



**Public Schools of North Carolina**  
State Board of Education  
Department of Public Instruction

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# **Report to the North Carolina General Assembly**

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**FOURTH TO EIGHTH GRADE MATH  
TEACHER BONUS PROGRAM FOR  
2018-19**

*S.L. 2018-5, Section 8.8E*

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**Date Due: March 15, 2019**

Report # ----

DPI Chronological Schedule, 2018-2019

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SBE VISION: Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen through access to needed resources and rigor.

SBE MISSION: The State Board of Education will use its constitutional authority to lead and uphold the system of public education in North Carolina that guarantees every student in this state an opportunity to receive a sound basic education.

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## NC DEPARTMENT OF PUBLIC INSTRUCTION

**Mark Johnson, State Superintendent :: 301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825**

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## Summary of the Legislation

Appropriations Bill 2018-5 Section 8.8E appropriates \$14,302,524 for bonuses for fourth to eight grade math teachers based on the Education Value-Added Assessment System (EVAAS) student growth index score for fourth through eighth-grade math. The full text of the legislation can be found in the Appendix A.

\$7,151,262 is allotted based on bonuses to licensed teachers who are in the top twenty-five percent (25%) of teachers in the State according to the EVAAS student growth index score for fourth through eighth-grade math from the previous year. These funds shall be allocated at \$2,000 per qualifying teacher.

\$7,151,262 is allotted to pay bonuses to licensed teachers who are in the top twenty-five percent (25%) of teachers in their respective LEA according to the EVAAS student growth index score for fourth through eighth-grade math from the previous year. These funds shall be allocated at \$2,000 per qualifying teacher.

To be eligible the teacher must remain employed teaching in the same local school administrative unit at least from the school year the data is collected until the corresponding school year that the bonus is paid. LEAs are responsible for determining if teachers meet the eligibility requirements.

## State Board of Education Policy

The full State Board of Education allotment policy related to this bonus is presented in Appendix B.

## Distribution of Funds

The Department of Public Instruction (DPI) distributed the funds for payment by the local educational units in January 2019 based on SBE policy to LEAs and charter schools. The distribution amounts are presented in Appendix C.

## State-Level and LEA-Level Bonuses

Bonus recipients in the top 25% of the state (4 <sup>th</sup> -8 <sup>th</sup> inclusive):	3,024
The total award per teacher:	\$2,000
Bonus recipients in top 25% of LEAs (4 <sup>th</sup> -8 <sup>th</sup> inclusive):	2,870
The total award per teacher:	\$2,000

Total funds awarded under program: \$11,788,000

The allotment will include the teacher award plus social security. The award is not subject to retirement.

The data of the actual number of teachers who were paid the bonus was preliminary at the time of the report. This report reflects the payments as reported by LEAs and charter schools from January 2019 payroll records. Amounts may change once NCDPI has audited the appropriate fund codes. The Department of Public Instruction will analyze the data in detail and provide further information when the data is available.

**Reporting Requirement**

The State Board of Education shall study the effect of the program on teacher performance and retention.

The State Board of Education shall report on the distribution of statewide bonuses as among local school administrative units, and the distribution of bonuses within local school administration units as among individual schools to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Joint Legislative Education Oversight Committee and the Fiscal Research Division on March 15 of each year.

## Distribution of State-Wide Math Bonuses

The state-wide math bonuses are awarded to teachers regardless of the district or charter school in which they teach. It is therefore informative to know if there are certain school districts that have unusually high concentrations of teachers in the top twenty-five percent of the state. Understanding the distribution of the awards across the LEAs can help identify instructional strategies, curricula, or other educational practices that promote high growth among mathematics students. In Table 1, one can see the top five LEAs in each grade level (with four or more teachers in the grade level) with respect to the percentage of teachers who earned a state-wide math bonus.

*Table 1. Number and percentage of state-wide math bonus recipients for the top five LEAs in each grade.*

LEA	Number of Teachers in Subject	Number of Award Recipients	Percentage of Teachers Awarded Bonus
<b>4<sup>th</sup> Grade Math</b>			
Mitchell County Schools	5	4	80.0%
Hickory City Schools	9	5	55.6%
Rockingham County Schools	36	18	50.0%
Dare County Schools	13	6	46.2%
Lincoln County Schools	36	16	44.4%
<b>5<sup>th</sup> Grade Math</b>			
Bertie County Schools	4	3	75.0%
Clinton City Schools	4	3	75.0%
Whiteville City Schools	4	2	50.0%
Newton Conover City Schools	6	3	50.0%
Mitchell County Schools	6	3	50.0%
<b>6<sup>th</sup> Grade Math</b>			
Ashe County Schools	5	5	100.0%
Roanoke Rapids City Schools	4	3	75.0%
Whiteville City Schools	4	3	75.0%
Yadkin County Schools	9	6	66.7%
Gaston County Schools	36	20	55.6%
<b>7<sup>th</sup> Grade Math</b>			
Alleghany County Schools	4	3	75.0%
Macon County Schools	7	4	57.1%
Rockingham County Schools	16	9	56.3%
Harnett County Schools	18	10	55.6%
Clinton City Schools	4	2	50.0%
<b>8<sup>th</sup> Grade Math</b>			
Chapel-Hill Carrboro City Schools	11	8	72.7%
Alleghany County Schools	3	2	66.7%
Perquimans County Schools	3	2	66.7%
Alexander County Schools	6	4	66.7%
Catawba County Schools	13	7	53.8%

From the table it is obvious that smaller districts are more likely to have a higher concentration of bonus recipients. One likely reason for this result is that smaller districts are more able to monitor implementation of instructional strategies more closely, thus assuring more uniform results. Regardless of size, it is likely that the LEAs presented in Table 1 are employing instructional strategies that are worthy of examination by other LEAs in the state.

**Teacher Retention**

One of the articulated goals of the bonus program is the retention of teachers in the LEAs and subject and/or grade levels. In order to investigate this question, NCDPI examined the rate at which math teachers from the 2016-17 school year returned to teaching the same grade of mathematics in the 2017-18 school year. The retention rates are reported separately for those who earned a bonus in 2016-17 and those who did not receive a bonus. In Table 2, one can see the retention rates for bonus recipients and non-recipients.

*Table 2. Number of teachers retained and departing from mathematics positions from the 2016-17 school year to the 2017-18 school year, by bonus award.*

Grade Level	Bonus Recipients				Non-Recipients			
	Retained		Departed		Retained		Departed	
	N	%	N	%	N	%	N	%
4 <sup>th</sup> Grade	842	69.1	377	30.9	1,846	57.9	1,343	42.1
5 <sup>th</sup> Grade	742	74.1	259	25.9	1,482	58.2	1,066	41.8
6 <sup>th</sup> Grade	433	76.1	136	23.9	826	58.1	596	41.9
7 <sup>th</sup> Grade	389	70.1	166	29.9	740	54.7	614	45.3
8 <sup>th</sup> Grade	367	67.1	180	32.9	720	52.4	654	47.6

Teachers who earned a math bonus in the 2016-17 school year, were much more likely to remain teaching the same grade of math in the same LEA in the 2017-18 school year. On average, retention rates for bonus recipients were 26.6% (71.3% vs. 56.3%) higher than retention rates for teachers who did not receive a bonus in the 2016-17 school year.

**Teacher Effectiveness**

Another goal of the math bonus program is to increase the effectiveness of those teachers who teach elementary and middle school mathematics. While this analysis cannot establish a causal link between bonuses and teacher effectiveness, it may be informative to examine whether there is any relationship between math bonuses and differences in teachers’ EVAAS from one year to the next. Specifically, one can examine whether teachers who received the bonus in the 2016-17 school year showed improved performance (as measured by EVAAS) in the 2017-18 school year. Table 3 shows the difference in EVAAS scores for teachers in both years, for bonus recipients and non-recipients.

Table 3. The difference in average EVAAS scores for math teachers from school year 2016-17 to 2017-18 reported by whether the teachers earned a math bonus or not.

		<b>Average EVAAS 2016-17</b>	<b>Average EVAAS 2017-18</b>	<b>Difference</b>
<b>4<sup>th</sup> Grade</b>	Bonus	2.54	1.69	-0.85***
	No Bonus	-0.75	-0.23	0.51***
<b>5<sup>th</sup> Grade</b>	Bonus	2.65	1.71	-0.95***
	No Bonus	-0.83	-0.36	0.47***
<b>6<sup>th</sup> Grade</b>	Bonus	4.03	3.02	-1.01***
	No Bonus	-1.52	-0.77	0.76***
<b>7<sup>th</sup> Grade</b>	Bonus	2.88	2.21	-0.67***
	No Bonus	-1.16	-0.66	0.50***
<b>8<sup>th</sup> Grade</b>	Bonus	3.25	2.61	-0.64***
	No Bonus	-1.19	-0.56	0.63***

\*\*\* indicates statistical significance at the  $p < 0.001$  level

From Table 3 one can see that teachers who earned a bonus in the prior year actually have lower EVAAS scores, on average, in the following year. This difference in EVAAS scores may seem problematic, but it should be noted that the average EVAAS scores in the 2017-18 school year are all relatively large. EVAAS is based on the average growth across the state in a given year, so the teachers who received a bonus in the 2016-17 school year are still demonstrating growth that is above average in the 2017-18 school year. What is more interesting, perhaps, is the difference in EVAAS growth scores for those teachers who did not earn a bonus in the prior school year. These teachers demonstrated a commensurate shift in EVAAS scores in the positive direction. It is possible that the difference for both groups (bonus recipients and non-recipients) is due to “regression to the mean” – measurements across time generally tend toward the average. It is possible that teachers who did not receive a bonus in the prior year are looking to their colleagues who did receive a bonus for insights in how to improve their students’ growth in mathematics. Further monitoring of the bonus programs are warranted to determine if the bonus program, while perhaps not increasing the effectiveness of the top 25%, is actually improving the effectiveness of the 75% who did not receive a bonus.

### Retention and Effectiveness

The math bonus program is designed to promote teacher effectiveness and retention in NC public schools. Unfortunately, despite the efforts of district and school leaders and state-wide incentives, teachers will leave their current teaching assignments for other opportunities. While some level of attrition is inevitable, if the state incentives can promote retention among more effective teachers, then it can mitigate the effects of teacher attrition on our student populations. To that end, the data in Table 4 show the differences in average EVAAS scores for those teachers who left teaching their current grade of mathematics at the end of the 2016-17 school year and those who remained in their assignment. Measuring this difference annually is important to ensuring that the state is successful in retaining its most effective teachers in the mathematics instruction.

*Table 4. Differences in EVAAS growth for teachers who remained teaching grade-level mathematics from the 2016-17 school year to the 2017-18 school year and those who did not remain.*

	Remained Teaching Mathematics		No Longer Teaching Mathematics		Difference (Remained – No Longer Teaching)
	N	EVAAS	N	EVAAS	
<b>4<sup>th</sup> Grade</b>	2,688	0.28	1,720	-0.31	0.59***
<b>5<sup>th</sup> Grade</b>	2,224	0.33	1,325	-0.41	0.74***
<b>6<sup>th</sup> Grade</b>	1,259	0.38	732	-0.59	0.98***
<b>7<sup>th</sup> Grade</b>	1,129	0.23	780	-0.38	0.61***
<b>8<sup>th</sup> Grade</b>	1,087	0.31	834	-0.42	0.73***

\*\*\* indicates statistical significance at the  $p < 0.001$  level



From these data, one can see that those teachers who choose to remain teaching grade-level mathematics from one year to the next are, on average, more effective than their colleagues who seek other assignments. While the difference in these two groups cannot be directly attributed to the math bonus program, the bonus program could be promoting retention among those teachers who are recognized for their high growth with students. Continued monitoring of this, and other, aspects of teacher retention and effectiveness by the State appears to be a prudent course of action.

**Legislation  
Appendix A**

**SESSION LAW 2018-5  
SENATE BILL 99**

**FOURTH TO EIGHTH GRADE MATH TEACHER BONUS PROGRAM ~~FOR 2017-2018~~**

**SECTION 8.8E.(a)** It is the intent of the State to reward teacher performance and encourage student learning and improvement. To attain this goal, the Department of Public Instruction shall administer the Fourth to Eighth Grade Mathematics Teacher Bonus Program (program) ~~for the 2017-2018 fiscal year~~ to qualifying teachers who have an Education Value-Added Assessment System (EVAAS) student growth index score for fourth, fifth, sixth, seventh, or eighth grade mathematics from the previous school year, as follows:

- (1) For purposes of this section, the following definitions shall apply:
  - a. Eligible Teacher. – A teacher who meets one or both of the following criteria:
    1. Is in the top twenty-five percent (25%) of teachers in the State according to the EVAAS student growth index score for fourth, fifth, sixth, seventh, or eighth grade mathematics from the previous school year.
    2. Is in the top twenty-five percent (25%) of teachers in the teacher's respective local school administrative unit according to the EVAAS student growth index score for fourth, fifth, sixth, seventh, or eighth grade mathematics from the previous school year.
  - b. Qualifying Teacher. – An eligible teacher who remains teaching in the same local school administrative unit or, if the teacher is not employed in a local school administrative unit, remains teaching in the same school at least from the school year the data for the EVAAS student growth index score is collected until January 1 of the school year a bonus provided under this subsection is paid.
- (2) Of the funds appropriated for this program, the Department of Public Instruction shall allocate the sum of ~~seven million nine hundred thirty-five thousand one hundred seventy-eight~~ seven million one hundred fifty-one thousand two hundred sixty-two dollars ~~(\$7,935,178)~~(\$7,151,262) to award a bonus in the amount of two thousand ~~one hundred fifty~~ dollars ~~(\$2,150)~~(\$2,000) to each qualifying teacher who is an eligible teacher under sub-sub-subdivision (1)a.1. of this subsection.
- (3) Of the funds appropriated for this program, the Department of Public Instruction shall allocate the sum of ~~seven million nine hundred thirty-five thousand one hundred seventy-eight~~ seven million one hundred fifty-one thousand two hundred sixty-two dollars ~~(\$7,935,178)~~(\$7,151,262) to award a bonus in the amount of two thousand ~~one hundred fifty~~ dollars ~~(\$2,150)~~(\$2,000) to each qualifying teacher who is an eligible teacher under sub-sub-subdivision (1)a.2. of this subsection, subject to the following conditions:

- a. Teachers employed in charter schools, regional schools, and University of North Carolina laboratory schools are not eligible to receive a bonus under this subdivision.
  - b. Any qualifying teacher who taught in a local school administrative unit that employed in the previous school year three or fewer total teachers in the qualifying teacher's grade level shall receive a bonus under this subdivision if that teacher has an EVAAS student growth index score for fourth, fifth, sixth, seventh, or eighth grade mathematics from the previous school year of exceeded expected growth.
- (4) Bonuses awarded pursuant to subdivisions (2) and (3) of this subsection are payable in January to qualifying teachers based on EVAAS student growth index score data from the previous school year.
  - (5) A qualifying teacher may receive a bonus under both subdivisions (2) and (3) of this subsection.
  - (6) The bonus or bonuses awarded to a qualifying teacher pursuant to this section shall be in addition to any regular wage or other bonus the teacher receives or is scheduled to receive.
  - (7) No teacher shall receive more than two bonuses pursuant to this section.

**"SECTION 8.8E.(b)** Notwithstanding G.S. 135-1(7a), the bonuses awarded by this section are not compensation under Article 1 of Chapter 135 of the General Statutes, the Teachers' and State Employees' Retirement System.

**"SECTION 8.8E.(c)** The State Board of Education shall study the effect of the bonuses awarded pursuant to this section on teacher performance and retention. The State Board shall report the results of its findings, the distribution of statewide bonuses as among local school administrative units, and the distribution of bonuses within local school administrative units as among individual schools to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division by March 15, 2018-15 of each year bonuses are awarded."

**SECTION 8.12.(b)** This section applies for bonuses awarded in January 2019 and 2020, based on data from the 2017-2018 and 2018-2019 school years, respectively.

**State Board of Education Policy  
Appendix B**

**TEACHER PERFORMANCE BONUS**

STATUTORY REFERENCE: SL 2017-57 Sections 8.8D and 8.8E

TYPE: Dollars

TERM: July 1, 2017 to June 30, 2018

PURPOSE: A program which provides funding to reward fourth and fifth-grade reading teachers and fourth to eighth-grade math teachers with performance based bonuses.

ELIGIBILITY: Each LEA and public school is entitled to funding, based on their teachers Education Value-Added Assessment System (EVAAS) student growth index score for fourth and fifth-grade reading and fourth to eighth-grade math.

FORMULAS: Funds are allotted to pay teachers who are in the top twenty-five percent (25%) of teachers in the state according to the EVAAS student growth index score for fourth and fifth-grade reading or fourth to eighth-grade math from the previous year. These funds shall be allocated at \$2,000 per qualifying teachers.

Funds are allotted to pay bonuses to teachers who are in the top twenty-five percent (25%) of teachers in their respective LEA according to the EVAAS student growth index score for fourth and fifth-grade reading or fourth to eighth grade math from the previous year. These funds shall be allocated at \$2,000 per qualifying teachers.

**SPECIAL PROVISIONS:**

1. Bonuses are payable in January to qualifying teachers who remain employed in the same LEA at least from the school year the data is collected until the corresponding school year that the bonus is paid.
2. Teachers employed in charter schools, Lab schools and regional schools are only eligible to receive the bonus if they are in the top 25% of teachers in the state. No allocation is made at the charter school, Lab school or regional school level.
3. Any teacher working in a LEA that employs three or fewer third-grade teachers shall

receive a bonus at the LEA level if that teacher has an EVAAS student growth index score in the eligible test from the previous school year that exceeds expected growth.

4. Teachers who qualify may receive bonuses at both the state and LEA level, but no teacher shall receive more than two bonuses.
5. The compensation bonuses are not considered compensation for purposes of the Teachers' and State Employees' Retirement System
6. Unused funds shall not be used for any purpose other than stipulated in the legislation. Excess funds allotted shall revert to the state.

## Appendix C

### Distribution of Teacher Bonuses by LEA/Charter School

LEA	LEA Name	Math Funds (State and Local)	Number of State-Level Math Bonus Recipients, Total Number of Teachers in LEA, and Percentage of Math Teachers in LEA Receiving a State-Level Math Bonus																	
			4 <sup>th</sup> Grade			5 <sup>th</sup> Grade			6 <sup>th</sup> Grade			7 <sup>th</sup> Grade			8 <sup>th</sup> Grade			All Grades Math		
			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
0100	Alamance-Burlington Schools	196000	10	75	13.3	16	65	24.6	7	27	25.9	6	26	23.1	8	26	30.8	47	219	21.5
0200	Alexander County Schools	52000	3	17	17.6	3	15	20	0	7	0	2	7	28.6	4	6	66.7	12	52	23.1
0300	Alleghany County Schools	32000	1	6	16.7	1	3	33.3	2	3	66.7	3	4	75	2	3	66.7	9	19	47.4
0400	Anson County Schools	10000	2	6	33.3	0	5	0	1	4	25	0	2	0	0	4	0	3	21	14.3
0500	Ashe County Schools	50000	4	11	36.4	0	6	0	5	5	100	4	8	50	2	6	33.3	15	36	41.7
0600	Avery County Schools	20000	2	6	33.3	2	5	40	2	2	100	0	2	0	0	2	0	6	17	35.3
0700	Beaufort County Schools	56000	1	13	7.7	3	11	27.3	6	11	54.5	4	15	26.7	1	11	9.1	15	61	24.6

LEA	LEA Name	Math Funds (State and Local)	Number of State-Level Math Bonus Recipients, Total Number of Teachers in LEA, and Percentage of Math Teachers in LEA Receiving a State-Level Math Bonus																	
			4 <sup>th</sup> Grade			5 <sup>th</sup> Grade			6 <sup>th</sup> Grade			7 <sup>th</sup> Grade			8 <sup>th</sup> Grade			All Grades Math		
			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
0800	Bertie County Schools	16000	1	4	25	3	4	75	1	2	50	0	2	0	0	2	0	5	14	35.7
0900	Bladen County Schools	34000	4	13	30.8	2	6	33.3	0	7	0	1	5	20	0	6	0	7	37	18.9
1000	Brunswick County Schools	92000	5	26	19.2	6	23	26.1	4	16	25	7	18	38.9	1	15	6.7	23	98	23.5
1100	Buncombe County Schools	224000	19	83	22.9	7	50	14	10	39	25.6	14	33	42.4	9	28	32.1	59	233	25.3
1111	Asheville City Schools	26000	3	16	18.8	2	10	20	0	5	0	0	4	0	0	4	0	5	39	12.8
1200	Burke County Schools	110000	13	37	35.1	8	22	36.4	2	16	12.5	4	13	30.8	5	12	41.7	32	100	32
1300	Cabarrus County Schools	206000	17	61	27.9	13	50	26	9	33	27.3	7	39	17.9	11	30	36.7	57	213	26.8
1322	Kannapolis City Schools	44000	1	18	5.6	6	20	30	0	10	0	0	7	0	0	5	0	7	60	11.7
1400	Caldwell County Schools	100000	10	35	28.6	4	24	16.7	3	21	14.3	4	17	23.5	3	17	17.6	24	114	21.1

LEA	LEA Name	Math Funds (State and Local)	Number of State-Level Math Bonus Recipients, Total Number of Teachers in LEA, and Percentage of Math Teachers in LEA Receiving a State-Level Math Bonus																	
			4 <sup>th</sup> Grade			5 <sup>th</sup> Grade			6 <sup>th</sup> Grade			7 <sup>th</sup> Grade			8 <sup>th</sup> Grade			All Grades Math		
			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
150	Camden County Schools	18000	0	4	0	0	3	0	2	3	66.7	0	3	0	2	2	100	4	15	26.7
160	Carteret County Public Schools	66000	5	24	20.8	2	23	8.7	0	10	0	4	10	40	3	12	25	14	79	17.7
170	Caswell County Schools	18000	0	10	0	2	9	22.2	0	5	0	0	4	0	0	3	0	2	31	6.5
180	Catawba County Schools	134000	14	32	43.8	3	22	13.6	9	21	42.9	8	16	50	7	13	53.8	41	104	39.4
181	Hickory City Schools	24000	5	9	55.6	1	6	16.7	0	8	0	0	5	0	1	4	25	7	32	21.9
182	Newton Conover City Schools	14000	0	6	0	3	6	50	0	5	0	0	4	0	0	2	0	3	23	13
190	Chatham County Schools	92000	5	22	22.7	10	22	45.5	4	14	28.6	2	15	13.3	2	13	15.4	23	86	26.7
200	Cherokee County Schools	30000	1	6	16.7	2	6	33.3	1	7	14.3	2	5	40	1	2	50	7	26	26.9
210	Edenton-Chowan Schools	20000	1	4	25	0	3	0	0	2	0	2	2	100	2	2	100	5	13	38.5



LEA	LEA Name	Math Funds (State and Local)	Number of State-Level Math Bonus Recipients, Total Number of Teachers in LEA, and Percentage of Math Teachers in LEA Receiving a State-Level Math Bonus																	
			4 <sup>th</sup> Grade			5 <sup>th</sup> Grade			6 <sup>th</sup> Grade			7 <sup>th</sup> Grade			8 <sup>th</sup> Grade			All Grades Math		
			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
220	Clay County Schools	8000	0	2	0	0	2	0	1	2	50	0	2	0	1	2	50	2	10	20
230	Cleveland County Schools	158000	18	45	40	5	34	14.7	7	20	35	7	21	33.3	9	19	47.4	46	139	33.1
240	Columbus County Schools	34000	4	12	33.3	3	9	33.3	0	9	0	0	9	0	2	9	22.2	9	48	18.8
241	Whiteville City Schools	30000	2	7	28.6	2	4	50	3	4	75	2	3	66.7	0	3	0	9	21	42.9
250	Craven County Schools	94000	4	47	8.5	6	43	14	3	17	17.6	2	18	11.1	1	14	7.1	16	139	11.5
260	Cumberland County Schools	416000	51	157	32.5	24	113	21.2	6	59	10.2	15	52	28.8	11	47	23.4	107	428	25
270	Currituck County Schools	34000	2	10	20	0	10	0	1	7	14.3	2	8	25	1	6	16.7	6	41	14.6
280	Dare County Schools	58000	6	13	46.2	4	11	36.4	2	10	20	2	8	25	1	7	14.3	15	49	30.6
290	Davidson County Schools	128000	11	38	28.9	6	23	26.1	8	30	26.7	3	23	13	2	23	8.7	30	137	21.9

LEA	LEA Name	Math Funds (State and Local)	Number of State-Level Math Bonus Recipients, Total Number of Teachers in LEA, and Percentage of Math Teachers in LEA Receiving a State-Level Math Bonus																	
			4 <sup>th</sup> Grade			5 <sup>th</sup> Grade			6 <sup>th</sup> Grade			7 <sup>th</sup> Grade			8 <sup>th</sup> Grade			All Grades Math		
			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
291	Lexington City Schools	24000	1	13	7.7	2	10	20	0	6	0	0	4	0	1	4	25	4	37	10.8
292	Thomasville City Schools	4000	0	4	0	0	3	0	0	2	0	0	3	0	1	3	33.3	1	15	6.7
300	Davie County Schools	74000	6	17	35.3	6	17	35.3	2	9	22.2	5	10	50	3	8	37.5	22	61	36.1
310	Duplin County Schools	82000	5	26	19.2	9	21	42.9	0	11	0	3	13	23.1	5	11	45.5	22	82	26.8
320	Durham Public Schools	224000	17	107	15.9	12	78	15.4	8	34	23.5	6	33	18.2	8	33	24.2	51	285	17.9
330	Edgecombe County Public Schools	34000	2	12	16.7	1	9	11.1	3	9	33.3	1	9	11.1	0	8	0	7	47	14.9
340	Winston Salem / Forsyth County Schools	472000	58	183	31.7	30	153	19.6	11	65	16.9	9	60	15	7	53	13.2	115	514	22.4
350	Franklin County Schools	52000	4	17	23.5	4	15	26.7	0	10	0	2	9	22.2	2	11	18.2	12	62	19.4
360	Gaston County Schools	332000	21	104	20.2	27	97	27.8	20	36	55.6	16	39	41	12	35	34.3	96	311	30.9

LEA	LEA Name	Math Funds (State and Local)	Number of State-Level Math Bonus Recipients, Total Number of Teachers in LEA, and Percentage of Math Teachers in LEA Receiving a State-Level Math Bonus																	
			4 <sup>th</sup> Grade			5 <sup>th</sup> Grade			6 <sup>th</sup> Grade			7 <sup>th</sup> Grade			8 <sup>th</sup> Grade			All Grades Math		
			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
370	Gates County Schools	14000	0	3	0	2	3	66.7	1	3	33.3	1	3	33.3	0	2	0	4	14	28.6
380	Graham County Schools	8000	0	2	0	0	1	0	1	1	100	0	2	0	1	1	100	2	7	28.6
390	Granville County Schools	46000	4	15	26.7	4	14	28.6	1	9	11.1	2	7	28.6	1	7	14.3	12	52	23.1
400	Greene County Schools	22000	2	11	18.2	3	8	37.5	0	2	0	2	3	66.7	0	2	0	7	26	26.9
410	Guilford County Schools	462000	32	163	19.6	32	149	21.5	23	91	25.3	13	85	15.3	3	66	4.5	103	554	18.6
420	Halifax County Schools	18000	2	7	28.6	1	6	16.7	0	3	0	0	3	0	1	3	33.3	4	22	18.2
421	Roanoke Rapids City Schools	18000	0	8	0	2	5	40	3	4	75	0	2	0	0	3	0	5	22	22.7
422	Weldon City Schools	4000	0	1	0	1	1	100	0	1	0	0	1	0	0	1	0	1	5	20
430	Harnett County Schools	166000	13	59	22	14	49	28.6	4	24	16.7	10	18	55.6	6	19	31.6	47	169	27.8

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			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
440	Haywood County Schools	72000	7	27	25.9	2	26	7.7	1	11	9.1	3	8	37.5	2	10	20	15	82	18.3
450	Henderson County Schools	92000	8	32	25	3	19	15.8	0	22	0	4	18	22.2	5	19	26.3	20	110	18.2
460	Hertford County Schools	8000	0	8	0	0	4	0	0	4	0	0	4	0	0	3	0	0	23	0
470	Hoke County Schools	28000	1	14	7.1	4	13	30.8	0	8	0	0	12	0	0			5	47	10.6
490	Iredell-Statesville Schools	178000	13	58	22.4	14	47	29.8	2	27	7.4	11	25	44	7	21	33.3	47	178	26.4
491	Mooresville Graded School District	36000	2	10	20	0	10	0	2	9	22.2	0	5	0	3	6	50	7	40	17.5
500	Jackson County Schools	36000	4	12	33.3	1	8	12.5	2	5	40	0	6	0	2	5	40	9	36	25
510	Johnston County Public Schools	196000	7	73	9.6	8	65	12.3	3	52	5.8	11	44	25	6	43	14	35	277	12.6
520	Jones County Schools	10000	0	4	0	0	4	0	2	4	50	0	2	0	0	1	0	2	15	13.3

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			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
530	Lee County Schools	70000	3	25	12	6	26	23.1	3	11	27.3	1	8	12.5	3	9	33.3	16	79	20.3
540	Lenoir County Public Schools	76000	6	23	26.1	7	19	36.8	1	11	9.1	4	9	44.4	3	9	33.3	21	71	29.6
550	Lincoln County Schools	128000	16	36	44.4	9	30	30	2	18	11.1	6	17	35.3	5	13	38.5	38	114	33.3
560	Macon County Schools	46000	4	16	25	0	11	0	1	9	11.1	4	7	57.1	3	8	37.5	12	51	23.5
570	Madison County Schools	26000	1	7	14.3	3	9	33.3	1	4	25	0	5	0	1	5	20	6	30	20
580	Martin County Schools	22000	1	9	11.1	0	7	0	0	5	0	1	5	20	2	5	40	4	31	12.9
590	McDowell County Schools	60000	5	20	25	3	9	33.3	1	17	5.9	2	15	13.3	2	7	28.6	13	68	19.1
600	Charlotte-Mecklenburg Schools	1246000	117	391	29.9	90	314	28.7	50	161	31.1	52	174	29.9	41	145	28.3	350	1185	29.5
610	Mitchell County Schools	28000	4	5	80	3	6	50	0	2	0	1	2	50	1	2	50	9	17	52.9

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			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
620	Montgomery County Schools	40000	5	14	35.7	1	12	8.3	3	6	50	0	6	0	1	4	25	10	42	23.8
630	Moore County Schools	92000	5	26	19.2	8	20	40	4	19	21.1	2	17	11.8	4	16	25	23	98	23.5
640	Nash-Rocky Mount Schools	76000	3	31	9.7	3	33	9.1	1	24	4.2	1	20	5	1	17	5.9	9	125	7.2
650	New Hanover County Schools	248000	16	75	21.3	18	68	26.5	13	35	37.1	12	33	36.4	8	28	28.6	67	239	28
660	Northampton County Schools	6000	0	5	0	1	2	50	0	2	0	0	4	0	0	2	0	1	15	6.7
670	Onslow County Schools	192000	15	74	20.3	10	55	18.2	3	34	8.8	8	31	25.8	10	27	37	46	221	20.8
680	Orange County Schools	52000	1	21	4.8	3	17	17.6	3	13	23.1	4	11	36.4	1	9	11.1	12	71	16.9
681	Chapel Hill-Carrboro City Schools	114000	6	40	15	11	28	39.3	3	15	20	3	14	21.4	8	11	72.7	31	108	28.7
690	Pamlico County Schools	18000	0	2	0	1	2	50	3	3	100	0	3	0	1	3	33.3	5	13	38.5

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			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
700	Elizabeth City-Pasquotank Public Schools	30000	2	16	12.5	2	10	20	1	5	20	0	5	0	1	3	33.3	6	39	15.4
710	Pender County Schools	68000	3	26	11.5	4	23	17.4	1	13	7.7	2	14	14.3	5	10	50	15	86	17.4
720	Perquimans County Schools	14000	1	3	33.3	0	2	0	0	3	0	0	4	0	2	3	66.7	3	15	20
730	Person County Schools	38000	5	18	27.8	3	16	18.8	1	5	20	0	5	0	0	3	0	9	47	19.1
740	Pitt County Schools	200000	19	60	31.7	16	44	36.4	8	30	26.7	8	32	25	4	30	13.3	55	196	28.1
750	Polk County Schools	24000	3	9	33.3	0	5	0	1	3	33.3	0	4	0	3	3	100	7	24	29.2
760	Randolph County School System	130000	19	55	34.5	7	45	15.6	1	23	4.3	3	24	12.5	1	22	4.5	31	169	18.3
761	Asheboro City Schools	66000	4	18	22.2	8	20	40	1	9	11.1	4	8	50	1	7	14.3	18	62	29
770	Richmond County Schools	46000	5	12	41.7	3	12	25	2	9	22.2	1	9	11.1	2	8	25	13	50	26

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			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
780	Public Schools of Robeson County	170000	16	57	28.1	6	32	18.8	11	30	36.7	4	27	14.8	6	26	23.1	43	172	25
790	Rockingham County Schools	130000	18	36	50	6	28	21.4	4	14	28.6	9	16	56.3	1	13	7.7	38	107	35.5
800	Rowan-Salisbury Schools	146000	11	58	19	14	50	28	0	22	0	5	25	20	0	23	0	30	178	16.9
810	Rutherford County Schools	64000	5	22	22.7	2	13	15.4	1	10	10	3	10	30	5	11	45.5	16	66	24.2
820	Sampson County Schools	70000	3	13	23.1	7	15	46.7	1	9	11.1	5	10	50	5	11	45.5	21	58	36.2
821	Clinton City Schools	24000	3	7	42.9	3	4	75	0	4	0	2	4	50	0	3	0	8	22	36.4
830	Scotland County Schools	38000	1	11	9.1	2	11	18.2	4	8	50	2	6	33.3	0	5	0	9	41	22
840	Stanly County Schools	44000	1	12	8.3	5	13	38.5	2	14	14.3	0	13	0	2	10	20	10	62	16.1
850	Stokes County Schools	56000	0	19	0	6	19	31.6	3	10	30	3	9	33.3	1	10	10	13	67	19.4



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			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
860	Surry County Schools	88000	7	29	24.1	8	28	28.6	2	10	20	2	11	18.2	2	10	20	21	88	23.9
861	Elkin City Schools	12000	0	2	0	1	2	50	1	2	50	0	1	0	1	1	100	3	8	37.5
862	Mount Airy City Schools	10000	2	3	66.7	0	2	0	0	2	0	0	1	0	1	1	100	3	9	33.3
870	Swain County Schools	16000	1	7	14.3	0	3	0	1	3	33.3	2	3	66.7	0	3	0	4	19	21.1
880	Transylvania County Schools	30000	0	12	0	1	11	9.1	1	8	12.5	1	6	16.7	1	5	20	4	42	9.5
900	Union County Public Schools	374000	28	154	18.2	22	145	15.2	17	52	32.7	5	55	9.1	17	44	38.6	89	450	19.8
910	Vance County Schools	32000	2	15	13.3	2	11	18.2	1	6	16.7	2	8	25	0	5	0	7	45	15.6
920	Wake County Schools	1160000	83	446	18.6	86	390	22.1	51	180	28.3	21	191	11	15	151	9.9	256	1358	18.9
930	Warren County Schools	24000	1	5	20	2	5	40	2	3	66.7	1	2	50	0	4	0	6	19	31.6

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			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
9400	Washington County Schools	16000	1	7	14.3	1	5	20	1	2	50	1	2	50	0	2	0	4	18	22.2
9500	Watauga County Schools	60000	5	16	31.3	1	12	8.3	3	8	37.5	3	10	30	4	8	50	16	54	29.6
9600	Wayne County Public Schools	122000	9	43	20.9	4	25	16	6	23	26.1	7	21	33.3	8	21	38.1	34	133	25.6
9700	Wilkes County Schools	92000	6	37	16.2	5	31	16.1	5	15	33.3	0	10	0	4	10	40	20	103	19.4
9800	Wilson County Schools	96000	9	38	23.7	6	23	26.1	4	12	33.3	2	12	16.7	3	11	27.3	24	96	25
9900	Yadkin County Schools	44000	2	10	20	3	8	37.5	6	9	66.7	0	7	0	2	5	40	13	39	33.3
9955	Yancey County Schools	12000	1	9	11.1	0	7	0	0	2	0	0	2	0	1	3	33.3	2	23	8.7

### Charter Schools

01B	River Mill Academy	2000	0			1			0			0			0			1		
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			4 <sup>th</sup> Grade			5 <sup>th</sup> Grade			6 <sup>th</sup> Grade			7 <sup>th</sup> Grade			8 <sup>th</sup> Grade			All Grades Math		
			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
01C	Clover Garden	2000	0			1			0			0			0			1		
10A	Charter Day School	2000	0			0			0			1			0			1		
11A	Evergreen Community Charter	6000	2			1			0			0			0			3		
11B	ArtSpace Charter School	2000	0			0			0			1			0			1		
11C	IC Imagine	8000	1			0			0			2			1			4		
11D	The Franklin School of Innovation	2000	0			0			1			0			0			1		
11K	Francine Delany New School	2000	0			0			0			1			0			1		
12A	New Dimensions	2000	1			0			0			0			0			1		
13A	Carolina International School	2000	0			0			0			0			1			1		

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			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
19A	Chatham Charter	4000	0			1			1			0			0			2		
19B	Woods Charter	4000	0			0			0			1			1			2		
24N	Columbus Charter School	4000	0			1			0			1			0			2		
26C	The Capitol Encore Academy	6000	0			3			0			0			0			3		
32A	Maureen Joy Charter School	2000	0			0			1			0			0			1		
32B	Healthy Start Academy	2000	0			1			0			0			0			1		
32D	Kestrel Heights School	2000	1			0			0			0			0			1		
32H	Research Triangle Charter	2000	1			0			0			0			0			1		
32K	Central Park School For Child	4000	2			0			0			0			0			2		

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			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
32L	Voyager Academy	8000	2			0			1			1			0			4		
32M	Global Scholars Academy	2000	0			1			0			0			0			1		
32P	The Institute Development Young Leaders	2000	0			0			1			0			0			1		
32Q	Reaching All Minds Academy	2000	0			1			0			0			0			1		
32R	Excelsior Classical Academy	4000	1			1			0			0			0			2		
32S	KIPP Durham College Preparatory	2000	0			1			0			0			0			1		
33A	North East Carolina Prep	4000	1			0			0			1			0			2		
34B	Quality Education Academy	2000	0			0			1			0			0			1		
34D	Carter G Woodson School	6000	0			1			0			1			1			3		

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			4 <sup>th</sup> Grade			5 <sup>th</sup> Grade			6 <sup>th</sup> Grade			7 <sup>th</sup> Grade			8 <sup>th</sup> Grade			All Grades Math		
			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
34F	Forsyth Academy	4000	1			0			1			0			0			2		
34G	The Arts Based School	10000	2			3			0			0			0			5		
34H	NC Leadership Charter Academy	2000	1			0			0			0			0			1		
35A	Crosscreek Charter School	2000	0			0			1			0			0			1		
36B	Piedmont Community Charter School	12000	2			2			1			0			1			6		
36C	Mountain Island Charter School	2000	0			1			0			0			0			1		
41B	Greensboro Academy	12000	3			0			1			1			1			6		
41C	Guilford Preparatory Academy	2000	1			0			0			0			0			1		
41D	Phoenix Academy-Primary, Elem. IB MYP	6000	0			2			0			0			1			3		

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			4 <sup>th</sup> Grade			5 <sup>th</sup> Grade			6 <sup>th</sup> Grade			7 <sup>th</sup> Grade			8 <sup>th</sup> Grade			All Grades Math		
			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
41G	Cornerstone Charter Academy-CFA	6000	2			0			0			1			0			3		
41J	Summerfield Charter Academy	8000	2			0			1			0			1			4		
41L	Gate City Charter	4000	0			1			1			0			0			2		
42A	KIPP Halifax College Prep	2000	0			1			0			0			0			1		
43C	Anderson Creek Academy	4000	1			1			0			0			0			2		
45A	The Mountain Community Sch	2000	1			0			0			0			0			1		
49B	American Renaissance School	2000	0			1			0			0			0			1		
49D	Success Institute Charter	4000	1			1			0			0			0			2		
49E	Pine Lake Preparatory	2000	0			1			0			0			0			1		

LEA	LEA Name	Math Funds (State and Local)	Number of State-Level Math Bonus Recipients, Total Number of Teachers in LEA, and Percentage of Math Teachers in LEA Receiving a State-Level Math Bonus																	
			4 <sup>th</sup> Grade			5 <sup>th</sup> Grade			6 <sup>th</sup> Grade			7 <sup>th</sup> Grade			8 <sup>th</sup> Grade			All Grades Math		
			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
50A	Summit Charter	2000	1			0			0			0			0			1		
51A	Neuse Charter School	2000	0			0			1			0			0			1		
58B	Bear Grass Charter School	2000	0			0			0			1			0			1		
60B	Sugar Creek Charter	2000	0			0			0			0			1			1		
60D	Lake Norman Charter	8000	0			2			0			0			2			4		
60F	Metrolina Reg Scholars Academy	4000	1			0			0			1			0			2		
60G	Queen's Grant Community School	6000	1			0			1			0			1			3		
60I	Community School of Davidson	2000	1			0			0			0			0			1		
60M	Corvian Community School	4000	1			1			0			0			0			2		



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			4 <sup>th</sup> Grade			5 <sup>th</sup> Grade			6 <sup>th</sup> Grade			7 <sup>th</sup> Grade			8 <sup>th</sup> Grade			All Grades Math		
			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
60S	Bradford Preparatory School	6000	1			0			0			1			1			3		
61Q	Mallard Creek STEM Academy	2000	0			0			1			0			0			1		
61R	Matthews Charter Academy	2000	0			1			0			0			0			1		
63B	STARS Charter	2000	0			0			0			1			0			1		
66A	KIPP Gaston College Preparatory	2000	0			0			0			1			0			1		
68A	Eno River Academy	2000	0			0			0			0			1			1		
68C	The Expedition School	2000	0			0			1			0			0			1		
69A	Arapahoe Charter School	2000	1			0			0			0			0			1		
73A	Bethel Hill Charter	2000	0			1			0			0			0			1		

LEA	LEA Name	Math Funds (State and Local)	Number of State-Level Math Bonus Recipients, Total Number of Teachers in LEA, and Percentage of Math Teachers in LEA Receiving a State-Level Math Bonus																	
			4 <sup>th</sup> Grade			5 <sup>th</sup> Grade			6 <sup>th</sup> Grade			7 <sup>th</sup> Grade			8 <sup>th</sup> Grade			All Grades Math		
			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
73B	Roxboro Community School	2000	0			0			1			0			0			1		
78B	Southeastern Academy	6000	0			0			1			1			1			3		
81A	Thomas Jefferson Class Academy	8000	3			0			0			1			0			4		
86T	Millennium Charter Academy	2000	1			0			0			0			0			1		
87A	Mountain Discovery	2000	1			0			0			0			0			1		
90A	Union Academy	16000	3			0			2			2			1			8		
91B	Henderson Collegiate	8000	1			1			1			1			0			4		
92B	The Exploris School	4000	0			0			0			1			1			2		
92D	Magellan Charter	2000	0			1			0			0			0			1		

LEA	LEA Name	Math Funds (State and Local)	Number of State-Level Math Bonus Recipients, Total Number of Teachers in LEA, and Percentage of Math Teachers in LEA Receiving a State-Level Math Bonus																	
			4 <sup>th</sup> Grade			5 <sup>th</sup> Grade			6 <sup>th</sup> Grade			7 <sup>th</sup> Grade			8 <sup>th</sup> Grade			All Grades Math		
			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
92E	Sterling Montessori Academy	6000	0			2			1			0			0			3		
92F	Franklin Academy	12000	1			2			1			0			2			6		
92G	East Wake Academy	2000	0			0			1			0			0			1		
92M	PreEminent Charter	8000	1			1			1			0			1			4		
92P	Southern Wake Academy	2000	0			0			0			1			0			1		
92R	Casa Esperanza Montessori Charter School	2000	1			0			0			0			0			1		
92S	Endeavor Charter	4000	1			1			0			0			0			2		
92V	Wake Forest Charter Academy	2000	0			0			0			1			0			1		
92Y	Envision Science Academy	4000	0			0			1			1			0			2		

LEA

LEA	LEA Name	Math Funds (State and Local)	Number of State-Level Math Bonus Recipients, Total Number of Teachers in LEA, and Percentage of Math Teachers in LEA Receiving a State-Level Math Bonus																	
			4 <sup>th</sup> Grade			5 <sup>th</sup> Grade			6 <sup>th</sup> Grade			7 <sup>th</sup> Grade			8 <sup>th</sup> Grade			All Grades Math		
			N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
93A	Haliwa-Saponi Tribal School	2000	0			0			0			1			0			1		
95A	Two Rivers Community School	2000	0			1			0			0			0			1		
96C	Dillard Academy	6000	1			0			1			1			0			3		
96F	Wayne Preparatory Academy	4000	0			1			1			0			0			2		
98A	Sallie B Howard School	8000	1			0			1			1			1			4		
	<b>LEA Total</b>	<b>11,442,000</b>	<b>918</b>	<b>3,970</b>		<b>744</b>	<b>3,241</b>		<b>423</b>	<b>1,850</b>		<b>405</b>	<b>1,786</b>		<b>361</b>	<b>1543</b>		<b>2,851</b>	<b>12,390</b>	
	<b>Charter School Total</b>	<b>346,000</b>	<b>51</b>			<b>43</b>			<b>29</b>			<b>29</b>			<b>21</b>			<b>173</b>		
	<b>State Total</b>	<b>11,788,000</b>	<b>969</b>			<b>787</b>			<b>452</b>			<b>434</b>			<b>382</b>			<b>3,024</b>		