

Quality Matters 2006

A Wake Community Review of the Public's Schools



Wake
Education
PARTNERSHIP



Snapshot of the Wake County Public School System

Student Enrollment (September 2006)	128,072
Total Operating Budget (2006-07)	\$1,025,654,265
Per Pupil Expenditure (2006-07)	\$7,695
Number of Schools (2006-07)	147 (93 elementary, 28 middle, 22 high, and 4 special/optional)
Number of Mobile Classrooms (2006-07)	1,100
Number of Full-Time Employees (October 2006)	15,599
Number of Teachers (October 2006)	8,572
Teacher Salary Range (2006-07)	\$32,288-\$71,661
National Board Certified Teachers (October 2006)	985
Average SAT Score (Combined Reading and Math Score—2006)	1066
Dropout Rate (2004-05 Rate for Grades 9-12)	3.7%
Four-Year Graduation Rate (December 2005)	80%
Number of Graduates (2005-06)	6,774
Superintendent	Dr. Del Burns
Chair, Board of Education	Mrs. Patti Head

The full report and executive summary of Quality Matters 2006 are available for download at www.WakeEdPartnership.org.

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QUALITY MATTERS 2006

A Community Review of the Public's Schools

Introduction

Quality in the Wake County Public School System (WCPSS) abounds. We have a thriving, successful system that can proudly point to quality teachers, quality leaders, and most importantly, quality students. In some respects Wake County leads the nation as a model of public education.

Despite these successes, significant challenges remain for our schools. Over the past year the issue of growth in Wake County and how that growth impacts WCPSS has taken center stage in our community's discussion about education, culminating in the passage of the bond referendum on November 7, 2006.

So what should we be talking about in 2007?

That's the question that *Quality Matters 2006* addresses.

Since 2001 Wake Education Partnership has convened a team of leaders in government, business, and education to review the health of the public schools. In *Quality Matters 2006*, we discuss the ever-present issue of growth, as well as issues equally as critical that require attention in the coming year:

How successful are our students?

What should we be doing to strengthen teaching quality?

How well are we as a community funding the needs of our schools?

Most of our attention in 2006 centered on constructing schools and adding seats for new students. We hope that the information and recommendations in *Quality Matters 2006* will refocus our community's attention in 2007 on what occurs inside the classroom—on how our students can learn better, on how our teachers can teach better, and on how those who lead our schools can be even more effective in building a school system where quality truly continues to matter.

The 2006 Quality Matters Advisory Committee

Summary Findings of the Quality Matters 2006 Advisory Committee

After five months of work reviewing data, policies, and other information on the Wake County Public School System (WCPSS) and its schools, the Quality Matters Committee shares the following findings for consideration by the citizens of Wake County. Please review the full report for a more complete explanation of the issues surrounding these findings.

The Quality Matters Committee's Findings on Growth

- 1) The committee applauds the voters of Wake County for their approval of the \$970 million bond package and urges the community to continue its support for our schools. This support is essential not only in future decisions on growth but also in discussions on student learning and teaching quality—discussions that should rise to the forefront now that the referendum is behind us.

It is important to note that Wake County will face additional Capital Improvement Plans and decisions on how to fund those plans—be it through additional bonds or other local sources of revenue—in the near future. School facilities are Wake County's responsibility, and our citizens must stand behind providing an appropriate educational infrastructure. Our community must also address the concerns of those who found fault with the CIP and the bond referendum. While no policy or plan will be supported by everyone in the community, we must remember that 47 percent of voters (or more than 94,000 Wake County citizens) voted against the bond referendum.

If quality matters to our community, we must provide learning environments that are safe, healthy, and supportive of instructional excellence.

- 2) The committee believes WCPSS should implement a more formal and regular evaluation of each of the magnet programs. While the committee finds the magnet programs to be a good value and an appropriate solution to help achieve the stated goals of the program, there does not appear to be a formal structure to assess whether to start a program at a new school or continue a program at an existing school.

If quality matters, we must engage in periodic assessments of the magnet programs to ensure that the policies and programs we have in place are meeting our needs.

The Quality Matters Committee's Findings on Student Success

- 1) The committee believes WCPSS continues to lead the state and the country in a wide range of student learning indicators. We find the overall success of our students to be commendable.

Because quality matters to our community, we must maintain this achievement and foster its continued growth.

- 2) The committee also believes there is much work still to do to ensure that all students are successful. We are concerned by the apparent racial gaps that exist in indicators such as dropout and graduation rates. The committee hesitates to comment on the End-of-Course and End-of-Grade tests as so little disaggregated data is currently available for the 2005–06 school year. We have found, however, in past Quality Matters reports that existing gaps were not acceptable for our community.

If quality matters for all students, we must ensure that everyone is encouraged to achieve at high levels and provided with appropriate resources and opportunities.

Summary Findings of the Quality Matters 2006 Advisory Committee (con't)

The Quality Matters Committee's Findings on Teaching Quality

- 1) The committee strongly urges WCPSS to utilize the North Carolina Teacher Working Conditions Survey data in a more systemic way and to train School Improvement Teams to understand and apply this data at the school level.

If quality matters to our school system and our community, we should utilize every piece of data that can provide meaningful and powerful information on our schools.

- 2) The committee recommends that WCPSS investigate structures it can put in place to allow its best teachers to remain in the classroom part-time, while also (with added compensation) helping develop other teachers through additional roles such as mentor, provider of professional development, and other peer coaching roles.

In recent years, WCPSS pursued a system that would employ the talents of teachers in new ways while still allowing them to devote part of their time to the important job of teaching students. The Teacher Enhancement and Leadership System (TELS) created career paths for teachers that recognized advanced skills and additional roles and responsibilities and compensated teachers accordingly. The TELS model was not implemented due to its cost. The committee urges the school system to find a model that will work for Wake County and to pursue its adoption aggressively. While WCPSS is a role model for districts around our state and nation in so many ways, in this area Wake County has failed to lead.

If quality matters to our school system and our community, we should provide teachers with the opportunity to grow in their profession and utilize their talents to bring up the next generation of teachers, while still making a difference in the lives of our students.

The Quality Matters Committee's Findings on School Finance

- 1) The committee finds that WCPSS' per pupil expenditures have remained fairly constant despite large increases in student enrollment. It is our belief that this level of funding will only maintain student achievement and will not provide the resources necessary to increase student results given the growing numbers of special needs students.

If quality matters, we must provide the resources needed to ensure that all students are reached.

- 2) We urge the Board of Education to seek additional funding for the instructional resources necessary to meet the needs of our increasingly diverse student population and increase the academic achievement of all students. Although the fiscal year 2007 operating budget contained a generous increase from Wake County, this amount covered growth and required increases and did not pay for any new or expanded educational programs to meet Goal 2008.

If quality matters, the Board of Education must put forth a budget request, supported by the necessary data and research, to fully fund programs necessary to meet Goal 2008.

- 3) The committee also recommends that the school system continuously evaluate existing instructional programs to ensure that dollars are being appropriately allocated and to reallocate funds if they are not bringing about the desired results.

Because quality matters, we must always make sure that education dollars are being used in the most efficient and effective ways.

- 4) We also ask the Board of Education and the Board of Commissioners to pursue state action to reduce the funding problems we identified—such as sales tax reimbursement and full state funding of extra allocations for special needs populations. These two items alone could equate to tens of millions of local dollars being available for other educational purposes.

If quality matters, we must ensure that the state fully funds extra resources for all identified special needs students. If fairness matters, the state must extend to school systems the same tax benefits it extends to other state agencies and education entities.



Growth in Wake County

Growth is the single biggest issue facing Wake County and WCPSS for the foreseeable future. Since 1980 the populations of Wake County and the school system have more than doubled. This creates great opportunity for our community but also poses challenges as our elected leaders seek strategies to provide services and other resources for all of our county's citizens.

Figure 1: Actual and Projected Growth in Wake County and WCPSS (1980-2020)

Year	Population of Wake County ¹	Percent Increase	Population of the Wake County Public School System ²	Percent Increase
1980	301,327*	--	55,069*	--
1990	423,380*	41%	64,243*	17%
2000	627,846*	48%	97,691*	52%
2005	749,989	20%**	120,504*	23%**
2010	873,725	17%**	160,763	33%**
2015	999,504	14%**	192,748	20%**
2020	1,120,309	12%**	221,887	15%**

*Actual figures; other figures are population projections.

**Please note that these percentages reflect the projected increase over a five-year period, rather than a ten-year period.

Predicting and Planning for Growth in WCPSS

Projections for student enrollment are done each year by Wake County Government staff and used in the budget adoption process. Last year, the county adopted a new and more accurate model for predicting student enrollment and used this model to fund the local share of WCPSS' budget.

In addition, since fall 2004 WCPSS has partnered with the Operations Research and Education Laboratory (ORED) at North Carolina State University, Wake County Government, planning staff in the 12 Wake County municipalities, and the Capital Area Municipal Planning Organization to develop a new model for projecting long-term student enrollment and determining the best locations for future school sites. The new model incorporates data from WCPSS on student enrollment and from Wake County municipalities on land use to predict more accurately where schools will need to be built.³

In spring 2006, the ORED provided projections through 2010 that the school board and county commissioners are using to plan for schools that will be built during the next four years. Another part of the model still under development will allow

projections through 2025, so that the school system can bank land for long-range school sites. The model will be updated annually with current data on subdivision building rates and other new information from the municipalities.

Growth in Special Student Populations

While the overall growth rate in Wake County is tremendous, it is also important to note the growth in specific student populations. In recent years WCPSS has seen increases in the percentage of special education, low income, and Limited English Proficient (LEP) students. Research shows that these special student populations require additional educational resources. This is imperative when students fall into more than one category of special need. It has been argued that WCPSS has a lower percentage of students in these populations than other districts in North Carolina and so this should not be of concern to the community. While WCPSS' figures are lower than some of our benchmarking districts, this still should be an area of concern for the school system and the community, given the commitment our community has to providing appropriate and high quality educational opportunities for all students. (This issue is discussed further in the finance section.)

Figure 2: Percentage of WCPSS Students in Special Populations (2000–2006)⁴

	Percentage of Special Education Students	Percentage of Students Qualifying for Free/Reduced Lunch	Percentage of Students Participating in the English as Second Language Program
2000–01	13.6%	21.6%	3.1%
2001–02	14.0%	21.5%	4.0%
2002–03	14.0%	22.0%	4.6%
2003–04	14.1%	24.3%	4.8%
2004–05	14.1%	26.4%	4.9%
2005–06	14.7%	27.4%	4.9%

School Assignment

School assignment, often known as reassignment, has become a contentious issue recently as greater numbers of students have been moved to accommodate the rapid growth in student enrollment. Each year WCPSS staff assess the enrollment of each school in the system to determine whether adjustments in the assigned student population are necessary. These adjustments might be used to populate a new school, ease crowding (either at that school or a neighboring school), or to maintain the health of a school (this can include the balancing of student populations in terms of low income students, low performing students, Limited English Proficient students, etc.).

The assignment of students begins with nodes. Wake County is divided into 1,200 nodes. Each node contains a population of students who will be assigned to a particular set of schools. The population in a node must be kept to a certain size, so a node may or may not be inclusive of a neighborhood. Nodes may also be altered or subdivided as new homes are built within an existing node.

Wake County Board of Education policy requires that the following criteria be considered when developing the annual student assignment plan.⁵

- Instructional program (e.g. special education, English as Second Language (ESL), or magnet programs).
- Adherence to K–5, 6–8, and 9–12 grade organization.
- Facility utilization (with an enrollment target of between 85 to 115 percent of capacity).
- Diversity in student achievement (with a target of no more than 25 percent of students, averaged over two years, below grade level).
- Diversity in economic status (with a target of no more than 40 percent of students eligible for free or reduced price lunch).
- Stability (the percentage of students who will remain at their same school).

According to WCPSS, approximately 6 percent of the 9,000 students who were moved to new schools for the 2006–07 school year were reassigned to maintain healthy school populations; the

remaining 94 percent of students were reassigned as a result of enrollment growth.⁶ One concern which arises regarding reassignment is the distance students must travel to get to school. The most recent analysis available shows that in the 2003–04 school year, 85.6 percent of all WCPSS students were assigned to a school within five miles of their homes. This percentage increased to 89.9 percent for students in grades K–5.⁷

In addition to reassignment, WCPSS encourages voluntary movement to other schools through the use of the Magnet School Program. Begun in 1982, the magnet program has two primary goals: to fill underutilized schools and to help maintain healthy school populations. WCPSS currently operates magnet programs at three dozen schools that serve approximately 20 percent of students in the school district. The total cost of the magnet program in the 2005–06 school year was \$12.6 million.⁸

The Capital Improvement Plan

In May 2006, the Wake County Board of Education approved a Capital Improvement Plan (CIP) for 2007–2009. This plan outlines what strategies (including building new schools, renovating existing schools, or utilizing multi-track, year-round calendars) will be used to meet the facility needs for students in Wake County. The CIP is based on a set of assumptions jointly approved by the Board of Education and the Board of Commissioners. These assumptions include expectations for maintenance and renovation cycles, targets for the percentage of students in mobile or modular classrooms, projections of student enrollment, and consideration of multi-track, year-round schools for future elementary and middle schools.⁹

The CIP was presented to the Board of Commissioners, which voted six to one to fund the plan through the sale of General Obligation Bonds. In November 2006, Wake County voters approved the referendum to allow the sale of the bonds. This is an important first step in addressing the needs of our growing school system, but it is not the final solution. The current CIP only covers facilities through 2009, while student enrollment is projected to grow at high rates for many years. WCPSS' 20th day enrollment for 2006–07 was 128,070. The student population is expected to nearly double in less than 20 years. (See Figure 1.)

<p>New School Facilities \$676 million</p> <ul style="list-style-type: none"> • Build 17 new schools. • Obtain 3,000 elementary school seats through the conversion of schools to multi-track, year-round calendars. • Obtain 2,000 middle school seats through either conversion of schools to multi-track, year-round calendars OR the purchase of mobile classrooms. • Open 9th grade centers to alleviate high school crowding. • Purchase land for 13 new schools and transportation parking lots. • Start-up funds for schools in future CIPs. 	<p>Facilities/Resources for Existing Schools \$380 million</p> <ul style="list-style-type: none"> • 13 major school renovation projects. • Other renovations, repairs, and upgrades at 100 other schools, including meeting environmental and Americans with Disabilities Act provisions. • Technology, furniture, and equipment replacement. • Child nutrition warehouse. • Facility Assessments. • Start-up funds for projects for existing schools in future CIPs.
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Examining Future Growth: The Blue Ribbon Committee

In 2006 the Wake County Board of Commissioners convened the Blue Ribbon Committee (BRC) to examine the county's long-term infrastructure and funding needs, including those of the schools. In July 2006, the BRC—a bipartisan group of more than 60 political, community, and business leaders—released a report of their findings. The BRC identified nearly \$27 billion in infrastructure needs the county can expect through 2030, nearly \$12 billion in school facilities alone.¹¹

The BRC's key recommendations regarding schools include:¹²

- Seeking legislative approval to remove the cap on charter schools and authorization of public-private partnerships to build schools;
- Increased use of year-round schools;
- Ensuring that school designs are cost-efficient;

- Implementing a ten cent property tax increase to fund school capital needs; and,
- Revaluing property on a four-year cycle and maintaining the tax rate in effect at the time of the revaluation.

A “minority report” was also issued by a group of 13 BRC members who felt the committee's report did not go far enough in urging cost cutting measures before imposition of any new taxes. In particular, the minority report called for the conversion of more schools to multi-track, year-round calendars.¹³

Related to the recommendations of the BRC, during the summer of 2006, the North Carolina General Assembly enacted a law allowing public-private partnerships. In addition, Wake County created a Citizens' Facilities Advisory Committee to examine school construction costs and identify opportunities to design and build schools more efficiently.¹⁴

The Quality Matters Committee's Findings on Growth

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If quality matters, we must engage in periodic assessment of the magnet programs to ensure they continue to meet WCPSS goals and our community's needs.

The Quality of Our Schools



The Quality Matters Committee reviewed an extensive array of data to assess the quality of the public schools. Presented here are key data and findings from three pivotal areas that can be used to judge the quality of any school system: indicators of student success, the quality of the teaching force, and the financial status of the school system.

Student Success

THE MOST IMPORTANT outcome for our school system is the successful education of the children it serves. Nothing is more critical than ensuring that our students are engaged in learning that will appropriately prepare them for life. There are many ways to assess whether WCPSS is meeting the high expectations our community has set for its schools. The Quality Matters Committee believes that no single measure is sufficient, and it presents several indicators of how well our schools and our students are doing.



State and Federal Accountability Programs

The most common way schools are judged is through standardized tests, which are a key component of both North Carolina's and the federal government's accountability plans. (See *Quality Matters 2004* for more information on the federal No Child Left Behind Act. This report is available at: www.WakeEdPartnership.org.)

In 2005–06, 110 of WCPSS' 138 schools met expected or high growth targets set by the state as part of its ABCs of Public Education model. This is a slight decrease from the 112 who met those targets in the 2004–05 school year.

The ABCs model underwent significant changes in 2005–06. Examples of these changes include:

For grades 3–8:¹⁶

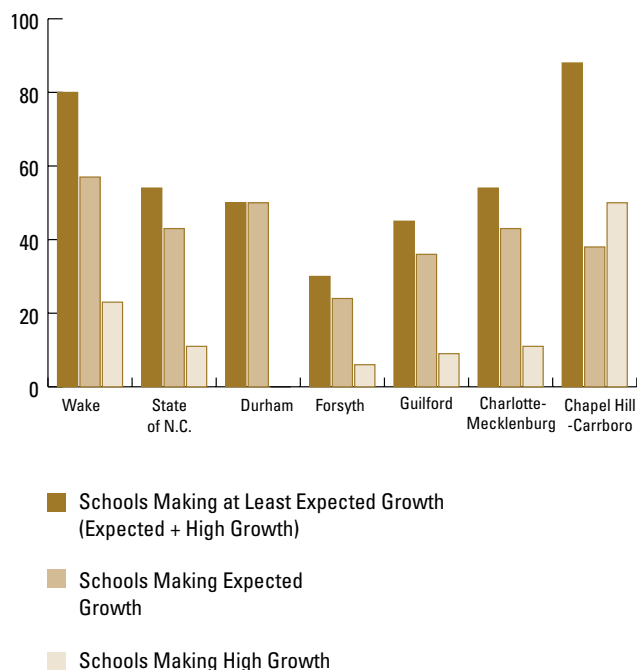
- New math assessments in the End-of-Grade (3–8) tests.
- New formulas for determining growth expectations.
- Inclusion of writing assessments in grades 4 and 7 in school performance composites.

For grades 9–12:¹⁷

- U.S. history and civics and economics test scores were included in the model. (Those tests were not a part of the model in recent years as the tests/courses were being redesigned.)
- Inclusion of a grade 10 writing assessment in school performance composites.
- Changes to the computation of High Growth.

There was controversy around some of these changes, particularly regarding the new elementary and middle school math assessments. Math scores dropped considerably from previous years, but this is to be expected given the implementation of new tests and new standards. WCPSS students performed significantly better than the state overall, and much better than nearly all of the districts against which Wake County normally benchmarks.

Figure 3: Percentage of Schools Making Expected or High Growth in the 2005–06 ABCs Accountability Model¹⁸



Accolades for the Wake County Public School System

Wake County Public School System is frequently recognized nationally for educational excellence.¹⁵

Just in the past year, WCPSS has been acknowledged as:

- #1 public education system in a mid-size metropolitan area
- #2 best public school system in the country
- #2 highest graduation rate

Many citizens are unaware of other ways that individual teachers, schools, and departments have been recognized for their achievements. To highlight just a few of these many accolades:

- The Wake County Board of Education received the 2006 State Treasurer’s Award for Excellence in Accounting and Financial Management in recognition of the school system’s innovative approach to responsible fiscal management and improvement to fiscal operations.
- The Government Finance Officer’s Association has awarded WCPSS the Distinguished Budget Presentation Award for thirteen years straight.
- The Association of School Business Officials International (ASBO) gave WCPSS the Facilities Master Award for its 2005–06 facilities operations plan. The award acknowledges achieving the highest standards in school facilities best practices.
- Davis Drive Elementary was named a 2006 Blue Ribbon School by the U.S. Department of Education, one of only seven North Carolina schools to receive this honor.
- North Garner Middle School was selected as the Outstanding Middle School by American School and University Magazine for its recent renovation project and appeared in the organization’s 2006 architectural portfolio.
- WCPSS was awarded the top three awards for magnet schools from the 2006 Magnet Schools of America Conference, including the naming of Combs Elementary as the nation’s best magnet school.
- West Millbrook Middle teacher Aimee Niebaur was named a 2005 Milken National Educator, one of only 41 North Carolina teachers to have received this honor in the 11-year history of the award.
- Sam Wheeler of Southeast Raleigh High earned the 2005 Presidential Award for Excellence in Mathematics and Science Teaching.

Please note: Past editions of Quality Matters have included a broader and deeper array of information on End-of-Grade and End-of-Course tests. Due to the delay in the Department of Public Instruction’s release of 2005–06 test data, our 2006 report cannot include the disaggregated and comparison data we typically provide. As more data becomes available, we will post it for your review online at www.WakeEdPartnership.org.

Now that all of the 2005–06 ABCs testing data has been released, the progress of WCPSS towards achieving Goal 2008 can be considered.

Goal 2008 set a target of 95 percent of all students being at or above grade level by the end of the 2007–08 school year. At the end of the 2004–05 school year, 90.8 percent of students in grades 3–8 and 83.2 percent of students in grades 9–12 were at or above grade level.

The committee believes that due to the changes in the state’s ABCs model for 2005–06 there is difficulty in determining whether WCPSS has moved closer to the goal. The standards by which schools and students are evaluated have changed significantly, the most striking change being entirely new math accountability tests in grades 3–8. To simply weigh 2005–06 math scores against scores from past years is like comparing apples to oranges, and the North Carolina Department of Public Instruction “cautioned against comparing results to previous years”¹⁹ and deemed such comparisons “inappropriate.”²⁰ In addition, two new tests became a part of the high school ABCs model, including one that was reintroduced following significant revision and another for a new course.

This does not mean that the community should not hold the school system accountable for the performance of students last year; it means that it is not a simple matter of looking at one composite number. The committee instead urges a more comprehensive examination of student success.

What can be easily examined through the ABCs program are those aspects of the model which are unchanged:

- For grades 3–8 reading, there was a slight increase in the percentage of students who were at or above grade level. The percentage of students who were proficient in 2005–06 was 90.8, compared to 90.4 in 2004–05.²¹
- For the End-of-Course tests taken by high school students, there was also a slight increase in the percentage of students meeting proficiency standards in the eight tests which have been used in recent years. (See Figure 4.)

While it is important that our students continue to improve, these gains are not striking, and the committee wonders to what extent these small increases in achievement are due to the small increases in per pupil spending. (This issue is discussed more in the finance section.)

Note: See Appendix A for school-level data, including Teacher Working Conditions results, teacher retention data, and student achievement statistics.

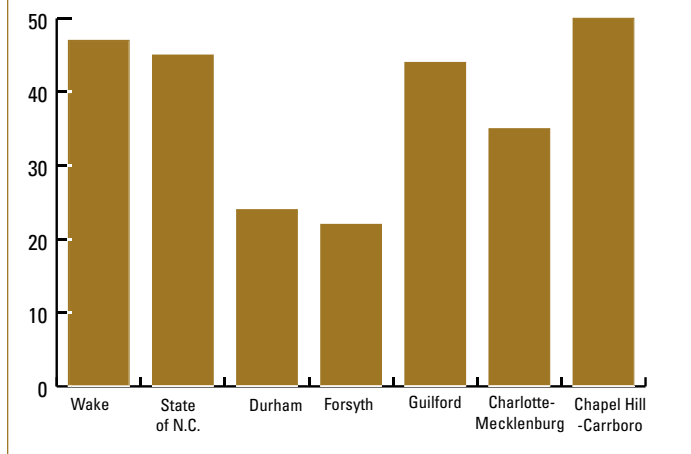
Figure 4: Percentage of WCPSS High School Students At/Above Grade Level²²

Year	Percentage of WCPSS Students at/above Grade Level in End-of-Course Tests
2001-02	82.9%
2002-03	83.1%
2003-04	83.2%
2004-05	83.2%
2005-06	83.8%

The federal No Child Left Behind Act sets annual growth targets for all schools, more commonly known as Adequate Yearly Progress (AYP). Schools and districts are assessed not just on overall growth but whether growth is occurring in student sub-groups such as race. In order to make AYP, schools must meet all of their growth targets in every sub-group.

In 2005–06, 65 of the 138 WCPSS schools made AYP. (One additional school is under review by the Department of Public Instruction.) Of the remaining 73 schools, 40 missed one or two of their targets. The two WCPSS schools that were in school improvement status last year (Lynn Road and Hodge Road elementary schools) met their AYP targets. Lynn Road is out of school improvement status; Hodge Road will be out of school improvement status if it makes AYP in 2006–07. Powell Elementary has entered school improvement status this year. This is the first step after a school fails to make AYP for two consecutive years, and it allows students the option to transfer to other schools.

Figure 5: Percentage of Schools Making AYP (2005-06)²³



SAT Scores and Participation

The SAT underwent a significant change in 2005–06 when a writing test became the third component of the assessment. In order to accommodate the addition of a new test, the math and reading tests were modified. See a synopsis of the changes below.

Figure 6: Comparison of the “Old” SAT to the “New” SAT²⁴

MATH	OLD SAT	NEW SAT
Time	75 minutes—Two 30 min. sections and one 15 min. section	70 minutes—Two 25 min. sections and one 20 min. section
Content	Multiple choice items, student produced responses, and quantitative comparisons measuring: <ul style="list-style-type: none"> • Number and operations • Algebra I and functions • Geometry • Statistics and probability • Data analysis 	Multiple choice items and student produced responses measuring: <ul style="list-style-type: none"> • Number and operations • Algebra I, II, and functions • Geometry • Statistics and probability • Data analysis
Score	200–800	200–800
CRITICAL READING	OLD SAT	NEW SAT
Name Change	Former section name: Verbal	New name: Critical Reading
Time	75 minutes—Two 30 min. sections and one 15 min. section	70 minutes—Two 25 min. sections and one 20 min. section
Content	Sentence completions, passage-based reading, and analogies measuring: <ul style="list-style-type: none"> • Extended reasoning • Literal comprehension • Vocabulary in context 	Sentence completions and passage-based reading measuring: <ul style="list-style-type: none"> • Extended reasoning • Literal comprehension • Vocabulary in context
Score	200–800	200–800
WRITING	OLD SAT	NEW SAT
Time	No test previously	60 minutes—One 25 min. section and one 10 min. section; 25 min essay
Content	No test previously	Multiple choice section to identify errors; improving sentences and paragraphs; student written essay to effectively express and develop a point of view
Score	No test previously	200–800

Wake County students continue to perform well on the SAT, especially considering the high percentage of students who take the test. In other North Carolina counties and other states around the country, often much smaller percentages of students take the test either because fewer students are considering college or because more students take the ACT instead.



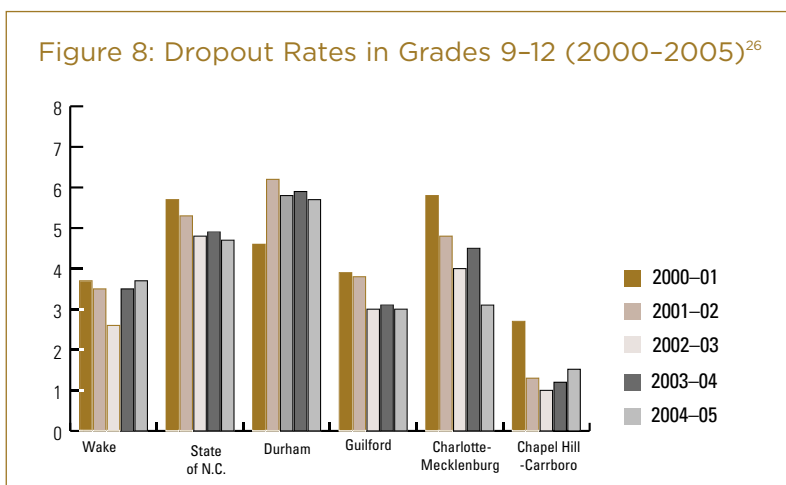
Figure 7: SAT Scores and Participation Rates (2005-06)²⁵

	Percentage of Students Tested	Sub-Total (Math and Reading)	Grand Total Score (Math, Reading, and Writing)
WCPSS	78.9%	1066	1576
State of N.C.	71.0%	1008	1493
U.S.	48.0%	1021	1518
Apex HS	91.8%	1107	1634
Athens Drive HS	83.3%	1082	1598
Broughton HS	86.5%	1091	1623
Cary HS	80.2%	1092	1609
East Wake HS	49.5%	961	1419
Enloe HS	86.3%	1173	1737
Fuquay-Varina HS	64.8%	1048	1540
Garner HS	58.7%	955	1403
Green Hope HS	92.5%	1113	1643
Leesville Road HS	83.7%	1098	1616
Middle Creek HS	77.4%	1020	1515
Millbrook HS	92.9%	1045	1547
Sanderson HS	69.4%	1033	1539
Southeast Raleigh HS	76.2%	1004	1490
Wake Forest-Rolesville HS	72.2%	1012	1494
Wakefield HS	84.5%	1045	1547

The Dropout Rate

Due to the way dropouts are calculated in North Carolina, the most recent data available is from the 2004-05 school year. During that year, 3.7% of WCPSS students in grades 9-12 were classified as dropouts.

Figure 8: Dropout Rates in Grades 9-12 (2000-2005)²⁶



The Quality Matters Committee also looked at WCPSS dropout rates by race and compared the percentage of the dropouts by race to the percentage of that race in the total student enrollment. African American and Hispanic students are disproportionately represented in the dropout figures compared to their proportion of the total WCPSS population.

Figure 9: WCPSS Dropout Rates in Grades 9-12 by Race (2003-2005)²⁷

	Percentage of Total WCPSS Student Population 2002-03	Percentage of WCPSS Dropouts 2002-03	Percentage of Total WCPSS Student Population 2003-04	Percentage of WCPSS Dropouts 2003-04	Percentage of Total WCPSS Student Population 2004-05	Percentage of WCPSS Dropouts 2004-05
White	60.0%	47.4%	58.4%	37.9%	56.9%	33.3%
Black	29.1%	33.9%	29.8%	43.1%	30.1%	46%
Hispanic	6.4%	12.0%	7.2%	14.8%	8.2%	15.3%
Asian	4.2%	3.8%	4.3%	2.0%	5%	2.2%
American Indian	.3%	.1%	.3%	.4%	.3%	.4%

How do you define a dropout?

The Wake County Public School System, like all North Carolina school districts, must report dropout statistics to the Department of Public Instruction. North Carolina has a state definition of dropouts.

Dropout data have been collected in North Carolina each year since 1988-89, although specific reporting methods changed in 1991 to conform to new federal guidelines and again in 1999 because of changes in the state's definition of a dropout.

For the annual dropout rate calculation, a dropout is defined as a student who:

- Was enrolled in school at some time during the previous school year, which is the reporting year;
- Was not enrolled on the 20th day of the current school year;
- Was not graduated from high school or completed a state or district approved educational program; and,
- Does not meet any of the following reporting exclusions:
 - Transferred to another public school district, private school, home school, or state/district approved educational program,
 - Temporarily absent due to suspension or school-approved illness, or
 - Death

Students who leave school to enroll in a community college program are counted as dropouts; expelled students are not considered dropouts.²⁸

Graduation Rates

The State of North Carolina is creating new formulas to compute graduation rates. The formulas are scheduled for release at the December State Board of Education meeting. A December 2005 report by the WCPSS Evaluation and Research Department provides four and five-year graduation rates for students who entered 9th grade in the 1998-99 school year.²⁹

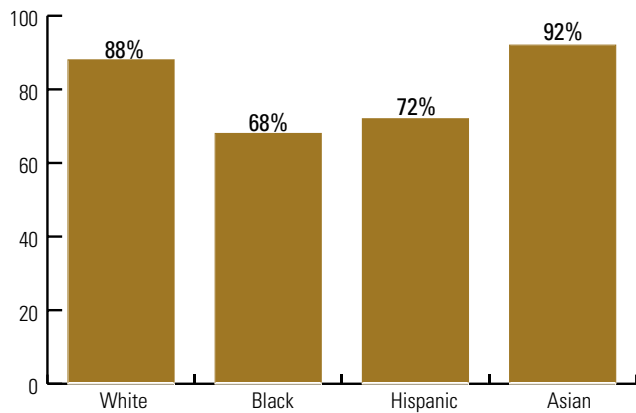
- Four-year graduation rate: 80%
- Five-year graduation rate: 83%

There are many definitions for graduation rates. For the purposes of the WCPSS report, a graduate was defined as someone who completed the requirements for graduation in four years (or five depending on which rate was being calculated).

WCPSS was recognized in June 2006 by Education Week and the Bill and Melinda Gates Foundation as having the second highest graduation rate among the 50 largest school systems in the United States.³⁰

While graduation rates have increased in recent years, the Quality Matters Committee is still concerned by the discrepancies that exist by race.

Figure 10: WCPSS Graduation Rate by Race³¹



Performance of WCPSS Graduates

Another indicator of how well our students are doing is what happens to them once they graduate from our schools. The University of North Carolina (UNC) system (composed of 16 campuses) provides data on how graduates of North Carolina districts perform. The most recent data available is from the fall of 2005; it provides a snapshot of how well students in the graduating classes of 2003 and 2004 are doing.

WCPSS graduated 5,800 students in 2003 and 6,200 in 2004,³² approximately 60 percent of whom went on to four-year colleges. Of those 12,000 graduates, nearly 8,200 applied to UNC system schools and more than 66 percent were accepted.³³ The figures below look at the progress of the estimated 2,500 students from the WCPSS classes of 2003 and 2004 who enrolled in one of the 16 UNC campuses.

Figure 11: North Carolina School District Graduates—Performance in the UNC System³⁴

	WCPSS	State of N.C.	Durham	Guilford	Charlotte-Mecklenburg
First Six Indicators Refer to Freshmen Who Started in Fall 2004					
% of Freshmen w/GPA Greater Than or Equal to 2.0	85.8	78.5	77.3	75.5	80.4
% of Freshmen w/GPA Greater Than or Equal to 3.0	50.8	40.3	37.1	37.5	41.4
% of Freshmen Who Returned for Year 2	86.3	81.6	84.6	80.3	85.8
% of Freshmen in Remedial English	1.8	2.8	5.1	2.7	2.2
% of Freshmen in Remedial Math	10.1	12.5	17.3	9.4	10.6
% of Freshmen Participating in the Honors Program	10.5	9.1	3.9	7.9	5.9
% of Freshmen (Fall 2003) Who Returned for Year 3	78.7	72.2	74.7	70.5	74.9
% of Freshmen (Fall 2000) Who Graduated in Five Years or Less	62.6	55.7	55.3	56.6	57.1

The Quality Matters Committee's Findings on Student Success

1) The Quality Matters Committee believes the Wake County Public School System continues to lead the state and the country in a wide range of student learning indicators. We find the overall success of our students to be commendable.

Because quality matters to our community, we must maintain this achievement and foster its continued growth.

2) The committee also believes there is much work still to do to ensure that all students are successful. We are concerned by the apparent racial gaps that exist in indicators such as dropout and graduation rates. The committee hesitates to comment on the End-of-Course and End-of-Grade tests as so little disaggregated data is currently available for the 2005–06 school year. We have found, however, in past Quality Matters reports that existing gaps were not acceptable for our community.

If quality matters for all students, we must ensure that everyone is encouraged to achieve at high levels and provided with appropriate resources and opportunities.

Teaching Quality

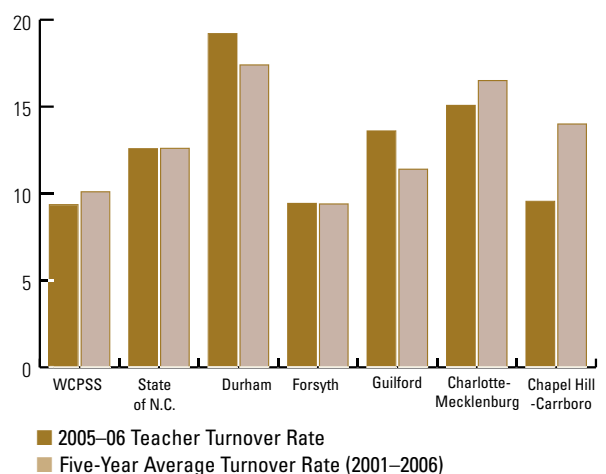
RESEARCH HAS CONSISTENTLY shown the critical role teachers play in student learning.³⁵ WCPSS is fortunate to have more than 8,500 teachers working in its schools each day to educate our children. Recruiting, retaining, and developing a high quality cadre of teachers is important to maintaining the gains the school system has made in recent years and meeting the expectations the community has for future academic growth.



Teacher Turnover

In recent years, the issue of teacher turnover has been at the forefront of conversations about education. Wake County has seen reductions in teacher turnover during the past two years after increases during the previous three. WCPSS' turnover rate has remained below the state average. In the most recent turnover data available from the North Carolina Department of Public Instruction, WCPSS' turnover rate is more than three percentage points below the statewide figure and lower than all of the districts with whom Wake County normally benchmarks. This low turnover rate was good news for the school system, but it still meant that WCPSS had to replace nearly 800 teachers this year alone.

Figure 12: Teacher Turnover in North Carolina³⁶



The most commonly cited reasons for leaving the Wake County public schools in past years are relocation, going to teach in another school system, and family or child care issues.³⁷

Wake County public schools' most significant problems in turnover seem to be with new teachers (those with less than five years of experience) and special education teachers.

Figure 13: Teacher Turnover in Wake County (2001-2005)³⁸

Turnover Rate by Group	2001-02	2002-03	2003-04	2004-05
All WCPSS Teachers	9.48%	10.22%	11.30%	10.24%
New Teachers (< five years experience)	28.58%	16.60%	17.12%	16.49%
Career Teachers (>= five years experience)	3.36%	8.20%	9.48%	8.44%
Special Education Teachers	N/A	13.20%	15.10%	14.50%



The challenge of finding qualified teachers is not consistent across all subject areas. Looking deeper into the data, the top ten areas in which districts report the most difficulty in finding licensed teachers have not changed for three straight years. The struggles to find licensed math, science, and special education teachers linger.

Figure 14: Hard to Fill Teaching Areas in North Carolina³⁹

Top 10 Areas Districts Report the Most Difficulty in Finding Licensed Teachers (2004, 2005, and 2006)	Number of Districts That Identified This Area in 2006 (Out of 115 districts in N.C.)
9-12 Math	97
Special Education: General Curriculum	77
9-12 Science	72
6-9 Math	62
6-9 Science	49
Special Education: Adapted Curriculum	49
Cross Categorical	34
Behavioral/Emotional Disabilities	32
Learning Disabilities	29
Second Languages (not ESL)	28

The Quality of Our Teachers

WCPSS is staffed by high-caliber teachers that many districts aspire to employ. During the 2005–06 school year more than 37 percent of Wake County teachers held a master’s degree,⁴⁰ and 50 percent had 10 or more years of experience.⁴¹ Wake County is also home to the second highest number of National Board Certified Teachers (NBCTs) of any district in the United States. During the 2005–06 school year, WCPSS was home to 985 NBCTs. (An announcement is expected in late 2006 of the teachers who were certified in the 2005–06 school year.) Studies have shown that NBCTs produce higher gains and increased learning outcomes than their peers and are particularly effective at working with diverse learners.⁴²

As part of the federal No Child Left Behind legislation, schools are required to have 100 percent of their core academic subject teachers meet the definition of “highly qualified” by the end of the 2006–07 school year. (The original deadline of June 30, 2006 was extended to June 30, 2007, as no state or territory was on track to meet the goal.) Eighty-nine percent of North Carolina’s core academic subject teachers have met the highly qualified definition. Wake County has a similarly high rate of 88.5 percent, which is comparable to all of WCPSS’ peer districts.⁴³

Teacher Compensation

All public school teachers in North Carolina, including all WCPSS teachers, are paid on the same salary schedule. Teachers progress through the salary schedule on the basis of years of employment, earning graduate degrees, or becoming certified

by the National Board for Professional Teaching Standards. A teacher with five years of experience and a master’s degree, for instance, earns the same base salary in Wake County as in Hoke County.

In 2006 the North Carolina General Assembly raised the base pay for all teachers. The starting salary for a new teacher increased from \$26,260 to \$28,510. The percent increase for each step on the salary schedule ranged from 6.5 percent to 14.1 percent, with an average increase of 8 percent.⁴⁴

Differences in teacher salaries from one school system to another arise as a result of local salary supplements. School systems can provide bonuses to teachers in their system in the form of a specific amount given across the board to all teachers or a percentage of a teacher’s salary. Bonuses may also be given to teachers who teach hard-to-staff subjects (such as math, science, or special education). In the 2005–06 school year, 110 of the 115 school systems gave some type of supplement. The supplements ranged from an average of \$100 in Mitchell County to \$6,080 in Chapel Hill-Carrboro City, with an average supplement of \$5,287 in Wake County.⁴⁵

North Carolina Teacher Working Conditions Data

Since 2002 the State of North Carolina has conducted its biennial survey of Teacher Working Conditions (TWC). North Carolina was the first state to ask all of its teachers about the conditions under which they work; now several other states have adopted the model. The survey asks teachers about working conditions in five domains: leadership, time, empowerment, facilities and resources, and professional development.

What issues are included in each of the five teacher working conditions domains?

- **Empowerment:** Includes questions regarding teacher involvement in hiring other teachers and determining budget priorities, as well as trust in teachers as instructional leaders.
- **Facilities and Resources:** Includes questions on the level of technology, access to resources ranging from pens and photocopiers to communications equipment necessary to reach parents, and the safety and maintenance levels of the school building.
- **Leadership:** Includes questions about the leadership at teachers’ schools, including topics such as shared decision-making, shared vision, the effectiveness of School Improvement Teams, and the extent to which school administrators effectively and consistently enforce expectations and appropriately evaluate and support teachers.
- **Professional Development:** Includes questions about the type and quality of professional development teachers receive, how much input teachers have in what professional development is offered, and how much of an impact it has on their instruction.
- **Time:** Includes questions about time for teachers to work with students, having manageable class sizes and student loads, and time for teachers to engage in collaboration with their colleagues and in meaningful professional development.

The survey is anonymous and is conducted online in the spring of each even numbered year. Survey results are generated for the entire state, as well as for school districts that have a 30 percent response rate and individual schools that have a 40 percent response rate. In 2006, all but four Wake County schools had a sufficient response rate to get a school-level report. Wake County had an overall response rate of 76 percent, a great improvement over the 38 percent response rate in 2004.

Most questions on the survey have response options on a scale of 1 to 5, with 1 indicating that a teacher “strongly disagrees” with a statement, and 5 indicating the teacher “strongly agrees.” Responses to questions that all relate to the same domain are averaged together and give an overall rating for that topic—leadership, time, etc. Figure 15 shows Wake County’s domain ratings compared to the state and other districts.

See Appendix A for school-level data, including Teacher Working Conditions results, teacher retention data, and student achievement statistics.



Figure 15: Comparison of NC Teacher Working Conditions Survey Domain Averages⁴⁶

	Time	Facilities and Resources	Empowerment	Leadership	Professional Development
Wake	3.05	3.74	3.45	3.58	3.36
State of N.C.	3.12	3.65	3.44	3.60	3.41
Durham	2.84	3.51	3.34	3.43	3.25
Guilford	2.85	3.59	3.25	3.43	3.27
Forsyth	3.04	3.66	3.48	3.64	3.50
Charlotte-Mecklenburg	3.20	3.60	3.32	3.51	3.36
Chapel Hill-Carrboro	3.08	3.85	3.29	3.54	3.24

Interesting and potentially powerful information is revealed when individual questions on the survey are examined. Analysis of 2004 survey data showed a statistically significant relationship between the survey responses and both teacher retention and student achievement.⁴⁷ Some examples of what Wake County teachers are saying in 2006 include:

- **What keeps teachers at their schools?** Teachers in Wake County chose leadership as the working conditions domain that most affects their willingness to keep teaching at their school. Thirty-six percent of teachers chose leadership, compared to 21 percent who chose the next most popular domain, empowerment.
- **What is important in helping students learn?** When WCPSS teachers were asked which working conditions domain was most important in promoting student learning, 36 percent chose time. Again, this was far and above the next highest rated domain of empowerment, which was chosen by 22 percent of teachers.
- **How are teachers involved in key decisions at their schools?** Thirty-four percent of WCPSS teachers said they play no role in the hiring of new teachers; 31 percent responded that teachers play only a small role.

Thirty-six percent of teachers said they play no role in deciding how the budget will be spent; an additional 33 percent said they play a small role.

- **Are there additional career paths available to teachers who want to stay in teaching?** Fifty-one percent of WCPSS teachers agreed or strongly agreed with the statement that “opportunities to advance within the teaching profession are available to me.”
- **What is the state of professional development?** Wake County teachers need help in working with diverse learners. Fifty-two percent of WCPSS teachers said they need additional professional development on working with students with disabilities, but only 19 percent said they have had ten or more hours of professional development in this area in the past two years.

Likewise, 51 percent said they need support in working with Limited English Proficient students, but only 11 percent received ten or more hours of professional development in this area in the past two years. These figures are nearly identical to what WCPSS teachers reported in the 2004 survey.

The Quality Matters Committee's Findings on Teaching Quality

- 1) The committee strongly urges the Wake County Public School System to utilize the North Carolina Teacher Working Conditions Survey data in a more systemic way and to train School Improvement Teams to understand and apply this data at the school level.

Districts across North Carolina have used the TWC data to inform school and district improvement efforts. In the Chapel Hill-Carrboro City Schools, the district used data from the 2004 survey to identify a need for more time for teachers to collaborate. As a result, the school system designed opportunities during the school day for teachers to meet and plan. In the Iredell-Statesville Schools, all school-level “teachers of the year” were trained in how to understand and use the data and charged by the superintendent with taking that knowledge back to their schools, their faculties, and their School Improvement Teams. The committee urges WCPSS to be a leader in using the 2006 data and in building the capacity of teachers, administrators, and parents to do the same in their schools.

If quality matters to our school system and our community, we should utilize every piece of data which can provide meaningful and powerful information on our schools.

- 2) The committee recommends that WCPSS investigate structures it can put in place to allow its best teachers to remain in the classroom part-time while also (with added compensation) helping develop other teachers through additional roles such as mentors, providers of professional development, and other peer coaching roles.

Wake County possesses tremendous resources within its teaching force. These resources should be harnessed and used to help retain its teachers and assist them in growing into highly effective teachers. With a turnover rate for new teachers double that of career teachers, it is imperative that WCPSS find ways to tap into the skills and experiences of its veteran teachers to ensure that the district keeps its teachers and provides them with what they need to be great teachers. Many teachers want to pursue hybrid positions that will allow them to teach students while engaging in new roles and responsibilities that allow them to share their knowledge and experience within their profession, such as mentoring and supporting new teachers.

In recent years, WCPSS pursued a system which would employ the talents of teachers in new ways while still allowing them to devote part of their time to the important job of teaching students. The Teacher Enhancement and Leadership System (TELS) created career paths for teachers that recognized advanced skills and additional roles and responsibilities and compensated teachers accordingly. The TELS model was not implemented due to its cost. The committee urges the school system to find a model that will work for Wake County and to pursue its adoption aggressively. While WCPSS is a role model for districts around our state and nation in so many ways, this is one area in which Wake County has failed to lead.

If quality matters to our school system and our community, we should provide teachers an opportunity to grow in their profession and utilize their talents to bring up the next generation of teachers while still making a difference in the lives of our students.

School Finance

WCPSS HAS A TOTAL annual budget of more than one billion dollars. In the 2005–06 school year this budget included \$884 million in operating dollars and nearly \$225 million in capital outlay.⁴⁸ The budget for WCPSS comes from three primary sources: approximately 32 percent comes from local revenue, with the largest portion from the Board of Commissioners appropriation; an estimated 62 percent is from the State of North Carolina; and nearly 6 percent is from the federal government.



Figure 16: WCPSS Financial Results 2003–2007 (in millions)⁴⁹

	2003	2004	2005	2006*	2007*
REVENUES					
County	\$199	\$219	\$234	\$251	\$275
State	\$438	\$460	\$499	\$548	\$612
Federal	\$35	\$41	\$46	\$52	\$58
Other⁵⁰	\$25	\$27	\$29	\$33	\$17
TOTAL	\$697	\$747	\$808	\$884	\$962
EXPENDITURES					
Instructional	\$503	\$539	\$587	\$635	\$691
Administrative	\$48	\$52	\$54	\$58	\$65
Business/Central Support	\$117	\$123	\$130	\$139	\$153
Other	\$32	\$35	\$30	\$44	\$53
TOTAL	\$700	\$749	\$801	\$876	\$962
Capital Revenue	\$180	\$164	\$148	\$224	\$674
Capital Outlay	\$176	\$161	\$146	\$221	\$674

* Figures for 2005–06 are not final audited amounts; figures for 2006–07 are budgeted.

The State of North Carolina provides funds to school systems in grants and allotments, the largest of which is for personnel, including teachers, custodians, clerical positions, school administrators, and central office staff. The state also provides funds to pay for textbooks and other instructional materials, as well as additional funds for special education and academically gifted students.

Local revenue supports a wide range of operating expenses, including supplemental personnel, utilities, mobile classrooms, buses, and other important costs. In addition, the Board of Commissioners is responsible for providing and maintaining school facilities.

Federal funds pay for specific programs or to achieve specific purposes. Examples include the Title I program, which assists low-income students, and funds to pay for high school Reserve Officers' Training Corps (ROTC) programs.

Historical WCPSS Funding

The total budget for WCPSS has increased every year in recent years, largely due to the growth in student enrollment. The increase in per pupil funding, when adjusted for inflation, has not been great and has actually decreased in real dollars twice over the past five years.

Figure 17: Per Pupil Expenditures (PPE) Adjusted for Inflation (1999–2005)

	Actual Total PPE ⁵¹	Total PPE Adjusted for Inflation ⁵²	Change from Previous Year
1999–2000	\$6,225	\$6,913	--
2000–01	\$6,740	\$7,288	\$375
2001–02	\$6,846	\$7,229	- \$59
2002–03	\$6,810	\$7,078	- \$151
2003–04	\$6,989	\$7,150	\$72
2004–05	\$7,240	\$7,240	\$90



Comparing School District Funding

WCPSS is consistently near the top of all student success indicators by which North Carolina schools are judged. WCPSS' per pupil funding, however, is not high relative to other districts. The school system is in the third quartile in overall funding and in the bottom quartile for state and federal funding. Our county's ranking in local funding shows the commitment the Board of Commissioners and our citizens have to education. It should be noted that, as was discussed in the previous section, federal funds typically cover special student populations and specific programs. Wake County's historically lower federal allocation is due in part to the lower populations of special student populations experienced in past years.

Figures 18: Per Pupil Expenditure (PPE) and Ranking Out of 115 Districts (2004–05)⁵³

	State		Federal		Local		Total	
	PPE	Ranking	PPE	Ranking	PPE	Ranking	PPE	Ranking
Wake	\$4,411	106	\$509	108	\$2,320	13	\$7,240	74
State of N.C.	\$4,727	--	\$789	--	\$1,812	--	\$7,328	--
Durham	\$4,797	73	\$777	70	\$2,841	5	\$8,415	29
Forsyth	\$4,620	93	\$615	95	\$2,276	16	\$7,512	64
Guilford	\$4,471	105	\$684	86	\$2,379	11	\$7,534	61
Charlotte-Mecklenburg	\$4,401	108	\$698	85	\$2,422	10	\$7,520	63
Chapel Hill-Carrboro City	\$4,619	94	\$460	112	\$4,092	2	\$9,170	12

Special Funding Issues

While the State of North Carolina is a leader across the nation in providing funding to local school districts for teachers and other personnel, there are apparent gaps in which local dollars must be used to pay for expenses for which the state has assumed at least partial responsibility currently or in the past. In addition, changes in state law regarding sales tax reimbursement have cost school systems millions.

It was previously mentioned that the state provides funds for special education and academically gifted students. The state has caps on the percentage of a school district's student population that can be identified as special education or academically gifted and therefore receive extra state dollars. A district's identified population may be far above these percentages, but the state only provides funding up to the cap. WCPSS' identified populations exceed the state's caps, and if all identified students are to receive funding, local dollars must be used to provide extra resources for these additional students. This year alone, WCPSS will allocate approximately \$26 million to pay for resources for special education and academically gifted students who do not qualify for the allotment from the state because they exceed the cap.⁵⁴ (See Figure 19.)

Figure 19: Local Dollars Used to Supplement State Allocations⁵⁵

Student Population	Percentage of Students in Each Population at which the State Caps Funding	Percentage of WCPSS Students in Each Population	Additional State Dollars WCPSS Would Receive if the State Caps were Lifted and All Students were Funded (2006-07 estimate)
Special Education	12.5%	15%	\$10 million
Academically Gifted	4%	16%	\$16 million

Utilities (electricity, water, and gas) are expenses that used to be covered in part by state allotments but now are completely local expenses. In the past, the state provided funds for utilities. Currently, WCPSS spends an estimated \$25 million a year on utilities, all of which comes from the local budget.⁵⁶

In addition, the state legislature rescinded the ability for public schools to request full reimbursement for state and local sales tax they pay. During the 2005–06 school year, WCPSS paid \$8 million in sales tax (only \$3 million of which was reimbursed) that other state agencies, including the university system, either do not have to pay or get fully reimbursed for.⁵⁷

The Quality Matters Committee's Findings on School Finance

1) The Quality Matters Committee finds that WCPSS' per pupil expenditures remained fairly constant despite the large increases in student enrollment. It is our belief that this level of funding will only maintain student achievement and will not provide the resources necessary to increase student results given the growing numbers of special needs students.

If quality matters, we must provide the resources needed to ensure that all students are reached.

2) We urge the Board of Education to seek additional funding for the instructional resources necessary to meet the needs of our increasingly diverse student population and to increase the academic achievement of all students. Although the fiscal year 2007 operating budget contained a generous increase from Wake County, this amount covered growth and required increases but did not pay for any new or expanded educational programs to meet Goal 2008.

If quality matters, the Board of Education must put forth a budget request, supported by the necessary data and research, to fully fund programs necessary to meet Goal 2008.

3) The committee also recommends that the school system continuously evaluate existing instructional programs to ensure that dollars are being appropriately allocated and to reallocate funds if they are not bringing about the desired results.

Because quality matters, we must always make sure education dollars are being used in the most efficient and effective ways.

4) We also ask the Board of Education and Board of Commissioners to pursue state action to reduce the funding problems we identified—such as sales tax reimbursement and full state funding of extra allocations for special needs populations. These two items alone could equate to tens of millions of local dollars being available for other educational purposes.

If quality matters, we must ensure that the state fully fund extra resources for all identified special needs students. If fairness matters, the state must extend to school systems the same tax benefits it extends to other state agencies and education entities.

Conclusion

Our findings in *Quality Matters 2006* point to a school system poised for even greater success. That next level of success, however, will not come easily. The challenges immediately on the horizon require time, attention, and even money—all of which are in limited supply.

The timetable for meeting Goal 2008 remains in place, but it is unclear whether and how our schools will reach that goal. Certain groups of our students are not keeping up in the classroom, or worse, they are dropping out. Professional development and opportunities for new career pathways for our best teachers remain more of an idea instead of a reality. Whether our community is willing to commit the money to improve rather than simply maintain the quality of classroom instruction in Wake County is not a shared resolve but an open question.

We understand that the solutions to these issues require new approaches, new ideas, and renewed effort.

If quality matters, we will welcome the opportunity to find those solutions.

If quality matters, we will not compromise for mediocrity but continue to pursue excellence in every aspect of education.

If quality matters, Wake County's public schools and their students will set the standard by which all other public school systems are measured.

Quality does matter.

Endnotes

1 Source: Wake County Government. Actual data from the U.S. Census; projections from Informed Decisions, 2001.

2 Wake County Public School System, Growth and Planning Department.

3 For more information on this partnership: <http://www.wcpss.net/demographics/lrenroll/index.html>.

4 Wake County Public School System, Demographics Department. Downloaded at: <http://www.wcpss.net/demographics/special-need/special-%20needs.pdf>.

5 Wake County Public School System, Board of Education Policy 6200. Downloaded at: <http://www.wcpss.net/policy-files/series/policies/6200-bp.html>.

6 E-mail correspondence with Eleanor Goettee, Wake County Board of Education Member. April 17, 2006.

7 Wake County Public School System, Demographics Department, Distance Analysis School System Summaries. Downloaded at: <http://www.wcpss.net/demographics/distance/index.html>.

8 E-mail correspondence with Mark Winters, WCPSS Finance Office. October 19, 2006.

9 Learn more about the assumptions agreed to by the Board of Education and the Board of Commissioners at: http://www.wcpss.net/growth/downloads/final_cip_2007_09.pdf.

10 Wake County Public School System. Downloaded at: http://www.wcpss.net/growth/downloads/final_cip_2007_09.pdf.

11 The Inaugural Report of the Blue Ribbon Committee on the Future of Wake County (2006). Downloaded at: http://www.wakegov.com/NR/rdonlyres/6C0A62C7-E890-40DA-B226-36A49EDB41E6/0/brc_final_report82006.pdf.

12 Ibid.

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15 a) *Expansion Magazine*, May 2006; b) *Expansion Magazine*, April 2005. c) *Education Week*, June 20, 2006.

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21 Wake County Public School System, Evaluation and Research Department, *2005–2006 School Year WCPSS Achievement Results and Implications for Practice*, August 2006.

22 Wake County Public School System, Evaluation and Research Department, *WCPSS High School Achievement Results and Implications for Practice 2005–2006 School Year*, August 2006.

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APPENDIX A: WCPSS SCHOOL-LEVEL DATA FROM THE NC TEACHER WORKING CONDITIONS SURVEY, ABC AND AYP PERFORMANCE, AND TEACHER RETENTION (For an explanation of each column, please see page 28.)

School	2006 North Carolina Teacher Working Conditions Survey*										Teacher Retention†				ABC and AYP Performance 2004–05‡				ABC and AYP Performance 2005–06										
	A	B	C	D	E	F	G	H	I	J	K	L	M	A	B	C	D	E	F	G	H	I	J	K	L	M			
	Response Rate	Time	Facilities & Resources	Empowerment	Leadership	Professional Development	Three-Year Average (2003–04, 2004–05 and 2005–06)	ABCs Performance Composite	Met AYP	Achieved High/Expected/Not Expected Growth	ABCs Performance Composite	Met AYP	Achieved High/Expected/Not Expected Growth	ABCs Performance Composite	Met AYP	Achieved High/Expected/Not Expected Growth	ABCs Performance Composite	Met AYP	Achieved High/Expected/Not Expected Growth	ABCs Performance Composite	Met AYP	Achieved High/Expected/Not Expected Growth	ABCs Performance Composite	Met AYP	Achieved High/Expected/Not Expected Growth	ABCs Performance Composite	Met AYP	Achieved High/Expected/Not Expected Growth	
ADAMS ELEM	69%	2.83	4.05	3.18	3.61	3.31	79.3	94.4	No	Exp	86.3	No	Exp	86.0	No	Exp	86.3	No	Exp	79.3	94.4	No	Exp	86.3	No	Exp	86.0	No	Exp
APEX ELEM	66%	3.23	4.16	3.71	3.98	3.45	83.7	94.1	Yes	Exp	86.3	Yes	Exp	86.3	Yes	Exp	86.3	Yes	Exp	83.7	94.1	Yes	Exp	86.3	Yes	Exp	86.0	No	Exp
AVERSBORO ELEM	83%	3.34	3.85	3.92	4.31	3.76	91.6	88.8	Yes	Exp	74.8	Yes	Exp	74.8	Yes	Exp	74.8	Yes	Exp	91.6	88.8	Yes	Exp	74.8	Yes	Exp	74.8	Yes	Exp
BAILEYCK RD ELEM	100%	3.03	3.88	3.69	3.83	3.45	86.0	91.7	Yes	Exp	79.2	Yes	Exp	79.2	Yes	Exp	79.2	Yes	Exp	86.0	91.7	Yes	Exp	79.2	No	Exp	79.2	No	Exp
BALLENTINE ELEM	61%	3.17	3.93	3.85	4.19	3.28	88.1	92.2	Yes	Exp	79.2	Yes	Exp	79.2	Yes	Exp	79.2	Yes	Exp	88.1	92.2	Yes	Exp	79.2	No	Exp	79.2	No	Exp
BAUCOM ELEM	100%	2.54	3.37	2.99	3.18	2.95	84.6	95.4	Yes	High	90.5	Yes	High	90.5	Yes	High	90.5	Yes	High	84.6	95.4	Yes	High	90.5	Yes	High	90.5	Yes	High
BRASSFIELD ELEM	93%	3.48	4.19	3.85	4.31	3.8	85.8	97.6	Yes	High	91.0	Yes	High	91.0	Yes	High	91.0	Yes	High	85.8	97.6	Yes	High	91.0	Yes	High	91.0	Yes	High
BRENTWOOD ELEM	53%	3.19	3.44	3.19	3.19	3.24	72.0	81.4	Yes	Exp	59.2	No	Exp	59.2	No	Exp	59.2	No	Exp	72.0	81.4	Yes	Exp	59.2	No	Exp	59.2	No	Exp
BRIARCLIFF ELEM	87%	3.29	4.17	3.93	4.17	3.63	74.2	88.7	Yes	Exp	77.0	Yes	Exp	77.0	Yes	Exp	77.0	Yes	Exp	87%	88.7	Yes	Exp	77.0	Yes	Exp	77.0	Yes	Exp
BROOKS ELEM	76%	3.24	3.96	3.79	4.03	3.68	78.9	87.8	Yes	Exp	76.9	Yes	Exp	76.9	Yes	Exp	76.9	Yes	Exp	76%	87.8	Yes	Exp	76.9	Yes	Exp	76.9	Yes	Exp
BUGG ELEM	100%	3.51	3.85	3.49	3.51	3.54	66.7	90.0	Yes	Exp	77.0	Yes	Exp	77.0	Yes	Exp	77.0	Yes	Exp	100%	90.0	Yes	Exp	77.0	Yes	Exp	77.0	Yes	Exp
CARVER ELEM	85%	3.38	3.98	3.63	3.59	3.59	76.8	85.9	Yes	Exp	72.4	No	Exp	72.4	No	Exp	72.4	No	Exp	85%	85.9	Yes	Exp	72.4	No	Exp	72.4	No	Exp
CARY ELEM	88%	3.1	3.54	3.54	3.68	3.47	76.9	93.7	Yes	High	80.7	No	Exp	80.7	No	Exp	80.7	No	Exp	88%	93.7	Yes	High	80.7	No	Exp	80.7	No	Exp
CEDAR FORK ELEM	72%	3.13	4.31	3.34	3.62	3.55	No data	No data	No data	No data	92.4	Yes	High	92.4	Yes	High	92.4	Yes	High	72%	No data	No data	No data	92.4	Yes	High	92.4	Yes	High
COMBS ELEM	100%	2.88	4.02	3.81	3.87	3.71	66.5	95.0	Yes	Exp	85.2	Yes	Exp	85.2	Yes	Exp	85.2	Yes	Exp	100%	95.0	Yes	Exp	85.2	Yes	Exp	85.2	Yes	Exp
CONN ELEM	77%	3.74	4.14	4.07	4.07	4.04	75.6	86.9	No	Not Exp	75.4	Yes	Exp	75.4	Yes	Exp	75.4	Yes	Exp	77%	86.9	No	Not Exp	75.4	Yes	Exp	75.4	Yes	Exp
CREECH ROAD ELEM	70%	2.34	2.95	2.54	2.85	2.83	79.6	93.4	Yes	High	75.9	Yes	High	75.9	Yes	High	75.9	Yes	High	70%	93.4	Yes	High	75.9	Yes	High	75.9	Yes	High
DAVIS DRIVE ELEM	100%	3.68	4.54	4.15	4.38	4.2	83.4	98.9	Yes	High	94.5	Yes	High	94.5	Yes	High	94.5	Yes	High	100%	98.9	Yes	High	94.5	Yes	High	94.5	Yes	High
DILLARD DRIVE ELEM	76%	2.5	3.73	3.29	3.53	3.39	75.4	94.4	Yes	Exp	82.3	Yes	Exp	82.3	Yes	Exp	82.3	Yes	Exp	76%	94.4	Yes	Exp	82.3	Yes	Exp	82.3	Yes	Exp
DOUGLAS ELEM	100%	2.78	3.83	2.97	3.03	3.26	81.0	89.0	Yes	Exp	74.7	Yes	Exp	74.7	Yes	Exp	74.7	Yes	Exp	100%	89.0	Yes	Exp	74.7	Yes	Exp	74.7	Yes	Exp
DURANT ROAD ELEM	84%	2.61	3.67	3.49	3.52	3.17	79.2	91.6	Yes	Exp	77.2	No	Exp	77.2	No	Exp	77.2	No	Exp	84%	91.6	Yes	Exp	77.2	No	Exp	77.2	No	Exp
FARMINGTON WOODS ELEM	100%	3.22	4.01	2.34	2.96	3.15	75.5	93.9	Yes	Exp	86.7	Yes	Exp	86.7	Yes	Exp	86.7	Yes	Exp	100%	93.9	Yes	Exp	86.7	Yes	Exp	86.7	Yes	Exp
FOREST PINES ELEM	92%	3.57	4.11	3.95	4.16	3.74	No data	No data	No data	No data	72.0	Yes	Exp	72.0	Yes	Exp	72.0	Yes	Exp	92%	No data	No data	No data	72.0	Yes	Exp	72.0	Yes	Exp
FORESTVILLE ROAD ELEM	76%	2.87	3.71	3.18	3.4	3.24	No data	85.9	No	Not Exp	73.4	Yes	Exp	73.4	Yes	Exp	73.4	Yes	Exp	76%	85.9	No	Not Exp	73.4	Yes	Exp	73.4	Yes	Exp
FOX ROAD ELEM	50%	2.77	3.72	3.72	3.37	3.27	69.7	83.9	No	Exp	70.3	Yes	Exp	70.3	Yes	Exp	70.3	Yes	Exp	50%	83.9	No	Exp	70.3	Yes	Exp	70.3	Yes	Exp
FULLER ELEM	67%	3.01	3.2	3.24	3.24	3.05	70.1	88.6	Yes	Not Exp	80.5	No	Exp	80.5	No	Exp	80.5	No	Exp	67%	88.6	Yes	Not Exp	80.5	No	Exp	80.5	No	Exp
FUQUAY-VARINA ELEM	63%	3.36	4.03	4.21	4.22	3.88	83.4	90.3	Yes	High	73.9	No	Exp	73.9	No	Exp	73.9	No	Exp	63%	90.3	Yes	High	73.9	No	Exp	73.9	No	Exp
GREEN ELEM	70%	2.78	3.76	3.62	3.49	3.24	84.9	90.1	Yes	High	77.1	No	Exp	77.1	No	Exp	77.1	No	Exp	70%	90.1	Yes	High	77.1	No	Exp	77.1	No	Exp
GREEN HOPE ELEM	100%	3.19	4.04	3.96	4.23	3.59	73.3	98.9	Yes	Exp	90.6	Yes	Exp	90.6	Yes	Exp	90.6	Yes	Exp	100%	98.9	Yes	Exp	90.6	Yes	Exp	90.6	Yes	Exp
HARRIS CREEK ELEM	67%	3.21	4.0	3.98	4.1	3.67	No Data	No data	No data	No data	70.6	No	Exp	70.6	No	Exp	70.6	No	Exp	67%	No data	No data	No data	70.6	No	Exp	70.6	No	Exp
HERITAGE ELEM	65%	2.86	3.84	3.13	3.08	3.19	77.8	89.7	No	High	76.7	No	Exp	76.7	No	Exp	76.7	No	Exp	65%	89.7	No	High	76.7	No	Exp	76.7	No	Exp
HIGHCROFT ELEM	87%	3.44	4.09	3.64	3.87	3.43	79.2	99.2	Yes	High	92.8	Yes	High	92.8	Yes	High	92.8	Yes	High	87%	99.2	Yes	High	92.8	Yes	High	92.8	Yes	High
HILBURN DRIVE ELEM	91%	3.17	4.1	3.73	3.97	3.5	79.2	95.7	Yes	Exp	84.1	Yes	Exp	84.1	Yes	Exp	84.1	Yes	Exp	91%	95.7	Yes	Exp	84.1	Yes	Exp	84.1	Yes	Exp
HODGE ROAD ELEM	67%	3.16	3.96	3.12	3.31	3.54	72.2	83.9	No	Exp	75.7	Yes	Exp	75.7	Yes	Exp	75.7	Yes	Exp	67%	83.9	No	Exp	75.7	Yes	Exp	75.7	Yes	Exp
HOLLY RIDGE ELEM	57%	2.19	3.39	3.51	3.4	2.91	86.8	86.0	No	Exp	77.0	No	Exp	77.0	No	Exp	77.0	No	Exp	57%	86.0	No	Exp	77.0	No	Exp	77.0	No	Exp
HOLLY SPRINGS ELEM	100%	3.13	3.56	3.3	3.58	3.26	74.5	90.7	Yes	Exp	82.4	No	Exp	82.4	No	Exp	82.4	No	Exp	100%	90.7	Yes	Exp	82.4	No	Exp	82.4	No	Exp
HUNTER ELEM	100%	3.35	3.56	3.74	3.81	3.42	81.2	89.8	No	Exp	85.9	Yes	Exp	85.9	Yes	Exp	85.9	Yes	Exp	100%	89.8	No	Exp	85.9	Yes	Exp	85.9	Yes	Exp
JEFFREYS GROVE ELEM	67%	2.87	3.97	3.7	3.86	3.39	75.9	90.6	Yes	High	72.3	No	Exp	72.3	No	Exp	72.3	No	Exp	67%	90.6	Yes	High	72.3	No	Exp	72.3	No	Exp
JONES DAIRY ELEM	88%	3.13	3.81	3.5	3.75	2.88	No Data	93.0	Yes	Exp	79.5	Yes	Exp	79.5	Yes	Exp	79.5	Yes	Exp	88%	93.0	Yes	Exp	79.5	Yes	Exp	79.5	Yes	Exp
JOYNER ELEM	76%	3.75	4.08	3.68	3.85	3.85	79.8	85.5	No	High	70.3	Yes	Exp	70.3	Yes	Exp	70.3	Yes	Exp	76%	85.5	No	High	70.3	Yes	Exp	70.3	Yes	Exp
KINGSWOOD ELEM	61%	3.29	3.95	3.48	3.49	3.32	76.9	91.8	Yes	Not Exp	78.5	Yes	Not Exp	78.5	Yes	Not Exp	78.5	Yes	Not Exp	61%	91.8	Yes	Not Exp	78.5	Yes	Not Exp	78.5	Yes	Not Exp
KINGSDALE ELEM	40%	3.26	3.6	3.57	3.75	3.68	75.3	89.6	Yes	High	77.1	Yes	High	77.1	Yes	High	77.1	Yes	High	40%	89.6	Yes	High	77.1	Yes	High	77.1	Yes	High
LACY ELEM	52%	3.55	3.82	3.98	4.01	3.79	86.4	93.4	Yes	High	88.4	Yes	High	88.4	Yes	High	88.4	Yes	High	52%	93.4	Yes	High	88.4	Yes	High	88.4	Yes	High
LEAD MINE ELEM	85%	2.88	3.92	3.43	3.56	3.11	74.5	91.3	Yes	High	80.6	Yes	High	80.6	Yes	High	80.6	Yes	High	85%	91.3	Yes	High	80.6	Yes	High	80.6	Yes	High
LEESVILLE ROAD ELEM	82%	3.31	3.99	3.72	3.99	3.61	80.6	93.8	Yes	High	86.2	No	Exp	86.2	No	Exp	86.2	No	Exp	82%	93.8	Yes	High	86.2					

APPENDIX A: WCPSS SCHOOL-LEVEL DATA FROM THE NC TEACHER WORKING CONDITIONS SURVEY, ABC AND AYP PERFORMANCE, AND TEACHER RETENTION (cont.) (For an explanation of each column, please see page 29.)

School	2006 North Carolina Teacher Working Conditions Survey *											ABC and AYP Performance 2004-05†				ABC and AYP Performance 2005-06				
	A Response Rate	B Time	C Facilities & Resources	D Empowerment	E Leadership	F Professional Development	G Teacher Retention† Three-Year Average (2003-04, 2004-05 and 2005-06)	H ABCs Performance Composite	I Met AYP	J Achieved High/ Expected/Not Expected Growth	K ABCs Performance Composite	L Met AYP	M Achieved High/ Expected/Not Expected Growth	Pre-K Program - no ABCs or AYP data		ABCs or AYP data				
														Yes	No	Yes	No	Yes	No	Yes
PLEASANT UNION ELEM	71%	2.61	3.84	3.23	3.52	3.77	84.0	96.8	Yes	Exp	86.9	Yes	Exp							
POE ELEM	92%	2.51	3.54	3.71	3.93	2.83	80.1	86.9	No	Not Exp	68.0	No	Not Exp							
POWELL ELEM	60%	3.19	3.83	2.69	3.0	3.34	82.6	87.6	No	High	66.8	No	Not Exp							
PROJECT ENLIGHTENMENT	83%	3.19	4.07	4.16	4.15	3.56	No Data													
RAND ROAD ELEM	91%	2.89	3.19	3.56	3.56	2.79	80.3	92.2	Yes	High	80.2	Yes	Exp							
REEDY CREEK ELEM	70%	3.46	4.15	3.57	3.62	3.47	71.9	90.5	Yes	Exp	76.0	Yes	Exp							
ROLESVILLE ELEM	63%	2.99	4.13	3.64	3.67	3.7	65.6	90.7	Yes	Not Exp	76.9	Yes	Not Exp							
ROOT ELEM	66%	2.89	3.7	3.43	3.43	3.36	86.9	87.1	No	Exp	81.5	No	Exp							
SALEM ELEM	98%	3.21	3.83	3.87	4.01	3.48	81.6	93.9	Yes	High	88.0	No	Exp							
SMITH ELEM	60%	2.77	3.78	3.38	3.32	3.22	74.4	84.9	Yes	Not Exp	68.9	Yes	Not Exp							
STOUGH ELEM	100%	3.07	3.98	3.51	3.57	3.36	78.9	91.0	Yes	High	82.4	Yes	High							
SWIFT CREEK ELEM	82%	2.94	3.84	3.38	3.82	3.33	84.6	91.0	Yes	Exp	74.1	No	Not Exp							
TIMBER DRIVE ELEM	64%	3.39	4.2	4.21	4.33	3.9	81.5	93.4	Yes	Exp	84.4	No	Exp							
TURNER CREEK ELEM	100%	2.93	4.32	3.86	4.18	3.56	No Data													
UNDERWOOD ELEM	92%	2.87	3.35	3.27	3.23	3.16	84.8	85.3	No	Not Exp	74.6	No	Exp							
VANCE ELEM	68%	2.83	3.38	3.35	3.29	3.39	81.5	92.3	Yes	High	75.6	No	Not Exp							
VANDORA SPRINGS ELEM	57%	3.54	3.71	3.74	4.08	3.54	84.7	88.4	Yes	Exp	74.5	Yes	Exp							
WAKE FOREST ELEM	67%	2.86	3.67	3.15	3.58	2.91	76.6	92.1	Yes	Not Exp	81.1	No	Exp							
WAKEFIELD ELEM	100%	2.88	3.64	3.45	3.43	3.21	71.8	94.5	Yes	Exp	80.6	No	Exp							
WAKELON ELEM	96%	2.91	4.06	3.48	3.69	3.51	No Data													
WASHINGTON ELEM	100%	3.25	3.93	3.86	3.94	3.71	77.1	97.2	Yes	High	89.2	Yes	Exp							
WEATHERSTONE ELEM	35%	No Data	No Data	No Data	No Data	No Data	83.7	92.3	Yes	High	86.3	No	Exp							
WENDELL ELEM	100%	2.8	3.78	3.44	3.37	3.52	82.8	87.2	Yes	Exp	70.6	No	Not Exp							
WEST LAKE ELEM	66%	3.0	3.95	3.75	4.11	3.45	80.8	92.9	No	Exp	82.2	No	Exp							
WILBURN ELEM	53%	2.82	3.38	3.5	3.54	3.38	77.3	87.5	Yes	Exp	67.2	No	Not Exp							
WILDWOOD FOREST ELEM	86%	2.7	3.58	3.45	3.17	3.48	70.5	89.4	No	Exp	77.2	No	High							
WILEY ELEM	30%	3.01	3.66	3.13	3.54	3.11	81.6	84.8	Exp	71.2	No	Exp								
WILLOW SPRINGS ELEM	76%	3.21	4.05	3.84	4.09	3.68	88.1	93.0	Yes	High	83.3	Yes	High							
YATES MILL ELEM	79%	3.36	4.53	3.79	3.91	3.61	79.3	91.4	Yes	High	78.5	No	Exp							
YORK ELEM	98%	2.94	3.83	2.68	2.66	3.29	84.5	93.3	Yes	High	77.2	No	High							
ZEBULON ELEM	100%	2.83	3.97	3.23	3.43	3.2	72.5	83.9	Yes	Not Exp	74.8	Yes	Exp							
MIDDLE SCHOOLS													MIDDLE SCHOOLS				MIDDLE SCHOOLS			
APEX MIDDLE	71%	3.07	3.87	3.27	3.69	3.58	89.6	94.7	Yes	High	88.6	No	High							
CARNAGE MIDDLE	69%	2.41	3.33	2.78	2.85	2.95	82.6	87.0	No	Exp	71.5	No	Exp							
CARROLL MIDDLE	100%	2.88	3.61	3.28	3.2	3.5	74.9	88.7	Yes	Exp	68.4	No	Not Exp							
CENTENNIAL CAMPUS	91%	3.59	4.11	4.05	3.84	3.61	75.9	88.1	No	Not Exp	80.0	Yes	Exp							
DANIELS MIDDLE	100%	3.26	3.56	3.67	3.75	3.45	79.7	88.5	No	Exp	76.1	No	Exp							
DAVIS DRIVE MIDDLE	61%	3.6	4.22	3.1	3.52	3.55	80.3	94.6	No	High	80.2	Yes	High							
DILLARD DRIVE MIDDLE	87%	2.57	3.4	2.76	2.79	2.87	78.1	91.0	Yes	High	83.1	Yes	High							
DURANT ROAD MIDDLE	76%	3.3	4.14	3.47	3.66	3.68	78.5	91.5	No	High	80.7	No	High							
EAST MILLBROOK MIDDLE	63%	2.82	3.62	3.54	3.49	3.57	76.3	82.8	No	Exp	69.1	No	Exp							
EAST GARNER MIDDLE	100%	2.85	3.31	3.15	3.35	3.14	65.4	78.0	No	Exp	65.3	No	Exp							
EAST WAKE MIDDLE	78%	2.88	3.58	2.93	2.89	3.07	77.4	83.0	No	Not Exp	67.2	No	Exp							
FLOUAY-VARINA MIDDLE	45%	3.82	3.7	3.75	4.02	3.45	77.0	86.1	No	Not Exp	73.7	No	Exp							
HERITAGE MIDDLE	48%	3.56	4.19	3.61	3.65	3.55	84.0	93.2	Yes	High	82.2	No	High							
HOLLY RIDGE MIDDLE	100%	2.84	3.67	3.33	3.35	3.18	79.6	88.9	No	High	79.0	No	Exp							
LEESVILLE ROAD MIDDLE	74%	2.88	3.43	3.22	3.4	3.17	81.5	92.3	No	High	83.2	Yes	High							
LIGON MIDDLE	42%	3.16	3.53	3.62	3.5	3.46	83.0	92.2	Yes	High	85.1	No	Exp							
LONGVIEW MIDDLE	100%	3.72	3.55	4.13	4.15	3.55	78.4	No Data	No Data	No Data	No Data	No Data	No Data							
LUFKIN ROAD MIDDLE	84%	3.56	4.24	3.89	3.84	3.64	79.1	92.1	Yes	Exp	89.2	Yes	High							
MARTIN MIDDLE	100%	2.68	3.71	3.21	3.4	3.3	81.3	90.9	No	High	86.1	No	Exp							
MOORE SQ MIDDLE	66%	2.94	3.9	3.38	3.19	3.3	76.4	83.5	No	Not Exp	67.7	No	Not Exp							
NORTH GARNER MIDDLE	55%	3.19	3.15	3.19	3.55	3.29	66.2	81.0	No	Not Exp	66.8	No	Exp							
REEDY CREEK MIDDLE	67%	3.45	4.13	3.53	3.73	3.69	68.0	87.5	No	High	76.0	Yes	Exp							
RIVER OAKS MIDDLE	54%	4.26	4.64	3.86	3.82	4.03	No Data	No Data	No Data	No Data	44.6	N/A	High							
SALEM MIDDLE	100%	3.95	4.61	4.32	4.4	4.23	No Data	95.3	Yes	High	94.3	Yes	High							
WAKEFIELD MIDDLE	67%	3.28	3.78	3.96	3.98	3.61	79.7	93.5	Yes	High	85.5	Yes	High							
WEST CARY MIDDLE	100%	3.08	3.89	3.62	3.64	3.49	81.8	92.2	Yes	High	83.5	No	High							
WEST LAKE MIDDLE	40%	3.09	4.03	3.28	3.43	3.49	81.3	95.2	Yes	High	88.5	Yes	High							

APPENDIX A: WCPSS SCHOOL-LEVEL DATA FROM THE NC TEACHER WORKING CONDITIONS SURVEY, ABC AND AYP PERFORMANCE, AND TEACHER RETENTION (cont.)

School	2006 North Carolina Teacher Working Conditions Survey *						Teacher Retention†			ABC and AYP Performance 2004–05‡				ABC and AYP Performance 2005–06					
	A Response Rate	B Time	C Facilities & Resources	D Empowerment	E Leadership	F Professional Development	G Three-Year Average (2003–04, 2004–05 and 2005–06)	H ABCs Performance Composite	I Met AYP	J Achieved High/ Expected/Not Expected Growth	K ABCs Performance Composite	L Met AYP	M Achieved High/ Expected/Not Expected Growth						
WEST MILLBROOK MIDDLE	67%	2.59	3.74	2.86	2.82	3.38	79.6	84.7	No	High	70.5	No	Exp						
WAKE FOREST-ROLESVILLE MIDDLE	53%	2.63	3.22	3.14	3.02	3.03	67.4	87.9	No	Exp	75.8	No	Exp						
ZEBULON MIDDLE	95%	3.13	3.63	3.38	3.45	3.51	81.7	86.0	Yes	Not Exp	69.7	No	Exp						
HIGH SCHOOLS														HIGH SCHOOLS			HIGH SCHOOLS		
APEX HIGH	49%	2.88	3.46	3.23	3.43	3.17	84.5	91.0	No	High	87.1	Yes	High						
ATHENS DRIVE HIGH	83%	2.94	3.6	3.44	3.68	3.15	86.5	89.2	No	High	83.7	No	High						
BROUGHTON HIGH	66%	2.89	3.3	3.37	3.53	3.01	84.0	82.9	Yes	Exp	82.0	Yes	Exp						
CARY HIGH	47%	2.91	3.4	3.12	3.42	2.91	87.3	88.7	Yes	High	84.4	Yes	Exp						
EAST WAKE SCHOOL OF HEALTH SCIENCE	71%	3.03	3.44	3.35	3.5	3.32	No Data	No Data	No Data	No Data	72.7	Yes	Exp						
EAST WAKE HIGH	66%	3.1	3.6	3.21	3.24	3.52	78.6	68.5	No	Exp	58.8	Yes	Not Exp						
ENLOE HIGH	31%	No Data	No Data	No Data	No Data	No Data	86.5	84.1	No	High	84.9	Yes	Not Exp						
FUQUAY-VARINA HIGH	88%	2.71	3.17	3.03	2.82	2.91	84.4	81.9	No	Exp	76.7	Yes	High						
GARNER HIGH	100%	3.44	3.42	3.41	3.56	3.24	78.2	68.2	No	Exp	67.8	No	Exp						
GREEN HOPE HIGH	49%	3.21	3.76	3.13	3.72	3.29	80.1	91.7	Yes	High	91.2	Yes	High						
KNIGHTDALE HIGH	93%	3.21	4.08	3.59	3.69	3.59	No Data	77.2	No	Exp	66.9	No	Not Exp						
LEESVILLE ROAD HIGH	100%	3.12	3.97	3.59	3.87	3.34	85.4	88.8	No	High	85.8	Yes	Exp						
MIDDLE CREEK HIGH	45%	3.41	3.74	3.55	3.72	3.26	79.9	78.6	No	Exp	76.7	No	Not Exp						
MILLBROOK HIGH	89%	2.48	2.99	2.67	2.78	3.09	83.1	78.2	No	High	73.8	No	Exp						
PHILLIPS HIGH	96%	3.98	3.99	3.46	3.55	3.37	78.3	34.3	No	High	31.5	No	Exp						
SANDERSON HIGH	72%	3.11	3.99	3.49	3.76	3.57	84.5	82.9	No	High	78.3	No	Exp						
SOUTHEAST RALEIGH HIGH	34%	No Data	No Data	No Data	No Data	No Data	78.9	80.2	Yes	Exp	71.3	No	Not Exp						
WAKEFIELD HIGH	100%	2.82	3.39	3.12	3.23	3.15	82.8	84.7	Yes	High	83.5	No	Exp						
WAKE FOREST-ROLESVILLE HIGH	61%	2.87	3.24	3.21	3.35	2.95	80.2	85.4	No	High	78.6	No	High						

NOTES FOR APPENDIX A:

This chart provides school-level data from the 2006 North Carolina Teacher Working Conditions Survey, teacher retention, and student performance.

Columns A–F include data from the N.C. Teacher Working Conditions Survey. Column A has the percentage of teachers at the school who took the survey. Columns B–F have the overall average for each of the domains on the survey. (See “North Carolina Teacher Working Conditions Data” on pages 19–20 in the report for an explanation of each domain.) A note of “No data” indicates that the school did not have a sufficient response rate on the survey to generate a school-level report.

Column G is a three-year teacher retention average. Schools with only 2004–05 and 2005–06 data have a two-year average. Schools with only one year of data are noted with “No data,” since an average could not be computed.

Columns H and K contain the school’s ABCs Performance Composite for the year indicated. Elementary school composites include reading, writing, and math scores. Middle school composites include those same scores plus the Computer Skills Test. High school composites include scores from the End-of-Course tests.

Columns I and L indicate whether a school met (Yes) or did not meet (No) its Adequate Yearly Progress goals for the year indicated.

Columns J and M show whether a school’s made expected (Exp) or high (High) growth for a particular year, or failed to meet expected growth (Not Exp).

For columns H–M, a note of “No Data” indicates the school was either not open in that year or the data for the school was not made public due to, for example, an insufficient number of students.

Schools are alphabetized within their school levels—by elementary, middle, or high schools.

*Source: North Carolina Teacher Working Conditions Survey school-level reports downloaded at: <http://www.northcarolinatwc.org/reports/>.

†Source: School-level teacher retention data for 2003–04, 2004–05, and 2005–06 from the North Carolina Department of Public Instruction. Three-year retention average calculated by Wake Education Partnership.

‡Source: 2004–05 and 2005–06 school-level ABC and AYP data from Wake County Public School System and downloaded at <http://www.wcpss.net/test-scores/nc-abcs/> and <http://www.wcpss.net/test-scores/ayp/>.

APPENDIX B: WCPSS SCHOOL RANKINGS FOR TEACHER WORKING CONDITIONS AND TEACHER RETENTION (For an explanation of each column, please see page 32.)

It is important to consider more than the numeral rank, as many schools have very small differences in the original figures used to determine the school's rank. Please refer to Appendix A to see the original data used for the rankings.

School	2006 North Carolina Teacher Working Conditions Survey*						Teacher Retention† Rank Among All WCPSS Schools
	A Time	B Facilities & Resources	C Empowerment	D Leadership	E Professional Development	F Three-Year Average Teacher Retention	
ADAMS ELEM	106	30	110	67	85	69	
APEX ELEM	42	16	36	26	58	30	
APEX HIGH	120	109	100	96	105	24	
APEX MIDDLE	71	57	97	56	32	3	
ATHENS DRIVE HIGH	81	94	78	59	109	10	
AVERSBORO ELEM	30	18	18	5	12	1	
BAILEY WICK RD ELEM	73	56	39	43	59	14	
BALLENTINE ELEM	55	50	24	9	91	5	
BAUCOM ELEM	127	121	125	120	122	20	
BRASSFIELD ELEM	18	12	25	6	8	15	
BRENTWOOD ELEM	49	110	107	127	96	113	
BRIARCLIFF ELEM	35	14	17	11	24	108	
BROOKS ELEM	41	45	28	18	75	18	
BROUGHTON HIGH	119	127	88	81	120	29	
BUGG ELEM	16	59	68	85	41	121	
CARNAGE MIDDLE	132	125	129	129	123	40	
CARROLL MIDDLE	91	93	95	117	48	104	
CARVER ELEM	25	49	49	50	29	92	
CARY ELEM	65	105	60	60	54	91	
CARY HIGH	86	114	118	101	125	7	
CEDAR FORK ELEM	59	6	91	65	37	No Data	
CENTENNIAL CAMPUS	10	22	10	41	25	97	
COMBS ELEM	92	35	27	14	14	123	
CONN ELEM	6	18	9	19	3	100	
CREECH ROAD ELEM	133	135	134	130	133	64	
DANIELS MIDDLE	38	100	43	51	60	62	
DAVIS DRIVE ELEM	8	3	6	2	2	33	
DAVIS DRIVE MIDDLE	9	9	121	82	38	55	
DILLARD DRIVE ELEM	130	78	94	80	68	102	
DILLARD DRIVE MIDDLE	126	115	130	133	132	84	
DOUGLAS ELEM	113	63	126	123	93	52	
DURANT ROAD ELEM	123	85	69	83	106	71	
DURANT ROAD MIDDLE	34	19	73	62	19	79	
EAST GARNER MIDDLE	103	126	112	107	112	126	
EAST MILLBROOK MIDDLE	109	91	61	90	33	95	
EAST WAKE HIGH	66	95	104	114	104	78	
EAST WAKE MIDDLE	93	98	127	128	116	86	
EAST WAKE SCHOOL OF HEALTH SCIENCE	74	111	89	86	83	No Data	
ENLOE HIGH	No Data	No Data	No Data	No Data	No Data	11	
FARMINGTON WOODS ELEM	43	36	135	126	110	101	
FOREST PINES ELEM	11	23	16	12	10	No Data	
FORESTVILLE ROAD ELEM	97	80	111	102	97	No Data	
FOX ROAD ELEM	115	79	87	87	92	118	
FULLER ELEM	76	130	99	93	117	117	
FUQUAY-VARINA ELEM	27	33	3	8	7	32	
FUQUAY-VARINA HIGH	117	132	124	131	126	25	
FUQUAY-VARINA MIDDLE	4	83	30	21	61	89	
GARNER HIGH	21	113	82	73	98	83	
GREEN ELEM	114	74	51	91	99	17	
GREEN HOPE ELEM	50	32	14	7	30	109	
GREEN HOPE HIGH	44	75	115	110	88	59	
HARRIS CREEK ELEM	45	37	11	16	22	No Data	
HERITAGE ELEM	101	60	116	122	103	85	
HERITAGE MIDDLE	12	13	54	63	39	27	
HIGHCROFT ELEM	22	25	46	37	66	No Data	
HILBURN DRIVE ELEM	56	24	34	28	49	72	
HODGE ROAD ELEM	57	46	119	112	42	111	
HOLLY RIDGE ELEM	134	116	64	103	127	9	

It is important to consider more than the numeral rank, as many schools have very small differences in the original figures used to determine the school's rank. Please refer to Appendix A to see the original data used for the rankings.

School	2006 North Carolina Teacher Working Conditions Survey*						Teacher Retention† Rank Among All WCPSS Schools
	A Time	B Facilities & Resources	C Empowerment	D Leadership	E Professional Development	F Three-Year Average Teacher Retention	
HOLLY RIDGE MIDDLE	105	86	92	108	104	67	
HOLLY SPRINGS ELEM	60	101	93	70	94	105	
HUNTER ELEM	29	102	32	46	67	51	
JEFFREYS GROVE ELEM	98	42	38	39	69	98	
JONES DAIRY ELEM	61	69	66	52	130	No Data	
JOYNER ELEM	5	26	40	40	61	61	
KINGSWOOD ELEM	36	47	71	92	84	90	
KNIGHTDALE ELEM	39	96	57	53	20	103	
KNIGHTDALE HIGH	46	27	55	57	31	No Data	
LACY ELEM	14	68	12	23	9	12	
LEAD MINE ELEM	94	53	80	74	113	106	
LEESVILLE ROAD ELEM	33	48	35	25	26	54	
LEESVILLE ROAD HIGH	63	43	56	16	79	16	
LEESVILLE ROAD MIDDLE	95	112	103	104	107	46	
LIGON MIDDLE	58	107	52	88	56	36	
LINGOLN HEIGHTS ELEM	67	103	47	68	118	42	
LOCKHART ELEM	54	92	44	47	62	68	
LONGVIEW MIDDLE	7	104	7	13	40	81	
LUFKIN ROAD MIDDLE	13	8	19	42	23	73	
LYNN ROAD ELEM	68	88	63	89	75	6	
MARTIN MIDDLE	121	81	105	105	86	49	
MIDDLE CREEK ELEM	88	131	41	35	121	80	
MIDDLE CREEK HIGH	23	76	59	55	60	60	
MILLBROOK ELEM	104	10	74	95	57	96	
MILLBROOK HIGH	131	134	133	134	115	35	
MOORE SQ MIDDLE	82	54	83	119	94	94	
MORRISVILLE ELEM	80	15	13	22	13	65	
MOUNT VERNON ELEM	31	70	42	48	65	13	
NORTH GARNER MIDDLE	51	133	108	76	89	124	
NORTH RIDGE ELEM	17	7	8	3	4	2	
NORTHWOODS ELEM	135	108	122	118	131	122	
OAK GROVE ELEM	No Data	No Data	No Data	No Data	No Data	99	
OLDS ELEM	75	122	123	113	34	34	
OLIVE CHAPEL ELEM	128	89	50	32	70	112	
PARTNERSHIP ELEM	32	51	2	33	80	26	
PENNY ROAD ELEM	26	64	45	34	63	74	
PHILLIPS HIGH	2	38	75	77	74	82	
PLEASANT UNION ELEM	124	61	101	84	11	28	
POE ELEM	129	106	37	30	134	58	
POWELL ELEM	52	65	131	125	81	39	
PROJECT ENLIGHTENMENT	53	28	5	14	35	No Data	
RAND ROAD ELEM	89	97	109	75	135	56	
REEDY CREEK ELEM	19	17	58	66	55	114	
REEDY CREEK MIDDLE	20	20	62	54	17	119	
RIVER OAKS MIDDLE	1	1	21	44	5	No Data	
ROLESVILLE ELEM	79	21	48	61	16	125	
ROOT ELEM	90	84	81	97	76	8	
SALEM ELEM	47	66	20	24	52	45	
SALEM MIDDLE	3	2	1	1	1	No Data	
SANDERSON HIGH	64	39	70	49	34	22	
SMITH ELEM	116	71	84	111	100	107	
SOUTHEAST RALEIGH HIGH	No Data	No Data	No Data	No Data	No Data	76	
STOUGH ELEM	72	41	65	72	77	77	
SWIFT CREEK ELEM	83	62	85	45	82	21	
TIMBER DRIVE ELEM	24	11	4	4	6	48	
TURNER CREEK ELEM	85	5	22	10	36	No Data	
UNDERWOOD ELEM	99	123	98	115	108	18	

APPENDIX B: WCPSS SCHOOL RANKINGS FOR TEACHER WORKING CONDITIONS AND TEACHER RETENTION (cont.)

School	2006 North Carolina Teacher Working Conditions Survey* Rank Among All WCPSS Schools in Each Domain					Teacher Retention† Rank Among All WCPSS Schools	
	A Time	B Facilities & Resources	C Empowerment	D Leadership	E Professional Development	F Three-Year Average Teacher Retention	
VANCE ELEM	107	119	90	69	71	47	
VANDORA SPRINGS ELEM	15	82	33	18	43	19	
WAKE FOREST ELEM	102	87	113	71	128	93	
WAKE FOREST-ROLESVILLE HIGH	100	128	106	109	124	38	
WAKE FOREST-ROLESVILLE MIDDLE	122	129	114	124	119	120	
WAKEFIELD ELEM	96	124	76	98	101	115	
WAKEFIELD HIGH	110	117	120	116	111	57	
WAKEFIELD MIDDLE	37	72	15	27	27	63	
WAKELON ELEM	87	29	72	58	46	No Data	
WASHINGTON ELEM	40	52	23	29	15	88	
WEATHERSTONE ELEM	No Data	No Data	No Data	No Data	No Data	31	
WENDELL ELEM	112	79	79	106	45	37	
WEST CARY MIDDLE	70	55	53	64	50	41	
WEST LAKE ELEM	78	49	31	15	64	53	
WEST LAKE MIDDLE	69	34	96	99	51	50	
WEST MILLBROOK MIDDLE	125	77	128	132	72	66	
WILBURN ELEM	111	120	67	78	73	87	
WILDWOOD FOREST ELEM	118	99	77	121	53	116	
WILEY ELEM	77	118	117	79	114	44	
WILLOW SPRINGS ELEM	48	31	26	17	21	4	
YATES MILL ELEM	28	4	29	31	28	70	
YORK ELEM	84	67	132	135	90	23	
ZEBULON ELEM	108	44	102	100	102	110	
ZEBULON MIDDLE	62	90	86	94	47	43	

It is important to consider more than the numeral rank, as many schools have very small differences in the original figures used to determine the school's rank. Please refer to Appendix A to see the original data used for the rankings.

*Source: North Carolina Teacher Working Conditions Survey school-level reports downloaded at: <http://www.northcarolinatwcc.org/reports/>. Rankings calculated by Wake Education Partnership using data from Appendix A.

†Source: School-level teacher retention data for 2003-04, 2004-05, and 2005-06 from the North Carolina Department of Public Instruction. Three-year retention average calculated by Wake Education Partnership. Rankings calculated by Wake Education Partnership using data from Appendix A.

NOTES FOR APPENDIX B:

Columns A-E contains the rankings of WCPSS schools based on the overall average for each of the domains on the Teacher Working Conditions survey. (See "North Carolina Teacher Working Conditions Data" pages 19-20 in the report for an explanation of each domain, and Appendix A for the actual domain averages.) A note of "No data" indicates the school did not have a sufficient response rate on the survey to generate a school-level report.

Column F ranks all WCPSS schools based on the three-year teacher retention average. Schools with only 2004-05 and 2005-06 data have a two-year average. Schools with only one year of data are noted with "No data" since an average could not be computed. See Appendix A for the actual three-year retention average.

An Update on Quality Matters 2005

Quality Matters 2005 put forth six recommendations based on a review of the public schools in Wake County and the status of education in our community.

Presented here are the recommendations from the 2005 report and an update on where those issues currently stand.

For more information on these topics, please see ***Quality Matters 2005***, available at www.WakeEdPartnership.org.

RECOMMENDATION 1: The Wake County Planning Department should adjust its methodology to provide the Board of Commissioners with more accurate student population numbers for the purpose of improved budgeting and planning for WCPSS.

UPDATE: The Board of Commissioners and the Board of Education agreed to use a new and more accurate methodology in projecting growth during their joint planning meetings leading up to the preparation of the FY 07 operating budget and the approval of the Capital Improvement Plan.

RECOMMENDATION 2: WCPSS and our community must find the political will to implement the recommendations of the Wake Task Force on Teaching Excellence.

UPDATE: Due to the necessary focus placed on meeting the needs resulting from the growth in student enrollment, there has been little opportunity this past year to pursue new and richer strategies around recruiting, retaining, and developing teachers. The recommendations have been well received by WCPSS, and it has indicated a desire to act on them. Dr. Del Burns, who assumed his role as superintendent in July 2006, has made teaching and learning one of the primary areas of focus for his tenure.

RECOMMENDATION 3: WCPSS must provide the community more information about which of the 26 action steps it has proposed are linchpins in meeting Goal 2008 in order to garner support for funding this goal.

UPDATE: As with the issue of teaching quality, members of the Board of Education have been upfront in saying the focus this past year has been on growth. Now that the Capital Improvement Plan has been approved and funded through the bond package, Goal 2008—and student success more broadly—should become the priority for WCPSS.

RECOMMENDATION 4: WCPSS must improve its communication of financial results and budget needs. With this improved information, the Board of Commissioners must be willing to provide funding to meet Goal 2008.

UPDATE: In September 2006, the Board of Education convened a citizens' advisory committee to provide input on the types of publications and information WCPSS should prepare to help communicate with the public on budgetary and financial matters. The committee's work was still underway as of the writing of this update.

RECOMMENDATION 5: The Board of Education, Board of Commissioners, and WCPSS must work together to develop clear and consistent messages around the bond and develop alternative approaches to building and funding schools.

UPDATE: The Board of Education and Board of Commissioners held several joint meetings from fall 2005 until spring 2006 to discuss the capital needs of the system and how to pay for them. There was near unanimous approval from both boards on the capital plan and the bond to fund it.

There has been less action by the boards on alternatives to build/fund schools, although the half-cent sales tax and public-private partnerships were both on the approved 2006 Board of Education Legislative Agenda. A public-private partnership statute was enacted by the General Assembly in summer 2006.

RECOMMENDATION 6: The Board of Education must continue to keep the community informed as the audit process unfolds, and ultimately share the auditors' findings and act upon any recommendations they provide.

UPDATE: The results of the audit were publicly reported at a Board of Education meeting in March. The board made plans to act on all of the recommendations. These recommendations revolved around further structures and processes that can be put in place, and personnel that can be hired, to help deter future fraud. The overall result of the audit was that there was no evidence of additional fraud.

Wake Education Partnership gratefully acknowledges
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The executive summary and full report of *Quality Matters 2006*
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