

**Grading Our Schools 2002:
NCEA's Fifth Annual Report to
North Carolina Taxpayers and Parents**

By Karen Palasek, Ph.D.

**A Policy Report
from the**



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Grading Our Schools is a publication of the North Carolina Education Alliance. Its purpose is to inform North Carolinians about their public schools and promote debate and discussion about the future of education reform. It is not intended to advance or impede legislation before local, state, or federal lawmaking bodies.

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The North Carolina Education Alliance is a special project of the John Locke Foundation, a non-profit, nonpartisan research institute based in North Carolina. The Alliance was created in 1998 and is directed by Lindalyn Kakadelis, a former teacher and Charlotte school board member. Its Steering Committee is made up of reform-minded school board members, county commissioners, business executives, educators, and other local leaders. The views expressed herein are solely those of the author, and do not necessarily reflect the views of the staff or board of the Foundation. Copyright 2003 by the John Locke Foundation Inc.

Introduction

This fifth annual report on schools from the North Carolina Education Alliance shows that many school districts in the state made progress in 2001-02. It also shows that many of the failing school systems from 2000-01 were still performing in the failing range again last year. Official results of statewide testing are reported annually in the Department of Public Instruction's ABCs of Public Education. End-of-grade tests for elementary students and end-of-course tests for high school students are the only exams administered statewide each year. As such, information about public schools is focused on the results of these exams. *Grading Our Schools* offers a different lens for studying test results and other performance data. As an additional information tool, we hope it will allow parents and taxpayers to better evaluate student performance in North Carolina's public schools.

The Evolving ABCs

In its January 2002 statement, the State Board of Education identified the ABCs of Public Education as "a comprehensive plan to restructure public schools." Originally approved as a pilot program in 1995-96, the ABCs restructuring plan, which encompasses the tests, academic subjects, and students being tested, has been dramatically revised each year. Well-known problems with math and writing exams in recent years have resulted in even less continuity in the annual tests.

Following the one-year pilot period, grades K-8 were added in 1996-97, and the first ABCs report was issued that year. In 1997-98, high schools were added. Mandatory measures included five end-of-course exams, SATs, SAT participation rates, graduation rates, and others. Also in 1997, seventh-grade writing scores were added for the first time to the growth composite; Algebra I scores from middle school grades were grouped with high school scores; charter schools were included for the first time; and a new, comprehensive ABCs model was developed. Perhaps most significantly, a "confidence band" around the 50 percent proficiency mark was substituted for a straight 50 percent cutoff. The band around the 50 percent cutoff provided leeway that allowed some schools to avoid penalties for low performance.

In each year since its inception, there have been changes in ABCs content, definitions, and reporting. It is not surprising, therefore, that citizens find the perennially improving ABCs scores puzzling in light of North Carolina's low national ranking, and below-average (though improving) scores on the nationally standardized SATs.¹

Informing the public

In communicating with parents and taxpayers, the Department of Public Instruction has taken the approach of reporting ABC information in two ways. One is a measure of proficiency for each school, known as the performance composite. Broadly speaking, the performance composite identifies the percentage of students in a school who are considered proficient, or at

grade level, based on their annual tests. Although this figures into the final ABCs report in a somewhat complicated fashion, the performance composite on its own is a relatively straightforward measure based on the tests for that year.

The other main component of the ABCs model is known as the growth composite. Growth measures look at changes in scores on reading and math tests, for example, and compare them to a pre-established “expected” change.² The growth composite is significantly less familiar to parents and taxpayers, not only because the statistical formula is unfamiliar, but also because few are experts in interpreting the scale scores upon which growth measures are based. Nevertheless, the Department of Public Instruction places a heavy emphasis on growth in its reports to the public. The State Board of Education stated, in September 2002, “The goal of the ABCs accountability model is to reward growth in student achievement.”³ Given the refashioning of each year’s tests, however, yearly changes yield an apples-to-oranges comparison, rather than a reliable trend.

One of the most serious drawbacks of the ABCs is its tendency to confuse the public. Growth rates can look impressive, even when overall proficiency is quite low. Under the recently implemented No Child Left Behind Act,⁴ states are required to achieve 100 percent proficiency over 12 years. This federal law means that growth rates are no longer a sufficient measure of academic performance.

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The Grading Our Schools Approach

Grading Our Schools offers an alternative way to look at the test information we currently have available. It can provide additional insight into how well our schools are doing, relative to a grade of A: 100 percent student proficiency, top-college-level SATs, and 100 percent graduation rates. The letter grading system we use has the advantage of being familiar to everyone, and employs a benchmark that unambiguously represents excellence.

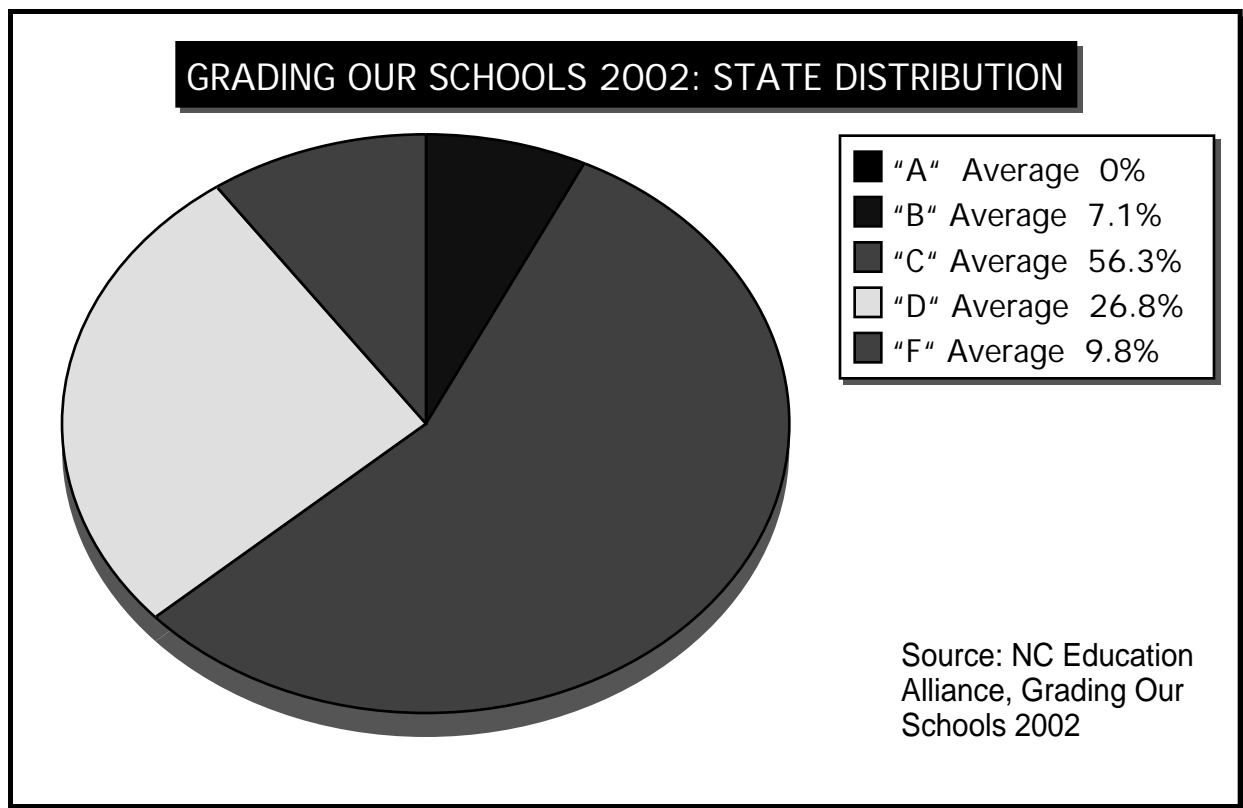
To produce *Grading Our Schools*, we collect detailed public data on a number of measurement variables. These include district-wide SAT scores, four-year graduation rates, and proficiency statistics from each school in every district in the state. The raw data are compiled in a weighted index using attendance for each school. Additional data on district-wide income levels, and the percentage of students that apply for free or reduced-price meals, figure into the cost-effectiveness part of our analysis.

The North Carolina Education Alliance has chosen to look primarily at graduation rates, SAT scores, and percentages of students meeting minimum proficiency standards. These measures form a fairly straightforward picture of student capabilities, especially in comparison to other states and to other students.

Since graduation rates and SATs are tabulated throughout the United States, parents can get an idea of how North Carolina's students stack up to students elsewhere. Competition for good students in universities and colleges, and for capable employees in the workplace, is a factor that all families confront as their children get ready to exit secondary school and move on in life. Before they exit our school systems, we should be able to get a realistic view of how competitive they will be among all those moving into similar pursuits.

Results: District Grades 2002 vs. 2001

Once again in 2002, none of the school districts earned a letter grade of A. In 2001, 5.9 percent of districts earned a B, 45.8 percent earned a C, 38.1 scored a D, and 10.2 scored an F. In 2002, more systems had B's and C's, and fewer earned D's and F's. As our chart shows, 7.1 percent of districts earned B's, and 56.3 percent earned C's, while 26.8 percent earned D's and 9.8 percent earned F's. Fifty-seven school districts improved their scores over 2001. Only eight districts received lower grades, and 51 were unchanged. Grades by system are on page 8.



Charter schools are only included after three years of data have accumulated. Their scores are based upon percentages of students at grade level, as well as SAT scores for those at the high school level. While the three-year operating minimum makes charter school data more scarce than data for district-operated schools, the "mock district" approach allows us to form a picture of how they are doing overall. We were able to compile results from 67 charter schools to form our charter district. Charters had been in the D range overall for 2000 and 2001. In 2002

they showed improvement, earning a cumulative grade of C. Even though charters are more likely to serve students who have not done well in traditional public schools, the average SAT score for our mock charter district was 1019, just a point below the national average, and 21 points above the state's overall average SAT score.⁵

In all, twelve districts received failing grades in the 2001 report. Districts earn an F if the weighted calculation of performance composites, SAT scores, and four-year graduation rates is less than 60 percent. In 2002, among those school districts that were failing in 2001, only Edgecombe County and Lexington City school districts rose above that mark. Ten out of twelve failing districts from 2001 failed again in 2002.

In the aggregate, advances and declines seem to have largely offset each other. Two of the largest school districts, Wake and Mecklenburg, retained their 2001 grades in 2002. Wake remains a B- district, and Mecklenburg remains a D+ district, though both have slightly higher numerical scores than in 2001. The statewide weighted score for regular school districts in 2002 was 72.1, versus 70.9 in 2001. North Carolina did a little better in the 2002 numerical score, but the overall grade for 2002 remains a C-.

Although *Grading Our Schools 2002* shows that North Carolina's public schools have room to improve, there is cause for optimism. Overall, districts are showing progress. The ABC s percent at grade level rose to 78.3 percent last year, an improvement over the 72.5 percent calculated in the 2001 study. Graduation rates and average SAT scores were also better in 2002.

Pacesetters

In our 2002 report we have identified what we call "pacesetter schools" for 2002. This was not included in the 2001 report due to late release of ABCs data. Pacesetter schools are somewhat unique in the constellation of schools in the state. These districts received a 73 (C) or better in our scoring system, while also working with relatively disadvantaged populations.

School District	Percent at Grade Level	County Income <90% of NC	Higher % Needy Than NC Average
ALLEGHANY	85.9		YES
ASHE	83.2		YES
AVERY	87.2		YES
CHEROKEE	88.4	YES	YES
CLINTON	75.8		YES
CRAVEN	83.8		YES
GRAHAM	83.5	YES	
MACON	83.0		YES
MADISON	84.8	YES	
MCDOWELL	85.8	YES	
MITCHELL	84.0	YES	YES
NEWTON-CONOVER	83.0		YES
PASQUOTANK	92.9		YES
SWAIN	81.2	YES	
TYRRELL	73.4	YES	YES
YANCEY	84.4	YES	YES

Districts in the pacesetters category had either 1) a larger percentage of students eligible for free or reduced-price lunch than the current statewide average, and/or 2) per-capita income in the county that was 90 percent or less of the current statewide per-capita income.⁶ The sixteen districts listed on page 5 fit the criteria as pacesetters for 2002.

Cost Effectiveness

Cost-effectiveness rankings were added to *Grading Our Schools* with the 2000 report. Using a five-year average of operating and capital spending per pupil,⁷ the chart indicates the percentage of the state-average dollar amount per grade point spent by each school district in 2002. Districts are ranked in the cost-effectiveness chart from those that spent the smallest percentage of the state average, to those that spent the largest percentage in 2002.

This cost-effectiveness measure is admittedly a rough determination of how much each unit of educational output costs taxpayers. It serves to illustrate the fact that student achievement and school spending do not rise in tandem. As our chart on page 10 shows, school systems that spend more taxpayer dollars do not necessarily produce better scores per dollar.

Components of Our Scoring System

1. EOG/EOC Proficiency Average for Each School District⁸

We computed a weighted average percentage of students in each district scoring at or above grade level (or passing end-of-course tests in the case of high schools) for the 2001-02 school year. This percentage was assigned a letter grade based on a 100-point scale: grades in the 90's earned an A, grades in the 80's earned a B, and so on. The proficiency score contributed 62.5 percent of the final index score for each district. The overall grade in this category improved from C- in 2001, to C+ in 2002.

2. Graduation Rates for Each School District⁹

The graduation rate represents the percentage of freshmen that graduate from high school in four years. Continuing our pattern from previous years, we assigned letter grades somewhat on a curve, because a serious attempt to raise standards might reduce graduation rates in the short term. The raw graduation rate was adjusted to reflect a 10 percent lower target. For this measurement, a school needed an 80 percent to receive an A, and so on. We also converted this grade to a 100-point scale for compatibility with other components of the scoring composite. This variable contributes 25 percent of the composite score. In 2002, the overall graduation rate of 63.8 percent earned North Carolina a C-, up from a D in 2001.

3. Average SAT Scores for Each School District¹⁰

The SAT remains a reasonably good indicator of how well a particular student is prepared for college work. By implication, it serves as a guide for how well a school prepares its college-

bound students. For our purposes, average SAT scores were converted to a 100-point scale for letter grading and inclusion in the composite. This was determined by setting the A cutoff at the average score for incoming freshmen in the top half of the universities in the UNC system in 1998.¹¹ An A district prepared its average college-bound student to attend North Carolina's more-competitive state universities. Similarly, an F district prepared its average student to attend the least-competitive UNC schools. The resulting scale was: A — 1105 and up, B — 1038-1104, C — 972-1037, D — 905-971, and F — 904 and below. North Carolina's SAT average of 998 shows an eight-point improvement in 2002, but still rates a low C. The weighted SAT contribution is 12.5 percent of the final score.

State Policy and No Child Left Behind

Under No Child Left Behind,¹² we anticipate that education providers and consumers will receive far more detailed information than either the current ABCs or *Grading Our Schools*¹³ now provide. Adequate yearly progress will be measured for schools as a whole, and by separate measurements of up to nine subgroups of students in each school. Each subgroup must meet the proficiency standard for the school as a whole to make adequate progress under the law.

Original plans to define reportable subgroups as a minimum of 30 enrolled students led to estimates, based on the new standards, that about 41 percent of North Carolina's schools could have passed last spring. Education officials have since adjusted subgroup definitions, in light of No Child Left Behind, to increase the minimum subgroup size to 40 students. This change means that schools will have fewer reportable subgroups, and about 51 percent of schools will now meet the standard.

Even with the State Board of Education's changes, schools will ultimately have to show 100 percent proficiency in all students, and all subgroups, by 2013-14. Schools are required to increase expected proficiency rates at least every three years, in even increments.¹⁴

The broad new federal law will have a continuing impact on education in North Carolina, both in how it will be delivered and in how it will be measured. The North Carolina Education Alliance recognizes competition, with real consequences for success or failure, as the primary means of achieving high levels of student competency. No Child Left Behind is a move to bring legal and financial consequences for failure into the public education arena. If North Carolina is serious about achieving the A benchmark, it will facilitate competition through increased charter school authorization, including lifting the current charter school cap. Being serious also requires that North Carolina avoid costly diversions, such as spurious teacher, school, or student programs that have no proven link to academic proficiency.¹⁵

LEA	ABC-Percent at Grade Level		Avg. SAT		4-Year Grad. Rate		Final 2002		Final 2001	
ALAMANCE	74.0	C	995	C-	61.7	D-	68.6	D+	68.8	D+
ALEXANDER	78.9	C+	996	C-	75.8	C+	76.8	C	73.0	C-
ALLEGHANY	85.9	B	992	C-	69.3	D+	78.8	C+	76.5	C
ANSON	61.0	D-	847	F	70.7	C-	63.7	D-	60.1	D-
ASHE	83.2	B-	956	D+	65.4	D	75.7	C	74.9	C
AVERY	87.2	B+	996	D+	61.3	D-	76.2	C	76.3	C
BEAUFORT	76.0	C	967	D+	61.6	D-	70.0	C-	66.9	D
BERTIE	60.5	D-	788	F	53.4	F	57.2	F	50.7	F
BLADEN	69.7	D+	852	F	63.0	D-	66.4	D	61.2	D-
BRUNSWICK	77.5	C+	956	D+	59.0	F	70.1	C-	67.1	D+
BUNCOMBE	86.0	B	1066	B	63.6	D-	76.8	C	78.2	C+
<i>ASHEVILLE</i>	79.0	C+	1058	B-	59.2	F	70.9	C-	70.4	C-
BURKE	84.5	B	1009	C	54.2	F	72.5	C-	73.1	C-
CABARRUS	83.4	B-	1019	C+	65.6	D	75.9	C	76.0	C
<i>KANNAPOLIS CITY</i>	74.6	C	984	C-	57.8	F	67.6	D+	65.9	D
CALDWELL	82.0	B-	1015	C	61.7	D-	73.3	C-	72.0	C-
CAMDEN	85.3	B	905	F	72.0	C-	79.4	C+	75.1	C
CARTERET	86.9	B	1006	C	74.3	C	81.2	B-	75.8	C
CASWELL	70.9	C-	913	D-	66.4	D	68.4	D+	63.0	D-
CATAWBA	80.7	B-	992	C-	68.8	D+	75.4	C	75.3	C
<i>HICKORY CITY</i>	78.9	C+	1032	C+	51.7	F	68.0	D+	67.8	D+
<i>NEWTON</i>	83.0	B-	1050	B-	72.7	C-	78.2	C+	72.5	C-
CHATHAM	79.9	C+	960	D+	63.4	D-	72.9	C-	70.9	C-
CHEROKEE	88.4	B+	992	C-	66.9	D	79.5	C+	81.4	B-
EDENTON/CHOWAN	74.1	C	1001	C	60.8	D-	68.3	D+	67.4	D+
CLAY	86.5	B	1031	C+	60.3	D-	75.9	C	80.3	B-
CLEVELAND	81.3	B-	951	D	69.7	D+	76.1	C	72.1	C-
<i>KINGS MOUNTAIN</i>	84.0	B	972	C-	63.8	D-	75.6	C	72.5	C-
<i>SHELBY CITY</i>	73.9	C-	1025	C+	61.2	D-	68.4	D+	68.9	D+
COLUMBUS	69.8	D+	882	F	67.1	D+	67.9	D+	61.8	D-
<i>WHITEVILLE CITY</i>	73.5	C-	956	D+	67.0	D	70.2	C-	66.2	D
Craven	83.8	B-	989	C-	62.4	D-	75.0	C	72.1	C-
CUMBERLAND	74.9	C	952	D+	64.2	D	70.1	C-	67.7	D+
CURRITUCK	86.5	B	1024	C+	63.3	D-	77.0	C+	74.4	C
DARE	85.7	B	1026	C+	61.4	D-	75.9	C	78.3	C+
DAVIDSON	84.5	B	1000	C	68.8	D+	77.7	C+	74.6	C
<i>LEXINGTON CITY</i>	73.6	C-	922	D-	51.9	F	64.8	D	58.1	F
<i>THOMASVILLE</i>	69.8	D+	889	F	48.6	F	61.2	D-	60.4	D-
DAVIE	84.0	B-	999	C	70.7	C-	78.1	C+	75.0	C
DUPLIN	75.1	C	931	D-	63.8	D-	70.1	C-	66.6	D
DURHAM	73.0	C-	994	C-	52.7	F	64.5	D	64.2	D
EDGECOMBE	65.0	D	905	F	54.2	F	60.1	D-	58.1	F
FORSYTH	76.3	C	1002	C	73.7	C-	74.4	C	70.9	C-
FRANKLIN	71.0	C-	946	D	62.7	D-	67.1	D+	65.4	D
GASTON	78.0	C+	963	D+	63.4	D-	71.6	C-	71.0	C-
GATES	80.1	B-	882	F	55.8	F	70.3	C-	68.5	D+
GRAHAM	83.5	B-	979	C-	76.2	C	79.8	C+	75.4	C
GRANVILLE	77.7	C+	972	C-	53.8	F	68.1	D+	66.9	D
GREENE	69.5	D+	898	F	52.8	F	62.6	D-	60.5	D-
GUILFORD	76.0	C	995	C-	64.2	D	70.6	C-	70.5	C-
HALIFAX	61.2	D-	795	F	40.3	F	52.9	F	49.7	F
<i>ROANOKE RAPIDS</i>	77.1	C+	969	D+	67.9	D+	72.8	C-	74.5	C
<i>WELDON</i>	47.6	F	692	F	42.0	F	45.0	F	47.2	F
HARNETT	75.7	C	990	C-	59.8	F	69.0	D+	68.4	D+
HAYWOOD	83.9	B-	1014	C	63.6	D-	75.5	C	75.9	C
HENDERSON	85.3	B	1043	B-	65.8	D	77.1	C+	77.1	C+
HERTFORD	53.4	F	808	F	49.2	F	51.2	F	48.8	F
HOKE	65.5	D	860	F	47.4	F	58.1	F	55.3	F
HYDE	65.2	D-	893	F	51.7	F	59.5	F	63.4	D-

LEA	ABC-Percent		Avg. SAT	4-Year		Final 2002	Final			
	at Grade Level			Grad. Rate			2001			
IREDELL	78.6	C+	1012	C	63.8	D	72.2	C-	70.4	C-
MOORESVILLE	82.5	B-	995	C-	72.8	C-	78.0	C+	77.9	C+
JACKSON	79.2	C+	996	C-	67.9	D+	74.1	C	72.7	C-
JOHNSTON	83.9	B-	1001	C	66.7	D	76.6	C	75.6	C
JONES	74.3	C	878	F	56.6	F	66.9	D	64.3	D
LEE	78.7	C+	967	D+	61.0	D-	71.3	C-	69.0	D+
LENOIR	79.1	C+	949	D	45.3	F	65.9	D	64.9	D
LINCOLN	79.2	C+	975	C-	66.3	D	73.6	C-	71.8	C-
MACON	83.0	B-	994	C-	70.6	C-	77.4	C+	74.9	C
MADISON	84.8	B	1016	C	61.1	D-	75.1	C	75.2	C
MARTIN	69.9	D+	925	D-	58.9	F	65.0	D	62.3	D-
MCDOWELL	85.8	B	998	C-	77.4	C+	81.7	B-	75.3	C
MECKLENBURG	74.0	C	996	C-	62.9	D-	69.1	D+	68.9	D+
MITCHELL	84.0	B	992	C-	68.9	D+	77.5	C+	73.4	C
MONTGOMERY	64.8	D	957	D+	67.8	D+	65.1	D	60.6	D-
MOORE	81.7	B-	1044	B-	65.0	D	74.6	C	75.3	C
NASH	73.7	C-	967	D+	69.9	D+	71.4	C	69.6	D+
NEW HANOVER	83.3	B-	1028	C+	63.1	D-	75.0	C-	74.7	C
NORTHAMPTON	61.7	D-	799	F	48.4	F	56.2	F	51.8	F
ONslow	84.4	B	979	C-	59.4	F	74.3	C	72.7	C-
ORANGE	82.9	B-	1004	C	57.1	F	72.5	C	73.6	C-
CHAPEL HILL	91.1	A-	1177	A+	85.4	B	87.9	B+	88.3	B+
PAMLICO	77.1	C+	1005	C	72.2	C-	74.4	C	74.5	C
PASQUOTANK	92.9	A-	919	D-	53.4	F	77.4	C+	62.4	D-
PENDER	83.7	B-	949	D	57.0	F	67.3	D+	75.2	C
PERQUIMANS	77.2	C+	919	D-	52.4	F	67.3	D+	68.4	D+
PERSON	79.8	C+	929	D-	62.4	D-	72.5	C-	69.9	D+
PITT	78.1	C+	987	C-	62.4	D-	71.5	C-	67.9	D+
POLK	85.2	B	1035	C+	61.4	D-	75.5	C	76.5	C
RANDOLPH	77.8	C+	973	C-	66.1	D	72.6	C-	69.9	D+
ASHEBORO	77.4	C+	1011	C	51.9	F	67.2	D+	69.9	D+
RICHMOND	70.8	C-	908	D-	65.4	D	68.0	D+	64.1	D
ROBESON	65.5	D	879	F	47.3	F	58.1	F	55.4	F
ROCKINGHAM	74.7	C	952	D+	61.2	D-	68.9	D+	68.2	D+
ROWAN-SALISBURY	78.5	C+	971	D+	63.2	D-	72.0	C-	68.7	D+
RUTHERFORD	82.8	B-	937	D	62.0	D-	74.2	C	70.3	C-
SAMPSON	76.0	C	920	D-	65.8	D	71.4	C-	65.4	D
CLINTON	75.8	C	896	F	77.4	C+	75.4	C	71.8	C-
SCOTLAND	75.3	C	942	D	48.7	F	64.7	D	64.8	D
STANLY	81.6	B-	983	C-	72.3	C-	77.2	C+	76.3	C
STOKES	79.1	C+	945	D	66.9	D	73.7	C-	68.5	D+
SURRY	82.8	B-	1003	C	62.3	D-	74.3	C	73.1	C-
ELKIN	84.9	B	1040	B-	97.2	A+	88.3	B+	80.6	B-
MOUNT AIRY	83.1	B-	1005	C	60.8	D-	73.9	C-	78.2	C+
SWAIN	81.2	B-	1025	C+	93.6	A-	84.7	B	76.0	C
TRANSYLVANIA	89.7	B+	1027	C+	74.1	C	82.9	B	83.9	B-
TYRRELL	73.4	C-	889	F	75.1	C-	73.1	C-	67.4	D+
UNION	82.3	B-	1017	C	68.9	D+	76.4	C	75.2	C
VANCE	65.3	D	878	F	51.4	F	59.4	F	55.0	F
WAKE	86.9	B	1067	B	73.0	C-	80.8	B-	80.2	B-
WARREN	62.5	D-	859	F	56.6	F	59.6	F	54.7	F
WASHINGTON	54.7	F	851	F	64.0	D-	57.4	F	54.5	F
WATAUGA	89.2	B+	1064	B-	75.9	C	83.2	B-	83.9	B-
WAYNE	76.4	C	951	D	62.6	D-	70.4	C-	67.7	D+
WILKES	82.9	B-	1010	C	64.8	D	75.3	C	73.0	C-
WILSON	79.1	C+	958	D+	54.3	F	69.2	D+	66.8	D
YADKIN	81.4	B-	976	C-	78.9	C+	79.5	C+	73.4	C-
YANCEY	84.4	B	999	C	68.4	D+	77.5	D-	78.4	C+
3YR CHARTERS	72.1	C-	1019	C+	*	*	*	*	*	*
STATE MEAN	78.3	C+	980	D+	63.9	D-	72.1	C-	70.9	C-

Cost Effectiveness

School District	Cost Per Grade Point (% State Average)	RK	School District	Cost Per Grade Point (% State Average)	RK	School District	Cost Per Grade Point (% State Average)	RK
DAVIDSON	77.67	1	SURRY	99.92	41	LEXINGTON	114.61	80
MCDOWELL	84.46	2	STATE AVERAGE	100.00	-	CLAY	114.82	81
ALEXANDER	84.73	3	POLK	100.04	42	BEAUFORT	114.82	82
WATAUGA	86.04	4	GRANVILLE	100.47	43	BRUNSWICK	115.20	83
IREDELL	86.57	5	LEE	100.84	44	MONTGOMERY	115.64	84
YADKIN	86.62	6	WHITEVILLE CITY	101.08	45	PENDER	116.45	85
UNION	87.94	7	JOHNSTON	101.08	46	VANCE	116.62	86
STANLY	88.15	8	MITCHELL	101.54	47	ASHE	116.90	87
DAVIE	88.36	9	PERSON	102.15	48	CHAPEL HILL	117.83	88
RANDOLPH	88.47	10	WAKE	102.50	49	SHELBY CITY	118.13	89
CLEVELAND	88.60	11	RICHMOND	102.68	50	ANSON	118.16	90
LINCOLN	88.99	12	COLUMBUS	102.86	51	AVERY	119.04	91
HENDERSON	90.78	13	FORSYTH	103.12	52	MARTIN	119.16	92
KINGS MTN	91.18	14	HAYWOOD	103.43	53	GREENE	119.54	93
CATAWBA	91.27	15	CAMDEN	103.80	54	MOUNT AIRY	120.15	94
BURKE	92.05	16	YANCEY	103.91	55	EDENTON	121.13	95
MOORESVILLE	92.19	17	ROCKINGHAM	104.05	56	EDGEcombe	121.23	96
CRAVEN	92.68	18	JACKSON	104.13	57	CABARRUS	121.34	97
CLINTON	92.80	19	TRANSYLVANIA	104.16	58	DURHAM	122.63	98
ELKIN	92.91	20	STOKES	104.43	59	CARTERET	123.01	99
BUNCOMBE	93.41	21	MACON	104.98	60	ORANGE	123.54	100
CALDWELL	93.56	22	LENOIR	105.92	61	BLADEN	123.87	101
GASTON	94.05	23	CHATHAM	106.25	62	PAMLICO	124.57	102
ONslow	94.28	24	HICKORY CITY	106.38	63	THOMASVILLE	125.62	103
3-YEAR CHARTER	94.35	25	KANNAPOLIS	106.70	64	SCOTLAND	126.21	104
DUPLIN	94.71	26	ASHEBORO	107.10	65	MECKLENBURG	127.48	105
WILKES	94.74	27	PASQUOTANK	107.75	66	WARREN	127.64	106
SWAIN	95.49	28	WILSON	107.79	67	GATES	131.03	107
NEWTON	96.36	29	ROANOKE RPD	107.79	68	PERQUIMANS	138.01	108
WAYNE	96.61	30	MADISON	108.88	69	BERTIE	138.91	109
ROWAN	96.63	31	GUILFORD	109.30	70	ASHEVILLE	141.27	110
HARNETT	96.64	32	CHEROKEE	110.39	71	JONES	143.15	111
ALAMANCE	96.71	33	CASWELL	110.48	72	NORTHAMPTON	145.17	112
RUTHERFORD	96.78	34	FRANKLIN	111.27	73	HALIFAX	151.46	113
MOORE	97.84	35	SAMPSON	111.66	74	TYRRELL	152.17	114
NASH	97.95	36	ALLEGHANY	111.72	75	HERTFORD	153.62	115
CUMBERLAND	99.07	37	CURRITUCK	112.65	76	WASHINGTON	153.74	116
PITT	99.17	38	ROBESON	112.96	77	WELDON	217.43	117
DARE	99.31	39	HOKE	113.55	78	HYDE	240.40	118
GRAHAM	99.46	40	NEW HANOVER	113.90	79			

Notes

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“I look to the diffusion of light and education as the resource most to be relied on for ameliorating the condition, promoting the virtue, and advancing the happiness of man.”

Thomas Jefferson, 1822



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