Because the State Board of Education removed the Biology EOC from ABCs growth calculations, and because scores on the previous edition of the Biology EOC test were the primary predictor for U.S. History, the prediction equation for U.S. History was re-evaluated. Scores on the Civics and Economics EOC were found to be acceptable substitutes. Consequently, for ABCs growth calculations, scores on the Civics and Economics and English I EOCs were used as predictors for U.S. History if both were available. Otherwise, scores on the Civics and Economics EOC were used as a single predictor of U.S. History.

II. Statewide System of Support

North Carolina Department of Public Instruction

Statewide System of Support

District and School Transformation Division

Program Monitoring and Support Division

State and federal legislation, as well as judicial and executive direction, have resulted in development of a coordinated Statewide System of Support that comprehensively addresses lack of school growth, lack of equity in school and district performance, and lack of overall performance as measured by a performance composite below 60%.

Five Identified Categories for Statewide System of Support

- **Low Performing Schools**

Schools identified as low performing due to a performance composite below 50% and no growth. Low performing schools were supported within Turnaround model in 2007-08.

2007 – 08: 43 schools

2008 – 09: 100 schools

- **Middle and High School Turnaround**

High schools with performance composite below 60% in 2004-05 and 2005-06 or in 2005-06 and 2006-07. Middle schools feed a high school identified in 2005-06.

2007 – 08: 66 high schools / 37 middle schools

2008 – 09: 66 high schools / 37 middle schools

- **Corrective Action Schools**

Schools identified as Sanction Level 3-Corrective Action, Level 4-Planning for Restructuring, or Level 5-Implementing Restructuring under NCLB. Selected schools are served under Turnaround.

2007 – 08: 111 schools

2008 – 09: 192 schools

- **District Transformation**

Provides support to selected LEAs identified as having high need and limited internal capacity to assist school improvement.

2007 – 08: Pilots - Columbus (18 schools) and Lexington City (7 schools)

2008 – 09: Halifax (16 schools), Hertford (5 schools), Bertie (8 schools),

Richmond (19 schools), Columbus (18 schools), and Lexington City (7 schools).

- **Corrective Action Districts**

LEAs identified by NCLB and in Corrective Action status.

2007 – 08: 27 districts

2008 – 09: 40 districts

Status of Personnel in Systems Receiving Mandatory Assistance 2007-08

Status of Superintendents of School Systems Having More than Half of Their Schools 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 2007-08, no school system had more than half of its schools identified as low-performing.

G.S. 115C-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 2007-08, there were 18 LEAs that met this criteria. Please see list below.

Districts Identified Under G.S. 115C-333

Dist #	District	# Schools	# Low performing Schools
080	Bertie County Schools	8	1
132	Kannapolis City Schools	8	1
260	Cumberland County Schools	87	6
320	Durham Public Schools	50	9
340	Forsyth County Schools	78	12
360	Gaston County Schools	55	3
410	Guilford County Schools	120	9
420	Halifax County Schools	16	7
422	Weldon City	4	1
460	Hertford County Schools	6	1
540	Lenoir County Schools	22	3
600	Charlotte-Mecklenburg	160	13
640	Nash-Rocky Mount Schools	28	3
780	Robeson County Schools	43	4
800	Rowan-Salisbury Schools	34	3
830	Scotland County	23	3
930	Warren County Schools	7	1
940	Washington County Schools	5	1

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.

Based on 2007-08 data, there were 57 principals of low performing schools who have been principals of those schools for more than 2 years. LEA Superintendents impacted are being reminded of their statutory requirements.

Schools and Districts Served by District and School Transformation 2007-08

LEA CODE	LEA	SCHOOL CODE	SCHOOLS	LOW PERFORMING 2007-08	TURNAROUND 2007-08	TURNAROUND 2008-09	DISTRICT AND SCHOOL TRANSFORMATION 2008-09	DISTRICT CORRECTIVE ACTION 2007-08
010	Alamance-Burlington	303	Alamance-Burlington Middle College		x	x		
010	Alamance-Burlington	310	Broadview Middle		x	x		
010	Alamance-Burlington	326	Eastlawn Elementary		x			
010	Alamance-Burlington	360	Hugh M Cummings High	x	x	x		
010	Alamance-Burlington							x
040	Anson	306	Anson High	x	x	x		
040	Anson	309	Anson Middle		x	x		
040	Anson	311	Wadesboro Primary		x			
040	Anson	700	Anson County New Technology High School		x	x		
040	Anson							x
050	Ashe	330	Mountain View Elementary		x			
070	Beaufort	329	Northeast Elementary		x			
080	Bertie	312	Bertie High		x	x	x	
080	Bertie	314	Bertie Middle		x	x	x	
080	Bertie	356	West Bertie Elementary	x	x		x	
080	Bertie	700	Bertie High - STEM		x	x	x	
080	Bertie						x	x
090	Bladen	330	East Bladen High	x	x	x		
090	Bladen	368	West Bladen High		x	x		

Schools and Districts Served by District and School Transformation 2007-08

LEA CODE	LEA	SCHOOL CODE	SCHOOLS	LOW PERFORMING 2007-08	TURNAROUND 2007-08	TURNAROUND 2008-09	DISTRICT AND SCHOOL TRANSFORMATION 2008-09	DISTRICT CORRECTIVE ACTION 2007-08
090	Bladen							x
100	Brunswick	302	Belville Elementary		x			
100	Brunswick	326	North Brunswick High		x	x		
110	Buncombe							x
130	Cabarrus							x
140	Caldwell							x
170	Caswell	316	Bartlett Yancey High		x	x		
190	Chatham							x
210	Edenton/Chowan							x
240	Columbus	304	Acme Delco Middle				x	
240	Columbus	308	Acme Delco Elementary				x	
240	Columbus	318	Boys and Girls Home				x	
240	Columbus	328	Cerro Gordo Elementary				x	
240	Columbus	330	Chadbourn Middle		x	x	x	
240	Columbus	332	Chadbourn Elementary	x	x		x	
240	Columbus	334	East Columbus High		x	x	x	
240	Columbus	344	Evergreen Elementary				x	
240	Columbus	352	Guideway Elementary				x	
240	Columbus	356	Hallsboro Middle				x	
240	Columbus	370	Old Dock Elementary				x	

Schools and Districts Served by District and School Transformation 2007-08

LEA CODE	LEA	SCHOOL CODE	SCHOOLS	LOW PERFORMING 2007-08	TURNAROUND 2007-08	TURNAROUND 2008-09	DISTRICT AND SCHOOL TRANSFORMATION 2008-09	DISTRICT CORRECTIVE ACTION 2007-08
240	Columbus	371	South Columbus High				x	
240	Columbus	372	Tabor City Elementary				x	
240	Columbus	373	Southeastern Early College				x	
240	Columbus	376	Tabor City Middle				x	
240	Columbus	380	West Columbus High		x	x	x	
240	Columbus	388	Williams Township Elementary		x		x	
240	Columbus						x	x
241	Whiteville City							x
260	Cumberland	322	Douglas Byrd High	x	x	x		
260	Cumberland	357	Gray's Creek High School		x	x		
260	Cumberland	359	E E Smith High		x	x		
260	Cumberland	408	Pine Forest High		x	x		
260	Cumberland	428	Spring Lake Middle		x	x		
260	Cumberland	455	Westover High		x	x		
291	Lexington City	308	Charles England Intermediate				x	
291	Lexington City	332	Lexington Middle		x	x	x	
291	Lexington City	336	Lexington Senior High		x	x	x	
291	Lexington City	340	Pickett Primary				x	
291	Lexington City	348	South Lexington/Develop Wing				x	

Schools and Districts Served by District and School Transformation 2007-08

LEA CODE	LEA	SCHOOL CODE	SCHOOLS	LOW PERFORMING 2007-08	TURNAROUND 2007-08	TURNAROUND 2008-09	DISTRICT AND SCHOOL TRANSFORMATION 2008-09	DISTRICT CORRECTIVE ACTION 2007-08
291	Lexington City	350	South Lexington Dvlpmnt Center				x	
291	Lexington City	352	Southwest Elementary				x	
291	Lexington City						x	
310	Duplin	336	Warsaw Elementary		x			
310	Duplin	352	James Kenan High	x	x	x		
310	Duplin	396	Warsaw Middle	x	x	x		
310	Duplin	700	James Kenan School of Engineering		x	x		
310	Duplin							x
320	Durham	314	Chewning Middle		x	x		
320	Durham	325	Hillside High	x	x	x		
320	Durham	346	Lowe's Grove Middle		x	x		
320	Durham	355	Neal Middle	x	x	x		
320	Durham	356	Northern Durham High		x	x		
320	Durham	368	Southern High		x	x		
320	Durham	700	Southern High School of Engineering		x	x		
320	Durham	701	Hillside New Technology High School		x	x		
320	Durham							x
340	Forsyth	330	Carver High	x	x	x		
340	Forysth	351	Cook Elementary	x	x			
340	Forysth	376	Forest Park Elementary	x	x			

Schools and Districts Served by District and School Transformation 2007-08

LEA CODE	LEA	SCHOOL CODE	SCHOOLS	LOW PERFORMING 2007-08	TURNAROUND 2007-08	TURNAROUND 2008-09	DISTRICT AND SCHOOL TRANSFORMATION 2008-09	DISTRICT CORRECTIVE ACTION 2007-08
340	Forsyth	396	Hill Middle	x	x	x		
340	Forsyth	452	Mineral Springs Middle		x	x		
340	Forsyth	486	Parkland High	x	x	x		
340	Forsyth	492	Philo Middle		x	x		
340	Forsyth	703	Carver High - Jacket Technology High School		x	x		
340	Forsyth							x
350	Franklin	308	Bunn High		x	x		
350	Franklin	321	Franklinton High		x	x		
350	Franklin	336	Louisburg High		x	x		
360	Gaston	336	Bessemer City High	x	x	x		
360	Gaston	428	Hunter Huss High		x	x		
360	Gaston	470	North Gaston High		x	x		
360	Gaston	484	Rhyne Elementary	x	x			
360	Gaston							x
390	Granville							x
410	Guilford	319	T Wingate Andrews High		x	x		
410	Guilford	326	Middle College Bennett		x	x		
410	Guilford	355	Dudley High	x	x	x		
410	Guilford	367	Ferndale Middle		x	x		
410	Guilford	402	Otis L Hairston Sr Middle		x	x		
410	Guilford	407	Academy at High Point Central		x	x		
410	Guilford	415	Jackson Middle		x	x		
410	Guilford	483	Middle College		x	x		

Schools and Districts Served by District and School Transformation 2007-08

LEA CODE	LEA	SCHOOL CODE	SCHOOLS	LOW PERFORMING 2007-08	TURNAROUND 2007-08	TURNAROUND 2008-09	DISTRICT AND SCHOOL TRANSFORMATION 2008-09	DISTRICT CORRECTIVE ACTION 2007-08
			NC A&T					
410	Guilford	484	Northeast Guilford High	x	x	x		
410	Guilford	544	Ben L Smith High	x	x	x		
420	Halifax	312	Brawley Middle	x	x	x	x	
420	Halifax	320	Eastman Middle		x	x	x	
420	Halifax	324	Enfield Middle		x	x	x	
420	Halifax	346	Northwest Halifax High		x	x	x	
420	Halifax	358	Southeast Halifax High		x	x	x	
420	Halifax	376	William Davie Middle		x	x	x	
422	Weldon City	318	Weldon Middle		x	x		
422	Weldon City	324	Weldon High		x	x		
422	Weldon City	700	Weldon High School STEM		x	x		
422	Weldon City							x
430	Harnett	371	Overhills High School		x	x		
460	Hertford	318	Hertford Middle		x	x	x	
460	Hertford	320	Hertford County High		x	x	x	
460	Hertford						x	x
470	Hoke	312	Hoke County High		x	x		
470	Hoke	330	South Hoke/Hawkeye Elementary		x			
470	Hoke							x
520	Jones	320	Jones Senior High		x	x		
540	Lenoir	306	C H Bynum	x	x			

Schools and Districts Served by District and School Transformation 2007-08

LEA CODE	LEA	SCHOOL CODE	SCHOOLS	LOW PERFORMING 2007-08	TURNAROUND 2007-08	TURNAROUND 2008-09	DISTRICT AND SCHOOL TRANSFORMATION 2008-09	DISTRICT CORRECTIVE ACTION 2007-08
			Elementary					
540	Lenoir	315	Kinston High	x	x	x		
540	Lenoir							x
580	Martin	344	Roanoke High		x	x		
600	Charlotte-Mecklenburg	341	Cochrane Middle		x	x		
600	Charlotte-Mecklenburg	376	E E Waddell High		x	x		
600	Charlotte-Mecklenburg	381	Eastway Middle		x	x		
600	Charlotte-Mecklenburg	396	Garinger High		x	x		
600	Charlotte-Mecklenburg	405	Harding University High		x	x		
600	Charlotte-Mecklenburg	428	James Martin Middle		x	x		
600	Charlotte-Mecklenburg	448	ML King Middle		x	x		
600	Charlotte-Mecklenburg	481	Northridge Middle		x	x		
600	Charlotte-Mecklenburg	496	Phillip O Berry Academy		x	x		
600	Charlotte-Mecklenburg	509	Quail Hollow Middle		x	x		
600	Charlotte-Mecklenburg	514	Ranson Middle		x	x		
600	Charlotte-Mecklenburg	520	Sedgefield Middle		x	x		
600	Charlotte-Mecklenburg	527	Shamrock Gardens Elementary		x			
600	Charlotte-Mecklenburg	541	Spaugh Middle	x	x	x		
600	Charlotte-Mecklenburg	553	Thomasboro Elementary	x	x			

Schools and Districts Served by District and School Transformation 2007-08

LEA CODE	LEA	SCHOOL CODE	SCHOOLS	LOW PERFORMING 2007-08	TURNAROUND 2007-08	TURNAROUND 2008-09	DISTRICT AND SCHOOL TRANSFORMATION 2008-09	DISTRICT CORRECTIVE ACTION 2007-08
600	Charlotte-Mecklenburg	576	West Charlotte High		x	x		
600	Charlotte-Mecklenburg	577	Westerly Hills Elementary		x			
600	Charlotte-Mecklenburg	579	West Mecklenburg High		x	x		
600	Charlotte-Mecklenburg	581	JT Williams Middle	x	x	x		
600	Charlotte-Mecklenburg	585	Wilson Middle	x	x	x		
640	Nash-Rocky Mount	354	O R Pope Elementary	x	x			
640	Nash-Rocky Mount							x
660	Northampton	324	Northampton High-West		x	x		
660	Northampton	336	Northampton High-East	x	x	x		
660	Northampton	700	Northampton-West High School STEM		x	x		
670	Onslow							x
700	Pasquotank	319	Pasquotank County High		x	x		
720	Perquimans	316	Perquimans County High		x	x		
770	Richmond	348	Richmond Senior High		x	x	x	
770	Richmond						x	x
780	Robeson	391	Red Springs High		x	x		
780	Robeson	393	Red Springs Middle		x	x		
780	Robeson	402	South Robeson High		x	x		

Schools and Districts Served by District and School Transformation 2007-08

LEA CODE	LEA	SCHOOL CODE	SCHOOLS	LOW PERFORMING 2007-08	TURNAROUND 2007-08	TURNAROUND 2008-09	DISTRICT AND SCHOOL TRANSFORMATION 2008-09	DISTRICT CORRECTIVE ACTION 2007-08
780	Robeson	420	Purnell Swett High		x	x		
780	Robeson							x
790	Rockingham	366	Reidsville High		x	x		
790	Rockingham	374	Reidsville Middle		x	x		
800	Rowan-Salisbury	376	North Rowan High		x	x		
800	Rowan-Salisbury							x
821	Clinton City	304	Butler Avenue		x			
821	Clinton City							x
910	Vance	364	Southern Vance High		x	x		
910	Vance	370	Northern Vance High		x	x		
930	Warren	352	Warren County High		x	x		
930	Warren	700	Warren County Technology High School		x	x		
940	Washington	316	Plymouth High		x	x		
940	Washington	328	Washington County Union		x	x		
960	Wayne	326	Dillard Middle		x	x		
960	Wayne	335	Goldsboro High		x	x		
960	Wayne	390	North Drive Elementary		x			
960	Wayne	700	Wayne School of Engineering at Goldsboro		x	x		
960	Wayne							x
980	Wilson	318	Beddingfield High		x	x		

Overview of the North Carolina School Turnaround Initiative 2006-2008

Within the Division of District and School Transformation, the Turnaround Initiative is focused on raising student achievement in 20% of the schools in North Carolina that are the lowest performing. In 2007-08, Turnaround served schools in the categories Low Performing, Middle and High School Turnaround, and Corrective Action. The mission of the Turnaround Initiative is to increase student proficiency, to reduce the number of students who dropout, and to promote redesign of high schools so that all students graduate prepared for democratic citizenship, college, and/or the 21st century workforce.

High School Turnaround began when Governor Mike Easley asked NCDPI to assist schools in which student proficiency fell below 60% as measured by the performance composite of the state assessment. In 2006-07, thirty-five high schools were identified and began Turnaround. In the 2007-08 school year, the Turnaround effort expanded also to include middle and elementary schools. An additional thirty-one high schools, thirty-seven middle schools, and twenty elementary schools became part of the Turnaround Initiative during 2007-08. In 2007, the Turnaround model replaced the former five person/one school assistance team model for Low Performing schools. From 1997 to 2007, 106 schools were provided five-person assistance teams. In 2007-08, 123 schools were served within one year in the current Turnaround design. A significant difference between the two models is that an assistance team supported a school for one year; in contrast, schools currently in Turnaround receive support for three years. Another difference between the two models is that Turnaround provides more professional development directly to teachers, principals, and central office staff. One of the lessons learned is the importance of including central office staff in the planning process for the schools they serve.

5 Step Turnaround Model

- ◆ Professional development for leadership teams of school and central office staff;
- ◆ Leadership coaching for principals;
- ◆ Instructional coaching for teachers;
- ◆ Guidance in planning and implementing the Framework for Action (FFA) plan of school improvement; and
- ◆ Requirement to choose or create a model of school reform or redesign (high school only).

High School Data

Early Results Show Promise

- ◆ 82% of Turnaround high schools increased proficiency.
- ◆ 79% of Turnaround high schools increased graduation rates.

- ◆ 26% of Turnaround high schools increased their performance composite between 10 and 17 points.
- ◆ 18% of Turnaround high schools (12) raised their performance composites above 60%.
- ◆ 1 school raised its performance composite above 70%.

School with Performance Composite Score Above 70% (2007-2008)

LEA	School	Performance Composite
Perquimans	Perquimans County High School	71.9

Schools with Performance Composite Scores Above 60% (2007-2008)

LEA	School	Performance Composite
Mecklenburg	Harding University High School	68.7
Brunswick	North Brunswick High School	66.9
Franklin	Franklinton High School	66.4
Gaston	North Gaston High School	66.3
Franklin	Bunn High School	64.9
Columbus	West Columbus High School	64.6
Jones	Jones Senior High School	64.0
Richmond	Richmond Senior High School	63.9
Cumberland	Gray's Creek High School	63.2
Franklin	Louisburg High School	62.9
Mecklenburg	West Charlotte High School	61.0
Harnett	Overhills High School	60.9

Professional Development for Leadership Teams of Schools and Central Office Staff

High Schools

For the thirty-five high schools in their second year of turnaround (Cohorts 1 and 2), NCDPI partnered with McREL (Mid-Continent Research for Education and Learning) to provide the Balanced Leadership module. This professional development included eight days of training for leadership teams which consisted of a principal and two school representatives. The Balanced Leadership module focuses on four types of knowledge:

- ◆ *experiential* knowledge which is knowing why something is important;
- ◆ *declarative* knowledge which is knowing what to do;
- ◆ *procedural* knowledge which is knowing how to do it;
- ◆ *contextual* knowledge which is knowing when to do it.

The understanding of these different types of knowledge and cognizance of their application have helped principals be more confident leaders.

The thirty-one high schools in their first year of Turnaround received professional development through the UNC Center for School Leadership Development (CSLD) in partnership with the UNC Kenan-Flagler School of Business. This professional development included ten days of training for leadership teams that consisted of a principal, teacher leader, and central office representative. This training was focused around the development of the Framework for Action.

Among the topics and subtopics included were:

- ◆ **School Processes and Procedures**
 - Leading in Turbulent Times
 - Effective School Processes and Procedures
 - North Carolina High School Expectations
 - Effectively Using Data to Inform Leadership Decisions in High School
 - Data Use and Decision Making in Struggling High Schools
- ◆ **Total School Community**
 - School and Community Matters
 - Characteristics of Effective Leadership Teams
- ◆ **Professional Learning Communities**
 - Successful Professional Learning Communities
 - The Role of Leadership in Guiding Change and Transition
- ◆ **Professional Development**
 - Using Google Alert Information
 - Harnessing the Web with your Virtual Instructional Assistant: LEARN NC
 - NCDPI Testing and Accountability
- ◆ **Formative Assessment**
 - Formative Assessments
 - Total Instructional Alignment: From Standards to Student Success
 - Effectively Monitoring Instruction
 - The Power of Using Data to Improve Teaching and Learning
- ◆ **Literacy**
 - The Role of Literacy in Improving Student Outcomes
- ◆ **Assistance for Struggling Students**
 - Leadership's Role in Improving Student Learning
 - Strategies for Struggling Students
 - Improving Student Learning
- ◆ **Ninth Grade Transition**
 - 9th Grade Transition and 21st Century School Transformation
 - AVID in High School
 - School Visit

◆ **Reform/Redesign Models**

America's Choice
Edison Schools
North Carolina New Schools Project
Talent Development
Local Design

Middle Schools

The thirty-seven middle schools in their first year of Turnaround received professional development through the UNC Center for School Leadership Development (CSLD) in partnership with the North Carolina Middle Schools Association using the Schools to Watch model from the National Forum for the Acceleration of Middle Grades. This professional development included eleven days of training for leadership teams consisting of a principal, teacher leader, and central office representative. This training was focused around the Framework for Action and the eight components of the Academic Excellence section of the Schools to Watch criteria which are:

- ◆ All students are expected to meet high academic standards. Teachers supply students with exemplars of high quality work that meet the performance standard. Students revise their work based on feedback until they meet or exceed the performance standard;
- ◆ Curriculum, instruction, and assessment are aligned with high standards. The curriculum is rigorous and non-repetitive; it moves forward substantially as students progress through the middle grades;
- ◆ The curriculum emphasizes deep understanding of important concepts, development of essential skills, and the ability to apply what one has learned to real-world problems;
- ◆ Instructional strategies include a variety of challenging and engaging activities that are clearly related to the concepts and skills being taught;
- ◆ Teachers use a variety of methods to assess student performance and maintain a collection of student work. Students learn how to assess their own and others' work against the performance standard;
- ◆ The school provides students time to meet rigorous academic standards;
- ◆ Students have the supports they need to meet rigorous academic standards; and
- ◆ The adults in the school have opportunities to plan, select, and engage in professional development aligned with nationally recognized standards. They have regular opportunities to work with their colleagues to deepen their knowledge and improve their practice. They collaborate in making decisions about rigorous curriculum and effective instructional methods. They discuss student work as a means of enhancing their own practice.

Among the Middle School topics and subtopics included were:

- ◆ **High Academic Standards**
 - Data Driven Decision Making
 - Formative Assessments
 - Scheduling for Mastery
- ◆ **Curriculum and Instructional Alignment**
 - Planning for Using Data to Effectively Improve Your School
 - How to Impact Student Achievement and Make a Difference
- ◆ **Deep Understanding of Concepts and Skills**
 - Overview of Academic Excellence Section of Schools to Watch criteria
 - Self-assessment/Rubric for Evaluation
- ◆ **Varied Instructional Strategies**
 - Literacy Strategies
 - Math Strategies
 - School Visit
- ◆ **Varied Assessment and Monitoring**
 - Coaching/School Assessment: Schools to Watch Model
 - Grading Practices
 - Formative Assessment of the Plan for Academic Excellence
 - Professional Learning Communities that Discuss Student Work
- ◆ **Purposeful Schedules**
 - Strategic Planning Process
 - Planning for Using Data to Effectively Improve Your School Scheduling
 - Schedule Options for Effective Middle Schools
- ◆ **Student Support**
 - How to Impact Student Achievement and Make a Difference
 - Caught in the Middle: Transition Practices for the Middle Grades
 - Scheduling and Grading Practices
- ◆ **Professional Learning Communities**
 - Understanding of Professional Learning Communities
 - Scheduling for Professional Learning Communities
 - Leadership Expectations for Professional Learning Communities

Elementary Schools

The twenty elementary schools in their first year of Turnaround received professional development through the UNC Center for School Leadership Development (CSLD). This professional development included twelve days of training for leadership teams consisting of a principal, teacher leader, and central office representative. This training was focused around the Framework for Action. Some of the topics and subtopics included:

- ◆ **Strategic Planning** – A focus on developing a Framework for Action with a clear focus on problem statements and desired state;
- ◆ **Instructional Excellence and Alignment** – A focus on balanced curriculum and 21st Century students;
- ◆ **Developing Professional School Communities** – A focus on understanding of what it means to be a professional/intentional school community and strategies for developing school level teams that are high performing;
- ◆ **Leading and Managing Change** – A focus on understanding the change process and how leaders contribute to positive change;
- ◆ **Math Planning and Teaching** – Teaching strategies for math instruction;
- ◆ **Leadership’s Role in Improving Student Learning** – Development of strategies to align school improvement goals with PLC work and the power of a PLC;
- ◆ **Reading Comprehension** – Strategies for effective reading comprehension;
- ◆ **National Center for Culturally Responsive Educational Systems** – Exploration of cultural responsiveness as it applies to educators and education;
- ◆ **The Power of Using Data to Align Instruction and Improve Student Achievement** – A focus on utilizing data at both the school and teacher levels;
- ◆ **School Site Visits** – An opportunity for participants to visit successful schools with similar populations;
- ◆ **Creating an Elementary School Master Schedule** – A focus on addressing student needs and building PLCs through the master schedule;
- ◆ **Leadership’s Role in Guiding Change and Transition** – A focus on learning strategies and developing plans and timelines for establishing high performing Professional Learning Communities. Exploring research on student engagement and high expectations to impact the classroom;
- ◆ **Exceptional Children’s Program** – A focus on effective planning and teaching for student growth and achievement; and
- ◆ **Summer Collaboration Around Student Achievement** – Explore lessons from new research on school and classroom level strategies for improving student learning by unleashing the power of teacher leadership to achieve high performing results, and develop a solid action plan for the first three weeks of school.

Elementary Turnaround 2007-08		
Name of School	2007-2008 Status	2008-2009 Status
Eastlawn Elementary	CA3-Reading	
Wadesboro Primary	CA3-Reading and Math	
Mountain View Elementary	CA3-Reading	
Northeast Elementary	CA3-Math	
West Bertie Elementary	Low Performing and CA3-Reading	
Chadbourn Elementary	Low Performing	
Williams Township Elementary	CA3-Reading and Math	
Warsaw Elementary	Low Performing	
Forest Park Elementary	Low Performing and CA5-Reading	Low Performing
Cook Elementary	Low Performing	
Rhyne Elementary	Low Performing	
South Hoke/Hawkeye Elementary	CA3-Reading and Math	
C.H. Bynum Elementary	Low Performing	Low Performing
Shamrock Gardens Elementary	CA3-Reading and Math	
Thomasboro Elementary	Low Performing	
Westerly Hills Elementary	CA3-Reading and Math	
O.R. Pope Elementary	Low Performing	
North Drive Elementary	CA3-Reading and Math	
Butler Ave. Elementary	CA3-Reading	
Belville Elementary	CA3-Math	
CA=Corrective Action # = Number of years Low Performing = < 50% of students at or above grade level and did not meet growth standards		

Leadership Coaching for Principals Provided by Portfolio Managers and Leadership Facilitators

NCDPI High School Portfolio Managers have the specific responsibility of building the capacity of Turnaround Schools to implement and sustain reform and innovation to ensure that all students graduate prepared for college and work. Implicit in this work is an effort to develop principals as instructional leaders consistent with the North Carolina Standards for School Executives. Portfolio managers have monthly contact with and provide on-site support for principals, teacher leaders, and school planning teams.

The role of the Portfolio Manager is to:

- ◆ conduct professional development sessions for school and central office leadership teams;
- ◆ guide school leadership in developing a three-year school improvement plan focused on advancing student outcomes;
- ◆ support the utilization of a professional learning community to embed and systematize a process for sustained improvement over time;

- ◆ support the principal and school leaders in fostering a culture of high expectations and creating a healthy working environment;
- ◆ help the school devise a plan for supporting professional development toward the goal of improving instructional outcomes;
- ◆ assist the school in locating and securing qualified sources to implement the professional development plan;
- ◆ coordinate the implementation of formative assessment;
- ◆ assist the school in developing greater fluency in using data to drive instructional decisions;
- ◆ guide the leadership in researching and implementing best practices of successful schools with similar size and student make-up;
- ◆ help to locate appropriate resources to prioritize and map the alignment of curriculum and delivery of instruction both within each department and for the school as a whole; and
- ◆ assist in other similar manners directly related to greater student success.

The Leadership Group for the Carolinas (LGC) has been contracted to provide Leadership Facilitators for the sixty-six high schools involved in the Turnaround initiative. On average, schools receive leadership coaching once per week. These Leadership Facilitators have all had successful experiences as school administrators (high school principal or assistant superintendent or superintendent). LGC has also worked with the North Carolina New Schools Project (NCNSP) and has been engaged in coaching school administrators on how to lead school reform for a number of years. The leadership facilitators possess the skills necessary to assist school that are currently functioning at very low levels and help them to begin the process of school redesign successfully. To keep the work of the Leadership Facilitators cohesive with the efforts of NCDPI Turnaround staff, Leadership Facilitators also participate in professional development with the school and central office leadership team.

Instructional Coaching for Teachers

In an effort to ensure that all schools are on track to provide a 21st century education to all students, rigorous standards for quality were in place to be intentional and highly selective in choosing the right staff to build a strong and effective Turnaround unit. Critical to the effective and successful Turnaround effort is building a strong, state-level instructional team. There are

currently sixteen High School Instructional Facilitators, eight Middle School Instructional Facilitators, and four Elementary School Instructional Facilitators.

Instructional Facilitators provide on-site support for classroom teachers, principals, and school planning teams. Implicit in this work is an effort to develop teachers as leaders who take responsibility for the progress of all students consistent with the North Carolina Professional Teaching Standards.

Specific duties of the Instructional Facilitator include:

- ◆ conducting workshops during pre-service time before school year begins for beginning teachers on lesson planning, unit planning, instructional strategies, formative and summative assessment, and other relevant topics;
- ◆ analyzing teachers' needs and helping to identify possible research-validated interventions that might help teachers to address those needs;
- ◆ observing classes monthly to observe the overall process of the class as well as providing written and oral feedback to teachers;
- ◆ supporting the utilization of a professional learning community to embed and systematize a process for sustained improvement over time;
- ◆ supporting the principal and school leaders in fostering a culture of high expectations and creating a healthy working environment;
- ◆ helping the school to devise a plan for supporting professional development toward the goal of improving instructional outcomes;
- ◆ assisting the school in developing greater fluency in using data to drive instructional decisions; and
- ◆ helping locate appropriate resources to prioritize and map the alignment of curriculum and delivery of instruction both within each department and the school as a whole.

These individuals are all highly-qualified and work diligently to provide support to schools.

Guidance in Planning and Implementing a Framework for Action (FFA) Plan of School Improvement

The purpose of the Framework for Action (FFA) is to help schools achieve immediate results in increasing student achievement. All sixty six high schools developed and implemented a

Framework for Action to guide their school improvement process. Each high school FFA included a plan for:

- ◆ ninth grade transition/ ninth grade academy;
- ◆ formative assessment;
- ◆ assistance to struggling students;
- ◆ identifying and addressing literacy issues and needs;
- ◆ identifying professional development needs based on student achievement data;
- ◆ reviewing all school processes and procedures to ensure that they are structured to help all students achieve proficiency;
- ◆ involving the total school community in addressing the needs of the school;
- ◆ establishing a professional learning community; and
- ◆ determining whether the school will redesign or reform.

All middle schools developed and implemented a Framework for Action (FFA) to guide their school improvement process. Each middle school FFA included a plan for:

- ◆ establishing high academic standards;
- ◆ improving curriculum and instructional alignment;
- ◆ helping students to develop a deep understanding of concepts and skills;
- ◆ using varied instructional strategies;
- ◆ varying assessment and monitoring;
- ◆ creating purposeful schedules;
- ◆ providing student support; and
- ◆ establishing a professional learning community.

All elementary schools developed and implemented a Framework for Action (FFA) to guide their school improvement process. Each elementary school FFA included a plan for:

- ◆ establishing a culture of high expectations for students and staff;
- ◆ ensuring that instruction is aligned with the North Carolina Standard Course of Study;
- ◆ raising student achievement for all AYP subgroups;
- ◆ increasing student and staff attendance rates; increasing student promotion rates;
- ◆ establishing procedures to facilitate effective student transition from grade level to grade level; and
- ◆ implementing student support services that will meet the academic, social, emotional, and health needs of students.

Reform/Redesign Model (High School Only)

One of the requirements of schools identified as having performance composites below 60% for two consecutive years is the choice of a school restructuring design. By January 2007, the first thirty-five high schools had chosen restructuring options. After selecting plans in January 2007, schools went through a four month period in which they developed a plan for implementation. During this planning period, multiple sessions were held to support principals in developing a strong plan for substantive improvement. The next thirty schools selected a restructuring option and began initial implementation by May 2008. One small school began late in the planning process and has completed a Framework for Action but has been given this year as a planning period for restructuring.

Reform/Redesign Model	Number of Schools
America's Choice	9
Talent Development	8
North Carolina New Schools Project	13
Alternate Plan – Creating Great Classrooms	2
Alternate Plan – Focused Leadership Solutions	3
Alternate Plan – High Schools that Work	5
Alternate Plan – IMPACT	1
Alternate Plan – Local Design	25
Alternate Plan – McREL Success in Sight	1
Alternate Plan – Middle College National Consortium	1
Alternate Plan – School Turnaround	1
Alternate Plan – Solution Tree	3
Alternate Plan – Working on the Work	2

Turnaround High Schools Rank Ordered by Performance Composite Highest to Lowest 2007-08

REGION	COHORT	LEA/ SCHOOL CODE	LEA	SCHOOLS	PERF COMPOSITE 2007-08	PERF COMPOSITE 2006-07	CHANGE IN COMPOSITE	2007-08 5- Yr Rate	2006-07 5-Yr Rate	CHANGE IN 5-Yr Rate
1	3A	720316	Perquimans	Perquimans County High	71.9	57.8	14.1	73.8	71.3	2.5
6	2	600405	Mecklenburg	Harding University High	68.7	62.2	6.5	89.8	79.1	10.7
2	3A	100326	Brunswick	North Brunswick High	66.9	49.3	17.6	85.1	59.7	25.4
3	3B	350321	Franklin	Franklinton High	66.4	61.4	5	67.1	65.3	1.8
6	3B	360470	Gaston	North Gaston High	66.3	55.8	10.5	70.4	66.3	4.1
3	3B	350308	Franklin	Bunn High	64.9	57.6	7.3	70.3	63.9	6.4
4	2	240380	Columbus	West Columbus High	64.6	50	14.6	69.6	67.6	2
2	3A	520320	Jones	Jones Senior High	64	57.8	6.2	65.2	66.0	-0.8
4	3B	770348	Richmond	Richmond Senior High	63.9	50	13.9	76.6	62.6	14
4	3B	260357	Cumberland	Gray's Creek High School	63.2	56.6	6.6	82.6	86.6	-4
3	3B	350336	Franklin	Louisburg High	62.9	52.6	10.3	71.2	58.5	12.7
6	1	600576	Mecklenburg	West Charlotte High	61	46.1	14.9	68.3	81.5	-13.2
4	2	430371	Harnett	Overhills High School	60.9	56.3	4.6	78.4	76.7	1.7
4	3A	780402	Robeson	South Robeson High	59.6	48.1	11.5	60.8	57.0	3.8
1	3A	700319	Pasquotank	Pasquotank County High	59.3	50	9.3	69.0	49.7	19.3
4	3A	780420	Robeson	Purnell Swett High	58.6	50	8.6	63.6	57.0	6.6
6	2	600496	Mecklenburg	Phillip O Berry Academy	58.6	57.4	1.2	84.9	77.8	7.1
6	1	600579	Mecklenburg	West Mecklenburg High	58.3	52.2	6.1	70.3	62.5	7.8
3	3A	980318	Wilson	Beddingfield High	58	50.2	7.8	57.8	54.2	3.6
7	3B	800376	Rowan	North Rowan High	57.4	51.6	5.8	75.1	64.4	10.7
4	3A	240334	Columbus	East Columbus High	57.3	43	14.3	73.3	52.4	20.9
1	3A	580344	Martin	Roanoke High	57.3	48.3	7.7	52.3	72.8	-20.5
6	1	600376	Mecklenburg	E E Waddell High	57.3	48.2	9.1	58.0	63.2	-5.2
4	2	470312	Hoke	Hoke County High	56.5	46.4	10.1	73.0	53.6	19.4
3	3B	910370	Vance	Northern Vance High	56.5	47.1	9.4	67.7	51.4	16.3
5	2	790366	Rockingham	Reidsville High	55.9	47.2	8.7	69.4	63.1	6.3
4	3A	090368	Bladen	West Bladen High	55	48.5	6.5	63.8	64.0	-0.2
4	3A	090330	Bladen	East Bladen High	54.9	41.2	13.7	68.1	68.1	0

Turnaround High Schools Rank Ordered by Performance Composite Highest to Lowest 2007-08

REGION	COHORT	LEA/ SCHOOL CODE	LEA	SCHOOLS	PERF COMPOSITE 2007-08	PERF COMPOSITE 2006-07	CHANGE IN COMPOSITE	2007-08 5- Yr Rate	2006-07 5-Yr Rate	CHANGE IN 5-Yr Rate
5	2	010360	Alamance	Hugh M Cummings High	54.9	43.4	11.5	63.0	59.6	3.4
5	3B	170316	Caswell	Bartlett Yancey High	54.9	48.4	6.5	75.7	66.8	8.9
5	2	291336	Lexington City	Lexington Senior High	53.3	40.2	13.1	63.9	46.8	17.1
5	2	410326	Guilford	Middle College Bennett	53.3	40.7	12.6			
2	1	960335	Wayne	Goldsboro High	52.6	43	9.7	56.5	52.8	3.7
1		960700	Wayne	Wayne School of Engineering at Goldsboro	87.6					
4	3B	260408	Cumberland	Pine Forest High	52.1	51	1.1	76.2	66.7	9.5
3	3B	910364	Vance	Southern Vance High	51.3	43.2	8.1	63.1	47.2	15.9
5	1	410355	Guilford	Dudley High	51.3	44.6	6.8	84.3	76.0	8.3
5	1	340486	Forsyth	Parkland High	50.8	42.6	8.2	70.0	73.8	-3.8
6	2	360336	Gaston	Bessemer City High	50.5	47	3.6	74.0	61.5	12.5
3	3A	660336	Northampton	Northampton High-East	50	44.2	5.8	72.5	61.2	11.3
4	1	260359	Cumberland	E E Smith High	50	49.4	0.6	65.6	62.0	3.6
4	3A	780391	Robeson	Red Springs High	49.4	42.4	7	68.4	45.1	23.3
4	3B	260322	Cumberland	Douglas Byrd High	47.9	40.4	7.5	74.6	65.6	9
2	2	310352	Duplin	James Kenan High	46.6	38.5	8.1	74.5	67.5	7
1		310700	Duplin	James Kenan School of Engineering	83.3					
3	3B	320356	Durham	Northern Durham High	46.2	47.5	-1.3	75.8	78.8	-3
6	3B	360428	Gaston	Hunter Huss High	46.1	46	0.1	58.6	58.0	0.6
1	1	080312	Bertie	Bertie High	46	56.4	-10.4	75.2	68.0	7.2
1		080700	Bertie	Bertie High - STEM	73					
1	1	940316	Washington	Plymouth High	45.9	42.2	3.7	84.3	73.4	10.9
1	1	460320	Hertford	Hertford County High	45.7	35.4	10.3	72.8	57.2	15.6
4	2	260455	Cumberland	Westover High	45.2	42.3	2.9	74.0	62.0	12
5	3B	410484	Guilford	Northeast Guilford High	45	43.5	1.5	81.6	79.3	2.3
5	2	410319	Guilford	T Wingate Andrews High	44.3	47.4	-3.1	82.7	81.0	1.7

Turnaround High Schools Rank Ordered by Performance Composite Highest to Lowest 2007-08

REGION	COHORT	LEA/ SCHOOL CODE	LEA	SCHOOLS	PERF COMPOSITE 2007-08	PERF COMPOSITE 2006-07	CHANGE IN COMPOSITE	2007-08 5- Yr Rate	2006-07 5-Yr Rate	CHANGE IN 5-Yr Rate
2	3B	540315	Lenoir	Kinston High	43.9	44.4	-0.5	71.7	63.8	7.9
3	1	660324	Northampton	Northampton High-West	43.9	57.9	-14	72.8	66.7	6.1
1		660700	Northampton	Northampton-West High School STEM	68.5					
6	1	600396	Mecklenburg	Garinger High	43	50	-7	66.3	78.5	-12.2
3	2	422324	Weldon City	Weldon High	42.4	42.1	0.3	69.5	57.3	12.2
1		422700	Weldon City	Weldon High School STEM	82.1					
5	2	410483	Guilford	Middle College NC A&T	41.6	34.5	7	100.0	68.8	31.2
3	1	320325	Durham	Hillside High	40.2	40.9	-0.7	70.6	70.5	0.1
1		320701	Durham	Hillside New Technology High School	62.1					
5	1	410544	Guilford	Ben L Smith High	39.7	35.5	4.2	68.4	59.6	8.8
6	2	040306	Anson	Anson High	38.8	39.5	-0.7	69.2	66.3	2.9
1		040700	Anson	Anson County New Technology High School	85.4					
5	3B	010303	Alamance	Alamance-Burlington Middle College	37.4	23.8	13.6	71	0	71
3	2	930352	Warren	Warren County High	36.9	41.9	-5	70.4	69.2	1.2
1		930700	Warren	Warren County Technology High School	83.1					
3	1	420358	Halifax	Southeast Halifax High	35.9	38.3	-2.4	76.5	65.8	10.7
5	1	340330	Forsyth	Carver High	34.7	36.7	-2	73.9	76.4	-2.5
1		340703	Forsyth	Carver High - Jacket Technology High School	21.7					
3	1	420346	Halifax	Northwest Halifax High	34.3	30.9	3.5	69.1	57.1	12
5	3B	410407	Guilford	Academy at High Point Central	32.7	15.5	17.2			
3	1	320368	Durham	Southern High	32.3	39.9	-7.6	64.2	61.4	2.8

Turnaround High Schools Rank Ordered by Performance Composite Highest to Lowest 2007-08

<i>REGION</i>	<i>COHORT</i>	<i>LEA/ SCHOOL CODE</i>	<i>LEA</i>	<i>SCHOOLS</i>	<i>PERF COMPOSITE 2007-08</i>	<i>PERF COMPOSITE 2006-07</i>	<i>CHANGE IN COMPOSITE</i>	<i>2007-08 5- Yr Rate</i>	<i>2006-07 5-Yr Rate</i>	<i>CHANGE IN 5-Yr Rate</i>
<i>1</i>		320700	<i>Durham</i>	<i>Southern High School of Engineering</i>	<i>55.3</i>					

Middle School Math Data				
Average Change in % Proficient for State = +3.8*				
District	School	0607 M All	0708 M All	M all Difference
Wayne	Dillard	30.8	51.0	20.2
Guilford	Jackson	34.2	51.8	17.6
Duplin	Warsaw	33.8	50.7	16.9
WSFCS	Hill	29.0	42.3	13.3
CMS	Northridge	45.9	58.7	12.8
WSFCS	Mineral Springs	38.5	48.7	10.2
Weldon	Weldon MS	37.0	46.8	9.8
Cumberland	Spring Lake	36.1	45.2	9.1
Guilford	Ferndale	42.0	51.1	9.1
CMS	J.T. Williams	37.3	44.6	7.3
CMS	Sedgefield	39.2	46.0	6.8
CMS	Wilson	34.2	40.5	6.3
Durham	Neal	24.8	31.0	6.2
Halifax	Brawley	19.7	25.4	5.7
CMS	Quail Hollow	51.5	57.2	5.7
CMS	James Martin	39.6	45.2	5.6
Anson	Anson MS	44.8	49.7	4.9
Washington	Wash. Co. Union	41.8	45.9	4.1
CMS	Eastway	45.7	49.3	3.6
Lexington	Lexington	49.5	53.0	3.5
Halifax	Eastman	46.1	49.4	3.3
Columbus	Chadbourn	37.1	40.2	3.1
Robeson	Red Springs	36.3	39.4	3.1
ABSS	Broadview	49.1	51.6	2.5
Hertford	HCMS	42.8	45.0	2.2
CMS	MLK, Jr.	42.4	44.6	2.2
CMS	Ranson	37.6	39.0	1.4
Rockingham	Reidsville	42.8	43.8	1.0
Bertie	Bertie MS	54.4	54.8	0.4
Halifax	Enfield	28.6	28.3	-0.3
Guilford	Hairston	47.4	46.7	-0.7
CMS	Cochrane	36.5	34.1	-2.4
Durham	Chewning	36.6	33.9	-2.7
Halifax	Wm. R. Davie	37.7	33.5	-4.2
CMS	Spaugh	28.6	24.1	-4.5
WSFCS	Philo	35.9	29.0	-6.9
Durham	Lowe's Grove	48.1	35.1	-13.0
*Source: NC State Testing Results 2007-08; technical notes (DPI Website) 65.5% proficient in 06-07; 69.3% proficient in 07-08				

Due to changed standards, reading test data for 2006-07 and 2007-08 are not comparable and they are not included.

District and School Transformation

In 2007-2008, District and School Transformation served two pilot districts – Columbus County and Lexington City. In 2008-2009, District and School Transformation continued to serve the Columbus County and Lexington City pilots and began service to Halifax, Bertie, Richmond, and Hertford county school districts.

Purpose:

District and School Transformation provides customized support to districts and schools whose performance indicates lack of capacity to build sustainable improvement for the students they serve.

Process:

- **Identification**
 - ◆ Based on an integration of state (ABCs) and federal (NCLB) accountability requirements
 - ◆ Considers the current performance and internal capacity of the district or school to provide resources that generate change
- **Selection**
 - ◆ Districts are chosen from a matrix of district and school performance by the Strategic Roundtable that is made up of senior leadership and meets quarterly to monitor the progress of the support being provided.
 - ◆ Superintendents and School Boards of selected districts sign a partnership agreement with the Department of Public Instruction to work together for three years to ensure sustainable improvement.
- **Resources Provided**
 - ◆ A District Transformation Coach is jointly selected by the Department of Public Instruction and the district.

Requirements:

- ◆ Successful experience as a superintendent, central office, or district administrator with strong interpersonal skills
- ◆ Knowledge of state and federal accountability models
- ◆ Understanding of the change process

Responsibilities:

- ◆ Building collaborative partnerships with leadership
- ◆ Facilitating the planning processes for change

- ◆ Coordinating the resources of the Department of Public Instruction divisions to serve the district
- ◆ Encouraging and monitoring the use of research-based best practices
- ◆ Instructional Coaching is provided for school and classroom level support.

Requirements:

- ◆ Successful experience as classroom teacher leader
- ◆ Knowledge of state and federal accountability models
- ◆ Thorough understanding of the pertinent North Carolina Standard Course of Study
- ◆ Expertise in best instructional practices, classroom management, effective professional development, and curricular alignment

Responsibilities:

- ◆ Providing on-site, job-embedded professional development
- ◆ Leading change to advance student achievement
- ◆ Modeling classroom instructional strategies
- ◆ Communicating with school and district leadership, District Transformation Coaches, as well as Department of Public Instruction staff
- ◆ Building capacity and developing structures that support sustainable improvement and change
- ◆ A Comprehensive Needs Assessment of each school and the central office in the district is conducted focusing on the impact of the instructional program on student learning.
 - ◆ Instructional Review Coaches and trained Department of Public Instruction staff conduct the needs assessments.
 - ◆ Principals and central office staff are provided professional development that explains:
 - ◆ the Comprehensive Needs Assessment process;
 - ◆ the rubric by which the school/central office is judged;
 - ◆ personnel's role in the assessment; and
 - ◆ the preparation of a Self-Evaluation of the school or central office that begins the review process.
 - ◆ The on-site visit consists of:
 - ◆ collaborative discussions with school and district leadership;
 - ◆ classroom visits; and

- ◆ focus groups of teachers, student, and parents.
- ◆ A draft report triangulates the evidence and is sent to school and district leadership for a check of factual accuracy.
- ◆ The final report is generated and provided to district, school, and Department of Public Instruction leaders.
- ◆ Based on the results of the Comprehensive Needs Assessment, the district may be provided with one or more School Transformation Coaches to work with principals and school personnel.

Requirements:

- ◆ Successful experience as a principal
- ◆ Knowledge of state and federal accountability models
- ◆ Capacity to realize potential and provide support to ensure success
- ◆ Understanding of change management processes
- ◆ Understanding of alignment of curriculum, instruction, and assessment
- ◆ Effective interpersonal skills

Responsibilities:

- ◆ Leading change that advances student achievement
- ◆ Facilitating planning processes, coaching, and service delivery
- ◆ Communicating clearly with the principal, District Transformation Coach, and Department of Public Instruction staff
- ◆ Facilitating a productive climate for the school to organize tasks and make effective decisions
- ◆ Modeling effective, research-based instructional practices

- **Development of Transforming Initiatives**

- ◆ Based on an analysis of the Comprehensive Needs Assessments for the central office and every school in the district, the District Transformation Coach works with the superintendent and district administrators to select high-leverage initiatives to guide and focus the work.
- ◆ A rationale explaining how the selected transforming initiatives will improve student achievement by addressing areas of concern is developed to ensure consistent understanding and the applicability of the work.
- ◆ An Implementation Map is developed for the Transforming Initiatives with specific strategies, key activities, and measurable criteria for success.

- ◆ A Three-Year Benchmark Plan is established to ensure evaluation of progress against the plan and ensure capacity building so that as state resources are phased out, district personnel are well-equipped to assume full responsibility for sustaining the work.
- ◆ A parallel process for each principal to use the Comprehensive Needs Assessment report in developing school level initiatives in collaboration with the School Improvement Team (SIT) allows the integration of work in the school with the district Transforming Initiatives.

- **Monitoring Progress**

On-going monitoring and support for the work of each Transformation District and School is provided through the Department of Public Instruction's staff and the interlocking roundtables that ensure all DPI divisions bring their specific resources to assure the success of the work in the districts.

- ◆ The **Strategic Roundtable** meets quarterly and is comprised of the State Superintendent, Deputy Superintendent, and agency senior leadership.
- ◆ The **Agency Roundtable** meets monthly and is comprised of all Department of Public Instruction Directors and District and School Transformation Team Leads. They review the progress of the work and determine other available resources to apply to issues that emerge in the work.
- ◆ The **Regional Roundtable** meets monthly and is comprised of cross-functional Department of Public Instruction consultants working with the schools and districts to coordinate resources such as professional development, support, and monitoring of districts and schools.

Annual and on-going data for each district and school is monitored through the work of the Department's Accountability and District and School Transformation Divisions.

Support to Corrective Action Districts 2007-2008

Districts entering Sanction Levels 3 or 4 of District Improvement under No Child Left Behind (NCLB) legislation were served through capacity-building professional development designed to understand the central office role in using research-based “gap closing” practices to ensure full alignment and implementation of the North Carolina Standard Course of Study.

Professional Development

“Aligning Curriculum to Improve Academic Rigor and Grade Level Proficiency” focused on four practices:

- focusing improvement through the use of data;
- aligning curriculum, instruction, and assessment to the North Carolina Standard Course of Study;
- monitoring changes to achieve good results; and
- expecting results from alignment and district support.

Each district was provided a full set of its data for use in the training to ensure that new learning was applied and planning was practical for the unique aspects of the district.

Participants

Districts brought teams of at least three central office administrators responsible for curriculum and instruction. Each team worked with a Department of Public Instruction facilitator or coach to ensure application to the local context.

Extended Support

Follow-up to the training was provided through technical assistance provided through District and School Transformation, as well as consults for Title I monitoring.

Districts in Corrective Action Provided with Support 2007-2008			
LEA Name	Sanction Level	LEA Name	Sanction Level
Alamance-Burlington	4	Gaston	4
Anson	3	Granville	4
Bertie	4	Hertford	3
Bladen	3	Hoke	3
Buncombe	3	Lenoir	3
Cabarrus	4	Nash-Rocky Mount	4
Caldwell	3	Onslow	3
Chatham	3	Richmond	4
Clinton City	3	Robeson	4
Columbus	3	Rowan-Salisbury	4
Duplin	3	Wayne	4
Durham	4	Weldon City (voluntary participation)	0
Edenton/Chowan	3	Whiteville City	4
Forsyth	4		

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

2008-09 Title I School Improvement List

(Updated 01/06/09)

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		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		Step	Exited	Sanction Level
Code	School Name	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math			
010310	Broadview Middle	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
010326	Eastlawn Elementary	0	0	1	0	1	0	2	0	3	1	4	1	Math	-	4
010354	Harvey R Newlin Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
010357	Haw River Elementary	0	0	0	0	0	0	1	0	2	0	3	1	-	-	3
010358	Hillcrest Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
010372	Pleasant Grove Elementary	0	0	0	0	0	0	0	0	1	0	1	0	Reading	-	1
010374	R Homer Andrews Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
010380	South Graham Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
020328	Taylorsville Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
030320	Sparta Elementary	0	0	0	0	0	0	1	1	2	2	3	2	Math	-	3
040311	Wadesboro Primary	0	0	0	1	1	1	2	2	3	3	4	3	Math	-	4
040316	Lilesville Elementary	0	0	0	1	1	1	1	2	2	3	3	4	-	-	4
040324	Morven Elementary	0	0	0	0	1	0	2	0	3	0	4	1	-	-	4
040330	Wadesboro Elementary	0	0	1	1	2	2	3	3	4	4	5	5	-	-	5
050310	Blue Ridge Elementary	0	0	0	0	0	0	0	0	0	1	1	2	-	-	2
050330	Mountain View Elementary	0	0	0	0	1	0	2	0	3	1	3	2	Reading	-	3
060328	Newland Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
06A000	Grandfather Academy	0	1	0	1	0	2	0	3	0	3	0	4	-	-	4
070308	Bath Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
070328	John Small Elementary	0	0	0	0	0	0	0	0	0	1	1	2	-	-	2
070329	Northeast Elementary	0	0	0	1	0	1	0	2	0	3	1	4	-	-	4
070340	S W Snowden Elementary	0	0	0	0	0	0	0	0	1	1	2	1	Math	-	2
07A000	Washington Montessori	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
080356	West Bertie Elementary	0	0	1	1	2	1	3	2	4	1	4	1	Both	-	4
080360	Colerain Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
080362	Windsor Elementary	0	0	0	0	0	0	1	0	2	0	3	1	-	-	3
090332	Elizabethtown Middle	0	0	1	1	1	2	2	3	2	3	3	4	-	-	4
090352	Plain View Primary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
090365	Tar Heel Middle	0	0	0	0	0	0	0	1	0	2	1	2	Math	-	2
100302	Belville Elementary	0	0	1	1	2	2	2	2	2	3	0	3	Math	Reading	3

LEA SCH		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09				Sanction
Code	School Name	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Step	Exited	Level
100304	Bolivia Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
100310	Jessie Mae Monroe Elementary	0	0	1	1	1	1	2	2	2	2	3	3	-	-	3
100320	Lincoln Elementary	0	0	1	1	0	0	0	0	0	1	0	2	-	-	2
100338	Supply Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
100344	Waccamaw	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
110408	Sand Hill-Venable Elem	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
110410	Avery's Creek Elementary	0	0	0	0	0	0	0	0	0	1	1	1	Math	-	1
111306	Isaac Dickson Elementary	0	0	0	0	0	0	1	0	1	0	2	0	-	-	2
111332	Ira B Jones Elementary	0	0	0	0	0	0	0	0	1	0	2	0	-	-	2
120312	Drexel Primary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
120324	Glen Alpine Elementary	0	0	0	0	0	0	0	0	1	1	2	1	Math	-	2
120330	Hallyburton Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
120364	Oak Hill Elementary	0	0	0	0	0	0	1	0	1	0	0	1	-	Reading	1
120368	Ray Childers Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
130311	Coltrane-Webb Elementary	0	0	0	0	0	0	0	0	1	1	2	1	Math	-	2
130328	Royal Oaks Elementary	0	0	0	0	0	0	0	0	1	0	2	1	-	-	2
130329	Rocky River Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
130338	Weddington Hills Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
130340	Winecoff Elementary	0	0	0	0	0	0	1	0	2	0	3	1	-	-	3
130342	W M Irvin Elementary	0	0	0	0	0	0	1	1	2	2	3	3	-	-	3
130344	Wolf Meadow Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
132328	Jackson Park Elementary	0	0	0	0	0	0	0	1	0	2	0	2	Math	-	2
132329	Kannapolis Interm	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
132332	Shady Brook Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
140306	Caldwell Co Gateway Sch	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
140307	Horizons Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
140332	Gamewell Middle	0	0	1	1	2	2	3	3	4	4	5	5	-	-	5
140336	Granite Falls Middle	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
140356	Hudson Middle	0	0	1	1	1	1	1	1	2	2	3	2	Math	-	3
140372	Lower Creek Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
140376	Oak Hill Elem	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
140392	West Lenoir Elementary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
160317	Morehead Elem at Camp Glenn	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
160324	Newport Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
170334	North Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
170338	N L Dillard Middle	0	0	1	0	1	0	2	1	3	2	4	3	-	-	4

LEA SCH		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09				Sanction
Code	School Name	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Step	Exited	Level
170342	South Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
180372	Saint Stephens Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
180388	Webb A Murray Elementary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
181312	Northview Middle	0	0	0	0	0	0	1	1	1	1	2	2	-	-	2
181316	Grandview Middle	0	0	0	0	0	0	0	1	0	2	0	2	Math	-	2
181318	Catawba Valley High	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
190312	Chatham Middle	0	0	1	1	1	1	2	2	3	3	4	3	Math	-	4
190350	Siler City Elementary	0	0	0	0	0	0	0	0	1	0	2	1	-	-	2
210304	Chowan Middle	0	0	1	1	2	1	3	2	4	1	5	2	-	-	5
210306	D F Walker Elementary	0	0	1	0	1	0	2	0	3	0	4	1	-	-	4
210316	White Oak Elementary	0	0	1	0	1	0	2	0	3	0	4	1	-	-	4
240304	Acme Delco Middle	0	0	0	0	0	0	0	1	0	2	0	2	Math	-	2
240308	Acme Delco Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
240318	Boys and Girls Home	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
240328	Cerro Gordo Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
240330	Chadbourn Middle	0	0	0	0	0	0	0	1	0	2	0	3	-	-	3
240332	Chadbourn Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
240352	Guideway Elementary	0	0	0	1	0	1	1	1	1	2	2	3	-	-	3
240354	Hallsboro-Artesia Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
240356	Hallsboro Middle	0	0	0	0	0	0	1	1	1	2	2	3	-	-	3
240372	Tabor City Elementary	0	0	0	0	1	0	2	1	3	2	4	2	Math	-	4
240376	Tabor City Middle	0	0	1	0	2	0	3	1	4	1	5	0	-	Math	5
240388	Williams Township	0	0	1	1	2	2	3	3	3	3	4	4	-	-	4
241304	Central Middle	0	0	1	1	2	2	2	3	2	4	3	5	-	-	5
241308	Edgewood Elementary	0	0	0	0	0	0	1	0	2	0	3	1	-	-	3
241320	Whiteville Primary	0	0	0	0	0	0	1	0	2	0	3	1	-	-	3
250336	Havelock Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
250364	Trent Park Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
260316	Lillian Black Elementary	0	0	0	0	0	0	1	0	2	0	3	1	-	-	3
260320	Brentwood Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
260321	Douglas Byrd Middle	0	0	0	0	0	0	0	1	1	2	2	3	-	-	3
260326	Elizabeth M Cashwell Elem	0	0	0	0	0	0	1	1	2	2	3	3	-	-	3
260338	Cliffdale Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
260340	College Lakes Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
260342	C Wayne Collier Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
260344	J W Coon Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1

LEA SCH		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09				Sanction
Code	School Name	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Step	Exited	Level
260348	Cumberland Mills Elem	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
260352	Cumberland Road Elementary	0	0	0	0	0	0	1	1	1	1	2	2	-	-	2
260358	Luther "Nick" Jeralds Middle	0	0	0	1	0	1	1	2	2	3	3	4	-	-	4
260361	Ferguson-Easley Elementary	0	0	0	0	0	0	0	0	0	1	1	1	Math	-	1
260364	Alderman Road Elementary	0	0	1	0	1	0	0	0	0	1	1	2	-	-	2
260366	Howard L Hall Elementary	0	0	0	0	0	0	0	1	0	2	0	3	-	-	3
260370	Ed V Baldwin Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
260371	Ireland Drive Middle	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
260373	Gallberry Farm Elementary	0	0	0	0	0	0	1	0	2	0	3	0	-	-	3
260382	Lucile Souders Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
260386	Margaret Willis Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
260398	E E Miller Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
260401	Morganton Road Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
260402	Manchester Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
260404	William H Owen Elementary	0	0	0	0	0	0	1	0	2	0	3	0	-	-	3
260407	Lake Rim Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
260416	J W Seabrook Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
260426	Sherwood Park Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
260428	Spring Lake Middle	0	0	0	0	1	0	2	1	3	2	4	3	-	-	4
260440	Sunnyside Elementary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
260444	Teresa C Berrien Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
260450	Warrenwood Elementary	0	0	0	0	0	0	1	1	2	2	3	2	Math	-	3
260456	Alger B Wilkins Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
26B000	Alpha Academy	0	0	0	0	0	0	0	0	0	1	1	1	Math	-	1
280312	Manteo Elementary	0	0	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	0	Reading	-	1
291308	Charles England Intermediate	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
291332	Lexington Middle	0	0	1	1	1	1	2	2	3	3	4	4	-	-	4
292316	Liberty Drive Elementary	0	0	0	0	0	0	1	1	2	2	3	3	-	-	3
292318	Thomasville Primary	0	0	0	0	0	0	1	1	2	2	3	3	-	-	3
310304	B F Grady Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
310308	Beulaville Elementary	0	0	1	0	1	0	2	0	2	0	3	0	-	-	3
310336	Warsaw Elementary	0	0	0	0	0	0	1	0	2	1	3	1	Math	-	3
310340	E E Smith Middle	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
310360	North Duplin Elementary	0	0	0	0	0	0	1	0	1	1	0	2	-	Reading	2
310384	Rose Hill-Magnolia Elementary	0	0	0	0	0	0	1	0	2	1	3	2	-	-	3

LEA SCH		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09				Sanction
Code	School Name	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Step	Exited	Level
310396	Warsaw Middle	0	0	0	0	0	0	0	0	1	1	2	1	Math	-	2
320304	Bethesda Elementary	0	0	1	1	2	2	3	2	4	3	5	4	-	-	5
320308	Burton Elementary	0	0	1	0	2	0	3	0	3	1	4	2	-	-	4
320310	Eastway Elementary	3	0	3	0	4	0	5	0	5	0	6	0	-	-	6
320315	Eno Valley Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
320318	Club Boulevard Elementary	0	0	0	0	0	0	0	0	1	0	2	1	-	-	2
320320	Glenn Elementary	0	0	1	1	2	2	3	3	4	4	5	5	-	-	5
320324	Hillandale Elementary	0	0	0	0	0	0	0	0	1	1	1	1	Both	-	1
320327	Hope Valley Elementary	0	0	0	0	0	0	0	0	1	0	2	0	-	-	2
320328	Holt Elementary	0	0	0	0	0	0	0	1	0	2	1	3	-	-	3
320332	Forest View Elementary	0	0	0	0	0	0	1	0	2	0	3	1	-	-	3
320344	Fayetteville Street Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
320347	George Watts Elementary	0	0	0	0	0	0	1	0	2	0	3	0	-	-	3
320352	Merrick-Moore Elementary	0	0	1	0	1	0	2	1	3	2	4	3	-	-	4
320360	Oak Grove Elementary	0	0	0	0	0	0	1	1	2	2	3	3	-	-	3
320362	Parkwood Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
320363	E K Powe Elementary	0	0	1	1	2	2	3	3	4	4	5	5	-	-	5
320372	Southwest Elementary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
320374	C C Spaulding Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
320388	W G Pearson Elementary	0	0	0	0	0	0	0	0	1	0	2	0	-	-	2
320400	Y E Smith Elementary	0	0	0	0	0	0	1	0	2	0	3	1	-	-	3
32B000	Healthy Start Academy	1	0	2	0	3	0	3	0	4	0	5	1	-	-	5
32C000	Carter Community Charter	0	1	0	2	0	2	0	3	0	4	0	4	Math	-	4
32H000	Research Triangle Charter	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
330332	Phillips Middle	1	1	2	2	3	3	3	4	4	5	5	5	Math	-	5
330334	Princeville Montessori	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
340308	Ashley Elementary	0	0	0	0	0	0	0	0	1	0	2	1	-	-	2
340314	Bolton Elementary	0	0	0	0	0	0	0	0	1	0	2	0	-	-	2
340320	Brunson Elementary	0	0	0	0	0	1	0	1	0	2	1	3	-	-	3
340351	Cook Elementary	0	0	0	0	0	0	0	1	1	1	2	2	-	-	2
340368	Easton Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
340376	Forest Park Elementary	1	0	2	0	3	0	4	1	5	2	6	3	-	-	6
340380	Gibson Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
340384	Griffith Elementary	0	0	0	0	0	0	1	0	1	1	0	2	-	Reading	2
340390	Hall-Woodward Elementary	0	0	0	0	0	0	1	0	2	0	3	0	-	-	3
340396	Hill Middle	1	1	2	2	3	3	4	4	5	5	6	5	Math	-	6

LEA SCH		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09				Sanction
Code	School Name	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Step	Exited	Level
340400	Ibrahim Elementary	0	0	0	0	0	0	0	0	1	0	2	0	-	-	2
340428	Konnoak Elementary	0	0	0	0	0	0	1	1	1	2	2	2	Math	-	2
340430	Latham Elementary	0	0	1	1	2	2	3	2	4	3	5	3	Math	-	5
340447	Middle Fork Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
340448	Mineral Springs Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
340452	Mineral Springs Middle	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
340476	Old Town Elementary	0	0	0	0	0	0	1	1	2	2	3	2	Math	-	3
340488	Kennedy Learning	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
340490	Petree Elementary	0	0	0	0	0	0	0	0	1	0	2	1	-	-	2
340492	Philo Middle	0	0	0	0	1	0	2	0	3	1	4	2	-	-	4
340520	South Fork Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
340530	Speas Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
340701	Sch of Biotechnology Atkins Hi	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
34C000	Downtown Middle	0	0	0	0	0	0	0	1	0	2	0	3	-	-	3
34D000	C G Woodson Sch of Challenge	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
34F000	Forsyth Academy	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
350318	Franklinton Elementary	0	0	0	0	0	0	1	0	2	0	3	0	-	-	3
350332	Louisburg Elementary	0	0	0	0	0	0	1	0	2	0	3	1	-	-	3
360332	Bessemer City Central Elem	0	0	0	0	0	0	0	0	1	1	2	1	Math	-	2
360338	Bessemer City Primary	0	0	0	0	0	0	0	0	1	1	2	1	Math	-	2
360392	Edward D Sadler, Jr Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
360438	Lingerfeldt Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
360460	Forest Heights Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
360480	Pleasant Ridge Elementary	0	0	0	0	0	0	0	0	0	1	1	2	-	-	2
360484	Rhyne Elementary	0	0	0	0	0	0	1	1	2	2	3	2	Math	-	3
360520	Woodhill Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
360526	York Chester Middle	0	0	0	0	0	0	0	0	1	0	2	0	-	-	2
370304	Buckland Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
370316	Gatesville Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
370324	T S Cooper Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
390311	Butner-Stem Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
390316	Creedmoor Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
400321	Snow Hill Primary	0	0	1	0	2	0	3	1	4	2	5	3	-	-	5
400332	West Greene Elementary	0	0	1	0	2	0	3	1	4	2	5	3	-	-	5
410307	Edwin A Alderman Elementary	0	0	0	0	0	0	0	0	1	0	1	0	Reading	-	1
410310	Allen Jay Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1

LEA SCH		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09				Sanction
Code	School Name	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Step	Exited	Level
410322	Archer Elementary	0	0	0	0	0	0	0	0	1	0	1	0	Reading	-	1
410328	Bessemer Elementary	0	0	0	1	0	1	0	1	1	2	2	3	-	-	3
410349	Cesar Cone Elementary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
410364	Fairview Elementary	0	0	0	0	0	0	0	0	1	0	2	0	-	-	2
410366	Waldo C Falkener Sr Elementary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
410367	Ferndale Middle	0	0	1	1	2	2	3	3	4	4	5	5	-	-	5
410373	Julius I Foust Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
410385	Gillespie Park Elementary	0	0	0	0	1	0	1	0	2	0	3	1	-	-	3
410402	Otis L Hairston Sr Middle	0	0	0	0	0	1	0	1	0	2	1	3	-	-	3
410403	W M Hampton Elementary	0	0	0	0	0	0	1	0	2	0	3	0	-	-	3
410409	Hunter Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
410415	Jackson Middle	0	0	0	0	0	0	1	1	2	2	3	2	Math	-	3
410439	Kirkman Park Elementary	0	0	0	0	1	0	2	0	3	0	4	1	-	-	4
410469	Montlieu Avenue Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
410496	Northwood Elementary	0	0	0	0	1	0	1	0	2	0	3	1	-	-	3
410499	Oak Hill Elementary	0	0	0	0	0	0	1	1	1	1	2	2	-	-	2
410505	Oak View Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
410511	Parkview Village Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
410514	Clara J Peck Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
410532	Rankin Elementary	0	0	0	0	0	0	1	0	2	1	3	1	Math	-	3
410580	Union Hill Elementary	0	0	0	0	0	0	1	1	2	2	3	2	Math	-	3
410586	Washington Elementary	1	0	1	0	2	0	3	0	3	0	4	0	-	-	4
410598	Wiley Elementary	1	0	1	0	2	0	3	1	4	1	5	0	-	Math	5
41C000	Guilford Preparatory	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
420304	Aurelian Springs Elementary	0	0	0	0	0	0	0	0	1	1	2	1	Math	-	2
420312	Brawley Middle	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
420316	Dawson Elementary	0	0	0	0	0	0	0	1	0	2	1	3	-	-	3
420320	Eastman Middle	0	0	0	0	0	0	1	1	1	2	2	3	-	-	3
420324	Enfield Middle	1	1	1	1	2	2	3	3	3	4	4	5	-	-	5
420328	Everetts Elementary	0	0	0	0	0	0	0	0	0	1	1	1	Math	-	1
420344	McIver Elementary	0	0	0	0	0	0	0	0	0	1	1	2	-	-	2
420346	Northwest High	0	0	0	0	0	0	1	1	2	2	2	3	Reading	-	3
420358	Southeast Halifax High	0	0	0	0	0	0	1	0	2	0	3	1	-	-	3
420376	William R Davie Middle	0	0	0	0	1	0	2	1	3	2	4	3	-	-	4
422314	Weldon Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
422318	Weldon Middle	1	0	2	0	3	0	4	0	5	0	6	0	-	-	6

LEA SCH		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09				Sanction
Code	School Name	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Step	Exited	Level
430304	Anderson Creek Primary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
430308	Angier Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
430312	Benhaven Elementary	0	0	0	0	0	0	0	0	0	1	1	2	-	-	2
430316	Boone Trail Elementary	0	0	1	0	1	0	0	0	0	1	0	2	-	-	2
430328	Coats Elementary	0	0	0	0	0	0	1	1	2	2	3	3	-	-	3
430336	Erwin Elementary	0	0	0	0	1	1	1	2	2	3	3	4	-	-	4
430340	Gentry Primary	0	0	0	0	1	1	1	2	2	3	3	4	-	-	4
430344	Harnett Primary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
430348	Johnsonville Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
430349	Highland Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
430358	Lillington-Shawtown Elementary	0	0	0	0	1	0	1	1	2	2	2	3	Reading	-	3
430376	South Harnett Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
430380	Wayne Avenue Elem	0	0	0	0	0	0	0	0	1	1	2	1	Math	-	2
450307	Clear Creek Elementary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
460308	Ahoskie Elementary	0	0	0	0	0	0	1	1	1	2	2	3	-	-	3
460312	Bearfield Primary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
460318	Hertford County Middle	0	0	0	1	0	2	0	3	1	4	2	5	-	-	5
460332	Riverview Elementary	1	0	2	0	3	0	4	0	5	0	6	1	-	-	6
470328	Scurlock Elementary	0	0	1	0	2	0	3	1	4	2	5	2	Math	-	5
470330	Hawk Eye Elementary	0	0	1	1	2	2	3	3	3	3	4	4	-	-	4
470441	Sandy Grove Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
480306	Mattamuskeet Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
480309	Mattamuskeet Middle	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
490312	Celeste Henkel Elementary	0	0	0	0	0	0	0	0	1	1	1	2	Reading	-	2
490326	East Iredell Elementary	0	0	0	0	0	0	0	0	1	0	2	1	-	-	2
490345	N B Mills Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
490350	Pressly Elementary	0	0	0	0	0	0	0	0	1	0	2	1	-	-	2
490363	Third Creek Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
490364	Troutman Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
491316	Park View Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
491320	South Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
49D000	Success Charter	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
500314	Fairview Elementary	0	0	0	0	0	0	1	1	1	2	0	2	Math	Reading	2
510330	Cooper Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
510360	Meadow Elementary	0	0	0	0	0	0	0	0	0	1	1	1	Math	-	1
510388	Selma Elementary	0	0	0	0	0	0	0	1	0	1	0	2	-	-	2

LEA SCH		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09				Sanction
Code	School Name	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Step	Exited	Level
510396	West Smithfield Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
510404	South Smithfield Elementary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
520324	Jones Middle	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
53A000	Provisions Academy	0	2	0	3	0	4	0	5	0	5	0	6	-	-	6
540306	C H Bynum Elementary	0	0	0	0	0	0	1	0	2	0	3	1	-	-	3
540312	E B Frink Middle	0	0	1	1	2	2	3	3	4	4	5	5	-	-	5
540330	Rochelle Middle	0	0	0	0	0	0	1	1	2	2	3	3	-	-	3
540332	Savannah Middle	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
540338	Southeast Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
540342	Teachers Memorial Elem	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
540344	Woodington Middle	0	0	0	0	0	0	0	0	1	0	2	0	-	-	2
550312	Battleground Elementary	0	0	0	0	0	0	0	0	1	1	1	1	Both	-	1
550324	FD Jack Kiser Intermediate	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
550334	Lincolnton Middle	0	0	0	0	0	0	1	0	2	1	3	2	-	-	3
550342	North Brook Elementary	0	0	0	0	0	0	0	0	1	0	2	1	-	-	2
550372	West Lincoln Middle	0	0	1	1	1	1	2	2	2	2	3	3	-	-	3
560316	East Franklin Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
560330	Macon Middle	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
580308	Williamston Primary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
580312	E J Hayes Elementary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
580316	East End Elementary	0	0	0	0	0	0	1	0	1	0	2	1	-	-	2
580320	Edna Andrews Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
580350	Roanoke Middle	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
580372	Williamston Middle	0	0	1	0	0	0	0	0	0	1	0	2	-	-	2
590306	Eastfield Elementary	0	0	0	0	0	0	0	0	0	1	1	2	-	-	2
590316	Glenwood Elementary	0	0	0	0	0	0	0	0	1	1	1	1	Both	-	1
590352	West Marion Elementary	0	0	1	0	1	0	2	0	3	1	3	2	Reading	-	3
600300	Albemarle Road Elementary	0	0	0	0	0	0	1	1	2	2	3	3	-	-	3
600301	Albemarle Road Middle	0	0	0	0	0	0	1	1	2	2	3	3	-	-	3
600308	Allenbrook Elementary	0	0	1	0	1	0	1	0	1	1	0	1	Math	Reading	1
600329	Briarwood Elementary	0	0	0	0	0	0	1	1	2	2	3	3	-	-	3
600335	Billingsville Elem	0	0	1	0	1	0	2	1	2	1	3	2	-	-	3
600341	Cochrane Middle	0	0	1	1	2	2	3	3	4	4	5	5	-	-	5
600365	Devonshire Elementary	0	0	1	0	1	0	2	0	3	1	4	2	-	-	4
600374	Druid Hills Elementary	0	0	1	0	1	0	2	0	2	0	3	1	-	-	3
600381	Eastway Middle	0	0	1	1	2	2	3	3	4	4	5	5	-	-	5

LEA SCH		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09				Sanction
Code	School Name	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Step	Exited	Level
600427	Irwin Avenue Open	0	0	0	0	0	0	0	1	0	1	0	2	-	-	2
600441	Lincoln Heights Elementary	0	0	0	0	0	0	1	0	2	1	3	2	-	-	3
600448	Martin Luther King, Jr Middle	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
600453	Merry Oaks Elementary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
600474	Newell Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
600489	Bruns Avenue Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
600517	Reid Park Elementary	0	0	1	0	1	0	2	0	3	0	4	1	-	-	4
600520	Sedgefield Middle	0	0	0	0	0	0	1	1	2	2	3	3	-	-	3
600527	Shamrock Gardens Elementary	0	0	1	0	2	1	3	1	3	2	0	2	Math	Reading	2
600541	Spaugh Middle	0	0	1	1	2	2	3	3	4	4	5	5	-	-	5
600550	Sterling Elementary	0	0	0	0	0	0	0	0	0	1	1	2	-	-	2
600553	Thomasboro Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
600574	Walter G Byers Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
600577	Westerly Hills Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
600581	John T Williams Middle	0	0	1	0	2	0	3	1	4	2	5	3	-	-	5
600585	Wilson Middle	0	0	1	1	2	2	3	3	4	4	5	5	-	-	5
600587	Windsor Park Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
600589	Winterfield Elementary	0	0	0	0	0	0	1	0	1	0	2	0	-	-	2
60B000	Sugar Creek Charter	2	2	2	3	3	4	4	4	4	4	5	0	-	Math	5
60C000	Kennedy Charter	0	2	0	3	0	4	0	4	0	5	1	6	-	-	6
60G000	Queen's Grant Community	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
610302	Bowman Middle	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
610310	Deyton Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
610322	Greenlee Primary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
610326	Harris Middle	0	0	1	0	1	0	0	0	0	1	1	2	-	-	2
620312	Candor Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
620324	Mount Gilead Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
620330	Page Street Elementary	0	0	0	0	1	1	1	1	0	2	0	3	-	-	3
620336	Troy Elementary	0	0	0	0	1	1	1	1	0	2	0	3	-	-	3
630304	Aberdeen Primary	0	0	0	0	0	0	0	0	0	1	1	2	-	-	2
630308	Aberdeen Elementary	0	0	0	0	0	0	0	0	0	1	1	2	-	-	2
630312	Cameron Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
630320	Elise Middle	0	0	0	0	0	0	0	0	0	1	1	1	Math	-	1
630348	Robbins Elementary	0	0	0	0	0	0	1	0	1	0	2	1	-	-	2
630352	Southern Pines Primary	0	0	1	0	1	0	2	0	2	0	3	1	-	-	3
630356	Southern Pines Elementary	0	0	1	0	1	0	2	0	2	0	3	1	-	-	3

LEA SCH		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09				Sanction
Code	School Name	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Step	Exited	Level
630364	Vass-Lakeview Elementary	0	0	0	0	0	0	1	0	2	0	3	0	-	-	3
630376	Westmoore Elementary	0	0	0	0	0	0	0	0	1	0	2	0	-	-	2
63B000	Sandhills Theatre Arts Renaiss	0	0	0	0	0	0	0	1	0	2	0	3	-	-	3
640306	Baskerville Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
640308	Benvenue Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
640326	D S Johnson Elementary	0	0	1	0	2	0	2	0	3	0	4	1	-	-	4
640328	Englewood Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
640331	James C Braswell Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
640348	Nashville Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
640354	O R Pope Elementary	0	0	0	0	0	0	1	0	2	1	3	1	Math	-	3
640376	Spring Hope Elementary	0	0	1	1	2	2	2	2	2	3	0	4	-	Reading	4
640396	Williford Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
640400	Winstead Avenue Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
64A000	Rocky Mount Preparatory	0	0	1	1	2	2	2	3	3	4	4	5	-	-	5
650310	Charles P Murray Middle	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
650312	R Freeman Sch of Engineering	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
650316	College Park Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
650320	D C Virgo Middle	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
650325	Emma B Trask Middle	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
650332	Gregory Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
650346	Mary C Williams Elementary	0	0	0	0	0	0	1	0	1	1	0	2	-	Reading	2
650348	Murrayville Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
650364	Roland-Grise Middle	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
650368	Sunset Park Elementary	0	0	0	0	0	0	0	0	1	0	2	1	-	-	2
650384	A H Snipes Academy of Arts/Des	0	0	0	0	0	0	0	0	1	0	2	1	-	-	2
650392	Williston Middle	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
650404	Wrightsboro Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
660308	Conway Middle	0	0	0	1	0	2	1	3	1	3	2	0	-	Math	2
660316	Garysburg Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
660364	Rich Square WS Creecy Elem	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
670308	Blue Creek Elementary	0	0	0	0	0	0	0	0	1	1	0	1	Math	Reading	1
670312	Clyde Erwin Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
670314	Dixon Elementary	0	0	0	0	0	0	1	0	1	1	0	2	-	Reading	2
670330	Morton Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
670337	Richlands Primary	0	0	0	0	1	0	2	1	3	1	4	2	-	-	4
670339	Richlands Elementary	0	0	0	0	1	0	2	0	3	0	4	0	-	-	4

LEA SCH		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		Sanction		
Code	School Name	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Step	Exited	Level
670342	Silverdale Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
670343	Southwest Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
670350	Swansboro Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
681304	Carrboro Elementary	0	0	0	0	0	0	1	0	1	0	0	1	-	Reading	1
681316	Frank P Graham Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
681326	McDougle Elementary	0	0	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	0	Reading	-	1
690324	Pamlico County Primary	0	0	0	0	0	0	0	0	1	0	1	0	Reading	-	1
700306	Central Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
700314	Northside Elementary	0	0	0	0	0	0	1	1	1	1	0	2	-	Reading	2
700318	Pasquotank Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
700324	Sheep-Harney Elementary	0	0	0	0	0	0	1	1	2	2	3	2	Math	-	3
710312	Burgaw Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
710320	Cape Fear Middle	0	0	0	1	0	1	1	2	1	3	0	3	Math	Reading	3
710324	Malpass Corner Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
720304	Perquimans Central	0	0	0	0	0	0	1	1	1	2	2	3	-	-	3
720312	Hertford Grammar	0	0	0	0	0	0	1	1	1	2	2	3	-	-	3
740310	Belvoir Elementary	0	0	0	0	0	0	1	1	2	1	3	0	-	Math	3
740330	Creekside Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
740336	Eastern Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
740338	Elmhurst Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
740358	G R Whitfield Elementary	0	0	0	0	0	0	0	1	0	2	0	2	Math	-	2
740360	H B Sugg Elementary	0	0	1	0	1	0	2	0	2	0	3	0	-	-	3
740375	Northwest Elementary	0	0	0	0	0	0	1	0	1	0	2	1	-	-	2
740376	Pactolus Elementary	0	0	1	1	2	1	3	2	4	1	5	2	-	-	5
740382	Sadie Saulter Elementary	0	0	0	0	0	0	1	1	2	1	3	2	-	-	3
740386	Sam D Bundy Elementary	0	0	1	0	1	0	2	0	2	0	3	0	-	-	3
740390	South Greenville Elementary	0	0	0	0	0	0	1	0	1	1	2	2	-	-	2
740400	Wahl Coates Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
740402	Wellcome Middle	0	0	0	0	0	0	0	1	0	2	0	3	-	-	3
740404	Wintergreen Intermediate	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
740406	Wintergreen Primary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
760332	Liberty Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
760340	Ramseur Elementary	0	0	0	0	0	0	0	0	1	0	2	0	-	-	2
760359	Southmont Elementary	0	0	0	0	0	0	1	0	1	1	2	2	-	-	2
761312	Balfour Elementary	0	0	0	0	0	0	1	0	1	0	2	0	-	-	2

LEA SCH		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		Sanction		
Code	School Name	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Step	Exited	Level
761320	Charles W McCrary Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
761321	Donna L Loflin Elementary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
770304	Ashley Chapel Elementary	0	0	0	0	0	0	1	0	2	1	3	2	-	-	3
770312	Cordova Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
770344	Mineral Springs Elementary	0	0	0	0	0	0	1	0	2	1	3	2	-	-	3
770346	Monroe Avenue Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
780320	Deep Branch Elementary	0	0	0	0	0	0	0	0	1	1	2	1	Math	-	2
780324	Fairgrove Middle	0	0	0	0	0	0	1	1	2	2	3	3	-	-	3
780326	Fairmont Middle	0	0	0	0	0	0	1	1	2	2	3	2	Math	-	3
780329	Janie C Hargrave Elem	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
780330	L Gilbert Carroll Middle	0	0	1	0	1	0	2	1	2	1	3	2	-	-	3
780336	Littlefield Middle	0	0	0	0	0	0	1	1	2	2	3	3	-	-	3
780340	Long Branch Elementary	0	0	1	1	1	2	2	2	3	0	3	0	Reading	-	3
780341	Lumberton Junior High	0	0	0	1	0	1	0	2	1	3	2	4	-	-	4
780344	Magnolia Elementary	0	0	0	0	0	0	1	1	2	2	3	3	-	-	3
780352	Orrum Middle	0	0	0	0	0	0	1	1	2	1	3	2	-	-	3
780360	Parkton Elementary	0	0	0	1	0	2	0	3	0	4	0	5	-	-	5
780364	Pembroke Elementary	0	0	0	0	0	0	1	0	2	1	3	2	-	-	3
780368	Pembroke Middle	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
780374	Peterson Elementary	0	0	0	0	0	0	1	0	2	1	3	2	-	-	3
780376	Piney Grove Elementary	0	0	0	0	0	0	0	0	1	1	1	1	Both	-	1
780384	Prospect Elementary	0	0	0	0	0	0	0	1	1	2	2	2	Math	-	2
780390	R B Dean Elementary	0	0	0	0	0	0	0	0	1	0	2	0	-	-	2
780392	Rex-Rennert Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
780393	Red Springs Middle	0	0	1	1	2	2	3	3	4	4	5	5	-	-	5
780394	Rosenwald Elementary	0	0	0	0	0	0	0	0	1	0	2	1	-	-	2
780396	Rowland Middle	0	0	0	0	0	0	0	0	0	1	1	1	Math	-	1
780400	Saint Pauls Elementary	0	0	0	0	0	0	1	0	2	1	3	2	-	-	3
780403	Saint Pauls Middle	1	0	1	1	2	2	1	3	2	4	3	5	-	-	5
780410	Townsend Middle	0	0	1	0	2	0	3	0	3	1	4	2	-	-	4
780412	Union Chapel Elementary	0	0	0	0	0	0	1	1	1	1	2	2	-	-	2
780416	Union Elementary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
78A000	CIS Academy	0	0	0	0	0	0	1	0	2	1	3	1	Math	-	3
790318	Douglass Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
790322	Draper Elementary	0	0	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	3	2	-	-	3

LEA SCH		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09				Sanction
Code	School Name	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Step	Exited	Level
790347	Lincoln Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
790358	Moss Street Elementary	0	0	0	0	0	0	1	1	2	2	3	3	-	-	3
790402	Williamsburg Elementary	0	0	0	0	0	0	0	1	0	1	0	2	-	-	2
800346	Elizabeth Duncan Koontz Elemen	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
800356	Granite Quarry Elementary	0	0	1	0	2	0	3	0	3	0	4	0	-	-	4
800358	H D Isenberg Elementary	0	0	0	0	0	0	0	0	1	0	2	1	-	-	2
800359	E Hanford Dole Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
800360	Hurley Elementary	0	0	0	0	0	0	1	0	1	0	2	0	-	-	2
800362	Knollwood Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
800364	Landis Elementary	0	0	0	0	0	0	0	0	0	1	1	2	-	-	2
800366	Millbridge Elementary	0	0	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	2	0	-	-	2
800392	Rockwell Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
810328	Cliffside Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
810360	Harris Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
820346	Hobbton Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
820354	Midway Middle	0	0	0	0	0	0	0	1	0	2	0	3	-	-	3
820370	Union Middle	0	0	1	1	2	2	3	3	3	4	4	5	-	-	5
820372	Roseboro-Salemburg Middle	0	0	0	0	0	0	1	1	1	2	2	3	-	-	3
820376	Salemburg Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
820384	Union Elementary	0	0	1	1	1	1	2	2	2	3	3	4	-	-	4
821304	Butler Avenue Elementary	0	0	1	0	2	0	3	1	3	1	4	2	-	-	4
821316	Langdon C Kerr Elem	0	0	1	0	2	0	3	1	3	1	4	2	-	-	4
821320	Sampson Middle	0	0	0	0	0	0	1	1	2	2	3	3	-	-	3
830312	Covington Street Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
830336	North Laurinburg Elementary	0	0	0	0	0	0	0	0	0	1	1	2	-	-	2
830347	Shaw Elementary	0	0	0	0	0	0	1	0	1	0	2	1	-	-	2
840308	Badin Elementary	0	0	0	0	0	0	0	1	0	2	0	3	-	-	3
840316	East Albemarle Elementary	0	0	1	1	2	2	3	2	3	0	4	0	-	-	4
840330	North Albemarle Elementary	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
860356	Westfield Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
862308	Bruce H Tharrington Elem	0	0	0	0	0	0	1	0	1	0	2	0	-	-	2
862310	Jones Elementary	0	0	0	0	0	0	1	0	1	0	2	0	-	-	2
870318	Swain County Middle	0	0	0	0	0	0	0	0	1	0	2	0	-	-	2
88A000	Brevard Academy	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
900304	Benton Heights Elementary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1

LEA SCH		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09				Sanction
Code	School Name	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Step	Exited	Level
900306	East Elementary	0	0	0	0	1	0	2	0	3	0	4	0	-	-	4
900332	Marshville Elementary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
900370	Walter Bickett Elementary	0	0	0	0	0	0	1	0	1	0	2	0	-	-	2
910312	Clark Street Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
910340	New Hope Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
910360	E M Rollins Elementary	0	0	0	0	0	0	1	0	2	0	3	1	-	-	3
910376	L B Yancey Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
910380	Zeb Vance Elementary	0	0	0	0	0	0	0	0	1	1	1	1	Both	-	1
920329	Barwell Road Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	1
920336	Brentwood Elementary	0	0	0	0	0	0	0	0	1	1	2	1	Math	-	2
920340	Briarcliff Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
920352	Bugg Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
920380	Conn Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
920384	Creech Road Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
920415	Fox Road Elementary	0	0	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	0	1	Math	-	1
920488	Lynn Road Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
920532	Poe Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
920600	Wendell Elementary	0	0	0	0	0	0	0	0	0	1	1	2	-	-	2
920616	Wilburn Elementary	0	0	0	0	0	0	0	0	1	1	1	1	Both	-	1
920628	York Elementary	0	0	0	0	0	0	0	0	0	1	1	2	-	-	2
920632	Zebulon Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
92M000	PreEminent Charter	0	0	0	0	0	0	0	0	1	1	2	2	-	-	2
92Q000	Hope Elementary	0	0	0	0	0	0	0	1	0	2	0	2	Math	-	2
930340	Northside Elementary	0	0	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	3	-	-	3
93A000	Haliwa-Saponi Tribal School	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
940306	Creswell Elementary	0	0	1	0	1	0	0	0	0	1	0	1	Math	-	1
940314	Pines Elementary	0	0	1	0	2	1	3	1	4	2	5	2	Math	-	5
940328	Washington County Union	0	0	0	1	0	2	0	3	0	4	0	5	-	-	5
960312	Brogden Middle	0	0	1	1	1	2	2	3	3	4	4	4	Math	-	4
960314	Brogden Primary	0	0	0	0	1	1	2	2	2	3	0	3	Math	Reading	3
960326	Dillard Middle	1	1	2	2	3	3	4	4	4	5	0	5	Math	Reading	5
960334	Fremont Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
960336	Grantham	0	0	1	1	2	2	3	3	3	4	0	4	Math	Reading	4
960337	Goldsboro Intermediate	0	0	1	1	2	2	2	3	3	4	4	5	-	-	5

LEA SCH		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09				Sanction
Code	School Name	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Step	Exited	Level
960382	Spring Creek Elementary	0	0	0	0	0	0	1	0	1	1	2	2	-	-	2
960388	Tommys Road Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
96C000	Dillard Academy	0	0	0	0	0	0	1	0	1	0	2	0	-	-	2
970337	Millers Creek Elementary	0	0	0	0	0	0	0	0	0	0	1	0	-	-	1
980317	Charles H Darden Middle	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
980392	Vinson-Bynum Elementary	0	0	0	0	0	0	0	0	0	1	0	1	Math	-	1
980400	Winstead Elementary	0	0	0	0	0	0	0	0	0	0	0	1	-	-	1
98A000	Sallie B Howard School	0	0	1	0	1	0	2	1	2	2	3	3	-	-	3
990308	Courtney Elementary	0	0	0	0	0	0	0	0	1	0	2	1	-	-	2
990312	East Bend Elementary	0	0	0	0	0	1	0	2	1	2	2	3	-	-	3
990324	Jonesville Elementary	0	0	0	0	0	0	0	0	0	1	0	2	-	-	2
990328	West Yadkin Elementary	0	0	1	0	1	0	2	0	3	1	4	1	Math	-	4
990336	Yadkinville Elementary	0	0	0	0	0	0	0	0	0	0	1	1	-	-	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

3 = Year 3 of School Improvement

4 = Year 4 of School Improvement

5 = Year 5 of School Improvement

6 = Year 6 of School Improvement

Total

Level	#
1	200
2	156
3	105
4	44
5	35
6	7
	547

2008-09 Non-Title I School Improvement Status List (January 9, 2009)

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 2008-09

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
010	Alamance-Burlington Schools	010394	Turrentine Middle	Both
010	Alamance-Burlington Schools	010353	Hawfields Middle	Both
010	Alamance-Burlington Schools	010403	Western Middle	Both
010	Alamance-Burlington Schools	010308	Altamahaw Ossipee Elem	Reading
010	Alamance-Burlington Schools	010406	Woodlawn Middle	Both
010	Alamance-Burlington Schools	010340	Elon Elementary	Math
010	Alamance-Burlington Schools	010328	Edwin M Holt Elementary	Reading
010	Alamance-Burlington Schools	010390	Southern Middle	Both
010	Alamance-Burlington Schools	010360	Hugh M Cummings High	Math
010	Alamance-Burlington Schools	010348	Graham High	Math
01D	The Hawbridge School	01D000	The Hawbridge School	Math
020	Alexander County Schools	020306	East Alexander Middle	Reading
040	Anson County Schools	040309	Anson Middle	Both
040	Anson County Schools	040306	Anson High School	Both
040	Anson County Schools	040328	Peachland-Polkton Elem	Both
040	Anson County Schools	040305	Anson Challenge Academy	Math
060	Avery County Schools	060318	Avery Middle	Math
070	Beaufort County Schools	070310	B C Ed Tech Center	Math
070	Beaufort County Schools	070342	Washington High	Both
070	Beaufort County Schools	070338	P S Jones Middle	Both
070	Beaufort County Schools	070339	Southside High	Both
070	Beaufort County Schools	070325	Chocowinity Middle	Math
080	Bertie County Schools	080312	Bertie High	Reading
090	Bladen County Schools	090330	East Bladen High	Both
090	Bladen County Schools	090368	West Bladen High	Both
090	Bladen County Schools	090315	Bladenboro Middle	Both
090	Bladen County Schools	090320	Clarkton Sch of Discovery	Math
100	Brunswick County Schools	100316	Leland Middle	Both
100	Brunswick County Schools	100348	West Brunswick High	Math
100	Brunswick County Schools	100332	Shallotte Middle	Both
100	Brunswick County Schools	100308	Brunswick County Academy	Math
110	Buncombe County Schools	110342	Clyde A Erwin Middle	Both
110	Buncombe County Schools	110401	Enka Middle	Both
110	Buncombe County Schools	110338	Charles D Owen Middle	Reading
110	Buncombe County Schools	110306	A C Reynolds Middle	Both
110	Buncombe County Schools	110381	North Buncombe Middle	Both
110	Buncombe County Schools	110382	North Windy Ridge	Both

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
110	Buncombe County Schools	110420	Valley Springs Middle	Math
110	Buncombe County Schools	110303	Community High School	Math
110	Buncombe County Schools	110326	Cane Creek Middle	Reading
110	Buncombe County Schools	110422	William W Estes Elementary	Math
110	Buncombe County Schools	110356	Fairview Elementary	Math
111	Asheville City Schools	111302	Asheville High	Both
111	Asheville City Schools	111356	Asheville Middle	Math
111	Asheville City Schools	111301	Randolph Learning Center	Math
120	Burke County Schools	120315	East Burke Middle	Both
120	Burke County Schools	120318	Freedom High	Both
120	Burke County Schools	120334	Heritage Middle	Reading
120	Burke County Schools	120314	East Burke High	Both
120	Burke County Schools	120390	Walter R Johnson Middle	Reading
12A	The New Dimensions School	12A000	The New Dimensions School	Math
130	Cabarrus County Schools	130327	Northwest Cabarrus Middle	Both
130	Cabarrus County Schools	130315	J N Fries Middle	Both
130	Cabarrus County Schools	130322	Mount Pleasant Elementary	Both
130	Cabarrus County Schools	130323	Mount Pleasant Middle	Both
130	Cabarrus County Schools	130319	Cox Mill Elementary	Both
130	Cabarrus County Schools	130317	Cabarrus Co Opportunity Sch	Both
130	Cabarrus County Schools	130334	Sch for Environmental Studies	Math
130	Cabarrus County Schools	130320	Harris Road Middle	Both
130	Cabarrus County Schools	130318	C C Griffin Middle	Both
130	Cabarrus County Schools	130314	Concord High	Math
130	Cabarrus County Schools	130336	W R Odell Elementary	Math
130	Cabarrus County Schools	130324	Mount Pleasant High	Reading
130	Cabarrus County Schools	130308	Bethel Elementary	Both
130	Cabarrus County Schools	130310	Central Cabarrus High	Math
130	Cabarrus County Schools	130312	Harrisburg Elementary	Reading
130	Cabarrus County Schools	130313	Concord Middle	Both
132	Kannapolis City Schools	132330	Kannapolis Middle	Both
140	Caldwell County Schools	140390	West Caldwell High	Reading
150	Camden County Schools	150312	Camden Middle	Math
160	Carteret County Public Schools	160310	Beaufort Middle	Math
160	Carteret County Public 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	180364	River Bend Middle	Both
180	Catawba County Schools	180352	Mill Creek Middle	Both
180	Catawba County Schools	180380	Startown Elementary	Math
180	Catawba County Schools	180376	Saint Stephens High	Math
180	Catawba County Schools	180346	Maiden Middle School	Reading
181	Hickory City Schools	181322	Hickory High	Both
182	Newton Conover City Schools	182304	Conover Special Education	Reading
182	Newton Conover City Schools	182321	Newton-Conover Middle	Math
190	Chatham County Schools	190328	Horton Middle	Both
190	Chatham County Schools	190348	Pittsboro Elementary	Both

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
190	Chatham County Schools	190342	Northwood High	Math
190	Chatham County Schools	190310	SAGE Academy	Math
190	Chatham County Schools	190346	Perry W Harrison Elementary	Math
190	Chatham County Schools	190332	J S Waters Elementary	Math
190	Chatham County Schools	190336	Jordan Matthews High	Both
200	Cherokee County Schools	200322	Mountain Youth School	Both
200	Cherokee County Schools	200330	Murphy Middle	Math
210	Edenton/Chowan Schools	210312	John A Holmes High	Both
220	Clay County Schools	220312	Hayesville Middle	Math
230	Cleveland County Schools	230328	Crest Mid Sch of Technology	Both
230	Cleveland County Schools	230312	Burns High	Reading
230	Cleveland County Schools	230316	Burns Middle	Both
230	Cleveland County Schools	230352	Kings Mountain Middle	Reading
230	Cleveland County Schools	230362	Shelby Middle	Math
240	Columbus County Schools	240380	West Columbus High	Math
240	Columbus County Schools	240371	South Columbus High	Math
240	Columbus County Schools	240334	East Columbus High	Math
241	Whiteville City Schools	241316	Whiteville High	Both
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	Math
250	Craven County Schools	250376	West Craven Middle	Both
250	Craven County Schools	250368	Tucker Creek Middle	Math
260	Cumberland County Schools	260325	Cape Fear High	Both
260	Cumberland County Schools	260369	John R Griffin Middle	Both
260	Cumberland County Schools	260424	Seventy-First High	Both
260	Cumberland County Schools	260454	Westover Middle	Both
260	Cumberland County Schools	260455	Westover High	Both
260	Cumberland County Schools	260336	Anne Chesnutt Middle	Both
260	Cumberland County Schools	260359	E E Smith High	Both
260	Cumberland County Schools	260362	Gray's Creek Middle	Both
260	Cumberland County Schools	260365	R Max Abbott Middle	Math
260	Cumberland County Schools	260408	Pine Forest High	Both
260	Cumberland County Schools	260413	Ramsey St MS Alt Program	Math
260	Cumberland County Schools	260425	South View Middle	Math
260	Cumberland County Schools	260427	South View High	Both
260	Cumberland County Schools	260322	Douglas Byrd High	Math
260	Cumberland County Schools	260357	Gray's Creek High School	Math
260	Cumberland County Schools	260368	Hope Mills Middle	Math
260	Cumberland County Schools	260372	Lewis Chapel Middle	Math
260	Cumberland County Schools	260383	Mac Williams Middle	Both
260	Cumberland County Schools	260446	Terry Sanford High	Math
260	Cumberland County Schools	260448	Vanstory Hills Elementary	Math
260	Cumberland County Schools	260449	Walker-Spivey	Both
260	Cumberland County Schools	260406	Pine Forest Middle	Both
260	Cumberland County Schools	260411	Reid Ross Classical	Math
260	Cumberland County Schools	260302	Alma O Easom Elementary	Math
270	Currituck County Schools	270306	Currituck County High	Reading

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
270	Currituck County Schools	270308	Currituck County Middle	Both
270	Currituck County Schools	270318	Moyock Middle	Math
280	Dare County Schools	280328	First Flight Middle	Math
290	Davidson County Schools	290314	Davidson County Ext Day	Both
290	Davidson County Schools	290334	Ledford Middle	Both
290	Davidson County Schools	290376	Tyro Middle	Both
290	Davidson County Schools	290322	E Lawson Brown Middle	Both
290	Davidson County Schools	290309	Central Davidson Middle	Both
290	Davidson County Schools	290350	North Davidson Middle	Both
290	Davidson County Schools	290367	South Davidson Middle	Both
290	Davidson County Schools	290356	Reeds Elementary	Math
290	Davidson County Schools	290308	Central Davidson High	Math
291	Lexington City Schools	291336	Lexington Senior High	Both
292	Thomasville City Schools	292324	Thomasville High	Math
292	Thomasville City Schools	292320	Thomasville Middle	Both
300	Davie County Schools	300312	Davie County High	Both
300	Davie County Schools	300330	South Davie Middle	Both
300	Davie County Schools	300325	North Davie Middle	Math
310	Duplin County Schools	310352	James Kenan High	Math
310	Duplin County Schools	310392	Wallace-Rose Hill High	Math
320	Durham Public Schools	320366	Sherwood Githens Middle	Both
320	Durham Public Schools	320368	Southern High	Both
320	Durham Public Schools	320356	Northern High	Both
320	Durham Public Schools	320355	Neal Middle	Both
320	Durham Public Schools	320314	Chewning Middle	Both
320	Durham Public Schools	320341	Lakeview School	Both
320	Durham Public Schools	320346	Lowe's Grove Middle	Both
320	Durham Public Schools	320365	Riverside High	Both
320	Durham Public Schools	320370	Rogers-Herr Middle	Both
320	Durham Public Schools	320323	Durham Sch of the Arts	Both
320	Durham Public Schools	320325	Hillside High	Both
320	Durham Public Schools	320306	Brogden Middle	Both
320	Durham Public Schools	320312	C E Jordan High	Math
320	Durham Public Schools	320319	Creekside Elementary	Both
320	Durham Public Schools	320316	George L Carrington Middle	Both
320	Durham Public Schools	320338	James E Shepard Middle	Math
320	Durham Public Schools	320313	Easley Elementary	Math
320	Durham Public Schools	320340	Little River Elementary	Math
32D	Kestrel Heights Sch	32D000	Kestrel Heights Sch	Math
330	Edgecombe County Public School	330340	South Edgecombe Middle	Both
330	Edgecombe County Public School	330348	West Edgecombe Middle	Both
330	Edgecombe County Public School	330350	SouthWest Edgecombe High	Both
330	Edgecombe County Public School	330358	Tarboro High	Math
330	Edgecombe County Public School	330310	Roberson Cntr for Ed Achieveme	Math
330	Edgecombe County Public School	330324	C B Martin Middle	Math
330	Edgecombe County Public School	330330	W A Pattillo A+ Elementary Sch	Both
330	Edgecombe County Public School	330328	North Edgecombe High	Reading
340	Forsyth County Schools	340420	Kernersville Middle	Both

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
340	Forsyth County Schools	340564	Wiley Middle	Both
340	Forsyth County Schools	340350	Clemmons Middle	Both
340	Forsyth County Schools	340382	R B Glenn High	Both
340	Forsyth County Schools	340392	Hanes Middle	Both
340	Forsyth County Schools	340540	Walkertown Elementary	Both
340	Forsyth County Schools	340330	Carver High	Both
340	Forsyth County Schools	340364	East Forsyth High	Math
340	Forsyth County Schools	340416	Kernersville Elementary	Both
340	Forsyth County Schools	340496	Reynolds High	Both
340	Forsyth County Schools	340516	Southeast Middle	Both
340	Forsyth County Schools	340544	Walkertown 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	340480	Paisley Middle	Math
340	Forsyth County Schools	340508	Sedge Garden Elementary	Both
340	Forsyth County Schools	340528	Southwest Elementary	Both
340	Forsyth County Schools	340568	Winston-Salem Preparatory Acad	Both
340	Forsyth County Schools	340702	Sch Pre-Engineering Atkins Hig	Both
340	Forsyth County Schools	340366	East Forsyth Middle	Both
340	Forsyth County Schools	340442	Meadowlark Middle	Math
340	Forsyth County Schools	340472	Old Richmond Elementary	Both
340	Forsyth County Schools	340486	Parkland High	Math
340	Forsyth County Schools	340494	Piney Grove Elementary	Math
340	Forsyth County Schools	340504	Rural Hall Elementary	Reading
340	Forsyth County Schools	340512	Sherwood Forest Elementary	Reading
340	Forsyth County Schools	340700	Sch Computer Technology Atkins	Math
340	Forsyth County Schools	340348	Clemmons Elementary	Math
340	Forsyth County Schools	340385	Griffith Academy	Both
350	Franklin County Schools	350338	Terrell Lane Middle	Both
350	Franklin County Schools	350312	Cedar Creek Middle	Math
350	Franklin County Schools	350308	Bunn High	Math
350	Franklin County Schools	350321	Franklinton High	Math
350	Franklin County Schools	350310	Bunn Middle	Math
360	Gaston County Schools	360456	Mount Holly Middle	Both
360	Gaston County Schools	360500	Stanley Middle	Both
360	Gaston County Schools	360514	William C Friday Middle	Both
360	Gaston County Schools	360372	Warlick School	Both
360	Gaston County Schools	360380	Cramerton Middle	Both
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	Math
360	Gaston County Schools	360436	Bessemer City Middle	Both
360	Gaston County Schools	360336	Bessemer City High	Reading
360	Gaston County Schools	360470	North Gaston High	Both
360	Gaston County Schools	360498	Southwest Middle	Both
360	Gaston County Schools	360324	Belmont Middle	Both
360	Gaston County Schools	360352	Chapel Grove Elementary	Math

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
360	Gaston County Schools	360431	John Chavis Middle	Math
360	Gaston County Schools	360432	Kiser Elementary	Both
360	Gaston County Schools	360499	Springfield Primary	Both
360	Gaston County Schools	360310	Ashbrook High	Math
360	Gaston County Schools	360478	Pinewood Elementary	Math
360	Gaston County Schools	360482	Ida Rankin Elementary	Reading
360	Gaston County Schools	360488	Robinson Elementary	Math
36B	Piedmont Community Charter	36B000	Piedmont Community Charter	Math
370	Gates County Schools	370308	Central Middle	Both
390	Granville County Schools	390334	Northern Granville Middle	Both
390	Granville County Schools	390309	Butner-Stem Middle	Both
390	Granville County Schools	390320	G C Hawley Middle	Both
400	Greene County Schools	400312	Greene County Middle	Both
410	Guilford County Schools	410544	Ben L Smith High	Both
410	Guilford County Schools	410442	Kiser Middle	Both
410	Guilford County Schools	410460	Eastern Middle	Both
410	Guilford County Schools	410304	Alamance Elementary	Both
410	Guilford County Schools	410319	T Wingate Andrews High	Math
410	Guilford County Schools	410463	Mendenhall Middle	Math
410	Guilford County Schools	410508	Page High	Math
410	Guilford County Schools	410313	Southern Middle School	Both
410	Guilford County Schools	410325	Aycock Middle	Math
410	Guilford County Schools	410355	Dudley High	Both
410	Guilford County Schools	410421	Jamestown Middle	Both
410	Guilford County Schools	410424	Jesse Wharton Elem	Both
410	Guilford County Schools	410487	Northeast Guilford Middle	Both
410	Guilford County Schools	410547	Southeast Guilford High	Math
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	410565	Southwest Guilford Middle	Math
410	Guilford County Schools	410578	Triangle Lake Montessori Elem	Reading
410	Guilford County Schools	410379	Gateway Education Center	Both
410	Guilford County Schools	410391	Penn-Griffin School for Arts	Both
410	Guilford County Schools	410406	High Point Central High	Math
410	Guilford County Schools	410412	Irving Park Elementary	Both
410	Guilford County Schools	410437	Kernodle Middle	Math
410	Guilford County Schools	410457	C D McIver Special Education	Both
410	Guilford County Schools	410340	Monticello-Brown Summit Elem	Reading
421	Roanoke Rapids City Schools	421316	Roanoke Rapids High	Reading
421	Roanoke Rapids City Schools	421304	Belmont Elementary	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	430378	Triton High	Both
430	Harnett County Schools	430371	Overhills High School	Math
430	Harnett County Schools	430384	Western Harnett High	Math

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
430	Harnett County Schools	430386	Western Harnett Middle	Both
430	Harnett County Schools	430370	Overhills Middle	Both
440	Haywood County Schools	440396	Waynesville Middle	Both
440	Haywood County Schools	440320	Canton Middle	Both
450	Henderson County Schools	450328	Flat Rock Middle	Reading
460	Hertford County Schools	460320	Hertford County High	Both
470	Hoke County Schools	470312	Hoke County High	Both
470	Hoke County Schools	470332	East Hoke Middle	Both
470	Hoke County Schools	470320	West Hoke Middle	Both
470	Hoke County Schools	470342	J W Turlington	Both
490	Iredell-Statesville Schools	490352	Statesville Middle	Both
490	Iredell-Statesville Schools	490349	North Iredell Middle	Both
490	Iredell-Statesville Schools	490354	Statesville High	Both
490	Iredell-Statesville Schools	490366	Troutman Middle	Both
490	Iredell-Statesville Schools	490327	East Middle	Both
490	Iredell-Statesville Schools	490346	North Iredell High	Both
490	Iredell-Statesville Schools	490380	West Iredell High	Math
490	Iredell-Statesville Schools	490384	West Iredell Middle	Both
491	Mooreville City Schools	491306	Mooreville Intermediate	Both
491	Mooreville City Schools	491312	Mooreville Senior High	Math
491	Mooreville City Schools	491303	East Mooreville Intermediate	Both
491	Mooreville City Schools	491308	Mooreville Middle	Both
500	Jackson County Schools	500324	Jackson Co Sch of Alt	Both
510	Johnston County Schools	510390	Selma Middle School	Both
510	Johnston County Schools	510397	Smithfield Middle	Both
510	Johnston County Schools	510344	North Johnston Middle	Reading
510	Johnston County Schools	510410	Polenta Elementary	Both
510	Johnston County Schools	510381	South Campus Community Middle	Both
510	Johnston County Schools	510342	Four Oaks Middle	Both
510	Johnston County Schools	510358	McGee's Crossroads Elem	Both
510	Johnston County Schools	510359	McGee's Crossroads Middle	Math
510	Johnston County Schools	510310	Benson Middle	Both
510	Johnston County Schools	510376	Princeton High	Reading
510	Johnston County Schools	510399	Smithfield-Selma High	Math
510	Johnston County Schools	510329	Cleveland Middle	Math
510	Johnston County Schools	510324	Clayton High	Math
510	Johnston County Schools	510406	West Johnston High	Math
510	Johnston County Schools	510379	Riverwood Middle	Math
510	Johnston County Schools	510402	South Johnston High	Math
520	Jones County Schools	520320	Jones Senior High	Math
530	Lee County Schools	530336	Lee County High	Both
530	Lee County Schools	530314	East Lee Middle	Both
530	Lee County Schools	530356	West Lee Middle	Both
530	Lee County Schools	530306	Bragg Street Academy	Both
530	Lee County Schools	530343	Southern Lee High School	Both
540	Lenoir County Public Schools	540313	Kennedy Home	Math
550	Lincoln County Schools	550308	Asbury School	Both

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
550	Lincoln County Schools	550322	East Lincoln Middle	Both
550	Lincoln County Schools	550350	North Lincoln Middle	Math
570	Madison County Schools	570319	Madison Middle	Reading
590	McDowell County Schools	590356	West McDowell Junior High	Both
590	McDowell County Schools	590310	East McDowell Junior High	Both
600	Charlotte-Mecklenburg Schools	600576	West Charlotte High	Both
600	Charlotte-Mecklenburg Schools	600579	West Mecklenburg High	Both
600	Charlotte-Mecklenburg Schools	600592	Zebulon B Vance High	Both
600	Charlotte-Mecklenburg Schools	600426	Independence High	Both
600	Charlotte-Mecklenburg Schools	600428	James Martin Middle	Both
600	Charlotte-Mecklenburg Schools	600434	Robert F Kennedy Middle	Both
600	Charlotte-Mecklenburg Schools	600439	Turning Point Academy	Both
600	Charlotte-Mecklenburg Schools	600450	McClintock Middle	Both
600	Charlotte-Mecklenburg Schools	600466	Myers Park High	Both
600	Charlotte-Mecklenburg Schools	600468	Nathaniel Alexander Elem	Both
600	Charlotte-Mecklenburg Schools	600509	Quail Hollow Middle	Both
600	Charlotte-Mecklenburg Schools	600514	Ranson Middle	Both
600	Charlotte-Mecklenburg Schools	600305	John M Alexander Middle	Both
600	Charlotte-Mecklenburg Schools	600351	Coulwood Middle	Both
600	Charlotte-Mecklenburg Schools	600376	E E Waddell High	Both
600	Charlotte-Mecklenburg Schools	600377	East Mecklenburg High	Both
600	Charlotte-Mecklenburg Schools	600396	Garinger High	Both
600	Charlotte-Mecklenburg Schools	600415	Hopewell High	Both
600	Charlotte-Mecklenburg Schools	600416	Hornets Nest Elementary	Both
600	Charlotte-Mecklenburg Schools	600538	Southwest Middle School	Both
600	Charlotte-Mecklenburg Schools	600546	Statesville Road Elementary	Both
600	Charlotte-Mecklenburg Schools	600549	Steele Creek Elementary	Both
600	Charlotte-Mecklenburg Schools	600461	Morgan School	Both
600	Charlotte-Mecklenburg Schools	600480	North Mecklenburg High	Both
600	Charlotte-Mecklenburg Schools	600481	Northridge Middle	Both
600	Charlotte-Mecklenburg Schools	600482	Northwest School of the Arts	Math
600	Charlotte-Mecklenburg Schools	600386	Hawthorne High School/TAPS	Both
600	Charlotte-Mecklenburg Schools	600399	Alexander Graham Middle	Both
600	Charlotte-Mecklenburg Schools	600410	Hickory Grove Elementary	Both
600	Charlotte-Mecklenburg Schools	600534	Smithfield Elementary	Both
600	Charlotte-Mecklenburg Schools	600566	University Meadows Elem	Both
600	Charlotte-Mecklenburg Schools	600442	Legette Blythe Elementary	Both
600	Charlotte-Mecklenburg Schools	600444	Long Creek Elementary	Both
600	Charlotte-Mecklenburg Schools	600478	J H Gunn Elementary	Both
600	Charlotte-Mecklenburg Schools	600494	Paw Creek Elementary	Both
600	Charlotte-Mecklenburg Schools	600512	Rama Road Elementary	Both
600	Charlotte-Mecklenburg Schools	600513	Randolph Middle	Both
600	Charlotte-Mecklenburg Schools	600516	Reedy Creek Elementary	Reading
600	Charlotte-Mecklenburg Schools	600333	Carmel Middle	Both
600	Charlotte-Mecklenburg Schools	600362	David Cox Road Elementary	Both
600	Charlotte-Mecklenburg Schools	600394	Francis Bradley Middle	Both
600	Charlotte-Mecklenburg Schools	600532	Smith Language Academy	Math
600	Charlotte-Mecklenburg Schools	600535	South Mecklenburg High	Math

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
600	Charlotte-Mecklenburg Schools	600562	Tuckaseegee Elementary	Math
600	Charlotte-Mecklenburg Schools	600429	John Motley Morehead Elem	Math
600	Charlotte-Mecklenburg Schools	600432	Joseph W Grier Academy	Math
600	Charlotte-Mecklenburg Schools	600440	Lebanon Road Elementary	Both
600	Charlotte-Mecklenburg Schools	600479	Northeast Middle	Both
600	Charlotte-Mecklenburg Schools	600485	Oakdale Elementary	Reading
600	Charlotte-Mecklenburg Schools	600496	Phillip O Berry Academy of Tec	Math
600	Charlotte-Mecklenburg Schools	600497	Piedmont Open Middle	Both
600	Charlotte-Mecklenburg Schools	600500	Pineville Elementary	Math
600	Charlotte-Mecklenburg Schools	600316	Barringer Academic Center	Both
600	Charlotte-Mecklenburg Schools	600379	Eastover Elementary	Both
600	Charlotte-Mecklenburg Schools	600405	Harding University High	Math
600	Charlotte-Mecklenburg Schools	600424	Idlewild Elementary	Reading
600	Charlotte-Mecklenburg Schools	600586	Winding Springs Elementary	Math
600	Charlotte-Mecklenburg Schools	600588	Winget Park Elementary	Math
600	Charlotte-Mecklenburg Schools	600693	Olympic - Renaissance School	Math
600	Charlotte-Mecklenburg Schools	600696	Olympic-International Business	Math
600	Charlotte-Mecklenburg Schools	600446	Mallard Creek Elementary	Math
600	Charlotte-Mecklenburg Schools	600487	Oakhurst Elementary	Math
600	Charlotte-Mecklenburg Schools	600503	Piney Grove Elementary	Math
600	Charlotte-Mecklenburg Schools	600313	Bailey Middle School	Math
600	Charlotte-Mecklenburg Schools	600336	Chantilly Montessori	Both
600	Charlotte-Mecklenburg Schools	600349	Cotswold Elementary	Math
600	Charlotte-Mecklenburg Schools	600352	Crown Point Elementary	Math
600	Charlotte-Mecklenburg Schools	600353	Crestdale Middle	Math
600	Charlotte-Mecklenburg Schools	600422	Huntingtowne Farms Elementary	Both
60H	Crossroads Charter High	60H000	Crossroads Charter High	Both
620	Montgomery County Schools	620340	West Montgomery High	Math
620	Montgomery County Schools	620314	East Middle	Both
620	Montgomery County Schools	620339	West Middle	Both
620	Montgomery County Schools	620316	East Montgomery High	Math
620	Montgomery County Schools	620310	Montgomery Learning Academy	Math
630	Moore County Schools	630350	Southern Middle	Both
630	Moore County Schools	630336	Pinecrest High	Math
630	Moore County Schools	630331	New Century Middle	Both
63A	The Academy of Moore County	63A000	The Academy of Moore County	Math
640	Nash-Rocky Mount Schools	640320	Nash Central Middle	Both
640	Nash-Rocky Mount Schools	640350	Northern Nash High	Both
640	Nash-Rocky Mount Schools	640362	Southern Nash Middle	Both
640	Nash-Rocky Mount Schools	640329	G R Edwards 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	640358	Red Oak Middle	Both
640	Nash-Rocky Mount Schools	640361	Rocky Mount High	Both
640	Nash-Rocky Mount Schools	640334	J W Parker Middle	Both
640	Nash-Rocky Mount Schools	640364	Southern Nash High	Reading
650	New Hanover County Schools	650352	New Hanover High	Both
650	New Hanover County Schools	650342	John T Hoggard High	Both

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
650	New Hanover County Schools	650351	Myrtle Grove Middle	Both
650	New Hanover County Schools	650354	Lakeside	Both
650	New Hanover County Schools	650326	Emsley A Laney High	Both
650	New Hanover County Schools	650350	M C S Noble Middle	Both
660	Northampton County Schools	660336	Northampton High East	Reading
670	Onslow County Schools	670325	Jacksonville Commons Middle	Both
670	Onslow County Schools	670351	Swansboro Middle	Both
670	Onslow County Schools	670356	Trexler Middle	Both
670	Onslow County Schools	670322	Hunters Creek Middle	Math
670	Onslow County Schools	670318	Dixon Middle	Both
670	Onslow County Schools	670336	Northwoods Park Middle	Math
670	Onslow County Schools	670345	Southwest Middle	Both
670	Onslow County Schools	670338	Parkwood Elementary	Math
680	Orange County Schools	680304	A L Stanback Middle	Both
680	Orange County Schools	680316	Charles W Stanford Middle	Both
680	Orange County Schools	680324	Efland Cheeks Elementary	Both
680	Orange County Schools	680332	Orange High	Both
680	Orange County Schools	680312	Central Elementary	Math
680	Orange County Schools	680330	New Hope Elementary	Math
680	Orange County Schools	680327	Gravelly Hill Middle	Both
681	Chapel Hill-Carrboro Schools	681336	RD & Euzelle Smith Middle	Math
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
68N	PACE Academy	68N000	PACE Academy	Math
690	Pamlico County Schools	690320	Pamlico County High	Reading
690	Pamlico County Schools	690316	Pamlico County Middle	Reading
700	Pasquotank County Schools	700308	Elizabeth City Middle	Both
700	Pasquotank County Schools	700319	Pasquotank County High	Math
700	Pasquotank County Schools	700310	H L Trigg Community	Math
700	Pasquotank County Schools	700317	Northeastern High	Math
700	Pasquotank County Schools	700322	River Road Middle	Both
710	Pender County Schools	710346	Topsail Middle	Both
720	Perquimans County Schools	720320	Perquimans County Middle	Math
730	Person County Schools	730344	Northern Middle	Both
730	Person County Schools	730352	Person High	Reading
730	Person County Schools	730360	Southern Middle	Both
730	Person County Schools	730332	Helena Elementary	Math
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	740309	Ayden-Grifton High	Math
740	Pitt County Schools	740378	Pitt Memorial Hospital	Math
740	Pitt County Schools	740366	Junius H Rose High	Math
740	Pitt County Schools	740362	Hope Middle	Math

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
740	Pitt County Schools	740388	South Central High	Reading
760	Randolph County Schools	760338	Northeastern Randolph Middle	Both
760	Randolph County Schools	760360	Southwestern Randolph Mid	Both
760	Randolph County Schools	760352	Randleman Middle	Both
760	Randolph County Schools	760378	Archdale-Trinity Middle	Both
760	Randolph County Schools	760357	Southeastern Randolph Mid	Both
760	Randolph County Schools	760358	Southwestern Randolph High	Reading
760	Randolph County Schools	760308	Braxton Craven Middle	Both
760	Randolph County Schools	760318	Eastern Randolph High	Reading
760	Randolph County Schools	760348	Randleman High	Reading
761	Asheboro City Schools	761308	South Asheboro Middle	Both
761	Asheboro City Schools	761336	North Asheboro Middle	Both
761	Asheboro City Schools	761304	Asheboro High	Reading
770	Richmond County Schools	770342	Leak Street High	Both
770	Richmond County Schools	770348	Richmond Senior High	Both
770	Richmond County Schools	770328	Hamlet Middle	Both
770	Richmond County Schools	770360	Rockingham Middle	Both
770	Richmond County Schools	770316	Ellerbe Middle	Both
770	Richmond County Schools	770364	Rohanen Middle	Math
780	Robeson County Schools	780342	Lumberton Senior High	Both
780	Robeson County Schools	780391	Red Springs High	Both
780	Robeson County Schools	780420	Purnell Swett High	Both
780	Robeson County Schools	780401	Saint Pauls High	Math
780	Robeson County Schools	780402	South Robeson High	Both
780	Robeson County Schools	780325	Fairmont High	Reading
790	Rockingham County Schools	790394	Western Rockingham Middle	Both
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	Both
790	Rockingham County Schools	790314	Dalton McMichael High	Math
800	Rowan-Salisbury Schools	800320	China Grove Middle	Both
800	Rowan-Salisbury Schools	800363	Knox Middle	Both
800	Rowan-Salisbury Schools	800314	Charles C Erwin Middle	Both
800	Rowan-Salisbury Schools	800376	North Rowan High	Both
800	Rowan-Salisbury Schools	800410	West Rowan Middle	Both
800	Rowan-Salisbury Schools	800308	Henderson Independent 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
800	Rowan-Salisbury Schools	800328	Corriher Lipe Middle	Math
810	Rutherford County Schools	810326	Chase Middle	Both
810	Rutherford County Schools	810378	R-S Middle	Both
810	Rutherford County Schools	810384	R-S Central High	Both
810	Rutherford County Schools	810324	Chase High	Both
810	Rutherford County Schools	810342	East Rutherford Middle	Both
810	Rutherford County Schools	810386	Rutherford Opportunity Center	Math
820	Sampson County Schools	820388	Union High	Reading

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
820	Sampson County Schools	820352	Midway High	Math
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
830	Scotland County Schools	830346	9th Grade Academy	Reading
830	Scotland County Schools	830702	Scotland High School of Visual	Math
840	Stanly County Schools	840302	Albemarle High	Reading
840	Stanly County Schools	840303	Albemarle Middle	Both
840	Stanly County Schools	840348	Ridgecrest Elementary	Math
840	Stanly County Schools	840360	Stanfield Elementary	Math
850	Stokes County Schools	850350	Southeastern Stokes Middle	Both
850	Stokes County Schools	850304	Chestnut Grove Middle	Both
850	Stokes County Schools	850338	Piney Grove Middle	Math
860	Surry County Schools	860326	J Sam Gentry Middle	Reading
860	Surry County Schools	860330	Meadowview Middle	Reading
880	Transylvania County Schools	880312	Brevard Middle	Reading
890	Tyrrell County Schools	890306	Columbia Middle	Math
900	Union County Public Schools	900336	Monroe High	Reading
900	Union County Public Schools	900308	East Union Middle	Both
900	Union County Public Schools	900365	South Providence	Both
900	Union County Public Schools	900314	Monroe Middle	Both
900	Union County Public Schools	900343	Porter Ridge Middle School	Both
900	Union County Public Schools	900346	Parkwood Middle	Both
900	Union County Public Schools	900316	Forest Hills High	Reading
900	Union County Public Schools	900341	Porter Ridge Elementary	Reading
900	Union County Public Schools	900362	Sun Valley Middle	Math
900	Union County Public Schools	900380	Wesley Chapel Elementary	Math
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
910	Vance County Schools	910316	Eaton-Johnson Middle	Both
920	Wake County Schools	920388	Daniels Middle	Both
920	Wake County Schools	920399	Durant Road Middle	Both
920	Wake County Schools	920408	East Millbrook Middle	Both
920	Wake County Schools	920588	Wake Forest-Rolesville High	Both
920	Wake County Schools	920608	West Millbrook Middle	Both
920	Wake County Schools	920436	Garner High	Both
920	Wake County Schools	920495	Middle Creek High	Both
			Moore Square Museum Magnet	
920	Wake County Schools	920506	Mid	Both
920	Wake County Schools	920512	North Garner Middle	Both
920	Wake County Schools	920360	Carroll Middle	Both
920	Wake County Schools	920400	Reedy Creek Middle	Both
920	Wake County Schools	920410	East Wake Middle	Both
920	Wake County Schools	920412	William G Enloe High	Math
920	Wake County Schools	920424	Fuquay-Varina Middle	Both
920	Wake County Schools	920318	Athens Drive High	Both
920	Wake County Schools	920592	Wake Forest-Rolesville Mid	Both

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
920	Wake County Schools	920636	Zebulon Middle	Math
920	Wake County Schools	920450	Holly Ridge Middle	Both
920	Wake County Schools	920471	Leesville Road Middle	Both
920	Wake County Schools	920472	Ligon Middle	Math
920	Wake County Schools	920500	Millbrook High	Both
920	Wake County Schools	920508	Mount Vernon	Both
920	Wake County Schools	920356	Carnage Middle	Both
920	Wake County Schools	920404	East Garner Middle	Both
920	Wake County Schools	920606	West Lake Elementary	Both
920	Wake County Schools	920428	Fuquay-Varina High	Both
920	Wake County Schools	920449	Holly Ridge Elementary	Both
920	Wake County Schools	920492	Martin Middle	Math
920	Wake County Schools	920398	Durant Road Elementary	Both
920	Wake County Schools	920420	Fuquay-Varina Elementary	Math
920	Wake County Schools	920312	Apex Middle	Math
920	Wake County Schools	920324	Longview	Both
920	Wake County Schools	920562	Southeast Raleigh High	Both
920	Wake County Schools	920568	Swift Creek Elementary	Both
920	Wake County Schools	920572	Underwood Elementary	Both
920	Wake County Schools	920593	Wakefield Elementary	Both
920	Wake County Schools	920595	Wakefield High	Both
920	Wake County Schools	920598	Weatherstone Elementary	Math
920	Wake County Schools	920604	West Cary Middle	Both
920	Wake County Schools	920618	Wildwood Forest Elementary	Math
920	Wake County Schools	920620	Wiley Elementary	Reading
920	Wake County Schools	920454	Heritage Elementary	Reading
920	Wake County Schools	920466	Knightdale High	Both
920	Wake County Schools	920484	Lufkin Road Middle	Math
920	Wake County Schools	920530	Penny Road Elementary	Both
920	Wake County Schools	920548	Root Elementary	Both
920	Wake County Schools	920368	Cary High	Math
920	Wake County Schools	920370	Centennial Campus Middle	Math
920	Wake County Schools	920391	Davis Drive Middle	Math
920	Wake County Schools	920394	Dillard Drive Middle	Math
920	Wake County Schools	920414	Farmington Woods Elementary	Math
920	Wake County Schools	920416	Fuller Elementary	Math
920	Wake County Schools	920417	Forest Pines Elementary	Math
920	Wake County Schools	920308	Apex Elementary	Math
920	Wake County Schools	920326	Baileywick Road Elementary	Both
920	Wake County Schools	920328	Baucom Elementary	Math
920	Wake County Schools	920596	Washington Elementary	Both
920	Wake County Schools	920607	West Lake Middle	Both
920	Wake County Schools	920447	Holly Springs Elementary	Math
920	Wake County Schools	920448	Hunter Elementary	Math
920	Wake County Schools	920455	Holly Springs High	Math
920	Wake County Schools	920476	Lincoln Heights Elementary	Math
920	Wake County Schools	920494	Middle Creek Elementary	Math
920	Wake County Schools	920504	Morrisville Elementary	Math

LEA Code	LEA Name	LEA SCH Code	School Name	Subject Area in Which School DID NOT Make AYP
920	Wake County Schools	920520	Northwoods Elementary	Math
920	Wake County Schools	920528	Phillips High	Math
920	Wake County Schools	920540	Rand Road Elementary	Math
92E	Sterling Montessori Academy	92E000	Sterling Montessori Academy	Math
92F	Franklin Academy	92F000	Franklin Academy	Math
92G	East Wake Academy	92G000	East Wake Academy	Math
92P	Community Partners Charter HS	92P000	Community Partners Charter HS	Math
930	Warren County Schools	930354	Warren County Middle	Both
930	Warren County Schools	930352	Warren County High	Both
940	Washington County Schools	940316	Plymouth High	Both
950	Watauga County Schools	950336	Watauga High	Math
960	Wayne County Public Schools	960348	Mount Olive Middle	Both
960	Wayne County Public Schools	960378	Southern Academy	Both
960	Wayne County Public Schools	960310	Belfast Academy	Reading
960	Wayne County Public Schools	960335	Goldsboro High	Math
960	Wayne County Public Schools	960340	Greenwood Middle	Both
960	Wayne County Public Schools	960374	Rosewood Middle	Both
960	Wayne County Public Schools	960380	Southern Wayne High	Math
960	Wayne County Public Schools	960331	Eastern Wayne Middle	Both
960	Wayne County Public Schools	960386	Spring Creek High	Both
960	Wayne County Public Schools	960324	Charles B Aycock High	Math
960	Wayne County Public Schools	960360	Norwayne Middle	Math
960	Wayne County Public Schools	960454	Northwest Elementary	Reading
970	Wilkes County Schools	970389	West Wilkes Middle	Both
970	Wilkes County Schools	970315	Central Wilkes Middle	Both
970	Wilkes County Schools	970358	North Wilkes Middle	Both
970	Wilkes County Schools	970320	East Wilkes High	Reading
970	Wilkes County Schools	970356	North Wilkes High	Math
97D	Bridges Charter School	97D000	Bridges Charter School	Reading
980	Wilson County Schools	980306	Milton M Daniels Learning Ctr.	Both
980	Wilson County Schools	980338	Forest Hills Middle	Both
980	Wilson County Schools	980318	Beddingfield High	Reading
980	Wilson County Schools	980380	Speight Middle	Both
980	Wilson County Schools	980336	Fike High	Both
980	Wilson County Schools	980360	New Hope Elementary	Math
980	Wilson County Schools	980384	Springfield Middle	Math
980	Wilson County Schools	980390	Toisnot Middle	Math
990	Yadkin County Schools	990340	Yadkin Success Academy	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.

2008-09 LEA Improvement Status

(based on 2007-08 data)

An LEA that makes all targets in any of the three grade spans in the subject identified for improvement for two consecutive years exits improvement status.

LEAs Exiting Improvement Status

LEA Code	LEA Name
181	Hickory City Schools
370	Gates County Schools
580	Martin County Schools
821	Clinton City Schools
860	Surry County Schools
850	Stokes County Schools

LEAs Continuing in Improvement for the 2008-09 School Year

LEAs that miss any target - not necessarily the same target - in each of three grade spans, 3-5, 6-8, and high school, in the same subject for two consecutive years enter LEA Improvement.

LEA Code	LEA Name	Reading	Math	Sanction Level
010	Alamance-Burlington Schools	5	2	5
040	Anson County Schools	1	4	4
070	Beaufort County Schools	1	1	1
080	Bertie County Schools	4	0	4
090	Bladen County Schools	0	4	4
100	Brunswick County Schools	3	2	3
110	Buncombe County Schools	4	2	4
120	Burke County Schools	2	0	2
130	Cabarrus County Schools	4	4	4
140	Caldwell County Schools	3	2	3
160	Carteret County Schools	0	1	1
170	Caswell County Schools	0	1	1
190	Chatham County Schools	2	4	4
210	Edenton/Chowan Schools	3	1	3
240	Columbus County Schools	4	3	4

LEAs Continuing in Improvement for the 2008-09 School Year Cont.

LEA Code	LEA Name	Reading	Math	Sanction Level
241	Whiteville City Schools	4	0	4
250	Craven County Schools	3	3	3
260	Cumberland County Schools	3	3	3
290	Davidson County Schools	3	2	3
291	Lexington City Schools	1	2	2
300	Davie County Schools	3	1	3
310	Duplin County Schools	4	0	4
320	Durham Public Schools	5	4	5
330	Edgecombe County Schools	3	3	3
340	Forsyth County Schools	5	3	5
360	Gaston County Schools	5	4	5
390	Granville County Schools	4	0	4
410	Guilford County Schools	3	0	3
420	Halifax County Schools	3	3	3
430	Harnett County Schools	0	2	2
460	Hertford County Schools	4	2	4
470	Hoke County Schools	0	3	3
490	Iredell-Statesville Schools	2	0	2
510	Johnston County Schools	2	0	2
530	Lee County Schools	3	0	3
540	Lenoir County Schools	3	1	3
600	Mecklenburg County Schools	3	2	3
620	Montgomery County Schools	0	2	2
630	Moore County Schools	2	2	2
640	Nash-Rocky Mount Schools	5	4	5
650	New Hanover County Schools	3	2	3
670	Onslow County Schools	4	2	4
680	Orange County Schools	3	2	3
700	Pasquotank County Schools	2	0	2
740	Pitt County Schools	2	2	2
760	Randolph County Schools	3	0	3
770	Richmond County Schools	5	2	5
780	Robeson County Schools	5	3	5
790	Rockingham County Schools	1	1	1
800	Rowan-Salisbury Schools	5	3	5
810	Rutherford County Schools	2	0	2
820	Sampson County Schools	3	2	3

LEAs Continuing in Improvement for the 2008-09 School Year Cont.

LEA Code	LEA Name	Reading	Math	Sanction Level
840	Stanly County Schools	1	0	1
850	Stokes County Schools	0	2	2
900	Union County Schools	2	2	2
910	Vance County Schools	1	0	1
920	Wake County Schools	2	1	2
930	Warren County Schools	0	1	1
940	Washington County Schools	0	1	1
960	Wayne County Schools	5	3	5
970	Wilkes County Schools	3	1	3
980	Wilson County Schools	2	1	2
990	Yadkin County Schools	2	2	2

level

1 = First year of improvement (proposed status)	1	8
2 = Second year of improvement	2	14
3 = Third year of improvement	3	19
4 = Fourth year of improvement	4	12
5 = Fifth year of improvement	5	9
Total		62

LEAs In Corrective Action

LEAs that do not make all targets in any one of the three grade spans in the same subject that identified them for improvement for two additional years after entering LEA improvement, the State Board of Education, in collaboration with LEA representatives, shall institute Corrective Action.

LEA Code	LEA Name	Reading	Math	Sanction Level
010	Alamance-Burlington Schools	5	2	5
040	Anson County Schools	1	4	4
080	Bertie County Schools	4	0	4
090	Bladen County Schools	0	4	4
100	Brunswick County Schools	3	2	3
110	Buncombe County Schools	4	2	4
130	Cabarrus County Schools	4	4	4
140	Caldwell County Schools	3	2	3
190	Chatham County Schools	2	4	4
210	Edenton/Chowan Schools	3	1	3

LEAs In Corrective Action Cont.

LEA Code	LEA Name	Reading	Math	Sanction Level
240	Columbus County Schools	4	3	4
241	Whiteville City Schools	4	0	4
250	Craven County Schools	3	3	3
260	Cumberland County Schools	3	3	3
290	Davidson County Schools	3	2	3
300	Davie County Schools	3	1	3
310	Duplin County Schools	4	0	4
320	Durham Public Schools	5	4	5
330	Edgecombe County Schools	3	3	3
340	Forsyth County Schools	5	3	5
360	Gaston County Schools	5	4	5
390	Granville County Schools	4	0	4
410	Guilford County Schools	3	0	3
420	Halifax County Schools	3	3	3
460	Hertford County Schools	4	2	4
470	Hoke County Schools	0	3	3
530	Lee County Schools	3	0	3
540	Lenoir County Schools	3	1	3
600	Mecklenburg County Schools	3	2	3
640	Nash-Rocky Mount Schools	5	4	5
650	New Hanover County Schools	3	2	3
670	Onslow County Schools	4	2	4
680	Orange County Schools	3	2	3
760	Randolph County Schools	3	0	3
770	Richmond County Schools	5	2	5
780	Robeson County Schools	5	3	5
800	Rowan-Salisbury Schools	5	3	5
820	Sampson County Schools	3	2	3
960	Wayne County Schools	5	3	5
970	Wilkes County Schools	3	1	3

IV. 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
Twelve -Year Summary Chart
1996-97 to 2007-08
(January 12, 2009)

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

	1996-97 ²		1997-98 ³				1998-99 ⁴		1999-00		2000-01		2001-02		2002-03		2003-04		2004-05 ¹⁰	
	K-8		K-8		HS		K-8/HS		K-8/HS		K-8/HS		K-8/HS		K-8/HS		K-8/HS		K-8/HS	
Category	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Honor Schools of Excellence ⁵																	563	25.2	496	22.0
Schools of Excellence	12	0.7	24	1.4	0	0.0	50	2.5	73	3.5	171	7.9	300	13.7	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	647	29.5	886	39.9	640	28.7	608	27.0
Schools Making High Growth ⁷	531	32.5	1,137	66.0	265	63.2	1,156	58.2	956	45.2	521	24.1	779	35.5	1,618	72.9	785	35.2	585	26.0
Schools Making Expected Growth	395	24.2	308	17.9	83	19.8	456	23.0	520	24.6	769	35.6	863	39.3	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	695	30.8
Low-Performing Schools	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	4	0.2
Made Expected or High Growth	926	56.7	1,445	83.9	348	83.1	1,612	81.2	1,476	69.8	1,290	59.7	1,642	74.8	2,094	94.3	1,676	75.1	1,559	69.2
Total ABCs Schools ⁹	1,632		1,722		419		1,985		2,115		2,158		2,194		2,221		2,232		2,254	

	2005-06 ¹¹		2006-07 ¹¹		2007-08 ¹¹	
	K-8/HS		K-8/HS		K-8/HS	
Category	#	%	#	%	#	%
Honor Schools of Excellence ⁵	64	2.7	84	3.5	29	1.2
Schools of Excellence	5	0.2	9	0.4	4	0.2
Schools of Distinction ⁶	305	13.0	461	19.2	205	8.5
Schools Making High Growth ⁷	263	11.2	586	24.3	1,330	55.0
Schools Making Expected Growth	1,013	43.1	1,145	47.6	654	27.0
Schools Not Making Expected Growth ⁸	1,077	45.8	676	28.1	434	17.9
Low-Performing Schools	54	2.3	45	1.9	100	4.1
Made Expected or High Growth	1,276	54.2	1,731	71.9	1,984	82.1
Total ABCs Schools ⁹	2,353		2,407		2,418	

¹ ABCs results for 1996-97, 1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, and 2007-08 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, December 7, 2006, October 9, 2007, and January 12, 2009, 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, 2006-07, and 2007-08 are based on a revised accountability model and are not comparable to those from previous years.

Note: Grades 3-8 reading and five EOC tests (Algebra 2, Biology, Chemistry, Physical Science, and Physics) were removed from growth calculations for 2007-08 by State Board of Education action due to new test editions.

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- Carrboro City	920	Wake
180	Catawba	421	Roanoke Rapids 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 (Federal)
250	Craven	500	Jackson	761	Asheboro City		

V. North Carolina Accountability Program Update

North Carolina Accountability Program Update

2008-09 and Beyond Update

1. The SBE adopted the following changes to the ABCs Program for the current school year
 - a. Results from the science assessments in grades 5 and 8 will be a part of the performance composite calculations.
 - b. Writing is removed from the performance composite calculations as the state is piloting a new methodology for assessing student writing.
 - c. Results from the five End-of-Course (EOC) assessments used in the High School Exit Standards policy (English I, Algebra I, Biology, Civics & Economics, and US History) are included in both performance composite calculations and growth calculations while the remaining five EOC assessments (Algebra II, Geometry, Physical Science, Chemistry and Physics) are in the performance composite calculations but not the growth calculations.
2. The United States Department of Education (USED) is currently conducting a Peer Review of the following NC assessments during the 2008-09 school year: End-of-Grade (EOG) Reading grades 3-8; EOG Science grades 5 & 8; Biology EOC; NCEXTEND2 Reading and Math grades 3-8, Science grades 5 & 8; NCEXTEND2 Occupational Course of Study (OCS) Occupational Math, Occupational English I, Life Skills Science and Writing grade 10; and NCEXTEND1 Reading and Math grades 3-8 & 10 and Science grade 5,8 & 10. Some changes in the assessments or how data from these assessments can be used for school accountability under NCLB may result from the Peer Review findings.
3. The USED published new final regulations for Title I under NCLB on October 29, 2008. There will be some changes in future years regarding several aspects of NCLB including, but not limited to, graduation rate calculations and reporting, including graduation rates in determining AYP status, reporting statewide National Assessment of Educational Progress (NAEP) results on state and LEA report cards, and new provisions for school choice/supplemental educational services and school improvement/restructuring.