

**Achievement Gap**

Differences in academic performance among groups are often identified racially, ethnically, and by income levels. In the United States, white students tend to outperform children of color; and wealthier students often do better than poorer ones.

Achievement Levels

Student achievement on North Carolina's End-of-Grade and End-of-Course tests is reported by achievement level. There are four achievement levels:

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

Advanced Placement (AP)

The AP program enables high school students to complete college-level courses for college placement and/or credit.

Annual Measurable Objective (AMOs)

AMOs measure the yearly progress of different groups of students at the school, district, and state levels against yearly target goals in reading/language arts and mathematics. All public schools, in North Carolina and throughout the country, must measure and report AMOs as outlined in the Elementary and Secondary Education Act (ESEA). AMOs are the minimum level of progress in reading/language arts and mathematics proficiency made by students in a year.

Average Daily Membership (ADM)

The number of days a student is in membership at a school divided by the number of days in a school month or school year.

Charter Schools

Charter schools are independent public schools designed and operated by educators, parents, community leaders, educational entrepreneurs, and others who operate outside of the traditional system of public schools. They are sponsored by designated local or state educational organizations, which monitor their quality and effectiveness.

Disaggregated Data

To disaggregate means to separate a whole into its parts. In education, this term means that test results are sorted by groups of students who are economically disadvantaged; are from racial and ethnic minority groups; have disabilities; or have limited English fluency. This practice allows parents and teachers to see more than just the average score for their child's school. Instead, parents and teachers can see how each student group is performing.

**Elementary and Secondary Education Act (ESEA)**

The ESEA was first passed by Congress in 1965 and represents a sweeping change in the federal government's role in local public education. The law was originally authorized through 1970; however, the government has reauthorized the act every five years since its enactment. The current reauthorization of ESEA is the No Child Left Behind (NCLB) Act of 2001.

End-of-Course (EOC) Tests

EOC tests are designed to assess the competencies defined by the North Carolina Standard Course of Study for each of the following courses: English II, Math I, and Biology. Tests are taken during the last 10 days of school or the equivalent for alternative schedules.

End-of-Grade (EOG) Tests

North Carolina's state-developed standardized tests for grades 3-8 are given in the final three weeks of the school year and are linked to the Standard Course of Study for each grade level. These tests measure student learning in reading/language arts and mathematics.

Grade level, Achievement Level III and Proficiency Level

Each of these terms refers to student work that meets the achievement standard set by North Carolina. Students scoring at Achievement Level III or Achievement Level IV are considered to be performing at grade level and to be well prepared to meet the demands of the next grade level. At the high school level, the term proficiency level is more frequently used and refers to students scoring at Level III or Level IV on End-of-Course tests.

High Poverty School

The designation for a high poverty school is based on the percentage of students defined as Economically Disadvantaged. Economically Disadvantaged students were identified in accordance with a Memorandum of Agreement between the Child Nutrition Services Section and the Division of Accountability Services dated November 30, 2009.

Highly Qualified Teacher

A Highly Qualified teacher is defined as one who has obtained full state teacher certification or has passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor's degree; and has demonstrated subject area competence in each of the academic subjects in which the teacher teaches.

Local Education Agency (LEA)

Synonymous with local school district and indicating that a public board of education or other public authority maintains administrative control of the public schools in a city or county township, school district, or other political subdivision of a state.

Limited English Proficient (LEP)

Limited English Proficient refers to students for whom English is a second language and are not at grade level in reading and writing English.

Limited English Proficiency

Limited English proficiency is a test of English language skills given to all LEP students to ascertain the student's readiness to take the state assessment tests in English.

Low Poverty School

The designation for a low poverty school is based on the percentage of students defined as Economically Disadvantaged. Economically Disadvantaged students were identified in accordance with a Memorandum of Agreement between the Child Nutrition Services Section and the Division of Accountability Services dated November 30, 2009.

Principal's Monthly Report (PMR)

This is a record of data about student enrollment, transfers, membership, and attendance.

**Proficiency**

Proficiency is mastery or the ability to do something at grade level.

READY

Effective with the 2012-13 school year, the State Board of Education (SBE) adopted the READY Accountability Model, a new indicator-based reporting model. The READY Accountability Model replaces the ABCs of Public Education, which had been in place since 1996. This change was facilitated by the recommendations from The Blue Ribbon Commission and the college- and career-readiness content standards adopted by the SBE in June 2010 and the college- and career-readiness accountability indicators adopted by the SBE in December 2011. The SBE identified indicators that would help educators, parents and the public understand the status and progress that schools are making toward ensuring that all students are college- and/or career-ready. These new indicators include new state administered end-of-grade (EOG) and end-of-course (EOC) assessments, college- and career-readiness examinations (The ACT and ACT WorkKeys), math course rigor, and high school graduation rates. In addition to these indicators other valuable information is reported including school growth as measured by EVAAS and participation in a graduation project.

SAT

The SAT, which is often taken by high school juniors and seniors as a precursor to college/university admission, assesses a student's verbal, mathematical, and writing skills.

Title I

Title I provides federal funding for schools to help students who are behind academically or at risk of falling behind. Funding is based on the number of low-income children in a school, generally those eligible for the free lunch program. Title I is intended to supplement, not replace, state and district funds. Schools receiving Title I monies are supposed to involve parents in deciding how these funds are spent and in reviewing progress.