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ABSTRACT

The purpose of this report is to provide information about the level of student performance in the area of writing based on results from the annual on-demand writing sample required during the North Carolina Writing Assessment at grades 4 and 7 for 2001-02. The report was generated using aggregate student data from North Carolina public schools, including charter schools, and provides information regarding student performance at the state level at each of the score points for grades 4 and 7. The report is divided into the following sections: List of Tables (n=13); List of Figures (n=6); 2001-02 North Carolina Writing Assessment, Grades 4 and 7; Overview and Findings; 2001-02 North Carolina Writing Assessment, Grades 4 and 7, State-Level Summary Statistics; 2001-02 North Carolina Writing Assessment, grades 4 and 7, Copies of the Grades 4 and 7 Sample Student Responses; 2001-02 North Carolina Writing Assessment, Grades 4 and 7, Regional by LEA Performance; and Appendix (Student Response Form, Grade 4; Student Response Form, Grade 7; and 2001-02 List of North Carolina Charter Schools). (Contains 14 tables and 6 figures.) (NKA)

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North Carolina Testing Program

ED 480 428

Report of Student Performance in Writing 2001 - 2002

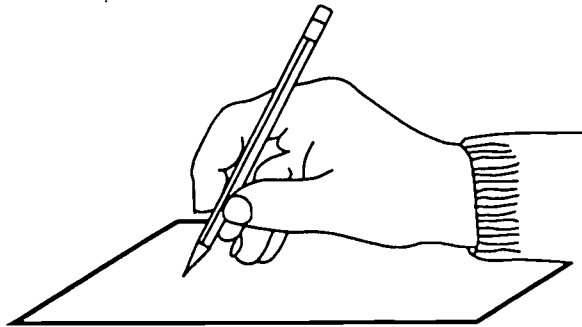
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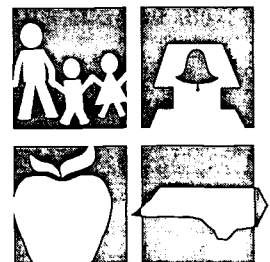
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Grades 4 and 7

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The 2001-02 North Carolina

**Report of Student
Performance in Writing**

Grades 4 and 7

September 2002

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Accountability Services
Raleigh NC 27699
www.ncpublicschools.org/accountability/testing

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Introduction

The 2001-02 Report of Student Performance in Writing provides information on student performance on the North Carolina Writing Assessment at grades 4 and 7. The annual writing assessment is a component of the North Carolina Testing Program. At its July meeting, the State Board of Education agreed to drop the writing assessment scores from the ABCs accountability model for the 2001-02 school year. In the same motion, the Board also agreed to pilot the analytical scoring method for the writing assessments at grades 4, 7 and 10 in the 2002-03 school year; to add writing back to the ABCs performance composite in 2003-04 and to include writing in the performance composite and in the growth calculations of the ABCs in 2004-05. The measurement of writing in North Carolina ensures that writing as a basic skill is emphasized in every classroom throughout each student's academic experience. Such an emphasis provides each student with a solid foundation in written communication in preparation for the competitive and global marketplace of the twenty-first century.

The writing assessment was first added to the North Carolina Testing Program in 1983-84 to place a greater emphasis on writing statewide. Initially, writing was measured in grades 6 and 9. In 1985-86, the writing assessment at grade 9 was moved to grade 8. English II, an end-of-course writing assessment that focuses on world literature other than literature from the United States and Great Britain, was added to the statewide testing program in 1991-92. In 1992-93, the annual assessment of writing was expanded again to include the measurement of narrative writing at grade 4. In response to the reorganization of public education in North Carolina and the ABCs, in 1995-96 the statewide testing program was reduced. The assessment of writing was reduced from grades 4, 6, 8, and 10 (English

II) to grades 4 (narrative), 7 (expository or point-of-view), and 10 (expository). In 2001-02, grade 10 (English II) was offered on a local option basis.

The 2001-02 Report of Student Performance in Writing provides a longitudinal, comprehensive compendium of student performance data in the area of writing. The report was generated using aggregate student data from North Carolina public schools, including charter schools, and provides information regarding student performance at the state level at each of the score points for grades 4 and 7. In addition, state-level performance is reported by the percentages of students scoring at or above 2.5 in grades 4 and 7 (student performance standard), by gender, ethnicity, and category of disability. State-level results are also reported showing how well students are able to apply standard language conventions in their writing at grades 4 and 7 using +'s and -'s. Also included in the report are results by LEA (stem and leaf) and charts providing the percentages of students scoring at each of the score points and the percentages of students scoring at or above 2.5 for grades 4 and 7. The specific focused holistic score scales and sample student responses representing each of the score points are also included in this report.

The purpose of this report is to provide information about the level of student performance in the area of writing based on results from the annual on-demand writing sample required during the North Carolina Writing Assessment at grades 4 and 7.

**2001-02
Report of Student Performance in Writing
Grades 4 and 7**

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2001-02

North Carolina

Writing Assessment

Grades 4 and 7

North Carolina 2001-02 Report of Student Performance in Writing Grades 4 and 7

Overview

- The North Carolina Assessment of Writing was administered statewide in March 2002 to all students in grades 4 and 7. The writing assessment at grade 4 measured students' composing skills in the narrative mode while the assessment at grade 7 measured the expository mode. Student responses at both grades were scored using a four-point scale.

Findings

- Student performance in writing decreased this year at grades 4 and 7 when compared to student performance in 2000-01. However, at both grades, the percentage of students using correct language conventions increased dramatically.
- At grade 4, approximately 46.8 percent of all students tested statewide achieved a score of 2.5 or greater (the standard) compared to 68.8 percent in 2000-01. On writing conventions, 70.6 percent of the students were rated competent by both scorers as compared to the previous year's 41.9 percent.
- At grade 7, approximately 62.9 percent of all students tested statewide achieved a score of 2.5 or greater (the standard) compared to 73.2 percent in 2000-01. On writing conventions, 75.9 percent of the students were rated competent by both scorers as compared to the previous year's 74.1 percent.
- At both grades, higher percentages of female students than male students received the top writing scores.
- At grade 4, a greater percentage of Asian students (55.1%) achieved a score of 2.5 or higher, followed by the percentage of White students (53.3%), Multi-Racial students (46.9%), Other students (44.3%), American Indian students (42.5%), Hispanic students (38.9%), and Black students (35.5%).
- At grade 7, the proportion of Asian students (70.9%) receiving higher writing scores was slightly greater than the proportion of White students (70.1%). Multi-Racial students (61.2%) had the next largest proportion receiving higher scores, followed by the proportions of Other students (55.5%), American Indian students (53.8%), Hispanic students (53.5%), and Black students (49.7%).

- While schools are diligently preparing students to meet more rigorous academic standards in reading, mathematics, and writing, there still is variation in performance among students, classrooms, and ethnic groups.
- Our continuing challenge is to emphasize and focus more on communication skills in the classroom. Whether oral, visual, or written, effective communication skills are the results of active learning and frequent use of higher level thinking skills. The State Board of Education has reaffirmed its belief that writing is a basic skill that must continue to be emphasized in every classroom by including the assessment of writing as a component of the ABCs Accountability Program.
- Table 3 on page 14 depicts percentages of students in the state scoring at or above the standard of 2.5 at grades 4 and 7 for the 1996-97, 1997-98, 1998-99, 1999-00, 2000-01, and 2001-02 school years. A disaggregation by ethnicity and gender is also provided.
- The annual writing assessment, a component of the North Carolina Testing Program, is a state-mandated on-demand assessment of student performance in writing at grades 4 and 7.
- The writing assessment was added to the North Carolina Testing Program in 1983-84 to place a greater emphasis on writing statewide. The revised North Carolina *Standard Course of Study (SCS)* emphasizes writing as a basic skill that can be improved with appropriate emphasis. The measurement of writing ensured that ample time and resources are allotted for the development in the classroom.
- The writing assessment measures students' skills in two different modes of writing. Students in grade 4 are asked to write a narrative composition (personal or imaginative), and students in grade 7 are asked to write an expository (clarification or point-of-view) composition.
- On the day of testing the teacher removes from a sealed envelope individual copies of a writing prompt. At each grade the writing prompt provides instructions that set forth the task. Each student has seventy-five minutes to write a composition in response to the prompt. Scheduled extended time may be allotted to students with special needs or students with limited language proficiency, if appropriate.

What is the Writing Assessment?

How is the Writing Assessment Administered?

How is the Writing Test Administered? (continued)

- The prompt requires students to apply their knowledge and skills in language to demonstrate their ability to communicate information in writing. In response to the prompt, students in grade 4 must write a narrative composition, students in grade 7 are required to write an expository or point-of-view composition.

How are Scores Reported?

- Each year students' scored compositions, student and classroom scores, and scoring guides are returned to all fourth and seventh grade teachers several weeks after scoring. Teachers are encouraged to use the scoring guides along with the student responses to acquire a better understanding of the scoring criteria and to interpret scores to students and parents.
- Each year summary scores are returned to each school and school system in the state.

What is the Expected Standard for Writing?

- The expected standard for writing at grades 4 and 7 is the mid-point score of 2.5 or above on a four-point scale. This standard represents an achievable level and quality of writing that can be reached with effective instruction.
- By achieving a score of 2.5 or above, a student has demonstrated a reasonable command of the particular mode of writing assessed.
- The score of 2.5 is the current grade level standard that is also reported as the accountability indicator.

How are the Compositions Scored?

- Each student composition is scored by two independent readers. The composition is assigned either a 1-4 or Non-Scorable score by each reader. For responses where the two scores are discrepant by a single score point, a mid-point score is assigned to the student's response. For example, a student may receive a 2.5 as a score.

There were 101,554 fourth grade public school student papers which were scored by two readers and rescored by the scoring director if the readers differed by more than one point on the four-point scale. Perfect agreement is obtained when two independent readers attribute identical scores to the same response. Adjacent agreement is obtained when two independent readers assign scores that are adjacent; i.e., 1 and 2. The scores are then averaged, i.e., 1.5. Resolution is required when two independent readers assign scores that are two score points apart, i.e., 1 and 3. In this instance a third read is required which becomes a true score of the student response. The agreement rate of the readers is shown below in Table 1.

**Table 1
Fourth Grade Reader Agreement Status**

Total Public School Papers	Perfect Agreement Percent	Adjacent Agreement Percent	Resolution Required Percent
101,554	78.9	21.0	0.1

**How are the
Compositions
Scored? (continued)**

The 70 percent criterion rate for perfect agreement required by the State Board of Education was exceeded and the resolutions required were few.

There were 101,425 seventh grade public school student papers which were scored by two readers and rescored by the scoring director if the readers differed by more than one point on the four-point scale. The agreement rate of the readers is shown below in Table 2.

Table 2

Total Public School Papers	Seventh Grade Reader Agreement Status		Resolution Required
	Perfect Agreement Percent	Adjacent Agreement Percent	
101,425	80.6	19.4	0.0

The 70 percent criterion rate for perfect agreement required by the State Board of Education was exceeded and the resolutions required were few.

- The assigned score point reflects each student's performance with respect to a set of predetermined criteria for each score point (focused holistic scoring). The score points define the student's command of the mode of writing required. A generic score scale follows that is applied across modes and grades:
 - NS = Student response is not readable or composition is otherwise unscorable.
 - 1 = Student response exhibits a lack of command of the mode of writing.
 - 2 = Student response exhibits a weak command of the mode of writing.
 - 3 = Student response exhibits a reasonable command of the mode of writing.
 - 4 = Student response exhibits a strong command of the mode of writing.
- The quality of each composition is determined by considering the following characteristics: (1) main idea, (2) supportive details, (3) organization, and (4) coherence. A focused holistic score is assigned to each student's response based on these characteristics.
- A second, independent score evaluates the student's performance with respect to the use of standard English conventions, i.e., grammar, spelling, usage, and sentence formation). This score is reported as a "+"

**How are the
Compositions
Scored?
(continued)**

or “-”. The “+” response exhibits an acceptable level of skills in sentence formation, usage, and mechanics; the “-” response does not exhibit an acceptable level of skills in these areas.

- Each year the same scoring criteria and score point scale or standards are used as were used in previous years. However, the scoring guides are tailored to fit a particular prompt and the anchor papers (i.e., papers used to exemplify score point standards) are selected to correspond to the prompt administered for a given year.

**Results of the
Writing
Assessment at
Grade 4**

- Students in the fourth grade were asked to write a personal narrative composition in response to the following prompt:

Think about a time you had a great day at school. Write a story about a time you had a great day at school.

- Readers scored 101,554 public school responses for grade 4. The scores show that 46.8 percent of the fourth graders wrote well enough to score at or above the standard of 2.5. This represents a dramatic decrease of 22.0 percentage points from the 68.8 percent who achieved this level in 2000-01. About 2.9 percent of the fourth graders received the highest scores of 3.5 and 4.0 in comparison to 4.8 percent last year, and 3.9 percent received the lowest scores of 1.0 and 1.5 compared to 3.1 percent in 2000-01. In 2001-02, less than one percent (0.2) of the papers had problems which made them non-scorable.
- Figure 3 on page 15 depicts the distribution of narrative composition scores for grade 4 across the years of administration (see also Table 4, page 17).
- This year, about 70.6 percent of fourth-graders received a double-plus (+ +) rating for conventions in comparison to 41.9 percent in 2000-01. This year, about 20.4 percent obtained a plus-minus rating (+ -) in comparison to 31.0 percent last year. This year, about 9.1 percent were assigned a double-minus rating (- -) as compared to about 27.1 percent in 2000-01.

**Performance of
Subgroups at
Grade 4**

- **Gender.** Approximately 52.9 percent of the female students scored at or above the standard of 2.5 compared to 41.0 percent for male students.
- **Ethnicity.** About 55.1 percent of Asian students scored at or above 2.5 compared to 53.3 percent of the White students, 46.9 percent of Multi-Racial students, 44.3 percent of Other students, 42.5 percent of American Indian students, 38.9 percent of Hispanic students, and 35.5 percent of Black students (see Figure 5, page 19).

- Table 3 on page 14 shows the percentages of students at or above the standard of 2.5 for each subgroup.
- Table 6 on page 20 shows the percentages of students at each score point for students with disabilities and limited English proficiency.

Assessment Observations at Grade 4

- At grade 4, scores dramatically decreased compared to student performance in 2000-01. Common weaknesses among responses scored 1 or 2 were:
 - rambling, two-page responses in which the writer failed to maintain focus on the main idea,
 - a general lack of narrowing of the writer's focus on "a time you had a great day at school,"
 - a listing of multiple events within a day with little or no elaboration, and
 - lengthy, repetitive details (e.g., similes) which added little in the way of development.

Results of the Writing Assessment at Grade 7

- Seventh graders were asked to write a well-organized point-of-view composition on the topic below:

Think about the person you admire the most. Name this person and explain why you admire him/her the most.

- The 2001-02 school year is the seventh year that the writing test has been administered in grade 7. The readers scored 101,425 seventh-grade expository compositions. The scores showed that 62.9 percent of the seventh graders wrote well enough to score at or above the 2.5 standard compared to 73.2 percent who scored at this level on an expository composition in 2000-01. About 2.9 percent of the seventh graders scored 4.0 and 3.5 while 7.3 percent of seventh graders obtained these scores in 2000-01. About 2.7 percent scored 1.0 or 1.5 this year, and 3.4 percent received these scores in 2000-01. In the 2001-02 school year, less than one percent (0.2) of the papers had problems which made them non-scorable.
- Figure 4 on page 16 depicts the distribution of grade 7 composition scores across the years of administration (see also Table 5, page 18).
- This year, about 75.9 percent of seventh graders were assigned a double-plus (+ +) for their use of standard English conventions as compared to 74.1 percent in 2000-01. The plus-minus rating (+ -) was assigned to 15.5 percent of the papers in comparison to 18.2 percent in 2000-01. This year, about 8.6 percent were rated with the double-minus (- -) as compared to about 7.7 percent of seventh-grade students in 2000-01.

Performance of Subgroups at Grade 7

- **Gender.** Approximately 68.4 percent of the female students scored at or above the standard (2.5) compared to 57.6 percent of the males.
- **Ethnicity.** About 70.9 percent of the Asian students scored at or above the standard of 2.5 compared to 70.1 percent of the White students, 61.2 percent for Multi-Racial students, 55.5 percent of the Other students, 53.8 percent of American Indian students, 53.5 percent of the Hispanic students, and 49.7 percent of the Black students (see Figure 6, page 19).
- Table 3 on page 14 shows the percentages of students at or above the standard of 2.5 for each subgroup.
- Table 6 on page 20 shows the percentages of students at each score point for students with disabilities and limited English proficiency.

Assessment Observations at Grade 7

- At grade 7, scores decreased compared to student performance in 2000-01. Common weaknesses seen among the responses that were not successful were:
 - a heavy reliance on the formulaic, five-paragraph, three-reason response, whether students had three solid reasons supporting why they admired their selected person or not,
 - this resulted many times in circular reasoning
 - a number of responses were observed in range-finding in which if one were to remove all the repetitive “formula” sentences” (e.g., “My first reason is...,” “That is my second reason why...” “ In conclusion, my reasons were...”), only 3-5 sentences remained in the entire essay,
 - responses lacked cohesion between sentences and a progression of ideas within the paragraph(s), and
 - elaboration, when provided, was generally minimal and/or confusing.

2001-02

North Carolina

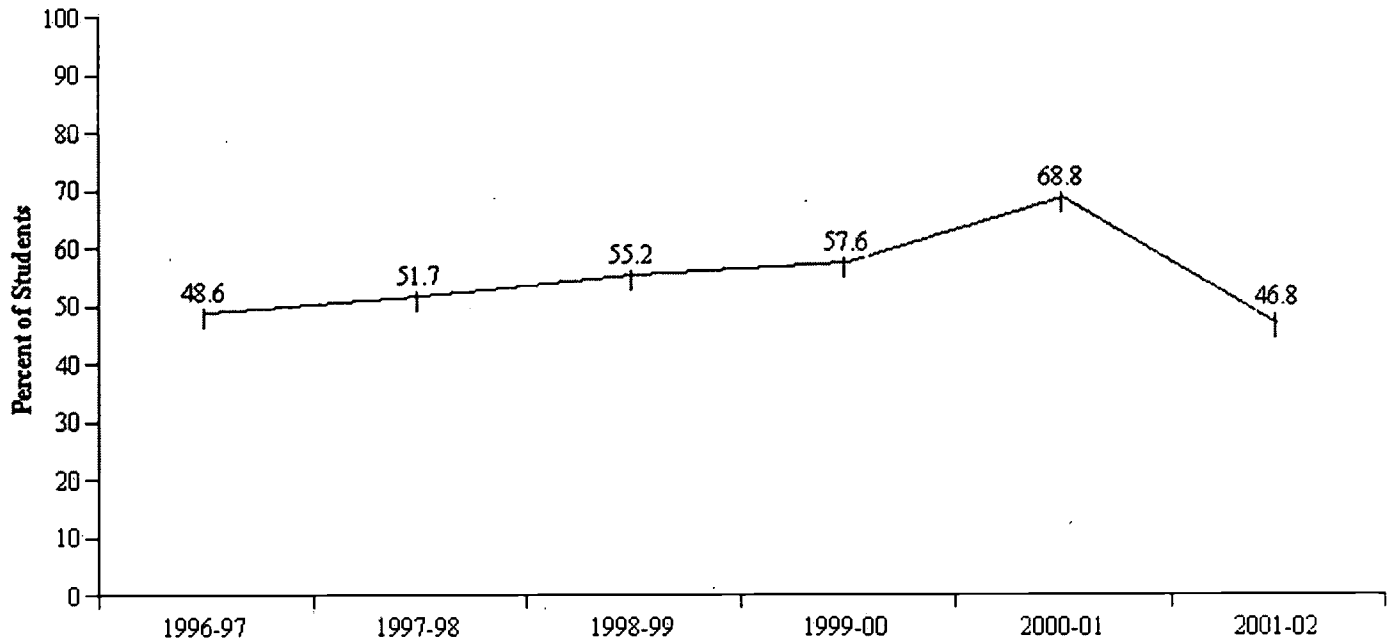
Writing Assessment

Grades 4 and 7

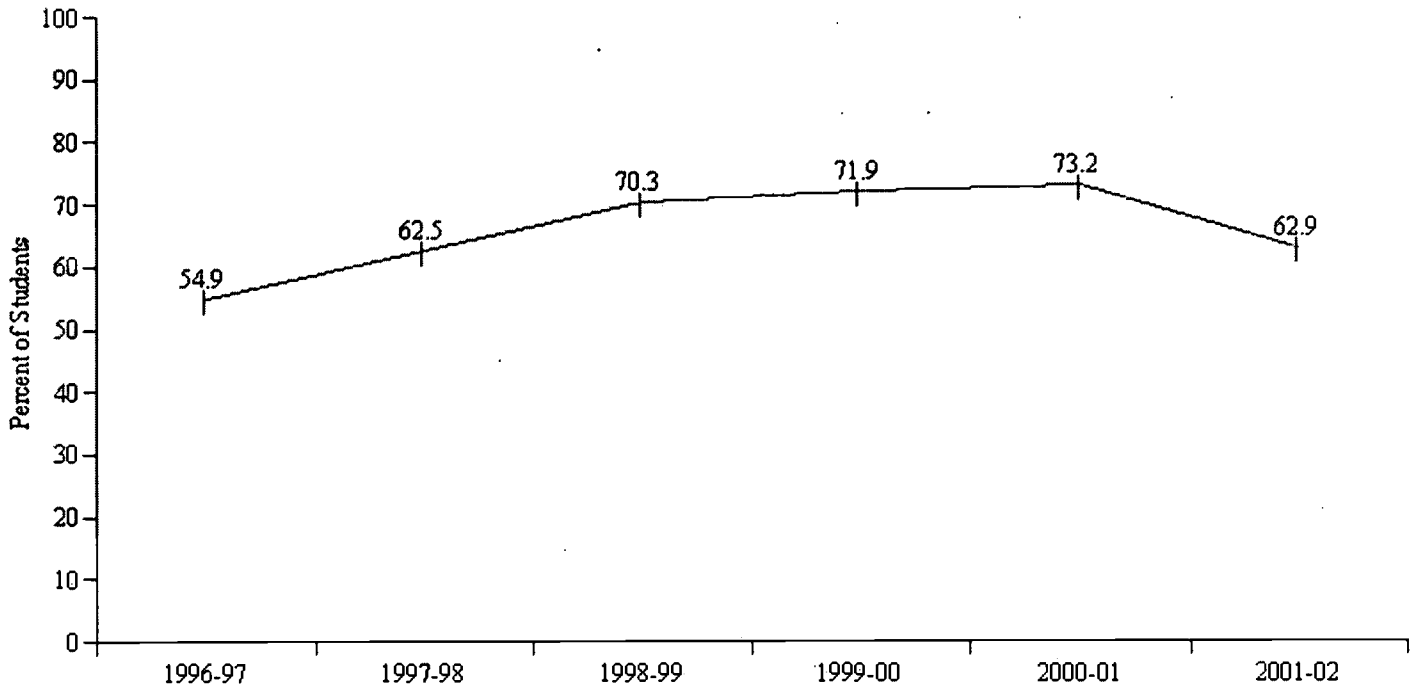
State-Level Summary Statistics

The following charts provide state-level summary statistics. The number tested at each grade level and the percentage of students scoring at each of the focused holistic score point values are provided. Longitudinal data of performance by gender and ethnicity, the performance of students with disabilities, and the performance of students identified as limited English proficient are also provided. The percent of students achieving the accountability standard of 2.5 is provided for all categories.

**Figure 1. North Carolina Testing Program
Annual Writing Assessment, 1996-97 to 2001-02
Percent of Students Scoring At or Above the Standard of 2.5
Grade 4**



**Figure 2. North Carolina Testing Program
Annual Writing Assessment, 1996-97 to 2001-02
Percent of Students Scoring At or Above the Standard of 2.5
Grade 7**



Notes: Prepared by the NCDPI Division of Accountability Services/Testing Section.
2001-02 Report of Student Performance in Writing, Grades 4 and 7

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**Table 3. North Carolina Testing Program
Annual Writing Assessment, 1996-97 to 2001-02
Percent of Students At or Above the Standard of 2.5
Grades 4 and 7**

Group	Percent of Students					Grade 4					Grade 7								
	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	
Number Tested	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	90,638	94,386	96,649	99,038	100,930	101,554	88,422	91,332	90,921	93,567	98,178	101,425	
All Students	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	48.6%	51.7%	55.2%	57.6%	68.8%	46.8%	54.9%	62.5%	70.3%	71.9%	73.2%	62.9%	
Gender																			
Female	49.4%	49.6%	50.0%	49.1%	49.1%	49.3%	56.3%	56.5%	61.9%	62.6%	73.9%	52.9%	62.6%	68.0%	77.3%	79.2%	79.8%	68.4%	
Male	50.5%	50.2%	50.0%	50.9%	50.6%	50.7%	41.1%	47.1%	48.4%	52.9%	63.9%	41.0%	47.5%	57.3%	63.6%	64.9%	66.9%	57.6%	
Ethnicity																			
American Indian	1.7%	1.5%	1.5%	1.5%	1.6%	1.7%	41.9%	38.8%	50.6%	51.5%	66.4%	42.5%	40.2%	47.6%	62.8%	59.8%	62.6%	53.8%	
Asian	1.3%	1.3%	1.4%	1.6%	1.5%	1.6%	53.2%	58.9%	59.9%	67.6%	70.9%	55.1%	58.5%	68.7%	76.5%	76.4%	82.4%	70.9%	
Black	28.6%	29.2%	29.6%	29.6%	30.1%	30.2%	36.7%	37.8%	43.2%	46.3%	56.1%	35.5%	39.2%	47.6%	58.3%	60.8%	59.3%	49.7%	
Hispanic	1.8%	2.3%	2.6%	3.1%	3.8%	4.7%	39.7%	40.5%	46.8%	48.3%	58.0%	38.9%	43.3%	53.1%	61.1%	60.8%	63.6%	53.5%	
Multi-Racial	1.2%	1.2%	1.5%	1.7%	2.1%	2.2%	51.7%	54.3%	54.7%	58.9%	69.8%	46.9%	54.6%	64.9%	70.2%	69.8%	75.1%	61.2%	
White	64.8%	63.7%	62.9%	62.1%	60.1%	59.0%	54.3%	58.7%	61.2%	63.5%	75.8%	53.3%	62.4%	69.7%	76.1%	77.9%	80.3%	70.1%	
Other	0.5%	0.4%	0.5%	0.5%	0.5%	0.6%	48.2%	51.8%	52.5%	49.4%	66.7%	44.3%	50.1%	56.3%	61.3%	65.2%	68.3%	55.5%	

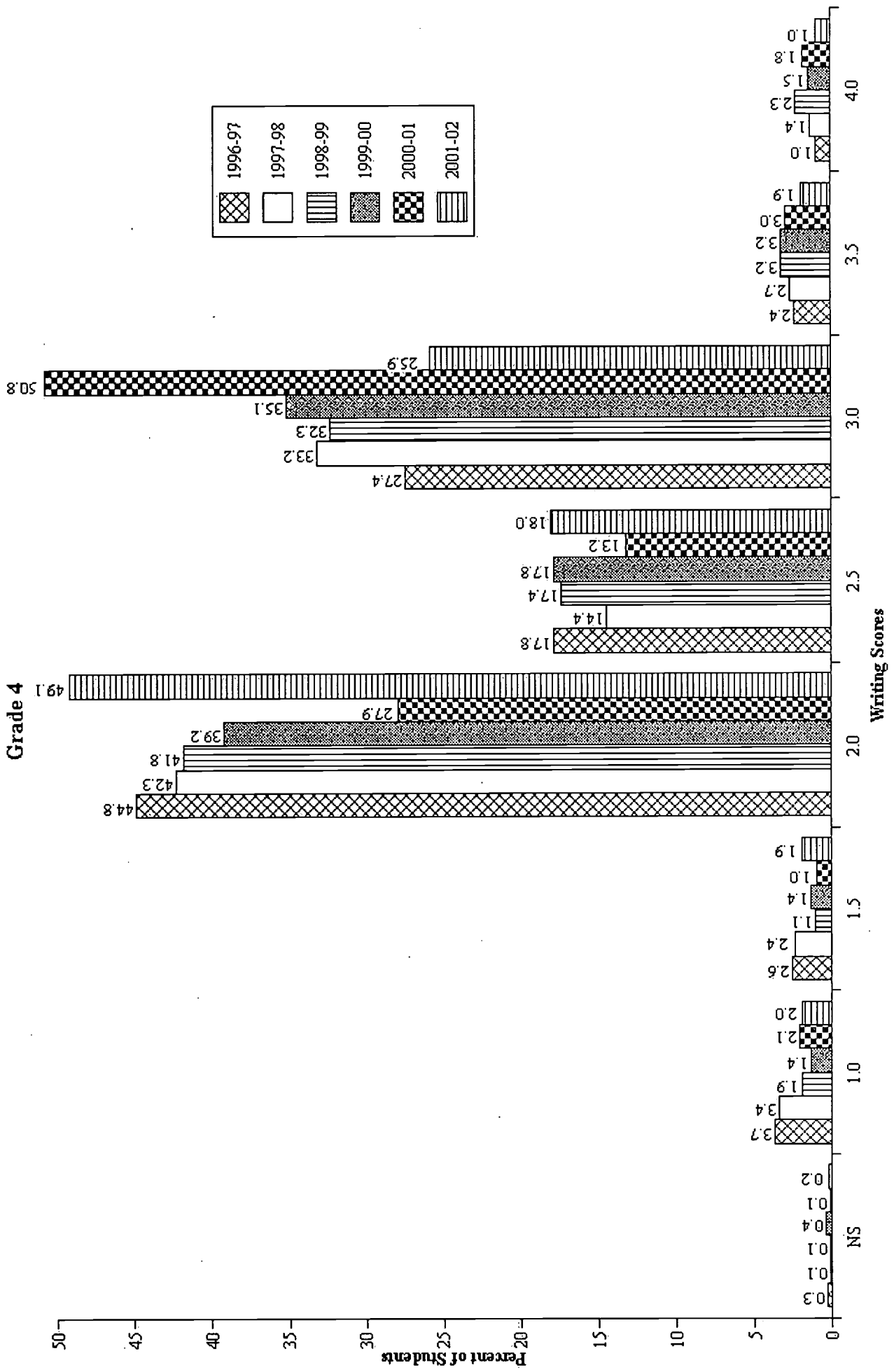
Notes: For 1996-97 through 2001-02 data, the Accountability Standard formula is the percent of students scoring at or above 2.5, i.e., the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. Due to rounding, some categories may not sum to 100%.

Percent of students is based on the number of students in fourth grade or the number of students in seventh grade.

Prepared by NCDPI Division of Accountability Services/Testing Section.

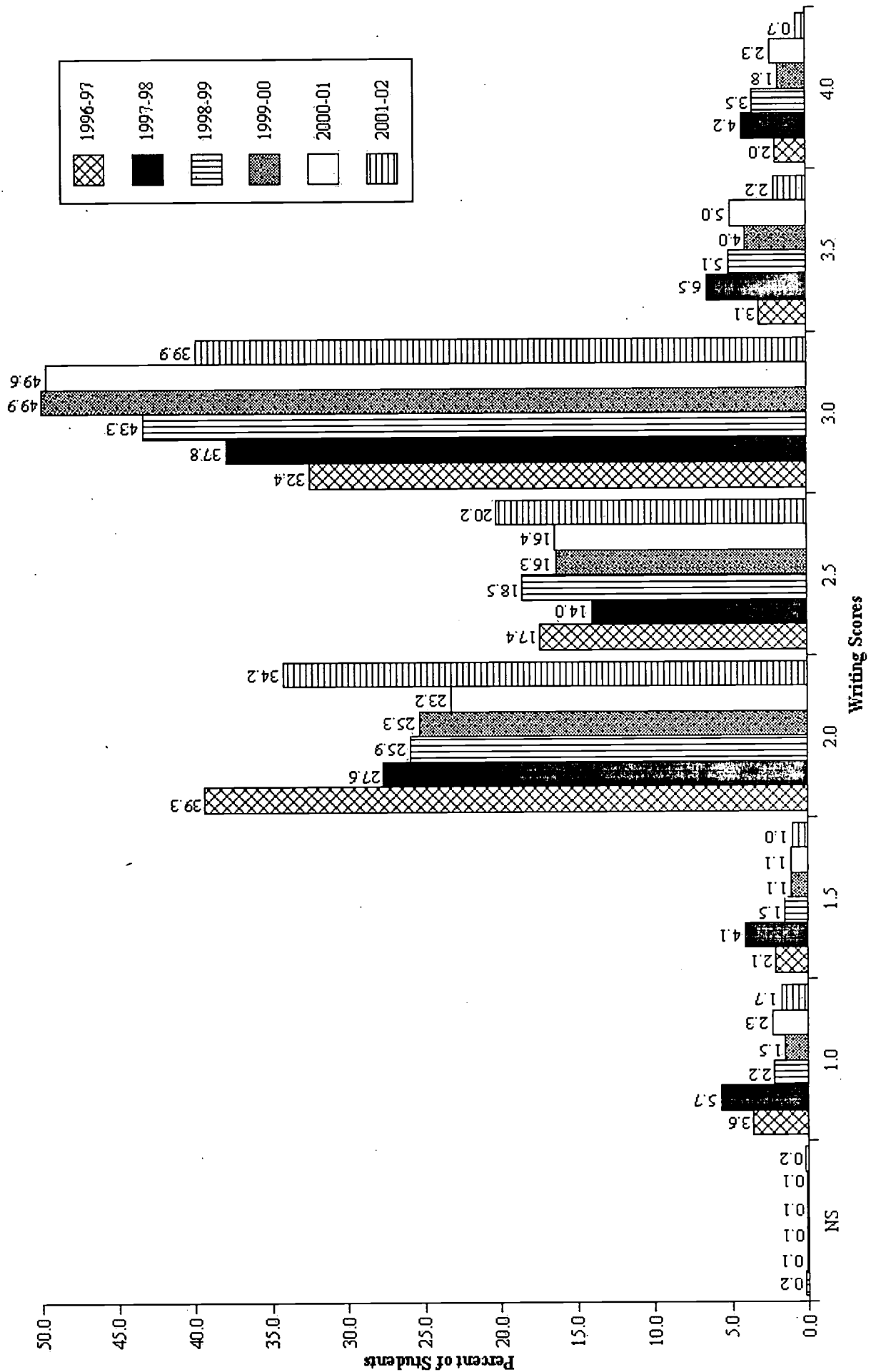
2001-02 Report of Student Performance in Writing, Grades 4 and 7

**Figure 3. North Carolina Testing Program
Annual Writing Assessment, 1996-97 to 2001-02
Distribution of Narrative Writing Scores**



Notes: Prepared by the NCDPI Division of Accountability Services/Testing Section.
2001-02 Report of Student Performance in Writing, Grades 4 and 7

**Figure 4 . North Carolina Testing Program
Annual Writing Assessment, 1996-97 to 2001-02
Distribution of Writing Scores
Grade 7**



Notes: Prepared by the NCDPI Division of Accountability Services/Testing Section.
2001-02 Report of Student Performance in Writing, Grades 4 and 7

**Table 4. North Carolina Testing Program
Annual Writing Assessment, 1996-97 to 2001-02
Distribution of Narrative Writing Scores Across Years
Grade 4**

GRADE 4	NUMBER TESTED	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE									
		4.0 N	3.5 N	3.0 N	2.5 N	2.0 N	1.5 N	1.0 N	NS N		
1996-97	90,638	1.0 927	2.4 2,145	27.4 24,836	17.8 16,158	44.8 40,610	2.6 2,335	3.7 3,322	0.3 305		
1997-98	94,386	1.4 1,327	2.7 2,530	33.2 31,357	14.4 13,622	42.3 39,933	2.4 2,310	3.4 3,236	0.1 71		
1998-99	96,649	2.3 2,207	3.2 3,101	32.3 31,246	17.4 16,774	41.8 40,353	1.1 1,035	1.9 1,809	0.1 124		
1999-00	99,038	1.5 1,501	3.2 3,189	35.1 34,729	17.8 17,661	39.2 38,789	1.4 1,386	1.4 1,406	0.4 377		
2000-01	100,930	1.8 1,842	3.0 3,063	50.8 51,835	13.2 13,465	27.9 28,720	1.0 1,030	2.1 2,226	0.1 154		
2001-02	101,554	1.0 1,062	1.9 1,977	25.9 26,265	18.0 18,265	49.1 49,898	1.9 1,929	2.0 1,999	0.2 159		

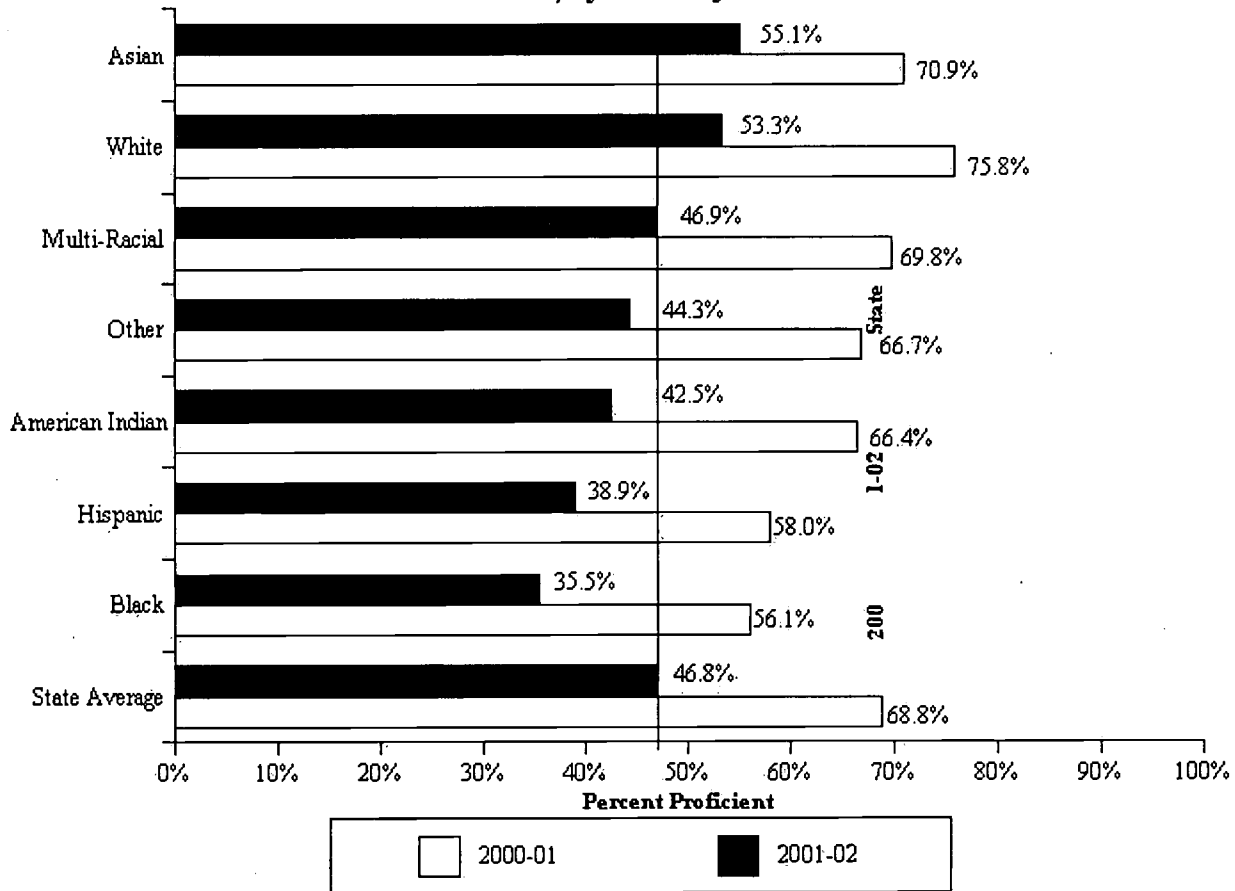
Notes: Prepared by the NCDPI Division of Accountability Services/Testing Section.
2001-02 Report of Student Performance in Writing, Grades 4 and 7

**Table 5. North Carolina Testing Program
Annual Writing Assessment, 1996-97 to 2001-02
Distribution of Writing Scores Across Years
Grade 7**

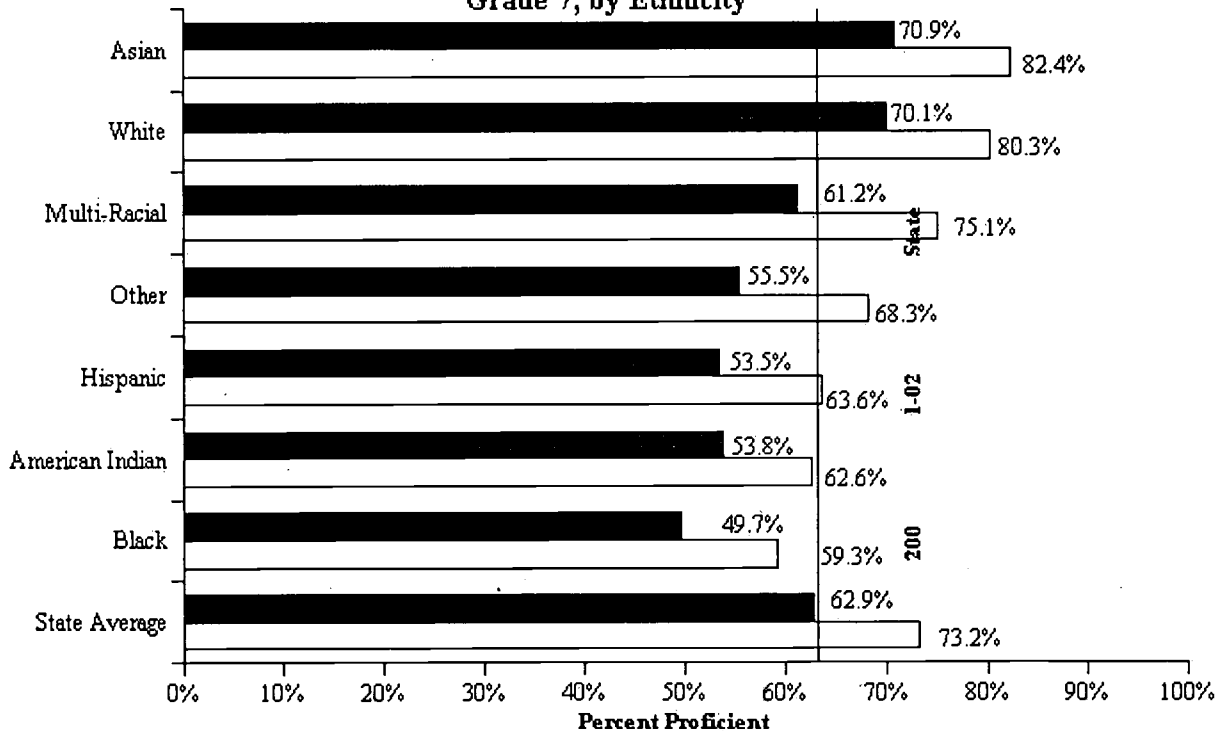
GRADE 7	NUMBER TESTED	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE									
		4.0 N	3.5 N	3.0 N	2.5 N	2.0 N	1.5 N	1.0 N	NS N		
1996-97	88,422	2.0 1,738	3.1 2,745	32.4 28,651	17.4 15,389	39.3 34,706	2.1 1,868	3.6 3,145	0.2 180		
1997-98	91,332	4.2 3,836	6.5 5,944	37.8 34,542	14.0 12,788	27.6 25,182	4.1 3,768	5.7 5,190	0.1 82		
1998-99	90,921	3.5 3,138	5.1 4,623	43.3 39,395	18.5 16,793	25.9 23,537	1.5 1,351	2.2 2,028	0.1 56		
1999-00	93,567	1.8 1,664	4.0 3,781	49.9 46,656	16.3 15,213	25.3 23,711	1.1 999	1.5 1,445	0.1 98		
2000-01	98,178	2.3 2,248	5.0 4,949	49.6 49,302	16.4 16,292	23.2 23,060	1.1 1,148	2.3 2,290	0.1 143		
2001-02	101,425	0.7 694	2.2 2,205	39.9 40,424	20.2 20,474	34.2 34,711	1.0 968	1.7 1,725	0.2 224		

Notes: Prepared by the NCDPI Division of Accountability Services/Testing Section.
2001-02 Report of Student Performance in Writing, Grades 4 and 7

**Figure 5. North Carolina Testing Program
Annual Writing Assessment, 2000-01 to 2001-02
Percent of Students Scoring At or Above the Standard of 2.5
Grade 4, by Ethnicity**



**Figure 6. North Carolina Testing Program
Annual Writing Assessment, 2000-01 to 2001-02
Percent of Students Scoring At or Above the Standard of 2.5
Grade 7, by Ethnicity**



Notes: Prepared by the NCDPI Division of Accountability Services/Testing Section.
2001-02 Report of Student Performance in Writing, Grades 4 and 7

**Table 6. North Carolina Testing Program
Annual Writing Assessment, 2001-02
State Scores of Students with Disabilities and Limited English Proficiency**

GRADE 4	NUMBER TESTED	PERCENT AT OR ABOVE										FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE					CONVENTION SCORES				
		100.0	75.0	50.0	25.0	10.0	5.0	2.5	1.5	1.0	0.5	NS	++	+	--						
All Students	101,554	100.0	46.8	1.0	1.9	25.9	18.0	49.1	1.7	1.2	2.0	0.2	70.6	20.4	9.1						
Not Exceptional	74,590	73.4	44.8	0.6	1.3	24.1	18.7	52.1	1.7	1.2	0.1	68.7	22.3	9.0							
Academically Gifted	13,142	12.9	76.5	3.9	6.5	47.1	19.0	23.1	0.3	0.1	0.0	92.8	6.3	0.9							
All Students with Disabilities	14,316	14.1	28.5	0.6	1.1	14.3	12.5	58.1	4.5	8.3	0.6	58.7	23.5	17.8							
Behaviorally-Emotionally Disabled	882	6.2	15.4	0.2	0.9	8.6	5.7	58.3	5.9	19.5	0.9	54.3	25.4	20.3							
Hearing Impaired	134	0.9	38.8	0.7	0.7	19.4	17.9	54.5	1.5	5.2	0.0	67.2	22.4	10.4							
Educable Mentally Disabled	1,218	8.5	11.9	0.2	0.3	4.9	6.5	52.4	10.3	22.7	2.6	55.1	22.8	22.1							
Specific Learning Disabled	6,841	47.8	31.1	0.7	1.4	15.6	13.4	59.6	3.8	5.1	0.4	57.5	23.5	18.9							
Speech-Language Impaired	1,520	10.6	36.0	0.3	0.5	18.1	17.0	58.2	2.9	2.9	0.1	60.1	27.0	12.9							
Visually Impaired	54	0.4	48.1	0.0	0.0	24.1	24.1	50.0	0.0	1.9	0.0	81.5	11.1	7.4							
Other Health Impaired	1,596	11.1	29.9	0.6	1.1	15.2	13.1	57.3	4.0	8.3	0.4	64.2	21.1	14.7							
Orthopedically Impaired	62	0.4	29.0	3.2	1.6	16.1	8.1	59.7	1.6	9.7	0.0	75.8	14.5	9.7							
Traumatic Brain Injured	26	0.2	26.9	0.0	0.0	11.5	11.5	61.5	0.0	11.5	0.0	69.2	19.2	11.5							
Autistic	152	1.1	21.1	0.0	2.0	11.8	7.2	50.0	7.9	19.1	2.0	70.4	18.4	11.2							
Severely/Profoundly Mentally Disabled	1	*	*	*	*	*	*	*	*	*	*	*	*	*							
Multihandicapped	11	0.1	9.1	0.0	0.0	9.1	0.0	27.3	0.0	54.5	9.1	54.5	18.2	27.3							
Deaf-Blind	0	*	*	*	*	*	*	*	*	*	*	*	*	*							
Trainable Mentally Disabled	12	0.1	0.0	0.0	0.0	0.0	0.0	16.7	8.3	58.3	16.7	33.3	25.0	41.7							
Section 504	1,807	12.6	37.8	0.8	1.6	20.6	14.8	56.1	2.6	3.2	0.4	65.9	22.6	11.5							
Limited English Proficient	2,191	2.2	29.1	0.2	0.3	14.7	14.0	63.0	2.9	3.9	1.1	49.8	30.7	19.4							
Not Served by Title I	56,076	55.2	32.2	1.4	2.6	30.0	18.2	44.6	1.4	1.6	0.1	74.4	18.2	7.4							
Schoolwide Title I Program	41,740	41.1	40.5	0.6	1.2	21.0	17.7	54.4	2.4	2.4	0.2	66.2	22.8	11.0							
Targeted Assistance	357	0.4	30.0	0.3	0.3	13.7	15.7	60.5	3.6	5.0	0.8	66.7	18.5	14.8							
Migrant	4,413	4.3	35.8	0.5	1.0	16.8	17.5	57.5	3.0	3.4	0.2	59.8	26.9	13.3							

GRADE 7	NUMBER TESTED	PERCENT AT OR ABOVE										FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE					CONVENTION SCORES				
		100.0	75.0	50.0	25.0	10.0	5.0	2.5	1.5	1.0	0.5	NS	++	+	--						
All Students	101,425	100.0	62.9	0.7	2.2	39.9	20.2	34.2	1.0	1.7	0.2	75.9	15.5	8.6							
Not Exceptional	71,717	70.7	63.6	0.4	1.5	39.7	22.0	35.4	0.5	0.5	0.1	77.0	16.1	6.9							
Academically Gifted	15,738	15.5	86.6	2.7	6.5	60.3	17.1	13.8	0.0	0.0	0.0	95.5	4.0	0.5							
All Students with Disabilities	14,297	14.1	30.9	0.1	0.5	16.3	14.0	52.8	4.6	10.6	1.2	46.1	26.1	27.8							
Behaviorally-Emotionally Disabled	1,182	8.3	18.4	0.0	0.3	9.6	8.5	55.9	6.5	17.1	2.1	45.7	26.1	28.2							
Hearing Impaired	113	0.8	35.4	0.0	0.9	17.7	16.8	58.4	1.8	4.4	0.0	51.3	23.9	24.8							
Educable Mentally Disabled	1,739	12.2	7.6	0.0	0.0	2.6	5.0	49.3	8.6	30.7	3.7	26.5	25.2	48.3							
Specific Learning Disabled	7,520	52.6	36.6	0.1	0.5	19.7	16.4	53.6	3.5	5.8	0.5	47.6	26.8	25.6							
Speech-Language Impaired	240	1.7	42.9	0.8	0.4	24.2	17.5	50.0	3.3	3.3	0.4	52.5	28.3	19.2							
Visually Impaired	48	0.3	58.3	0.0	2.1	43.8	12.5	35.4	0.0	2.1	4.2	62.5	25.0	12.5							
Other Health Impaired	1,712	12.0	35.9	0.1	0.8	18.9	16.1	52.6	4.0	7.0	0.5	56.7	24.6	18.8							
Orthopedically Impaired	41	0.3	39.0	0.0	0.0	19.5	19.5	48.8	0.0	12.2	0.0	65.9	22.0	12.2							
Traumatic Brain Injured	36	0.3	27.8	0.0	2.8	13.9	11.1	41.7	11.1	13.9	5.6	50.0	30.6	19.4							
Autistic	103	0.7	21.4	0.0	2.9	10.7	7.8	46.6	7.8	19.4	4.9	62.1	21.4	16.5							
Severely/Profoundly Mentally Disabled	0	*	*	*	*	*	*	*	*	*	*	*	*	*							
Multihandicapped	15	0.1	6.7	0.0	0.0	0.0	6.7	53.3	0.0	40.0	0.0	40.0	33.3	26.7							
Deaf-Blind	0	*	*	*	*	*	*	*	*	*	*	*	*	*							
Trainable Mentally Disabled	25	0.2	4.0	0.0	0.0	0.0	4.0	8.0	4.0	44.0	40.0	28.0	8.0	64.0							
Section 504	1,523	10.7	53.2	0.4	1.4	30.7	20.7	44.0	0.9	1.5	0.5	67.1	20.6	12.3							
Limited English Proficient	1,339	1.3	38.8	0.1	0.4	20.5	17.7	51.2	3.6	4.6	1.9	37.1	28.6	34.3							
Not Served by Title I	85,589	84.4	64.7	0.7	2.4	41.4	20.2	32.6	0.9	1.6	0.2	77.2	14.8	7.9							
Schoolwide Title I Program	14,412	14.2	53.5	0.4	1.1	31.8	20.2	42.4	1.6	2.2	0.3	68.4	19.3	12.3							
Targeted Assistance	16	0.0	43.8	0.0	0.0	25.0	18.8	37.5	6.3	0.0	12.5	18.8	56.3	25.0							
Migrant	1,497	1.5	49.0	0.1	0.9	27.3	20.7	46.9	0.9	2.7	0.5	69.8	17.7	12.5							

Notes: *No scores are reported for groups with fewer than five students. "Number Tested" totals for "All Students with Disabilities" data include all students with answer sheets coded as having a disability.
 Percent for "Behaviorally-Emotionally Disabled" through "Section 504" is based on the sum of the students in those categories. Percent for "Limited English Proficient" through "Migrant" is based on the number tested in the "All Students" category.
 The exceptional categories may not sum to "All Students" because some students did not indicate whether or not they were classified as exceptional. Students may have more than one disability but are only listed one time in the "All Students with Disabilities" section.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.
 2001-02 Report of Student Performance in Writing, Grades 4 and 7

**Table 7a. 2001-02 North Carolina Alternate Assessment Academic Inventory (NCAAI)
Statewide Performance of On-Level¹ Students in Writing**

Category	Number of Students ²	Percent of				Percent at Level III	Percent at Level IV	Percent At or Above Level III	Percent Achieving Growth	Percent Not Achieving Growth
		All Students ³	Percent at Level I	Percent at Level II	Percent at Level III					
All Students	2,457	100.0	57.5	34.7	7.3	0.5	7.9	74.4	25.6	
Gender										
Female	756	30.8	54.1	36.1	9.0	0.8	9.8	76.5	23.5	
Male	1,701	69.2	59.0	34.0	6.6	0.4	7.0	73.4	26.6	
Ethnicity										
American Indian	108	4.4	51.9	38.0	10.2	*	10.2	73.1	26.9	
Asian	19	0.8	*	*	*	*	*	*	*	
Black	1,250	50.9	55.0	35.9	8.5	0.6	9.0	74.4	25.6	
Hispanic	110	4.5	60.0	35.5	4.5	*	4.5	77.3	22.7	
Multi-Racial	27	1.1	*	*	*	*	*	*	*	
White	941	38.3	60.6	32.9	5.8	0.6	6.5	74.3	25.7	
Other	1	0.0	*	*	*	*	*	*	*	
Not Exceptional ⁴	5	0.2	*	*	*	*	*	*	*	
All Students with Disabilities	2,456	100.0	57.5	34.7	7.3	0.5	7.9	74.4	25.6	
Behaviorally-Emotionally Disabled	119	4.8	50.4	39.5	9.2	0.8	10.1	74.8	25.2	
Hearing Impaired	19	0.8	*	*	*	*	*	*	*	
Educable Mentally Disabled	1,400	57.0	59.1	34.1	6.5	0.3	6.8	74.5	25.5	
Specific Learning Disabled ⁴	501	20.4	44.5	42.5	12.4	0.6	13.0	82.8	17.2	
LD Reading	623	25.4	49.9	37.6	12.0	0.5	12.5	80.9	19.1	
LD Mathematics	451	18.4	51.4	38.4	9.5	0.7	10.2	82.7	17.3	
LD Written Expression	637	25.9	48.7	39.1	11.8	0.5	12.2	81.9	18.1	
LD Other	15	0.6	*	*	*	*	*	*	*	
Speech-Language Impaired	10	0.4	*	*	*	*	*	*	*	
Visually Impaired	7	0.3	*	*	*	*	*	*	*	
Other Health Impaired	178	7.2	56.2	37.1	5.6	1.1	6.7	78.1	21.9	
Orthopedically Impaired	13	0.5	*	*	*	*	*	*	*	
Traumatic Brain Injured	11	0.4	*	*	*	*	*	*	*	
Autistic	69	2.8	76.8	21.7	1.4	*	1.4	52.2	47.8	
Severely/Profoundly Mentally Disabled	1	0.0	*	*	*	*	*	*	*	
Multihandicapped	38	1.5	76.3	23.7	*	*	*	55.3	44.7	
Trainable Mentally Disabled	86	3.5	88.4	11.6	*	*	*	41.9	58.1	
Section 504	4	0.2	*	*	*	*	*	*	*	
Limited English Proficient	45	1.8	62.2	35.6	2.2	*	2.2	82.2	17.8	
Not Served by Title I	1,184	48.2	62.0	32.1	5.7	0.2	5.9	73.7	26.3	
Schoolwide Title I Program	1,210	49.2	52.3	37.9	8.9	0.9	9.8	76.0	24.0	
Targeted Assistance	46	1.9	67.4	23.9	8.7	*	8.7	56.5	43.5	
Migrant	21	0.9	*	*	*	*	*	*	*	
Grade										
4	1,505	61.3	55.1	36.3	8.0	0.5	8.5	76.9	23.1	
7	952	38.7	61.1	32.0	6.3	0.5	6.8	70.3	29.7	

Notes: ¹On-level students are assessed at their assigned grade level.

²Number of on-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

³"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

⁴Inconsistencies in numbers reported are due to errors in coding on student answer sheets.

*Data are not reported for categories with fewer than thirty students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

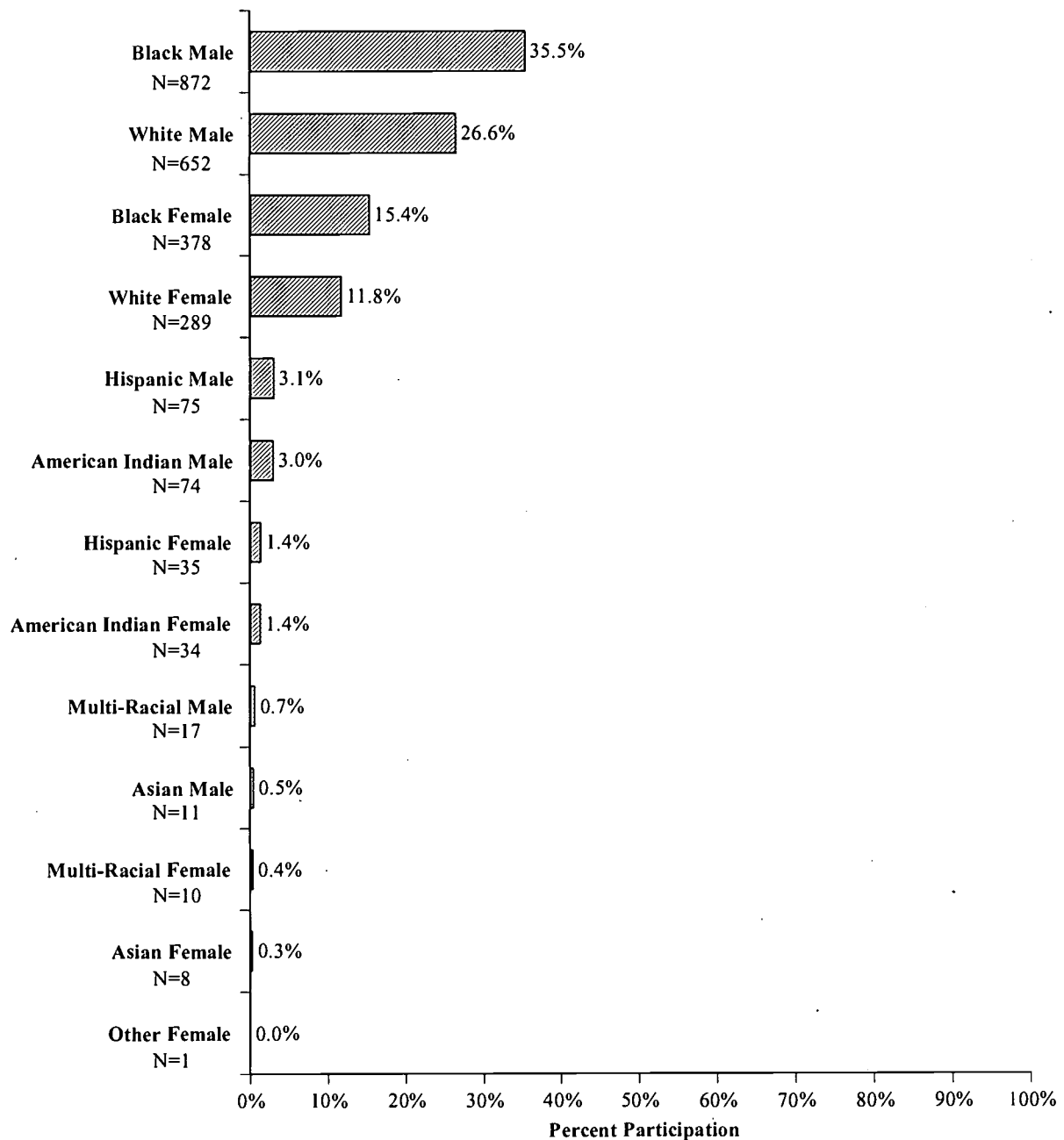
The total of "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grades 4 and 7

**Figure 7b. 2001-02 North Carolina Alternate Assessment Academic Inventory (NCAAAI)
Student Participation in On-Level¹ Writing
By Gender and Ethnicity**



Notes: ¹For the NCAAAI, students participate at or below the assigned grade level. On-level students are assessed at their assigned grade level.

Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grades 4 and 7.

2001-02

North Carolina

Writing Assessment

Grades 4 and 7

Copies of the Grades 4 and 7

Sample Student Responses

The following pages provide copies of sample student responses from grades 4 and 7. The score point for each response and an annotation explaining the score are provided on each composition.

**Grade 4 Narrative
Composition
Focused Holistic
Score Scale**

Score Point 4 - The response exhibits a strong command of narrative writing. The response is focused and has an effective sequencing of events and a clear progression of ideas. The writer provides specific, relevant details to support ideas. The composition is unified and well elaborated. The writer's organization provides a clear strategy or controlled plan; the composition progresses logically and has a sense of overall completeness.

Score Point 3 - The response exhibits a reasonable command of narrative writing. The response is focused and establishes progression of ideas and events although minor lapses in focus and progression may be present. The composition contains elaboration and support in the form of specific details. The composition may have minor weaknesses in coherence. The writer's organization provides a reasonable sense of logical progression and overall completeness.

Score Point 2 - The response exhibits a weak command of narrative writing. The response exhibits some progression of ideas and events and provides some elaboration and support. The elaboration is relevant but may be flawed. The composition may not be evenly elaborated, having a list-like quality with concrete supporting details. The composition may have little connection between a controlling idea and supporting details relevant to development.

Score Point 1 - The response exhibits a lack of command of narrative writing. There is evidence that the writer has read the prompt and attempted to respond to it. The writer may attempt to support ideas, but there may be no sense of strategy or control, or the writer may exhibit skeletal control but the response is too sparse to be scored higher than a "1." The response may not sustain focus on the topic, may lack clarity, and/or may have an inappropriate strategy.

NS - This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatement of the prompt, and responses that are off topic or incoherent. The Scoring Director must approve the use of "NS."

Write the final copy of your story here.

The best day I had at school was the day I hit a homerun in gym. And when I get up to hit again I hit another homerun. Then I was asked to hit again so I did, And I hit was a homerun.

Score Point 1:

The writer has seen the prompt and attempts to respond. The narrative introduces the topic and lists one event that is repeated (“...I hit a homerun...to hit again I hit another homerun.”). The response is too sparse to be scored higher than a “1.”

Write the final copy of your story here.

When I was at Creek. We had field day. First we had these contests our class had to do for these ribbons. Then we get with our class and we listen for our class to be called. We won five ribbons. Then we had a contest for a yellow ribbon. It was tug of war.

Then we had a picnic and talk about what we was going to do. Then we go in and change in to what we was getting wet in. Then the third and us go back out side and have field day. We play in centers outside we got tattos, play with water and other things. We stayed out for three hours. We went in and changed in to dry clothes.

The last thing we did was watch a movie. We ate popcorn and clean out our desk. We packed up we didn't have no home work. We didn't have to work. We got to play.

Score Point 2:

The response exhibits some progression of ideas and events ("First we had these contests... Then we get..."), but the events are presented in a list-like fashion.

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The Best School Day Ever!

Do you remember when you met your very first best friend? I sure do. That was the best school day ever.

A couple of years ago I hastily walked in my 1st grade class. I was very nervous. When I sat down the little girl sitting next to me was very friendly to me. She said "Hi! My name is Rachel." I was too nervous to say anything.

After a few hours Rachel asked me why I didn't say anything to her. I still said nothing. She said "Well recess is in 5 minutes would you ah, ah, ah like to play with me?" With great excitement I said "I'd love to." That was a relief to know someone liked me. Rachel and I ran out. We played on the monkey bars, the slide, and we played tag. I had so much fun. Rachel and I were inseparable. We ate lunch together and talked about B.S.B., Bessie, and how much fun we were having with one another. After we ate we had the giggle. We felt like we were sisters.

Soon it was time to go home. We helped one another get packed up and we said to each other "I'll see you tomorrow."

And till this very day Rachel and I are still best friends. That day was the best school day that I have ever had.

Score Point 3:

The response is focused on meeting a best friend and establishes a progression of ideas and events ("...A couple of years ago...When I sat down...After a few hours..."). Specific details are present ("too nervous to say anything...recess is in 5 minutes...") and the writer's organization provides a reasonable sense of overall completeness.

Write the final copy of your story here.

When I think back on my school days at Shady
I will always remember the great day I had
on field day, May 20, 2001. The day I became
the tri-cycle race champion.

It all began when my mom dropped me off
that morning. I was so excited and eager to get to
my classroom. I could not wait to get to my room
and show off my new glow in the dark camouflage
canteen. My mom filled it with ice cold homemade
lemonade. As the students began arriving with
their beach towels and water bottles the
excitement grew as we anticipated a fun filled
day.

Before long we lined up to head outside. The
first station we were signed up to go to was the
musical trash cans. As "wipe out" was blaring
on the loud speakers, we walked as fast as we
could to find a trash can to plop into when the
music suddenly stopped. I didn't realize the
cans were filled with ice cold water until it was
too late. I was soaked from head to toe.
Boy, it felt good! Before I knew it we were
lined up in alphabetical order to do the home
run derby. As I waited my turn, my hands
began to sweat because I was so nervous.
I wasn't sure I could even grasp the bat

firm enough to hit the ball a feet. Sure enough when it was my turn I struck out. I told myself not to worry because my favorite event was next.

At last we were at the tricycle race. I knew I would be racing against the previous year champion, Michael. As I gripped the handle bars my knees began knocking and my heart was pounding. Suddenly the whistle was blowing. The race had begun. I was peddling as fast as I could when out of the blue my tricycle flipped in the air and I was hurled into the air for what seemed like an eternity. When I hit the ground I realized I had landed and the red, white and blue finish line. I fell to my knees and began to cry with joy.

Looking back this was one of the greatest memories I have. I still have the trophy in my room beside my bed. This really was a great day at school.

Score Point 4:

The response is focused on a field day and provides a logical sequence of events ("...It all began...As the students began arriving...Before long..."). The writer includes specific, relevant details to support ideas ("new glow in the dark camouflage canteen...ice cold homemade lemonade...cans were filled with ice cold water..."). The response has a sense of overall completeness.

**Grade 7 Narrative
Composition
Focused Holistic
Score Scale**

Score Point 4 - The response exhibits a strong command of expository writing. The writer has focused on the subject matter and has provided specific, relevant reasons and details to support reasons as a means of elaboration. The writer's organization provides a clear strategy or controlled plan with a clear sense of logical progression and overall completeness. The composition is coherent.

Score Point 3 - The response exhibits a reasonable command of expository writing. The writer has focused on the subject matter and given reasons to support the main idea. Some responses contain a few well-elaborated reasons or more reasons with less elaboration. The writer's organization provides a reasonable sense of logical progression. The response is generally coherent and complete overall, although minor weaknesses are present.

Score Point 2 - The response exhibits a weak command of expository writing. The writer has focused on the subject matter and given at least one or two reasons or else a list of reasons with little or no elaboration. These responses may be poorly organized and may not establish a logical progression, but some sense of strategy exists. Some responses introduce reasons and ideas which are not explained or related to the subject matter, causing the reader to have to make inferences.

Score Point 1 - The response exhibits a lack of command of expository writing. There is evidence that the writer has seen and attempted to respond to the prompt. However, the response may not sustain focus on the topic. The writer may attempt to support ideas, but there may be no sense of strategy or control. Many responses exhibit skeletal control but the response is too sparse to be scored higher than a "1."

NS - This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatement of the prompt, and responses that are off topic or incoherent. The Scoring Director must approve the use of "NS."

Write the final copy of your composition here.

My most favorite person in the world is Michel Jordan.
I admire him because he played basket ball really well. He rich plus he has a house. He even has a family.
He played football really well. But he couldn't play baseball really good.

Score Point 1:

The writer selects Michael Jordan and provides several unelaborated reasons. There is no sense of strategy or control.

Put the final copy of your composition here.

The person that I admire the most is my sister Angelica. Angelica is seven-teen years old. I admire her the most because she always helps me with my homework when my parents aren't home and helps me with my personal and school problems. She babysits me when my mom is at work and cares for me. She's the best friend I never had. She's also trustworthy and kind. She understands me and the way I feel all the time. We've been friends since we were little and I don't ever want to end my friendship with her. The most thing that I admire the most about her is that she's very brave and never gives up on anything. She always does her best and maintains a 4.0. I admire my sister very much. When I grow up I want to be just like her. I will always love her too, no matter what!

Score Point 2:

The writer selects "my sister, Angelica" and provides a list of reasons with little or no elaboration.

The person I admired most met up with retirement and now he's toast. I don't mean to brag or boast, but Michael Jordan is who I admired most. I admire Jordan because he never gave up in life, he was a loving person, and he did no drugs. In the following paragraphs I will elaborately explain why I admire him the most.

One of the first reasons why I admire Jordan is because he never gave up in life. Growing up he didn't have very much but he had confidence in his self. After a long time of trying Jordan entered the N.B.A. and won the Bulls 5 National Championships because he kept trying. When his Dad was murdered he kept on going. The reason I admire him for this is because it teaches everyone else not to quit and to keep trying.

Secondly, I admire him because he cared for everyone. During his magnificent career he took time off to see his family. Out of his millions he would frantically give money to charities and start major funds. This shows he cared. I think that someone that has a quality to give money to others and love everyone like he did should be admired at least in one way.

The last quality in Jordan was he didn't do drugs. A person who does drugs is usually not admired by anyone. Jordan didn't do drugs

though. He was smart he knew they would ruin his life. He also knew it would damage his health. By doing drugs it makes other people do it, but Jordan didn't do that. He was smart not to do drugs.

Now that Jordan has retired from the game of Basketball he probably won't be admired much, but I will admire him. He never gave up, he cared for everyone, and he didn't do drugs. Those are some good reasons why I admire Michael Jordan. One last time. He fades he shoots and the Bulls have won again. I admire you Michael Jordan.

Score Point 3:

The writer selects Michael Jordan and provides three reasons (“...never gave up...cared for everyone...didn't do drugs...”) with some specific elaboration. The writer's organization provides a reasonable sense of logical progression.

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When I think of an admirable person, I think about my mom. She is a hardworker, caring, and she takes me places.

My mom is a very hardworker, she works as hard as she can for me and my family everyday. One thing she does is clean the house and my close. This is not an easy thing to. With three kids and a husband who acts like one her responsibilities are endless. Every time she gets a load of laundry complete, there's always another pile. In addition to cleaning my mom cooks for us almost every night. She could easily just order pizza or have sandwiches, but she always cooks us baked chicken, or steak and we have spaghetti at least once a week. It's not easy cooking for three picky eaters like me and my sisters. Finally my mom takes care of us. One of us is always feeling bad or sick. She always gives us medicine and comforts us until we feel better. For example; One time I came down with the flu and had to stay home from school. My mom had planned on going shopping with her friend but she stayed home with me. My mom works extremely hard.

Besides working hard, my mom is a very caring person. She will do what ever she can to help people. She is very caring towards me. She tries very hard to make me and my sisters happy, but in doing that she makes a lot of sacrifices. For example, Once I was on an AAU basketball team. We traveled all across

The state every weekend to play in tournaments. My mom gave up all her weekends for a year just to come see me play. She didn't miss a game. In addition to caring for me my mom is nice to others. She volunteers for the PTA and always helps out on fundraisers. When there is someone to be helped my mom is helping. For example, if the school was having a doughnut sale to help raise money my mom would be in there doing what she can as fast as you can snap your fingers. My mother is a very caring person.

After all the stuff my mother does she still finds time to "taxi" us all over town for various reasons. Rather for a basketball game or my sisters volleyball. She's the one taking us. We are always going to parties, and who's the one picking us up at eleven, when she'd rather be in bed my mom. What ever the reason, whether she wants to or not my mom takes us where we need to be. My sister gets her license January, and we hope that will take some of the stress of of her. But my mom will still be taking us everywhere when my sister can't.

My mom is a person I admire because she works hard, is caring, and she takes me places.

Score Point 4:

The writer selects "mom" and the response is focused, organized, and provides three clear reasons ("...a very hard worker...very caring...takes me places..."). The writer provides a clear strategy, ideas progress logically, and the composition is complete overall.

2001-02

North Carolina

Writing Assessment

Grades 4 and 7

Regional by LEA Performance

Tables 8 through 13 provide the number of students tested, percentage of students at each score point, and the percentage scoring at or above the standard of 2.5 for each of the LEAs by region (former six Technical Assistance Centers configurations). Performance by ethnicity is also provided for each LEA.

**Table 8. North Carolina Testing Program, Annual Writing Assessment, 2001-02, Grade 4,
Percent of Students Scoring At or Above 2.5, by LEA**

State	Percent	2002 LEA Performance
	100	Quest Academy**
	...	
	92	Magellan**
	...	
	87	Mountain Community**
	...	
	83	Francine Delany**
	82	Vance Charter**
	...	
	75	Lincoln Charter**
	...	
	73	Cape Fear Center**
	...	
	71	Yancey
	70	Metrolina**
2001 State	69	Surry
	68	Avery
	67	Millennium**
	...	
	65	C.G. Woodson**, Greensboro Academy**, Summit Charter**
	64	Chapel Hill-Carrboro City
	63	Brevard Academy**, Lincoln
	62	Buncombe
	61	Asheville City, Chatham Charter**, Elkin City, Moore, River Mill Charter**
	60	Bridges**, Kings Mountain City
	59	Gaston, Iredell-Statesville, Newton Conover City
	58	Transylvania
2000 State	57	Jackson
	56	Alamance-Burlington, Cherokee, Phoenix Academy**
1999 State	55	Stokes, Union
	54	Alexander, Caswell, Chatham, New Hanover, Orange, Roanoke Rapids City, Rowan Academy**, Wake
	...	
1995 State	53	Arapahoe**, Guilford, Kannapolis City
1996, 1998 State	52	Alleghany, Burke, Evergreen Community**, Watauga
	51	Davidson, Forsyth Academies**, Hickory City, Pamlico, Polk
	50	Cabarrus, Clinton City, Davie, Durham, Piedmont Community**
1997 State	49	Catawba, Duplin, Franklin Academy**, Lee, Pender, Scotland
	48	Currituck, Hoke, Mitchell
2002 State	47	Anson, Ashe, Asheboro City, Charlotte/Mecklenburg, Cleveland, Hyde, Tiller School**, Winston-Salem/Forsyth
	46	Carteret, Columbus, Northeast Raleigh**
	45	Maureen Joy**, Rutherford, Wilkes
	44	Beaufort, Lenoir, Macon
	43	Caldwell, Craven, Shelby City, Tyrrell
	42	Cumberland, Granville, Johnston, Jones, Randolph
	41	ArtSpace Charter**, Brunswick, Henderson, Nash-Rocky Mount, Robeson, Thomasville City, Wilson
	40	Camden, Harnett, Lexington City, Onslow, Rowan-Salisbury, Stanly
	39	Graham, Mount Airy City, Richmond, Yadkin
	38	Mooreville City, Wayne
	37	Franklin
	36	Carter Community**, Rockingham, Union Academy**, Whiteville City
1994 State	35	Elizabeth City/Pasquotank, Gates, Halifax, Haywood, McDowell, Person, Pitt, Sugar Creek**
	34	Englemann**, Madison
	33	Bladen, Dare, East Wake Academy**, Sampson
	32	Bertie, S.B. Howard**
	31	Success Institute**
	30	Hertford, Northampton, Sterling Montessori**
	29	Washington Montessori**
	28	Clay, Haliwa-Saponi Tribal**, Rocky Mt Charter Public**, Swain, Vance
	27	Community Charter**
	26	Weldon City
	25	Montgomery, Orange Co. Charter**, STARS**
1993 State	24	American Renaissance**, Greene, Guilford SABIS**
	23	Edgecombe, Martin, Warren
	22	Washington
	...	
	20	Grandfather Academy**
	19	Edenton/Chowan
	18	Bethel Hill**, Omuteko Gwamaziima**
	17	Perquimans, Research Triangle**
	...	
	14	Hope Elementary**, The Learning Center**
	...	
	10	SPARC Academy**
	9	Turning Point**
	8	Children's Village Academy**, Village Charter**
	...	
	5	PreEminent**
	4	Healthy Start**
	3	Clover Garden**
	...	
	0	East Winston Primary**, Quality Education**, Stanly Co. Community**
	*	Crossnore Academy**, Woods Charter**

Notes: *Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

A narrative writing prompt is administered each year. The percent of students scoring 2.5 or better is determined by using the Accountability Standard formula, which is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested, rounded to the nearest whole number.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grades 4 and 7

**Table 9. North Carolina Testing Program, Annual Writing Assessment, 2001-02, Grade 7,
Percent of Students Scoring At or Above 2.5, by LEA**

State	Percent	2002 LEA Performance
	93	Mount Airy City
	89	Ashe
	87	Lake Norman**
	86	Avery
	83	Transylvania
	82	Hickory City
	80	Catawba, Newton Conover City
	79	Watauga
	77	Davie, Union
	76	Chapel Hill-Carrboro City, Stokes
	75	Iredell-Statesville
	74	Bladen, Brevard Academy**, Burke, Cabarrus, Caswell, Chatham, Cherokee, Gates, Yancey
2001 State	73	Buncombe, Moore, Surry
2000 State	72	Camden, Davidson, Mooresville City
	71	Clinton City, Gaston, Graham, Harnett
1999 State	70	Cleveland, Currituck, Dare, Lincoln, Magellan**
	69	Elkin City, Lee, Rockingham
	68	Stanly, Wilkes
	67	American Ren. Middle**, Bridges**, Francine Delany**, Henderson, Kings Mountain City, Metrolina**, River Mill Charter**, Winston-Salem/Forsyth
	66	Caldwell, Downtown Middle**, Duplin, Exploris**, Guilford SABIS**
	65	Johnston, New Hanover, Onslow, Pamlico, Pender, Wayne
1998,2002 State	64	Alamance-Burlington, Macon, Pitt, Polk, Wake
	63	Guilford, McDowell, Mountain Community**, Randolph
	62	Asheville City, Mitchell, Nash-Rocky Mount, Swain
	61	Alexander, Charlotte/Mecklenburg, Jones, Rutherford
1996 State	60	Alleghany, Brunswick, Granville, Madison
	59	Craven, Roanoke Rapids City, S.B. Howard**, Whiteville City
	58	Haywood, Jackson, Shelby City, Wilson
	57	Carteret, Franklin Academy**, Orange, Yadkin
	56	Asheboro City, Montgomery, Rowan-Salisbury
1997 State	55	Beaufort, Cumberland
	54	Hoke, Robeson, Sampson
	53	Halifax, Quest Academy**, Richmond
	52	Elizabeth City/Pasquotank, Greensboro Academy**, Thomasville City
	51	Kannapolis City, Person, Scotland
	50	Clover Garden**, Evergreen Community**, Lenoir, Omuteko Gwamazii**
	49	Columbus
	48	Clay, Franklin
	47	Edgecombe, Kestrel Heights**
	46	Anson, Bertie, Durham, Edenton/Chowan
	45	Greene
	44	MAST**
	43	Vance Charter**, Washington
	42	East Wake Academy**, Martin
	41	Perquimans
	40	Northeast Raleigh**, Weldon City
	39	Arapahoe**, Rocky Mt Charter Public**, Turning Point**
	38	Lincoln Charter**, Warren
	37	Lexington City
	36	Sterling Montessori**, Thomas Jefferson**
	33	Northampton
	31	Bethany Community**, Vance
	29	C.G. Woodson**, Provisions Academy**, Tyrrell
	27	Sugar Creek**
	26	Forsyth Academies**, Orange Co. Charter**
	24	Chatham Charter**, Hertford, Hyde
	22	Carter Community**, Summit Charter**
	20	Imani Institute**
	17	CIS Academy**, Kennedy Charter**
	14	Alpha Academy**
	10	Village Charter**
	8	Woods Charter**
	4	SPARC Academy**
	0	Grandfather Academy**, Lakeside School**, Quality Education**, Success Academy**
	*	Crossnore Academy**

Notes: *Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

An expository or descriptive writing prompt is administered each year. The percent of students scoring 2.5 or better is determined by using the Accountability Standard formula, which is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested, rounded to the nearest whole number.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grades 4 and 7

**Table 10a. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA**

Western Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES			
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+	--	
State	101,554	46.8	1.0	1.9	25.9	18.0	49.1	1.9	2.0	0.2	70.6	20.4	9.1	
Western Region	7,352	49.3	1.8	2.0	28.0	17.5	46.4	2.1	2.1	0.1	66.2	22.3	11.6	
Buncombe	1,873	61.7	3.4	2.6	35.6	20.2	36.3	0.5	1.3	0.2	75.3	18.4	6.4	
Asheville City	261	61.3	2.7	0.4	36.8	21.5	36.4	1.1	1.1	0.0	65.9	30.7	3.4	
Cherokee	290	55.9	1.0	1.0	28.3	25.5	44.1	0.0	0.0	0.0	62.1	26.2	11.7	
Clay	99	28.3	4.0	0.0	19.2	5.1	55.6	4.0	12.1	0.0	57.6	34.3	8.1	
Graham	92	39.1	1.1	4.3	13.0	20.7	51.1	6.5	2.2	1.1	16.3	54.3	29.3	
Haywood	622	35.0	0.5	1.3	15.8	17.5	61.3	2.6	1.1	0.0	67.5	22.7	9.8	
Henderson	877	40.9	0.7	1.4	29.0	9.9	53.7	1.6	3.5	0.2	71.4	19.7	8.9	
Jackson	269	56.5	0.0	1.5	34.2	20.8	41.6	0.0	1.9	0.0	74.3	20.1	5.6	
Macon	308	43.5	1.3	2.6	21.4	18.2	50.6	4.2	1.3	0.3	56.8	28.9	14.3	
Madison	199	33.7	1.5	0.5	20.6	11.1	62.3	2.5	1.5	0.0	58.8	16.6	24.6	
McDowell	505	34.5	0.6	0.8	20.4	12.7	56.0	3.6	5.7	0.2	45.3	28.7	25.9	
Mitchell	178	47.8	0.6	5.1	16.3	25.8	43.8	7.3	1.1	0.0	25.3	40.4	34.3	
Polk	181	51.4	0.0	1.1	35.4	14.9	48.1	0.0	0.6	0.0	85.1	13.3	1.7	
Rutherford	844	44.8	1.3	2.8	21.9	18.7	49.3	4.3	1.7	0.0	62.8	19.4	17.8	
Swain	145	28.3	2.1	1.4	14.5	10.3	55.2	11.0	5.5	0.0	46.2	44.1	9.7	
Transylvania	329	58.4	3.6	2.7	38.9	13.1	39.8	0.3	1.5	0.0	78.1	15.2	6.7	
Yancey	171	71.3	2.3	3.5	35.1	30.4	27.5	1.2	0.0	0.0	78.9	15.8	5.3	
ArtSpace Charter**	17	41.2	5.9	0.0	17.6	17.6	52.9	0.0	5.9	0.0	82.4	11.8	5.9	
Francine Delany**	12	83.3	0.0	0.0	75.0	8.3	16.7	0.0	0.0	0.0	75.0	16.7	8.3	
Evergreen Community**	25	52.0	0.0	0.0	48.0	4.0	48.0	0.0	0.0	0.0	72.0	16.0	12.0	
The Learning Center**	7	14.3	0.0	0.0	0.0	14.3	85.7	0.0	0.0	0.0	28.6	0.0	71.4	
Mountain Community**	15	86.7	6.7	0.0	53.3	26.7	13.3	0.0	0.0	0.0	46.7	26.7	26.7	
Sunmit Charter**	17	64.7	0.0	0.0	29.4	35.3	29.4	0.0	5.9	0.0	70.6	17.6	11.8	
Brevard Academy**	16	62.5	0.0	0.0	37.5	25.0	37.5	0.0	0.0	0.0	81.3	12.5	6.3	

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.

*Data not reported where Number Tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

The numbers have been rounded to the nearest tenth.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grades 4 and 7

**Table 10b. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA**

Northwest Region

	NUMBER TESTED	2.5 or above †	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							CONVENTION SCORES			
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+	--
State	101,554	46.8	1.0	1.9	25.9	18.0	49.1	1.9	2.0	0.2	70.6	20.4	9.1
Northwest Region	16,045	50.0	1.2	1.8	28.7	18.3	47.3	1.1	1.5	0.1	74.1	19.2	6.7
Alexander	457	54.3	1.1	1.8	33.7	17.7	42.7	1.1	2.0	0.0	72.6	20.6	6.8
Alleghany	126	51.6	0.0	0.8	29.4	21.4	46.8	0.8	0.8	0.0	63.5	22.2	14.3
Ashe	234	47.0	2.6	2.1	24.4	17.9	42.7	6.4	3.8	0.0	44.9	35.0	20.1
Avery	201	68.2	1.5	2.0	46.8	17.9	31.8	0.0	0.0	0.0	79.1	13.4	7.5
Burke	1,099	51.7	2.6	2.5	27.2	19.4	46.1	0.5	1.6	0.1	80.7	15.6	3.7
Caldwell	1,011	43.0	0.8	1.7	22.6	18.0	55.1	0.8	1.1	0.0	69.3	20.7	10.0
Catawba	1,348	49.1	1.2	1.4	25.1	21.4	48.1	1.6	1.2	0.0	74.9	18.4	6.8
Hickory City	320	50.9	0.6	4.4	32.5	13.4	47.8	0.6	0.6	0.0	78.4	15.3	6.3
Newton Conover City	198	58.6	2.5	2.5	32.3	21.2	39.4	0.0	2.0	0.0	78.3	20.7	1.0
Davidson	1,547	51.4	0.7	1.6	30.3	18.9	45.3	1.0	2.0	0.3	71.7	22.8	5.6
Lexington City	237	39.7	0.4	0.4	16.5	22.4	58.2	0.8	1.3	0.0	78.9	14.8	6.3
Thomasville City	199	41.2	0.0	1.5	19.6	20.1	53.8	1.0	4.0	0.0	62.3	26.6	11.1
Davie	487	49.5	1.2	1.2	24.8	22.2	43.3	3.9	3.1	0.2	60.6	29.4	10.1
Winston-Salem/Forsyth	3,532	47.2	0.9	1.8	28.1	16.4	51.1	0.8	0.7	0.2	79.6	15.3	5.0
Iredell-Statesville	1,515	58.6	0.7	1.6	34.5	21.9	39.2	0.7	1.3	0.2	74.1	20.0	5.9
Mooreville City	356	38.2	1.1	0.6	22.8	13.8	56.5	2.0	3.4	0.0	69.4	21.1	9.6
Stokes	563	54.5	0.7	1.2	33.4	19.2	43.0	1.2	1.2	0.0	78.5	19.0	2.5
Surry	606	68.6	3.3	3.3	42.9	19.1	30.2	0.3	0.8	0.0	81.2	14.0	4.8
Elkin City	72	61.1	0.0	1.4	43.1	16.7	38.9	0.0	0.0	0.0	90.3	6.9	2.8
Mount Airy City	130	38.5	0.8	4.6	15.4	17.7	60.8	0.0	0.8	0.0	63.8	26.9	9.2
Watauga	344	52.0	2.9	2.3	39.2	7.6	46.5	1.2	0.3	0.0	76.2	15.7	8.1
Wilkes	751	44.7	2.3	1.6	25.2	15.7	51.1	2.0	2.0	0.1	63.5	25.3	11.2
Yadkin	454	39.0	0.0	0.7	19.4	18.9	56.8	2.0	2.0	0.2	66.3	25.1	8.6
Grandfather Academy**	5	20.0	0.0	0.0	20.0	0.0	40.0	0.0	40.0	0.0	60.0	20.0	20.0
Crossnore Academy**	4	*	*	*	*	*	*	*	*	*	*	*	*
Englemann**	32	34.4	0.0	0.0	21.9	12.5	56.3	0.0	9.4	0.0	50.0	21.9	28.1
Quality Education**	17	0.0	0.0	0.0	0.0	0.0	88.2	0.0	11.8	0.0	35.3	35.3	29.4
C.G. Woodson**	31	64.5	0.0	0.0	45.2	19.4	35.5	0.0	0.0	0.0	83.9	12.9	3.2
East Winston Primary**	11	0.0	0.0	0.0	0.0	0.0	100.0	0.0	-0.0	0.0	81.8	18.2	0.0
Forsyth Academics**	71	50.7	0.0	2.8	23.9	23.9	46.5	1.4	1.4	0.0	90.1	8.5	1.4
American Renaissance**	34	23.5	0.0	0.0	5.9	17.6	61.8	2.9	11.8	0.0	47.1	23.5	29.4
Success Institute**	13	30.8	0.0	0.0	23.1	7.7	69.2	0.0	0.0	0.0	76.9	15.4	7.7
Bridges**	10	60.0	10.0	10.0	30.0	10.0	40.0	0.0	0.0	0.0	100.0	0.0	0.0
Millennium**	30	66.7	6.7	0.0	43.3	16.7	30.0	3.3	0.0	0.0	80.0	20.0	0.0

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.

*Data not reported where Number Tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

The numbers have been rounded to the nearest tenth.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grades 4 and 7

**Table 10c. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA**

Southwest Region

	NUMBER TESTED	2.5 or above †	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							CONVENTION SCORES			
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+	--
State	101,554	46.8	1.0	1.9	25.9	18.0	49.1	1.9	2.0	0.2	70.6	20.4	9.1
Southwest Region	22,406	49.2	1.0	2.2	27.8	18.2	47.3	1.7	1.6	0.2	72.5	19.8	7.7
Anson	319	46.7	0.6	1.3	24.5	20.4	51.1	1.6	0.6	0.0	65.5	29.5	5.0
Cabarrus	1,535	50.0	1.0	2.9	27.4	18.7	44.8	2.9	2.1	0.1	69.4	21.0	9.6
Kannapolis City	316	52.8	1.6	0.6	35.4	15.2	45.3	0.3	1.6	0.0	69.3	23.7	7.0
Cleveland	791	46.6	2.0	1.4	23.8	19.5	47.2	3.8	2.4	0.0	69.3	21.9	8.8
Kings Mountain City	353	60.1	2.5	7.9	29.5	20.1	37.1	2.0	0.8	0.0	64.0	22.4	13.6
Shelby City	238	42.9	3.8	3.4	18.5	17.2	40.3	9.7	7.1	0.0	34.5	31.9	33.6
Gaston	2,375	58.9	0.5	1.6	36.8	20.0	39.6	0.4	0.8	0.3	80.4	15.7	3.8
Hoke	507	47.7	0.4	1.0	21.9	24.5	49.7	0.6	1.2	0.8	67.5	24.9	7.7
Lincoln	794	63.4	2.1	2.6	39.3	19.3	33.1	1.0	2.5	0.0	70.4	19.9	9.7
Charlotte/Mecklenburg	8,335	47.2	1.0	2.3	27.1	16.8	50.5	1.0	1.1	0.2	75.1	18.5	6.4
Montgomery	355	24.5	0.0	0.8	5.1	18.6	70.1	2.8	2.3	0.3	68.7	17.7	13.5
Moore	805	61.1	1.2	5.1	27.7	27.1	35.7	1.7	1.2	0.2	75.5	20.5	4.0
Richmond	663	38.8	0.3	1.7	22.9	13.9	54.9	3.0	3.0	0.3	71.6	21.3	7.1
Rowan-Salisbury	1,606	40.2	0.9	1.7	19.2	18.4	52.3	3.4	3.8	0.3	57.7	26.7	15.6
Scotland	567	49.2	0.5	1.4	26.8	20.5	48.7	1.4	0.7	0.0	75.5	19.0	5.5
Stanly	756	40.2	0.3	1.7	17.1	21.2	54.6	2.6	2.1	0.4	59.5	26.3	14.2
Union	1,820	55.4	0.9	2.0	37.4	15.2	43.1	0.6	0.8	0.1	82.7	13.5	3.8
Piedmont Community**	36	50.0	2.8	0.0	36.1	11.1	47.2	0.0	2.8	0.0	50.0	44.4	5.6
Lincoln Charter**	40	75.0	2.5	0.0	42.5	30.0	20.0	5.0	0.0	0.0	55.0	40.0	5.0
Community Charter**	15	26.7	0.0	0.0	6.7	20.0	73.3	0.0	0.0	0.0	86.7	6.7	6.7
Sugar Creek**	74	35.1	0.0	0.0	12.2	23.0	45.9	13.5	5.4	0.0	75.7	21.6	2.7
Metrolina**	10	70.0	10.0	30.0	20.0	10.0	30.0	0.0	0.0	0.0	100.0	0.0	0.0
STARS**	12	25.0	0.0	8.3	16.7	0.0	75.0	0.0	0.0	0.0	91.7	8.3	0.0
Rowan Academy**	13	53.8	0.0	0.0	53.8	0.0	46.2	0.0	0.0	0.0	30.8	61.5	7.7
Stanly Co. Community**	12	0.0	0.0	0.0	0.0	0.0	83.3	16.7	0.0	0.0	33.3	25.0	41.7
Union Academy**	59	35.6	3.4	0.0	23.7	8.5	57.6	1.7	5.1	0.0	83.1	11.9	5.1

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.

*Data not reported where Number Tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

The numbers have been rounded to the nearest tenth.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grades 4 and 7

**Table 10d. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA**

Northeast Region

	NUMBER TESTED	2.5 or above †	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							CONVENTION SCORES			
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+	--
State	101,554	46.8	1.0	1.9	25.9	18.0	49.1	1.9	2.0	0.2	70.6	20.4	9.1
Northeast Region	6,708	33.6	0.4	0.8	15.5	16.8	61.0	2.8	2.5	0.1	66.8	22.5	10.7
Beaufort	632	43.8	0.2	1.6	16.8	25.3	53.6	1.1	1.4	0.0	75.0	16.5	8.5
Bertie	274	31.8	1.5	0.0	16.4	13.9	62.4	2.2	3.3	0.4	65.7	16.1	18.2
Camden	106	39.6	0.0	2.8	17.9	18.9	59.4	0.9	0.0	0.0	64.2	29.2	6.6
Edenton/Chowan	183	19.1	0.0	0.0	6.6	12.6	76.0	2.2	2.7	0.0	68.9	24.6	6.6
Currituck	219	48.4	2.3	3.7	28.3	14.2	44.7	1.4	5.5	0.0	60.7	21.0	18.3
Dare	371	32.9	1.3	0.0	25.1	6.5	63.9	0.3	3.0	0.0	74.4	12.1	13.5
Edgecombe	605	23.3	0.0	0.3	8.3	14.7	70.9	3.3	2.5	0.0	69.6	23.5	6.9
Gates	153	35.3	1.3	0.0	19.6	14.4	64.1	0.7	0.0	0.0	79.7	14.4	5.9
Halifax	389	34.7	0.0	0.0	20.1	14.7	62.5	0.5	2.3	0.0	69.4	17.7	12.9
Roanoke Rapids City	247	54.3	1.2	0.8	24.3	27.9	43.7	1.6	0.4	0.0	80.6	13.8	5.7
Weldon City	104	26.0	0.0	0.0	11.5	14.4	71.2	1.9	1.0	0.0	81.7	18.3	0.0
Hertford	270	29.6	0.7	0.4	5.6	23.0	56.3	10.7	3.3	0.0	55.6	35.6	8.9
Hyde	57	47.4	0.0	3.5	24.6	19.3	49.1	1.8	1.8	0.0	66.7	31.6	1.8
Martin	352	23.0	0.0	0.3	9.4	13.4	68.2	5.7	3.1	0.0	45.2	32.1	22.7
Northampton	313	30.0	0.3	1.6	11.8	16.3	62.9	3.5	3.5	0.0	75.7	21.7	2.6
Elizabeth City/Pasquotank	467	35.3	0.2	1.1	16.1	18.0	58.5	3.6	2.6	0.0	69.8	21.6	8.6
Perquimans	131	16.8	0.0	0.0	5.3	11.5	77.9	2.3	3.1	0.0	42.0	47.3	10.7
Pitt	1,580	35.0	0.2	1.1	16.6	17.0	59.6	2.7	2.5	0.3	65.6	23.4	10.9
Tyrrell	56	42.9	0.0	0.0	19.6	23.2	53.6	1.8	1.8	0.0	69.6	19.6	10.7
Washington	182	22.0	0.0	0.0	8.8	13.2	67.6	4.4	4.9	1.1	40.7	35.7	23.6
Washington Montessori**	17	29.4	0.0	0.0	29.4	0.0	58.8	5.9	5.9	0.0	88.2	5.9	5.9

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.

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Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grades 4 and 7

**Table 10e. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA**

Southeast Region

	NUMBER TESTED	2.5 or above †	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							CONVENTION SCORES			
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+	--
State	101,554	46.8	1.0	1.9	25.9	18.0	49.1	1.9	2.0	0.2	70.6	20.4	9.1
Southeast Region	17,701	42.7	0.8	1.5	22.7	17.7	52.8	2.2	2.1	0.1	66.5	21.8	11.7
Bladen	426	33.1	0.2	0.0	12.7	20.2	62.7	2.8	1.4	0.0	58.5	24.6	16.9
Brunswick	855	40.9	0.7	2.0	20.9	17.3	51.0	4.8	3.0	0.2	56.6	27.1	16.3
Carteret	620	45.6	0.3	1.0	20.2	24.2	52.4	0.3	1.5	0.2	77.1	16.8	6.1
Columbus	514	45.5	0.4	0.4	26.1	18.7	51.4	1.0	1.9	0.2	70.8	19.1	10.1
Whiteville City	217	35.9	0.0	2.3	19.4	14.3	59.9	3.7	0.5	0.0	65.0	22.6	12.4
Craven	1,118	43.3	1.3	1.8	23.4	16.8	53.1	1.5	2.1	0.0	68.8	19.3	11.9
Cumberland	4,028	42.2	0.1	0.9	21.8	19.4	55.0	1.1	1.5	0.2	76.6	17.5	5.9
Duplin	691	49.2	0.9	1.0	29.5	17.8	48.9	0.7	0.7	0.4	68.6	23.6	7.8
Greene	251	24.3	0.0	0.4	7.6	16.3	68.9	5.6	0.8	0.4	53.8	28.7	17.5
Jones	123	41.5	0.0	0.0	30.1	11.4	54.5	2.4	1.6	0.0	61.0	30.1	8.9
Lenoir	754	43.9	0.9	2.4	22.4	18.2	48.8	3.3	4.0	0.0	65.3	27.1	7.7
New Hanover	1,589	54.3	3.1	5.3	28.3	17.6	37.9	3.7	3.8	0.2	55.8	25.0	19.3
Onslow	1,644	40.3	0.5	1.2	23.7	14.8	54.9	2.1	2.6	0.2	72.2	17.4	10.4
Pamlico	113	51.3	0.9	0.0	22.1	28.3	41.6	2.7	4.4	0.0	56.6	30.1	13.3
Pender	510	49.0	0.0	1.2	26.5	21.4	49.4	0.2	1.2	0.2	77.3	13.9	8.8
Robeson	1,849	40.7	1.1	1.3	23.7	14.5	52.2	3.9	3.0	0.2	48.4	27.5	24.1
Sampson	607	33.3	0.0	0.3	15.2	17.8	63.1	1.8	1.8	0.0	67.4	23.7	8.9
Clinton City	213	49.8	0.5	1.4	29.1	18.8	46.5	0.9	2.3	0.5	60.6	31.5	8.0
Wayne	1,463	38.3	0.8	1.2	20.8	15.4	58.9	1.8	1.0	0.0	68.4	23.2	8.4
Tiller School**	15	46.7	6.7	0.0	20.0	20.0	53.3	0.0	0.0	0.0	100.0	0.0	0.0
Children's Village Academy**	25	8.0	0.0	0.0	8.0	8.0	48.0	24.0	20.0	0.0	16.0	20.0	64.0
Cape Fear Center**	40	72.5	12.5	7.5	27.5	25.0	27.5	0.0	0.0	0.0	65.0	30.0	5.0
Arapahoe**	36	52.8	5.6	2.8	16.7	27.8	47.2	0.0	0.0	0.0	50.0	22.2	27.8

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.

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Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grades 4 and 7

**Table 10f. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA**

Central Region

	NUMBER TESTED	2.5 or above †	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES			
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+	--	
State	101,554	46.8	1.0	1.9	25.9	18.0	49.1	1.9	2.0	0.2	70.6	20.4	9.1	
Central Region	31,342	48.1	1.1	2.3	26.5	18.2	47.4	2.1	2.3	0.2	71.5	19.7	8.8	
Alamance-Burlington	1,559	55.9	2.4	2.6	33.7	17.3	41.1	1.3	1.7	0.1	79.1	17.7	3.2	
Caswell	273	53.8	1.8	1.1	31.1	19.8	45.8	0.4	0.0	0.0	84.2	11.4	4.4	
Chatham	561	53.8	0.9	3.6	27.6	21.7	43.1	1.2	1.8	0.0	73.4	22.6	3.9	
Durham	2,401	49.8	0.7	1.2	26.9	20.9	46.6	1.5	1.7	0.3	75.8	18.6	5.6	
Franklin	598	36.8	0.3	1.3	14.0	21.1	58.5	1.8	2.8	0.0	65.9	26.3	7.9	
Granville	704	42.0	1.6	3.8	19.7	16.9	46.4	6.5	4.5	0.4	39.6	31.3	29.1	
Guilford	4,952	52.8	0.3	1.5	32.2	18.9	46.2	0.3	0.6	0.1	85.4	11.2	3.4	
Hamett	1,298	40.3	1.3	1.8	18.3	18.9	51.9	3.4	4.3	0.1	63.3	22.3	14.3	
Johnston	1,774	41.7	0.9	2.0	20.7	18.0	54.6	1.9	1.8	0.1	72.4	20.9	6.7	
Lee	701	48.5	1.0	2.1	29.5	15.8	45.8	1.4	3.9	0.4	61.3	24.3	14.4	
Nash-Rocky Mount	1,407	40.8	0.1	1.0	20.8	18.9	56.3	1.4	1.5	0.1	77.4	16.1	6.5	
Orange	471	54.4	1.9	4.5	31.2	16.8	44.4	0.6	0.6	0.0	76.4	15.7	7.9	
Chapel Hill-Carrboro City	735	63.8	2.3	4.6	40.1	16.7	35.2	0.5	0.3	0.1	87.8	8.3	3.9	
Person	439	34.6	0.0	0.2	14.4	20.0	63.6	0.7	1.1	0.0	82.9	13.7	3.4	
Randolph	1,381	41.5	0.1	0.8	22.6	18.0	54.8	2.1	1.3	0.3	61.3	27.4	11.3	
Asheboro City	335	47.2	0.6	1.8	29.6	15.2	49.3	0.9	1.8	0.9	65.1	27.5	7.5	
Rockingham	1,149	35.8	0.3	0.9	20.7	13.8	58.8	1.7	3.1	0.5	62.9	24.1	13.0	
Vance	701	28.1	0.1	1.1	15.0	11.8	62.8	3.7	5.3	0.1	58.3	23.3	18.4	
Wake	7,774	54.2	2.1	3.9	29.3	19.0	39.7	2.9	2.9	0.3	67.4	22.3	10.3	
Warren	241	22.8	0.0	0.4	10.0	12.4	71.4	2.1	3.7	0.0	51.9	27.0	21.2	
Wilson	985	41.0	0.6	1.8	20.4	18.2	52.3	3.9	2.8	0.0	63.5	23.2	13.3	
River Mill Charter**	23	60.9	0.0	0.0	34.8	26.1	39.1	0.0	0.0	0.0	82.6	13.0	4.3	
Clover Garden**	**33	3.0	0.0	0.0	0.0	3.0	78.8	6.1	12.1	0.0	45.5	0.0	54.5	
Chatham Charter**	31	61.3	0.0	0.0	48.4	12.9	38.7	0.0	0.0	0.0	87.1	9.7	3.2	
Woods Charter**	4	*	*	*	*	*	*	*	*	*	*	*	*	
Maureen Joy**	29	44.8	0.0	0.0	31.0	13.8	48.3	0.0	6.9	0.0	75.9	24.1	0.0	
Healthy Start**	47	4.3	0.0	0.0	4.3	0.0	55.3	19.1	21.3	0.0	53.2	36.2	10.6	
Carter Community**	14	35.7	0.0	0.0	21.4	14.3	57.1	7.1	0.0	0.0	78.6	21.4	0.0	
Turning Point**	11	9.1	0.0	0.0	0.0	9.1	90.9	0.0	0.0	0.0	63.6	36.4	0.0	
Research Triangle**	12	16.7	0.0	0.0	0.0	16.7	33.3	41.7	8.3	0.0	33.3	8.3	58.3	
Omuteko Gwamaziima**	11	18.2	0.0	0.0	0.0	18.2	72.7	0.0	9.1	0.0	72.7	0.0	27.3	
Greensboro Academy**	80	65.0	2.5	2.5	38.8	21.3	30.0	2.5	2.5	0.0	78.8	10.0	11.3	
Guilford SABIS**	54	24.1	0.0	0.0	9.3	14.8	70.4	1.9	3.7	0.0	81.5	14.8	3.7	
Phoenix Academy**	34	55.9	0.0	2.9	32.4	20.6	44.1	0.0	0.0	0.0	91.2	8.8	0.0	

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.

*Data not reported where Number Tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

The numbers have been rounded to the nearest tenth.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2001-02 Report of Student Performance in Writing, Grades 4 and 7

**Table 10f. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA (continued)**

State	NUMBER TESTED	2.5 or above †	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES			
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+	--	
	101,554	46.8	1.0	1.9	25.9	18.0	49.1	1.9	2.0	0.2	70.6	20.4	9.1	
Rocky Mt Charter Public**	75	28.0	2.7	1.3	17.3	6.7	54.7	12.0	5.3	0.0	32.0	44.0	24.0	
Orange Co. Charter**	20	25.0	0.0	25.0	0.0	75.0	0.0	0.0	0.0	0.0	45.0	30.0	25.0	
Village Charter**	13	7.7	0.0	7.7	0.0	76.9	15.4	-0.0	0.0	0.0	92.3	7.7	0.0	
Bethel Hill**	33	18.2	0.0	18.2	0.0	78.8	0.0	3.0	0.0	0.0	75.8	15.2	9.1	
Vance Charter**	38	81.6	5.3	63.2	10.5	15.8	0.0	2.6	0.0	0.0	92.1	5.3	2.6	
Magellan**	65	92.3	4.6	60.0	6.2	7.7	0.0	0.0	0.0	0.0	95.4	4.6	0.0	
Sterling Montesson**	37	29.7	0.0	10.8	18.9	64.9	5.4	0.0	0.0	0.0	83.8	8.1	8.1	
Franklin Academy**	45	48.9	0.0	2.2	35.6	11.1	51.1	0.0	0.0	0.0	95.6	2.2	2.2	
East Wake Academy**	43	32.6	0.0	7.0	25.6	55.8	4.7	7.0	0.0	0.0	44.2	39.5	16.3	
SPARC Academy**	20	10.0	0.0	10.0	0.0	70.0	10.0	10.0	0.0	0.0	75.0	15.0	10.0	
Northeast Raleigh**	11	45.5	0.0	27.3	18.2	45.5	0.0	9.1	0.0	0.0	81.8	0.0	18.2	
PreEminent**	19	5.3	0.0	0.0	5.3	63.2	15.8	0.0	15.8	0.0	15.8	52.6	31.6	
Quest Academy**	15	100.0	0.0	13.3	40.0	46.7	0.0	0.0	0.0	0.0	53.3	26.7	20.0	
Hope Elementary**	14	14.3	0.0	0.0	14.3	71.4	0.0	0.0	14.3	0.0	50.0	0.0	50.0	
Haliwa-Saponi Tribal**	18	27.8	0.0	0.0	27.8	44.4	44.4	5.6	22.2	0.0	16.7	38.9	44.4	
S.B. Howard**	54	31.5	0.0	9.3	20.4	61.1	0.0	3.7	0.0	3.7	85.2	7.4	7.4	

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.

*Data not reported where Number Tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

The numbers have been rounded to the nearest tenth.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grades 4 and 7

**Table 11 a. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Western Region**

	NUMBER TESTED	2.5 or above †	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE										CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+	--		
State	101,425	62.9	0.7	2.2	39.9	20.2	34.2	1.0	1.7	0.2	0.2	75.9	15.5	8.6	
Western Region	7,544	66.3	1.0	2.8	43.4	19.0	31.5	0.6	1.4	0.2	0.2	76.5	15.0	8.5	
Buncombe	1,994	72.5	1.2	3.5	48.8	19.0	25.1	0.5	1.8	0.2	0.2	81.6	12.1	6.2	
Asheville City	271	62.4	0.0	0.7	38.0	23.6	35.8	0.0	1.5	0.4	0.4	63.1	24.0	12.9	
Francine Delany**	15	66.7	6.7	13.3	20.0	26.7	33.3	0.0	0.0	0.0	0.0	100.0	0.0	0.0	
Evergreen Community**	18	50.0	0.0	5.6	22.2	22.2	50.0	0.0	0.0	0.0	0.0	83.3	5.6	11.1	
Cherokee	244	73.8	0.4	4.5	49.6	19.3	25.8	0.0	0.4	0.0	0.0	70.9	19.3	9.8	
Clay	122	48.4	0.0	1.6	24.6	22.1	46.7	1.6	0.8	2.5	2.5	68.0	17.2	14.8	
Graham	115	71.3	0.0	1.7	43.5	26.1	28.7	0.0	0.0	0.0	0.0	78.3	13.0	8.7	
Haywood	622	57.6	0.2	1.6	36.3	19.5	39.4	0.8	2.1	0.2	0.2	74.4	14.1	11.4	
Henderson	921	67.3	2.8	3.4	48.3	12.8	30.9	0.8	0.7	0.3	0.3	82.7	11.7	5.5	
Mountain Community**	16	62.5	0.0	0.0	50.0	12.5	37.5	0.0	0.0	0.0	0.0	93.8	0.0	6.3	
Jackson	279	58.1	0.0	1.1	32.6	24.4	41.6	0.0	0.4	0.0	0.0	79.2	16.1	4.7	
Summit Charter**	18	22.2	0.0	0.0	0.0	22.2	77.8	0.0	0.0	0.0	0.0	83.3	16.7	0.0	
Macon	306	64.1	0.0	1.0	42.8	20.3	32.0	0.7	2.6	0.7	0.7	79.7	13.1	7.2	
Madison	209	60.3	0.5	2.9	37.8	19.1	37.3	1.0	1.4	0.0	0.0	67.9	26.8	5.3	
McDowell	536	63.2	1.3	3.5	38.6	19.8	35.1	0.7	0.7	0.2	0.2	74.6	16.8	8.6	
Mitchell	189	62.4	1.1	4.2	38.6	18.5	33.3	1.1	2.1	1.1	1.1	65.1	13.2	21.7	
Polk	208	63.9	1.0	1.4	43.8	17.8	35.1	0.0	1.0	0.0	0.0	83.7	10.6	5.8	
Thomas Jefferson**	33	36.4	0.0	0.0	21.2	15.2	63.6	0.0	0.0	0.0	0.0	90.9	9.1	0.0	
Rutherford	790	61.3	1.0	2.0	36.8	21.4	34.8	0.9	2.8	0.3	0.3	67.1	20.9	12.0	
Swain	135	62.2	1.5	0.7	38.5	21.5	35.6	2.2	0.0	0.0	0.0	55.6	28.9	15.6	
Transylvania	288	83.0	1.0	6.3	60.4	15.3	16.3	0.3	0.3	0.0	0.0	84.7	11.8	3.5	
Brevard Academy**	31	74.2	0.0	6.5	41.9	25.8	25.8	0.0	0.0	0.0	0.0	93.5	6.5	0.0	
Yancey	184	73.9	0.0	0.0	55.4	18.5	26.1	0.0	0.0	0.0	0.0	69.0	13.0	17.9	

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
 *Data not reported where Number Tested is fewer than five.
 **Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
 The numbers have been rounded to the nearest tenth.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.
 2001-02 Report of Student Performance in Writing, Grade 4 and 7

Table 11 b. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Northwest Region

	NUMBER TESTED	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE										CONVENTION SCORES		
		2.5 or above †	4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	--	++	+-	--
State	101,425	62.9	0.7	2.2	39.9	20.2	34.2	1.0	1.7	0.2	0.2	75.9	15.5	8.6
Northwest Region	15,890	71.1	0.8	3.1	46.5	20.6	27.0	0.6	1.2	0.2	0.2	76.6	15.1	8.3
Alexander	431	61.0	0.0	0.5	34.1	26.5	36.0	0.7	2.3	0.0	0.0	69.6	20.4	10.0
Alleghany	111	59.5	2.7	0.9	45.9	9.9	40.5	0.0	0.0	0.0	0.0	78.4	14.4	7.2
Aste	291	89.0	4.8	7.6	64.9	11.7	11.0	0.0	0.0	0.0	0.0	78.4	13.7	7.9
Crossnore Academy**	1	*	*	*	*	*	*	*	*	*	*	*	*	*
Avery	195	85.6	0.5	0.0	61.5	23.6	13.3	0.5	0.5	0.0	0.0	79.0	13.3	7.7
Grandfather Academy**	7	0.0	0.0	0.0	0.0	0.0	85.7	14.3	0.0	0.0	0.0	57.1	14.3	28.6
Burke	1,120	73.9	1.7	3.9	47.3	21.0	25.0	0.4	0.5	0.2	0.2	79.5	14.6	6.0
Caldwell	990	66.3	0.7	2.1	46.6	16.9	31.3	0.8	1.4	0.2	0.2	77.8	15.4	6.9
Catawba	1,316	80.4	0.7	5.5	53.4	20.7	17.6	0.9	0.9	0.2	0.2	77.7	14.7	7.5
Hickory City	373	82.0	0.3	5.6	54.4	21.7	15.5	0.5	1.3	0.5	0.5	70.2	16.6	13.1
Newton Conover City	188	79.8	0.0	1.6	60.6	17.6	18.1	0.5	1.6	0.0	0.0	88.8	5.3	5.9
Davidson	1,547	71.8	0.5	2.9	45.8	22.6	25.7	0.4	1.8	0.3	0.3	81.8	13.1	5.0
Lexington City	207	37.2	0.0	0.5	15.5	21.3	56.5	3.4	2.9	0.0	0.0	44.0	36.2	19.8
Thomasville City	162	51.9	0.0	0.0	28.4	23.5	46.9	0.0	0.6	0.6	0.6	66.0	20.4	13.6
Davie	419	77.1	0.7	2.6	46.1	27.7	20.3	1.2	1.2	0.2	0.2	82.6	11.9	5.5
Quality Education**	12	0.0	0.0	0.0	0.0	0.0	91.7	0.0	8.3	0.0	0.0	75.0	16.7	8.3
Forsyth Academics**	58	25.9	0.0	0.0	5.2	20.7	72.4	0.0	1.7	0.0	0.0	89.7	5.2	5.2
C.G. Woodson**	21	28.6	0.0	0.0	28.6	0.0	66.7	0.0	4.8	0.0	0.0	81.0	0.0	19.0
Winston-Salem/Forsyth	3,379	67.2	0.7	2.6	42.2	21.7	30.8	0.7	1.3	0.1	0.1	74.0	15.5	10.5
Downtown Middle**	122	65.6	2.5	0.8	41.0	21.3	32.8	1.6	0.0	0.0	0.0	80.3	13.9	5.7
Iredell-Statesville	1,420	74.5	0.1	2.4	50.8	21.1	23.9	0.6	1.0	0.0	0.0	76.4	15.6	8.0
American Ren. Middle**	57	66.7	0.0	1.8	40.4	24.6	31.6	1.8	0.0	0.0	0.0	70.2	15.8	14.0
Mooreville City	320	72.2	0.3	2.8	49.1	20.0	24.7	0.6	1.6	0.9	0.9	77.5	16.3	6.3
Stokes	568	75.7	0.4	2.3	57.0	16.0	21.1	1.1	1.9	0.2	0.2	77.1	11.6	11.3
Surry	706	72.7	0.3	2.0	45.6	24.8	26.8	0.6	0.0	0.0	0.0	87.8	8.6	3.5
Elkin City	85	69.4	0.0	1.2	47.1	21.2	30.6	0.0	0.0	0.0	0.0	88.2	9.4	2.4
Bridges**	15	66.7	0.0	6.7	60.0	0.0	33.3	0.0	0.0	0.0	0.0	93.3	6.7	0.0
Mount Airy City	152	92.8	3.3	15.8	59.9	13.8	7.2	0.0	0.0	0.0	0.0	75.0	17.1	7.9
Watauga	393	78.6	6.1	8.4	50.1	14.0	20.6	0.5	0.3	0.0	0.0	70.0	22.4	7.6
Wilkes	764	68.2	0.8	3.1	43.7	20.5	29.7	0.5	1.6	0.0	0.0	68.2	19.2	12.6
Yadkin	460	57.2	0.7	1.3	40.9	14.3	40.7	0.2	1.1	0.9	0.9	82.0	12.2	5.9

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
 * Data not reported where Number Tested is fewer than five.
 ** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
 The numbers have been rounded to the nearest tenth.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.
 2001-02 Report of Student Performance in Writing, Grade 4 and 7

**Table 11 c. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Southwest Region**

	NUMBER TESTED	2.5 or above †	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							CONVENTION SCORES			
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+	--
State	101,425	62.9	0.7	2.2	39.9	20.2	34.2	1.0	1.7	0.2	75.9	15.5	8.6
Southwest Region	22,552	64.2	0.5	2.0	41.6	20.1	33.1	0.8	1.7	0.3	76.2	15.1	8.6
Anson	378	45.5	0.0	0.3	24.9	20.4	49.5	2.9	1.9	0.3	71.2	18.5	10.3
Cabarrus	1,517	73.6	0.4	2.6	51.1	19.5	23.8	0.5	2.0	0.1	82.8	12.9	4.4
Kannapolis City	328	50.6	0.6	0.0	29.0	21.0	46.3	0.3	2.7	0.0	67.1	17.7	15.2
Cleveland	767	70.0	0.3	2.1	45.6	22.0	28.6	0.3	0.9	0.3	84.0	11.7	4.3
Kings Mountain City	398	66.6	1.3	4.0	48.7	12.6	30.7	0.3	2.0	0.5	74.4	11.8	13.8
Shelby City	255	58.4	2.4	3.9	38.0	14.1	38.8	0.4	2.0	0.4	72.9	15.7	11.4
Gaston	2,510	70.6	0.3	1.4	48.4	20.5	27.6	0.5	1.2	0.2	74.3	15.9	9.8
Hoke	458	54.1	0.2	0.4	31.0	22.5	43.7	0.7	1.1	0.4	74.2	19.2	6.6
Lincoln	899	69.6	0.2	2.9	44.5	22.0	27.5	1.1	1.7	0.1	72.4	17.6	10.0
Lincoln Charter**	32	37.5	0.0	0.0	9.4	28.1	62.5	0.0	0.0	0.0	78.1	15.6	6.3
Charlotte/Mecklenburg	7,946	60.8	0.3	1.6	38.1	20.8	35.9	0.8	2.1	0.4	76.1	14.4	9.5
Kennedy Charter**	6	16.7	0.0	0.0	0.0	16.7	50.0	33.3	0.0	0.0	66.7	16.7	16.7
Lake Norman**	133	87.2	5.3	8.3	58.6	15.0	11.3	0.0	0.0	1.5	91.0	6.0	3.0
Sugar Creek**	45	26.7	0.0	0.0	6.7	20.0	64.4	6.7	2.2	0.0	60.0	24.4	15.6
Metrolina**	6	66.7	0.0	0.0	66.7	0.0	33.3	0.0	0.0	0.0	100.0	0.0	0.0
Montgomery	350	55.7	0.0	0.6	34.6	20.6	40.0	2.3	1.4	0.6	66.9	24.9	8.3
MAST**	27	44.4	0.0	0.0	18.5	25.9	44.4	3.7	0.0	7.4	74.1	18.5	7.4
Moore	887	72.9	0.7	3.8	51.2	17.2	26.2	0.5	0.5	0.0	76.7	16.1	7.2
Richmond	690	53.2	0.0	0.7	30.3	22.2	42.2	1.3	3.2	0.1	66.4	18.0	15.7
Rowan-Salisbury	1,663	55.5	0.4	1.4	33.9	19.7	41.7	1.0	1.7	0.1	77.6	14.9	7.6
Scotland	519	50.9	0.2	1.5	31.2	17.9	45.1	1.2	2.5	0.4	68.2	18.5	13.3
Stanly	805	68.0	0.9	2.0	44.6	20.5	31.4	0.5	0.1	0.0	79.4	16.1	4.5
Union	1,933	77.1	1.2	4.1	53.3	18.5	21.1	0.6	1.0	0.2	80.5	13.9	5.6

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.

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The numbers have been rounded to the nearest tenth.

Prepared by the NCDPI Division of Accountability Services/Testing Section.
2001-02 Report of Student Performance in Writing, Grade 4 and 7

**Table 11 d. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Northeast Region**

	NUMBER TESTED	2.5 or above †	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							CONVENTION SCORES			
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+-	--
State	101,425	62.9	0.7	2.2	39.9	20.2	34.2	1.0	1.7	0.2	75.9	15.5	8.6
Northeast Region	6,794	53.6	0.4	1.5	31.7	20.0	41.3	1.9	2.8	0.3	69.2	18.9	11.9
Beaufort	591	54.5	0.0	2.2	34.2	18.1	36.9	2.7	5.4	0.5	65.1	17.8	17.1
Bertie	288	45.8	0.3	0.7	21.5	23.3	51.4	1.4	1.4	0.0	48.6	25.0	26.4
Camden	106	71.7	1.9	1.9	39.6	28.3	27.4	0.0	0.9	0.0	87.7	12.3	0.0
Edenton/Chowan	209	45.5	1.4	0.0	24.9	19.1	49.8	1.4	3.3	0.0	71.8	13.9	14.4
Curtis	255	69.8	1.6	3.1	44.3	20.8	25.5	0.8	3.5	0.4	80.0	14.9	5.1
Dare	399	69.9	1.3	4.0	47.4	17.3	29.3	0.8	0.0	0.0	87.5	10.8	1.8
Edgecombe	593	47.0	0.7	2.0	25.8	18.5	44.7	4.6	3.4	0.3	60.4	22.3	17.4
Gates	181	73.5	0.0	0.0	55.8	17.7	25.4	0.6	0.0	0.6	79.0	13.3	7.7
Halifax	429	53.4	0.5	1.2	27.5	24.2	42.0	1.9	2.3	0.5	64.8	24.7	10.5
Roanoke Rapids City	272	58.8	0.0	1.1	32.7	25.0	36.8	1.1	2.9	0.4	80.1	14.0	5.9
Weldon City	76	39.5	0.0	0.0	25.0	14.5	59.2	0.0	1.3	0.0	39.5	42.1	18.4
Hertford	258	24.0	0.0	0.0	10.9	13.2	67.1	6.6	2.3	0.0	64.0	27.1	8.9
Hyde	50	24.0	0.0	0.0	12.0	12.0	72.0	2.0	2.0	0.0	66.0	28.0	6.0
Martin	381	42.0	0.3	0.5	22.0	19.2	52.8	1.3	3.7	0.3	71.7	18.9	9.4
Northampton	299	32.8	0.0	0.0	11.4	21.4	63.9	0.7	2.3	0.3	55.9	24.4	19.7
Elizabeth City/Pasquotank	485	52.4	0.2	1.9	30.5	19.8	43.5	1.4	1.9	0.8	73.0	18.6	8.5
Perquimans	148	40.5	0.0	0.7	14.2	25.7	56.8	2.0	0.0	0.7	74.3	18.2	7.4
Pitt	1,544	64.3	0.3	1.6	42.0	20.4	30.4	1.2	3.9	0.2	70.9	17.2	11.9
Tyrrell	55	29.1	0.0	0.0	12.7	16.4	67.3	0.0	1.8	1.8	70.9	25.5	3.6
Washington	175	42.9	0.0	0.6	21.7	20.6	50.3	4.6	1.7	0.6	68.6	15.4	16.0

† The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.

*Data not reported where Number Tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

The numbers have been rounded to the nearest tenth.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grade 4 and 7

**Table 11 e. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Southeast Region**

	NUMBER TESTED	2.5 or above †	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE										CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+	--		
State	101,425	62.9	0.7	2.2	39.9	20.2	34.2	1.0	1.7	0.2	0.2	75.9	15.5	8.6	
Southeast Region	17,586	59.1	0.6	1.7	35.8	21.1	37.8	1.1	1.8	0.2	0.2	73.7	16.8	9.5	
Bladen	473	74.0	0.2	1.1	46.7	26.0	23.9	0.2	1.9	0.0	0.0	63.8	22.4	13.7	
Brunswick	826	59.8	0.6	1.8	37.5	19.9	36.9	1.2	2.1	0.0	0.0	71.5	15.0	13.4	
Carteret	666	56.8	0.0	0.9	31.8	24.0	42.2	1.1	0.0	0.0	0.0	85.3	10.8	3.9	
Columbus	523	48.9	0.6	1.0	30.8	16.6	47.2	2.3	1.5	0.0	0.0	66.2	21.0	12.8	
Whiteville City	223	59.2	2.7	1.8	37.2	17.5	35.4	3.1	2.2	0.0	0.0	65.0	19.3	15.7	
Craven	1,075	59.1	0.5	2.1	38.8	17.7	39.1	0.6	1.2	0.1	0.1	80.6	15.1	4.4	
Alpha Academy**	21	14.3	0.0	0.0	0.0	14.3	52.4	14.3	19.0	0.0	0.0	28.6	28.6	42.9	
Cumberland	3,878	55.2	0.2	0.7	31.4	22.8	41.7	0.9	2.1	0.2	0.2	78.1	15.8	6.1	
Duplin	671	66.2	1.0	2.2	37.9	25.0	32.2	0.3	0.9	0.4	0.4	78.7	15.1	6.3	
Greene	220	44.5	0.5	1.4	28.6	14.1	51.4	0.5	3.6	0.0	0.0	65.5	18.2	16.4	
Jones	117	60.7	0.9	1.7	40.2	17.9	35.9	0.9	2.6	0.0	0.0	74.4	13.7	12.0	
Lenoir	738	49.5	0.0	0.0	27.9	21.5	47.6	1.4	1.6	0.0	0.0	76.8	13.4	9.8	
New Hanover	1,699	65.0	2.3	4.5	38.7	19.5	32.7	0.7	1.5	0.1	0.1	77.9	12.5	9.6	
Onslow	1,667	65.3	0.1	1.7	41.0	22.6	32.0	1.0	1.5	0.2	0.2	76.9	16.3	6.8	
Pamlico	138	64.5	0.0	2.2	43.5	18.8	31.9	2.2	1.4	0.0	0.0	66.7	16.7	16.7	
Arapahoe**	39	38.5	0.0	0.0	33.3	5.1	53.8	5.1	2.6	0.0	0.0	46.2	48.7	5.1	
Pender	521	65.3	0.2	1.5	42.4	21.1	32.2	0.8	1.5	0.2	0.2	73.9	18.8	7.3	
Robeson	1,700	53.9	0.5	1.3	32.2	19.9	41.8	1.7	2.1	0.6	0.6	57.7	20.8	21.5	
CIS Academy**	46	17.4	0.0	0.0	0.0	15.2	73.9	4.3	4.3	0.0	0.0	26.1	17.4	56.5	
Sampson	629	53.9	0.0	1.4	30.7	21.8	40.2	2.7	2.5	0.6	0.6	71.1	20.8	8.1	
Clintons City	218	71.1	0.9	1.8	50.0	18.3	26.6	1.4	0.5	0.5	0.5	72.9	16.1	11.0	
Wayne	1,498	64.9	1.0	2.5	40.8	20.6	32.1	1.0	1.8	0.2	0.2	71.7	20.9	7.4	

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.

*Data not reported where Number Tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

The numbers have been rounded to the nearest tenth.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2001-02 Report of Student Performance in Writing, Grade 4 and 7



**Table 11 f. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Central Region**

	NUMBER TESTED	2.5 or above †	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE										CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+	--		
State	101,425	62.9	0.7	2.2	39.9	20.2	34.2	1.0	1.7	0.2	75.9	15.5	8.6		
Central Region	31,059	61.2	0.8	2.1	38.4	19.8	35.8	1.0	1.8	0.2	77.8	14.6	7.6		
Alamance-Burlington	1,707	63.7	0.9	2.2	40.9	19.7	33.5	1.2	1.3	0.4	74.8	16.2	9.1		
Lakeside School**	6	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0		
River Mill Charter**	21	66.7	0.0	9.5	47.6	33.3	0.0	0.0	0.0	0.0	95.2	0.0	4.8		
Clover Garden**	16	50.0	0.0	25.0	25.0	50.0	0.0	0.0	0.0	0.0	62.5	12.5	25.0		
Caswell	269	73.6	0.7	3.0	48.7	21.2	24.9	1.1	0.0	0.4	75.8	17.1	7.1		
Woods Charter**	12	8.3	0.0	8.3	0.0	83.3	0.0	8.3	0.0	0.0	100.0	0.0	0.0		
Chatham Charter**	17	23.5	0.0	11.8	11.8	76.5	0.0	0.0	0.0	0.0	88.2	11.8	0.0		
Chatham	619	74.2	0.8	3.1	51.2	19.1	23.1	0.2	2.1	0.5	85.5	10.0	4.5		
Durham	2,224	45.6	0.3	1.1	25.9	18.4	48.3	2.1	3.6	0.4	74.5	15.3	10.2		
Carter Community**	18	22.2	0.0	0.0	5.6	16.7	55.6	11.1	11.1	0.0	33.3	27.8	38.9		
Kestrel Heights**	38	47.4	0.0	2.6	21.1	23.7	50.0	2.6	0.0	0.0	100.0	0.0	0.0		
Turning Point**	13	38.5	0.0	0.0	15.4	23.1	61.5	0.0	0.0	0.0	92.3	7.7	0.0		
Success Academy**	8	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	75.0	0.0	25.0		
Omuteko Gwamaziima**	12	50.0	0.0	33.3	16.7	50.0	0.0	0.0	0.0	0.0	83.3	16.7	0.0		
Franklin	615	48.1	0.0	0.2	25.5	22.4	47.5	1.6	2.4	0.3	77.9	12.4	9.8		
Granville	673	60.3	1.9	1.9	41.5	15.0	36.8	1.6	1.2	0.0	71.3	17.4	11.3		
Guilford SABIS**	29	65.5	0.0	0.0	44.8	20.7	27.6	0.0	6.9	0.0	89.7	10.3	0.0		
Greensboro Academy**	73	52.1	0.0	2.7	23.3	26.0	45.2	2.7	0.0	0.0	86.3	8.2	5.5		
Guilford	4,858	63.3	0.4	1.7	38.6	22.5	34.7	0.8	1.2	0.1	79.4	13.7	6.9		
Imani Institute**	45	20.0	0.0	0.0	2.2	17.8	77.8	0.0	2.2	0.0	73.3	15.6	11.1		
Harnett	1,295	70.8	0.1	0.9	46.2	23.6	27.3	0.9	0.9	0.1	77.1	15.5	7.4		
Johnston	1,678	64.5	0.4	2.5	40.8	20.9	32.7	1.5	1.0	0.3	77.9	15.6	6.5		
Lee	678	68.9	1.2	3.4	49.0	15.3	26.5	1.5	2.8	0.3	72.0	15.3	12.7		
Provisions Academy**	17	29.4	0.0	0.0	0.0	29.4	58.8	0.0	11.8	0.0	47.1	47.1	5.9		
Nash-Rocky Mount	1,313	61.9	0.3	2.1	38.0	21.6	34.4	1.4	1.5	0.8	72.0	21.4	6.5		
Rocky Mt Charter Public**	77	39.0	0.0	0.0	16.9	22.1	58.4	1.3	1.3	0.0	85.7	7.8	6.5		
Orange	474	57.2	0.6	2.3	28.9	25.3	40.5	0.4	1.7	0.2	83.5	12.7	3.8		
Orange Co. Charter**	19	26.3	0.0	0.0	10.5	15.8	47.4	15.8	10.5	0.0	78.9	15.8	5.3		
Village Charter**	10	10.0	0.0	0.0	0.0	10.0	90.0	0.0	0.0	0.0	90.0	0.0	10.0		
Chapel Hill-Carboro City	745	76.2	1.5	4.2	49.1	21.5	23.1	0.3	0.4	0.0	90.1	6.7	3.2		
Person	484	51.2	0.0	0.8	26.2	24.2	44.4	1.2	2.9	0.2	76.9	16.1	7.0		
Randolph	1,466	63.2	0.7	2.3	40.2	20.1	33.6	1.0	1.9	0.3	71.4	19.1	9.5		
Asheboro City	350	56.0	0.0	0.6	35.1	20.3	39.4	2.3	2.3	0.0	77.1	18.0	4.9		
Rockingham	1,164	68.6	0.3	2.0	44.8	21.4	28.9	0.5	1.6	0.4	78.2	12.0	9.8		
Bethany Community**	45	31.1	0.0	2.2	17.8	11.1	66.7	0.0	2.2	0.0	66.7	22.2	11.1		
Vance	611	31.4	0.2	0.2	15.4	15.7	61.4	2.8	3.9	0.5	56.8	26.5	16.7		
Vance Charter**	40	42.5	0.0	0.0	32.5	10.0	55.0	0.0	2.5	0.0	72.5	5.0	22.5		

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.

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The numbers have been rounded to the nearest tenth.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grade 4 and 7

**Table 11 f. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA (continued)
Central Region**

	NUMBER TESTED	2.5 or above †	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							CONVENTION SCORES			
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+	--
State	101,425	62.9	0.7	2.2	39.9	20.2	34.2	1.0	1.7	0.2	75.9	15.5	8.6
Wake	7,870	63.6	1.7	2.9	41.6	17.5	33.9	0.6	1.8	0.1	82.1	12.1	5.8
Quest Academy**	15	53.3	0.0	0.0	33.3	20.0	46.7	0.0	0.0	0.0	73.3	20.0	6.7
Northeast Raleigh**	5	40.0	0.0	0.0	20.0	20.0	60.0	0.0	0.0	0.0	80.0	0.0	20.0
SPARC Academy**	25	4.0	0.0	0.0	4.0	0.0	88.0	0.0	4.0	4.0	64.0	24.0	12.0
East Wake Academy**	26	42.3	0.0	0.0	30.8	11.5	57.7	0.0	0.0	0.0	92.3	7.7	0.0
Franklin Academy**	46	56.5	0.0	6.5	21.7	28.3	39.1	4.3	0.0	0.0	91.3	6.5	2.2
Sterling Montesson**	28	35.7	0.0	0.0	14.3	21.4	64.3	0.0	0.0	0.0	100.0	0.0	0.0
Exploris**	55	65.5	1.8	3.6	29.1	30.9	34.5	0.0	0.0	0.0	98.2	1.8	0.0
Magellan**	64	70.3	0.0	6.3	48.4	15.6	29.7	0.0	0.0	0.0	100.0	0.0	0.0
Warren	269	37.9	0.4	0.4	17.5	19.7	52.0	3.3	6.3	0.4	59.9	27.1	13.0
S.B. Howard**	22	59.1	0.0	0.0	31.8	27.3	31.8	0.0	9.1	0.0	86.4	13.6	0.0
Wilson	895	58.4	0.6	1.3	36.9	19.7	39.6	0.4	1.6	0.0	70.3	19.8	9.9

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.

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The numbers have been rounded to the nearest tenth.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grade 4 and 7

Table 12a. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA
Western Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	101,554	46.8	1,704	42.5	1,643	55.1	30,603	35.5	4,735	38.9	2,252	46.9	59,727	53.3
Western Region	7,352	49.3	125	41.6	37	54.1	461	38.8	214	31.8	122	50.8	6,345	50.8
Buncombe	1,873	61.7	11	54.5	10	70.0	88	50.0	53	49.1	37	62.2	1,661	62.6
ArtSpace Charter**	17	41.2	0	*	0	*	0	*	0	*	0	*	17	41.2
Ashville City	261	61.3	1	*	1	*	118	48.3	11	54.5	9	88.9	116	74.1
Francine Delany**	12	83.3	0	*	1	*	4	*	0	*	1	*	6	83.3
Evergreen Community**	25	52.0	0	*	0	*	1	*	1	*	1	*	21	52.4
Cherokee	290	55.9	9	66.7	1	*	7	57.1	4	*	6	50.0	261	55.9
The Learning Center**	7	14.3	0	*	0	*	0	*	0	*	0	*	5	20.0
Clay	99	28.3	1	*	0	*	0	*	2	*	0	*	96	29.2
Graham	92	39.1	14	35.7	0	*	0	*	0	*	1	*	77	40.3
Haywood	622	35.0	4	*	0	*	4	*	13	15.4	10	50.0	588	35.4
Henderson	877	40.9	0	*	5	60.0	50	18.0	65	20.0	21	28.6	730	44.7
Mountain Community**	15	86.7	0	*	0	*	0	*	0	*	0	*	15	86.7
Jackson	269	56.5	37	48.6	2	*	2	*	3	*	1	*	223	57.8
Summit Charter**	17	64.7	0	*	0	*	0	*	0	*	0	*	17	64.7
Macon	308	43.5	2	*	4	*	3	*	4	*	6	33.3	285	44.6
Madison	199	33.7	2	*	0	*	0	*	3	*	0	*	193	34.2
McDowell	505	34.5	2	*	7	0.0	24	25.0	15	13.3	3	*	453	36.4
Mitchell	178	47.8	0	*	0	*	0	*	4	*	0	*	174	48.9
Polk	181	51.4	0	*	2	*	16	43.8	13	30.8	2	*	148	53.4
Rutherford	844	44.8	3	*	3	*	126	31.0	11	63.6	11	54.5	686	46.8
Swain	145	28.3	35	25.7	0	*	1	*	2	*	1	*	106	29.2
Transylvania	329	58.4	4	*	1	*	16	37.5	2	*	11	27.3	291	60.8
Brevard Academy**	16	62.5	0	*	0	*	1	*	0	*	0	*	15	60.0
Yancey	171	71.3	0	*	0	*	0	*	8	37.5	1	*	161	73.9

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

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The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grades 4 and 7

Table 12b. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA
Northwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	101,554	46.8	1,704	42.5	1,643	55.1	30,603	35.5	4,735	38.9	2,252	46.9	59,727	53.3
Northwest Region	16,045	50.0	59	42.4	394	49.5	2,548	36.7	787	41.6	298	47.0	11,862	53.6
Alexander	457	54.3	2	*	13	53.8	25	36.0	10	40.0	8	75.0	398	55.5
Alleghany	126	51.6	0	*	0	*	1	*	9	33.3	1	*	114	54.4
Ashle	234	47.0	0	*	1	*	4	*	2	*	4	*	222	47.7
Avery	201	68.2	0	*	2	*	1	*	1	*	0	*	196	68.9
Grandfather Academy**	5	20.0	0	*	0	*	0	*	0	*	0	*	5	20.0
Crossnore Academy**	4	*	0	*	0	*	0	*	0	*	0	*	4	*
Burke	1,099	51.7	4	*	107	50.5	53	43.4	47	59.6	20	50.0	863	51.8
Caldwell	1,011	43.0	4	*	7	57.1	73	45.2	37	27.0	13	15.4	872	43.8
Catawba	1,348	49.1	7	14.3	94	46.8	110	43.6	59	54.2	22	45.5	1,046	50.2
Englemann**	32	34.4	0	*	0	*	8	25.0	0	*	0	*	24	37.5
Hickory City	320	50.9	2	*	33	36.4	81	43.2	23	21.7	10	40.0	166	63.3
Newton Conover City	198	58.6	0	*	8	50.0	43	51.2	18	72.2	9	55.6	120	60.0
Davidson	1,547	51.4	8	37.5	10	50.0	29	48.3	23	43.5	15	46.7	1,454	51.8
Lexington City	237	39.7	3	*	9	55.6	106	33.0	40	42.5	18	27.8	58	51.7
Thomasville City	199	41.2	1	*	1	*	100	37.0	19	52.6	2	*	75	44.0
Davie	487	49.5	2	*	0	*	31	22.6	18	55.6	9	22.2	419	51.1
Winston-Salem/Forsyth	3,532	47.2	4	*	40	62.5	1,287	33.6	274	35.8	97	49.5	1,811	58.2
Quality Education**	17	0.0	0	*	0	*	17	0.0	0	*	0	*	0	*
C.G. Woodson**	31	64.5	0	*	0	*	28	64.3	1	*	2	*	0	*
East Winston Primary**	11	0.0	0	*	0	*	11	0.0	0	*	0	*	0	*
Forsyth Academies**	71	50.7	0	*	0	*	41	48.8	0	*	1	*	28	50.0
Iredell-Statesville	1,515	58.6	11	54.5	40	60.0	254	45.7	51	47.1	23	65.2	1,124	61.9
American Renaissance**	34	23.5	0	*	0	*	10	30.0	0	*	0	*	23	17.4
Success Institute**	13	30.8	0	*	0	*	13	30.8	0	*	0	*	0	*
Mooreville City	356	38.2	4	*	7	28.6	75	17.3	3	*	3	*	263	44.5
Stokes	563	54.5	0	*	3	*	35	34.3	5	20.0	8	62.5	507	56.4
Surry	606	68.6	0	*	5	40.0	25	64.0	55	65.5	8	100.0	510	69.2
Elkin City	72	61.1	0	*	0	*	4	*	5	40.0	0	*	63	63.5
Bridges**	10	60.0	0	*	0	*	1	*	0	*	0	*	9	55.6
Mount Airy City	130	38.5	0	*	6	0.0	15	33.3	8	0.0	4	*	97	46.4
Millennium**	30	66.7	0	*	0	*	1	*	0	*	0	*	29	69.0
Watauga	344	52.0	2	*	2	*	5	20.0	1	*	6	50.0	326	52.5

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

*Data not reported where Number Tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grades 4 and 7

Table 12b. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA
Northwest Region (continued)

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	101,554	46.8	1,704	42.5	1,643	55.1	30,603	35.5	4,735	38.9	2,252	46.9	59,727	53.3
Wilkes	751	44.7	3	*	3	*	34	47.1	31	29.0	11	45.5	667	45.4
Yadkin	454	39.0	2	*	3	*	27	29.6	47	25.5	4	*	369	41.5

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

* Data not reported where Number Tested is fewer than five.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grades 4 and 7

Table 12c. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA
Southwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	101,554	46.8	1,704	42.5	1,643	55.1	30,603	35.5	4,735	38.9	2,252	46.9	59,727	53.3
Southwest Region	22,406	49.2	286	44.4	417	48.9	7,020	36.6	1,067	39.3	445	48.5	12,957	57.1
Anson	319	46.7	2	*	4	*	191	37.7	3	*	5	60.0	114	60.5
Cabarrus	1,535	50.0	11	18.2	16	43.8	219	37.4	77	35.1	33	57.6	1,173	53.6
Kannapolis City	316	52.8	1	*	6	50.0	87	44.8	28	46.4	6	33.3	187	58.3
Cleveland	791	46.6	2	*	1	*	176	39.8	8	37.5	16	37.5	586	49.1
Kings Mountain City	353	60.1	0	*	9	77.8	75	54.7	2	*	7	71.4	260	60.4
Shelby City	238	42.9	0	*	1	*	145	30.3	7	100.0	4	*	79	62.0
Gaston	2,375	58.9	10	50.0	24	58.3	494	53.2	56	44.6	29	69.0	1,751	60.7
Piedmont Community**	36	50.0	0	*	0	*	9	44.4	0	*	0	*	27	51.9
Hoke	507	47.7	85	50.6	1	*	221	44.8	21	52.4	21	42.9	152	52.0
Lincoln	794	63.4	1	*	4	*	67	46.3	46	60.9	25	56.0	649	65.2
Lincoln Charter**	40	75.0	0	*	0	*	1	*	0	*	1	*	38	76.3
Charlotte/Mecklenburg	8,335	47.2	42	28.6	278	49.3	3,611	33.6	507	40.0	169	46.7	3,599	61.8
Community Charter**	15	26.7	0	*	0	*	12	33.3	1	*	1	*	1	*
Sugar Creek**	74	35.1	0	*	0	*	71	35.2	2-	*	0	*	0	*
Metrolina**	10	70.0	0	*	0	*	5	60.0	1	*	0	*	4	*
Montgomery	355	24.5	0	*	9	11.1	91	19.8	54	16.7	9	22.2	191	29.3
Moore	805	61.1	20	60.0	2	*	169	49.1	31	35.5	24	33.3	547	67.5
STARS**	12	25.0	0	*	0	*	5	0.0	0	*	0	*	7	42.9
Richmond	663	38.8	17	41.2	4	*	274	32.5	18	33.3	9	44.4	331	44.1
Rowan-Salisbury	1,606	40.2	4	*	14	21.4	366	26.8	75	29.3	30	30.0	1,106	46.1
Rowan Academy**	13	53.8	0	*	0	*	13	53.8	0	*	0	*	0	*
Scotland	567	49.2	77	41.6	2	*	280	44.6	3	*	9	77.8	190	57.9
Stanly	756	40.2	5	40.0	30	33.3	118	31.4	23	21.7	12	16.7	556	43.7
Stanly Co. Community**	12	0.0	0	*	0	*	12	0.0	0	*	0	*	0	*
Union	1,820	55.4	9	66.7	12	66.7	298	38.9	102	40.2	34	73.5	1,363	59.6
Union Academy**	59	35.6	0	*	0	*	10	30.0	2	*	1	*	46	39.1

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
 *Data not reported where Number Tested is fewer than five.
 **Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
 The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.
 2001-02 Report of Student Performance in Writing, Grades 4 and 7

Table 12d. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA
Northeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	101,554	46.8	1,704	42.5	1,643	55.1	30,603	35.5	4,735	38.9	2,252	46.9	59,727	53.3
Northeast Region	6,708	33.6	35	37.1	26	57.7	3,512	27.0	133	34.6	99	35.4	2,850	41.3
Beaufort	632	43.8	0	*	0	*	270	39.6	19	31.6	6	50.0	330	47.6
Washington Montessori**	17	29.4	0	*	0	*	1	*	2	*	1	*	13	30.8
Bertie	274	31.8	0	*	0	*	230	29.1	1	*	3	*	37	51.4
Camden	106	39.6	1	*	2	*	18	27.8	1	*	1	*	81	44.4
Edenton/Chowan	183	19.1	1	*	0	*	86	7.0	1	*	1	*	94	30.9
Curttuck	219	48.4	1	*	1	*	20	50.0	3	*	4	*	190	48.4
Dare	371	32.9	0	*	1	*	7	14.3	8	37.5	10	20.0	344	33.4
Edgecombe	605	23.3	0	*	1	*	342	17.5	22	31.8	5	0.0	224	32.1
Gates	153	35.3	2	*	0	*	56	26.8	1	*	1	*	91	40.7
Hallifax	389	34.7	17	41.2	0	*	344	33.7	3	*	2	*	21	47.6
Roanoke Rapids City	247	54.3	0	*	1	*	47	38.3	2	*	3	*	192	57.3
Weldon City	104	26.0	1	*	0	*	100	26.0	0	*	2	*	0	*
Hertford	270	29.6	1	*	1	*	231	29.0	0	*	1	*	34	32.4
Hyde	57	47.4	0	*	0	*	30	36.7	1	*	0	*	26	61.5
Martin	352	23.0	2	*	0	*	191	17.8	5	20.0	4	*	150	29.3
Northampton	313	30.0	0	*	0	*	250	27.2	1	*	1	*	61	41.0
Elizabeth City/Pasquotank	467	35.3	1	*	3	*	224	31.7	4	*	12	41.7	221	39.4
Perquimans	131	16.8	1	*	0	*	58	15.5	3	*	2	*	67	16.4
Pitt	1,580	35.0	6	33.3	16	56.3	848	26.2	51	37.3	35	45.7	606	45.9
Tyrrell	56	42.9	0	*	0	*	23	34.8	2	*	1	*	30	46.7
Washington	182	22.0	1	*	0	*	136	19.9	3	*	4	*	38	26.3

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

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2001-02 Report of Student Performance in Writing, Grades 4 and 7

Table 12e. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA
Southeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	101,554	46.8	1,704	42.5	1,643	55.1	30,603	35.5	4,735	38.9	2,252	46.9	59,727	53.3
Southeast Region	17,701	42.7	1,001	43.9	127	57.5	6,307	35.2	842	39.3	495	44.8	8,779	48.1
Bladen	426	33.1	6	16.7	1	*	219	28.3	11	27.3	1	*	187	39.6
Brunswick	855	40.9	10	30.0	3	*	197	38.6	26	38.5	21	33.3	585	42.7
Carteret	620	45.6	1	*	5	60.0	57	31.6	4	*	19	36.8	531	47.5
Tiller School**	15	46.7	0	*	0	*	0	*	0	*	1	*	14	50.0
Columbus	514	45.5	32	43.8	0	*	187	49.2	17	35.3	4	*	273	44.0
Whiteville City	217	35.9	3	*	0	*	94	22.3	7	42.9	8	37.5	104	48.1
Craven	1,118	43.3	9	44.4	8	25.0	374	34.0	30	40.0	19	52.6	672	48.4
Cumberland	4,028	42.2	86	40.7	54	64.8	1,869	36.1	208	45.2	153	51.0	1,611	47.5
Duplin	691	49.2	3	*	0	*	240	47.1	108	37.0	14	28.6	321	56.1
Greene	251	24.3	1	*	0	*	134	21.6	30	16.7	5	20.0	80	32.5
Jones	123	41.5	0	*	1	*	51	35.3	5	20.0	0	*	65	46.2
Lenoir	754	43.9	1	*	3	*	364	35.4	35	37.1	10	20.0	335	54.0
Children's Village Academy**	25	8.0	0	*	0	*	24	8.3	0	*	1	*	0	*
New Hanover	1,589	54.3	13	15.4	13	69.2	444	37.2	32	28.1	48	50.0	1,019	63.7
Cape Fear Center**	40	72.5	0	*	0	*	2	*	0	*	0	*	35	74.3
Onslow	1,644	40.3	21	38.1	24	54.2	358	38.0	66	48.5	106	47.2	1,054	39.8
Pamlico	113	51.3	1	*	1	*	38	36.8	0	*	2	*	70	60.0
Arapahoe**	36	52.8	0	*	0	*	3	*	1	*	0	*	30	60.0
Pender	510	49.0	2	*	0	*	147	44.9	25	52.0	7	42.9	323	51.4
Robeson	1,849	40.7	791	45.5	4	*	562	30.1	60	36.7	31	41.9	393	46.3
Sampson	607	33.3	7	28.6	0	*	197	27.9	82	31.7	8	37.5	310	37.1
Clinton City	213	49.8	13	38.5	0	*	99	45.5	20	45.0	4	*	76	61.8
Wayne	1,463	38.3	1	*	10	50.0	647	31.5	75	41.3	33	42.4	691	43.8

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

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Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grades 4 and 7

Table 12f. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA
Central Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above †	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	101,554	46.8	1,704	42.5	1,643	55.1	30,603	35.5	4,735	38.9	2,252	46.9	59,727	53.3
Central Region	31,342	48.1	198	34.3	642	62.0	10,755	37.3	1,692	38.5	793	48.0	16,934	55.7
Alamance-Burlington	1,559	55.9	4	*	23	60.9	413	45.3	133	34.6	36	47.2	947	64.0
River Mill Charter**	23	60.9	3	*	0	*	1	*	1	*	4	*	14	57.1
Clover Garden**	33	3.0	0	*	0	*	2	*	0	*	0	*	29	3.4
Caswell	273	53.8	2	*	1	*	114	50.0	5	40.0	3	*	148	56.1
Chatham	561	53.8	2	*	1	*	114	50.9	91	36.3	22	45.5	325	60.9
Chatham Charter**	31	61.3	0	*	0	*	8	75.0	0	*	0	*	23	56.5
Woods Charter**	4	*	0	*	0	*	1	*	0	*	0	*	3	*
Durham	2,401	49.8	13	38.5	35	57.1	1,461	43.3	136	34.6	62	67.7	660	65.5
Maureen Joy**	29	44.8	0	*	0	*	27	44.4	0	*	2	*	0	*
Healthy Start**	47	4.3	0	*	0	*	46	4.3	0	*	1	*	0	*
Carter Community**	14	35.7	0	*	0	*	14	35.7	0	*	0	*	0	*
Turning Point**	11	9.1	0	*	0	*	11	9.1	0	*	0	*	0	*
Research Triangle**	12	16.7	0	*	0	*	5	0.0	0	*	1	*	6	16.7
Omuteko Gwamazima**	11	18.2	0	*	0	*	11	18.2	0	*	0	*	0	*
Franklin	598	36.8	1	*	1	*	202	32.2	27	25.9	5	80.0	358	39.7
Granville	704	42.0	0	*	0	*	269	30.1	28	28.6	14	42.9	387	51.7
Guilford	4,952	52.8	47	42.6	190	52.6	2,075	44.4	194	43.8	150	50.7	2,261	62.0
Greensboro Academy**	80	65.0	0	*	0	*	7	42.9	1	*	0	*	71	69.0
Guilford SABIS**	54	24.1	0	*	0	*	41	17.1	0	*	0	*	12	41.7
Phoenix Academy**	34	55.9	0	*	0	*	2	*	1	*	1	*	30	56.7
Harnett	1,298	40.3	20	45.0	3	*	397	31.5	74	43.2	59	42.4	734	44.4
Johnston	1,774	41.7	11	36.4	2	*	378	32.8	147	34.0	39	38.5	1,189	45.8
Lee	701	48.5	3	*	3	*	170	38.8	121	44.6	18	33.3	382	55.0
Nash-Rocky Mount	1,407	40.8	5	40.0	11	54.5	767	35.3	53	28.3	15	53.3	544	48.3
Rocky Mt Charter Public**	75	28.0	1	*	0	*	50	16.0	0	*	2	*	21	52.4
Orange	471	54.4	3	*	1	*	109	42.2	10	30.0	19	52.6	328	59.8
Orange Co. Charter**	20	25.0	0	*	1	*	2	*	0	*	0	*	15	33.3
Chapel Hill-Carboro City	735	63.8	4	*	51	82.4	131	38.2	31	64.5	33	54.5	476	70.0
Village Charter**	13	7.7	0	*	0	*	3	*	1	*	1	*	8	12.5
Person	439	34.6	3	*	0	*	181	30.4	9	55.6	13	23.1	230	37.4
Bethel Hill**	33	18.2	1	*	0	*	5	0.0	1	*	0	*	26	23.1
Randolph	1,381	41.5	8	37.5	9	44.4	67	22.4	65	32.3	28	35.7	1,203	43.1

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
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 The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.
 2001-02 Report of Student Performance in Writing, Grades 4 and 7

Table 12f. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA
Central Region (continued)

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	101,554	46.8	1,704	42.5	1,643	55.1	30,603	35.5	4,735	38.9	2,252	46.9	59,727	53.3
Asheboro City	335	47.2	2	*	6	66.7	48	33.3	77	41.6	13	30.8	184	53.3
Rockingham	1,149	35.8	3	*	4	*	293	27.0	40	27.5	25	36.0	780	39.4
Vance	701	28.1	1	*	1	*	461	24.5	33	12.1	5	0.0	200	39.5
Vance Charter**	38	81.6	0	*	1	*	4	*	0	*	0	*	33	84.8
Wake	7,774	54.2	27	22.2	286	65.7	2,036	37.6	353	41.9	202	50.5	4,717	62.2
Magellan**	65	92.3	0	*	2	*	7	85.7	0	*	0	*	56	92.9
Sterling Montessori**	37	29.7	0	*	6	66.7	7	42.9	0	*	2	*	21	19.0
Franklin Academy**	45	48.9	1	*	0	*	4	*	0	*	0	*	40	52.5
East Wake Academy**	43	32.6	0	*	1	*	10	20.0	0	*	0	*	32	34.4
SPARC Academy**	20	10.0	0	*	0	*	20	10.0	0	*	0	*	0	*
Northeast Raleigh**	11	45.5	0	*	0	*	11	45.5	0	*	0	*	0	*
PreEminent**	19	5.3	0	*	0	*	14	7.1	0	*	4	*	1	*
Quest Academy**	15	100.0	0	*	0	*	1	*	0	*	0	*	14	100.0
Hope Elementary**	14	14.3	0	*	0	*	14	14.3	0	*	0	*	0	*
Warren	241	22.8	13	0.0	0	*	170	17.6	3	*	0	*	54	42.6
Haliwa-Saponi Tribal**	18	27.8	18	27.8	0	*	0	*	0	*	0	*	0	*
Wilson	985	41.0	2	*	3	*	521	31.7	53	43.4	14	35.7	372	53.5
S.B. Howard**	54	31.5	0	*	0	*	50	28.0	4	*	0	*	0	*

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

* Data not reported where Number Tested is fewer than five.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grades 4 and 7

Table 13 a. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA
Western Region

State	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above †	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
Western Region	101,425	62.9	1,572	53.8	1,694	49.7	29,863	49.7	3,842	53.5	2,246	61.2	61,521	70.1
	7,544	66.3	103	65.0	42	54.7	506	54.7	172	62.2	134	60.4	6,547	67.5
Buncombe	1,994	72.5	12	58.3	13	84.6	109	62.4	46	67.4	52	67.3	1,747	73.5
Ashville City	271	62.4	0	*	1	*	119	49.6	4	*	8	62.5	136	72.1
Francine Delany**	15	66.7	0	*	0	*	2	*	0	*	0	*	13	69.2
Evergreen Community**	18	50.0	0	*	0	*	1	*	0	*	1	*	14	50.0
Cherokee	244	73.8	3	*	3	*	2	*	6	83.3	4	*	226	74.8
Clay	122	48.4	1	*	0	*	0	*	0	*	0	*	121	48.8
Graham	115	71.3	14	71.4	0	*	0	*	0	*	3	*	97	72.2
Haywood	622	57.6	3	*	2	*	12	33.3	2	*	6	33.3	593	58.0
Henderson	921	67.3	2	*	5	40.0	41	63.4	63	58.7	17	64.7	790	68.5
Mountain Community**	16	62.5	0	*	0	*	2	*	0	*	0	*	13	61.5
Jackson	279	58.1	27	66.7	1	*	5	20.0	4	*	5	0.0	236	59.7
Summit Charter**	18	22.2	0	*	0	*	0	*	1	*	0	*	17	17.6
Macon	306	64.1	5	60.0	0	*	4	*	6	66.7	6	83.3	283	64.0
Madison	209	60.3	0	*	0	*	0	*	2	*	2	*	203	61.6
McDowell	536	63.2	1	*	11	45.5	24	58.3	11	45.5	9	55.6	479	64.5
Mitchell	189	62.4	3	*	0	*	0	*	9	22.2	1	*	175	64.0
Polk	208	63.9	0	*	2	*	16	56.3	3	*	3	*	182	64.8
Thomas Jefferson**	33	36.4	0	*	0	*	2	*	0	*	1	*	30	36.7
Rutherford	790	61.3	2	*	3	*	140	52.9	11	72.7	7	85.7	625	62.4
Swain	135	62.2	29	55.2	0	*	0	*	0	*	2	*	104	63.5
Transylvania	288	83.0	1	*	0	*	21	71.4	2	*	7	57.1	257	84.4
Brevard Academy**	31	74.2	0	*	1	*	5	40.0	0	*	0	*	25	84.0
Yancey	184	73.9	0	*	0	*	1	*	2	*	0	*	181	74.0

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

*Data not reported where Number Tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grade 4 and 7

Table 13 b. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA
Northwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above †	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	101,425	62.9	1,572	53.8	1,694	70.9	29,863	49.7	3,842	53.5	2,246	61.2	61,521	70.1
Northwest Region	15,890	71.1	60	58.3	360	72.5	2,452	55.1	628	55.1	258	69.4	12,063	75.3
Alexander	431	61.0	2	*	14	64.3	33	63.6	14	50.0	4	*	361	60.7
Alleghany	111	59.5	0	*	0	*	0	*	9	77.8	3	*	99	59.6
Ashe	291	89.0	1	*	1	*	2	*	0	*	1	*	285	89.1
Crossnore Academy**	1	*	1	*	0	*	0	*	0	*	0	*	0	*
Avery	195	85.6	0	*	0	*	0	*	0	*	1	*	194	85.6
Grandfather Academy**	7	0.0	0	*	0	*	0	*	0	*	0	*	7	0.0
Burke	1,120	73.9	1	*	96	74.0	82	58.5	32	34.4	13	53.8	889	77.5
Caldwell	990	66.3	3	*	7	57.1	60	53.3	12	66.7	18	50.0	883	68.0
Catawba	1,316	80.4	6	83.3	95	69.5	94	59.6	48	77.1	17	100.0	1,052	83.1
Hickory City	373	82.0	1	*	27	59.3	101	72.3	20	70.0	11	72.7	212	91.5
Newton Conover City	188	79.8	2	*	14	85.7	34	76.5	14	85.7	7	85.7	116	79.3
Davidson	1,547	71.8	11	81.8	7	100.0	34	70.6	22	36.4	7	71.4	1,463	72.2
Lexington City	207	37.2	1	*	13	61.5	93	32.3	24	20.8	6	16.7	68	47.1
Thomasville City	162	51.9	0	*	1	*	67	41.8	28	42.9	3	*	63	65.1
Davie	419	77.1	1	*	0	*	25	64.0	19	52.6	5	80.0	366	79.0
Quality Education**	12	0.0	0	*	0	*	12	0.0	0	*	0	*	0	*
Forsyth Academies**	58	25.9	0	*	1	*	33	21.2	0	*	0	*	22	31.8
C.G. Woodson**	21	28.6	0	*	0	*	20	30.0	0	*	1	*	0	*
Winston-Salem/Forsyth	3,379	67.2	8	37.5	26	76.9	1,225	54.0	195	48.2	90	77.8	1,821	77.4
Downtown Middle**	122	65.6	0	*	0	*	69	63.8	1	*	3	*	49	67.3
Iredell-Statesville	1,420	74.5	16	43.8	36	72.2	245	58.4	48	75.0	26	69.2	1,044	79.0
American Ren. Middle**	57	66.7	0	*	0	*	13	53.8	0	*	1	*	41	68.3
Mooreville City	320	72.2	0	*	6	100.0	67	58.2	3	*	4	*	240	76.7
Stokes	568	75.7	1	*	1	*	26	50.0	5	60.0	15	53.3	519	77.6
Surry	706	72.7	2	*	4	*	25	64.0	55	74.5	9	55.6	609	73.4
Elkin City	85	69.4	0	*	0	*	11	54.5	3	*	0	*	71	71.8
Bridges**	15	66.7	0	*	0	*	1	*	0	*	0	*	14	64.3
Mount Airy City	152	92.8	0	*	9	100.0	17	94.1	4	*	1	*	121	91.7
Watauga	393	78.6	1	*	0	*	5	60.0	3	*	2	*	379	79.4
Wilkes	764	68.2	0	*	2	*	42	57.1	27	55.6	6	50.0	686	69.5
Yadkin	460	57.2	2	*	0	*	16	56.3	42	45.2	4	*	389	59.1

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

*Data not reported where Number Tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grade 4 and 7

Table 13 c. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA
Southwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above †	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	101,425	62.9	1,572	53.8	1,694	70.9	29,863	49.7	3,842	53.5	2,246	61.2	61,521	70.1
Southwest Region	22,552	64.2	242	49.6	491	64.2	6,879	50.6	884	55.7	438	62.3	13,464	72.1
Anson	378	45.5	2	*	4	*	231	43.3	0	*	4	*	137	48.9
Cabarrus	1,517	73.6	7	71.4	18	66.7	209	62.2	52	57.7	38	60.5	1,189	76.9
Kannapolis City	328	50.6	5	40.0	5	40.0	107	45.8	21	38.1	10	30.0	177	57.6
Cleveland	767	70.0	0	*	2	*	192	64.1	15	66.7	10	70.0	545	72.1
Kings Mountain City	398	66.6	1	*	11	63.6	76	63.2	4	*	7	85.7	297	67.7
Shelby City	255	58.4	0	*	2	*	134	39.6	8	62.5	1	*	109	79.8
Gaston	2,510	70.6	8	50.0	25	80.0	516	58.7	52	78.8	39	69.2	1,856	73.7
Hoke	458	54.1	56	53.6	4	*	215	48.8	16	68.8	14	64.3	144	60.4
Lincoln	899	69.6	3	*	2	*	84	48.8	37	67.6	12	66.7	749	73.0
Lincoln Charter**	32	37.5	0	*	1	*	1	*	3	*	0	*	27	44.4
Charlotte/Mecklenburg	7,946	60.8	33	36.4	329	63.5	3,516	49.6	410	53.7	159	60.4	3,431	73.4
Kennedy Charter**	6	16.7	0	*	0	*	5	0.0	0	*	0	*	1	*
Lake Norman**	133	87.2	0	*	1	*	4	*	0	*	2	*	125	88.0
Sugar Creek**	45	26.7	0	*	0	*	45	26.7	0	*	0	*	0	*
Metrolina**	6	66.7	0	*	0	*	3	*	0	*	0	*	3	*
Montgomery	350	55.7	0	*	11	81.8	98	53.1	59	52.5	9	66.7	172	56.4
MAST**	27	44.4	0	*	0	*	6	50.0	0	*	1	*	20	40.0
Moore	887	72.9	13	76.9	2	*	213	59.6	40	57.5	21	52.4	597	79.2
Richmond	690	53.2	15	40.0	5	60.0	281	36.7	9	44.4	11	72.7	363	65.6
Rowan-Salisbury	1,663	55.5	6	50.0	21	57.1	297	48.8	51	47.1	37	62.2	1,238	57.1
Scotland	519	50.9	77	44.2	2	*	231	42.4	5	80.0	15	53.3	182	63.2
Stanly	805	68.0	2	*	33	45.5	113	52.2	12	33.3	13	53.8	630	73.0
Union	1,933	77.1	14	71.4	13	92.3	302	61.6	90	55.6	35	71.4	1,472	81.6

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

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Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grade 4 and 7

Table 13d. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA
Northeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above †	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	101,425	62.9	1,572	53.8	1,694	70.9	29,863	49.7	3,842	53.5	2,246	61.2	61,521	70.1
Northeast Region	6,794	53.6	49	61.2	28	89.3	3,484	43.5	102	54.9	90	58.9	3,007	64.8
Beaufort	591	54.5	0	*	2	*	257	39.7	18	44.4	9	33.3	303	68.6
Bertie	288	45.8	1	*	0	*	237	43.9	1	*	1	*	47	55.3
Camden	106	71.7	0	*	1	*	21	81.0	3	*	2	*	77	68.8
Edenton/Chowan	209	45.5	0	*	0	*	89	39.3	2	*	2	*	116	50.0
Currituck	255	69.8	0	*	2	*	27	70.4	5	80.0	8	75.0	211	69.2
Dare	399	69.9	1	*	0	*	16	56.3	9	55.6	7	42.9	364	71.4
Edgecombe	593	47.0	2	*	0	*	357	39.5	15	60.0	7	71.4	210	58.1
Gates	181	73.5	0	*	1	*	78	67.9	0	*	3	*	98	78.6
Hallifax	429	53.4	29	86.2	0	*	368	50.5	2	*	2	*	26	61.5
Roanoke Rapids City	272	58.8	2	*	2	*	55	49.1	1	*	5	60.0	204	61.3
Weldon City	76	39.5	0	*	0	*	70	38.6	0	*	1	*	5	40.0
Hertford	258	24.0	4	*	0	*	198	21.2	1	*	6	16.7	47	36.2
Hyde	50	24.0	0	*	0	*	26	3.8	0	*	1	*	23	47.8
Martin	381	42.0	0	*	0	*	211	34.6	3	*	1	*	166	51.8
Northampton	299	32.8	1	*	0	*	238	30.7	2	*	2	*	55	43.6
Elizabeth City/Pasquotank	485	52.4	4	*	2	*	240	47.5	3	*	5	60.0	227	59.0
Perquimans	148	40.5	0	*	0	*	60	28.3	1	*	2	*	85	48.2
Pitt	1,544	64.3	4	*	17	94.1	789	53.7	33	51.5	24	87.5	670	76.0
Tyrrell	55	29.1	0	*	0	*	22	18.2	1	*	1	*	31	35.5
Washington	175	42.9	1	*	1	*	125	39.2	2	*	1	*	42	52.4

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
 *Data not reported where Number Tested is fewer than five.
 **Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
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 Prepared by the NCDPI Division of Accountability Services/Testing Section.
 2001-02 Report of Student Performance in Writing, Grade 4 and 7

Table 13 e. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA
Southeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above †	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	101,425	62.9	1,572	53.8	1,694	70.9	29,863	49.7	3,842	53.5	2,246	61.2	61,521	70.1
Southeast Region	17,586	59.1	946	52.4	142	70.4	6,226	50.6	717	55.4	564	59.6	8,828	65.9
Bladen	473	74.0	12	75.0	0	*	220	72.3	11	36.4	4	*	224	77.7
Brunswick	826	59.8	14	42.9	1	*	187	49.7	12	58.3	15	53.3	587	63.5
Carteret	666	56.8	3	*	3	*	62	51.6	10	30.0	12	41.7	575	57.9
Columbus	523	48.9	40	42.5	0	*	176	38.1	14	35.7	5	60.0	288	56.9
Whiteville City	223	59.2	1	*	0	*	97	54.6	2	*	8	37.5	112	66.1
Craven	1,075	59.1	8	37.5	8	62.5	372	49.2	23	56.5	30	53.3	624	65.4
Alpha Academy**	21	14.3	0	*	0	*	14	14.3	0	*	1	*	5	0.0
Cumberland	3,878	55.2	93	45.2	61	75.4	1,744	50.7	211	60.7	221	57.5	1,478	58.4
Duplin	671	66.2	1	*	0	*	235	51.9	102	63.7	2	*	326	77.0
Greene	220	44.5	0	*	0	*	115	40.9	16	25.0	3	*	85	52.9
Jones	117	60.7	2	*	0	*	74	58.1	0	*	2	*	39	64.1
Lenoir	738	49.5	2	*	3	*	360	37.2	19	52.6	9	55.6	342	62.3
New Hanover	1,699	65.0	13	46.2	18	72.2	473	50.1	25	60.0	37	73.0	1,114	71.5
Onslow	1,667	65.3	23	52.2	30	60.0	362	56.6	61	60.7	121	62.8	1,054	69.7
Pamlico	138	64.5	0	*	0	*	51	51.0	0	*	0	*	87	72.4
Arapahoe**	39	38.5	0	*	0	*	7	14.3	1	*	2	*	29	48.3
Pender	521	65.3	2	*	0	*	147	53.7	11	54.5	3	*	353	70.8
Robeson	1,700	53.9	665	55.3	2	*	583	45.3	43	48.8	33	63.6	368	64.1
CIS Academy**	46	17.4	40	20.0	0	*	2	*	0	*	1	*	3	*
Sampson	629	53.9	14	57.1	2	*	206	46.6	73	43.8	14	64.3	315	60.6
Clinton City	218	71.1	11	81.8	0	*	107	62.6	14	42.9	5	80.0	80	85.0
Wayne	1,498	64.9	2	*	14	78.6	632	55.9	69	58.0	36	61.1	740	73.2

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
 *Data not reported where Number Tested is fewer than five.
 **Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
 The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.
 2001-02 Report of Student Performance in Writing, Grade 4 and 7

Table 13.f. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA
Central Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above †	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	101,425	62.9	1,572	53.8	1,694	70.9	29,863	49.7	3,842	53.5	2,246	61.2	61,521	70.1
Central Region	31,059	61.2	172	57.0	631	75.0	10,316	49.0	1,339	49.1	762	59.3	17,612	69.0
Alamance-Burlington	1,707	63.7	4	*	31	74.2	463	52.7	122	42.6	31	71.0	1,048	70.6
Lakeside School**	6	0.0	0	*	0	*	4	*	0	*	0	*	2	*
River Mill Charter**	21	66.7	0	*	0	*	2	*	0	*	0	*	18	72.2
Clover Garden**	16	50.0	0	*	0	*	0	*	0	*	0	*	16	50.0
Caswell	269	73.6	0	*	0	*	115	66.1	4	*	6	83.3	144	78.5
Woods Charter**	12	8.3	0	*	1	*	0	*	0	*	2	*	8	0.0
Chatham Charter**	17	23.5	0	*	1	*	1	*	0	*	0	*	15	20.0
Chatham	619	74.2	3	*	2	*	145	69.0	53	60.4	16	56.3	397	78.8
Durham	2,224	45.6	9	33.3	39	76.9	1,307	37.2	88	37.5	78	39.7	678	62.5
Carter Community**	18	22.2	0	*	0	*	17	23.5	0	*	0	*	0	*
Kestrel Heights**	38	47.4	1	*	1	*	15	33.3	1	*	2	*	17	64.7
Turning Point**	13	38.5	0	*	0	*	12	33.3	0	*	1	*	0	*
Success Academy**	8	0.0	0	*	0	*	8	0.0	0	*	0	*	0	*
Omuteko Gwamazima**	12	50.0	0	*	0	*	12	50.0	0	*	0	*	0	*
Franklin	615	48.1	2	*	2	*	246	43.5	35	34.3	9	44.4	320	53.8
Granville	673	60.3	0	*	1	*	260	52.3	21	42.9	6	83.3	381	66.4
Guilford SABIS**	29	65.5	0	*	0	*	16	68.8	0	*	0	*	13	61.5
Greensboro Academy**	73	52.1	0	*	0	*	10	30.0	2	*	1	*	59	54.2
Guilford	4,858	63.3	44	61.4	159	69.8	1,914	55.4	119	54.6	158	69.0	2,437	69.4
Imani Institute**	45	20.0	1	*	0	*	38	18.4	0	*	3	*	3	*
Harnett	1,295	70.8	14	71.4	6	100.0	427	61.4	65	70.8	34	70.6	742	75.9
Johnston	1,678	64.5	13	46.2	6	83.3	334	57.5	126	50.0	27	70.4	1,167	68.2
Lee	678	68.9	1	*	7	100.0	190	54.2	92	54.3	8	62.5	376	79.3
Provisions Academy**	17	29.4	0	*	0	*	5	20.0	0	*	1	*	10	20.0
Nash-Rocky Mount	1,313	61.9	6	66.7	8	50.0	671	52.6	58	63.8	16	68.8	546	72.9
Rocky Mt Charter Public**	77	39.0	1	*	0	*	46	30.4	1	*	2	*	24	62.5
Orange	474	57.2	3	*	3	*	113	42.5	8	37.5	16	81.3	330	61.2
Orange Co. Charter**	19	26.3	0	*	0	*	1	*	1	*	0	*	17	29.4
Village Charter**	10	10.0	0	*	0	*	4	*	0	*	1	*	5	20.0
Chapel Hill-Carboro City	745	76.2	2	*	71	90.1	99	60.6	24	33.3	27	59.3	510	80.2
Person	484	51.2	2	*	1	*	177	47.5	10	40.0	5	20.0	286	55.2
Randolph	1,466	63.2	13	76.9	8	62.5	69	52.2	61	54.1	18	50.0	1,292	64.6
Ashboro City	350	56.0	1	*	8	37.5	49	42.9	53	41.5	10	40.0	217	66.4
Rockingham	1,164	68.6	3	*	2	*	318	63.8	26	65.4	30	46.7	778	71.5

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
 **Data not reported where Number Tested is fewer than five.
 **Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
 The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.
 2001-02 Report of Student Performance in Writing, Grade 4 and 7



Table 13f. North Carolina Testing Program, Annual Writing Assessment, 2001-02
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA
Central Region (continued)

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above †	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	101,425	62.9	1,572	53.8	1,694	70.9	29,863	49.7	3,842	53.5	2,246	61.2	61,521	70.1
Bethany Community**	45	31.1	0	*	0	*	0	*	0	*	1	*	44	29.5
Vance	611	31.4	2	*	2	*	426	27.0	20	40.0	6	16.7	155	42.6
Vance Charter**	40	42.5	0	*	0	*	6	16.7	0	*	1	*	33	48.5
Wake	7,870	63.6	31	51.6	257	75.9	2,086	47.6	302	47.4	225	57.8	4,896	71.2
Quest Academy**	15	53.3	0	*	0	*	0	*	0	*	0	*	15	53.3
Northeast Raleigh**	5	40.0	0	*	0	*	3	*	0	*	2	*	0	*
SPARC Academy**	25	4.0	0	*	0	*	25	4.0	0	*	0	*	0	*
East Wake Academy**	26	42.3	0	*	0	*	5	20.0	0	*	0	*	21	47.6
Franklin Academy**	46	56.5	0	*	0	*	1	*	0	*	0	*	43	58.1
Sterling Montessori**	28	35.7	0	*	1	*	2	*	2	*	1	*	22	36.4
Exploris**	55	65.5	0	*	0	*	7	42.9	0	*	2	*	46	69.6
Magellan**	64	70.3	0	*	6	50.0	6	100.0	3	*	0	*	49	71.4
Warren	269	37.9	13	53.8	0	*	203	37.4	2	*	6	66.7	41	36.6
S.B. Howard**	22	59.1	0	*	0	*	18	55.6	3	*	1	*	0	*
Wilson	895	58.4	3	*	8	87.5	440	48.2	37	29.7	9	77.8	391	71.4

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

*Data not reported where Number Tested is fewer than five.

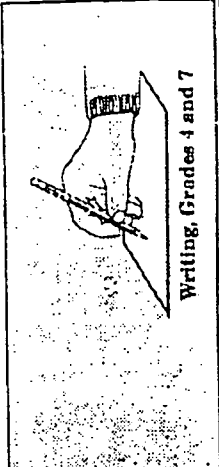
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2001-02 Report of Student Performance in Writing, Grade 4 and 7

Appendix



Learning to write is an important educational goal for all North Carolina students. Measuring the skills involved takes time and thoughtful judgement. Students were given approximately 75 minutes to write about a given topic. Each paper was scored by two carefully trained, experienced readers. The scores reported below represent their combined judgement of this sample of the student's writing. Proficiency for this assessment is a score of 2.5 or greater. Space is provided for this student's teacher to give additional information about other writing skills observed during the year.

The composition score shows how well this student expressed an idea without penalty for spelling or grammar. The second score is for English conventions and does represent a measure of this student's ability to use correct English.

EXPLANATION

SCORE

WRITING SKILLS MEASURED

Composing Skills (Communicating an Idea)*

- Having a main idea
- Providing supporting detail
- Showing organization
- Using coherence techniques

Conventions (Using Correct English)*

- Using complete sentences
- Using appropriate forms of words
- Using standard mechanics (punctuation, capitalization)
- Using correct spelling

* A FURTHER EXPLANATION OF THE TESTING AND SCORING MAY BE FOUND ON THE BACK OF THIS REPORT

TEACHER COMMENTS:

I have reviewed this report and have made additional comments where necessary. Please, do not hesitate to contact me for a more detailed explanation of the scores or further assistance in this matter.

SIGNED _____

page describes the actual prompt given to students and the rules used for scoring it. The examples show strong and weak performance by North Carolina fourth graders. After the prompt was given to students by the teacher, students given 75 minutes to complete their writing. This year's prompt was:

Think about a time you had a great day at school. Write a story about a time you had a great day at school.

EXPLANATION OF SCORING RULES FOR GRADE FOUR

Specific standards for each skill were established, and student papers were found that met the various levels shown by the score points. Each teacher has a complete copy of the scoring guide used this year and can share it with you. The following is a brief summary of the skills and score points for the narrative composition.

COMPOSING SKILLS (Ability to Communicate an Idea)

- MAIN IDEA.** The student identifies the event and focuses the writing.
- SUPPORTING DETAILS.** The student provides sufficient elaboration to develop an overall impression.
- ORGANIZATION.** The student establishes a plan or strategy with a beginning, development, and ending.
- COHERENCE.** The student establishes relationships between and among the parts so that the writing flows smoothly from idea to idea.

SCORE POINTS

- 4** = The paper shows a strong command of narrative writing (consistent focus, elaborated detail, effective sequencing of events, clear strategy, completeness, and unity of ideas).
- 3** = The paper shows a reasonable command of narrative writing (focus, sufficient detail, reasonable sense of progression and sequencing, and general coherence).
- 2** = The paper is a narrative but may show some drift from the focus, bare details that are elaborated, and some sense of development, flow, and sequencing.
- 1** = The paper shows the prompt has been read, and an attempt to respond has been made (little or no focus, few details, sparse, no clear plan, or a lack of sequencing).
- NS** = The paper is illegible or otherwise nonscorable (blank paper, restatement of the prompt, responses not on topic, or written in a foreign language).

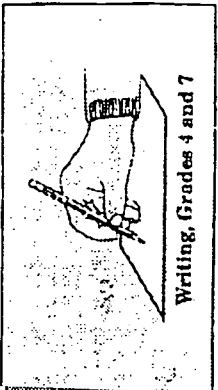
CONVENTIONS (Ability to Use Correct English)

- SENTENCE FORMATION.** The student consistently writes complete sentences. (Errors could include run-on sentences or sentence fragments.)
- USAGE.** The student properly selects words and grammatical forms. (Errors could include pronoun errors, verb errors, subject-verb agreement errors, and errors in using negatives.)
- MECHANICS.** The student uses correct language mechanics. (Errors could include punctuation and capitalization.)
- SPELLING.** The student uses correct spelling.

SCORE POINTS

- + = The paper exhibits a reasonable and acceptable level of skills in sentence formation, usage, mechanics, and spelling.
- = The paper does not show a reasonable and acceptable level of skills in sentence formation, usage, mechanics, and spelling.
- + - = The paper is marginal in demonstrating a reasonable level of skills using correct English.

<div style="border: 1px solid black; padding: 5px; display: inline-block;">4</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 0 10px;">SAMPLE 1</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; border-radius: 50%; width: 20px; height: 20px; text-align: center; vertical-align: middle;">+</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">1</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 0 10px;">SAMPLE 2</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; border-radius: 50%; width: 20px; height: 20px; text-align: center; vertical-align: middle;">-</div>
<p style="font-size: small;">Write the final copy of your story here.</p> <p style="font-size: x-small;">I love I had fun with a friend when I went to Minnesota, Minnesota on Friday 15, 2000.</p> <p style="font-size: x-small;">It all started on a cloudy day in the beautiful state of Minnesota. I was in my car and had some friends with me. My best friend Lauren, Lauren was about 12 and had brown hair and brown eyes. That morning we had decided to go to the huge Mall at Bloomington. I couldn't believe it!</p> <p style="font-size: x-small;">At about 11:00 we were out the door and almost there when we arrived. I jumped out of the car and headed for the door. We went to and ran straight to the giant amusement park. It was a huge place with huge rides! There was a Ferris wheel, a roller coaster, a log flume, giant swings, and much much more!</p> <p style="font-size: x-small;">Of course I ran straight for the roller coaster. It was a huge roller coaster with green tracks and white cars. The name was "The Great Escape".</p> <p style="font-size: x-small;">When it was our turn to get on Lauren and I headed into the first car. My mom and Lauren's mom were right behind us. Then, all of a sudden the ride jerked us forward and off we went! We were screaming across the park with our arms in the air and screaming our heads off. They were so loud! We were going as fast as a rocket could go! Suddenly we were in a dark tunnel with the lights coming together all around us. The roller coaster was dipping, twisting, turning, and falling out. I thought my head was about to slip off with excitement!</p> <p style="font-size: x-small;">"This is so much fun!" I screamed. There was one more and I think they were going with fear. In the blink of an eye we were on the other side of the amusement park, passing by a store. Lights were everywhere and we were as high as the balloons. Our cars were above everything there and high in the air.</p> <p style="font-size: x-small;">When we pulled back into the place where we got on, we all helped out. Lauren and I almost fell over.</p> <p style="font-size: x-small;">"That was so fun!" we both said to each other. Then we walked over to the exit. That was a time I had fun with a friend.</p>	<p style="font-size: small;">Write the final copy of your story here.</p> <p style="font-size: x-small;">One day I was walking to my cousin's house he was taking a shower he got out got dressed and said to go with him to get pizza. I said yes so he took his mother to be he and my brother to pizza. I had to go to the store and buy some things. I was going home the next day and I played with my dog. We went to the movies and saw some scary movies. That was fun.</p>
<p>GUIDE TO SCORES ON SAMPLE PAPERS</p> <p>Scores on ability to communicate an idea are shown in boxes.</p> <p>Scores on ability to use correct English are shown in ovals.</p>	



Learning to write is an important educational goal for all North Carolina students. Measuring the skills involved takes time and thoughtful judgement. Students were given approximately 75 minutes to write about a given topic. Each paper was scored by two carefully trained, experienced readers. The scores reported below represent their combined judgement of this sample of the student's writing. Proficiency for this assessment is a score of 2.5 or greater. Space is provided for this student's teacher to give additional information about other writing skills observed during the year.

The composition score shows how well this student expressed an idea without penalty for spelling or grammar. The second score is for English

EXPLANATION

SCORE

WRITING SKILLS MEASURED

Composing Skills (Communicating an Idea)*

- Having a main idea
- Providing supporting detail
- Showing organization
- Using coherence techniques

Conventions (Using Correct English)*

- Using complete sentences
- Using appropriate forms of words
- Using standard mechanics (punctuation, capitalization)
- Using correct spelling

* A FURTHER EXPLANATION OF THE TESTING AND SCORING MAY BE FOUND ON THE BACK OF THIS REPORT

TEACHER COMMENTS:

I have reviewed this report and have made additional comments where necessary. Please, do not hesitate to contact me for a more detailed explanation of the scores or further assistance in this matter.

SIGNED _____

is page describes the actual prompt given to students and the rules used for scoring it. The examples show strong and weak performance by North Carolina seventh graders. After the prompt was given to students by the teacher, students were given 65 minutes to complete their writing. This year's prompt was:

Think about the person you admire the most. name this person and explain why you admire him/her the most.

EXPLANATION OF SCORING RULES FOR GRADE SEVEN

Specific standards for each skill were established, and student papers were found that met the various levels shown by the score points. Each teacher has a complete copy of the scoring guide used this year and can share it with you. The following is a brief summary of the skills and score points for the point-of-view composition.

COMPOSING SKILLS (Ability to Communicate an Idea)

- MAIN IDEA.** The student identifies the subject matter and focuses the writing.
- SUPPORTING DETAILS.** The student provides sufficient reason to explain or clarify his/her position or relationship to the subject matter.
- ORGANIZATION.** The student establishes a plan or strategy with a beginning, development, and ending.
- COHERENCE.** The student establishes relationships between and among the ideas, causes, and/or statements in the composition so that the writing progresses smoothly from idea to idea.

SCORE POINTS

- 4 = The paper shows a strong command of expository writing (a clear focus on the subject matter with appropriately and effectively elaborated reasons to explain and support the subject matter). There is a logical progression and overall coherence.
- 3 = The paper shows a reasonable command of expository writing (a focus on the subject matter with reasons and details to explain and support the subject matter). There is a sense of overall progression. Minor weaknesses are present.
- 2 = The paper exhibits a weak command of expository writing (a focus on the subject matter may be weak, organization may be poor, or elaboration may be sparse). The reader may have to make inferences.
- 1 = The paper exhibits a lack of command of expository writing (an attempt to respond to the prompt, but focus, elaboration, and/or strategy may not be sustained).

NS = The paper is illegible or otherwise nonscorable (blank paper, restatement of the prompt, responses not on topic, or written in a foreign language).

CONVENTIONS (Ability to Use Correct English)

- SENTENCE FORMATION.** The student consistently writes complete sentences. (Errors could include run-on sentences or sentence fragments.)
- USAGE.** The student properly selects words and grammatical forms. (Errors could include pronoun errors, verb errors, subject-verb agreement errors, and errors in using negatives.)
- MECHANICS.** The student uses correct language mechanics. (Errors could include punctuation and capitalization.)
- SPELLING.** The student uses correct spelling.

SCORE POINTS

- + = The paper exhibits a reasonable and acceptable level of skills in sentence formation, usage, mechanics, and spelling.
- = The paper does not show a reasonable and acceptable level of skills in sentence formation, usage, mechanics, and spelling.
- + - = The paper is marginal in demonstrating a reasonable level of skills using correct English.

4

SAMPLE 1

+

Write the final copy of your article here.

I think that wild animals should be kept in zoos. The zoo is a very nice place for animals to stay and it provides a lot of things for them to do.

One reason why I think wild animals should be kept in zoos is because it is a safe place for them to live. In the wild, they are always in danger of being killed by other animals. In a zoo, they are safe from all of the dangers of the wild.

Another reason why I think wild animals should be kept in zoos is because they can help us learn more about them. In a zoo, we can see all of the different kinds of animals that live in the wild. We can see how they live and how they behave. This helps us learn more about the world and the animals that live in it.

Some people think that wild animals should not be kept in zoos. They say that it is not fair to keep them in cages and that they should be able to live in the wild. However, in the wild, they would be in danger of being killed and they would not be able to take care of themselves. In a zoo, they are safe and they can be taken care of by the zookeepers.

I think that wild animals should be kept in zoos. It is a safe place for them to live and it helps us learn more about them. In a zoo, they are safe and they can be taken care of by the zookeepers. I think that wild animals should be kept in zoos.

1

SAMPLE 2

-

Write the final copy of your article here.

Wild animals should not be kept in zoos. They are living things and they should be able to live in the wild. It is not right to put wild animals in a cage. If it is not right to put wild animals in a cage, then we should not put wild animals in a cage. We should let them live in the wild and let them take care of themselves. We should not put wild animals in a cage. We should let them live in the wild and let them take care of themselves. We should not put wild animals in a cage. We should let them live in the wild and let them take care of themselves. We should not put wild animals in a cage. We should let them live in the wild and let them take care of themselves.

GUIDE TO SCORES ON SAMPLE PAPERS

4 Scores on ability to communicate an idea are shown in boxes.

+ Scores on ability to use correct English are shown in ovals.

2001-02 List of North Carolina Charter Schools

Alpha Academy	LIFT Academy
American Renaissance Charter School	Lincoln Charter
American Renaissance Middle School	Magellan Charter School
Arapahoe Charter School	MAST School
Bethany Community Middle School	Maureen Joy Charter School
Bethel Hill Charter School	Metrolina Regional Scholars' Academy
Brevard Academy	Millennium Charter Academy
Bridges Charter School	New Century School
Cape Fear Center for Inquiry	Northeast Raleigh Charter Academy
Cape Lookout Marine Science High School	Oma's Inc. Charter School
Carter Community School	Omuteko Gwamaziima
Carter G. Woodson School of Challenge	Orange County Charter School
Charter Day School	Phoenix Academy
Chatham Charter School	Piedmont Community School
Children's Village Academy	PreEminent Charter School
CIS Academy	Provisions Academy
Community Charter School	Quality Education Academy
Community Partners High	Quest Academy
Crossnore Academy	Raleigh Charter High School
Developmental Day School	Research Triangle Charter Academy
Dillard Academy	River Mill Academy
Downtown Middle School	Rocky Mount Charter Public School
East Wake Academy	Rowan Academy
East Winston Primary School	Sallie B. Howard School
Engelmann School of the Arts and Sciences	Sandhills Theatre Arts Renaissance School (STARS)
Evergreen Community Charter School	SPARC Academy
Exploris Middle School	Stanly County Community Outreach Charter School
Forsyth Academies	Sterling Montessori Academy
Francine Delany New School for Children	Success Academy
Franklin Academy	Success Institute
Grandfather Academy	Sugar Creek Charter School
Greensboro Academy	Summit Charter School
Haliwa-Saponi Tribal	The Learning Center
Harnett Early Childhood Academy	The Mountain Community School
Healthy Start Academy Charter Elementary School	The Woods Charter School
Highland Charter Public School	Thomas Jefferson Classical Academy
Imani Institute Charter School	Tiller School
John H. Baker Jr. High School	Turning Point Academy
Kennedy School	Union Academy
Kestrel Heights School	Vance Charter School
Lake Norman Charter School	Village Charter School
Lakeside School	Washington Montessori - A Public Charter School
Laurinburg Charter School	Wayne County Technical Academy
Laurinburg Homework Center Charter School	



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