Education Matters in Guilford County:
Measuring Community and School Success
FALL 2009

Snapshots of Guilford County
Community Indicators
School Performance Indicators
Next Steps
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.

Sincerely,

Ann Busby
Chair, Board of Directors

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 countywide 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 Demographics\(^1\)

- **Population**
  - 2006: 629,785
  - 2007: 639,921
  - 2008: 649,062

- **Race**
  - White: 81.3%
  - Black: 15.6%
  - Hispanic: 3.1%
  - Other: 0.6%

- **Median household income**
  - 2006: $43,492
  - 2007: $44,812
  - 2008: $46,533

- **Unemployment rate**
  - 2006: 4.0%
  - 2007: 4.3%
  - 2008: 4.9%

- **Children receiving food stamp\(^2\)**
  - 2006: 23.8%
  - 2007: 24.2%
  - 2008: 23.5%

- **Children who are 3rd grade reading recipients\(^3\)**
  - 2006: 68.9%
  - 2007: 68.7%
  - 2008: 68.5%

Guilford County Education Levels\(^4\)

- **Less than high school diploma**
  - 2006: 5.4%
  - 2007: 5.6%
  - 2008: 5.9%

- **High school diploma**
  - 2006: 25.3%
  - 2007: 27.9%
  - 2008: 26.7%

- **Some college—no degree**
  - 2006: 21.2%
  - 2007: 20.7%
  - 2008: 21.7%

- **Associate’s degree**
  - 2006: 6.6%
  - 2007: 6.5%
  - 2008: 6.7%

- **Bachelor’s degree**
  - 2006: 16.4%
  - 2007: 16.9%
  - 2008: 16.9%

- **Graduate or professional degree**
  - 2006: 26.0%
  - 2007: 25.5%
  - 2008: 24.9%

Colleges/Universities in Guilford County

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

Recent Business Locations and Expansions in Guilford County\(^5\)

- 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 Browna Summit facility in 2008)
- Menlo Worldwide Logistics/Diebold (chase Greensboro for new facility)

Major Employers in Guilford County\(^6\)

- Guilford County Schools
- Moses H. Cone Health System
- City of Greensboro
- 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

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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 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 looking for a paid job at a given point in time.


4. 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 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 looking for a paid job at a given point in time.

5. Ibid.

6. 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 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 looking for a paid job at a given point in time.


Awards to Guilford County

- 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 ElectricCities 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.

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. 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 fallout 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 System

<table>
<thead>
<tr>
<th>Category</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total student enrollment</td>
<td>79,249</td>
<td>79,249</td>
<td>79,473</td>
</tr>
<tr>
<td>6th-12th grades</td>
<td>64,324</td>
<td>64,324</td>
<td>64,663</td>
</tr>
<tr>
<td>Special education</td>
<td>5,925</td>
<td>5,925</td>
<td>5,756</td>
</tr>
<tr>
<td>Number of schools</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Number of magnet/choice schools</td>
<td>39</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Number of magnet/choice students</td>
<td>5,982</td>
<td>7,059</td>
<td>7,235</td>
</tr>
<tr>
<td>Number of languages/dialects spoken</td>
<td>70</td>
<td>88</td>
<td>118</td>
</tr>
<tr>
<td>Number of cultural/ethnic groups represented by students</td>
<td>104</td>
<td>129</td>
<td>129</td>
</tr>
<tr>
<td>Number of full-time employees</td>
<td>9,111</td>
<td>9,396</td>
<td>9,447</td>
</tr>
<tr>
<td>Number of classroom teachers</td>
<td>6,866</td>
<td>6,876</td>
<td>6,880</td>
</tr>
<tr>
<td>Number of graduates</td>
<td>1,460</td>
<td>1,460</td>
<td>1,460</td>
</tr>
</tbody>
</table>

- 2008-09 budget from Board of Education Budget Work Session, Jan. 18, 2007
- 2006-07 and 2007-08 budget amounts from GCS 2009-10 Budget Report unless otherwise noted.
- 2008-09 budget amounts from GCS 2009-10 Budget Report unless otherwise noted.
- 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.
- 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 Graduate Certificate as well as 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.

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.

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.

19 Sharon Ozment, GCS CFO. Instructional support positions include counselors, psychologists, media specialists, social workers, speech therapists and nurses.
20 Data from North Carolina GCS Department of Business 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=9640eccce19f1bbbd67429ee117b61e5#demographic. LEP, Special Ed and FRL data from Theo Helm, WSFCS Director of Marketing and Communications.
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.
29 Guilford County Schools data from GCS reports. Guilford County population data from U.S. Census Bureau American Community Survey.
30 NC Department of Public Instruction Final Average Daily Membership (ADM) data. Enrollment numbers represent with day data. 2009-10 data from 20th-day enrollment announced in GCS press release on Oct. 7, 2009.

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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>GCS 2007-08</th>
<th>Guilford County 2007-08</th>
<th>GCS 2008-09</th>
<th>Guilford County 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>4.9%</td>
<td>4.9%</td>
<td>4.1%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Other Asian</td>
<td>0.5%</td>
<td>1.8%</td>
<td>0.5%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>0.3%</td>
<td>1.2%</td>
<td>0.4%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7.6%</td>
<td>7.6%</td>
<td>8.8%</td>
<td>8.8%</td>
</tr>
<tr>
<td>White</td>
<td>61.3%</td>
<td>62.6%</td>
<td>60.4%</td>
<td>62.6%</td>
</tr>
</tbody>
</table>

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 1999

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 County

<table>
<thead>
<tr>
<th># of charter schools</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>charter school enrollment</td>
<td>2,162</td>
<td>2,216</td>
<td>2,337</td>
</tr>
<tr>
<td># of private schools</td>
<td>30</td>
<td>32</td>
<td>49</td>
</tr>
<tr>
<td>private school enrollment</td>
<td>6,907</td>
<td>7,312</td>
<td>7,249</td>
</tr>
<tr>
<td># of home schools</td>
<td>1,685</td>
<td>1,846</td>
<td>1,866</td>
</tr>
<tr>
<td>estimated home school enrollment</td>
<td>1,541</td>
<td>1,642</td>
<td>1,734</td>
</tr>
</tbody>
</table>

Total estimated non-GCS enrollment | 25,431 | 25,449 | 25,346 |
Awards and Achievements by Guilford County Schools

- 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 548 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 of schools in 2009, according to Magnet Schools of America.
- 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 a proficient 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.

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.

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.

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Due to budget restrictions for 2008-10, 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

Guilford County Budget for GCS

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 $834 in Swain County.

Per Pupil Local Expenditure

<table>
<thead>
<tr>
<th></th>
<th>Guilford</th>
<th>Durham</th>
<th>Mecklenburg</th>
<th>Wake</th>
<th>Forsyth</th>
<th>Rocky Mt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>$1,787</td>
<td>$2,299</td>
<td>$2,331</td>
<td>$2,316</td>
<td>$2,330</td>
<td>$2,009</td>
</tr>
<tr>
<td>2007-08</td>
<td>$1,853</td>
<td>$2,415</td>
<td>$2,453</td>
<td>$2,372</td>
<td>$2,410</td>
<td>$1,983</td>
</tr>
<tr>
<td>2008-09</td>
<td>$1,916</td>
<td>$2,515</td>
<td>$2,564</td>
<td>$2,491</td>
<td>$2,535</td>
<td>$2,063</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>student</td>
<td>student</td>
<td>student</td>
</tr>
<tr>
<td>enrollment</td>
<td>enrollment</td>
<td>enrollment</td>
</tr>
<tr>
<td>$4,484</td>
<td>$4,455</td>
<td>$4,377</td>
</tr>
<tr>
<td>$1,853</td>
<td>$2,115</td>
<td>$2,415</td>
</tr>
<tr>
<td>$1,916</td>
<td>$2,515</td>
<td>$2,564</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>per pupil expenditure</td>
<td>per pupil expenditure</td>
<td>per pupil expenditure</td>
</tr>
<tr>
<td>$1,787</td>
<td>$2,299</td>
<td>$2,331</td>
</tr>
<tr>
<td>$1,853</td>
<td>$2,415</td>
<td>$2,453</td>
</tr>
<tr>
<td>$1,916</td>
<td>$2,515</td>
<td>$2,564</td>
</tr>
</tbody>
</table>

Guilford County Budget for GCS

2006-07 | 2007-08 | 2008-09
--------|--------|--------
Operating | $1,787,861,921 | $1,853,076,521 | $1,917,296,521
Capital | $749,500,000 | $750,000,000 | $749,500,000
School Debt | $247,955,425 | $259,309,580 | $256,107,660
Total | $2,785,321,446 | $3,042,486,101 | $3,123,772,181

34 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 expenditure.

35 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 expenditure.
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

<table>
<thead>
<tr>
<th>Salary schedule</th>
<th>Guilford</th>
<th>Cumberland</th>
<th>Durham</th>
<th>Forsyth</th>
<th>Mecklenburg</th>
<th>Wake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting salary</td>
<td>$34,736 (inc)</td>
<td>$34,390</td>
<td>$34,233.75</td>
<td>$34,320</td>
<td>$34,365</td>
<td>$34,682</td>
</tr>
<tr>
<td>Salary with 10 years experience (Bachelor’s)</td>
<td>$42,096 (inc)</td>
<td>$41,890</td>
<td>$42,225.00</td>
<td>$42,079</td>
<td>$42,709</td>
<td>$43,193</td>
</tr>
<tr>
<td>Salary with 10 years experience (Master’s)</td>
<td>$46,329 (inc)</td>
<td>$45,550</td>
<td>$46,169.75</td>
<td>$46,872</td>
<td>$46,936</td>
<td>$47,823</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Guilford</th>
<th>Cumberland</th>
<th>Durham</th>
<th>Forsyth</th>
<th>Mecklenburg</th>
<th>Wake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>$84,104,742</td>
<td>$84,056,723</td>
<td>$84,212,234</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-08</td>
<td>$84,692,105</td>
<td>$84,315,275</td>
<td>$84,722,725</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>$84,694,923</td>
<td>$84,314,212</td>
<td>$84,593,932</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 developmental 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.

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 Schools42

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Schools</th>
<th>PTA Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>118</td>
<td>28,750</td>
</tr>
</tbody>
</table>

Volunteering hours donated43

<table>
<thead>
<tr>
<th>Year</th>
<th>Businesses Partnering</th>
<th>1,000 Business and community partners</th>
</tr>
</thead>
</table>
| 2008-09 | 48 schools adopted through the “Bus Campaign and no- | 48 schools adopted through the “Bus Campaign and no-
| | companies supporting schools” programs | companies supporting schools” programs |
| | through Action Greensboro’s Businesses for Excellence | through Action Greensboro’s Businesses for Excellence |
| | in Education | in Education |
| | 1,460 business and community partners | 1,460 business and community partners |

Charitable donations made to GCS44

<table>
<thead>
<tr>
<th>Year</th>
<th>More than $3.3 million (cash and non-cash)</th>
<th>More than $3.3 million (cash and non-cash)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>$1,571,820</td>
<td>$1,571,820</td>
</tr>
</tbody>
</table>

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.

39 http://www.ncpublicschools.org/docs/fbs/allotments/lottery/
41 http://factfinder.census.gov.
42 2007 data from Guilford School Readiness Report Card compiled by Action for Children NC for the Guilford Education Alliance. 2008 and 2009 data from N.C. Division of Child Development at http://childdevelopment.state.nc.us/Guild/Comp_Division/child_development_index.html. Data from 2008-09 come from the N.C. Department of Public Instruction’s 2008-09 kinder readiness Index. Data from 2007-08 come from the N.C. Division of Child Development’s 2007-08 kinder readiness Index. Data from 2006-07 come from the N.C. Division of Child Development’s 2006-07 kinder readiness Index. Data for all years come from the N.C. Division of Child Development and are available at http://childdevelopment.state.nc.us/Guild/Comp_Division/child_development_index.html. 2007-08 data from Guilford County. 2006-07 data from Guilford County. 2005-06 data from Guilford County. 2004-05 data from Guilford County. 2003-04 data from Guilford County.
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.
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 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 Middle, Morehead, Nathanael Greene, Oak Ridge, Sedalia, Southern and Summerfield elementary schools).
- Five schools made AYP for the first time since 2009 (Alamance Elementary School and Southern, Ferndale, Riser and Eastern middle schools).
- Two Title I schools (Alderman and Archer elementary schools) made AYP and exited NCLB Improvement status.

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

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.

AYP Results for Guilford County 2008-09 54

<table>
<thead>
<tr>
<th>Total % of schools</th>
<th>% of schools making AYP</th>
<th># of schools not making AYP</th>
<th># of schools missing AYP by categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Elementary</td>
<td>67</td>
<td>76.5</td>
<td>47</td>
</tr>
<tr>
<td>Middle</td>
<td>23</td>
<td>83.6</td>
<td>12</td>
</tr>
<tr>
<td>High</td>
<td>25</td>
<td>62.9</td>
<td>15</td>
</tr>
<tr>
<td>Special</td>
<td>6</td>
<td>83.3</td>
<td>5</td>
</tr>
</tbody>
</table>

District Comparison of Percentage of Schools Making AYP 55


47 Schools must measure the following groups for AYP: a school as a whole (all students), African American, Hispanic, Native American, Asian, multiracial, economically disadvantaged students (eligibility for free or reduced lunch), English proficiency (AE), students, and students with disabilities. Each student group must have at least as many students as needed to provide a statistically significant test score. A student must earn proficient in at least three of the five end-of-grade (EOG) tests to score as proficient. Each student group must be measured at the school level. 48

48 http://www.ncpublicschools.org/newsroom/news/2009-10/20090806. 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. Several were considered ineffective or inappropriate, on May 16, 2008.


52 The 10 schools are Andrews, Dudley and Eastern Guilford high schools, Hamson Middle School and Farmcreek, Gillespie Park, Hampton, Marietta, Oak Hill and Powellsville Village elementary schools.

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

http://www.ncpublicschools.org/newsroom/news/2009-10/20090806. 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. Several were considered ineffective or inappropriate, on May 16, 2008.


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.

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.
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 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 Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>2009 AYP Targets</th>
<th>2009 % G/grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairview Elem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gallimore Elem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hampton Elem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montelec Elem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parkview Village Elem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harris Middle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrews High</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dudley High</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastern Guilford High</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 program 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.

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 higher than 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 11 states, higher than 19 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 persist among different racial groups.

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 GTCC. Although GCS had the least number of students taking the SAT and ACT compared to schools in the state, 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.

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


http://www.ncpublicschools.org/portal/view/news/2009-10/1014/snapshot-8.pdf. The term “NAEP” is also used to represent the National Assessment of Educational Progress (District of Columbia and Department of Defense Education Activity (DoDEA) schools). The proficiency level of “Basic” is considered to be similar to North Carolina’s proficiency level 2 (proficient) on the HESI test. Proficiency levels are defined as mastery over challenging subject matter. For more information about NAEP, visit http://nces.ed.gov/nationsreportcard/NAEP/ aboutnaep.asp.

http://www.ncpublicschools.org/portal/view/news/2009-10/1014/snapshot-4.pdf and http://www.ncpublicschools.org/portal/view/news/2009-10/1014/snapshot-8.pdf. If a student is identified as “Asian” on the NAEP, the student is identified as “Asian or Pacific Islander” on the ACT/SAT. The proficiency level of “Basic” is considered to be similar to North Carolina’s proficiency level 2 on the HESI test. Proficiency levels are defined as mastery over challenging subject matter.

Interview with Guy Ferguson, GCS AP and IB Program Coordinator, Oct. 16, 2009.
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.

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 that means 55 percent of recent high school graduates who took the ACT achieved a composite score of 21 or below.

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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.

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.

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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.

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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. 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 2008-09

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.

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 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.

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 Guiford, 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). 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 Rate

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.
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.

In North Carolina, the annual dropout 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.

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.

District Comparison Drop-Out Students Grades 9-12

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.
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-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.

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.
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 Level¹¹

<table>
<thead>
<tr>
<th>School Level</th>
<th>Short Term RRI 2007-08</th>
<th>Long Term RRI 2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>3.1</td>
<td>2.0</td>
</tr>
<tr>
<td>Middle</td>
<td>3.3</td>
<td>2.3</td>
</tr>
<tr>
<td>High</td>
<td>3.5</td>
<td>2.3</td>
</tr>
<tr>
<td>All Levels</td>
<td>3.3</td>
<td>2.2</td>
</tr>
</tbody>
</table>

¹¹ 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 remedial classes at a cost of more than $2 billion a year for colleges and taxpayers.¹² The following charts provide information about GCS graduates.

The University of North Carolina (UNC) system provides data about how graduates of NC 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 System³⁶

<table>
<thead>
<tr>
<th></th>
<th>Guilford</th>
<th>N.C.</th>
<th>Durham</th>
<th>Forsyth</th>
<th>Meck</th>
<th>Wake</th>
<th>Total Number of Freshmen</th>
<th>% of Freshmen w/ GPA Greater Than or Equal to 2.0</th>
<th>% of Freshmen w/ GPA Greater Than or Equal to 3.0</th>
<th>% of Freshmen Who Returned for Year 2</th>
<th>% of Freshmen in Remedial English</th>
<th>% of Freshmen in Remedial Math</th>
<th>% of Freshmen Participating in the Honors Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>1,618</td>
<td>1,435</td>
<td>938</td>
<td>840</td>
<td>867</td>
<td>962</td>
<td>6,247</td>
<td>74.9%</td>
<td>38.3%</td>
<td>27.8%</td>
<td>3.3%</td>
<td>2.1%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>1,588</td>
<td>1,415</td>
<td>929</td>
<td>838</td>
<td>857</td>
<td>950</td>
<td>6,232</td>
<td>74.4%</td>
<td>38.4%</td>
<td>27.8%</td>
<td>3.3%</td>
<td>2.1%</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

Performance of N.C. School District Graduates in the UNC System³⁵

<table>
<thead>
<tr>
<th></th>
<th>Guilford</th>
<th>N.C.</th>
<th>Durham</th>
<th>Forsyth</th>
<th>Meck</th>
<th>Wake</th>
<th>Total Number of Freshmen</th>
<th>% of Freshmen Who Graduated In Four Years or Less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>53.7%</td>
<td>53.7%</td>
<td>61.7%</td>
<td>52.7%</td>
<td>54.2%</td>
<td>59.4%</td>
<td>3,175</td>
<td>53.7%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>53.7%</td>
<td>53.7%</td>
<td>61.7%</td>
<td>52.7%</td>
<td>54.2%</td>
<td>59.4%</td>
<td>3,175</td>
<td>53.7%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Students Requiring Remedial Reading or English</th>
<th>% of Students Requiring Remedial Math</th>
<th>Success Rate (% of Students earning C or Better)</th>
<th>Average GPA at GTCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 GCS</td>
<td>39%</td>
<td>86%</td>
<td>86.4</td>
<td>2.35</td>
</tr>
<tr>
<td>2008 GCS</td>
<td>49%</td>
<td>82%</td>
<td>N/A</td>
<td>2.19</td>
</tr>
<tr>
<td>2009 GCS</td>
<td>59%</td>
<td>86%</td>
<td>N/A</td>
<td>2.31</td>
</tr>
</tbody>
</table>

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 percent 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

This table provides a snapshot of the varied experiences and demographics of GCS teachers.

<table>
<thead>
<tr>
<th>Years</th>
<th>Total Teachers</th>
<th>Teacher Turnover</th>
<th>Turnover Percentage</th>
<th>Freeway Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>6,066</td>
<td>20.9%</td>
<td>12.15%</td>
<td>17.2%</td>
</tr>
<tr>
<td>2006-07</td>
<td>6,195</td>
<td>14.9%</td>
<td>10.75%</td>
<td>16.45%</td>
</tr>
<tr>
<td>2007-08</td>
<td>6,396</td>
<td>10.3%</td>
<td>9.2%</td>
<td>15.1%</td>
</tr>
</tbody>
</table>

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 staff shortages. This turnover rate does not account for school-level turnover from teachers who transfer between schools within the district.

System-Level Teacher Turnover100

This table provides a breakdown of teacher turnover rates at the system level.

GCS Teachers Average Years of Experience100

<table>
<thead>
<tr>
<th>Years</th>
<th>Total Teachers</th>
<th>Teachers Leaving</th>
<th>Leaving with Tenure</th>
<th>Turnover Percentage</th>
<th>Freeway Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>6,195</td>
<td>20.9%</td>
<td>14.9%</td>
<td>11.5%</td>
<td>16.1%</td>
</tr>
<tr>
<td>2006-07</td>
<td>6,396</td>
<td>14.9%</td>
<td>10.3%</td>
<td>9.7%</td>
<td>15.1%</td>
</tr>
<tr>
<td>2007-08</td>
<td>6,396</td>
<td>10.3%</td>
<td>9.2%</td>
<td>8.2%</td>
<td>14.1%</td>
</tr>
</tbody>
</table>

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 2008-09

<table>
<thead>
<tr>
<th>Category</th>
<th>Guilford</th>
<th>N.C.</th>
<th>Cumberland</th>
<th>Durham</th>
<th>Forsyth</th>
<th>Meck</th>
<th>Wake</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staying in education</td>
<td>27.6%</td>
<td>27.5%</td>
<td>13.3%</td>
<td>45.7%</td>
<td>77.5%</td>
<td>77.5%</td>
<td>77.5%</td>
<td>76.1%</td>
</tr>
<tr>
<td>Turnover beyond control</td>
<td>33.38%</td>
<td>69.55%</td>
<td>43.87%</td>
<td>37.93%</td>
<td>68.93%</td>
<td>68.93%</td>
<td>38.93%</td>
<td>38.93%</td>
</tr>
<tr>
<td>Turnover that might be reduced</td>
<td>25.76%</td>
<td>23.93%</td>
<td>15.64%</td>
<td>23.87%</td>
<td>32.83%</td>
<td>32.83%</td>
<td>32.83%</td>
<td>32.83%</td>
</tr>
<tr>
<td>Turnover initiated by district</td>
<td>33.34%</td>
<td>7.87%</td>
<td>18.33%</td>
<td>2.35%</td>
<td>0.09%</td>
<td>0.09%</td>
<td>12.33%</td>
<td>12.33%</td>
</tr>
</tbody>
</table>

### 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. The following data provides some basic information about school leaders in Guilford County.

#### GCS Principal Demographics

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>White</th>
<th>Black</th>
<th>Other</th>
<th>Advanced Degree (beyond master’s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07 GCS</td>
<td>53%</td>
<td>47%</td>
<td>45%</td>
<td>42%</td>
<td>21%</td>
</tr>
<tr>
<td>2008-09 GCS</td>
<td>57%</td>
<td>43%</td>
<td>42%</td>
<td>42%</td>
<td>21%</td>
</tr>
<tr>
<td>2007-08 N.C.</td>
<td>46%</td>
<td>54%</td>
<td>75%</td>
<td>25%</td>
<td>3%</td>
</tr>
<tr>
<td>2008-09 GCS</td>
<td>37%</td>
<td>63%</td>
<td>57%</td>
<td>48%</td>
<td>1%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Years experience</th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4 years</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td>5-9 years</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>10+ years</td>
<td>34%</td>
<td>36%</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Guilford</th>
<th>N.C.</th>
<th>Cumberland</th>
<th>Durham</th>
<th>Forsyth</th>
<th>Meck</th>
<th>Wake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>17%</td>
<td>21%</td>
<td>10%</td>
<td>15%</td>
<td>11%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>2007-08</td>
<td>14%</td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
</tr>
</tbody>
</table>

During the 2008-09 school year, 13 schools were assigned new principals. 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 3,319 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 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 Position

<table>
<thead>
<tr>
<th>Years</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>21%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>5-9</td>
<td>19%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>10+</td>
<td>19%</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>

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.
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 (FRPL).
- EOG: North Carolina’s End-of-Grade Tests administered for reading and math in grades 3 through 8.
- 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 (WCS), Charlotte-Mecklenburg Schools (CMS) and Wake County Public School System (WCPS).
- 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.
- 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.
- VAPA: Visual and Performing Arts Program.
- AP: Advanced Placement.
- GT: Gifted and Talented.

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

Special Thanks to the following GCS staff:

- Dr. Gongshu Zhang, Chief Accountability and Research Officer
- Sharon Ozment, Chief Financial Officer
- Guy Ferguson, PSAT/SAT and AP/IB Program Coordinator
- Jennifer Landes, Department of District Relations
- Sherri Thomas, 11R Operations

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- Margaret Bourdeaux Arbuckle, Guilford Education Alliance Executive Director
- Cyndi Soter O’Neil, Research Consultant

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