>> General Information

Report Cards are provided for all public, charter, and alternative schools operating during the 2012-13 school year. However, Report Cards for charter and alternative schools will vary slightly. Because charter schools are not part of a school district, only state comparisons are provided on their Report Cards. Additionally, quality teacher data are limited for charter schools due to the flexibility allowed in their operations. Federal schools, state-operated schools, and other special schools do not receive Report Cards due to differences in the way data are reported for these schools.

In most instances, data in the Report Cards are reported at the school, district, and state levels. School data are based on information from all grades within the school. However, for several indicators, including school size; school performance; school safety; attendance; and all information in the Quality Teachers' section, data from all schools in the same grade-range category are averaged to produce district and state comparison results. Based on their grade range, all schools have been assigned to one of six categories - elementary; middle; high; combined elementary, middle and high; combined elementary and middle; or combined middle and high.

>> School Identification Information

Each district (LEA) and charter school provides all school identification information through the Educational Directory and Demographical Information Exchange (EDDIE) application found online at http://apps. schools.nc.gov/eddie. EDDIE is kept up-to-date by subscribed users in each district or charter school.

For school-level Report Cards, EDDIE provides the school's name, address, telephone number, a link to its website (when available), and the prior year grade range, school type, and calendar type.

For the district-level Report Cards, EDDIE provides the superintendent's name and email address, the district's name, address, telephone number, and a link to its website (when available).

For additional EDDIE information, including a list of subscribed users, see the NC Department of Public Instruction's website http://www.ncpublicschools.org/fbs/accounting/eddie/.

Source: NCDPI, Financial & Business Services, School Business Division, Information Analysis & Reporting Section, October 2013.

>> Title I Status

Title I status indicates whether a school is part of the federal program that provides funding for high poverty schools to help students who are behind academically or at risk of falling behind. If a school is not considered a Title I school, then no designation will appear.

Each year, about half the schools and all school districts in North Carolina receive Title I funding. Many of the major requirements in No Child Left Behind are outlined in Title I: teacher and paraprofessional requirements; accountability; standards and assessments; annual state Report Cards; professional development; and parent involvement.

For additional Title I information, see the NC Department of Public Instruction's Federal Program Monitoring website at http://www.ncpublicschools.org/program-monitoring/.

SCHOOL / DISTRICT PROFILE

>> School Size

School size is the final Average Daily Membership (ADM) and is reported through the Principal's Monthly Report (PMR) at the end of every month of the school year. This figure includes all of the grades within the school, with the exception of pre-kindergarten. Students in violation of the "Ten Day Rule" when the PMR is submitted will not be included in the school's membership data. School size is a calculated number using the monthly membership day figures and the number of days in the school year. District and state counts are the average number of students in schools in the same grade span category (elementary; middle; high; combined elementary, middle and high; combined elementary and middle; or combined middle and high).

District- and state-level demographic data are included as a drill-down link on the district Report Card. The number and percentage of students in each racial/ethnic and gender group are displayed, as provided in the Grade/Race/Sex report of the 1st month's Principal's Monthly Report (PMR). Schools categorized as high or low poverty are noted on the Web version of the Report Card.

Source: NCDPI, Financial & Business Services, School Business Division, Principal's Monthly Report, 2012-13.

>>Average Class & Course Size

Average K-8 classroom sizes are reported through the School Activity Report (SAR) as of the 40th day of the first semester. Reports are produced and returned to the school system's student information coordinators for amendments.

All class size averages for grades K-8 are for "typical" classes. In grades K-3, a "typical" class is defined as a self-contained class in which a teacher spends the majority of the day with the same students teaching a complete curriculum. If a school does not identify any self-contained classes in grades K-3, class size averages are based on the average enrollment in language arts classes. In grades 4-8, "typical" classes include self-contained classes and those related to language arts, math, science, and social studies. Classes designated as special education, advanced, or English as a Second Language (ESL) are excluded. Due to limitations of the data collection system, average class sizes of less than 10 students in grades K-8 are reported as N/A (not available).

For fiscal years 2012-13 notwithstanding, G.S. 115C-301 or any other law, local school administrative units shall have the maximum flexibility to use allotted teacher positions to maximize student achievement in grades 4-12. For 2013-15, the class size requirements in kindergarten through third grade shall remain unchanged.

A local board of education may request an individual class size exception waiver for a K-3 class size overage that the local board determines it cannot correct. The State Board of Education may grant a local board an individual class size exception waiver if the overage exists due to reasons allowed in class size legislation. An individual class size exception waiver will remain in effect only for the school year for which it is granted.
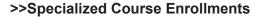
Class sizes are not available for students in pre-kindergarten. A text note appears on the web version of a school's Report Card to indicate that a school enrolls pre-kindergarten students.

Average course sizes for grades 9-12 are reported through the membership file collected by the Accountability Services Division. Course size averages are provided only for courses finishing with an North Carolina End-of-Course test and are based on the number of students in the school/district with a course using the official NC course code for an End-of-Course Test. The total number of students in a course is divided by the number of sessions of that course.

Average course sizes of fewer than five students are reported as N/A.

Sources: NCDPI, Financial & Business Services, School Business Division, School Activity Report, 2nd Month, 2012-13 and Accountability Services Division, Reporting Section, Testing Data Files, 2012-13.

>>Specialized Course Enrollments

Specialized course enrollments are reported through the SAR on the 40th day of the first semester. Reports are produced and returned to school system student information coordinators for amendments. Enrollments in first semester, second semester, and year-long courses are included.

Source: NCDPI, Financial & Business Services, School Business Division, "School Activity Report," 2nd School Month, 2012-13.

>> Source of Funds (Charter Schools & Districts only)

Per pupil expenditures and the source of funds are calculated annually by the NC Department of Public Instruction as a guide for local school administrators, legislators, and the general public. It includes all disbursements necessary for the daily operation of the public schools. Capital expenditures for new buildings and grounds, existing building renovations, and miscellaneous equipment purchases are excluded, as are community service programs, Head Start, adult education, and inter/intra fund transfers.

Local Education Agencies (LEAs) code expenditures to the appropriate funding source (local, state, and federal). The expenditure data are collected on a monthly basis throughout the school year. The Monthly Financial Report allows the state to monitor how school districts are spending their resources and provides the state with the tools to summarize and report expenditures to the General Assembly, Office of State Budget and Management, and Fiscal Research for decision-making purposes.

Final expenditures are transmitted to the state level through the Annual Financial Report System in late August. This is after all payments are made to those teachers who elect to have their 10-month salary paid over 12 months and the final expenditures are audited by a local CPA firm.

Average Daily Membership (ADM) is the other component of the Amount per Student calculation. This also is collected monthly through the Principal's Monthly Report (PMR). ADM is based on the sum of the days in membership for all students in individual school districts, divided by the number of days in the school month. Per pupil expenditure is derived by dividing the total expenditure by source (local, state, and federal) by the number of students in ADM in the school district.

Source: NCDPI, Financial & Business Services, School Business Administration, 2012-13.

>> Use of Funds (Charter Schools & Districts only)

Like Source of Funds, each LEA codes expenditures to the appropriate funding source (local, state, and federal). Expenditures are reported monthly and annually.

Expenditures also are coded to objects that reflect the use of the funds. Those objects in the 100 series are salary-related, the 200 series reflects employee benefits, the 300 series is purchases and services, the 400 series is supplies and materials, and the 500 series indicates equipment purchases.

Source: NCDPI, Financial & Business Services, School Business Administration, 2012-13.

HIGH STUDENT PERFORMANCE

All data reported in this section are based on student performance on the North Carolina End-of-Grade and End-of-Course tests. Students in grades 3-8 must take annual end-of-grade tests in English Language/Arts reading, mathematics and science (grades 5, 8). Students enrolled in any of the following courses must take end-of-course tests: English II, Math I, and Biology.

There are four levels of performance on the state's End-of-Grade and End-of-Course tests ranging from Levels 1-4. Detailed definitions may be found on the NC Department of Public Instruction's Accountability Services Website at http://www.ncpublicschools.org/accountability/testing/shared/achievelevel/.

End-of-grade percentages are based on the number of a school's reading and mathematics tests scored at Level 3 or above in the 2012-13 school year. End-of-course percentages are based on the number of a school's end-of-course tests scored at Level 3 or above in the 2012-13 school year. Scores for non-high school students enrolled in courses subject to testing requirements are reported.

Results for students with disabilities taking alternate assessments, including **NCEXTEND1** or **NCEXTEND2** are included in the reported percentages.

Additional information is provided on the web-based version of the NC School Report Cards. For example, tables display the number and percentage of students at each of the four achievement levels on the end-of-grade reading test. This information also is displayed for students of each racial/ethnic category, gender, economic status, disability status, migrant status, and for English language learners. Detailed achievement level results for each grade level and course tested are available online in the READY Accountability Model Reporting at http://www.ncpublicschools.org/accountability/reporting/. Data on the number of students taking the end-of-grade reading and mathematics tests also are provided on the web-based Report Card.

The READY Accountability Model and federal Elementary and Secondary Education Act (ESEA) require schools to test at least 95 percent of each student group. Students with disabilities taking alternate assessments, including the **NCEXTEND1** or **NCEXTEND2**, are credited as having been tested. Where the number of students is too small (less than five) to ensure that student test results aren't personally identifiable, a N/A (not available) will appear. In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values are not displayed because of federal privacy regulations. In these cases the results are shown as >95% or <5% for the group.

Source: NCDPI, Accountability Services Division, "Reports of Disaggregated State, School System (LEA), & School Performance Data for 2012-13."

>> High Student Performance Data Reported by Student Groups

All data reported in this section are based on student performance on the North Carolina READY End-of-Grade and End-of-Course tests. For each student group, the percentage of scores at Level 3 or above is reported. Percentages for schools with students in grades 3-8 are based on the number of students scoring at or above Level 3 in both reading and mathematics on the end-of-grade tests. Scores of students who did not take both the reading and mathematics tests are omitted from the reported percentages. Percentages for schools with students taking end-of-course exams are based on the total number of end-of-course tests scored at or above Level 3. End-of-Course percentages are weighted by the number of test takers.

Data are reported for the following six student groups:

- Gender: Male and Female

- Racial/Ethnic: White, Black, Hispanic, American Indian, Asian, and Two or More Races. The one exception to Two or More Races is the combination of Hispanic with any other race/ethnicity: Hispanic overrides the other race/ethnicity and the student is identified as Hispanic.

- Economically disadvantaged students were identified in 2012-13 analysis in accordance with a Memorandum of Agreement between the Child Nutrition Services Section and the Division of Accountability Services.

- Limited English Proficient (LEP): LEP students are students whose first language is not English and who need language assistance to participate fully in the regular curriculum. Students who have exited LEP identification during the last two years are included in calculations for the LEP group only if that group already met the minimum number of 30 students required for a group

- Migrant Students: To be considered a "Migrant Student," a child must engage in or have parents or guardians who engage in migrant agricultural work. The child also must have moved within the preceding 36 months to accommodate temporary or seasonal agricultural work. There is a formal certification process to identify migrant students.

- Students with Disabilities (SWD): Students with Disabilities" includes all children who, because of permanent or temporary mental, physical or emotional handicaps, are in need of special education services. Section 504 students are not included. Students who have exited SWD identification during the last two years are included in calculations for the SWD group only if that group already met the minimum number of 30 students required for a group.

Where no scores are reported or the number of students is too small (fewer than five) to ensure that student test results remain anonymous, a N/A (not available) is displayed. In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases the results will be shown as >95% or <5% for the group.

Source: NCDPI, Accountability Services Division, Reporting Section, "Reports of Disaggregated State, School System (LEA), & School Performance Data for 2012-13."

>> SAT

The most recent version of the SAT, which was first administered in March 2005, consists of multiple choice questions, sentence completions, and a student-written essay. The test's critical reading section, formerly known as the verbal section, examines sentence completion and passage-based reading. The test's mathematics section examines a student's ability to solve arithmetic, algebra, geometry, statistics, probability, and data analysis problems.

The writing section consists of two subsections: short essay and multiple-choice. The short essay subsection measures a student's ability to effectively communicate a viewpoint and define and support a position. The multiple-choice subsection examines a student's ability to improve sentences and paragraphs and to identify errors. Each of the SAT's three sections is scored on a scale of 200-800, with a highest possible total score of 2400.

When comparing SAT total scores from examinations administered in 2006 to the present with SAT total scores from examinations administered prior to 2006, only critical reading and mathematics scores are used, with a highest possible total score of 1600.

Average SAT scores and participation rates are provided. Participation rates represent the percentage of high school membership in the class of 2013 who took the SAT. When comparing average SAT scores across schools, participation rate might be a factor, because the larger the test-taking population, the smaller SAT changes tend to be from year to year.

Source: NCDPI, Accountability Services Division, The North Carolina SAT Report, Fall 2013.

>>National Assessment of Educational Progress (NAEP)

Scoring Process

The National Assessment of Educational Progress (NAEP) uses a combination of multiple-choice and constructed-response items (questions) as part of its assessment instruments. For multiple-choice items, students are required to select an answer from a list of options; responses are electronically scanned and scored. For constructed-response items, students are required to provide their own answers; responses are scanned and then scored by qualified and trained scorers using a scoring guide and an electronic image-processing and scoring system.

Scoring all NAEP items in an objective, consistent, and valid fashion is a key program goal. There are a number of steps in the NAEP scoring process that occur during three general phases: scoring guide development and pilot, first operational scoring (or pre-calibration), and subsequent operational scoring. NAEP data are collected using a closely-monitored and standardized process. The tight controls that guide the data collection process help ensure the comparability of the results generated for the national and the state assessments.

Results

NAEP provides results about subject-matter achievement, instructional experiences, and school environment and reports these results for populations of students (e.g., fourth-graders) and groups within those populations (e.g., male students or Hispanic students). NAEP does not provide individual scores for the students or schools assessed. The NAEP results included on the state Report Card are the results of the 2013 NAEP reading and mathematics assessments. The data included on the state Report Card reflects results from a sample of students in the public schools of North Carolina and the nation.

Subject-matter achievement is reported in two ways—scale scores and achievement levels. NAEP scales are developed independently for each subject. Achievement levels categorize student achievement as Basic, Proficient, and Advanced. Below Basic is also reported for this scale but not considered an achievement level. NAEP scales are developed independently for each subject, scale score and achievement level results, which cannot be compared across subjects. See more information about NAEP in North Carolina at http:// www.ncpublicschools.org/accountability/policies/naep/naep

>>ESEA Attendance Rate

The measurement used for ESEA is Annual Measurable Objectives (AMOs). AMOs specify targets for school performance by groups of students. Targets are set for student performance on the state standardized tests in reading and mathematics (grades 3-8, and grade 10) as well as for what is termed "Other Academic Indicators" (OAI).

Attendance is the OAI for elementary and middle schools in North Carolina. In 2012-13, progress was considered to be at least a 0.1 percentage point increase up to the 90% threshold for attendance. Any fluctuations above the threshold for attendance met the requirement for progress. For schools that have both elementary/middle grades and high school grades, the Other Academic Indicator is the Cohort Graduation Rate if the school graduates seniors, and attendance rate if the school does not. (There are special conditions that may apply when either of the grade spans has fewer than 30 students.)

In the table that displays a breakdown by student group, where the number of students is too small (less than five), a N/A (not available) is displayed. This ensures that student information remains anonymous. In any group where the percentage of students is greater than 95% or less than 5%, the actual values are not displayed because of federal privacy regulations. In these cases, the results are shown as >95% or <5%.

More detailed information is available on the Department of Public Instruction's No Child Left Behind website at http://www.ncpublicschools.org/nclb/.

Source: NCDPI, Accountability Services Division, Demographics Data Collection, 2012-13.

>> Cohort Graduation Rate

The graduation rate reported here complies with the Elementary and Secondary Education Act federal education law.

Since July 2005, all 50 states have signed the National Governors Association's Graduation Counts Compact on State High School Graduation Data. In the compact, governors agreed to take steps to implement a standard, four-year adjusted cohort graduation rate. States agreed to calculate the graduation rate by dividing the number of on-time graduates in a given year by the number of first-time entering ninth graders four years earlier. Graduates are defined as those receiving a high school diploma. The denominator can be adjusted for transfers in and out of the system, and data systems track individual students with a longitudinal student unit record data system.

Beginning in 2009-10, the requirements for cohort graduation rate changed so that the rate of improvement from one year to the next must be as least two percentage points on a four-year cohort graduation rate or at least three percentage points on a five-year cohort graduation rate for a school to make progress. A four-year rate (or five-year rate) of at least 80 percent also meets the target for the Other Academic Indicator (OAI) at the high school level.

In the breakdown by student group where the number of students is too small (less than five), a N/A (not available) is displayed. This ensures that student information remains anonymous. In any group where the percentage of students is greater than 95% or less than 5%, the actual values are not displayed because of federal privacy regulations. In these cases, the results are shown as >95% or <5%.

Source: NCDPI, Accountability Services Division, Demographics Data Collection, 2012-13.

>> Annual Measurable Objectives (AMOs)

For Annual Measurable Objectives (AMOs) the reported groups are:
- All Students (School as a Whole);
- White;
- Black;
- Hispanic;
- Native American;
- Asian;
- Two or More Races;
- Economically Disadvantaged Students;
- Limited English Proficient Students; and
- Students With Disabilities.

Most schools will not have all groups represented at their school. A student can be in as few as one group (All Students) or a student could be in as many as five groups. LEAs are held to the same participation and Other Academic Indicators target goals for students in reading/language arts and mathematics that are established for schools.

For elementary and middle schools (grades 3-8) additional targets include:
- 95 percent participation rate in end-of-grade reading or alternate assessments;
- 95 percent participation rate in end-of-grade mathematics or alternate assessments;
- Proficiency or above in end-of-grade reading or alternate assessments; and
- Proficiency or above in end-of-grade mathematics or alternate assessments.
- In addition, the School as a Whole must show progress on the Other Academic Indicator, which is attendance for schools with grades 3 to 8.

For high schools (grades 9-12) additional targets include:
- 95 percent participation rate on the English II end-of-course or alternate assessments;
- 95 percent participation rate on the Math I end-of-course or alternate assessments;
- Proficiency or above on the English II end-of-course; and
- Proficiency or above on the Math I end-of-course or alternate assessments.
- In addition, the subgroups must show progress on the Other Academic Indicator, which is the cohort graduation rate if the school graduates seniors, or School as a Whole on the attendance rate if it doesn't.

Each student group at a school, district or the state level must meet or exceed the proficiency target goals outlined in the chart below on the designated assessments. For instance, in 2012-13, for economically disadvantaged students at an elementary school to meet the AMO, at least 28.7 percent of students must score at Level 3 or 4 on the end-of-grade reading assessment or its alternate. Through the use of the confidence interval a school might still be able to meet the AMO target even if it misses its proficiency target goals.

NEW ANNUAL MEASURABLE OBJECTIVES (AMO) TARGETS
Based on Assessments Administered in the 2012-2013 School Year

Reading	2012-13 Baseline & Targets (Year 1)		2013-14 Targets (Year 2)		2014-15 Targets (Year 3)		2015-16 Targets (Year 4)		2016-17 Targets (Year 5)		2017-18 Targets (Year 6)	
Subgroups	3-8	HS	3-8	HS	3-8	HS	3-8	HS	3-8	HS	3-8	HS
Total (All students)	43.9	52.4	49.5	57.2	55.1	62.0	60.7	66.8	66.3	71.6	71.9	76.4
American Indian	29.0	36.0	36.1	42.4	43.2	48.8	50.3	55.2	57.4	61.6	64.5	68.0
Asian	61.5	64.5	65.4	68.1	69.3	71.7	73.2	75.3	77.1	78.9	81.0	82.5
Black	25.6	33.4	33.0	40.1	40.4	46.8	47.8	53.5	55.2	60.2	62.6	66.9
Hispanic	28.8	41.1	35.9	47.0	43.0	52.9	50.1	58.8	57.2	64.7	64.3	70.6
Two or More Races	45.7	55.1	51.1	59.6	56.5	64.1	61.9	68.6	67.3	73.1	72.7	77.6
White	56.6	63.9	60.9	67.5	65.2	71.1	69.5	74.7	73.8	78.3	78.1	81.9
Economically Disadvantaged	28.7	36.1	35.8	42.5	42.9	48.9	50.0	55.3	57.1	61.7	64.2	68.1
Limited English Proficient	9.4	5.1	18.5	14.6	27.6	24.1	36.7	33.6	45.8	43.1	54.9	52.6
Student with Disabilities	12.9	14.1	21.6	22.7	30.3	31.3	39.0	39.9	47.7	48.5	56.4	57.1

Math	2012-13 Baseline & Targets (Year 1)		2013-14 Targets (Year 2)		2014-15 Targets (Year 3)		2015-16 Targets (Year 4)		2016-17 Targets (Year 5)		2017-18 Targets (Year 6)	
Subgroups	3-8	HS	3-8	HS	3-8	HS	3-8	HS	3-8	HS	3-8	HS
Total (All students)	42.3	38.5	48.1	44.7	53.9	50.9	59.7	57.1	65.5	63.3	71.3	69.5
American Indian	27.0	29.1	34.3	36.2	41.6	43.3	48.9	50.4	56.2	57.5	63.5	64.6
Asian	71.2	63.0	74.1	66.7	77.0	70.4	79.9	74.1	82.8	77.8	85.7	81.5
Black	22.2	20.6	30.0	28.5	37.8	36.4	45.6	44.3	53.4	52.2	61.2	60.1
Hispanic	32.7	29.5	39.4	36.6	46.1	43.7	52.8	50.8	59.5	57.9	66.2	65.0
Two or More Races	42.0	38.1	47.8	44.3	53.6	50.5	59.4	56.7	65.2	62.9	71.0	69.1
White	53.8	48.4	58.4	53.6	63.0	58.8	67.6	64.0	72.2	69.2	76.8	74.4
Economically Disadvantaged	27.7	24.5	34.9	32.1	42.1	39.7	49.3	47.3	56.5	54.9	63.7	62.5
Limited English Proficient	17.4	5.3	25.7	14.8	34.0	24.3	42.3	33.8	50.6	43.3	58.9	52.8
Student with Disabilities	12.4	9.7	21.2	18.7	30.0	27.7	38.8	36.7	47.6	45.7	56.4	54.7

Other Academic Indicator (OAI) – Attendance & Cohort Graduation Rate

If a school contains a combination of elementary, middle and high school grade ranges, all available targets will be reported for AMOs. Progress on the OAI is defined as follows. For elementary and middle schools, progress is based on attendance and is defined as a 0.1 percentage point increase or more up to a threshold of 90% or any fluctuation at or above the 90 percent threshold. For high schools, progress is based on the cohort graduation rate and is defined as a 2 percentage point increase or more on the four-year cohort graduation rate, or a 3 percentage point increase or more on the five-year cohort graduation rate, or any fluctuation at or above an 80 percent threshold. For schools that have both elementary/middle grades and high school grades, the OAI is the cohort graduation rate if the school has 12th grade and graduates seniors, and attendance rate if the school does not.

Districts are held accountable for meeting all targets measured in the district, including the attendance rate and cohort graduation rate. A group must have at least 30 students, with the exception of the School as a Whole. As few as five students' data will be calculated to determine the OAI and three students' data to determine if proficiency targets have been met. For proficiency and attendance targets, only students in membership a Full Academic Year (FAY) are calculated at the school level. FAY is defined as 140 days in membership as of the first day of spring testing.

Source: NCDPI, Accountability Services Division, "READY Accountability Model Report"

>> ESEA School Status

North Carolina's ESEA Flexibility Request provides the State with waivers to certain provisions of the Elementary and Secondary Education Act (ESEA). As part of its differentiated recognition, accountability, and support system, NC has identified a list of schools as Reward, Focus, and Priority. Reward Schools are schools that have demonstrated high student achievement or high student progress over a number of years. Districts with schools identified as Focus and Priority must implement interventions to assist at-risk students in meeting the State's high academic achievement standards and graduate students on time.

Under the approved waivers, the State is no longer required to identify a local education agency (LEA) for improvement or corrective action. For more information about ESEA Flexibility, please see the ESEA Flexibility website: http://www.ncpublicschools.org/program-monitoring/esea/

Source: NCDPI, Federal Program Monitoring and Support.

SAFE, ORDERLY & CARING SCHOOLS

>> School Safety

All schools, school districts, and charter schools are required to report to the NC Department of Public Instruction the 16 reportable acts of crime and violence occurring in school, at a school bus stop, on a school bus, on school grounds, or during an off-campus school-sponsored activity. The Report Card provides data on all reported acts occurring at the school. Reported acts may include the following.

- Possession of a weapon
- Possession of controlled substance in violation of law
- Possession of alcoholic beverage
- Possession of a firearm or powerful explosive
- Assault involving use of a weapon
- Assault on school personnel
- Assault resulting in serious injury
- Robbery with a dangerous weapon
- Taking indecent liberties with a minor
- Rape
- Sexual offense
- Sexual assault
- Kidnapping
- Homicide
- Bomb threat
- Burning of a school building

Definitions of each reportable act and additional information about school reporting requirements are available on the NC Department of Public Instruction's website at http://www.ncpublicschools.org/research/discipline/.

Data are gathered throughout the year by schools, Local Education Agencies (LEAs), and charters and submitted to the NC Department of Public Instruction.

Rates are derived by dividing each school's total number of reported acts by the school's final Average Daily Membership (ADM) for the 2012-13 school year and then multiplying by 100. The total number of acts along with the ADM also is reported.

Source: NCDPI, Safe and Healthy School and Support Division, 2012-13.

>> Persistently Dangerous Schools

Data are collected, along with the crime, violence, suspension, and expulsion data, by June 30 of each year. Before the decision to label a school persistently dangerous is made, an external team reviews the school's portfolio information. The final decision for labeling a school as persistently dangerous is the responsibility of the State Board of Education.

Source: NCDPI, Safe and Healthy School and Support Division, 2012-13.

>> Student Suspensions & Expulsions

Schools are required to report out-of-school suspensions to the state. Out-of-school suspensions are typically divided into short-term (10 days or less) and long-term (more than 10 days).
Rates are derived by dividing each school's total number of reported incidents by final Average Daily Membership (ADM) for the 2012-13 school year and then multiplying by 100. Data are gathered throughout the year by schools, LEAs, and charters and submitted electronically to the NC Department of Public Instruction.

Source: NCDPI, Safe and Healthy School and Support Division, 2012-13.

>> Attendance

The attendance rate is calculated by dividing the final Average Daily Attendance (ADA) in the school year by the final Average Daily Membership (ADM) in the school year.

In order to be considered in attendance, a student (except for hospital/home bound or staggered kindergarten) must be present in the school for the school day, or at a place other than the school with the approval of the appropriate school official for the purpose of attending an authorized school activity. Such activities may include field trips, athletic contests, student conventions, musical festivals, or any similarly approved activity.

District and state counts are the averages for schools in the same grade-range category (elementary; middle; high; combined elementary, middle and high; combined elementary and middle; or combined middle and high).

Source: NCDPI, Federal Program Monitoring and Support Division, "Consolidated Data Reports," 2012-13.

>> Books & Technology

The Annual Media and Technology Report (AMTR) is an online tool that collects school and LEA data throughout the year on media and technology resources. Each year by June 30, principals and technology directors sign off on the reports that are generated for the School Report Card. This report is automatically generated by the AMTR reporting tool. The report requests that schools report all information as of June 30. Schools and LEAs may amend reports before August.

- Number of Books per Student
  Schools are asked to provide the total number of books, both print and non print in their media center or library collection. This total is divided by the final Average Daily Membership (ADM) for the school year to produce the average number of books per student.

- Average Age of Books in the Media Center
  Schools are asked to respond to the inquiry, "What is the average age of your media collection?" Age is based on the last copyright date of each book in the school media center or library.

- Number of Students per Digital Learning Device
  Schools are asked to provide a count of the total number of digital learning devices that they use for student instruction in their media center/library, general/academic classrooms, general/academic labs, vocational education classrooms, vocational education labs, and other areas. This total is divided by the final ADM for the school year to produce the average number of students per instructional computer.

- Number of Students per Internet-Connected Digital Learning Device
  Schools are asked to provide a count of the total number of Internet-connected computers available to students in their school. This total is divided by the final ADM for the school year to produce the average number of students per Internet-connected digital learning device.

- Percentage of Classrooms Connected to the Internet
  Schools are asked to provide the total number of Internet-connected classrooms in their school. This total of Internet-connected classrooms is divided by the total number of classrooms in the school to produce the percentage of classrooms connected to the Internet.

District and state averages for this indicator include data from all schools, without regard to school grade span. As available, data from charter schools are reported.

Source: NCDPI, Curriculum, Instruction and Technology Division, Instructional Technology Section, Annual Media & Technology Report.

QUALITY TEACHERS

>> Classroom Teachers

The licensure and salary certification files for teachers are updated daily and can be pulled at any time. It takes several months for LEAs to finalize assignments, enter new hires, and correct coding. March licensure data most accurately reflect the situation in the school during the school year.

Data include only "classroom teachers" employed in March 2013. A classroom teacher is defined by the NC Department of Public Instruction as anyone in object codes 121, 123, or 124. There are other adults in the school building, many of whom work with children, who are not counted here (e.g. Media Specialist, Counselor, etc.).

District and state counts are the average number of classroom teachers in schools in the same grade span category (elementary, middle, high, combined elementary, middle and high, combined elementary and middle or combined middle and high).

Source: NCDPI, Financial and Business Services, Licensure Section, Licensure & Salary Certification Files, March 2013.

>> Teacher Licensure

The licensure and salary certification files for teachers are updated daily and can be pulled at any time. It takes several months for LEAs to finalize assignments, enter new hires and correct coding. March licensure data most accurately reflect the situation in the school during the school year.

In North Carolina, prospective teachers must complete an approved education program to obtain a teaching license. North Carolina also requires first-time applicants to obtain a minimum score on content-based Praxis examinations in their main teaching field. Out-of-state applicants, to the extent that their education programs are equivalent to the standards and guidelines of North Carolina's approved education programs, qualify through reciprocity agreements. But, they too, during the 2012-13 school year, must have taken the appropriate Praxis examinations to qualify for licensure.

For purposes of the NC Report Card, "fully licensed" percentages include only those classroom teachers with clear initial or clear continuing licenses. A classroom teacher is defined by the NC Department of Public Instruction as anyone in object codes 121, 123, or 124.

Some teachers are licensed in multiple areas. For purposes of the NC Report Cards, these teachers are counted only once and included in the license category with the most deficiencies to be satisfied before becoming an initial or continuing license. License categories are ranked from most to least deficiencies, as follows: emergency permit, SB 1124, lateral entry, provisional license, temporary permit, initial license, and continuing license. Following is a description of each category.

- Emergency Permit
  Issued to individuals who hold at least a bachelor's degree but do not have the equivalent of a college major in the area they are assigned to teach, or do not have the required grade point average to qualify for a license based on any other licensure policy. Emergency permits are valid for one year and are not renewable. They are not issued for elementary grades or core academic subjects in middle or high school.

- Lateral Entry
  Issued to individuals who hold at least a bachelor's degree from a regionally-accredited institution with the equivalent of a college major in the area they are assigned to teach. Individuals employed on lateral entry licenses must be affiliated with colleges and universities with approved teacher education programs, or with one of the Regional Alternative Licensing Centers (RALC) in North Carolina to complete prescribed course work. The individual follows their plan of study prescribed by the college or university or the RALC. A minimum of six semester hours per year from the plan of study must be taken until the plan has been completed. All coursework and the Praxis II exam for their licensure area must be completed within three years.

- Provisional License
  Issued to individuals who are licensed in one or more areas, but assigned to teach in an area in which they are not licensed. Provisional licenses are not issued in elementary grades or core academic subject areas in middle or high school. Individuals employed with provisional licenses must be affiliated with colleges and universities with approved teacher education programs to complete prescribed course work. Individuals employed on provisional licenses must complete at least six semester hours of course work each year. The license can be renewed annually for up to four more years (five years total). The Praxis II subject test(s) for the area must be satisfied upon completion.

- Initial License
  Issued to teachers with 0-2 years of teaching experience. This license is valid for three years of practice. To be issued, the teacher must have completed a state-approved teacher education program from a regionally-accredited college or university, or completed another state's approved alternative route to licensure, met the federal requirements to be designated as "Highly Qualified," and earned a bachelor's degree from a regionally-accredited college.

- Continuing License
  Issued to individuals who have satisfactorily completed the Initial Licensure Program or who are fully licensed and "Highly Qualified" in another state with three or more years of teaching experience in another state, AND who meet NC's Praxis testing requirements, OR have National Board Certification. This is a renewable, five-year license.

Source: NCDPI, Financial and Business Services, Licensure Section, Licensure & Salary Certification Files, March 2013.

>> Highly Qualified Teachers

All teachers of core academic subjects must be Highly Qualified. As specified by the Elementary and Secondary Education Act (ESEA), the term "core academic subjects" means English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

To be a Highly Qualified teacher at the elementary school level a teacher must have obtained an appropriate license for the core academic subjects taught, and demonstrate subject knowledge and teaching skills in reading/language arts, writing, mathematics, and other areas of the basic elementary school curriculum by passing the teacher licensing exams (Praxis II) required by the state.

To be a Highly Qualified teacher at the middle and high school levels a teacher must have obtained a middle school or secondary license in a teaching area required for each teaching assignment and demonstrate a high level of competency by:

• Passing the required Praxis II test(s) in each academic subject in which the teacher teaches, **or**

• Successfully completing **one** of the following steps in each academic subject in which the teacher teaches:

  (1) An undergraduate major,
  (2) Coursework equivalent to an undergraduate major,
  (3) A graduate degree in the core teaching subject area(s),
  (4) Master's level licensure or above in the appropriate subject area, or
  (5) National Board Certification in the related subject area(s).

At the beginning of each school year, Local Education Agencies (LEAs) must notify the parents of each student attending a Title I school that they may request the following qualifications of their child's teacher:
  • Whether the teacher has met NC licensing requirements,
  • Whether the teacher has had any licensure requirements waived, and
  • What the teacher's bachelor degree major(s) is/are, other degrees held, and teaching license area(s) held.

Timely notice must also be given to parents of children in Title I Schools who, after four consecutive weeks, have been taught a core academic subject by a teacher who is not Highly Qualified. The specific teaching

licenses considered to be in field for each class can be obtained from the NC Department of Public Instruction's Licensure Section. Percentages include only core academic subject courses.

Sources: NCDPI, Licensure Section, Licensure & Salary Certification Files, March 2013.

>> Percentage of Teachers with Advanced Degrees

The licensure and salary certification files for teachers are updated daily and can be pulled at any time. It takes several months for LEAs to finalize assignments, enter new hires, and correct coding. March licensure data most accurately reflect the situation in the school during the school year.

For purposes of the Report Card, an advanced degree is any degree above a bachelor's, including master's, advanced, or doctoral degrees. Data are only reported for classroom teachers. A classroom teacher is defined by the NC Department of Public Instruction as anyone in object codes 121, 123, or 124.

Teachers with advanced degrees outside of the field of education are not being included in this percentage. The licensure file does not capture non-education advanced degrees. If a classroom teacher is listed as having more than one type of license, the license area with the highest degree held is reported.

Source: NCDPI, Financial and Business Services, Licensure Section, Licensure & Salary Certification Files, March 2013.

>> Number of National Board Certified Teachers

The licensure and salary certification files for teachers are updated daily and can be pulled at any time. It takes several months for LEAs to finalize assignments, enter new hires, and correct coding. March licensure data most accurately reflect the situation in the school during the school year.

The National Board for Professional Teaching Standards operates a national, voluntary system to assess and certify teachers. Candidates for National Board Certification gather a portfolio of evidence of their work (including student work samples, lesson plans, and videos) and complete a detailed analysis of that evidence. In addition, all candidates complete a full day of assessments focused on content knowledge in their main teaching area.

National Board Certified teacher counts include all staff members with National Board Certification, regardless of their job assignment. District and state counts include the average number of National Board Certified teachers in schools in the same grade span category (elementary; middle; high; combined elementary and middle; combined middle and high; and combined elementary, middle and high).

Source: NCDPI, Human Resource Management Division, Licensure Section, Licensure & Salary Certification Files, March 2013.

>> Years of Teaching Experience

The licensure and salary certification files for teachers are updated daily and can be pulled at any time. It takes several months for LEAs to finalize assignments, enter new hires, and correct coding. March licensure data most accurately reflect the situation in the school during the school year.

Data are presented on the percentage of classroom teachers with 0-3, 4-10, and greater than 10 years of teaching experience. A classroom teacher is defined by the NC Department of Public Instruction as anyone in object codes 121, 123, or 124. North Carolina credits teachers with an additional year experience at the end of each school year. In addition, teachers licensed out-of-state and lateral entry teachers may be credited with additional years of experience. Out-of-state teachers will receive additional credit for out-of-state teaching experience verified by the Licensure Section at NCDPI. Lateral entry teachers may receive additional credit for non-teaching work related to their teaching assignment. For example, a chemistry teacher may be credited with additional years of experience for prior work as a chemist. Years of teaching experience are based upon the highest years on the educator's license during the 2012-13 school year.

Percentages in the three experience categories may not total 100 percent due to rounding.

Source: NCDPI, Financial and Business Services, Licensure Section, Licensure & Salary Files, March 2013.

>> Teacher Turnover Rate

The licensure and salary certification files for teachers are updated daily and can be pulled at any time; however, data are not fully updated until March of each school year. It takes several months for LEAs to finalize assignments, enter new hires, and correct coding. March licensure data most accurately reflect the situation in the school during the school year.

School-level turnover rates are derived from school payroll data. All classroom teachers employed in a school during the previous year but not employed as a classroom teacher in the same school system during March of the current year are included in the school's turnover statistics. Percentages reported on the 2012-13 Report Cards are based upon the classroom teachers employed in March 2012 and their employment status in March 2013. A classroom teacher is defined by the NC Department of Public Instruction as anyone in object codes 121, 123, or 124.

Teachers employed in more than one school will be equally distributed in the turnover rates among all schools in which they are employed in the school system. Visiting International Faculty teachers whose contracts have expired and teachers who are no longer assigned to the classroom but who are still employed in the school system are included in each school's turnover statistics.

NCDPI, Financial and Business Services, Licensure Section, Licensure & Salary Certification Files, March 2012 and March 2013. NCDPI, Financial and Business Services, Licensure Section, Annual Teacher Turnover Report, 2013.

>> Teacher and Administrator Effectiveness Results
In 2012-2013, all teachers and administrators were evaluated using the online North Carolina Educator Evaluation System. This process is a cornerstone of North Carolina's award and participation in the federal Race to the Top grant program. Available results are online as part of the Public Schools of North Carolina website; results will be available in January 2014.

>> Teacher Working Conditions

Results from the Governor's 2014 Bi-annual Teacher Working Conditions Survey will be available in the spring of 2014. Please contact your school principal, or visit the Teacher Working Conditions site (http://www.ncteachingconditions.org/).

>> School Principals' Qualifications (District Report Cards only)
The licensure and salary certification files for teachers are updated daily and can be pulled at any time. It takes several months for LEAs to finalize assignments, enter new hires, and correct coding. March licensure data most accurately reflect the situation in the school during the school year.

Data are presented on the percentage of principals with 0-3, 4-10, and greater than 10 years of principals' experience. Years of administrative experience are based upon the highest years on the principal's license during the 2012-13 school year. Percentages in the three experience categories may not total 100 percent due to rounding.

For purposes of the report card, an advanced degree is any degree beyond a master's degree.

Source: NCDPI, Financial and Business Services, Licensure Section, Licensure & Salary Certification Files, March 2013.

>> School Principals by Demographic Group (District Report Cards only)

The SS-200 Full-Time Personnel Reporting System collects and compiles race/ethnicity and gender data of all full time principals. This data is submitted by the LEAs and Charter Schools as of October 1 for the 2012-2013 school year.

This table provides you with demographic information about the principals employed in this school district. Use this table to see what percentage of principals is male or female and in which racial/ethnic group principals classify themselves.

Source: NCDPI, Financial and Business Services, SS-200 Full Time Personnel Report Files, September 2012.

>> School Principals' Turnover Rate (District Report Cards only)

District-level turnover rates are derived from licensure and salary certification files. All principals employed in a school in March 2012, but are not employed in the same school district in any certified position in March 2013 are included in turnover statistics.

Source: NCDPI, Financial and Business Services, Licensure Section, Licensure & Salary Certification Files, March 2012 and March 2013.