

Budgetary Assumptions

Enrollment

Student membership projections from Wake County total 105,437 students (excluding 3,225 students projected to be enrolled in charter schools). Our net increase in students for 2002-2003 is projected to be 4,040 students or 4%.

	2001-2002	2002-2003	Increase	% Increase
Student membership				
WCPSS	101,397	105,437	4,040	4%
Charter Schools	<u>2,630</u>	<u>3,225</u>	<u>595</u>	23%
	<u><u>104,027</u></u>	<u><u>108,662</u></u>	<u><u>4,635</u></u>	4%

Fringe Benefits

Matching employer benefit costs should be calculated in addition to salary data. A chart of the most current rates are shown below.

FRINGE BENEFITS		
Full & Part-time employees	Social Security	7.65% of gross salary
	Worker's Compensation	\$0.39 per \$100 professional \$4.12 per \$100 nonprofessional
Full-time employees (75% or more)	Retirement	5.00% of gross salary 2001-02 5.00% of gross salary 2002-03
	Hospitalization	\$244.38/mo. or \$2,764/year 2001-02 \$317.75/mo. or \$3,813/year 2002-03
	Unemployment Ins.	2001-02 0.014% of the first \$14,700 salary 2002-03 0.012% of the first \$15,500 salary
	Dental	\$20.32/mo. or \$243.84/year 2001-02 \$22.27/mo. or \$267.24/year 2002-03
Full-time or part-time (20 hours or more) employees	Longevity	
	10 but less than 14 years	1.50% current annual pay rate
	15 but less than 19 years	2.25% current annual pay rate
	20 but less than 24 years	3.25% current annual pay rate
	25 or more years	4.50% current annual pay rate
Non-personnel items	Indirect Cost (computed on all grant expenditures except equipment and unbudgeted amounts)	4.276% Restricted 2001-02
		12.981% Nonrestricted 2001-02

Salary Increases

Salary increases for certified employees are projected at a one step increase; average increase of 2.33%. The raises would range from 0.0% to 5.9%. The projected increase for non-certified and central administrative staff is \$625 or \$62.50 per month. The projected increase for principals and assistant principals is at an average of 2.33%.

State Sources

In order to project state sources of revenue, we applied the state planning allotment formulas to our projected student membership figures. The legislative liaison for the school district consulted with legislative fiscal staff to gather information about projected salary increases and employer matching benefit

rates. Finance staff also consulted with staff at the NC Department of Public Instruction to determine the appropriate increases to include in the budget. Actual state funding levels are not available until the legislature concludes its session. This can be as late as the fall.

Local Sources

Fines and forfeitures were projected based on historical experience. Fines and forfeiture collections have been \$2.3 million in FY 00, \$3.1 million in FY 01, and \$3.9 million in FY 02. Interest earned was projected based on the current interest rate and an estimated amount of funds available for investment using historical experience. We invest local dollars in the State Treasurer's Investment Fund (STIF) account. In fiscal year 2002 we earned an average of 5.25%. Indirect cost is projected based on the indirect cost rate applied to our estimated level of grant and enterprise funding. Parking fee projections are projected based on the annual fee times the number of available parking spaces. Other revenues are included at known levels based on agreements in place. Examples are the systemwide vending contract and cellular leases. The base county appropriation figure is provided to the school district by Wake County staff. The projection is based on applying the current tax rate to expected property values in the county. Fund balance appropriation levels are arrived upon based on a great deal of analysis regarding the level of unappropriated fund balance necessary to maintain a sound financial condition for the school system. Appropriated fund balance is considered a nonrecurring revenue source since the availability of fund balance cannot be guaranteed from year to year. Analysis of fund balance levels occurs throughout the year.

Enterprise Funds

Enterprise revenues are projected by applying tuition fees and meal fees to projected student participation. These budgets can be adjusted later in the year if participation rates come in significantly different. Enterprise programs must generate enough revenue to cover the costs of the program.

Federal Grants

Federal grants are projected using historical information, state planning allotments, formulas, and consultation with the grants area with Wake County Public School System. Actual levels of grant funding are typically not awarded until the fall.

State Allotment Formulas

State allotments are funded on a formula basis. The State funds schools with three basic types of allotments.

Position Allotments:

The State allots positions to a local school system for a specific purpose. The local school system pays whatever is required to hire certified teachers and other educators, based on the State Salary Schedule, without being limited to a specific dollar amount. Each local school system will have a different average salary based on the certified personnel's experience and education.

- Examples of position allotments are:
- Teachers
 - School Building Administration
 - Instructional Support Personnel

Dollar Allotments:

Local school systems can hire employees or purchase goods for a specific purpose, but the local school system must operate within the allotted dollar amount.

- Examples of dollar allotments are:
- Teacher Assistants
 - Textbooks
 - Central Office Administration
 - Classroom Materials/Supplies/Equipment

Categorical Allotments:

Local school systems may use this funding to purchase all services necessary to address the needs of a specific population or service. The local school system must operate within the allotted funds. These funds may be used to hire personnel such as teachers, teacher assistants, and instructional support personnel or to provide a service such as transportation, staff development, or to purchase supplies and materials.

- Examples of categorical funding are:
- At Risk Student Services
 - Children with Disabilities
 - Noninstructional Support Personnel
 - Transportation

STATE ALLOTMENT FORMULAS			
Program	Category	Basis of Allotment	
PRC 001	Regular Classroom Teachers	Grade Kindergarten Grades 1-2 Grades 3 Grades 4-6 Grades 7-8 Grades 9 Grades 10-12	1 per 18 students 1 per 20 students 1 per 22.23 students 1 per 22 students 1 per 21 students 1 per 24.5 students 1 per 26.64 students
		<i>WCPSS formula:</i> Kindergarten Grades 1-2 Grades 3-5 Grades 6-8 Grade 9-12	<i>1 per 20.5 students 1 per 23 students 1 per 25.5 students 1 per 22.5 students 1 per 24 students</i>
	Math/Science/Computer Teacher		1 per county or based on subagreements
	<i>Program Enhancement</i>	<i>WCPSS formula: Elementary level only Art, Music, PE, Dance and Drama, and Foreign Language</i>	<i>1 per 13 students</i>
	<i>Instructional Resource Teachers</i>	<i>WCPSS formula: Elementary level only</i>	<i>IRT allotments come out of the 1:13 C&I allotment. Those schools whose ADM is greater than 650 are allotted 10 MOE. Those schools whose ADM is fewer than 650 are allotted 5 MOE.</i>
	<i>English Planning & Athletic Director</i>	<i>WCPSS formula:</i>	<i>Fixed allotment of 20 MOE to each high school.</i>
	<i>Middle School Teaming</i>	<i>WCPSS formula:</i>	<i>Fixed allotment: 10 MOE to middle schools 12 MOE to year round middle schools</i>

STATE ALLOTMENT FORMULAS		
Program	Category	Basis of Allotment
PRC 002	Central Office Admin. (This formula has many variables and is complicated to follow. The formula shown here is the part that applies to WCPSS.)	New Formula – State Board Approved – March 2002. Each LEA receives a base allotment for the superintendent in accordance with the maximum salary (plus add on for doctorate) for the ADM ranges per the Superintendent Salary Schedule in effect for the Fiscal Year. Each LEA also receives a base allotment that is graduated based on allotted ADM. Remainder of funds is allotted based on \$13.67 per ADM. The new formula has a 1/3 phase-in provision.
PRC 003	Noninstructional Support Personnel <i>Clerical</i>	<p>\$227.72 per ADM \$6,000 per Textbook Commission member for Clerical Assistants.</p> <p><i>WCPSS formula:</i> <i>Every school should have a base allocation of clerical months: elementary 44, middle 68, and high 99. Due to the small numbers of students, Longview and Redirection have a base of 24 clerical months and Phillips has a base allotment of 30 clerical months. Year round schools require an adjustment of 4 months to increase one clerical and one media assistant to 12 months at the elementary level and an adjustment of 4 months to increase one receptionist and one media assistant to 12 months at the middle school level. There should be additional months added incrementally to schools due to size.</i></p> <p><i><u>Elementary</u> (1 mo. of employment per 35 students for schools in excess of 500 students) Partial months are rounded down.</i></p> <p><i><u>Middle</u> (1 mo. of employment per 35 students for schools in excess of 800 students) Partial months are rounded down.</i></p> <p><i><u>High</u> (1 mo. of employment per 35 students for schools in excess of 1200 students) Partial months are rounded down.</i></p> <p><i>No conversions will be allowed out of the clerical category. Months may be converted to clerical overtime pay or clerical temporary services if needed. Positions are allotted according to the following spreadsheet. Conversions from one type of clerical category to another will be allowed.</i></p> <p><i>Worth in terms of a grade 18</i></p> <p><i>Grade 18 1.00</i> <i>Grade 19 1.07</i> <i>Grade 20 1.14</i> <i>Grade 22 1.30</i> <i>Grade 23 1.39</i></p> <p><i>Actual allotments will be based on 10th day membership 2002-2003.</i></p>

STATE ALLOTMENT FORMULAS														
Program	Category	Basis of Allotment												
	<i>Custodian Services</i>	<p><i>WCPSS formula:</i> <u>Elementary:</u> 16,000 net cleanable sq feet per custodian plus 20 minutes per mobile unit.</p> <p><u>Middle:</u> 18,000 net cleanable sq feet per custodian plus 20 minutes per mobile unit.</p> <p><u>High:</u> 19,000 net cleanable sq feet per custodian plus 20 minutes per mobile unit.</p>												
PRC 005	School Building Administration	<table border="0"> <tr> <td>Principals:</td> <td>1 per school with at least 100 ADM or at least 7 state allotted teachers</td> </tr> <tr> <td>Asst. Principals</td> <td>1 month of employment per 72.64 ADM <i>WCPSS formula:</i> Currently not calculated by formula. Allotment determined by broad bands at each level, contingent on available MOE and other conditions.</td> </tr> </table>	Principals:	1 per school with at least 100 ADM or at least 7 state allotted teachers	Asst. Principals	1 month of employment per 72.64 ADM <i>WCPSS formula:</i> Currently not calculated by formula. Allotment determined by broad bands at each level, contingent on available MOE and other conditions.								
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PRC 007	Instructional Support	<p>1 position per 200.10 ADM</p> <p><i>Media Specialist</i></p> <p><i>WCPSS Formula:</i> Allotted based on final projected ADM. Schools with less than 200 students: 5 MOE 201 – 815 students: 10 MOE 816 – 990 students: 15 MOE 991 – 1490 students: 20 MOE 1491 – 1990 students: 25 MOE 1991 – 2490 students: 30 MOE Over 2490 students: 35 MOE Certain original magnet schools receive an additional 5 MOE.</p> <p><i>Counselors</i></p> <p><i>WCPSS Formula:</i> Allotments are based on projected enrollment. Ratios of counselors to students: Elementary 1:1000 Middle 1:375 High 1:400 (Including Deans, Excluding Student Assistant Programs (SAP's))</p> <p><i>Psychologists</i></p> <p><i>WCPSS Formula:</i> The current psychologist-to-school ratio is one psychologist to every 2.5 schools; i.e., some psychologists are assigned to 2 schools and some to 3, based on needs factors. The factors and corresponding weights are:</p> <table border="1"> <thead> <tr> <th>Factor</th> <th>Weight</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td># Initial Referrals</td> <td>2X</td> <td>High=3; Med.=2; Low=1</td> </tr> <tr> <td># Special Ed. Pgms.</td> <td>2X</td> <td>High=3; Med.=2; Low=1</td> </tr> <tr> <td>Elem./Middle/High</td> <td>2X</td> <td>Elem.=3; Mid.=2; High=1</td> </tr> </tbody> </table>	Factor	Weight	Points	# Initial Referrals	2X	High=3; Med.=2; Low=1	# Special Ed. Pgms.	2X	High=3; Med.=2; Low=1	Elem./Middle/High	2X	Elem.=3; Mid.=2; High=1
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STATE ALLOTMENT FORMULAS																	
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	Social Workers Nurses	<table border="1"> <thead> <tr> <th>Factor</th> <th>Weight</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>Yr-round vs. Traditional</td> <td>2X</td> <td>Yr-rd=2; Traditional=1</td> </tr> <tr> <td>School Enrollment</td> <td>1X</td> <td>High=3; Med.=2; Low=1</td> </tr> <tr> <td>Psychologist Continuity at Sch</td> <td>1X</td> <td>1</td> </tr> <tr> <td>Proximity of Assigned Schools</td> <td>1X</td> <td>1</td> </tr> </tbody> </table> <p>WCPSS Formula: <u>High Schools</u> – 0 MOE – Student Assistant Programs fulfill social worker functions in high schools. Student Assistant Program may request assistance from central office social workers as needed for court attendance situations.</p> <p><u>Middle Schools</u> – part-time social workers in all middle schools. In 2000-2001, 22 of 24 middle schools received 5 MOE social work services. In 2002-2003, with the additional program 007 social work positions, it is expected that all 24 middle schools will receive 5 MOE social work services.</p> <p><u>Elementary Schools</u> – part-time social work services to the highest need elementary schools, central office “on-call” social work services to all others. In 2002-2003, with the additional program 007 social work positions, it is expected that 6 additional elementary schools will receive part-time social work services.</p>	Factor	Weight	Points	Yr-round vs. Traditional	2X	Yr-rd=2; Traditional=1	School Enrollment	1X	High=3; Med.=2; Low=1	Psychologist Continuity at Sch	1X	1	Proximity of Assigned Schools	1X	1
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PRC 012	Driver Training	\$250.27 (rounded) per 9 th grade ADM. Includes private, charter, and federal schools.															
PRC 013	Vocational Education - Months of Employment	<p>Base of 50 months of employment per LEA with remainder distributed based ADM in grades 7-12. Limited Flexibility – Salary Increase.</p> <p>WCPSS Formula: The formula for determining the MOE allocation is based on the number of students enrolled in each CTE program area. Expected enrollment will average 20 students in each class. CTE teachers should have a full class load plus a planning period. Each middle school is allotted a Curriculum Integration Coordinator (CIC). Each high school is allotted a Career Development Coordinator (CDC) and a Support Services Teacher (SST).</p>															
PRC 014	Vocational Education Program Support	\$10,000 per LEA with remainder distributed based on ADM in grades 7-12 (\$26.07).															
PRC 015	School Technology	\$7.54 per ADM.															
PRC 027	Teacher Assistants	<p>\$841.14 (rounded) per K-3 ADM.</p> <p>WCPSS formula: 1 per 27 students</p>															
PRC 028	Staff Development	\$750 per LEA, then 25% of total is allotted equally (base) and 75% allotted based on ADM.															

STATE ALLOTMENT FORMULAS		
Program	Category	Basis of Allotment
PRC 032	Children with Disabilities	
	School Age	\$2,678.40 per headcount. Headcount is comprised of the lesser of the December 1 handicapped headcount or 12.5% of the allotted ADM.
	Preschool	Base of \$45,090 per LEA; remainder distributed based on December 1 headcount of ages 3, 4, and PreK-5, (\$1,963.09) per child.
	Group Homes	Approved applications
	Developmental Day Care (3-20)	To be allotted in Revision.
	Community Residential Centers	To be allotted in Revision. <i>WCPSS Formula:</i> <i>Personnel is allotted based upon ratios as outlined in Procedures Governing Programs and Services for Children with Disabilities, Exceptional Children Division, August 2000, Appendix Pupil/Teacher Ratio. Special adjustments may be made to assure the provision of a Free Appropriate Public Education (FAPE).</i>
PRC 033	ABC Incentive Funding	Schools with exemplary growth receive \$1,500 plus benefits for state and local certified personnel and \$500 plus benefits for state and local teacher assistants. Schools with expected growth receive \$750 plus benefits for state and local certified personnel and \$375 plus benefits for state and local teacher assistants.
PRC 034	Academically or Intellectually Gifted Students	\$888.03 per child for 4% of ADM. <i>WCPSS formula:</i> <i>Complete annual student identification. Designate 2 MOE for each high school; designate 2 MOE additional allotment for year round schools, elementary GT Magnet, and elementary AG Basis. Designate 100 MOE for original middle school magnet schools (Martin, Carnage, Ligon). Designate 130 MOE for remaining middle schools. Using remaining positions, determine student/teacher ratio for elementary schools. Make adjustments for outliers (extremely large/small #s). Make adjustments for personnel pairings.</i>
PRC 037	Intervention/Asst. Teams	Based on personnel assigned to assistance teams & support cost of team in the LEA.
PRC 054	Limited English Proficiency	Base of a teacher assistant (\$21,344); remainder based 50% on number of LEP students (\$266.83) and 50% on an LEA's concentration of LEP students (\$4,662.64). <i>WCPSS Formula:</i> <i>Annual review of identified ESL students. Examination of WCPSS locator to identify ESL designated schools. Recommendation of additional ESL designated schools. Teacher: student ratio at ESL designated schools determined by dividing projected ESL funding by number of ESL students on locator.</i>
PRC 056	Transportation	Based on efficiency rated formula and local operating plans.

STATE ALLOTMENT FORMULAS		
Program	Category	Basis of Allotment
PRC 061	Classroom Materials/ Instructional Supplies and Equipment	<p>\$48.22 per ADM plus \$9.50 per ADM in grades 8 and 9 for PSAT Testing.</p> <p><i>WCPSS Formula:</i> <i>State = \$45.14 per student will be increased to state planning allotment of \$48.22 on July 1.</i></p> <p><i>Local dollars on a per student basis</i> <i>Grades K-3 \$33.83</i> <i>Grades 4-5 \$27.53</i> <i>Grades 6-8 \$36.18</i> <i>Grades 9-12 \$40.43</i></p> <p><i>Athletic</i> <i>Each middle school will receive \$2,620 and each high school will receive \$945.</i></p> <p><i>Copier</i> <i>Each school receives \$6.17 per 20th day student count.</i></p> <p><i>Principals'/Assistant Principals' In-System Travel</i> <i>Is based on round trip mileage to central office, number of students, level of school (elementary, middle, or high), and the mileage rate.</i></p>
PRC 062	Regional Education and Technical Assistant Funding	80% of each region's budget is divided equally among all school systems in the region. 20% is allotted based on ADM.
PRC 066	Assistant Principal Interns	Salary per month is pending action by General Assembly.
PRC 068/ 069	At-Risk Student Services/ Alternative Schools	Each LEA receives the dollar equivalent of one resource officer (\$37,838) per high school. Of the remaining funds, 50% is distributed based on ADM (\$60.11 per ADM) and 50% is distributed based on number of poor children, per the Federal Title I Low Income poverty data (\$340.79 per poor child). Each LEA receives a minimum of the dollar equivalent of two teachers and two instructional support personnel (\$190,080). The new formula is fully implemented and the hold harmless no longer applies.
PRC 072	Improving Student Accountability	\$260.94 per student below grade level in grades 3-8.
	Textbooks	\$56.60 per ADM in grades K-12.

FEDERAL GRANT DESCRIPTIONS

PRC	FEDERAL GRANT TITLE	GRANT TERM	PROJECT PERIOD	BRIEF DESCRIPTION
017	Vocational Education	27 months	12 months	Funds to expand, improve, and develop quality programs to enhance future work force skills.
026	Homeless Children and Youth	27 months	27 months	Provide funds to develop programs to meet the educational and related needs of homeless students (e.g. tutoring, counseling, enrollment, attendance, staff development, parent training, etc.).
039	Technology Literacy Challenge Grant	15 months	15 months	Provide educational technology to LEAs to ensure that students will be technologically literate in the 21 st century.
044	IDEA VI-B – Capacity Building and Improvement	27 months	27 months	Funds to improve results for children with disabilities through: direct services to children who have been expelled or are in correctional facilities, state operated programs, or charter schools; improvement strategies under the State’s Improvement Plan, such as co-teaching, inclusion, early intervention, safe schools, and mentoring; adoption of promising practices, materials, and technology; implementation of interagency agreements; problem solving between parents and school personnel.
048	Safe and Drug-Free Schools	27 months	27 months	Provides funding for programs to prevent violence in and around schools and for prevention, early identification, and intervention drug programs.
049	IDEA Title VI-B Preschool Handicapped	27 months	27 months	Provides Federal funds to initiate and expand preschool special education programs for handicapped children ages 3-5.
050	IASA Title 1 – Basic/ Concentration/Neglected & Delinquent	27 months	27 months	Provides funding to supplement and provide special help to educationally deprived children from low-income families.
051	IASA Title I-Migrant Education	15 months	15 months	Provides funding for programs meeting the special educational needs of migratory children of migrant agricultural workers and fishermen.
053	Title III-School Improvement Grant	27 months	27 months	Provides funding to support the development and implementation of comprehensive education improvement plans designed to help all students reach challenging academic standards; to improve pre-service teacher education programs; and to support continuing professional development of educators, school administrators, and related services personnel.

PRC	FEDERAL GRANT TITLE	GRANT TERM	PROJECT PERIOD	BRIEF DESCRIPTION
057	Abstinence Education Program	12 months	12 months	To provide abstinence until marriage education and, where appropriate, mentoring, counseling, and adult supervision to promote abstinence from sexual activity.
059	IASA Title VI	27 months	27 months	Provides funding to meet needs within the following targeted assistance programs: needs of students at risk of school failure, acquisition and use of instructional and educational materials, implement school-wide improvements and effective schools, training and professional development, enhance personal excellence of students, and other innovative programs.
060	IDEA Title VI-B Handicapped	27 months	27 months	Provides funding to initiate, expand, and continue special education to handicapped children ages 3 through 21.
064	Learn and Serve America	12 months	12 months	Provides funding for developing and implementing service-learning programs designed to increase youth involvement in community issues and activities; for training teachers and assisting them in developing service-learning curricula to be integrated into academic programs; and for encouraging and increasing volunteer support services.
067	IASA Title II-Dwight Eisenhower Professional Development	27 months	27 months	Provides funding for improving the skills of K-12 teachers and for improving the quality of instruction, focusing on mathematics and science, with limited funding available for other core subject areas.
085	Class Size Reduction	27 months	27 months	Increase the academic achievement of children in early grades (grades 1 to 3) by reducing class size.

FEDERAL ALLOTMENT FORMULAS

PRC	FEDERAL GRANT TITLE	FORMULA
017	Vocational Education – Program Improvement	30% of the funds available are allocated to LEAs based on the number of individuals ages 5-17 (as defined by the most current Census data). 70% is allocated to LEAs in proportion to the number of individuals ages 5-17 from families with incomes below the poverty line (as defined by the most current Census data).
026	IASA Title VII-B The Stewart B. McKinney Homeless Assistance Act	Total funding to LEAs/Charter Schools is negotiated based on available funds.
039	Technology Literacy Challenge Grant	Based on competitive applications.
044	IDEA VI-B Capacity Building and Improvement	100% of the funds available are allotted based on the December 2000 head count @ \$29.58 per child. The LEA’s distribution is then adjusted for a minimum allocation of \$1,000.

PRC	FEDERAL GRANT TITLE	FORMULA
048	Safe and Drug-Free Schools and Communities	100% of the funds available are allotted on the basis of combined ADM and private school enrollment @ \$3.63 per student. The planning allotment reflects 100% of the funding that LEAs should anticipate in fiscal year 2001-2002; however, a split distribution similar to that of last year is expected.
049	IDEA Title VI-B Preschool Handicapped	Each LEA receives a base amount equal to a proportional share of 75% of the State's fiscal year 1997-1998 IDEA Title VI-B Preschool grant. The LEA's base portion is calculated on the basis of the December 1996 preschool head count. 85% of remaining funds are allotted on the basis of combined ADM and the number of children enrolled in private schools @ \$1.48 per child. 15% of remaining funds are allotted to LEAs on the basis of the December 1, 2000 free lunch count @ \$.90 per child. The planning allotment reflects 100% of the funding that LEAs should anticipate in fiscal year 2001-2002; however, a split distribution similar to that of last year is expected.
050	IASA Title 1 – Basic/ Concentration/Neglected & Delinquent	These allotments are based on updated census data as calculated by Washington. 22% of Title I-Basic funding initially. The final 78% should be distributed in October 2001. The planning allotment reflects 100% of the funding that LEAs should anticipate in fiscal year 2001-2002; however, a split distribution similar to that of last year is expected. Since individual LEA allocations are set by the U.S. Department of Education, please refer to the Allotment Policy Manual for more detailed information.
051	IASA Title 1 – Migrant	92.5% of the grant is distributed based on the formula in the State Plan. The funding rate is determined by dividing the total funds available, by the sum of all LEAs' regular and summer variable factors. The allotment funds are determined by multiplying the sum of the regular and summer term variables times the calculated funding rate. Up to 6.0% of the grant for special projects. Up to 1% of the grant for administration. Up to .5% of the grant for School Improvement activities. As the formula contains a significant number of computations, please refer to the Allotment Policy Manual for more detailed information.
053	Title III - School Improvement Grant	Based on competitive applications.
057	Abstinence Until Marriage	LEAs will be notified when additional information is received from the Federal Government. FY2000-2001 Each LEA/charter school receives a base of \$333.00 for each 7-12 served. The remaining funds are based on ADM in grades 7-12 (\$1.65 per ADM).
059	IASA Title VI	60% of the funds available are distributed on the basis of combined ADM and participating private school enrollment @ \$4.07 per child. 45% is distributed based on the December 2000, free lunch count @ \$9.04 per child. The planning allotment reflects 100% of the funding that LEAs should anticipate in fiscal year 2001-2002; however, a split distribution similar to that of last year is expected.

PRC	FEDERAL GRANT TITLE	FORMULA
060	IDEA Title VI-B Handicapped	Each LEA receives a base amount equal to a proportional share of 75% of the State's fiscal year 1999-2000 IDEA Title VI-B grant. The LEA's base portion is calculated on the basis of the December 1998 head count. 85% of remaining funds are allotted on the basis of combined ADM and the number of children enrolled in private schools @ \$34.34 per child. 15% of remaining funds are allotted to LEAs on the basis of the December 1, 2000 free lunch count @ \$20.90 per child. The planning allotment reflects 100% of the funding that LEAs should anticipate in fiscal year 2001-2002; however, a split distribution similar to that of last year is expected.
067	IASA Title II – Dwight D. Eisenhower Professional Development	50% of the funds available are distributed on the basis of the fiscal year 2000-2001 Title I "Basic" allocations. 50% of funds are distributed based on combined ADM and private school enrollment @ \$3.24 per student.
085	IASA Title VI-Class Size Reduction Funds	80% of the funds available are distributed based on the latest available poverty data @ \$114.64 per child. 25% of funding is based on combined ADM and participating private school enrollment @ \$5.00 per student. The planning allotment reflects 100% of the funding that LEAs should anticipate in fiscal year 2001-2002; however, a split distribution similar to that of last year is expected.

Note:

New Federal Grant consolidation of a result from "No Child Left Behind" are as follows:

- *Consolidate the current Technology Literacy Challenge Funds (PRC 039) into the new Educational Technology grant to support the integration of educational technology into classrooms to improve teaching and learning.*
- *Combines the Eisenhower Professional Development grant (PRC 067) and Class Size Reduction (PRC 085) into the new Improving Teacher Quality grant to focus on preparing, training, and recruiting high-quality teachers.*

ABC Financial Flexibility

In 1995, members of the General Assembly decided that public schools in North Carolina were not improving fast enough. Legislators passed a law directing the State Board of Education to “examine the structure and functions of the state public school system with a view to improving student performance, increasing local flexibility and control, and promoting economy and efficiency”.

In response to that mandate, the State Board of Education developed the ABCs of Public Education. In 1996, the General Assembly gave the State Board of Education the authority to implement *The ABC Plan*, including authority to set student achievement goals. The plan centers on three components from which the name ABC is derived:

- 1) School - Based Accountability,
- 2) Testing of Basic Subject, and
- 3) More Local Control.

Each year, student test results in reading, mathematics, writing, computer skills, and selected high school courses are analyzed to determine whether schools have met goals established in the accountability program. Schools meeting goals are given financial incentive awards that can be distributed as bonuses to the faculty.

GENERAL POLICIES:	
State Board waivers are no longer required for financial transfers. The only transfers required to be in a school improvement plan are for Academically Gifted Students (some transfers), Classroom Materials/Instructional Supplies/Materials, Noninstructional Support Personnel, Teacher Assistants, and Textbooks. Details of transfer policies are outlined below.	
Allotment Category	ABC Transfer Policy
ABC Incentive Award (033)	No transfers allowed.
Academically or Intellectually Gifted Students (034)	Funds can be transferred to other categories IF IN A SCHOOL’S IMPROVEMENT PLAN and if all academically or intellectually gifted students are appropriately served. Funds may be transferred into this category.
At Risk Student Services / Alternative Schools (068, 069) Funds are available from July 1 – August 31 of the next fiscal year.	Funds cannot be transferred out of this category. Funds can be transferred into this category.
Central Office Administration (002)	Funds cannot be transferred into this category. Funds can be transferred out for any other purpose.
Children with Disabilities (032) Includes Willie M.(029)	Funds may not be transferred out of this category. Funds may be transferred in from any category.
Classroom Materials/Instructional Supplies/Equipment (061)	Transfer to textbooks allowed IF INCLUDED IN A SCHOOL'S IMPROVEMENT PLAN. No other transfers allowed.
Classroom Teachers (001) The state does not allot dollars to hire teachers. The state will pay the salary cost of the State paid teachers a local system employs.	Funds can only be transferred for Classroom Materials /Instructional Supplies /Equipment, exceptional children teachers, at-risk teachers, or textbooks. Funds transferred are based on the statewide average salary for teachers including fringe benefits.
Driver's Education (012)	No transfers allowed.

Allotment Category	ABC Transfer Policy
Improving Student Accountability (072) Funds are available from July 1 – August 31 of the next fiscal year	Funds may not be transferred out of this category. Funds may be transferred in from any category.
Instructional Support Personnel (007) The State does not allot dollars for this category. The state will pay the salary cost of the State paid positions a local system employs.	Funds can be transferred for any purpose. <u>Can be used for teachers in any grade without a transfer.</u> Funds are based on the statewide average salary for instructional support including fringe benefits.
Intervention/Assistance Team Funding (037)	No transfers allowed.
Limited English Proficiency (054)	No transfers allowed.
Noninstructional Support Personnel (003) Includes clerical, custodians, and substitutes.	Transfers allowed for teachers (any grade) IF IN A SCHOOL'S IMPROVEMENT PLAN. No other transfers allowed.
Regional Education/Technical Assistance Funding (062) Funds are available only for staff development from July 1 – December 31 of the next fiscal year.	Funds can be used for any purpose (No transfer required).
School Building Administration (005) The State does not allot dollars for this category. The state will pay the salary cost of the State paid positions a local system employs.	Funds can be transferred for any purpose. Funds transferred are based on the statewide average salary for principals including fringe benefits and assistant principals including fringe benefits. Waivers for placement of principals on the salary schedule for low-performing schools must be approved by the State Board.
School Technology (015)	No transfers allowed.
Staff Development (028) Funds are available July 1 – December 31 of the next fiscal year.	Funds can be transferred for any purpose. LEAs must allot 75% of funds to schools.
Supplemental Funding (019) Low Wealth and Small County	No transfers are allowed.
Teacher Assistants (027)	Transfers allowed only for teachers in grades K-3 IF IN A SCHOOL'S IMPROVEMENT PLAN. Positions must be vacant to transfer. Grade placement may be waived IF IN A SCHOOL'S IMPROVEMENT PLAN to serve students primarily in grades K-3 when the personnel are assigned to an elementary school to serve the whole school.
Textbooks	Transfer to Classroom Materials/ Instructional Supplies & Equipment allowed IF INCLUDED IN A SCHOOL'S IMPROVEMENT PLAN. No other transfers allowed. LEAs will not have to obtain a waiver to purchase off the State-adopted list.
Transportation (056)	Funds can be transferred. Transfers will impact efficiency ratings.
Vocational Education (013, 014)	Funds can be transferred between vocational education categories. Limited transfers for other purposes based on promulgated rules established by the State Board of Education to comply with federal regulations. The limit of FY 2001-2002 is the legislative increase times the allotted months of employment minus the adjustment for charter schools. Funds transferred are based on the statewide average salary for vocational education including fringe benefits.

Measuring Up

ABC Accountability Plan

The ABC Accountability Program for elementary and middle schools focuses primarily on the average growth shown by groups of students on end-of-grade reading and mathematics tests. Average test results for a group of students at the end of one year are compared to the scores for those same students at the end of the prior year.

The State Board has established two levels of growth, expected and exemplary. Exemplary growth is approximately 10% higher than expected growth.

Beginning in 2000-2001, writing scores are not included in the growth calculation for schools serving fourth-grade and seventh-grade students. A new baseline for writing is being established that includes writing scores for special education students.

The ABC Accountability Program for high schools is new this year. Previously, EOC index scores compared the achievement of one student group taking an EOC course to previous student groups who had taken the same EOC course at each school.

Beginning in 2000-2001, growth for high school students is determined by predicting how well each student group should perform based on the previous EOG and EOC test scores of the students in the group. Positive gain occurs when the actual EOC score for a group of students equals or surpasses the predicted score for the group.

Growth Results

2000-2001 was the fifth year of ABC results for elementary and middle schools, and the fourth year of results for high schools. Since 1997-1998, schools achieving exemplary growth/gain receive incentive bonuses equivalent to \$1,500 per certified teacher and \$500 per teacher assistant. Bonuses for schools meeting expected growth are equivalent to \$750 per certified teacher and \$375 per teacher assistant.

Wake County Public School System Growth

Elementary Schools

- * 63% achieved exemplary growth;
- * 30% achieved expected growth but did not reach exemplary;
- * 8% did not meet expected growth but showed adequate performance;
- * None of the schools were low performing.

Middle Schools

- * 46% achieved exemplary growth;
- * 29% achieved expected growth but did not reach exemplary;
- * 25% did not meet expected growth but showed adequate performance;
- * None of the schools were low performing.

High Schools

- * 53% achieved exemplary growth;
- * 47% achieved expected growth but did not reach exemplary;
- * None failed to meet expected growth;
- * None of the schools were low performing.

All WCPSS Schools

- * 58% achieved exemplary growth;
- * 33% achieved expected growth but did not reach exemplary;
- * 11% did not meet expected growth but showed adequate performance;
- * None of the schools were low performing.

Statewide Growth for Elementary, Middle and High Schools

- * 24% achieved exemplary growth;
- * 36% achieved expected growth but did not reach exemplary;
- * 39% did not meet expected growth but showed adequate performance;
- * 1% of the schools were low performing.

Note: The North Carolina Department of Public Instruction does not report results separately by level (elementary, middle, and high) because of the number of K-8 and K-12 schools across the state. The source of this data is Measuring Up E&R Report No. 01.42.

Top Schools in the State

The ABC program gives special recognition to the 25 most improved K-8 schools and the ten most improved high schools in the state. “Most improved” means that those schools attained the state’s highest values on the exemplary growth composite. In 2000-2001, four of the top 25 K-8 schools and two of the top ten high schools were schools in Wake County. The Top-ranked Wake County Public Schools were Brassfield Elementary, Brooks Elementary, Leesville Road Elementary, Middle Creek Elementary, Green Hope High, and Millbrook High. Previous recognitions for most improved schools went to Weatherstone Elementary (1997), Adams Elementary (1999), Kingswood Elementary (2000), Poe Elementary (2000), Jeffrey’s Grove Elementary (2000), and Lockhart Elementary (2000).

Number of NC Top 25 (K-8) and NC Top 10 (9-12) WCPSS Schools					
	1997	1998	1999	2000	2001
Top 25 (K-8 Schools)	1	0	1	4	4
Top 10 (High Schools)	0	0	0	0	2

Statewide, the percentage of all schools exceeding exemplary growth standards decreased from 45% in 2000 to 24% in 2001. The percentage of Wake County Public Schools exceeding the exemplary growth standard decreased from 75% to 58%. The next table shows the changes over the past five years in the number of schools in the Wake County Public School System participating in the ABC Accountability Program and in the percentage of schools achieving expected and exemplary growth.

WCPSS ABC GROWTH RESULTS SUMMARY FOR 1997-2001					
		Number of Schools in ABCs Program	Schools Meeting Exemplary Growth	Schools Meeting Expected Growth	Schools Not Meeting Expected Growth
Elementary	1997	67	27 (40%)	22 (33%)	18 (27%)
	1998	69	60 (87%)	7 (10%)	2 (3%)
	1999	69	45 (65%)	18 (26%)	6 (9%)
	2000	74	60 (81%)	8 (11%)	6 (8%)
	2001	78	49 (63%)	23 (30%)	6 (8%)
Middle	1997	20	11 (55%)	4 (20%)	5 (25%)
	1998	20	16 (80%)	3 (15%)	1 (5%)
	1999	20	18 (90%)	1 (5%)	1 (5%)
	2000	22	10 (45%)	7 (32%)	5 (23%)
	2001	24	11 (46%)	7 (29%)	6 (25%)
High	1997	0	N/A	N/A	N/A
	1998	12	6 (50%)	5 (42%)	1 (8%)
	1999	13	13 (100%)	0 (0%)	0 (0%)
	2000	13	12 (92%)	1 (8%)	0 (0%)
	2001	15	8 (53%)	7 (47%)	0 (0%)
Alternative	1997	0	N/A	N/A	N/A
	1998	0	N/A	N/A	N/A
	1999	0	N/A	N/A	N/A
	2000	3	2	1	0
	2001	3	1	2	0
Total WCPSS Schools	1997	87	38 (44%)	26 (30%)	23 (26%)
	1998	101	82 (81%)	15 (15%)	4 (4%)
	1999	102	76 (75%)	19 (19%)	7 (7%)
	2000	112	84 (75%)	17 (15%)	11 (10%)
	2001	120	69 (58%)	39 (33%)	12 (11%)

Performance Results

A composite performance measure is calculated for all schools under the ABC Accountability Plan, but performance is not used as a criterion for awarding incentive funds to schools. Schools do receive the designations *School of Excellence* or *School of Distinction* if sufficient number of students score above grade level on End-of-Grade (EOG), End-of-Course (EOC), Writing, and Computer Skills tests.

All scores on North Carolina tests are grouped into four levels. *Level I* and *Level II* scores are considered below grade level and indicative of a student's need for additional help before he or she can be successful in the next grade level or prior to more advanced coursework. *Level III* scores mean that students are well-prepared for the next grade level or a higher level course, and *Level IV* scores are indicative of performance well above that needed for success in the next grade level or course.

If 90% or more of the scores met by the students in a school on mandated tests are in Levels III or IV, and if the school meets expected growth requirements, the school is designated as a *School of Excellence*. If 80-90% of the scores on mandated tests are in Levels III or IV, regardless of whether growth targets are met, the school is designated as a *School of Distinction*. The table below compares the number of schools in each category of ABC Performance results from 1997 to 2001.

ABC PERFORMANCE RESULTS SUMMARY 1997-2001										
	WCPSS					NC				
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
Number of Schools In ABCs Program	87	101	102	109	117	1,631	1,719	2,000	2,115	2,088
Schools of Excellence (90% or more in Level III/IV)	0 0%	5 5%	8 8%	9 8%	30 26%	12 1%	24 1%	47 2%	73 4%	171 8%
Schools of Distinction (80% - 90% in Level III or IV)	27 31%	35 35%	39 38%	55 50%	53 45%	158 10%	290 17%	411 21%	510 24%	640 30%

Note:

Beginning in 1998, the number of NC schools includes charter schools and alternative schools. WCPSS results do not include the three alternative schools. High schools were not included in the 1997 ABCs accountability program.

Performance composites for Wake County Public Schools in the 2000-2001 school year ranged from 64% to 98%. As shown in table above, the percentage of Wake County Public Schools achieving the School of Excellence or School of Distinction designation rose significantly, reaching 71% in 2001, up from 57% in 2000. Statewide, only 38% of schools achieved one of these designations.

Fourth- and seventh-grade writing scores for 2000-2001 are included in the performance composite, but are not in the growth calculation. Special education students pursuing a functional curriculum, as measured by the NC Alternate Assessment Portfolio, are also included in this performance composite.

Alternative Schools

Wake County's three alternative schools (Phillips High, Longview, and Mt. Vernon Redirection) serve special populations of students. When appropriate, all three schools give EOG and EOC tests to their students. However, the number of tests for a particular grade level or subject is often too small to be considered statistically reliable under the ABCs program. Therefore, from 1997 to 1999, the State Board of Education tied recognition and incentive awards for alternative schools to those schools sending them students. Beginning with the 1999-2000 school year, the State Board of Education instituted a new policy, HAS-C-013, requiring that the ABCs for Alternative Schools be based on the following factors:

- ❖ three mandated achievement-based components (EOG or EOC test results, NC Comprehensive Test results, and change in competency passing rate (from end of 8th grade to end of 10th grade), and

2000-2001 End-of-Grade-Choice Test Results

The EOG tests have several components including: computer skills, open-ended tests, multiple-choice tests, and the writing assessment. All EOG tests are designed to measure student achievement of the knowledge and skills of the North Carolina Standard Course of Study for students in grades three through eight. The multiple-choice tests are required in reading and math and are optional in social studies and science.

- ❖ three local options, based on a school’s mission or Improvement Plan, to complement the mandated components.

For school year 2000-2001, Phillips High School met the three local options and two of the three achievement-based components; therefore, Phillips was designated as showing exemplary growth. Longview School and Mt. Vernon Redirection met the three local options but not the achievement-based components and were designated as showing expected growth.

District Results

Wake County Public School System’s EOG multiple-choice results for 2000-2001 showed increases at all grade levels in both proficiency and average scale score in reading. In math, results show increases in proficiency at all grade levels. Math scale score ranges were recalculated by NCDPI for 2001 and comparisons to previous years are not valid.

- ❖ More than 90% of students scored at or above grade level in reading in grades 5 and 8 and in math in grades 4 and 5.
- ❖ More than 85% of students scored at or above grade level in reading in grades 3, 4, 5, 7, and 8 and in math in grades 4-8.
- ❖ No grade level showed a decrease.

Achievement Over Time

The percentage of students meeting or exceeding grade level standards in reading and math in all grade levels are the highest that Wake County’s students have ever achieved. Average reading scale scores also reached new highs in all grade levels.

WCPSS Reading Achievement Levels Over Time Percentage of Students at Levels III and IV							
Grades	1995	1996	1997	1998	1999	2000	2001
3	74.4	76.3	75.3	79.3	80.4	83.1	85.3
4	75.2	79.9	78.7	80.3	80.8	81.6	85.9
5	79.6	77.7	80.3	84.3	84.8	87.7	90.8
6	76.8	78.8	77.8	78.8	80.7	77.9	80.7
7	80.2	78.1	78.6	80.5	84.9	84.4	85.1
8	84.0	82.8	83.3	86.4	87.1	88.7	90.6

WCPSS Mathematics Achievement Levels Over Time Percentage of Students at Levels III and IV							
Grades	1995	1996	1997	1998	1999	2000	2001
3	73.5	76.9	76.8	75.4	77.1	80.0	84.0
4	78.0	79.6	83.3	84.1	88.1	89.2	92.7
5	77.2	78.3	80.2	84.0	87.0	88.9	92.1
6	80.1	80.7	79.7	82.7	84.8	85.3	88.1
7	81.0	80.2	81.0	83.7	87.3	86.8	87.6
8	83.2	80.6	79.0	83.2	83.8	85.7	86.9

Math achievement for the cohort of students that was in 3rd grade in 1996 and completed 8th grade in 2001 also shows the pattern of improvement over time. The percentage of students in that cohort who were in levels III and IV and therefore considered to be “at or above grade level” in math increased from 76.9% to 86.9%.

Achievement Level Scores

The achievement level score attempts to categorize student achievement according to four broad levels, defined by the North Carolina Department of Public Instruction (NCDPI) as follows:

- ❖ **Level I:** Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.
- ❖ **Level II:** Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area, and are minimally prepared to be successful at the next grade level.
- ❖ **Level III:** Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.
- ❖ **Level IV:** Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

One important way of examining test scores is to follow the progress of a cohort of students over time. The shaded and unshaded boxes in the tables below show the scores of cohorts of students. For example, one cohort of students was in 3rd grade in 1996 and completed 8th grade in 2001. Over time the percentage of students in that cohort who were in levels III and IV and therefore considered to be “at or above grade level” in reading increased from 76.3% to 90.6%.

Disaggregated Results

Wake County Public School System disaggregates results for different groups of students. The most common groupings are race and gender, and the tables below show three years of results for the major demographic student groups. Gains in reading were shown by almost all race and gender groups at all grade levels. At grade 7, slight decreases were seen for female, Asian, Hispanic, and multiracial groups. The largest gains were made by previously lower-performing groups.

For example, the percentage of Black students in grade 4 meeting or exceeding grade level standards in reading rose from 57.4% in 2000 to 65.3% in 2001. The percentage of Black students in grade 5 meeting or exceeding grade level standards rose from 68.9% in 2000 to 76.8% in 2001. The percentage of Hispanic students at or above grade level in reading from 65.4% in 2000 to 74.5% in grade 3, and from 66.7% to 79.9% in grade 8. Students receiving free or reduced lunch showed improvements in reading at all grade levels, ranging from 1.5 percentage point increase at grade 7 to an 8.9 percentage point increase at grade 5.

Math gains were greater than reading gains in 2001. Eighth-grade Hispanic students showed an 11.6 point gain in the percentage of students at or above grade level from 2000-2001. Black students showed gains ranging from 2.3 percentage points at grade 8 to 8.2 percentage points at grade 3. Grade 7 showed a very small drop in percent at grade level for students not receiving free lunch (-.3), Asian students (-.9), Hispanic students (-1.2) and multiracial students (-6.0).

FY 2001 END-OF-GRADE READING RESULTS FOR WCPSS						
(% of students who scored at level III and level IV)						
Category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	85.3	85.9	90.8	80.7	85.1	90.6
Not F/R	91.8	92.4	95.1	88.6	91.0	95.0
F/R Lunch	64.7	62.9	73.9	51.4	58.5	68.6
Male	83.5	84.5	89.8	78.7	83.7	88.9
Female	87.1	87.3	91.8	82.8	86.5	92.3
White	93.8	94.7	96.7	91.3	93.9	96.4
Black	65.9	65.3	76.9	56.7	64.2	76.1
Asian	94.5	94.2	95.6	94.2	91.6	94.7
Hispanic	74.5	71.7	76.2	59.1	68.8	79.9
Multiracial	85.6	88.1	93.3	85.7	86.7	94.4

FY 2000 END-OF-GRADE READING RESULTS FOR WCPSS						
(% of students who scored at level III and level IV)						
Category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	83.1	81.6	87.7	77.9	84.4	88.7
Not F/R	90.9	89.2	93.8	85.7	91.0	93.2
F/R Lunch	57.5	54.7	65.0	46.8	57.0	66.6
Male	80.7	79.0	86.1	74.7	81.9	86.4
Female	85.7	84.5	89.4	81.2	87.0	91.3
White	92.6	91.1	95.0	88.6	93.5	95.1
Black	60.4	57.5	68.8	52.8	61.8	73.2
Asian	93.0	92.8	95.3	84.5	92.9	92.9
Hispanic	65.4	68.2	73.4	56.9	70.6	66.7
Multiracial	84.3	81.2	91.8	78.2	87.7	85.9

FY 2001 END-OF-GRADE MATHEMATICS RESULTS FOR WCPSS						
(% of students who scored at level III and level IV)						
Category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	84.0	92.7	92.1	88.1	87.6	86.9
Not F/R	91.0	96.5	95.7	93.9	92.5	91.7
F/R Lunch	61.9	79.2	77.7	66.6	65.7	63.1
Male	83.5	92.6	91.2	87.8	87.0	85.9
Female	84.5	92.7	92.9	88.5	88.3	87.9
White	94.4	98.0	97.4	95.8	95.2	94.3
Black	60.0	79.1	78.4	70.8	69.5	67.8
Asian	93.9	99.0	98.0	96.9	95.1	95.5
Hispanic	75.3	87.4	85.6	74.5	73.2	77.1
Multiracial	81.3	93.2	94.8	88.4	87.8	86.1

FY 2000 END-OF-GRADE MATHEMATICS RESULTS FOR WCPSS						
(% of students who scored at level III and level IV)						
Category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	80.0	89.2	88.9	85.4	86.8	85.8
Not F/R	88.4	94.6	94.0	91.6	92.8	90.6
F/R Lunch	52.1	70.3	69.9	60.6	61.8	61.8
Male	79.8	88.9	88.2	83.7	86.1	84.2
Female	80.2	89.6	89.6	87.1	87.6	87.4
White	91.4	95.7	95.4	93.7	94.8	93.6
Black	51.8	72.2	71.8	65.0	66.8	65.5
Asian	94.8	97.1	96.9	95.6	96.0	93.8
Hispanic	65.9	83.7	78.5	70.7	74.4	65.5
Multiracial	75.2	87.6	88.2	85.2	93.8	79.7

**Scholastic Assessment
Test (SAT) Scores**

After six consecutive years of rising scores, the average SAT score for Wake County Public School System seniors slipped by seven points in 2000-2001. The average SAT score was 1054, compared to an all-time high of 1061 achieved in 1999-2000.

Despite the dip, Wake County's scores remained substantially higher than the state average of 992 and the national average of 1020. North Carolina's SAT average climbed by four points while the national average rose just one point. Wake's average on the verbal part of the test was 520, two points less than last year. The average on the math section was 534, five points less than last year.

The SAT is a national exam designed to measure a student's chance of success at the college level. In Wake County, 4,042 seniors or 79% took the SAT, the same percentage as last year. Statewide, 65% of eligible students took the test. Nationally, only 45% of eligible students took the SAT, also a percentage point higher than last year. Since 1990, Wake County has boosted its average by 55 points, compared to 19 points for the national average and 44 points for the state average.

Unlike many school systems nationwide, Wake County has historically encouraged all students to aspire to a two- or four-year college. In most states and in many school districts, only those students bound for a four-year college or university take the SAT. As a result, nearly eight out of 10 Wake County seniors take the SAT.

2001 SAT Results Breakdown

Several breakdowns of the 2001 Wake County Public School System SAT results are presented here.

Note:

SAT participation rates reported by the College Board are based upon estimates of enrollment compiled through national surveys. While the College Board rates are probably accurate at the state and national level, they are not accurate at the district and individual school level.

The SAT participation rate in Wake County Public School System was calculated by dividing the number of senior student who took the SAT by the size of the 2001 graduating class.

Comparison of Wake County to Other Large North Carolina Districts								
	FY 2000				FY 2001			
USA	1019	514	505	44	1020	514	506	45
North Carolina	988	496	492	64	992	499	493	65
Wake County	1061	539	522	79.3	1054	534	520	78.6
Charlotte-Mecklenburg	989	497	492	71.9	997	500	497	72.3
Durham	994	500	494	75.5	992	498	494	76.8
Guilford	999	504	495	73.8	998	503	495	73.8
Winston - Salem/ Forsyth	1003	502	501	68.9	1000	502	498	69.3

Top North Carolina District Scores			
	FY 1999	FY 2000	FY 2001
Buncombe County	1056	1059	1061
Chapel Hill	1059	1175	1185
Madison	1024	964	1070
Watauga	1055	1054	1057
Wake	1059	1061	1054

Year	WCPSS				NC				USA			
	Total	Math	Verbal	Part. Rate	Total	Math	Verbal	Part. Rate	Total	Math	Verbal	Part. Rate
2001	1054	534	520	78.6	992	499	493	65	1020	514	506	45
2000	1061	539	522	79.3	988	496	492	64	1019	514	505	44
1999	1059	537	522	76.3	986	493	493	61	1016	511	505	43
1998	1052	531	521	75.6	982	492	490	62	1017	512	505	43
1997	1047	529	518	73.6	978	488	490	59	1016	511	505	42
1996	1042	525	517	73.3	976	486	490	59	1013	508	505	41
1995	1039	524	515	76.0	970	482	488	60	1010	506	504	41
1994	1030	520	510	75.0	964	482	482	60	1003	504	499	42
1993	1031	521	510	76.0	964	481	483	60	1003	503	500	43
1992	1025	516	509	74.0	961	479	482	57	1001	501	500	42
1991	1007	508	499	75.0	952	474	478	57	999	500	499	42
1990	999	498	501	73.0	948	470	478	55	1001	501	500	40