



Education Matters *in Guilford County*

Measuring Community & School Success

Fall 2008



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Measuring Community and School Success
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LETTER FROM THE GUILFORD EDUCATION ALLIANCE

We are pleased to present you with the second annual *Education Matters in Guilford County: Measuring Community and School Success*.

Education Matters is an apt title for this report and for what it means to our community. Indeed, education *must* matter in our community as we are challenged to meet our future with the knowledge and skills necessary to move forward. We are at a crossroads that will determine our future in the 21st century as we re-design our economy and grow with a more diverse population. We are no longer a manufacturing-based economy and we are no longer a community composed of two races. Instead we are becoming a community that hosts high level manufacturing, biotech industries, and automated distribution centers. At the same time, our population is becoming increasingly diverse, exemplified by the fact that 86 different languages and dialects are spoken in the homes of our students.



This comprehensive report provides a view of the community's support for education and the performance of students and teachers in our Guilford County Schools. Also included are snapshots of the county and our schools that provide insight into our strengths and challenges. This second annual report provides an opportunity to track progress in two ways: how we as a community are contributing to the success of the schools and how the school system is performing.

We want to inform the community about education and to stimulate conversation among our citizens about ways to address the needs of our schools. As Guilford County's economy moves away from its traditional manufacturing base, creative thinking, problem solving and higher order skills are critical. One of the best ways to be successful is to ensure that **our greatest resource — our public schools** — has the programs and resources needed to prepare our citizens to prepare our students. The quality of education in Guilford County is strategic to our economic future. This is a task that all citizens must assume; it cannot be left to elected officials or the schools alone. We are all responsible.

We invite you to study the data; examine the comparisons of our Guilford County Schools 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,

A handwritten signature in cursive script that reads "Ann Busby".

Ann Busby
Chair, Board of Directors

A handwritten signature in cursive script that reads "Margaret Bourdeaux Arbuckle".

Margaret Bourdeaux Arbuckle
Executive Director

INTRODUCTION

Welcome to *Education Matters*, your second 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.

This year's report provides comparison data over two years. While this does not provide sufficient information to indicate trends, it begins to show how well we are doing as a school district by comparing data over time and to other districts in North Carolina. 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.



SNAPSHOTS

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 Demographics

	2006 ¹	2007 ²
Population Total	451,905	465,931
White	61.6%	61.5%
Black	30.3%	31.3%
Hispanic	5.7%	6.0%
American Indian	0.4%	0.5%
Asian	3.4%	3.1%
Multi-racial	1.2%	1.4%
Other	3.0%	3.5%

Guilford County Education Levels

(among population 25 and over)

	2006 ¹⁷	2007 ¹⁸
Less Than High School Diploma	14.8%	13.6%
High School Diploma	25.3%	27.9%
Some College—No Degree	21.2%	19.1%
Associate's Degree	6.6%	6.5%
Bachelor's Degree	21.8%	22.0%
Graduate or Professional Degree	10.0%	10.9%

Guilford County Economic Data

	2006	2007
Per Capita Income	\$26,179 ³	\$25,572 ⁴
Median Household Income	\$48,738 ⁵	\$52,242 ⁶
Median House Value	\$146,900 ⁷	\$153,400 ⁸
Unemployment Rate	4.8% ⁹	7.1% ¹⁰
Population Below Poverty Rate	14.8% ¹¹	15.7% ¹²
Children Receiving Food Stamps	18.2% ¹³	18.2% ¹⁴
Children Who Are Work First Recipients	1.0% ¹⁵	0.8% ¹⁶

¹ U.S. Census Bureau 2006 American Community Survey downloaded from <http://factfinder.census.gov>.

² U.S. Census Bureau 2007 American Community Survey downloaded from <http://factfinder.census.gov>.

³ 2006 data from Greensboro Economic Development Alliance. Downloaded from <http://www.greensboroeda.com/pdfs/AreaIncome.pdf>.

⁴ Greensboro Economic Development Alliance at <http://www.greensboroeda.com> on 10/1/08.

⁵ 2006 data from Greensboro Economic Development Alliance. Downloaded from <http://www.greensboroeda.com/pdfs/AreaIncome.pdf>.

⁶ Greensboro Economic Development Alliance at <http://www.greensboroeda.com> on 10/1/08.

⁷ U.S. Census Bureau 2006 American Community Survey downloaded from <http://factfinder.census.gov>.

⁸ U.S. Census Bureau 2007 American Community Survey downloaded from <http://factfinder.census.gov>.

⁹ Aug. 2007 data from http://www.ncesc.com/pmi/rates/PressReleases/County/NR_August07_CntyRate.pdf.

¹⁰ Aug 2008 data from N.C. Employment Securities Commission at www.ncesc.com/pmi/rates/ratesmain.asp; accessed 10/1/08.

¹¹ U.S. Census Bureau 2006 American Community Survey downloaded from <http://factfinder.census.gov>.

¹² U.S. Census Bureau 2007 American Community Survey downloaded from <http://factfinder.census.gov>.

¹³ Management Assistance for NC Food and Nutrition Services. Retrieved 10/18/08 from University of North Carolina at Chapel Hill Jordan Institute for Families at <http://ssw.unc.edu/foodstamps/>.

¹⁴ Management Assistance for NC Food and Nutrition Services. Retrieved 10/25/07 from University of North Carolina at Chapel Hill Jordan Institute for Families at <http://ssw.unc.edu/foodstamps/>.

¹⁵ Management Assistance for the Work First Program. Retrieved 10/25/07 from University of North Carolina at Chapel Hill Jordan Institute for Families at <http://ssw.unc.edu/workfirst/>.

¹⁶ Management Assistance for the Work First Program. Retrieved 10/18/08 from University of North Carolina at Chapel Hill Jordan Institute for Families at <http://ssw.unc.edu/workfirst/>.

¹⁷ U.S. Census Bureau 2006 American Community Survey downloaded from <http://factfinder.census.gov>.

¹⁸ U.S. Census Bureau 2007 American Community Survey downloaded from <http://factfinder.census.gov>.

Major Employers in Guilford County¹⁹

(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.
RFMD
TIMCO Aviation Services, Inc.
Citi Cards
Tyco Electronics
The Volvo Group
Thomas Built Buses

AT&T
City of High Point
Gilbarco Veeder-Root
International Textile Group
VF Corporation
Lincoln Financial Group
NCO Customer Management
Polo Ralph Lauren Corporation
Koury Corporation
Procter & Gamble
Spectrum Laboratory Network
Syngenta Crop Protection, Inc.
BB&T
Aetna U.S. Healthcare
UnitedHealth Group
Old Dominion Freight Line, Inc.
Replacements Limited
Banner Pharmacaps
AIG United Guaranty
Honda Aircraft Company, Inc.
Epes Carriers, Inc.

Center for Creative Leadership
Kay Chemical Company
Degussa Stockhausen
Novartis Animal Health US
Analog Devices, Inc.
New Breed, Inc.
Sherwin Williams
Southeastern Freight Lines
Purolator Facet
Ciba Specialty Chemicals Corp.

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

Awards to Guilford County²⁰

- *Site Selection Magazine* ranked the Greensboro-High Point MSA number one in 2006 and 2007 for new business attraction among similar sized metros.
- *Fortune Small Business Magazine* ranked Greensboro in the top 100 best places in America to live and launch a small business (in the top 50).
- Greensboro-High Point was ranked as a 5-Star Logistics Metro by *Expansion Management Magazine* in 2007.
- In 2007, Greensboro was ranked by *Forbes Magazine* as one of the best cities in the county for young professionals (in the top 40).

¹⁹ Greensboro Economic Development Alliance 2007. Downloaded from <http://www.greensboroeda.com/pdfs/GsoAreaEmp.pdf>. Colleges and universities in Guilford County, listed above, are also major employers.

²⁰ Greensboro Economic Development Alliance Data Center at www.greensboroeda.com.

²¹ GCS Fact Sheet, <http://gcsnc.com/community2/pdf/factsheet.pdf>.

²² All information in this column from the 2006-07 GCS Report unless otherwise noted.

²³ All information in this column from the 2007-08 GCS Report unless otherwise noted.

²⁴ 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.

²⁵ From presentation by GCS CFO Sharon Ozment on Oct. 17, 2007. Capital budget includes funding for new school construction and major renovations and repairs on existing schools. Total amount budgeted was not spent in 2006-07 because of the long-term nature of construction projects.

²⁶ Email from GCS CFO Sharon Ozment on 10/31/08. Total amount includes regular capital outlay as well as Capital Improvement Program dollars.

²⁷ http://www.gcsnc.com/magnet/school_list.htm. Johnson Street Global Studies School includes elementary and middle grades.

²⁸ 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.

Overview of Guilford County Schools

Guilford County Schools (GCS) is the 3rd largest school district in the state and the 48th largest district in the nation.²¹ The chart below provides an overview of key numbers for the district, comparing 2006-07 with 2007-08. The district continues to grow, in numbers of schools, students, and employees.

Snapshot of Guilford County School System

Category	2006-07 ²²	2007-08 ²³
Total Student Enrollment	70,409 Students · 32,162 Elementary · 16,031 Middle · 21,984 High · 232 Special Ed	71,431 Students · 32,815 Elementary · 16,236 Middle · 22,125 High · 255 Special Ed
Operating Budget ²⁴	\$546,893,563	\$597,703,444
Capital Budget	\$255,547,278 ²⁵	\$599,495,211 ²⁶
Per Pupil Expenditure (Not including Capital, Child Nutrition or ACES Program)	\$7,848.98	\$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
Number of Magnet/ Choice Schools ²⁷	39 Schools · 15 Elementary · 5 Middle · 18 High School · 1 Newcomers School	44 Schools · 17 Elementary · 8 Middle · 19 High School · 1 Newcomers School
Number of Students Choosing Magnet Schools and High School Options ²⁸	6,862	7,050
Number of Languages/Dialects Spoken by Students	70	86
Number of Cultural/Ethnic Groups Represented by Students	106	109
Number of Full Time Employees	9,011	9,386
Number of Classroom Teachers	4,844	4,976
Number of Graduates	· 4,400 Diplomas · 331 ESL Diplomas · 67 Certificates of Achievement · 19 Graduate Certificates · 50 ESL Certificates · 11 Foreign Exchange	· 4,625 Diplomas · 140 ESL Diplomas · 78 Certificates of Achievement · 46 Graduate Certificates · 14 ESL Certificates · 5 Foreign Exchange

Communities are often understandably concerned about ensuring that resources are focused on providing 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 are better than the state average.

Ratio of Students and Teachers to Non-Instructional Employees (2006-07)²⁹

	GCS	N.C. Average
Students per Central Office Administrator	800.3	468.4
Teachers per Central Office Administrator	55.7	31.8
Students per Instructional Support Position	88.8	114.1

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.

Percent of Student Enrollment by Demographic Group 2007-08

	Guilford ³⁰	Cumber ³¹	Durham ³²	Forsyth ³³	Meck ³⁴	Wake ³⁵
Total Enrollment	71, 176	52,912	32,749	51,000	132,281	134,002
Asian	5.3%	1.8%	2.6%	2%	4%	5.4%
American Indian	0.5%	1.9%	0.2%	<1%	see note 34	0.3%
Multi-Racial	4.6%	4.6%	3.6%	3%	4%	4.2%
Black	40.8%	47.4%	53.9%	34%	42%	26.5%
Hispanic	8.4%	7.0%	17.1%	14%	15%	11.1%
White	40.4%	37.3%	22.6%	47%	35%	52.6%
Limited English Proficient	7% ³⁶	2.5%*	10.7%*	8.5%*	9.4%*	8.9%*
Special Education	14.7%	13.5%*	12.8%*	14.3%*	11.6%*	14.7%*
Free and Reduced-Price Lunch ³⁷	48.6%	55.7%	47.2%	44.3%*	47.2%	28%

All chart data marked with an asterisk (*) represents 2006 data from School Data Direct accessed at www.schooldatadirect.org

GCS's percentage of Asian and Hispanic students increased from 2006-07, 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 From presentation by GCS CFO Sharon Ozment on Oct. 15, 2008. Instructional support positions include counselors, psychologists, media specialists, social workers, speech therapists and nurses.

³⁰ 2007-08 Guilford County Schools Progress Report.

³¹ <http://www.ccs.k12.nc.us/StatsFacts.htm>. Multi-racial category listed as "other."

³² http://www.dpsnc.net/index.php?option=com_content&task=view&id=1846&Itemid=390.

³³ <http://wsfcs.k12.nc.us/education/components/scrapbook/default.php?sectiondetailid=31268&PHPSESSID=9abe7d6810518a16057fda99f10b1f9e>.

³⁴ <http://www.cms.k12.nc.us/discover/pdf/08-09/FastFact08.pdf>. Multi-racial number is combined with Native American.

³⁵ <http://www.wcpss.net/demographics/reports/book07/overview.pdf>.

³⁶ Reported by Mayra Hayes, GCS ESL Department Director.

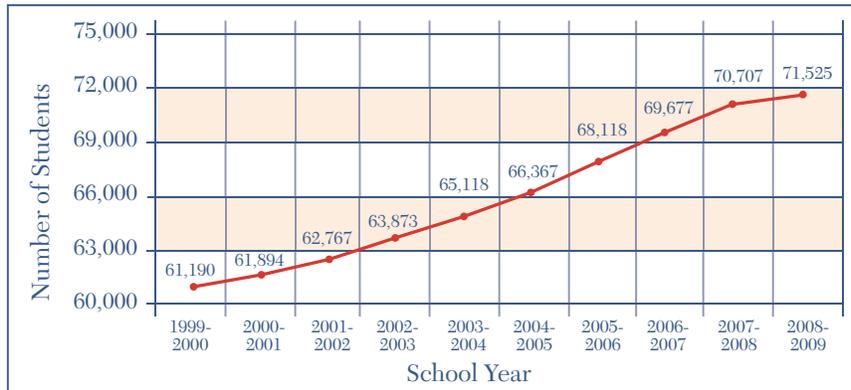
³⁷ According to the USDA, children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals. Children from families with incomes over 185 percent of poverty pay a full price, though their meals are still subsidized to some extent.

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

	GCS 2006-07³⁸	Guilford 2006³⁹	GCS 2007-08⁴⁰	Guilford 2007⁴¹
Asian	4.8%	3.4%	5.3%	3.1%
American Indian	0.5%	0.4%	0.5%	0.5%
Multi-Racial	4.3%	1.2%	4.6%	1.4%
Black	40.9%	30.3%	40.8%	31.3%
Hispanic	7.6%	5.7%	8.4%	6.0%
White	41.8%	61.6%	40.4%	61.5%

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 71,525 in 2008-09.

Enrollment Growth in GCS since 1999⁴²



Approximately 11,018 students in Guilford County did not attend GCS schools in 2007-08, representing about 13.4 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 the same.

Non-GCS Schools and Student Enrollment in Guilford County⁴³

	2006-07	2007-08
Number of Charter Schools	3	3
Charter School Enrollment	1,362	1,254
Number of Private Schools	30	30
Private School Enrollment	6,907	7,122
Number of Home Schools	1,368	1,466
Estimated Home School Enrollment	2,641	2,642

Awards to Guilford County Schools⁴⁴

- Thirteen GCS high schools made *Newsweek's* list of top AP/IB schools. Each school is described as being in the top five percent of schools nationwide. Both The Early College at Guilford and Grimsley High School placed in the top 100, and Southeast High moved up 216 placements from last year.
- Sixty-two educators received National Board Certification, the profession's top certification.
- GCS was named Outstanding Employer of the Year by the Mayor's Committee for Persons with Disabilities and the Greensboro Chamber of Commerce. The award was given for the district's effort to hire and facilitate employment for all persons with disabilities.
- For improving student achievement through sound educational practices, community outreach and collaborative relationships, Eastern High received the third annual Hubert B. Humphrey, Jr. School Improvement Award. The award, worth \$10,000, will be used to strengthen and develop the entire staff of the school.



³⁸ 2006-07 GCS Progress Report.

³⁹ U.S. Census Bureau 2006 American Community Survey downloaded from <http://factfinder.census.gov>.

⁴⁰ 2007-08 Guilford County Schools Progress Report.

⁴¹ U.S. Census Bureau 2007 American Community Survey downloaded from <http://factfinder.census.gov>.

⁴² N.C. Department of Public Instruction ADM data, presented by GCS CFO Sharon Ozment on Oct. 15, 2008. Enrollment numbers represent 20th day data. 2008-09 data from GCS Chief of Staff Eric Becoats.

⁴³ Charter school data from NCDPI ADM report at <http://www.ncpublicschools.org/fbs/accounting/data/> and <http://www.ncpublicschools.org/charterschools/>. Private school data from NC Department of Non-Public Education, <http://www.ncdnpe.org/hhh500.htm>. Home school data from NC Department of Non-Public Education, <http://www.ncdnpe.org/hhh200.htm>.

⁴⁴ 2007-08 Guilford County Schools Progress Report.

COMMUNITY INDICATORS

The success or failure of the public's 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 major point of pride for the county community is passage of the \$459 million school bond referendum in May 2008. Guilford County is North Carolina's only urban county to pass three consecutive bond packages (2000, 2003 and 2008).

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 funding 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 40 percent of total expenditures of its budget. Of the \$222,849,429 Guilford County spent for education expenditures in the 2007-2008 fiscal year, 74 percent (more than \$165 million) went to GCS operating expenses and 3 percent (\$7 million) went to GCS capital expenses. The rest of the county's education budget went toward operating and capital expenses at GTCC and debt service.

The county government's operating dollars for GCS represent an increase of \$8.5 million over the 2006-07 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. The Board of Commissioners has continued to fund the schools at significant levels over the past several years.⁴⁵

Guilford County ranks third in North Carolina in school district size, but comes in 10th in terms of county appropriation per student. Across the state, local per pupil expenditures range from \$3,933 in Dare County to \$406 in Swain County.⁴⁶

Per Pupil Local Expenditure

	Guilford	Cumber	Durham	Forsyth	Meck	Wake
2006-07⁴⁷						
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
2007-08⁴⁸						
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

⁴⁵ 2007-08 Guilford County Budget summary, <http://www.co.guilford.nc.us/08budget/30-Education-Adopted.pdf>.

⁴⁶ N.C. Association of County Commissioners Budget & Tax Survey 2007-08, <http://www.ncacc.org/budtax.htm>.

⁴⁷ N.C. Association of County Commissioners 2006-07 Budget and Tax Rate Survey, <http://www.ncacc.org/research/survey07.pdf>.

⁴⁸ N.C. Association of County Commissioners Budget & Tax Survey 2007-08, <http://www.ncacc.org/budtax.htm>. Enrollment numbers reflect first month average daily membership (ADM). Per pupil expenditure does not include capital expense.

The Public School Forum of North Carolina's annual Local School Finance Study analyzes each county's property values and actual school spending compared with its ability to support public schools. According to the 2006 study, Guilford County is making a comparatively good effort toward school funding. Figures for 2007 will be available in late November, but were not available at the time this report was printed.⁴⁹

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 chart below 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.

Teacher Salaries as of July 2008

	Guilford ⁵⁰	Cumber ⁵¹	Durham ⁵²	Forsyth ⁵³	Meck ⁵⁴	Wake ⁵⁵
Starting Salary	\$34,730 (incl. \$4,300 local)	\$30,430	\$34,233.75	\$33,460	\$34,385.90	\$34,462.00
Salary with 10 years Experience (Bachelor's)	\$43,390 (incl. \$4,210 local)	\$39,180	\$44,469.30	\$43,060	\$44,273.40	\$44,763.20
Salary with 10 years Experience (Master's)	\$47,730 (incl. \$4,630 local)	\$43,100	\$48,918.50	\$47,490	\$48,918.50	\$49,457.30

In addition to increasing salaries for beginning teachers, Guilford County Schools has led the way in North Carolina in providing recruitment and performance incentives to teachers in 30 low performing schools through the **Mission Possible program**. Historically these schools have experienced the greatest teacher turnover, which often leads to instability and lowered academic performance. According to a policy report by the John Locke Foundation, "teacher and administrator turnover has decreased, the percentage of schools that met No Child Left Behind performance standards increased, the percentage of students who met North Carolina testing standards increased..., graduation rates are on the rise, and the school climate has improved considerably" in schools offering the incentive-pay program. To fund the program for reading and math teachers whose students reach achievement goals, GCS has partnered with local foundations and allocated funds from its budget.⁵⁶

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 package contains 27 projects, which include five new schools and 6,571 new student seats. Thirteen schools will receive major renovations and additions. Projects included in the bond are prioritized with 93.5 percent of the request relieving overcrowding, 3.5 percent targeting repairs and renovations and 3 percent improving heating and air conditioning systems district wide. The newest bond follows the voter approved bond referenda in 2000 for \$200 million and in 2003 for \$300 million, which expanded and renovated an additional 28 schools.⁵⁷

⁴⁹ 2006 Local School Finance Study, Public School Forum of North Carolina.

⁵⁰ http://gsnc.com/HR/menu_ss.htm.

⁵¹ http://www.hr.ccs.k12.nc.us/hr_salariescales08-09-n.htm.

⁵² http://www.dpsnc.net/index.php?option=com_content&task=view&id=1963&Itemid=634.

⁵³ <http://wsfcs.k12.nc.us/education/components/scrapbook/default.php?sectiondetailid=44598>.

⁵⁴ <http://www.cms.k12.nc.us/departments/HR/compensation.asp>.

⁵⁵ <http://www.wcpss.net/salary-schedules/teachers/>.

⁵⁶ Stoops, Terry. "Performance Pay for Teachers: Increasing Student Achievement in Schools with Critical Needs." The John Locke Foundation. Available online at http://www.johnlocke.org/policy_reports/display_story.html?id=175.

⁵⁷ <http://www.gsnc.com/construction/index.htm>.

Ready for School

Regardless of the quality of instruction, students cannot learn and succeed if they don't attend school. For 2008-08, GCS met its AYP goal for student attendance with 95.6 percent in grades 3 through 8.⁵⁸

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 31,000 children aged 0 to 5. 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.

School Readiness Measures⁵⁹

	Guilford	NC
Percent of Regulated Early Care and Preschool Education Programs Certified at 4- and 5-Star Levels	39.7%	40.5%
Percent of At-Risk Children (Aged 4) Enrolled in High Quality (4- and 5-Star) Pre-K Programs	72.1% (2006-07) 72.7% (2007-08)	60.5%

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 Schools 2007-2008⁶⁰

Number of Schools	120
Schools with PTAs	91 ⁶¹
PTA Membership	26,619 members ⁶²
Volunteer Hours Donated	More than 342,800
Businesses Partnering with GCS	More than 1,700 business and community partners, including more than 30 companies supporting schools and special programs through Action Greensboro's <i>Businesses for Excellence in Education</i>
Donations Made to GCS	\$1.25 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 2006-07 school year, over \$225,000 of supplies went into classrooms. Through a partnership with **DonorsChoose.org**, teachers received more than \$60,000 to purchase materials for classroom projects described in teacher grant applications.

⁵⁸ <http://ayp.ncpublicschools.org/2008/app/nclb/AypDetail.cgi>.

⁵⁹ Updated number for 2008 for percent of at-risk children enrolled in high quality (4- and 5-star) pre-K programs calculated from enrollment numbers in four-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.

⁶⁰ 2007 Data from Guilford School Readiness Report Card 2007 compiled by Action for Children N.C. for the Guilford Education Alliance.

⁶¹ All information in chart from GCS Fact Sheet at <http://gcsnc.com/community2/aboutGCSrev.htm> unless otherwise noted.

⁶² Email from Sharon Shepard, PTA President, on 10/2/08.

⁶³ Email from Nellie Taylor, N.C. PTA Office, on 10/22/08.



SCHOOL PERFORMANCE INDICATORS

Although there are many ways to measure student success, the emphasis on 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 will focus on the results of NCLB and the state's standardized testing program as a key measure of student achievement.

The State Board of Education is currently developing a new system of assessments and accountability based on recommendations from the Blue Ribbon Commission on Testing and Accountability, which was convened in May 2007 and chaired by Dr. Sam Houston. The Commission conducted a comprehensive review of the current systems and presented 27 recommendations for modifications to the testing program to better assess 21st century skills. In June 2008, the State board adopted a new framework that is comprehensive and includes specific improvements to the standard course of study, the testing system and the accountability measures. The Department of Public Instruction will implement some changes in the 2008-09 school year, while other improvements will be developed over the next few years.⁶³

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 can have as many as 37 sub-groups, depending on the demographics of the student population.

Preliminary AYP results reported in this section are based on the 2007-08 Adequate Yearly Progress (AYP) targets for all high schools and only on the targets in mathematics for schools with any grades 3-8. A new edition of the reading test was introduced in 2007-08 for grades 3-8, which delayed the reporting of those scores. At the time of printing, reading scores for grades 3-8 were not yet available for GCS.

Preliminary AYP Results for Guilford County 2007-08⁶⁴

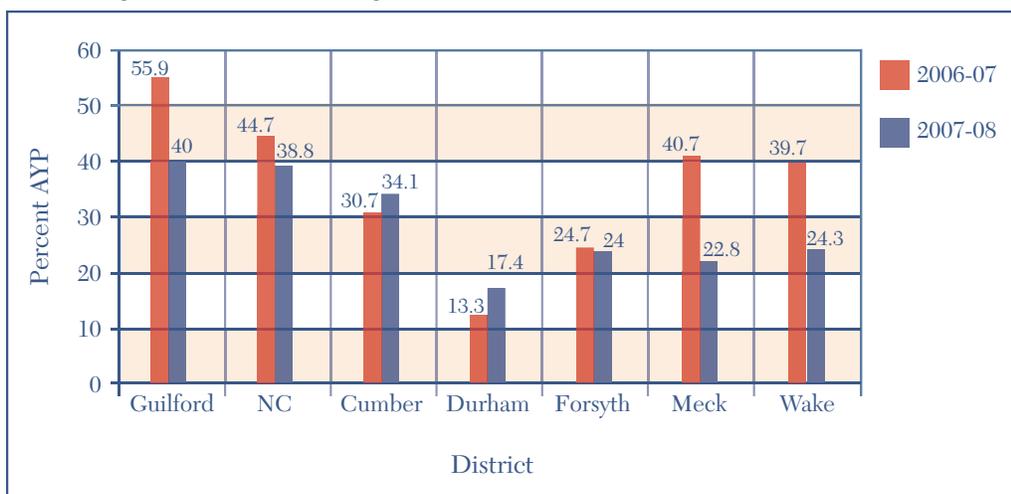
	Total # Schools ⁶⁵	% of Schools Making AYP	# of Schools Making AYP	# of Schools Not Making AYP	# of Schools Missing AYP by 1 or 2 Categories
Total	115	40%	46	69	31
Elementary	67	46.3%	31	36	17
Middle	22	31.8%	7	15	6
High	24	33.3%	8	16	7
Special	3	0%	0	3	1

Although the percentage of GCS schools making AYP dropped in 2007-08 from the previous year, GCS had a higher percentage of schools make AYP in 2008 than any of the other five urban districts and the state average. While those numbers are encouraging, it is important to note that there are wide variations in the number of schools and the student demographics of each district.

GCS preliminary AYP results highlights for 2007-08 include:

- Nine elementary schools and one high school have made Adequate Yearly Progress (AYP) for six years in a row.
- Brown Summit Middle has made AYP every year since the school was established in 2004.
- Wiley Elementary made AYP for the first time this year; Washington Elementary, which made it for the first time in 2006-07, made AYP again this year.

Percentage of Schools Making AYP⁶⁶



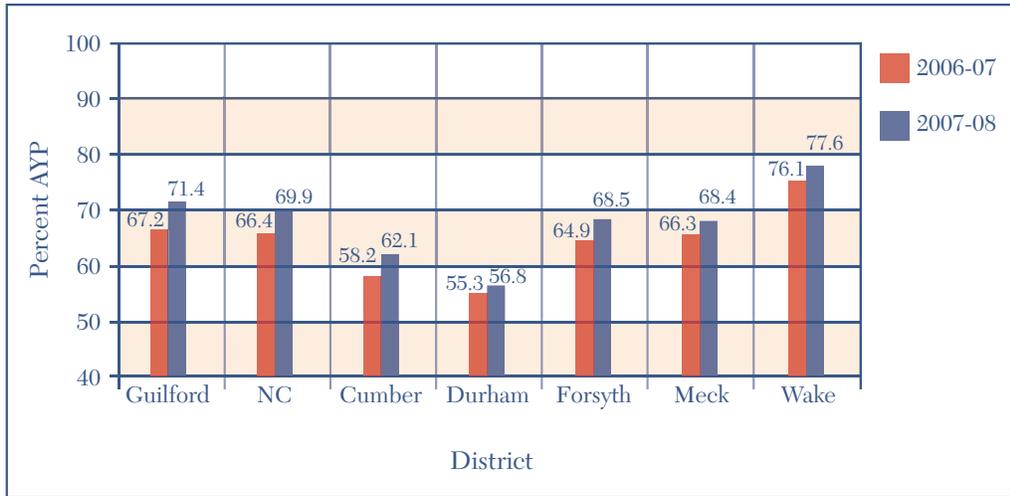
In addition to tracking the performance of schools, NCLB uses AYP measures to track student performance. When considering the percentage of students in grades 3 through 8, 71.4 percent of GCS students made AYP in math, a slight increase over 2006-07. Students in Wake County lead the state for AYP performance among the large urban districts, but Guilford County students outperformed students in the other comparison districts.

⁶⁴ <http://www.gcsnc.com/ayp/index.htm>. These results will change when reading scores are included for grades 3-8; the district expects the number of schools making AYP to decrease with the addition of the reading scores.

⁶⁵ Numbers in total column do not match totals for GCS because not all 120 GCS schools qualified for measure in 2007-08 under the NCLB standards for AYP.

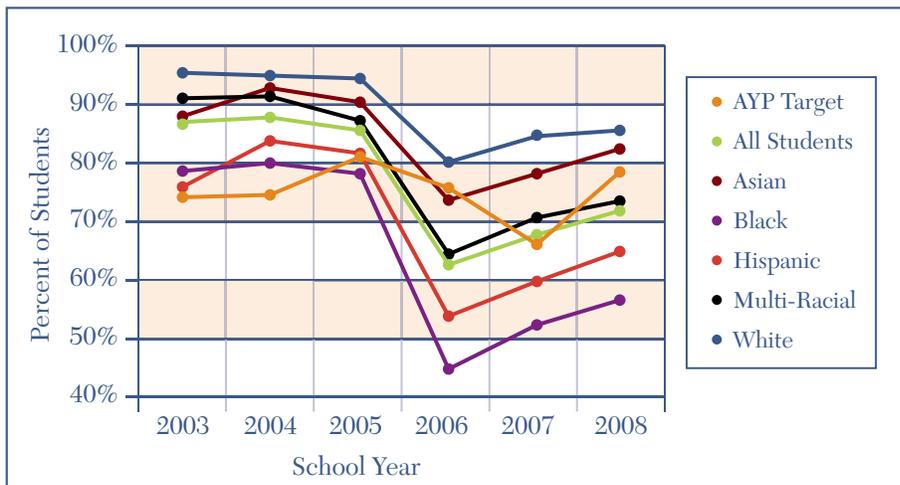
⁶⁶ 2007-08 results from presentation by Dr. Gongshu Zhang, GCS Chief Officer of Accountability and Research, to the Board of Education on July 24, 2008 at http://gcsnc.com/boe/2008/7_24/memorandum.html. 2007-08 results include only math scores for grades 3-8, as reading scores were unavailable at time of printing. 2006-07 results from presentation by Dr. Zhang on Oct. 17, 2007.

Percentage of Students Making AYP in Math Grades 3-8⁶⁷



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 three charts show AYP performance of GCS students by racial and ethnic groups for math in 3rd through 8th grades and for reading and math in 10th grade from 2003 to 2008. The gap is closing in elementary reading and secondary math, but differences persist between all groups' test scores. It should be noted that the sharp drops in 10th grade reading scores in 2005 and in 3rd-8th grade math scores in 2006 were affected by state-level modifications to the tests.⁶⁸

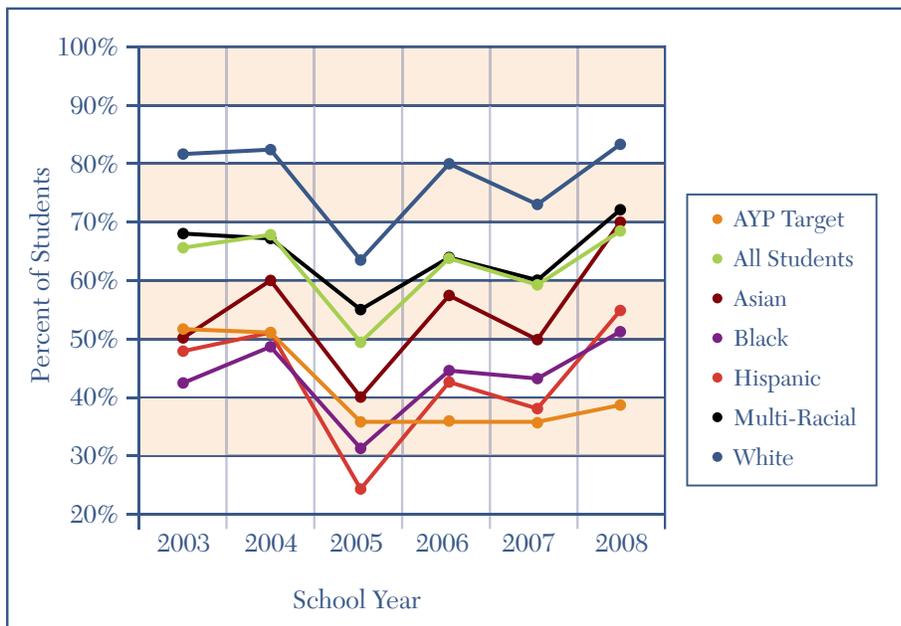
Percentage of Students Making AYP in Math Grades 3-8 by Race/Ethnicity from 2003-2008



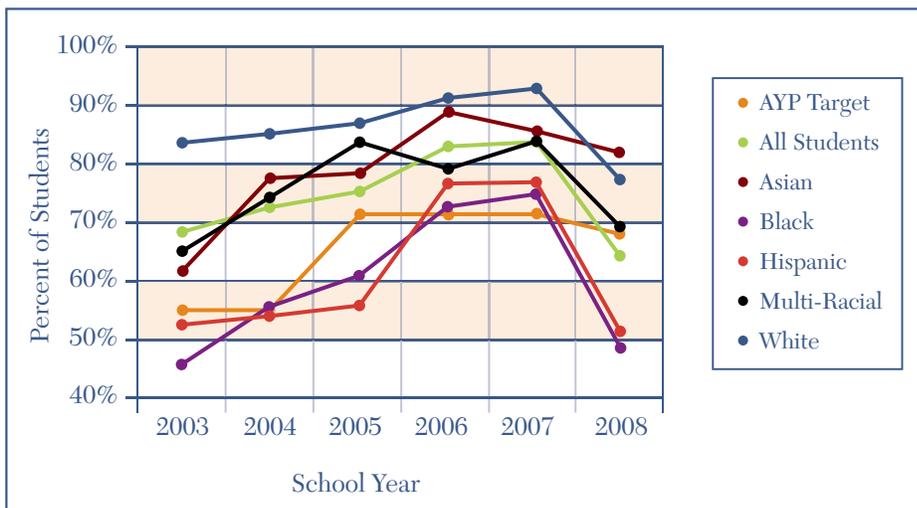
⁶⁷ Data accessed at <http://ayp.ncpublicschools.org/2007/> and <http://ayp.ncpublicschools.org/2008/>.

⁶⁸ Data for all four charts was downloaded at <http://ayp.ncpublicschools.org/>.

Percentage of Students Making AYP in Reading Grade 10 by Race/Ethnicity from 2003-2008



Percentage of Students Making AYP in Math Grade 10 by Race/Ethnicity from 2003-2008



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. The most recent state level data from 2007 found that North Carolina students performed statistically the same as or better than the nation’s public school students in all but one category (8th grade science). The next NAEP assessment will be given in mathematics, reading and science in grades 4, 8, and 12 in early 2009. No state level reporting is available for 2008.⁶⁹

⁶⁹ For more information about NAEP, visit <http://nces.ed.gov/nationsreportcard/aboutnaep.asp>.

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 UNC system and GTCC 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 Guilford County students. Participation rates for Guilford County were down around five percentage points in 2008, but the numbers remain higher than the state and national averages. 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.

2008 SAT Scores⁷⁰

SAT	Guilford	NC	US	Cumber	Durham	Forsyth	Meck	Wake
Average Total (2400)	1471	1489	1511	1399	1436	1497	1489	1565
Average Reading and 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%

Guilford County 2007 and 2008 SAT Scores

	2007 ⁷¹	2008 ⁷²
Average Total (2400) ⁷³	1464	1471
Average Reading and Math Subtotal (1600)	985	991
% of Students Taking Test	70.7%	65.0%

While average SAT scores for Guilford County are below the state and national averages, the picture changes when you consider the top half of test-takers. Comparing the top 10 percent and the top 45 percent of Guilford County test-takers with the national averages (where 45% of students took the SAT), GCS students score above the national averages for reading and math totals among white students and African-American students.

Top Percentages of SAT Test-Takers 2008⁷⁴

	GCS Reading & Math Score (1600)	US Reading & Math Score (1600)
Top 10% of Test-Takers	1174	1171
Top 45% of Test-Takers	1096	1017
• African-American Students	924	856
• White Students	1175	1065

⁷⁰ <http://www.ncpublicschools.org/docs/newsroom/news/2008-09/0826/sat-performance.pdf>.

⁷¹ <http://www.ncpublicschools.org/docs/accountability/reporting/sat/2007/final2007satreport070830.pdf>.

⁷² <http://www.ncpublicschools.org/docs/newsroom/news/2008-09/0826/sat-performance.pdf>.

⁷³ 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.

⁷⁴ Presentation by Dr. Gongshu Zhang to the Board of Education on 9/11/08, accessed at http://gcsnc.com/boe/2008/9_11/SAT_update.pdf.

AP Courses

As part of a district-wide focus on raising expectations for all students, GCS provides the PSAT to all 9th, 10th and 11th graders to help teachers, administrators and counselors find appropriate Advanced Placement (AP) courses for GCS students. The district pays for the PSAT and for the AP exams. GCS requires all students enrolled in AP courses to take the final exams, for which students can earn college credits based on their scores. Student participation in higher-level courses such as the Advanced Placement (AP) and International Baccalaureate (IB) curricula has increased 168 percent since 2000. Non-white participation in AP and IB courses has improved 179 percent in that same time period.

Comparison of 2008 Advanced Placement Exams and Scores⁷⁵

	GCS	NC
Students Taking AP Classes	4,604	40,674
% of High School Students Taking AP Classes	20.8	9.6
%AP Exam Scores 3 or Better Among All Students	44.8	56.3
%AP Exam Scores 3 or Better Among White Students	51	60.2
%AP Exam Scores 3 or Better Among Black Students	19.4	24.8

Guilford County Advanced Placement Course Participation and Exam Scores by Race/Ethnicity

	All	White	Black	Amer. Indian	Hispanic	Asian	Other/No Response
2006-07⁷⁶							
# of Students Taking AP Classes	4,278	2,901	693	24	126	244	290
# of AP Exams Taken	8,393	5,750	1,281	51	218	534	559
# of AP Scores 3 or Better	3,897	3,066	264	21	100	223	223
% of AP Scores 3 or Better	46.4	53.3	20.6	41.1	45.8	41.7	39.9
2007-08⁷⁷							
# of Students Taking AP Classes	4,604	3,079	740	24	160	294	307
# of AP Exams Taken	8,977	6,107	1,259	51	294	657	609
# of AP Scores 3 or Better	4,020	3,116	244	17	117	291	235
% of AP Scores 3 or Better	44.8	51	19.4	33.3	39.8	44.3	38.6

⁷⁵ E-mail from Guy Ferguson, AP/IB/SAT Program Coordinator, GCS Advanced Learning Department, on Oct. 13, 2008. At the time of printing, four of the five comparison districts had not posted updated AP information. For information about Wake County's results, visit http://www.wcpss.net/evaluation-research/reports/2008/0821ap2007_08results.pdf.

⁷⁶ Email from Ashly Morrison, Coordinator of Advanced Placement & International Baccalaureate, Department of Advanced Learning, GCS, on Oct. 30, 2007.

⁷⁷ E-mail from Guy Ferguson, AP/IB/SAT Program Coordinator, GCS Advanced Learning Department, on Oct. 13, 2008.

Graduation Rates

North Carolina calculates graduation rates as a four-year cohort. For 2008, the rate represents the percent of first-time high school ninth graders in 2003-04 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 Certificate of Achievement or 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.⁷⁸

Guilford County Cohort Graduation Rates by Race/Ethnicity

	All	White	Black	Amer. Indian	Hispanic	Asian	Other
Graduation Rate 2007 ⁷⁹	79.7%	86.3%	73.6%	69.4%	64.1%	75.8%	76.5%
Graduation Rate 2008 ⁸⁰	79.5%	87.6%	72.0%	58.3%	68.5%	83.7%	76.4%

Guilford County Schools received awards for top graduation rates at some high schools in 2007-08. Of the eight North Carolina high schools that graduated 100 percent of students in 2007-08, three are in Guilford County: Weaver Academy, Greensboro College Middle College and The Early College at Guilford. GCS also has four schools recognized by the North Carolina Department of Public Instruction for achieving top graduation rates by ninth-grade cohort size. Each of these four schools is in the top two of its category:

- Weaver Academy, with a 100 percent graduation rate, was a top school in the 0-99 students category.
- Northwest High, with a 92.7 percent graduation rate, was the highest in the state for schools with 500 or more students category.
- Southeast High, with a 92.1 percent graduation rate, was the highest in the state for schools with 300-399 students category.
- Western High, with a 91.9 percent graduation rate, was the second highest in the state in the 300-399 students category.⁸¹

District Comparison of 4-year Cohort Graduation Rate

	Guilford	NC	Cumb	Durham	Forsyth	Meck	Wake
Graduation Rate 2007 ⁸²	79.7%	69.4%	67.4%	66.3%	70.7%	73.8%	79.3%
Graduation Rate 2008 ⁸³	79.5%	69.9%	71.3%	62.9%	70.8%	66.6%	78.8%

⁷⁸ <http://www.ncpublicschools.org/newsroom/news/2006-07/20070228-0.1>.

⁷⁹ 2006-07 N.C. School Report Cards, <http://www.ncschoolreportcard.org>.

⁸⁰ <http://ayp.ncpublicschools.org/2008/app/cgrdisag/>.

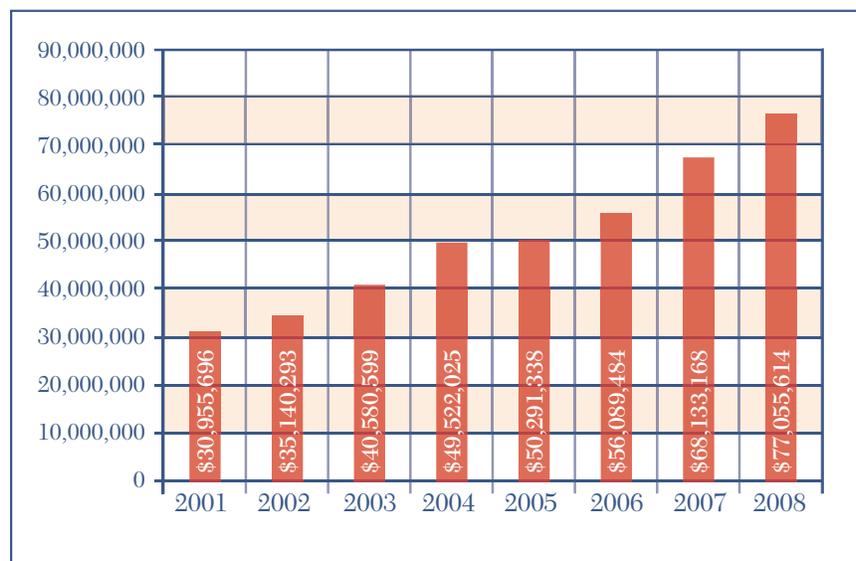
⁸¹ Presentation to Board of Education on 9/23/08, http://gcsnc.com/boe/2008/9_23/schools_graduate/html.

⁸² Presentation by Dr. Gongshu Zhang, Chief Officer, Accountability and Research, GCS, on Oct. 17, 2007.

⁸³ <http://www.ncpublicschools.org/newsroom/news/2008-09/20080807-03>.

GCS graduates were offered a record \$77,055,614 in scholarships. The class of 2008 earned \$9 million more than the previous year's record amount.

Total Scholarships Awarded⁸⁴



Drop-out Rates

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 the dropout events of students who leave school to attend community colleges.⁸⁵

Guilford County Schools’ 2007-08 dropout rate of 2.99 percent is not only significantly below the state average of 5.24 percent, but it is also the lowest among the largest districts in the state and lower than the 2006-07 rate for GCS. Additionally, district officials believe that GCS’ dropout rate ranks among the lowest of the nation’s 50 largest districts. According to the district, 32 percent of all drop-outs left during the ninth-grade year, 25 percent in the 10th grade and 22 percent in the 11th grade. Seventy-eight percent of dropout events occur between the ages of 16 and 18. GCS’ high school dropout rate has been cut in half since the 1999-2000 year, when it was 5.97 percent.⁸⁶

⁸⁴ 2007-08 Guilford County Schools Progress Report.

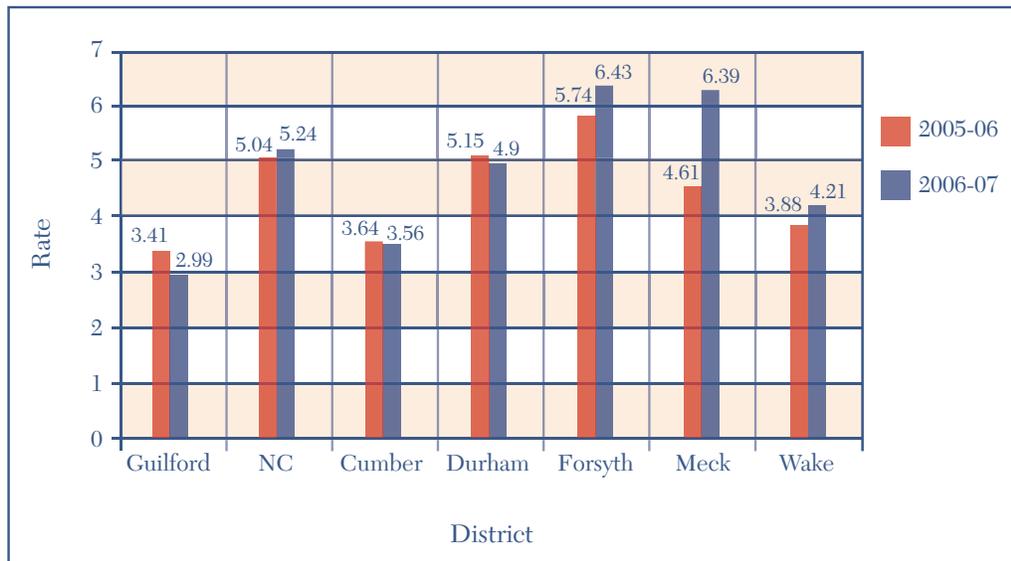
⁸⁵ <http://www.ncpublicschools.org/docs/research/dropout/reports/2005-06dropout.pdf>.

⁸⁶ http://gcsnc.com/ind_success/district/dropout.html.

District Comparison Drop-Out Rates Grades 9-12⁸⁷

	2005-06 Students	2006-07 Students	% Change	2005-06 Rate	2006-07 Rate
Guilford	766	680	-11.2	3.41	2.99
NC	22,180	23,550	6.2	5.04	5.24
Cumberland	618	610	-1.3	3.64	3.56
Durham	520	508	-2.3	5.15	4.9
Forsyth	919	1,062	15.6	5.74	6.43
Mecklenburg	1,724	2,512	45.7	4.61	6.39
Wake	1,437	1,647	14.6	3.88	4.21

District Comparison of Drop-Out Rates

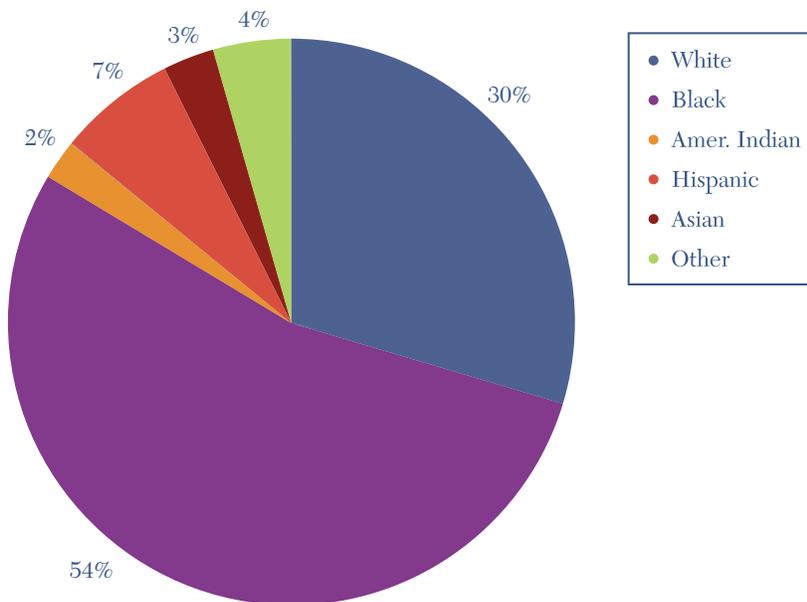


While fewer black students dropped out in 2006-07 than in 2005-06, African-Americans continue to be disproportionately represented among GCS drop-outs compared to the total population. Black students make up of 54 percent of drop-outs in 2006-07, but comprise less than 41 percent of the total student population.

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

	All	White	Black	Amer. Indian	Hispanic	Asian	Other
2005-06⁸⁸							
# of Drop-outs	766	222	429	6	58	34	17
% of Total Drop-outs	100%	28.98%	56.01%	0.78%	7.57%	4.44%	2.22%
% of Enrollment	100%	41.8%	40.9%	0.5%	7.6%	4.8%	4.3%
2006-07⁸⁹							
# of Drop-outs	680	201	369	15	49	22	24
% of Total Drop-outs	100%	29.56%	54.26%	2.21%	7.21%	3.24%	3.53%
% 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 2006-07⁹⁰



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.⁹¹

⁸⁸ <http://www.ncpublicschools.org/docs/research/dropout/reports/2005-06dropout.pdf>.

⁸⁹ <http://www.ncpublicschools.org/docs/research/dropout/reports/200607dropout.pdf>.

⁹⁰ Ibid.

⁹¹ http://gcsnc.com/ind_success/district/dropout.html.

Suspensions and Expulsions

Short-term suspensions for lesser offenses are for 10 days or less; long-term 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.

In GCS, as in the 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

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).

Guilford County Students Receiving Suspensions or Expulsions by Race/Ethnicity⁹³

	Total	White	Black	Hispanic	Amer. Indian	Asian	Multi-Racial
2006-07							
Students with Short-term Suspension	6,507	1,318	4,475	303	47	94	267
Students with Long-term Suspension	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 Suspension	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

Guilford County Suspensions and Expulsions by Race/Ethnicity⁹⁴

	Total	White	Black	Hispanic	Amer. Indian	Asian	Multi-Racial
2006-07							
# of Short-term Suspensions	12,394	2,282	8,838	504	101	151	514
# of Long-term Suspensions	91	15	70	1	1	0	4
2007-08							
# of Short-term Suspensions	12,021	2,040	8,590	99	565	164	559
# of Long-term Suspensions	100	22	70	0	5	2	1
Number of Expulsions	1	0	1	0	0	0	0

⁹³ Data from Anthony Scales, Program Administrator, School Safety Officer, Department of Student Services, GCS.

⁹⁴ Ibid.

Numbers in the comparison chart below are for suspensions in 2006-07, not students. Therefore, one student would be counted more than once if he/she received multiple suspensions during the school year.

Comparison of Suspensions and Expulsions for 2006-2007⁹⁵

	Guilford	Cumber	Durham	Forysth	Meck	Wake
# Short-term Suspensions	12,394	11,736	7,680	15,407	32,103	21,421
# Long-term Suspensions	91	213	99	101	193	1,055
# Expulsions	0	0	0	26	9	8
Total Student Enrollment ⁹⁶	69,677	52,346	31,299	50,206	127,639	127,460

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.⁹⁷ The charts below 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 2005 and 2006 are doing.

The chart below shows that GCS graduates perform close to the state average in most categories.

Performance of N.C. School District Graduates in the UNC System⁹⁸

	GCS	NC	Cumber	Durham	Forysth	Meck	Wake
Freshmen Enrolled in Fall 2006							
Total # of Freshmen	1,618	21,877	935	633	999	2,146	2,968
% of Freshmen w/GPA Greater Than or Equal to 2.0	74.5	76.9	70.9	74.9	73.3	80	83.8
% of Freshmen w/GPA Greater Than or Equal to 3.0	36.3	38.7	29.5	33.7	36.1	42.8	47.9
% of Freshmen Who Returned for Year 2	77.8	81.2	79.6	84.3	77.9	83.9	86.9
% of Freshmen in Remedial English	3.3	3.3	4.4	6.4	3.4	3.1	2.9
% of Freshmen in Remedial Math	9.2	8.8	7.2	16	8.1	10.8	7.5
% of Freshmen Participating in the Honors Program	5.6	8.4	6.9	4.2	8	5.3	8.9
Freshmen Enrolled in Fall 2005 and Fall 2002							
% of Freshmen Who Returned for Year 3 (Fall 2005)	67.8	71.4	62.5	71.8	69.7	73.8	79.3
% of Freshmen Who Graduated in 5 Years or Less (Fall 2002)	53.1	54.1	42.4	51	53.2	56.2	63.9

⁹⁵ Data from Karen Ritter, Director of institutional Research, GTCC. Information for 2008 comes from the GTCC data system, Datatel, and represents the 2008 GCS graduates who came directly to GTCC in the fall of 2008.

⁹⁶ Marzano, R.J. "What works in schools: Translating research into action," Association for Supervision and Curriculum Development, 2003.

⁹⁷ Strong American Schools. "Diploma to Nowhere." Available online at http://www.edin08.com/uploadedFiles/Issues/Issues_Pages/DiplomaToNowhere.pdf.

⁹⁸ http://www.northcarolina.edu/content.php/assessment/reports/student_info/far.htm.

Nearly 20 percent of GCS graduates choose to attend Guilford Technical Community College (GTCC) following graduation. GTCC reports that approximately 80 percent of GCS graduates require at least one developmental math course, while less than half need to take development English or reading courses. In fall 2008, about one-third of the GCS graduates at GTCC had to take remedial courses in more than one area (math, reading and/or English). Data in the chart below represents performance from 2007; numbers for 2008 were not available at printing.

Performance of GCS Graduates at Guilford Technical Community College⁹⁹

	2007
% of Students Requiring Remedial Reading	39
% of Students Requiring Remedial English	36
% of Students Requiring Remedial Math	85
% of Students Completing Program Coursework	81.6
Success Rate (% of Students Earning C or Better)	63.1
Average GPA at GTCC	2.53

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. At the time of printing, updated information for the following sections was unavailable from the N.C. Department of Public Instruction and the GCS Human Resources Department: “Teacher Profile,” “Principal Profile” and most of “Principal Turnover.” Because Guilford Education Alliance believes this information is important, we have included data from last year’s report. When reading this part of the report, please pay particular attention to the dates with the charts.

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 student 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.¹⁰⁰

With that in mind, it is important to consider the teachers in Guilford County’s classrooms. In **2006-2007**, GCS employed 4,844 classroom teachers. Among those teachers:

- 24.7 percent (1,198) held an initial license, meaning they were within their first three years in the classroom

⁹⁹ Data from Karen Ritter, Director of institutional Research, GTCC. Information for 2008 comes from the GTCC data system, Datatel, and represents the 2008 GCS graduates who came directly to GTCC in the fall of 2008.

¹⁰⁰ Marzano, R.J. “What works in schools: Translating research into action,” Association for Supervision and Curriculum Development, 2003.

GCS Teachers Average Years of Experience 2006-2007¹⁰²

Years Experience	# of Teachers	% of Total
< 1 year	397	8.2%
1-2 years	579	12.0%
3-5 years	713	14.7%
6-10 years	949	19.6%
11-15 years	655	13.5%
16-20 years	509	10.5%
> 20 years	1,014	20.9%

- 13.3 percent (646 teachers) held a lateral entry license, 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
- 26.6 percent (1,287 teachers) held advanced degrees, including master's and doctoral degrees
- 7.7 percent (374) were certified by the National Board for Professional Teaching Standards (NBCT)¹⁰¹

The GCS teacher profile includes a range of experience, from 8.2 percent of teachers with less than one year in the classroom to 20.9 percent of teachers with more than 20 years experience.

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 2007 was above the state average, but slightly lower than in 2006. Guilford's five-year turnover average continues to be lower than the state. Lower turnover rates mean greater stability for students and schools, as well as less strain on the system in terms of staffing schools.

System-Level Teacher Turnover

	Guilford	NC	Cumber	Durham	Forsyth	Meck	Wake
2005-06¹⁰³							
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 %	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
2006-07¹⁰⁴							
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 %	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

¹⁰¹ E-mail from Dr. Peggy Thompson, Chief Human Resources Officer, GCS, on Oct. 11, 2007.

¹⁰² Ibid.

¹⁰³ <http://www.ncpublicschools.org/docs/recruitment/surveys/turnover/2005-06turnoverreport.pdf>.

¹⁰⁴ <http://www.ncpublicschools.org/docs/recruitment/surveys/turnover/reasonsteachersleave06-07.pdf>. Numbers in both sections of the chart 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.

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 2007 due to the following categories:

- “Staying in education” includes individuals resigning to teach in another NC 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 NC, 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 2006-07¹⁰⁵

	Guilford	NC	Cumber	Durham	Forsyth	Meck	Wake
Staying in Education	24.53%	22.07%	14.96%	32.98%	15.08%	6.16%	16.49%
Turnover Beyond Control	34.01%	43.19%	47.75%	36.19%	49.75%	38.27%	42.79%
Turnover that might be Reduced	28.73%	27.99%	36.68%	29.76%	32.41%	48.41%	31.49%
Turnover Initiated by District	12.74%	6.74%	0.61%	1.07%	2.76%	7.16%	9.23%

Teacher Working Conditions

The North Carolina Teacher Working Conditions Survey, a biennial survey conducted in all North Carolina public schools by the Office of the Governor, began with a pilot program in 2002 and was most recently administered in spring **2008**. The survey analyzes five domain areas that impact teacher working conditions, which directly affect student learning conditions, school culture and teacher retention:

- **Time:** Teacher efficacy relates to instructional and non-instructional time.
- **Facilities and Resources:** Teachers must have access to resources to provide quality instruction.
- **Decision Making (Empowerment):** Teachers should be able to influence and affect district decision-making related to student achievement.
- **Leadership:** Teachers value strong, supportive leaders at the school and district levels.
- **Professional Development:** Teachers have meaningful learning opportunities that enhance their craft.

Each domain average represents a score from 1 to 5, with 1 being the worst and 5 being the best. Results for GCS showed some improvement over the 2006 survey, but continued to be lower than the state average and most of the other urban districts.¹⁰⁶

¹⁰⁵ Ibid.

¹⁰⁶ All information about and data from the N.C. Teacher Working Conditions Survey is available online at <http://www.ncteachingconditions.org/index.htm>. It is important to note that while comparison data provide some perspective and context for looking at Guilford County’s results, direct comparisons are difficult to make as response rates and expectations vary by district.

2008 Teacher Working Conditions Domain Averages for Urban Districts

	Participation	Time	Facilities & Resources	Decision Making	School Leadership	Professional Development
Guilford	80%	3.07	3.88	2.73	3.65	3.51
N.C.	87%	3.31	3.94	2.91	3.82	3.59
Cumberland	93%	3.60	4.24	3.94	3.98	3.98
Durham	95%	3.14	3.66	2.89	3.55	3.44
Forsyth	90%	3.32	3.98	2.86	3.83	3.68
Mecklenburg	67%	3.28	3.78	2.64	3.64	3.53
Wake	95%	3.33	4.07	3.01	3.79	3.58

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.¹⁰⁷

Given that research, we must look at the principals leading schools in Guilford County. Among the GCS principals for **2006-2007**:

- 33 percent were male, 67 percent were female
- 56 percent were white, 42 percent were black; 2 percent were another race/ethnicity
- 24 percent had completed an advanced degree beyond a master's degree¹⁰⁸

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

GCS and N.C. Principals Average Years of Experience 2006-2007¹⁰⁹

Years Experience	GCS	NC
0-3 years	50%	48%
4-10 years	32%	37%
> 10 years	18%	16%

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 **2007** was above the state average and higher than the other five urban districts in the state. Higher turnover rates mean less stability for students, teachers and schools.

¹⁰⁷ Charlotte Advocates for Education, "Role of Principal Leadership in Increasing Teacher Retention." Downloaded from <http://www.advocatesfored.org/principalstudy.htm>.

¹⁰⁸ 2006-07 N.C. School Report Cards accessed at <http://www.ncschoolreportcard.org>.

¹⁰⁹ Ibid.

System-Level Principal Turnover 2006-2007¹¹⁰

	Guilford	NC	Cumber	Durham	Forsyth	Meck	Wake
Turnover Rate	17%	12%	9%	15%	11%	12%	12%

During the **2007-08** school year, seven schools were assigned new principals, including one new school opening, two resignations and one death. Following the end of the **2007-08** school year, 14 schools were assigned new principals.¹¹¹

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. The following chart illustrates that nearly half of all GCS principals had been in their current position for two years or less during the 2006-07 school year.¹¹²

Number of Years Principals Have Served in Current School Position in 2006-07 School Year

	GCS (2006-2007)
0-1 year	21%
2 years	28%
3 years	19%
4-5 years	24%
6-8 years	4%
9+ years	4%

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.

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 third annual *Education Matters* report will be released in the fall of 2009, 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.

¹¹⁰ Ibid.

¹¹¹ Email from Dr. Peggy Thompson, GCS Chief Human Resources Officer, on 8/19/08.

¹¹² Reference to NASSP survey and data in chart obtained from Community Dialogue on Education letter to the Board of Education.

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SPECIAL THANKS

*This report is supported by a grant from
Lincoln Financial Group.*

Design services: Fifth Letter

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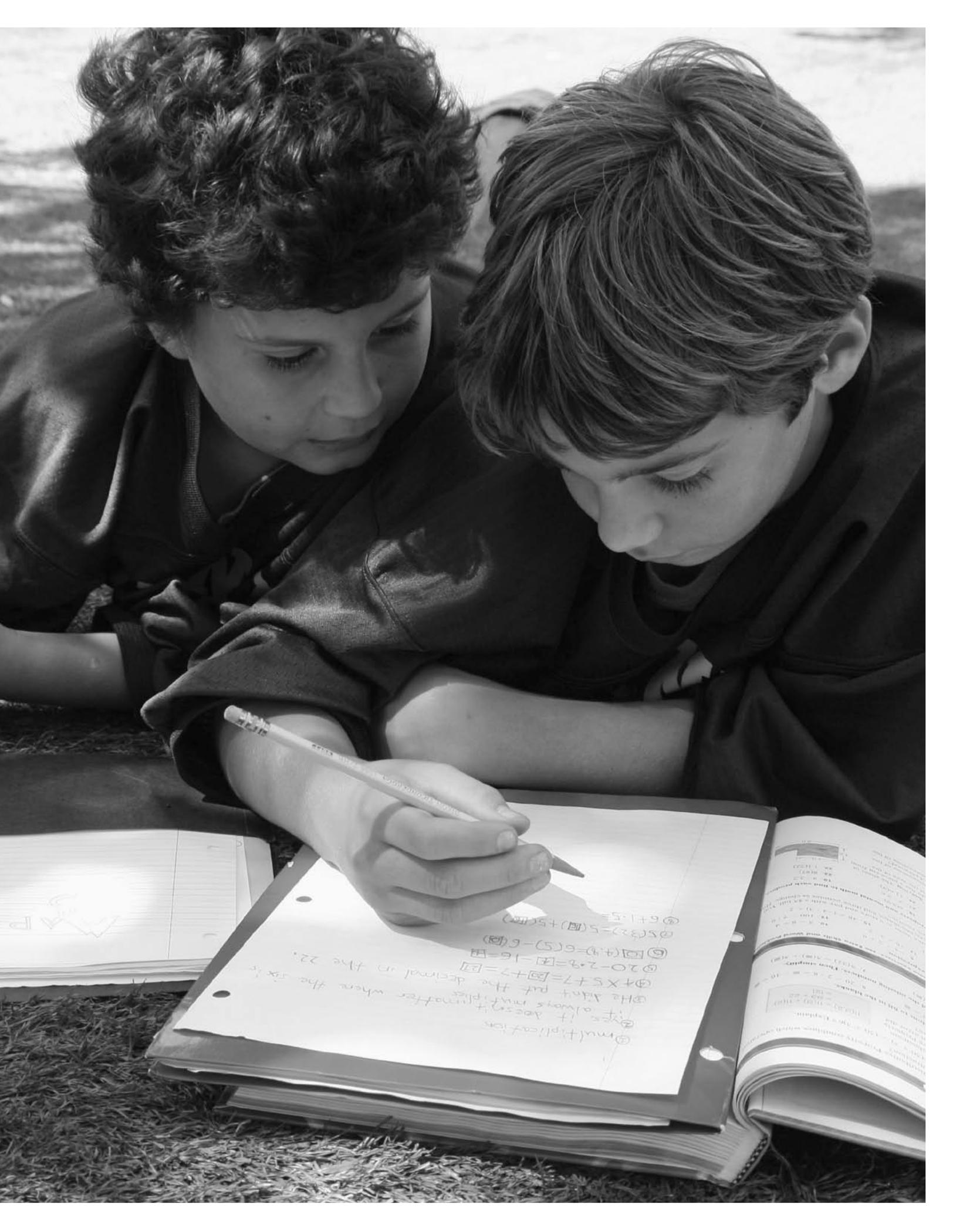
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@multiplication
@yes, it doesn't matter where the six is
@it always multiplies
@the 10's put the decimal in the 22.
@ $4 \times 5 + 7 = 27 + 7 = 34$
@ $20 - 2.8 = 17.2$
@ $14 + 9 = 23$
@ $6 + 1.5 = 7.5$



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