

Education Matters in Guilford County:

Measuring Community and School Success

FALL 2009



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Letter from the Guilford Education Alliance

GUILFORD EDUCATION ALLIANCE IS PROUD TO PRESENT our third annual **Education Matters in Guilford County: Measuring Community and School Support** to all who, like our Board of Directors, recognize that we must work together to make **“Education the TOP priority of citizens of Guilford County so that each resident can reach his or her educational potential.”**

This mission statement motivates our organization and drives the effort behind this important report. The larger community needs to recognize the strengths and challenges facing us as we successfully lead our county toward a high quality public education system for all. While it may seem obvious to many that education is the most important focus for our community, we must do more to ensure that every child can perform at his or her highest potential.

With this report, our Board can meet its Strategic Initiative to build trust and understanding in public education through information and involvement. By presenting data on student achievement over a three-year period, the report offers a first glimpse into trends we will continue to track over the next several years and helps identify areas to invest resources that can positively impact our students and schools in the coming years. Guilford Education Alliance is committed to providing the community with objective information so that our educators, parents, elected officials and community leaders can use this as a basis to be publicly engaged in formulating sound policy that will drive our schools toward excellence.

During this past year, our nation, state and county have faced economic challenges at a depth we never imagined. Many of us have suffered. However, we continue to build on the strong foundation of our community’s commitment to educate our children. Although we do not have all of the financial resources we greatly need, everyone continues to work—from classroom teachers to bus drivers to support staff—to ensure that our students are learning.

Through your interest and growing commitment to our mission, we invite you to be more engaged with Guilford County Schools and our students and teachers. Please use this *Education Matters* report actively—study the data; examine the comparisons to other systems in North Carolina; determine which areas need our collective involvement and focus for improvement; and share in the responsibility for the education of our children by being an involved and informed citizen.

Sincerely,



Ann Busby
ANN BUSBY
 Chair, Board of Directors



Margaret Bourdeaux Ar buckle
MARGARET BOURDEAUX ARBUCKLE
 Executive Director

I. Introduction

WELCOME TO EDUCATION MATTERS 2009, your third annual independent review of community and school success in Guilford County. Guilford Education Alliance, a county wide non-profit organization, presents this report to inform our citizens about the status of our students' academic success, about the teachers in our district, and about how well we as citizens of Guilford County are working to support education. This report offers information about the factors that define excellence in education for our students, teachers, principals and community members. As in past *Education Matters* reports, this is a retrospective examination presenting data on school year 2008-2009 as compared to previous school years and to other large urban districts in North Carolina.

For the first time, this year's report provides comparison data over three or more years on

most measures, making *Education Matters 2009* our most substantive report yet. By allowing us to see trends in performance, we can begin to gauge whether or not our school and community efforts are moving in the right direction. Through this examination, we can determine our priorities for addressing needs.

The Guilford Education Alliance wants this report to be used by our local governments, our non-profit and business communities, parents, colleges and universities, and others to determine ways we can work together as a community to provide the highest quality education for all of our students. Education advocates across the state have commended the Guilford County community and the Guilford Education Alliance for taking this serious look at community support for and progress by the public's schools. We hope that all citizens will join us in measuring where we have been and deciding where we want to be in the future.



II. Snapshots

A. Overview of Guilford County

TO BEGIN OUR LOOK at education in Guilford County, we first present a picture of characteristics of our community. The county's demographics, including an increasingly diverse population and changes in family economic data, influence our children's lives and overall wellbeing.

Guilford County Demographics¹

	2006	2007	2008
Population Total	451,905	465,931	472,216
White	61.6%	61.5%	60.0%
Black	30.3%	31.3%	31.5%
Hispanic	5.7%	6.0%	6.4%
American Indian	0.4%	0.5%	0.5%
Asian	3.4%	3.1%	3.4%
Multi-racial	1.2%	1.4%	1.3%
Other	3.0%	3.5%	3.3%

Guilford County Economic Data²

	2006	2007	2008
Per capita income	\$24,806	\$26,369	\$26,640
Median household income	\$43,892	\$45,922	\$47,553
Median house value	\$146,900	\$153,400	\$155,500
Unemployment rate ³	4.8%	7.1%	11.4%
Population below poverty rate	14.8%	15.7%	13.3%
Children receiving food stamps ⁴	18.2%	18.2%	19.9%
Children who are Work First recipients ⁵	1.0%	0.8%	0.8%

Guilford County Education Levels⁶ (among population 25 and over)

	2006	2007	2008
Less than high school diploma	14.8%	13.6%	12.9%
High school diploma	25.3%	27.9%	26.7%
Some college—no degree	21.2%	19.1%	21.7%
Associate's degree	6.6%	6.5%	6.7%
Bachelor's degree	21.8%	22.0%	22.1%
Graduate or professional degree	10.0%	10.9%	10.0%

Colleges/Universities in Guilford County

Bennett College
Greensboro College
Guilford College
Guilford Technical Community College
High Point University
N.C. A&T State University
UNC-Greensboro

Recent Business Locations and Expansions in Guilford County⁷

Precor Incorporated (*to open new facility in Guilford County in 2011*)
FedEx Ground (*to open new facility in Guilford County in 2011*)
Mack Trucks, Inc. (*relocating headquarters to Greensboro over next three years*)
O'Reilly Automotive, Inc. (*to open new facility in Greensboro by 2012*)
Canplast (*expanded workforce in Greensboro location in 2008*)
Bonset America (*expanded Browns Summit facility in 2008*)
Menlo Worldwide Logistics/Diebold (*chose Greensboro for new facility*)

Major Employers in Guilford County⁸ (listed according to number of employees from largest to smallest)

Guilford County Schools
Moses H. Cone Health System
City of Greensboro
U.S. Postal Service
Guilford County Government
High Point Regional Health System
American Express Credit Card Services
Bank of America
UPS
Lorillard, Inc.
AT&T
Citi
The Volvo Group
RFMD

¹ U.S. Census Bureau 2006, 2007 and 2008 American Community Surveys downloaded from <http://factfinder.census.gov>.

² Data in this chart from the U.S. Census Bureau 2006, 2007 and 2008 American Community Surveys downloaded from <http://factfinder.census.gov> unless otherwise noted. Poverty rate measures the percentage of people (or families) who are below the poverty threshold as determined by family size and composition according to the U.S. Census Bureau. For example, the poverty threshold for a family of four (with two related children under age 18) is \$21,834. Unemployment rate measures the percentage of the total workforce who are unemployed and are looking for a paid job at a given point in time.

³ Unemployment data based on report in August of each year from N.C. Employment Securities Commission at <https://www.ncsc1.com/PMI/rates/ratesmain.asp>.

⁴ Duncan, D.F., Kum, H.C., Flair, K.A., Stewart, C.J., VanBusum, K., and Huang, S.P. (2009). Management Assistance for Child Welfare, Work First, and Food & Nutrition Services in North Carolina. Retrieved Oct. 25, 2007, Oct. 18, 2008, and Oct. 1, 2009, from University of North Carolina at Chapel Hill Jordan Institute for Families website at <http://ssw.unc.edu/ma/>.

⁵ Ibid.

⁶ U.S. Census Bureau 2006, 2007 and 2008 American Community Surveys downloaded from <http://factfinder.census.gov>.

⁷ Greensboro Economic Development Alliance 2009. Downloaded from <http://www.greensboroeda.com/pdfs/LocationsExpansions.pdf>.

⁸ Greensboro Economic Development Alliance 2009. Downloaded from <http://www.greensboroeda.com/pdfs/GsoAreaEmp.pdf>. Colleges and universities in Guilford County, listed earlier in the report, are also major employers.

VF Corporation
 Thomas Built Buses
 Tyco Electronics
 City of High Point
 Gilbarco Veeder-Root
 UnitedHeath Group
 Polo Ralph Lauren Corporation
 TIMCO Aviation Services, Inc.
 Lincoln Financial Group
 FedEx
 NCO Customer Management
 Aetna U.S. Healthcare
 Procter & Gamble
 Syngenta Crop Protection, Inc.
 Koury Corporation
 BB&T
 International Textile Group
 Spectrum Laboratory Network
 Market America
 Banner Pharmacaps
 Replacements Limited
 Old Dominion Freight Line, Inc.
 New Breed, Inc.
 Honda Aircraft Company, Inc.
 Ecolab
 United Guaranty
 Novartis Animal Health US
 Analog Devices, Inc.
 Center for Creative Leadership
 Epes Carriers, Inc.
 Evonik Stockhausen, Inc.
 Purolator Facet
 Southeastern Freight Lines
 Sherwin Williams

Awards to Guilford County⁹

- For the second straight year, *Site Selection Magazine* ranked the three-county Greensboro/High Point metro area #1 in the nation for **attracting new and expanded business** among similar-sized metros in 2008.
- In 2008 and 2009, High Point received the “**Public Power Award of Excellence**” for its economic development successes. The award from ElectriCities recognized initiative by the city in its economic development efforts, including industry recruitment leading to job creation.
- In 2008 and 2009, High Point was named one of five national recipients of *Expansion Solutions Magazine’s Awards of Excellence* in the distribution/warehousing category. The award recognizes areas that have made exceptional progress in economic development by successfully recruiting, retaining and growing businesses in that industry sector.
- The League of American Bicyclists recognized Greensboro as a bronze level **Bicycle Friendly Community**. The city was honored for its work in bicycle safety areas, including engineering, education, encouragement, enforcement, evaluation and planning.



⁹ Emails from Loren Hill, President, High Point Economic Development Corp, and Rob Clapper, President, Greensboro Chamber of Commerce.

B. Overview of Guilford County Schools

GUILFORD COUNTY SCHOOLS (GCS) is the third-largest school district in the state and among the 50 largest districts in the nation, in addition to being the second-largest employer in the 12-county area.¹⁰ The chart below provides an overview of key numbers for the district, comparing 2008-09 with the previous two school years. The district continued to grow in numbers of students and employees, but did not open any new schools in 2008-09. Much of the recent concern over budget cuts and other fall-out from the national economic difficulties began during the 2008-09 school year, but the full impact will not be apparent until the 2009-10 school year and thus is not included in this report.

Snapshot of Guilford County School System¹¹

Category	2006-07	2007-08	2008-09
Total student enrollment	70,409 students • 32,162 elementary • 16,031 middle • 21,984 high • 232 special ed	71,176 students • 32,815 elementary • 16,236 middle • 22,125 high • 255 special ed	71,471 students • 33,179 elementary • 16,251 middle • 21,222 high • 819 alternative
Operating budget ¹²	\$546,893,563	\$597,703,444	\$591,091,349
Capital budget ¹³	\$255,547,278	\$599,495,211	\$11,291,861
Per pupil expenditure (not including capital, child nutrition or ACES program)	\$7,848.98	\$8,397.54	\$8,397.54
Number of schools (some campuses house multiple grade levels, like middle and high school)	116 schools • 64 elementary • 22 middle • 25 high • 5 special	120 schools • 67 elementary • 22 middle • 26 high • 7 alternative	120 schools • 67 elementary • 22 middle • 26 high • 7 alternative
Number of magnet/choice schools ¹⁴	39 schools • 15 elementary • 5 middle • 18 high school • 1 newcomers school	44 schools • 17 elementary • 8 middle • 19 high school • 1 newcomers school	44 schools with 50 programs • 18 elementary • 10 middle • 21 high school • 1 alternative
Number of students choosing magnet schools and high school options ¹⁵	6,862	7,050	7,737
Number of languages/dialects spoken by students	70	86	128
Number of cultural/ethnic groups represented by students	106	109	106
Number of full-time employees ¹⁶	9,011	9,386	9,667
Number of classroom teachers ¹⁷	4,844	4,976	5,066
Number of graduates ¹⁸	• 4,400 diplomas • 331 ESL Diplomas • 67 Certificates of Achievement • 19 Graduate Certificates • 50 ESL Certificates • 11 Foreign Exchange Certificates	• 4,625 diplomas • 140 ESL Diplomas • 78 Certificates of Achievement • 46 Graduate Certificates • 14 ESL Certificates • 5 Foreign Exchange Certificates	• 4,616 diplomas • 174 ESL Diplomas • 46 EC Certificates • 113 Graduate Certificates • 23 ESL Certificates • 4 Foreign Exchange Certificates

¹⁰ GCS 2009 Fact Sheet, <http://gcsnc.com/community2/pdf/factsheet.pdf>.
¹¹ 2006-07 data from the 2006-07 GCS Progress Report unless otherwise noted. 2007-08 data from the 2007-08 GCS Progress Report unless otherwise noted. 2008-09 data from 2009 GCS Fact Sheet and Jennifer Landes, GCS Department of District Relations, unless otherwise noted. Some of the increase in number of languages/dialects for 2008-09 may be due to changes in reporting methods.
¹² Operating budget covers day-to-day expenses like salaries, supplies, transportation and utilities. It does not include capital outlay, school food service and ACES funds for after-school care. 2008-09 budget from minutes for Board of Education Budget Work Session, Dec. 18, 2008.
¹³ 2006-07 and 2007-08 budget amounts from GCS CFO Sharon Ozment. 2008-09 data from <http://www.gcsnc.com/pdfs/GCS0809Budget.pdf>. Capital budget includes funding for new school construction and major renovations and repairs on existing schools, as well as regular capital outlay. Total amount budgeted was not spent in 2006-07 because of the long-term nature of construction projects.
¹⁴ <http://www.gcsnc.com/magnet/index.htm>. Individual schools include multiple program offerings, including some with multiple school levels.
¹⁵ From GCS Student Assignment Office. Number reflects those students choosing to attend schools instead of their assigned school and does not include attendance zone students participating in the programs.
¹⁶ 2008-09 data from <http://www.gcsnc.com/pdfs/GCS0809Budget.pdf>.
¹⁷ Ibid.
¹⁸ A student who does not meet graduation requirements may exit high school with a Graduate Certificate. Historically, State Board of Education (SBE) policy referenced a Graduation Certificate and a Certificate of Achievement; in 2009, the SBE voted to eliminate the Certificate of Achievement and maintain the Graduation Certificate as well as the right to participate in graduation exercises for selected students with disabilities.

Communities are often understandably concerned about ensuring that resources are focused on hiring staff who provide direct instruction and services to students rather than making too much investment in administrative support staff. In GCS, the ratio of students per central office administrator, teacher per central office administrator and students per instructional support personnel continue to be better than the state average, although they are not quite as strong as the previous school year.

Ratio of Students and Teachers to Non-Instructional Employees²⁹

	2005-06		2006-07		2007-08	
	GCS	N.C. avg.	GCS	N.C. avg.	GCS	N.C. avg.
Students Per Central Office Administrator	801.1	510.1	800.3	468.4	700.1	446.6
Teachers Per Central Office Administrator	53.3	34.8	55.7	31.8	49.3	30.4
Students Per Instructional Support Position	88.8	118.0	88.8	114.1	82.8	116.2

In trying to create a picture of GCS, it can be helpful to see how our schools compare to other districts in North Carolina. As the third-largest district in the state, GCS regularly checks its data against the other top five urban systems in North Carolina: Cumberland, Durham, Forsyth, Mecklenburg and Wake counties. The following chart, describing student enrollment by demographic group, illustrates similarities and differences among the six districts.

District Comparison of Student Enrollment by Demographic Group 2008-09

Group	Guilford ²⁰	Cumber. ²¹	Durham ²²	Forsyth ²³	Meck. ²⁴	Wake ²⁵
Total enrollment	71,471	53,162	32,848	51,885	133,664	137,706
Asian	5.4%	1.9%	2.6%	2.1%	4.9%	5.8%
Amer. Indian	0.5%	1.9%	0.2%	0.2%	n/a	0.3%
Multi-racial	5.0%	4.9%	3.6%	4.4%	4.1%	4.6%
Black	40.8%	47.2%	53.9%	30.9%	41.2%	26.1%
Hispanic	8.8%	7.2%	17.1%	17.8%	15.9%	11.5%
White	39.5%	36.8%	22.6%	44.7%	33.5%	51.8%
LEP ²⁶	8.8%	3.5%	12.6%	9.1%	13.8%	9.3%
Special Ed	13.9%	13.6%	12.9%	14.1%	11.3%	13.9%
FRL ²⁷	50.4%	52.7%	47.2%	48.2%	58.8%	28.4%
AIG ²⁸	15.4%	8.5%	15.3%	10.5%	10.7%	17.1%

GCS's percentage of Asian, Hispanic and multi-racial students increased from 2007-08, while the percentage of white students declined slightly. When compared to the demographics of the county as a whole, our schools enroll a greater percentage of Asian, multi-racial, black and Hispanic students than are represented in the general population.

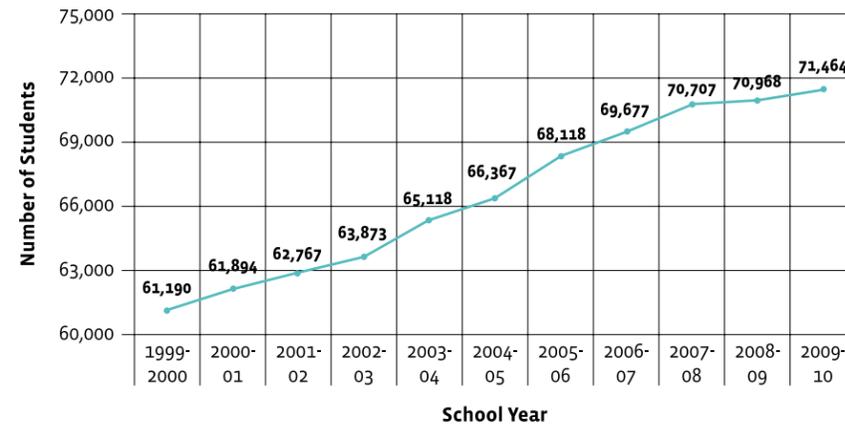
²⁹ Sharon Ozment, GCS CFO. Instructional support positions include counselors, psychologists, media specialists, social workers, speech therapists and nurses.
²⁰ Data from Jennifer Landes, GCS Department of District Relations, unless otherwise noted.
²¹ <http://www.ccs.k12.nc.us/StatsFacts.htm>. Multi-racial category listed as "other." LEP enrollment from Margarita Dostall, ESL Coordinator, CCS. Special ed enrollment from Ruben Reyes, Executive Director, Exceptional Children's Services, CCS.
²² <http://dpsnc.net/about-dps/district-stats-and-scores/dps-quick-facts>. Enrollment is from 2008-09; Percentages for race/ethnicity are from 2007-08.
²³ http://wsfcs.k12.nc.us/education/dept/dept.php?sectionid=5091&sc_id=1192132488&PHPSESSID=9640eccc19f1bbbd67429ee117b61e5#demographic. LEP, Special Ed and FRL data from Theo Helm, WSFCS Director of Marketing and Communications.
²⁴ CMS data for 2009-10 from <http://www.cms.k12.nc.us/mediaroom/aboutus/Pages/FastFacts.aspx>. Multi-racial number is combined with Native American. Special Ed data from Mike Marcela, CMS Accountability Specialist.
²⁵ <http://www.wcpss.net/demographics/reports/book08a-1.pdf>. AIG percentage is students served in AG programs.
²⁶ GCS LEP data from Mayra Hayes, GCS Director of ESL. DPS LEP data from <http://www.dpsnc.net/programs-services/esl/esl-quick-facts>.
²⁷ According to the USDA, children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals. For a N.C. family of four, that would mean an annual income of \$27,560 (130%) or \$39,220 (185%), respectively.
²⁸ AIG percentages from 2008 child count data at <http://www.ncpublicschools.org/docs/academicservices/gifted/student-data/childcount/2008.pdf>.

Comparison of GCS Population to Guilford County Population by Race/Ethnicity²⁹

	GCS 2006-07	Guilford 2006	GCS 2007-08	Guilford 2007	GCS 2008-09	Guilford 2008
Asian	4.8%	3.4%	5.3%	3.1%	5.4%	3.4%
Amer. Indian	0.5%	0.4%	0.5%	0.5%	0.5%	0.5%
Multi-racial	4.3%	1.2%	4.6%	1.4%	5.0%	1.3%
Black	40.9%	30.3%	40.8%	31.3%	40.8%	31.5%
Hispanic	7.6%	5.7%	8.4%	6.0%	8.8%	6.4%
White	41.8%	61.6%	40.4%	61.5%	39.5%	60.0%

Finally, it is important to understand how GCS has grown over the past several years, as growth creates both opportunities and challenges for the district in areas from budget development to staff development. Enrollment has grown by more than 10,000 students over the past ten years, from 61,190 in 1999-2000 to 71,464 in 2009-10, although the rate of growth has slowed in the past few years.

Enrollment Growth in GCS since 1999³⁰



Approximately 11,366 students in Guilford County did not attend GCS schools in 2008-09, representing about 13.7 percent of the student population in the county. Those students were enrolled in charter schools (public schools run by the state), private schools and home schools. While the number of students attending non-GCS schools showed a slight increase over the previous school year, the percentage of the county's student population remained nearly the same.

Non-GCS Schools and Student Enrollment in Guilford County³¹

	2006-07	2007-08	2008-09
# of charter schools	3	3	4
charter school enrollment	1,362	1,254	1,317
# of private schools	30	30	29
private school enrollment	6,907	7,122	7,109
# of home schools	1,368	1,466	1,568
estimated home school enrollment	2,641	2,642	2,940
Total estimated non-public enrollment	10,910	11,018	11,366

²⁹ Guilford County Schools data from GCS reports. Guilford County population data from U.S. Census Bureau American Community Survey.
³⁰ N.C. Department of Public Instruction final average daily membership (ADM) data. Enrollment numbers represent 20th day data. 2009-10 data from 20th-day enrollment announced in GCS press release on Oct. 7, 2009.
³¹ Charter school data from NCDPI ADM report at <http://www.ncpublicschools.org/fbs/accounting/data/> and <http://www.ncpublicschools.org/charterschools/>. Charter school enrollment for 2008-09 includes the three charter schools with ADM reported by DPI. Private school data, including independent and religious schools, from NC Department of Non-Public Education, <http://www.ncdnpe.org/hhs500.asp>. Home school data from NC Department of Non-Public Education, <http://www.ncdnpe.org/homeschool2.asp>.

Awards and Achievements by Guilford County Schools³²

- Fourteen district high schools made *Newsweek's* **Top Advanced Placement/International Baccalaureate Schools**, placing each school in the top six percent of schools nationwide. Both The Early College at Guilford and Weaver Academy placed in the top 100.
- In 2008, 46 educators received **National Board Certification**, the profession's top certification (NBCT). With 549 employees who have completed National Boards, GCS ranks third in the state. North Carolina leads the nation in NBCT.
- GCS was named **Outstanding Employer of the Year** by the Mayor's Committee for Persons with Disabilities at the Greensboro Chamber of Commerce 2008 Business Awards.
- Five of the district's magnet and choice schools are **Magnet Schools of Merit** for 2009, according to Magnet Schools of America. Erwin Montessori was among a select group named a School of Excellence.

- The GCS Purchasing Department received the 2008 **Sustained Professional Purchasing Award** by the Carolina Association of Governmental Purchasing, which is presented annually to member agencies that demonstrate excellence in purchasing standards.
- Ten GCS schools were named **2009 Honor Schools of Excellence**, the highest level a school can obtain on the state ABCs testing program: Erwin Montessori, Millis Road, Nathanael Greene, Oak Ridge and Summerfield elementary schools; Brown Summit, Kernodle and Northwest Guilford middle schools; and the Early College at Guilford and Weaver Education Center. At these schools, 90 percent or more of students scored at or above grade level, made expected or high growth and met Adequate Yearly Progress (AYP).
- Four Guilford County high schools received awards from the **N.C. Department of Public Instruction** for having top graduation rates. Additional details are found in the graduation rate section of this report.



³² GCS 2009 Fact Sheet.

III. Community Indicators

THE SUCCESS OR FAILURE of our public schools is not determined solely by what happens each day in classrooms across the county or by decisions made at central office. The broader community must make a commitment to support public education—through contributions of time, energy and money—in order to attain excellence in our schools.

A. Local Funding

ONE TANGIBLE MEASURE of a community's commitment to education is its funding of the public schools from local tax dollars. Although public education is primarily a responsibility of the state, all counties are required to fund a portion of the operating and capital expenses for local public schools. Most counties, including Guilford County, provide funding above and beyond the legal mandates. State per pupil spending is determined by combinations of funding formulas approved by the General Assembly.

Education continues to be Guilford County government's largest expenditure, accounting for 41 percent of total expenditures and 53 percent of all locally generated revenues. Of the \$244,025,871 Guilford County spent for education expenditures in the 2008-09 fiscal year, 94 percent (more than \$230 million) went to GCS operating expenses, capital expenses and school debt, while the rest of the county's education budget went toward operating and capital expenses at GTCC.

At \$175,165,521, the county government's 2008-09 operating dollars for GCS represent an increase of \$10 million over the 2007-08 budget. The county's appropriation provided funding for expenses related to increased student enrollment, the county's share of state salary increases, facility maintenance, and escalating utilities and fuel cost. An additional \$7 million was set for capital costs, as well as \$48.1 million for school bond debt. The Board of Commissioners has continued to fund the schools at significant levels over the past several years.³³

³³ <http://www.co.guilford.nc.us/09budget/16-Education-Summary.pdf>.

³⁴ Ibid.

³⁵ N.C. Association of County Commissioners Budget and Tax Rate Surveys at <http://www.ncacc.org/budtax.htm>.

³⁶ Ibid. Because these enrollment numbers reflect first month average daily membership (ADM), they may differ from other enrollment numbers included in this report that reflect 10th day enrollment or nine-month ADM. Per pupil expenditure does not include capital expense.

Guilford County Budget for GCS³⁴

	2006-07	2007-08	2008-09
Operating	\$156,665,521	\$165,165,521	\$175,165,521
Capital	\$7,000,000	\$7,000,000	\$7,000,000
School Debt	\$29,536,925	\$38,392,580	\$48,107,660
Total	\$193,202,446	\$210,558,101	\$230,273,181

Guilford County ranks third in North Carolina in school district size, but comes in ninth in terms of county appropriation per student. Across the state, local per pupil expenditures range from \$4,096 in Dare County to \$394 in Swain County.³⁵

Per Pupil Local Expenditure³⁶

	Guilford	Cumber.	Durham	Forsyth	Meck.	Wake
2006-07						
Student enrollment	69,623	52,386	31,179	50,307	127,404	126,546
Local per pupil expenditure	\$2,250	\$1,247	\$2,827	\$1,951	\$2,453	\$2,167
2007-08						
Student enrollment	70,525	52,167	31,957	51,019	130,983	132,413
Local per pupil expenditure	\$2,342	\$1,309	\$2,992	\$2,063	\$2,606	\$2,243
2008-09						
Student enrollment	70,794	52,439	31,772	51,487	132,751	136,099
Local per pupil expenditure	\$2,474	\$1,352	\$3,233	\$2,109	\$2,617	\$2,323

A portion of the funding from Guilford County is used to increase teacher salaries above state-funded levels. Districts can use their local supplement as a recruitment and retention tool by raising pay above neighboring districts. In GCS, particular attention has been paid to increasing the starting salary for new teachers through local dollars, making Guilford's beginning teacher pay the highest in the state. However, as the following chart demonstrates, the local supplement does not increase at the same rate as teachers gain years of experience. After 10 years in the classroom, GCS teachers earn less than their colleagues in Durham, Mecklenburg and Wake counties and about the same as those in Forsyth County.

Due to budget restrictions for 2009-10, the teacher salary schedule shifted up one step from the previous year. This means that teachers who earned an educator year of experience in 2008-09 will move up one step

on the salary schedule, but will be paid the same as last year. No public school teachers in North Carolina received salary increases from 2008. Thus, starting salaries are unchanged from 2008, while a teacher with 10 years experience in 2009-10 will earn less than what a teacher with 10 years experience in 2008-09 earned.³⁷

Teacher Salaries as of July 2009³⁸

	Guilford	Cumber.	Durham	Forsyth	Meck.	Wake
Starting salary	\$34,730 (incl. \$4,300 local)	\$30,430	\$34,233.75	\$33,390	\$34,385.90	\$34,462.00
Salary with 10 years experience (Bachelor's)	\$42,840 (incl. \$4,160 local)	\$38,680	\$43,515.00	\$42,470	\$43,708.40	\$44,191.90
Salary with 10 years experience (Master's)	\$47,120 (incl. \$4,570 local)	\$42,550	\$47,868.75	\$46,830	\$48,294.30	\$48,826.20

Local funding is also critical for capital expenses. Despite new programs such as the **N.C. Education Lottery**, the large majority of funds for new school construction and major renovations/repairs of existing schools comes from the county. Communities committed to excellent schools must provide funds for adequate space for teaching and learning. In May 2008, voters approved \$457 million in **school bonds**. The following chart lists the amount of lottery funding sent to each of the urban districts over the past three school years for school construction. In Guilford County, these dollars have been used toward school construction bond debt.

N.C. Lottery Distribution³⁹

	2006-07	2007-08	2008-09
Guilford	\$8,124,742	\$8,565,723	\$8,127,234
Cumber.	\$6,088,185	\$6,350,716	\$5,940,772
Durham	\$3,688,810	\$3,804,422	\$3,699,393
Forsyth	\$5,898,476	\$6,158,743	\$5,827,674
Meck.	\$14,903,736	\$16,104,072	\$15,258,186
Wake	\$7,651,842	\$8,515,958	\$15,707,092

B. Ready for School

REGARDLESS OF THE QUALITY OF INSTRUCTION, students cannot learn and succeed if they don't attend school. For 2008-09, GCS met its AYP goal for **student attendance** with 95.9 percent in grades 3 through 8.⁴⁰

To be successful students, children must also start school ready to succeed. Although public school for most children begins at age 5, they begin preparing for school at birth. Children cannot succeed academically unless communities, families and schools provide the types of development opportunities needed to nurture cognitive development during their first five years and beyond. Guilford County currently has more than 31,250 children aged 0 to 5.⁴¹ Access to high quality early care and education programs is important for all children, but participation in such programs has been shown to be especially beneficial for children from low-income families and those with developmental differences. Guilford County ranks close to the state average in terms of the percent of high quality programs available to young children and is above the state average in enrolling at-risk 4-year-olds in these programs.

³⁷ "Salary Budget Implications – Budget Bill SB 202" online at <http://www.ncpublicschools.org/docs/fbs/finance/legislation/salarypersonnel/salarychanges09.pdf>.
³⁸ GCS: http://gcsnc.com/HR/menu_ss.htm; CCS: http://www.hr.ccs.k12.nc.us/hr_salariescales09-10.htm; DPS: <http://www.dpsnc.net/about-dps/departments/human-resources/salary-schedules>; WSFCS: <http://wsfcs.k12.nc.us/education/components/docmgr/default.php?sectiondetailid=96701&fileitem=70626&catfilter=ALL>; CMS: <http://www.cms.k12.nc.us/jobs/Pages/Compensation.aspx>; WCPSS: <http://www.wcpss.net/salary-schedules/teachers/>.
³⁹ <http://www.ncpublicschools.org/docs/fbs/allotments/lottery/>
⁴⁰ <http://ayp.ncpublicschools.org/2009/app/nclb/AypDetail.cgi>.
⁴¹ <http://factfinder.census.gov>.

School Readiness Measures⁴²

	2006-07		2007-08		2008-09	
	Guilford	NC	Guilford	NC	Guilford	NC
Percent of regulated early care and preschool education programs certified at 4- and 5-star levels	39.7%	40.5%	39.7%	40%	42.2%	42.3%
Percent of at-risk children (aged 4) enrolled in high quality (4- and 5-star) pre-k programs	72.1%	60.5%	Approx. 72.7%	n/a	Approx. 73.3%	n/a
Percent of all children (ages 0-5) enrolled in 4- and 5-star child care centers ⁴³	51.0%	51.1%	53.5%	53.6%	52.0%	53.0%

C. Community Connections to the Classroom

CITIZENS DEMONSTRATE THEIR COMMITMENT to public education through tax dollars and funding for programs. They also show their dedication through volunteer time and corporate partnerships. With more than 26,000 PTA members and more than 342,800 volunteer hours donated in GCS last year, our community is actively engaged in the public schools.

Community/Corporate Involvement in Schools⁴⁴

	2006-07	2007-08	2008-09
Number of Schools	116	120	120
Schools with PTAs ⁴⁵	91	91	92
PTA Membership ⁴⁶	27,748	26,619	26,057
Volunteer hours donated	281,000+	342,800+	344,781
Businesses Partnering	46 schools adopted through the <i>Fill the Bus</i> campaign and 30+ companies supporting schools and special programs through Action Greensboro's <i>Businesses for Excellence in Education</i>	1,700+ business and community partners, including 30+ companies through Action Greensboro's <i>Businesses for Excellence in Education</i>	1,450 business and community partners
Donations Made to GCS	More than \$1.3 million (cash and non-cash), plus more than \$675,000 for recovery efforts at Eastern High School	\$1.7 million in cash and non-cash donations	\$1.4 million in cash and non-cash donations

Guilford Education Alliance partnered with Guilford County Schools, the Welfare Reform Liaison Project and many local businesses to open the **Teacher Supply Warehouse** where teachers can "shop" for free school supplies. With more than 900 teacher visits during the 2008-09 school year, an estimated \$350,000 of donated new and recycled supplies went into classrooms. Through a partnership with **DonorsChoose.org**, teachers received more than \$40,000 to purchase materials for classroom projects described in teacher grant applications.

⁴² 2007 data from Guilford School Readiness Report Card 2007 compiled by Action for Children N.C. for the Guilford Education Alliance. 2008 and 2009 data from N.C. Division of Child Development at http://ncchildcare.dhhs.state.nc.us/general/Child_Care_Statistical_Report.asp, unless otherwise noted. Updated numbers for 2008 and 2009 for percent of at-risk children enrolled in high quality (4- and 5-star) pre-K programs calculated from enrollment numbers in 4-year-old classrooms from Guilford County Schools, Head Start and private provider More at Four Classrooms divided by total number of 4s in Guilford County and assuming 50 percent are eligible for Free and Reduced-Price Lunch as are kindergarten students enrolled in Guilford County Schools. Cannot be compared directly to state level number as calculation method differs.
⁴³ Data provided by National KIDS COUNT Program or Action for Children North Carolina. Accessed from the Annie E. Casey Foundation at <http://datacenter.kidscount.org>.
⁴⁴ 2007 data from Education Matters 2007. 2008 data from GCS Fact Sheet at <http://gcsnc.com/community2/aboutGCSrev.htm> unless otherwise noted. 2009 data from Jennifer Landes, GCS Department of District Relations, unless otherwise noted.
⁴⁵ Data from Sharon Shepard, Guilford County PTA.
⁴⁶ Data from Nellie Taylor, N.C. PTA office.

IV. SCHOOL PERFORMANCE INDICATORS

ALTHOUGH THERE ARE MANY WAYS to measure student success, the emphasis on mandated data created by the federal No Child Left Behind Act (NCLB) has turned the primary focus toward standardized testing in reading and math. GCS remains committed to offering a broad curriculum, with options for students including courses and extracurricular offerings in arts, foreign language, athletics and other areas. However, for the purposes of this report, we focus on the results of NCLB and the state's standardized testing program as a key measure of student achievement. This section also looks at high school measures such as SAT scores and advanced options for secondary students, as well as graduation, dropout and suspension rates.

A. Adequate Yearly Progress

NCLB SETS ANNUAL PROFICIENCY TARGETS for all schools, known as Adequate Yearly Progress (AYP). Schools and districts are evaluated by whether achievement growth is occurring in student sub-groups such as race, ethnicity and special education. In order to make AYP, schools must meet all of their growth targets in every sub-group; if one group fails, the whole school is considered failing under NCLB. A single school could have up to 40 proficiency targets, depending on the demographics of the student population.⁴⁷

For the first time in 2008-09, the state required elementary and middle schools to report retest results from students who passed End-of-Grade (EOG) tests a second time after failing on the first try. At the recommendation of the N.C. Blue Ribbon Commission on Testing and Accountability, students who earned a Level II grade on the EOG tests were retested and the students' higher scores of the two tests were reported. Students earning a Level I score

were given the option to retest, but were not required to retest.⁴⁸

Many of those students' scores moved from failing to passing, taking the state average for schools making AYP from 31 percent in 2008 to nearly 71 percent in 2009. About 37 percent of students across the state took a reading retest, about 25 percent took a math retest and about 40 percent took a science retest. Lou Fabrizio, director of accountability policy and communications for the N.C. Department of Public Instruction, said the retest policy will not likely be used again next year. As a result of the retests, scores from 2008-09 are not directly comparable to scores from previous years.⁴⁹

In Guilford County, Chief Academic Officer Beth Folger reported that the district's best teachers were pulled to tutor low-scoring students in identified problem areas between the first test administration and the retest. The retest is an equated test (in terms of measurement), but it is not the same testing document from the first round.⁵⁰

Guilford County Schools' AYP results for 2008-09 include the following highlights:

- The percentage of total schools and middle schools making AYP was the highest ever for the district.
- Brown Summit Middle has made AYP every year since the school opened in 2004.
- Ten schools have made AYP every year since NCLB began in 2003 (Brooks Global, Claxton, Millis Road, Morehead, Nathanael Greene, Oak Ridge, Sedalia, Southern and Summerfield elementary schools).
- Five schools made AYP for the first time since 2003 (Alamance Elementary School and Southern, Ferndale, Kiser and Eastern middle schools).
- Two Title I schools (Alderman and Archer elementary schools) made AYP and exited NCLB Improvement status.⁵¹

⁴⁷ Schools must measure the following groups for AYP: 1) school as a whole (all students), 2) white, 3) black, 4) Hispanic, 5) Native American, 6) Asian, 7) multiracial, 8) economically disadvantaged students (eligible for FRL), 9) limited English proficient (LEP) students, and 10) student with disabilities. Each student group must have at least 40 students across the tested grades to be included in AYP calculations at the school level. A student must attend a school 140 days by the first day of spring testing to be included in AYP calculations at the school level. Each of the 10 categories represents a proficiency target in reading and in math, as well as a participation target for each group for each test. From <http://www.dpi.state.nc.us/docs/nclb/abcayp/facts/aypfactsheet.pdf>.

⁴⁸ <http://www.ncpublicschools.org/newsroom/news/2009-10/20090806-02>. The Blue Ribbon Commission on Testing and Accountability, a representative group of educators, legislators, business leaders and other citizens chaired by Dr. Sam Houston, advised the State Board of Education on needed changes to the state's accountability program in 2007. Level III is considered proficient, or passing, on the N.C. EOG tests.

⁴⁹ Bonner, L., Hui, T.K., and Latifi, S. "Retests aid end-of-grade scores." *The News & Observer*. Aug. 7, 2009, at http://www.newsobserver.com/business/local_state_story-44183.html.

⁵⁰ Ewing, B.J. "Retest key to success." *The Chalkboard Blog on The News & Record*, July 22, 2009, at http://www.news-record.com/blog/2009/07/22/entry/retest_key_to_success.

⁵¹ http://www.gcsnc.com/boe/2009/7_23/ayp_presentation.pdf.

However, challenges remain for GCS, with 10 of North Carolina's 75 lowest-performing schools in the district:

- GCS had more low-performing schools than any other district.⁵²
- AYP is less than 70 percent for disadvantaged students and students of color in both reading and math.

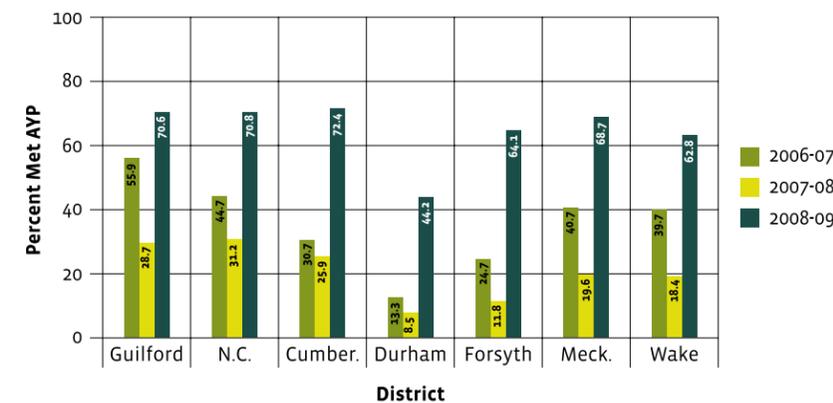
- Five Title I schools have never made AYP (McLeansville and Wiley elementary schools, Andrews, Dudley and Smith high schools).
- Of the 41 Title I schools in the district, 27 are in NCLB Improvement Status for 2010, meaning they face sanctions ranging from offering school choice and tutoring to planning for restructuring.⁵³

AYP Results for Guilford County 2008-09⁵⁴

	Total # of schools	% of schools making AYP	# of schools making AYP	# of schools not making AYP	# of schools missing AYP by 1 or 2 categories
Total	119	70.6	84	35	22
Elementary	67	70.1	47	20	15
Middle	21	81.0	17	4	4
High	25	60.0	15	10	3
Special	6	83.3	5	1	0

Although the percentage of GCS schools making AYP improved from 2007-08, that change can be explained in part by the retest option, reflected by improved results across the state. While GCS reports a higher percentage of schools making AYP than four of the other five urban districts, it is important to note that there are wide variations in the number of schools and the student demographics of each district.

District Comparison of Percentage of Schools Making AYP⁵⁵



⁵² The 10 schools are Andrews, Dudley and Eastern Guilford high schools; Hairston Middle School; and Fairview, Gillespie Park, Hampton, Montlieu, Oak Hill and Parkview Village elementary schools.

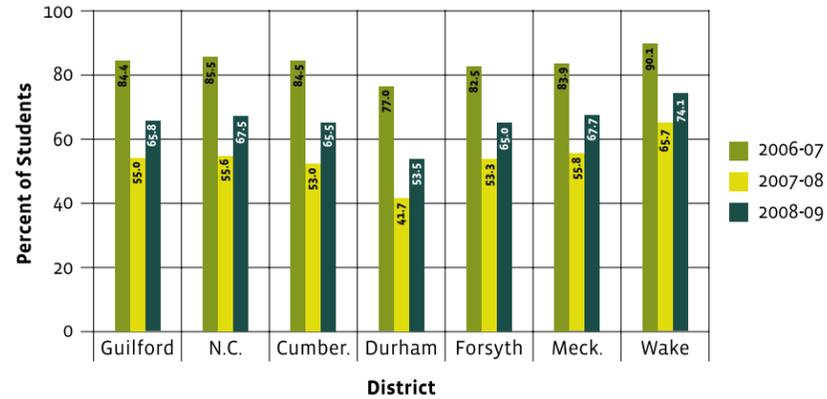
⁵³ http://www.gcsnc.com/boe/2009/7_23/ayp_memo.html.

⁵⁴ LEA AYP summary at <http://ayp.ncpublicschools.org/2009/>. Numbers in total schools column do not match totals for GCS because not all 120 GCS schools qualified for measure in 2008-09 under the NCLB standards for AYP. Alternative schools considered "special evaluation" schools are not evaluated according to AYP targets.

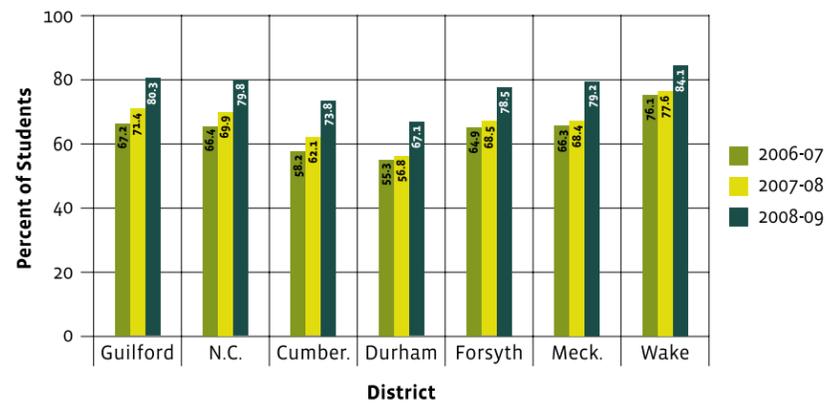
⁵⁵ All AYP data in the bar and line graphs in this section were downloaded from <http://ayp.ncpublicschools.org/>.

In addition to tracking the performance of schools, NCLB uses AYP measures to track student performance. When considering the percentage of students in grades 3 through 8, 65.8 percent of GCS students made AYP in reading and 80.3 percent made AYP in math, an increase over 2007-08. Students in Wake County led the state for AYP performance in reading and math among the large urban districts, but Guilford County students outperformed students in three districts for reading and four districts for math.

District Comparison of Students Making AYP in Reading Grades 3-8 2007-2009

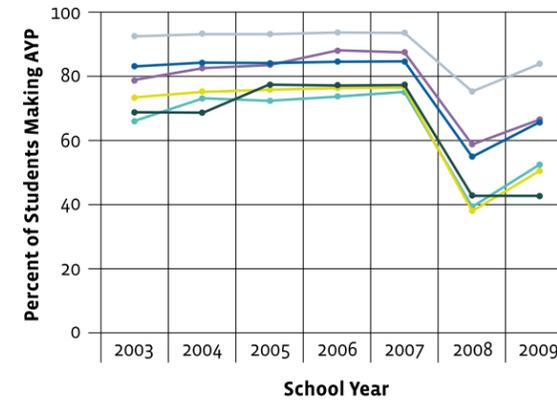


District Comparison of Students Making AYP in Math Grades 3-8 2007-2009

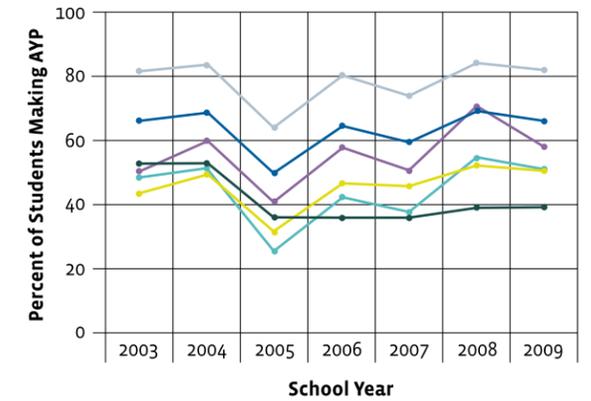


By requiring school districts to look at data by racial and ethnic sub-groups, NCLB has turned a national spotlight on the achievement gap, specifically between white students and black and Hispanic students. The following four charts show AYP performance of GCS students by racial and ethnic groups for reading and math in 3rd through 8th grades and in 10th grade from 2003 to 2009. The achievement gap is narrowing in some instances, but significant differences persist between all groups' test scores. It should be noted that the sharp drops in 10th grade reading scores in 2005, 3rd-8th grade math scores in 2006 and 3rd-8th grade reading scores in 2008 were affected by state-level modifications to the tests.

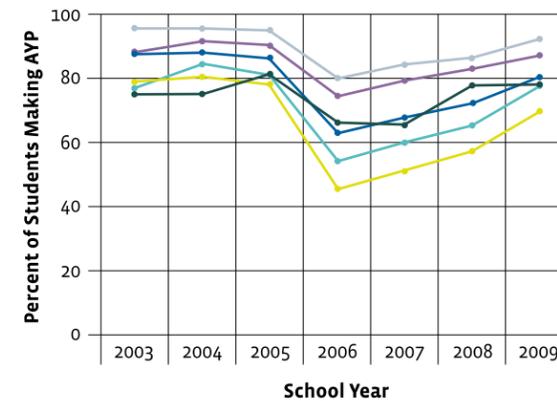
Percentage of Students Making AYP in Reading Grades 3-8 by Race/Ethnicity from 2003-2009



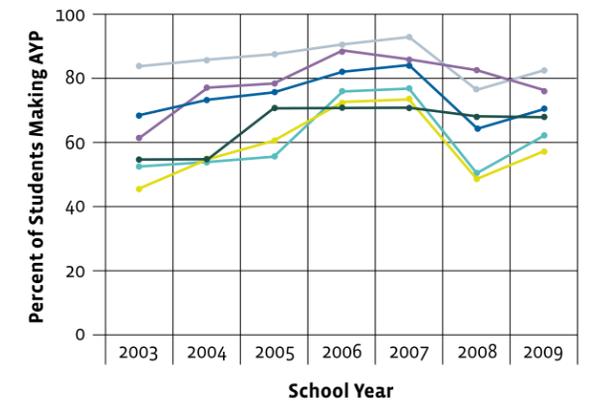
Percentage of Students Making AYP in Reading Grade 10 by Race/Ethnicity from 2003-2009



Percentage of Students Making AYP in Math Grades 3-8 by Race/Ethnicity from 2003-2009



Percentage of Students Making AYP in Math Grade 10 by Race/Ethnicity from 2003-2009



- AYP Target
- All Students
- Asian
- Black
- Hispanic
- White

B. Low-Performing Schools

OF PARTICULAR CONCERN to school and community leaders are Guilford County's 10 low-performing schools. These schools are on the state's list of 75 low-performing schools this year, meaning the school's passing rate was under 50 percent and it didn't meet growth expectations for the state's ABCs testing program. In 2008-09, GCS had more schools on the list than any other county; Cumberland had four, Durham had five, Forsyth had nine, Mecklenburg had four, and Wake had none. Of the 10 GCS schools, nine are in the Mission Possible program, which provides additional pay for teachers to work in high-poverty schools. Smith High School had previously been on this list, but moved off in 2009.

AYP Results for GCS Low-Performing Schools⁵⁶

	AYP Status History							2009 AYP Targets			2009 % at Grade Level
	2003	2004	2005	2006	2007	2008	2009	Total	Met	% Met	
Fairview Elem.	Yes	Yes	Yes	No	No	No	No	15	11	73.3%	40.9%
Gillespie Park Elem.	-	No	No	Yes	No	No	Yes	13	13	100%	45.0%
Hampton Elem.	No	Yes	No	No	No	No	Yes	13	13	100%	41.3%
Montlieu Elem.	No	No	No	Yes	No	No	No	13	11	84.6%	40.2%
Oak Hill Elem.	No	Yes	No	No	Yes	No	No	23	17	73.9%	29.7%
Parkview Village Elem.	No	Yes	Yes	Yes	No	No	No	17	15	88.2%	37.9%
Hairston Middle	Yes	No	No	Yes	No	No	No	25	24	96.0%	45.1%
Andrews High	No	No	No	No	No	No	No	13	9	69.2%	47.8%
Dudley High	No	No	No	No	No	No	No	15	11	73.3%	44.8%
Eastern Guilford High	No	Yes	No	Yes	Yes	No	No	17	13	76.5%	48.3%

All 10 of the low-performing schools are also Title I schools, meaning they are identified for Title I School Improvement status after not making AYP in the same subject (reading or mathematics) for two years in a row. Each year in Improvement status brings additional sanctions, from providing students with public school choice and offering tutoring services to complete school restructuring. If a Title I Improvement school makes AYP two consecutive years, it exits Title I School Improvement and is no longer subject to sanctions. If a school makes AYP in any one year after entering Title I School Improvement, it does not move to the next level of sanctions; if that school does not make AYP the following year, it then moves to the next level of sanctions.⁵⁷

2009 AYP Targets Missed among Low-Performing Schools⁵⁸

	Math						Reading				Grad Rate
	All	Black	Hisp.	ED	LEP	SWD	Black	Hisp.	ED	SWD	
Fairview Elem.	•	•		•			•				
Gillespie Park Elem.											
Hampton Elem.											
Montlieu Elem.							•		•		
Oak Hill Elem.		•	•	•	•		•	•			
Parkview Village Elem.						•				•	
Hairston Middle						•					
Andrews High		•		•							•
Dudley High	•	•		•							•
Eastern Guilford High	•	•		•							•

• Missed AYP Target

⁵⁶ http://www.gcsnc.com/boe/2009/7_23/ayp_byschool_dpi.pdf and <http://www.dpi.state.nc.us/docs/stateboard/meetings/2009/revisions/abc/gcsattach5add.pdf>. Percent of AYP targets met represents the number of subgroups (such as racial/ethnic groups or students with disabilities) that made AYP out of the total number of subgroups measured at the school. Percent of students at grade level represents those students scoring at Level III and IV on the state EOG and EOC tests.
⁵⁷ http://www.gcsnc.com/ind_success/ayp/ayp_qa.htm.
⁵⁸ AYP results for individual schools downloaded from <http://ayp.ncpublicschools.org/>.

C. National Assessment of Educational Progress

NORTH CAROLINA, LIKE ALL OTHER STATES IN THE COUNTRY, sets its own assessments and proficiency goals, making it difficult to compare results between districts in different states using NCLB. However, national comparisons can be made using the National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card." NAEP is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas based on a representative sample of 4th- and 8th-grade students in each state. Only state-level information is available because the NAEP is given to a sample of students representing the state overall.

The newest state level data, released in October 2009, showed that N.C. fourth and eighth graders scored similar to the state's 2007 results and above the national average in mathematics, which included assessments in number properties and operations; measurement; geometry; data analysis, statistics and probability; and algebra. Among fourth graders, with an average score of 244 (versus 239 for the nation), N.C. students performed lower than those in four states, higher than 29 states and not significantly different than 18 states. Among eighth graders, with an average score of 284 (versus 282 for the nation), N.C. students performed lower than those in 14 states, higher than 19 states and not significantly different than 18 states. Achievement gaps persists among different racial groups.⁵⁹

N.C. Results for 2009 NAEP Mathematics Test by Race/Ethnicity⁶⁰

	4th Grade		8th Grade	
	Basic	Proficient	Basic	Proficient
White	95%	59%	85%	49%
Black	71%	18%	53%	12%
Hispanic	84%	27%	67%	24%
Asian	93%	62%	87%	65%
Amer. Indian	77%	30%	45%	14%

⁵⁹ <http://www.ncpublicschools.org/newsroom/news/2009-10/20091014-01>. The 2009 NAEP in mathematics was given to 4,416 N.C. fourth graders from 190 schools and 4,440 eighth graders from 153 schools. NAEP reading results for 2009 will be released in early 2010 due to new standards in the reading assessments. Total number of "states" is 52, including two jurisdictions (District of Columbia and Department of Defense Education Activity (DoDEA) schools). The proficiency level of "Basic" or above is considered to be similar to North Carolina's proficient level (Level III) on its EOG tests. "Proficient" level is defined as mastery over challenging subject matter. For more information about NAEP, visit <http://nces.ed.gov/nationsreportcard/aboutnaep.asp>.
⁶⁰ <http://www.ncpublicschools.org/docs/newsroom/news/2009-10/1014/snapshot-4.pdf> and <http://www.ncpublicschools.org/docs/newsroom/news/2009-10/1014/snapshot-8.pdf>. The proficiency level of "Basic" or above is considered to be similar to North Carolina's proficient level (Level III) on its EOG tests. "Proficient" level is defined as mastery over challenging subject matter.
⁶¹ Interview with Guy Ferguson, GCS AP and IB Program Coordinator, Oct. 16, 2009.

D. High School Achievement

AT THE HIGH SCHOOL LEVEL, several measures in addition to AYP offer information about student achievement. SAT scores and AP coursework indicate college-readiness, while performance data from the University of North Carolina system and Guilford Technical Community College measure the success of GCS graduates in post-secondary programs. Graduation and drop-out rates show success with school completion, while suspension/expulsion rates provide additional data about how students perform in school.

SAT SCORES

THE SAT CONTINUES TO BE the primary college entrance exam for North Carolina students. Participation rates for Guilford County were down in 2009, particularly among white students, to below the state average; some of this change can be explained by a smaller senior class in 2009, more students taking the ACT and more options for students through the Middle College offerings at GTCC⁶¹. Although GCS had the least number of students to take the SAT since 2003, the district's participation rate remains higher than the national average. Participation tends to be much lower in other districts and states either because fewer students are considering college or because more students take the ACT instead; in states where fewer students take the SAT, the average score tends to be higher than in states with higher participation rates.

District Comparison of 2009 SAT Scores and Participation Rates⁶²

	Guilford	N.C.	U.S.	Cumber.	Durham	Forsyth	Meck.	Wake
2007								
Average Total (2400)	1464	1486	1511	1395	1456	1501	1476	1562
Average Reading/Math (1600)	985	1004	1017	942	983	1013	996	1057
% of Students Taking Test	70.7%	71.0%	48%	54.0%	72.8%	66.4%	70.2%	79.8%
2008								
Average Total (2400)	1471	1489	1511	1399	1436	1497	1489	1565
Average Reading/Math (1600)	991	1007	1017	946	967	1009	1006	1059
% of Students Taking Test	65.0%	63.0%	45.0%	53.2%	68.4%	64.5%	68.4%	73.6%
2009								
Average Total (2400)	1465	1486	1509	1398	1426	1484	1492	1583
Average Reading/Math (1600)	988	1006	1016	949	965	1002	1007	1073
% of Students Taking Test	58.6%	63.0%	46.0%	51.3%	63.2%	57.9%	60.6%	67.1%

As with AYP and other performance measures, an achievement gap persists between white and African-American students on the SAT. However, in 2009, the average reading/math score dropped slightly for white students in GCS, while the average reading/math score continued to improve among African-American students.

National Comparison of SAT Test-Takers by Race⁶³

	2007 Reading/Math Score (1600)		2008 Reading/Math Score (1600)		2009 Reading/Math Score (1600)	
	GCS	U.S.	GCS	U.S.	GCS	U.S.
All students	985	1017	990	1017	988	1016
White students	1070	1061	1084	1065	1081	1064
Af-Am students	838	862	846	856	852	855

While average SAT scores for Guilford County are below the national average, the picture changes somewhat when considering the scores of top-ranked students. Comparing the top 10 percent of Guilford County test-takers with the national average, GCS students score above the national averages for reading and math totals.

National Comparison of Top Percentages of SAT Test-Takers⁶⁴

	2007 Reading/Math Score (1600)		2008 Reading/Math Score (1600)		2009 Reading/Math Score (1600)	
	GCS	U.S.	GCS	U.S.	GCS	U.S.
Top 10% of school class rank	1185	1182	1174	1171	1193	1179
Top 40% of school class rank	1065	1086	1062	1077	1077	1086

⁶² 2007 data from <http://www.ncpublicschools.org/docs/accountability/reporting/sat/2007/final2007satreport070830.pdf>. 2008 data from <http://www.ncpublicschools.org/docs/newsroom/news/2008-09/0826/sat-performance.pdf>. 2009 data from <http://www.ncpublicschools.org/docs/accountability/reporting/sat/2009/satreport2009.pdf>. Total SAT score includes reading, math and writing tests. Each of the three tests is scored out of a possible 800 points for a grand total of 2400.

⁶³ Presentation by Dr. Gongshu Zhang to the Board of Education on Sept. 24, 2009, available online at http://www.guilford.k12.nc.us/boe/2009/9_24/sat_presentation.pdf.

⁶⁴ Presentation by Dr. Gongshu Zhang to the Board of Education on Sept. 24, 2009, available online at http://www.guilford.k12.nc.us/boe/2009/9_24/sat_presentation.pdf.

ACT SCORES

THE ACT IS AN ACHIEVEMENT TEST, not an aptitude test; that is, the questions on the ACT are aligned with the high school curriculum in English, math, reading and science, while the SAT measures aptitude in reasoning, mathematics and verbal abilities. The ACT offers an optional writing test, while the SAT writing section is now mandatory. ACT scores are accepted by all four-year colleges and universities in the U.S.⁶⁵

In 2007-08, the most recent data available, 387 GCS students took the ACT, up from 299 the year before. Scores for GCS students were comparable to the state average. Composite and test scores range from 1 (low) to 36 (high), with the composite score calculated as the average of a student's four test scores, rounded to the nearest whole number. National rank for test scores shows the percentile for that score; with a national rank for a composite score of 55, that means 55 percent of recent high school graduates who took the ACT achieved a composite score of 21 or below.⁶⁶

2008 ACT Results⁶⁷

	GCS	N.C.	National Rank
English	20.5	20.5	50
Mathematics	22.0	21.8	62
Reading	21.4	21.7	54
Science	20.5	20.8	56
Composite	21.3	21.3	55

ADVANCED PLACEMENT COURSES

AS PART OF A DISTRICT-WIDE FOCUS on raising expectations for all students, GCS encourages students to take Advanced Placement (AP) courses, for which students can earn college credits based on their exam scores. The top exam score is a 5, with many colleges awarding credit for a score of 3 or higher. Student

participation in higher-level courses such as the AP and International Baccalaureate (IB) curricula increased 168 percent from 2000 to 2008. Non-white participation in AP and IB courses improved 179 percent in that same time period.⁶⁸

In 2009, GCS continued a trend of record increases in the number of AP exams given and in the number of students taking AP exams (each student can take multiple courses, with an exam in each course). GCS students took 9,470 exams in 2009, a 7.6 percent increase over 2008. The number of AP exams taken by GCS students from 2005 to 2009 increased by 29.5 percent. With 4,906 students participating in the 2009 examination program, GCS saw a single-year increase of 7.1 percent and a five-year increase of 30.5 percent in student participation. During that period, average scores also rose slightly.

2005-2009 Overall Results for All Advanced Placement Examinations⁶⁹

Year	Number of Students	Number of Exams Taken	Avg. Number of Exams per Student	Percent at and above Score 3	Average Score
2009	4,906	9,470	1.93	47.3	2.53
2008	4,580	8,802	1.92	45.1	2.47
2007	4,278	8,342	1.95	46.4	2.48
2006	4,172	7,779	1.86	42.4	2.39
2005	3,760	7,312	1.94	43.4	2.41

Comparison of Advanced Placement Exams and Scores⁷⁰

	GCS 2008	N.C. 2008	GCS 2009	N.C. 2009
Students taking AP classes	4,580	40,674	4,906	47,576
% of high school students taking AP classes	20.8%	9.6%	21.7%	11.0%
% AP exam scores 3 or better among all students	45.1%	56.3%	47.3%	58.9%
% AP exam scores 3 or better among white students	51.2%	60.2%	54.4%	61.4%
% AP exam scores 3 or better among black students	19.9%	24.8%	21.1%	26.5%

⁶⁵ <http://www.actstudent.org/faq/index.html>.

⁶⁶ <http://www.actstudent.org/scores/understand/index.html>.

⁶⁷ E-mail from Guy Ferguson, GCS AP and IB Program Coordinator, on Oct. 16, 2009. Data was sent to GCS on May 6, 2009.

⁶⁸ Through the 2008-09 school year, GCS provided the PSAT to all 9th, 10th and 11th graders to help teachers, administrators and counselors find appropriate Advanced Placement (AP) courses for GCS students. Because the district paid for the PSAT and for the AP exams, GCS required all students enrolled in AP courses to take the final exams, for which students can earn college credits based on their scores.

⁶⁹ http://www.gcsnc.com/09_10news/2009AP_report.pdf. The College Board notes that making comparisons across subjects is difficult. A grade in one subject may not be equivalent to the same grade in another subject as the AP exams are developed and evaluated independently. Within subjects, AP exams are equated from year-to-year, so performance can be compared over time.

⁷⁰ N.C. AP results from <http://www.ncpublicschools.org/newsroom/news/2009-10/20090825-01> and from Guy Ferguson, GCS AP/IB Program Coordinator. GCS results from http://www.gcsnc.com/09_10news/2009AP_report.pdf.

2007-2009 Advanced Placement Examinations by Race/Ethnicity⁷¹

Race/Ethnicity	Year	Number of Students	Number of Exams Taken	Avg. Number of Exams per Student	Percent at and above Score 3	Average Score
Amer. Indian	2009	23	38	1.65	44.7	2.53
	2008	25	51	2.04	33.3	2.16
	2007	24	51	2.13	41.2	2.35
Asian	2009	308	710	2.31	47.3	2.57
	2008	293	638	2.18	44.7	2.52
	2007	242	526	2.17	41.4	2.41
Black	2009	893	1,463	1.64	21.1	1.78
	2008	718	1,203	1.68	19.9	1.76
	2007	694	1,276	1.84	20.5	1.79
Hispanic	2009	218	365	1.67	36.2	2.26
	2008	160	290	1.81	39.0	2.34
	2007	126	218	1.73	45.9	2.46
White	2009	3,127	6,286	2.01	54.4	2.72
	2008	3,081	6,027	1.96	51.2	2.63
	2007	2,899	5,717	1.97	53.3	2.66
Other	2009	180	325	1.81	41.8	2.34
	2008	172	338	1.97	42.3	2.43
	2007	147	294	2.00	42.5	2.35
No Response	2009	157	283	1.80	47.0	2.49
	2008	131	255	1.95	34.5	2.15
	2007	146	260	1.78	37.3	2.28

INTERNATIONAL BACCALAUREATE PROGRAMME

AUTHORIZED BY THE INTERNATIONAL BACCALAUREATE ORGANIZATION (IBO), the International Baccalaureate (IB) Programme is designed for the highly motivated student who is committed to hard work. IB students follow six courses at higher level or standard level, with grades awarded for each course ranging from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on theory of knowledge and the extended essay. Therefore, the highest total that an IB student can be awarded is 45 points. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole diploma and to satisfactory participation in creativity, action and service (CAS).

Generally, about 80 percent of IB students are awarded the diploma each examination session. Fewer than 1 percent of students gain 45 points. After results have been issued, schools can request re-marks for particular

students if they feel the result is undeserved.⁷² Of the 301 GCS students enrolled in the three high schools offering the IB Programme in 2008-09, 80 were eligible to complete the diploma program that year and 45 passed. Of the 716 IB exams taken, nearly three-quarters earned a grade of 4 or better.

IB Diploma and Exam Statistics by School and for GCS Total 2008-09⁷³

	Smith	Central	Grimsley	GCS Total
Number of candidates (diploma or certificate) registered in the session	11	42	248	301
Number of diploma and retake candidates registered in the session	7	31	42	80
Number of candidates who passed the diploma	0	22	23	45
Average points obtained by candidates who passed the diploma	n/a	29	29	-
Highest diploma points awarded to a candidate	21	37	37	37
Average grade obtained by candidates who passed the diploma	n/a	4.62	4.79	-
Total number of IB exams taken	49	194	473	716
Total number of IB exam grades that were 4 or better	19	152	358	529
Percent of all IB exam grades that were 4 or better	38.8%	78.4%	75.7%	73.9%

⁷¹ http://www.gcsnc.com/09_10news/2009AP_report.pdf.
⁷² International Baccalaureate website at <http://www.ibo.org/diploma/assessment/results/>. Students who do not complete the requirements for an IB Diploma, due to low exam scores, insufficient IB course load or other factors, are considered Certificate candidates. These students still benefit from the IB curriculum and are still eligible for a traditional N.C. diploma.
⁷³ E-mail from Guy Ferguson, GCS AP and IB Program Coordinator, on Sept. 9, 2009.

GRADUATION RATES

NORTH CAROLINA CALCULATES GRADUATION RATES as a four-year cohort. For 2009, the rate represents the percent of first-time high school ninth graders in 2004-05 who graduated in four years or less. North Carolina education policy provides a conservative definition of high school graduates. Students who leave public high school for a community college GED or adult high school program are counted as dropouts under state policy. Also, the cohort graduation rate does not capture students with disabilities who complete the 12th grade but do not qualify for a standard diploma and instead earn a Graduation Certificate. In addition, school officials are not allowed to tag a student as having transferred to another public or private high school until the receiving school requests the student's records.⁷⁴

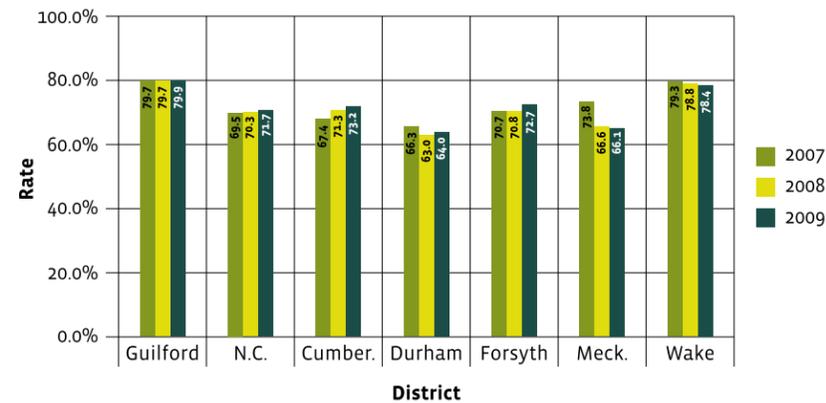
Guilford County Cohort Graduation Rates by Race/Ethnicity⁷⁵

Year	All	White	Black	Am. Ind.	Hispanic	Asian	Other
2007	79.7%	86.3%	73.6%	69.4%	64.1%	75.8%	76.5%
2008	79.7%	87.8%	72.0%	58.3%	68.8%	84.0%	76.4%
2009	79.9%	87.4%	73.8%	72.0%	68.4%	82.3%	78.7%

Three Guilford County high schools received awards from the N.C. Department of Public Instruction for being in the "100% Club for High School Graduation Rate" in 2008-09: The Early College at Guilford, Middle College at GTCC (Jamestown) and Weaver Academy. Another three GCS high schools posted graduation rates above 95 percent: Greensboro College Middle College, Middle College at N.C. A&T and Smith Academy. For the second year in a row, Northwest Guilford High School was recognized by the N.C. Department of Public Instruction for achieving top graduation rates by ninth-grade cohort size (500+ students).⁷⁶

GCS continues to post a higher graduation rate than the other urban districts, holding steady at just under 80 percent for the past three years.

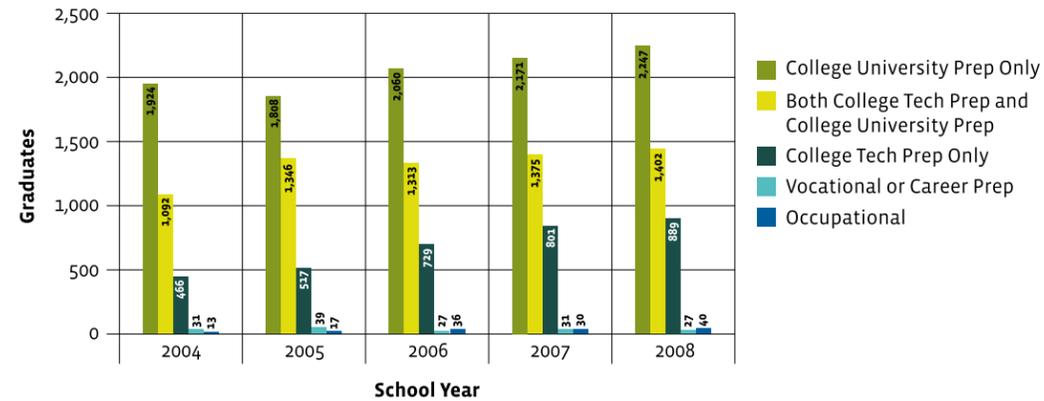
District Comparison of 4-year Cohort Graduation Rate⁷⁷



While most GCS graduates complete the College University Prep course of study, others pursue a College Tech Prep course of study, which includes required math, science, English and career/technical education course sequences. College Tech Prep graduates have the option of enrolling in a four-year college or university, a community college and/or adult apprenticeship programs. Program areas offered through GCS high schools include: business and marketing, commercial and artistic production, construction technologies, culinary arts and hospitality, early childhood education, engineering, information technology, metals technology, medical sciences, and transportation. GCS students are eligible for advanced placement credit at GTCC for some College Tech Prep courses.⁷⁸

⁷⁴ <http://www.ncpublicschools.org/newsroom/news/2006-07/20070228-0.1>
⁷⁵ 2006-07 data from <http://app.ncpublicschools.org/2007/app/cgrdisag>. 2007-08 data from <http://app.ncpublicschools.org/2008/app/cgrdisag>. 2008-09 data from <http://app.ncpublicschools.org/2009/app/cgrdisag>.
⁷⁶ <http://ncpublicschools.org/newsroom/news/2009-1020091012-01>.
⁷⁷ 2006-07 data from <http://app.ncpublicschools.org/2007/app/cgrdisag>. 2007-08 data from <http://app.ncpublicschools.org/2008/app/cgrdisag>. 2008-09 data from <http://app.ncpublicschools.org/2009/app/cgrdisag>.
⁷⁸ <http://www.gcsnc.com/ctp/>.

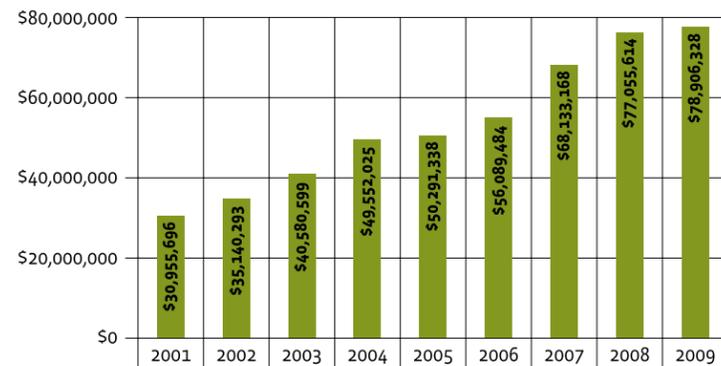
Achieved Course of Study for GCS Graduates⁷⁹



The first four bars in this chart represent the primary three Courses of Study in North Carolina, all of which require that students complete 20 course credits as well as the N.C. High School Exit Exam. These Courses of Study—College/University Prep, College Tech Prep, and Career Prep—are designed for students to go directly to work or to a community or technical college or to a four-year college or university. A fourth Course of Study, the Occupational Course of Study, is designed for certain students with disabilities who have an Individualized Education Plan. Most students, regardless of Course of Study, take credits in the same core curricular areas.

GCS graduates were offered a record \$78.9 million in scholarships in 2008-09. The class of 2009 earned \$1.85 million more than the previous year's record amount.

Total Scholarships Awarded⁸⁰



DROP-OUT RATES

STUDENTS WHO FAIL TO COMPLETE HIGH SCHOOL are far more likely to be unemployed, a single parent or in prison than those with a high school diploma or college degree, according to a 2009 study from Northeastern University. The data for minority dropouts are even more sobering, with almost one in four black male dropouts incarcerated on any given day in 2006-07, compared to about one in 14 male dropouts who were Asian, Hispanic or white. In 2008, the average rate of joblessness for dropouts between ages 16 and 24 was 54 percent; among black dropouts, the jobless rate was 69 percent. In contrast, the 2008 jobless rate for high school graduates in the same age range was 32 percent; for college graduates, the rate was 13 percent. The report estimates that the average high school dropout will cost taxpayers more than \$292,000 during their working lives, resulting from lower tax revenues, public assistance costs and incarceration costs.⁸¹

⁷⁹ <http://www.gcsnc.com/ctp/index/CTP Data.pdf>. For a listing of graduation requirements for each Course of Study, visit <http://www.ncpublicschools.org/curriculum/graduation/table>.

⁸⁰ 2001-2008 data from 2007-08 Guilford County Schools Progress Report. 2009 data from <http://www.gcsnc.com/pdfs/2009scholarships.pdf>.

⁸¹ Sum, A., Khatiwada, I. and McLaughlin, J. with Palma, S. (2009). "The Consequences of Dropping Out of High School: Joblessness and Jailings for High School Dropouts and the High Cost for Taxpayers." Boston, MA: Northeastern University Center for Labor Market Studies. Available online at http://www.clms.neu.edu/publication/documents/CLMS_2009_Dropout_Report.pdf.

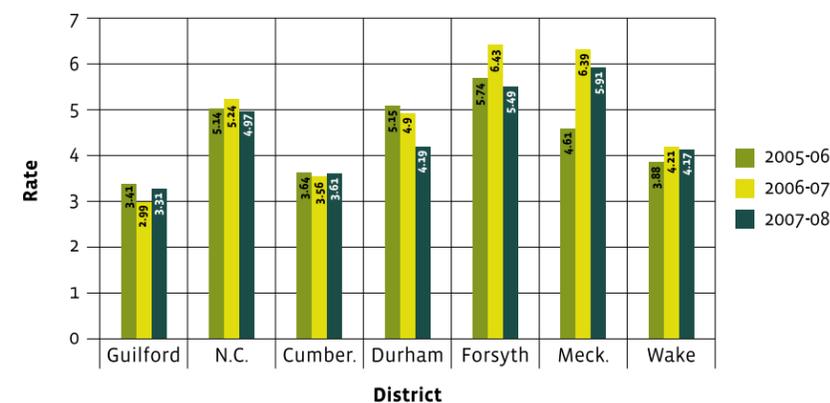
In North Carolina, the annual drop-out rate is the number of students in a particular grade span dropping out in one year divided by a measure of the total students in that particular grade span. A dropout is defined by State Board policy as "any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school." For reporting purposes, a dropout is a student who was enrolled at some time during the previous school year but who was not enrolled (and who does not meet reporting exclusions) on day 20 of the current school year. Since 1998, dropout rates have included students who leave school to attend community colleges.⁸²

Guilford County Schools' 2008-09 dropout rate of 3.31 percent is up from 2007-08, but continues to be below the state average and the lowest rate among the largest districts in the state. Statewide, 32 percent of all drop-outs left during the ninth-grade year, 25 percent in the 10th grade and 23 percent in the 11th grade. GCS' high school dropout rate has almost been cut in half since the 1999-2000 year, when it was 5.97 percent.⁸³

District Comparison Drop-Out Students Grades 9-12⁸⁴

	2005-06 students	2006-07 students	% change	2007-08 students	% change
Guilford	766	680	-11.2	760	11.8
NC	22,180	23,550	6.2	22,434	-4.7
Cumber	618	610	-1.3	615	0.8
Durham	520	508	-2.3	439	-13.6
Forsyth	919	1,062	15.6	898	-15.4
Meck	1,724	2,512	45.7	2,355	-6.3
Wake	1,437	1,647	14.6	1,689	2.6

District Comparison Drop-Out Rates Grades 9-12⁸⁵



In 2007-08, the number of drop-outs increased over 2006-07 in every racial/ethnic group, except among Asian and American Indian students. African-Americans continue to be disproportionately represented among GCS drop-outs compared to the total population. Black students made up 56 percent of drop-outs in 2007-08, but comprise less than 41 percent of the total student population.

⁸² <http://www.ncpublicschools.org/docs/research/dropout/reports/2005-06dropout.pdf>. Dropout data is generally reported in December for the previous school year, so 2008-09 results were not available for this report.

⁸³ http://gcsnc.com/ind_success/district/dropout.html.

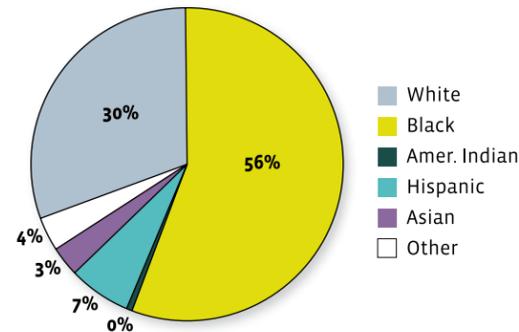
⁸⁴ <http://www.ncpublicschools.org/docs/research/dropout/reports/200708report.pdf>.

⁸⁵ Ibid.

Guilford County Drop-Outs in Grades 9-12 by Race/Ethnicity⁸⁶

	All	White	Black	Amer. Indian	Hispanic	Asian	Other
2005-2006							
# of drop-outs	766	222	429	6	58	34	17
% of total drop-outs	100%	28.9%	56.0%	0.8%	7.6%	4.4%	2.2%
% of total enrollment	100%	44.6%	40.7%	0.6%	6.0%	4.4%	3.7%
2006-07							
# of drop-outs	680	201	369	15	49	22	24
% of total drop-outs	100%	29.6%	54.3%	2.2%	7.2%	3.2%	3.5%
% of total enrollment	100%	41.8%	40.9%	0.5%	7.6%	4.8%	4.3%
2007-08							
# of drop-outs	760	231	426	3	50	22	28
% of total drop-outs	100%	30.4%	56.1%	0.4%	6.6%	2.9%	3.7%
% of total enrollment	100%	40.4%	40.8%	0.5%	8.4%	5.3%	4.6%

Percentage of GCS Drop-Outs by Race/Ethnicity for 2007-08⁸⁷



The district is a state and national leader in the **Middle College High School movement**, locating six middle college high schools for disconnected students on local college and university campuses. The schools form the foundation of “Zero Guilford,” the district’s national award-winning dropout prevention and recovery program.⁸⁸

E. Suspensions and Expulsions

SHORT-TERM SUSPENSIONS for lesser offenses are for 10 days or less; long-terms suspensions for more serious offenses are for 11 days up to the remainder of the school year. Expulsions mean students cannot return to their home school or any other school within the district. An expulsion is usually reserved for cases where the student is at least 14 years of age and presents a clear threat of danger to self or others.

The first chart for GCS lists number of students suspended (an individual student counts once, regardless of the number of suspensions), while the second chart for GCS lists number of suspensions (includes students counted more than once for multiple suspensions). Both the number of students suspended and the number of suspensions were down in 2008-09 from the previous school year across each racial/ethnic group.

⁸⁶ 2005-06 data from <http://www.ncpublicschools.org/docs/research/dropout/reports/2005-06dropout.pdf>. 2006-07 data from <http://www.ncpublicschools.org/docs/research/dropout/reports/200607dropout.pdf>. 2007-08 data from <http://www.ncpublicschools.org/docs/research/dropout/reports/200708report.pdf>.
⁸⁷ <http://www.ncpublicschools.org/docs/research/dropout/reports/200708report.pdf>.
⁸⁸ http://gcsnc.com/ind_success/district/dropout.html.

Guilford County Students Receiving Suspensions or Expulsions by Race/Ethnicity⁸⁹

	Total	White	Black	Amer. Indian	Hispanic	Asian	Multi-racial
2006-07							
Students with short-term suspensions	6,507	1,318	4,475	303	47	94	267
Students with long-term suspensions	87	14	67	1	1	0	4
Total students in GCS	69,628	29,033	28,430	5,377	361	3,466	2,995
2007-08							
Students with short-term suspensions	6,678	1,288	4,587	46	359	107	291
Students with long-term suspensions	100	22	70	0	5	2	1
Students Expelled	1	0	1	0	0	0	0
Total students in GCS	70,302	28,403	28,662	336	5,937	3,707	3,264
2008-09							
Students with short-term suspensions	5,444	1,059	3,679	41	326	96	254
Students with long-term suspensions	41	2	32	0	5	1	1
Total students in GCS	71,471	28,231	29,160	357	6,289	3,859	3,574

Guilford County Suspensions and Expulsions by Race/Ethnicity⁹⁰

	Total	White	Black	Hispanic	Amer. Indian	Asian	Multi-racial
2006-07							
Number of short-term suspensions	12,394	2,282	8,838	504	101	151	514
Number of long-term suspensions	91	15	70	1	1	0	4
2007-08							
Number of short-term suspensions	12,021	2,040	8,590	565	98	164	559
Number of long-term suspensions	100	22	70	0	5	2	1
Number of expulsions	1	0	1	0	0	0	0
2008-09							
Number of short-term suspensions	10,418	1,747	7,475	487	79	151	479
Number of long-term suspensions	41	2	32	5	0	1	1

⁸⁹ Anthony Scales, Program Administrator, School Safety Officer, Department of Student Services, GCS.
⁹⁰ Ibid.

Numbers in the comparison chart below are for suspensions, not students. Therefore, one student would be counted more than once if he/she received multiple suspensions during the school year. State data is not yet available for 2008-09.

Comparison of Suspensions and Expulsions⁹¹

	Guilford	Cumber.	Durham	Forsyth	Meck.	Wake
2006-07						
Number of short-term suspensions	12,394	11,736	7,680	15,407	32,103	21,421
Number of long-term suspensions	91	213	99	101	193	1,055
Number of expulsions	0	0	0	26	9	8
Total student enrollment	69,677	52,346	31,299	50,206	127,639	127,460
2007-08						
Number of short-term suspensions	12,021	12,162	6,809	15,278	27,715	22,707
Number of long-term suspensions	100	122	85	66	75	1,103
Number of expulsions	1	1	0	40	12	1
Total student enrollment	70,707	52,242	31,732	50,780	130,410	133,215

In GCS, as in the state's other urban districts, black students receive a disproportionate number of short-term and long-term suspensions compared to other student groups. The relative rate index (RRI) is used to assess disproportionate minority contact (DMC). It is calculated by dividing black student suspensions by white suspensions and tells the rate at which black students get suspended as compared to white students.

For example, in 2007-08, the average short term RRI for GCS was 3.11, meaning that for every one white student who was suspended, there were 3.11 black students suspended. The reason for the sharp decline in long term suspensions

in high school is due to the Behavior Contract agreed upon between the student and the staff at SCALES, the alternative school for students suspended from their home school. If a student fulfills the behavior contract, s/he returns to the home school and the long term suspension is not recorded.

Average Short- and Long-Term Suspension RRIs by School Level⁹²

School Level	Short Term RRI				Long Term RRI			
	2003-04	2004-05	2006-07	2007-08	2003-04	2004-05	2006-07	2007-08
Elementary	3.6	3.0	2.5	3.14	0.0	0.0	0.0	0.0
Middle	3.3	3.2	2.5	2.98	4.9	4.0	0.3	0.36
High	3.9	4.4	2.8	3.21	8.2	7.6	0.5	2.02
All Levels	3.6	3.5	2.6	3.11	4.4	3.9	0.3	0.79

⁹¹ 2006-07 data from <http://www.dpi.state.nc.us/docs/research/discipline/reports/suspensions/200607suspensionsreport.pdf>. 2007 enrollment data reflects final average daily membership (ADM) from NCDPI at <http://www.ncpublicschools.org/fbs/accounting/data/>. 2007-08 data from <http://www.dpi.state.nc.us/docs/research/discipline/reports/consolidated/2007-08.pdf>. 2008-09 statewide data was unavailable at time of printing.
⁹² Calculated by Mandy Ireland, UNC-G Center for Youth, Family and Community Partnerships. "All Levels" RRIs are calculated by adding up elementary, middle and high school and dividing by three.

F. College Performance

ANOTHER MEASURE of a district's academic success is the performance of its graduates at the college level. Nationally, as many as 43 percent of community college students and 29 percent of four-year college students are enrolled in a remedial class at a cost of more than \$2 billion a year for colleges and taxpayers.⁹³ The following charts provide information about GCS graduates.

The University of North Carolina (UNC) system provides data about how graduates of N.C. school districts perform at the 16 campuses that make up the UNC system. The most recent data available offers a snapshot of how well students from the GCS graduating classes of 2006 and 2007 are doing. The following charts show that GCS graduates perform close to the state average in most categories.

Performance of GCS Graduates in the UNC System⁹⁴

	Freshmen Enrolled Fall 2006	Freshmen Enrolled Fall 2007
Total Number of Freshmen	1,618	1,615
% of Freshmen w/GPA Greater Than or Equal to 2.0	74.5%	74.9%
% of Freshmen w/GPA Greater Than or Equal to 3.0	36.3%	38.6%
% of Freshmen Who Returned for Year 2	77.8%	78.6%
% of Freshmen in Remedial English	3.3%	4.0%
% of Freshmen in Remedial Math	9.2%	11.2%
% of Freshmen Participating in the Honors Program	5.6%	7.4%
	Freshmen Enrolled Fall 2005	Freshmen Enrolled Fall 2006
% of Freshmen Who Returned for Year 3	67.8%	66.7%
	Freshmen Enrolled Fall 2002	Freshmen Enrolled Fall 2003
% of Freshmen Who Graduated in Five Years or Less	53.1%	51.7%

Performance of N.C. School District Graduates in the UNC System⁹⁵

	Guilford	N.C.	Cumber.	Durham	Forsyth	Meck.	Wake
Freshmen Enrolled Fall 2007							
Total Number of Freshmen	1,615	22,415	856	669	947	2,213	3,105
% of Freshmen w/GPA Greater Than or Equal to 2.0	74.9%	76.9%	69.3%	71.4%	72.9%	78.9%	83.9%
% of Freshmen w/GPA Greater Than or Equal to 3.0	38.6%	40.4%	30.9%	34.6%	38.3%	41.6%	50.9%
% of Freshmen Who Returned for Year 2	78.6%	82.0%	78.8%	83.2%	82.2%	83.1%	87.2%
% of Freshmen in Remedial English	4.0%	2.9%	4.4%	4.8%	2.9%	2.7%	1.5%
% of Freshmen in Remedial Math	11.2%	14.9%	12.4%	21.7%	14.0%	17.1%	13.7%
% of Freshmen Participating in the Honors Program	7.4%	10.1%	10.2%	5.7%	7.9%	4.8%	9.7%
Freshmen Enrolled Fall 2006							
% of Freshmen Who Returned for Year 3	66.7%	71.4%	66.0%	75.0%	67.6%	74.2%	79.0%
Freshmen Enrolled Fall 2003							
% of Freshmen Who Graduated in Five Years or Less	51.7%	53.7%	41.7%	52.7%	54.2%	59.4%	63.6%

⁹³ Strong American Schools. "Diploma to Nowhere." Available online at http://www.edin08.com/uploadedFiles/Issues/Issues_Pages/DiplomaToNowhere.pdf.
⁹⁴ <http://www.northcarolina.edu/ira/ir/analytics/fresh.htm>.
⁹⁵ <http://www.northcarolina.edu/ira/ir/analytics/fresh.htm>.

Approximately 24 percent of 2009 GCS graduates chose to attend Guilford Technical Community College (GTCC) following graduation, up from 20 percent in 2008. GTCC reports that more than 86 percent of 2009 GCS graduates required at least one developmental math course, while half needed to take developmental English or reading courses. In fall 2009, 20 percent of the GCS graduates at GTCC had to take two developmental courses and 39 percent required remedial courses in three areas (math, reading and/or English).⁹⁶

Performance of GCS Graduates at Guilford Technical Community College⁹⁷

	2007 GCS graduates	2008 GCS graduates	2009 GCS graduates
% of students requiring remedial reading or English	39%	48%	50%
% of students requiring remedial math	85%	82%	86%
Success rate (% of students earning C or better)	63.1%	60.4	n/a
Average GPA at GTCC	2.53	2.19	n/a

G. Classroom and School Leadership

NO MEASURE OF SCHOOL AND COMMUNITY SUCCESS would be complete without a discussion about the teachers and principals leading our classrooms and schools. Their front-line efforts impact school culture and student learning every day.

TEACHER PROFILE

RESEARCH HAS CONSISTENTLY SHOWN that teacher quality directly affects student achievement and identifies the teacher as the single most important factor that impacts students learning. The cumulative percentile gain over three years for students with the most effective teachers has been shown to be as much as 54 points higher than that of students with the least effective teachers. The effective teacher was found to contribute to increased student achievement regardless of the achievement levels of the students or of the heterogeneity of the classroom.⁹⁸

With that in mind, it is important to consider the teachers in Guilford County’s classrooms.

GCS Teacher Licensure and Demographics⁹⁹

	Number of Teachers	Clear License	Provisional, Lateral Entry and Emergency License	White	Minority	National Board Certified	Advanced Degree	Male	Female
2006-07	4,870	87.8%	12.2%	71%	29%	7.7%	26.7%	22%	78%
2007-08	4,917	86.9%	13.1%	71%	29%	7.6%	26.2%	22%	78%
2008-09	5,003	91.1%	8.9%	71%	29%	9.2%	29.2%	n/a	n/a

The GCS teacher profile includes a range of experience, from 17.2 percent of teachers with less than three years in the classroom to 45.3 percent of teachers with more than 10 years experience.

⁹⁶ Laura Altizer, Institutional Research and Planning, GTCC. Data represent GCS graduates who came directly to GTCC in the fall after high school graduation. Mean GPA does not include development coursework.

⁹⁷ 2008 and 2009 data from Laura Altizer. 2007 and 2008 data from Karen Ritter, Director of Institutional Research, GTCC.

⁹⁸ Marzano, R.J. (2003). "What works in schools: Translating research into action," Association for Supervision and Curriculum Development.

⁹⁹ GCS data from Sherri Thomas, HR Operations, GCS. State-level data from N.C. School Report Cards accessed at <http://www.ncschoolreportcard.org>. Provisional teachers are within their first three years in the classroom. Lateral entry license holders followed an alternate route to teaching that allows qualified individuals to obtain a teaching position and begin teaching right away, while obtaining a license over three years while they teach. "Minority" includes all non-white races and ethnicities.

GCS Teachers Average Years of Experience¹⁰⁰

Years experience	2006-07		2007-08		2008-09	
	Number of teachers	Percent of total	Number of teachers	Percent of total	Number of teachers	Percent of total
< 1 year	536	11.0%	397	8.1%	282	5.6%
1-2 years	600	12.3%	579	11.8%	579	11.6%
3-5 years	713	14.6%	815	16.5%	869	17.4%
6-10 years	899	18.5%	949	19.3%	1007	20.1%
11-15 years	616	12.6%	655	13.3%	721	14.4%
16-20 years	479	9.9%	509	10.4%	518	10.4%
>20 years	1028	21.1%	1014	20.6%	1028	20.5%

TEACHER TURNOVER

TEACHER TURNOVER, the rate at which teachers leave the school system, includes those leaving for teaching positions in other districts as well as those leaving for retirement. The GCS turnover rate for 2009 was above the state average, but lower than the previous three school years. Lower turnover rates mean greater stability for students and schools, as well as less strain on the system in terms of staffing schools. This turnover rate does not account for school-level turnover from teachers who transfer between schools within the district.

System-Level Teacher Turnover¹⁰¹

	Guilford	N.C.	Cumber.	Durham	Forsyth	Meck.	Wake
2005-2006							
Total Teachers	5,215	101,229	3,503	2,302	4,428	8,954.5	8,091
Teachers Leaving	709	12,730	464	442	418	1,349	757
Leaving with Tenure	288	3,917	157	107	0	348	267
Turnover Percentage	13.6%	12.58%	13.25%	19.2%	9.43%	15.07%	9.36%
Five-year average	11.38%	12.57%	11.3%	17.36%	9.41%	16.51%	10.12%
2006-07							
Total Teachers	5,538	103,765	3,544	2,233	3,931	8,921	8,644
Teachers Leaving	738	12,776	488	373	398	1,411	867
Leaving with Tenure	253	4,163	175	96	123	378	292
Turnover Percentage	13.33%	12.31%	13.78%	16.70%	10.12%	15.82%	10.03%
Five-year average	12.04%	12.53%	12.11%	17.86%	9.39%	15.82%	10.23%
2007-08							
Total Teachers	4,931	96,966	3,717	2,302	3,900	8,642	8,734
Teachers Leaving	774	13,432	652	400	472	1,259	1,019
Leaving with Tenure	276	4,562	185	107	204	380	372
Turnover Percentage	15.70%	13.85%	17.54%	17.38%	12.10%	14.57%	11.67%
Five-year average	13.19%	12.81%	13.66%	17.59%	9.87%	15.38%	10.52%
2008-09							
Total Teachers	5,010	98,985	3,759	2,326	3,970	8,996	9,319
Teachers Leaving	645	12,595	589	395	426	1,194	1,036
Leaving with Tenure	196	4,478	159	120	167	312	338
Turnover Percentage	12.87%	12.72%	15.67%	16.98%	10.73%	13.27%	11.12%
Five-year average	13.46%	12.87%	14.58%	17.56%	10.36%	14.85%	10.48%

¹⁰⁰ Sherri Thomas, HR Operations, GCS.

¹⁰¹ 2005-06 data from <http://www.ncpublicschools.org/docs/recruitment/surveys/turnover/2005-06turnoverreport.pdf>. 2006-07 data from <http://www.ncpublicschools.org/docs/recruitment/surveys/turnover/reasonsteachersleave06-07.pdf>. 2007-08 data from <http://www.ncpublicschools.org/docs/recruitment/surveys/turnover/reasons0708.pdf>. 2008-09 data from <http://www.ncpublicschools.org/docs/stateboard/meetings/2009/09/tcp/09tcp07.pdf>. Data include teachers with the Visiting International Faculty (VIF) program, who are assigned to three-year positions and teachers in non-classroom positions. Teachers are eligible for tenure after four consecutive years of employment by a public school system in North Carolina. State level data include teachers who left their school system for employment in another N.C. school system. A state turnover average of 8.86% reflects teachers who are no longer in the public schools of North Carolina.

Teachers leave the classroom for a variety of reasons—some turnover is initiated by the district, some could be reduced by the district and some turnover is beyond the district’s control. The following chart shows percentages of teachers who left in 2009 due to the following categories:

- **“Staying in education”** includes individuals resigning to teach in another N.C. public school district or charter school and individuals who moved to non-teaching positions in education;
- **“Turnover beyond control”** includes individuals who retired with full benefits, individuals who resigned for health reasons and individuals who resigned due to family responsibilities;
- **“Turnover that might be reduced”** includes individuals retiring with reduced benefits, individuals resigning to teach in a non-public school in N.C., individuals resigning to teach in another state, individuals dissatisfied with teaching, individuals seeking a career change, and individuals who resigned for unknown or other reasons; and
- **“Turnover initiated by the district”** includes individuals who were non-renewed, dismissed, or resigned in lieu of dismissal.

Percentage of Teachers Leaving by Category 2008-09¹⁰²

	Guilford	N.C.	Cumber.	Durham	Forsyth	Meck.	Wake
Staying in education	27.44%	27.50%	18.17%	40.76%	27.23%	7.20%	24.61%
Turnover beyond control	33.18%	40.55%	40.07%	27.09%	48.59%	46.31%	36.39%
Turnover that might be reduced	25.74%	23.98%	25.64%	29.87%	21.83%	38.19%	24.61%
Turnover initiated by district	13.64%	7.97%	16.13%	2.28%	2.35%	8.29%	14.38%

PRINCIPAL PROFILE

NATIONAL SURVEYS REPORT that a lack of administrative support is a significant reason for teacher dissatisfaction and turnover and is the primary reason for teachers leaving high minority and high poverty schools. Strong principals create school climates that support students and teachers, leading to success in the classroom.¹⁰³ The following data provides some basic information about school leaders in Guilford County.

GCS Principal Demographics¹⁰⁴

	Male	Female	White	Black	Other	Advanced Degree (beyond master’s)
2006-07 GCS	33%	67%	56%	42%	2%	24%
2007-08 GCS	36%	64%	52%	47%	2%	30%
2007-08 N.C.	44%	56%	75%	24%	2%	22%
2008-09 GCS	37%	63%	53%	46%	1%	32%

The GCS principal profile includes a range of experience, with the majority of principals having less than 10 years of experience and just over half with less than four years. The district’s averages are similar to those at the state level.

Average Years of Experience as a School Principal

Years experience	2006-07		2007-08	
	GCS	N.C.	GCS	N.C.
0-3 years	50%	48%	51%	49%
4-10 years	32%	37%	34%	36%
>10 years	18%	16%	15%	15%

PRINCIPAL TURNOVER

PRINCIPAL TURNOVER, the rate at which principals leave the school system, includes those leaving for positions in other districts as well as those leaving for retirement. The GCS turnover rate for 2008 was above the state average and higher than the other five urban districts in the state, although it was down from the previous year. Higher turnover rates mean less stability for students, teachers and schools.

System-Level Principal Turnover Rate

	Guilford	N.C.	Cumber.	Durham	Forsyth	Meck.	Wake
2006-07	17%	12%	9%	15%	11%	12%	12%
2007-08	14%	12%	11%	11%	9%	9%	9%

During the 2008-09 school year, 13 schools were assigned new principals.¹⁰⁵ When individual schools have high rates of principal turnover—regardless of the reason for the turnover—the instability created at the school can contribute to higher rates of teacher turnover and lower student performance. As a reference point, a National Association of Secondary School Principals survey of 3,359 principals in 2001 reported that 45 percent of secondary school principals nationally were in their positions for at least six years.¹⁰⁶ The following chart illustrates that 42 percent of all GCS principals had been in their current position for two years or less during the 2008-09 school year.

Number of Years GCS Principals Have Served in Current School Position¹⁰⁷

	2006-07	2007-08	2008-09
0-1 year	21%	32%	13%
2 years	28%	33%	29%
3 years	19%	15%	29%
4+ years	32%	20%	29%

¹⁰² <http://www.ncpublicschools.org/docs/stateboard/meetings/2009/09/tcp/09tcp.07.pdf>.

¹⁰³ Charlotte Advocates for Education, “Role of Principal Leadership in Increasing Teacher Retention.” Downloaded from <http://www.advocatesfored.org/principalstudy.htm>.

¹⁰⁴ Principal data in this section from N.C. School Report Cards accessed at <http://www.ncschoolreportcard.org>, unless otherwise noted. 2008-09 data is included where available.

¹⁰⁵ Sherri Thomas, HR Operations, GCS.

¹⁰⁶ Reference to NASSP survey and data in chart obtained from Community Dialogue on Education letter to the Board of Education.

¹⁰⁷ Sherri Thomas, HR Operations, GCS.

V. Next Steps

IF EDUCATION TRULY MATTERS to the people of Guilford County, then this report is only the starting point for discussion and action to ensure that every student in our public schools has an opportunity to succeed. The Guilford Education Alliance hopes that the data included here will help our community define excellence for our schools and create ways to make that vision a reality.

Guilford Education Alliance is prepared to make presentations to community groups interested in more in-depth examination of the data in this report. Presentations can be arranged by calling the office at 336.841.4332.

The data reported in *Education Matters 2009* reflects the required testing and assessments of the N.C. Department of Public Instruction in its implementation of state and federal law. Guilford Education Alliance monitors education issues in the N.C. General Assembly and the U.S. Congress. It is very likely that changes in state testing and in national test standards will be proposed over the next year. Information about these issues can be obtained through the Guilford Education Alliance website.

Over the next year, additional reports will be available on the Guilford Education Alliance website, to offer in-depth information on specific topics referenced in this report. The fourth annual “Education Matters” report will be released in the fall of 2010, giving us the chance to review our progress and set new goals for improvement. As the conversation about our expectations evolves over the coming months, our community must maintain this focus on employing data and facts to replicate successes and tackle challenges for our students, teachers and schools.

For more information, visit www.GuilfordEducationAlliance.org.

APPENDIX A: Glossary of Acronyms

- **ADM:** Average Daily Membership, used for reporting school enrollment.
- **AIG:** state term for Academically or Intellectually Gifted; refers to students who are formally identified as gifted; in GCS, called Advanced Learners (AL); in other states, may be called Academically Gifted (AG) or Gifted and Talented (GT).
- **AP:** Advanced Placement; accelerated high school coursework for which students may be eligible for college credit based on exam scores.
- **AYP:** Adequate Yearly Progress made toward a defined proficiency goal for each grade level/subject as stated by the N.C. Board of Education; measurement for NCLB.
- **DMC:** Disproportionate Minority Contact, referring to the disproportionate rate at which minority students are disciplined through suspension or other consequences in comparison to their percentage of the total population.
- **DPI:** N.C. Department of Public Instruction.
- **EC:** Exceptional Children; also called special education or SWD (Students With Disabilities).
- **ED:** Economically Disadvantaged, determined by eligibility for free and reduced-price lunch (FRL).
- **EOG:** North Carolina’s End-of-Grade Tests administered for reading and math in grades 3 through 8.
- **EOC:** North Carolina’s End-of-Course Test administered for English I, Algebra I and II, Geometry, Biology, Chemistry, Physics, Civics & Economics, U.S. History and OCS (Occupational Course of Study) in grades 9–12.
- **FRL:** Free and Reduced-Price Lunch; the nationally accepted identifier of students in poverty; also referred to by ED.
- **GCS:** Guilford County Schools; other districts covered in this report are Cumberland County Schools (CCS), Durham Public Schools (DPS), Winston-Salem/Forsyth County Schools (WCFCS), Charlotte-Mecklenburg Schools (CMS) and Wake County Public School System (WCPSS).
- **IB:** International Baccalaureate; accelerated high school program for which students can earn an internationally-recognized IB diploma.
- **LEP:** Limited English Proficient; similar terms are English Language Learner (ELL), English Speaker of Other Language (ESOL), and English as a Second Language (ESL).
- **NAEP:** National Assessment of Educational Progress.

- **NBCT:** National Board Certified Teacher; the profession’s highest certification level.
- **NCLB:** No Child Left Behind federal legislation.
- **PPE:** Per Pupil Expenditure.
- **RRI:** Relative Rate Index, used in reporting the relative rate at which minority students are suspended from school.

APPENDIX B: Other Resources

The following reports are available online at <http://GuilfordEducationAlliance.org/resources>.

Reports from Guilford Education Alliance:

- Advancing Excellence: A Report on Gifted Education
- Reducing Disproportionate Minority Contact: Preparation at the Local Level
- Guilford County Youth-Risk Behavior Survey Report
- Guilford County Teacher Working Conditions Report
- Education Matters in Guilford County: Measuring Community and School Success
- FAQs about School Funding
- Community Guide to Understanding the School Budget

Reports from other sources:

- Youth Delinquency Prevention Report Card
- North Carolina Children’s Index
- N.C. Task Force on Preventing Childhood Obesity
- Kids Count Data Book
- Guilford County School Climate Task Force Report
- Guilford County School Readiness Report Card
- Annual Local School Finance Study from the Public School Forum of North Carolina

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