

Quality Matters 2004:

A Wake Community Review of the Public's Schools



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Quality Matters 2004:

A Wake Community Review of the Public's Schools

A report by the School Finance Committee

April 2004

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Snapshot of the Wake County Public School System

**Student Enrollment (September 2003)**

108,970

Projected Student Enrollment (2010)

131,000

Total Operating Budget (2003-04)

\$784,174,874

Number of Schools (2003-04)

127

Number of Full-Time Employees (2002-03)

12,977

**Students Currently at or above Grade Level
(as measured by End-of-Grade tests in grades 3–8)
(2002-03)**

91.3%

Average SAT Score (2003)

1067

Average Teacher Salary (2002-03)

\$44,189

National Board Certified Teachers (December 2003)

665

**Percentage of Students Pursuing
Higher Education (2002-03)**

86.3%

Superintendent

William (Bill) R. McNeal

Chair, Board of Education

Susan K. Parry

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Introduction

Thank you for your interest in the public's schools and **Quality Matters 2004**. The Wake County Public School System ("WCPSS" or "system") has been the focus of increased attention in recent years. With a student assignment policy that utilizes family income as a means of assigning students, WCPSS has been at the frontlines of school diversity discussions throughout the United States. And earlier this year, Bill McNeal, superintendent of WCPSS, was named the 2004 National Superintendent of the Year by the American Association of School Administrators. In February 2004, *Forbes* placed the system third in its list of "Best Education in the Biggest Cities." All of this recognition has occurred while WCPSS ranks among the nation's fastest growing school systems. The system ranked 24th among the nation's 100 largest public school districts for the 2002-03 school year and had the 11th largest increase in student enrollment in the United States as measured by a recent 10-year analysis.

Quality Matters 2004, an annual review of WCPSS, seeks to inform the community by providing an independent analysis of the finances and operations of the system. Business, civic and community leaders have joined together again this year as the School Finance Committee ("the Committee") to evaluate the system, its stewardship of taxpayer money and the return on our investment as citizens.

Many of the recent accolades received by Wake County and its municipalities can be traced to education. Real estate values, crime rates and the lifetime earning potential of its students can all be tied to an area's public school system. This year's report explores how WCPSS is contributing to the successes of Wake County.

At no other time in U.S. history has the attention on student achievement for **all** students been greater. Under the No Child Left Behind Act of 2001 (referred to in this report as "No Child Left Behind," "NCLB" or "the Act"), schools are required to meet strict federal requirements to avoid significant sanctions. In **Quality Matters 2004** the Committee provides an overview of the Act's requirements and how Wake County is responding to its mandates. Under the guidelines established in the Act, sanctions could be placed upon schools as early as fall 2004. As concerned citizens and taxpayers, we need to be prepared for the financial and psychological impact that may accompany schools not meeting targets established under the Act.

In 1998 the community came together and helped create an ambitious goal for the system. The goal stated that, "By 2003, 95 percent of students tested will be at or above grade level as measured by N.C.



End-of-Grade testing at grades 3 and 8.” Although this goal, referred to as Goal 2003, was not attained, significant strides were made to close the achievement gap and increase test scores throughout the system. So what is next? The Committee addresses the history of Goal 2003 and the continuation and expansion of the goal—Goal 2008. The new goal, which extends the scope of Goal 2003, focuses attention on student achievement for students in grades 3 through 12. Under Goal 2008, students at all levels are expected to show high growth. **Quality Matters 2004** explains the goal and what specific steps are being taken to meet the challenge.

Goal 2008 and the requirements of NCLB cannot be met without increased focus on students whose native language is not English. As the student population has grown in Wake County, so has the influx of students speaking English as a second language. The Committee provides an overview of the history of providing services to these students and the steps being taken today to help these students achieve. Increased funding and focused teacher training are critical to meeting the needs of this expanding student population base.

Student achievement cannot occur without a quality teacher in the classroom. **Quality Matters 2004** details our teachers’ credentials and WCPSS’ steps to recruit and maintain quality teachers. The Committee also addresses new requirements for teacher certification that have sprung from the Act.

In last year’s report, the Committee addressed the recommendations of the Citizen Advisory Committee on School Operations (CAC), a committee formed by the Wake County Board of Commissioners (BOC) and the Wake County Board of Education (BOE) to address various aspects of school funding. The CAC designed a future funding methodology to provide a framework for funding the school system based on growth and inflation. To date, this methodology has not been fully implemented. This year’s report reviews the funding methodology and seeks to focus the public’s attention on the utilization of this formula.

WCPSS is producing quality graduates, leading the nation in embracing achievement for all students and acting as a respectful steward of the resources entrusted to it by the community. However, a school system cannot attain “high quality” without the support of teachers, parents and the community. Enjoy **Quality Matters 2004** and its review of the **public’s** schools.



The Community's Stake in Public Education

Look around you and you will see growth. People are moving to Wake County at an astounding rate. In fact, Wake County's population has grown from approximately 528,000 in 1995 to more than 700,000 in 2003. And the demographics of our population are changing as well. People from all over the United States and the world are moving to Wake County. This period of explosive population growth has resulted in increased demand for resources to provide all the county's children with a high quality public education.

FIGURE 1: Demographics for Wake County and Benchmarking Counties/School Systems

(Unless otherwise noted, all data in Figure 1 comes from "U.S. Census Bureau State and County QuickFacts." Last revised: Tuesday, July 15, 2003. <http://quickfacts.census.gov/qfd/index.html>. Last accessed: Dec. 1, 2003.)

	Wake County	Chapel Hill/Carrboro	Durham County	Forsyth County	Guilford County	Mecklenburg County	Fairfax County, Va.	Gwinnett County, Ga.
2002 Population (1)	679,510	67,996 (2)	233,548	314,853	428,794	734,365	1,004,435 (3)	650,771 (4)
Square Miles	832	24.3 (5)	290	410	649	526	395 (3)	433
Average Per Capita Income	\$27,004	\$24,873 (6)	\$23,156	\$23,023	\$23,340	\$27,352	\$36,888	\$25,006
High School Graduates	89.3%	87.6% (6)	83.0%	82.0%	83.0%	86.2%	90.7%	87.3%
Student Enrollment (2003-04)	108,970	10,672	30,889	46,492	65,828	116,853	166,601	128,856
Number of Schools (2003-04)	127	16	43	67	107	148	241	90
Free and Reduced Price Lunch Recipients	29.0% (7)	13.9% (8)	44.62%	42.87%	45.0% (9)	43.0%	18.96% (10)	30.8% (11)
Dropout Rates (Grades 9-12) (12)	2.59%	.99%	5.77%	5.33%	2.97%	4.02%	1.9% (13)	6.1% (14)

(1) N.C. Department of Commerce: Economic Development Information System. <http://cmedis.commerce.state.nc.us/countyprofiles/>. Last accessed Feb. 9, 2004.

(2) <http://demog.state.nc.us/demog/muntot02.html>.

(3) www.co.fairfax.va.us/comm/demogrph/gendemo.htm.

(4) <http://recenter.tamu.edu/data/popc/pc13135.htm>.

(5) www.city-data.com/city/North-Carolina.html.

(6) This average is for Orange County, home to Chapel Hill and Carrboro.

(7) O'Flaherty, Daniel and Chuck Dulaney. "Free and Reduced-Price Lunch Participation in the Wake County Public School System: 1993-2004." Wake County Public School System. Jan. 2004.

(8) "Chapel Hill Carrboro City Schools: Opening of School Report, Oct. 2003." www.chccs.k12.nc.us/bts/2003/backtoschoolreport20032004.pdf. Last accessed Jan. 28, 2004.

(9) "About Guilford County Schools." Online. www.guilford.k12.nc.us/information/aboutgcs.htm. Last accessed Jan. 28, 2004.

(10) "Free and Reduced Priced Lunch Report." Virginia Department of Education. www.pen.k12.va.us/VDOE/Finance/Nutrition/statistics.html.

(11) "Free and Reduced Priced Meal Counts: Oct. 31, 2003." Gwinnett County Public Schools. www.gcsnp.org/reports/FTE%20Final%20Counts%20F_R-pct.pdf. Last accessed Jan. 23, 2004.

(12) Information on N.C. dropout rates comes from the North Carolina Department of Public Instruction's Dropout Data Report, 2002-03, released Feb. 2004.

(13) "2001-02 Dropout Statistics." Virginia Department of Education. www.pen.k12.va.us/VDOE/Publications/Dropouts/do0102.html. Last accessed Jan. 28, 2004. This number is for grades 7-12 in 2001-02.

(14) State of Georgia. Governor's Office of Student Achievement. <http://reportcard.gaosa.org/k12/Indicators.asp?ID=667:ALL&TestKey=DropRate912&TestType=indicators>. Last accessed March 1, 2004.

The budget to operate WCPSS is comparable to that of a large corporation. As addressed more fully in other sections of **Quality Matters 2004**, operating budgets for WCPSS for the 2003 and 2002 fiscal years were \$753 million and \$706 million respectively with more than 60 percent of funding being derived from the state. An additional 34 percent was derived directly from the citizens of Wake County in the form of local property taxes. To support the need for more schools and the renovation of aging schools, a \$450 million school construction bond referendum was passed in October 2003 by a vote of 64 percent to 36 percent. The payments on these bonds will come directly from county tax revenues.

With this financial investment being made for public education, every citizen of Wake County should ask, *“What’s in it for me?”*

Based on a study conducted by the Gallup Organization in 1998, approximately 61 percent of all households in Wake County **do not** have children in elementary or secondary schools. Therefore, the majority of our citizenry needs to see compelling links between education and quantifiable community benefits. As Tom Lambeth, previously Executive Director of the North Carolina-based Z. Smith Reynolds Foundation stated, “...the path to economic development begins at the schoolhouse door.”¹

Economic Growth and Stability

Economic growth is important to all of us. Over the years, and even in recent tough economic conditions, Wake County has competed with other areas in the recruitment of noted corporate citizens and **won**. Many assert that a strong WCPSS has been a primary tenet in Wake County’s underlying value proposition and that, without a strong public school system, Wake County would not have made the first, much less the last, cut. No one understands this reality better than Harvey Schmitt, president and chief executive officer of the Greater Raleigh Chamber of Commerce, who states,

The only thing constant in our economy is change. According to James H. Johnson Jr. of the Kenan Flagler Business School, as many as 10 percent of all U.S. jobs will be exportable in the next decade. That means competition for jobs will be fierce and the successful workers will be those with the best education and skills. Never has public education been so important. Regardless of your place in society, having a healthy and viable workforce is critical. For new parents it means preparing their child for the competition of life; for graduates of our universities it means a marketplace that attracts jobs; for professionals it means a vibrant economy that provides paying clients; and for seniors it means a growing economy that protects property values and offers a variety of quality service providers. Everyone wins when the public school system is healthy and producing a quality workforce that can compete in a constantly changing economy.



“Everyone wins when the public school system is healthy and producing a quality workforce that can compete in a constantly changing economy.”

Harvey Schmitt, president and chief executive officer of the Greater Raleigh Chamber of Commerce

1. Boliek, Dave. “Our Economic Future is Shaped in the Classroom.” *Educate!*, Feb. 6, 2004.



It has been estimated that over a lifetime a high school graduate will earn \$280,000 more than a high school dropout. The 791 ninth- through twelfth-grade students in Wake County who dropped out of high school in 2002-03 surrendered approximately \$221.5 million in lifetime earning potential.

Lost Lifetime Earnings

A community's economic growth can be measured by identifying lost opportunities and recognizing positive achievement. For example, consider the impact of high school dropouts on Wake County's economy. It has been estimated that over a lifetime a high school graduate will earn \$280,000 **more** than a high school dropout.² The economic cost in Wake County is staggering, and it repeats itself every year. By this measure, the **791** ninth- through twelfth-grade students in Wake County who dropped out of high school in 2002-03 surrendered approximately **\$221.5 million** in lifetime earning potential.³ Only with community commitment to our public schools can we hope to minimize these numbers.

The Cost of Crime

Numerous studies have shown correlations between high school dropout rates and crime rates. In 2003, more than 80 percent of U.S. prisoners were high school dropouts.⁴ Two hundred twenty-nine fewer ninth-through twelfth- graders dropped out from WCPSS in 2002-03 than the previous school year, and the Wake County prison system had 52 fewer admissions during the same period. However, with 791 dropouts and 1,434 prison admissions in one year, Wake County has room to improve. On average, each inmate in North Carolina cost the public \$21,141 in 2002-03.⁵ At the same time, each student in Wake County cost the public only \$6,810. Which is the better investment?

Culture

As Wake County has grown, our cultural, racial and religious diversity has expanded as well, resulting in an increased demand for cultural and recreational activities by Wake County's citizens. Eleanor H. Jordan, president and chief executive officer of the United Arts Council of Raleigh & Wake County, Inc., offered the following comments regarding the relationship between WCPSS and the arts:

I wonder if most citizens realize that WCPSS enjoys such a strong and significant relationship with the arts and cultural community in our area. First, the WCPSS students, in their school setting, are one of the largest consumers of arts programming in Wake County. Our Artists-in-the-Schools program is granting funds to help pay for more than 260 performances, residencies and workshops this school year in 110 Wake County public, private and charter schools—75 percent of the cost is provided through the school PTAs, the other 25 percent from United Arts.

Second, the students who see and participate in these school events are tomorrow's audiences for our arts and cultural community. Few things are more important to Wake's arts and cultural organizations than perpetuating an audience for their art forms.

2. *Educate!*, Feb. 6, 2004.

3. North Carolina Department of Public Instruction, Dropout Data Report, 2002-03, Feb. 2004.

4. "Fight Crime: Invest in Kids." www.fightcrime.org/dropout.php.

5. N.C. Department of Corrections. www.doc.state.nc.us/.

Real Estate

Finally, there are many real estate owners in Wake County who do not have children or whose children have completed their elementary and secondary education. Is there a link between the quality of an area school system and the area's underlying property values? If you ask Michael Walden, an economics professor at North Carolina State University, the answer is yes. He stated in his study, "...I found every percentile point increase in CAT scores was associated with a 0.2 percent increase in home values. This shows that homebuyers value better quality schools and homeowners community-wide can benefit from improved schools even if they have no children in the system."⁶



In its article entitled "The Best Places with the Best Education" from Feb. 14, 2003, *Forbes* cited the *Places Rated Almanac* survey, which was based in part on local public school funding (as opposed to state or federal funding) and student-to-teacher ratios. Raleigh topped the *Places Rated Almanac* list in part because the public schools receive "tremendous support from local sources."

The *Forbes* article cited a study by Lisa Barrow and Cecilia Rouse published in a January 2003 National Bureau of Economic Research paper that found a link between increased school spending and increased property values. "Given that people choose where to live based on the quality of schooling, it seemed reasonable to conclude that the attractiveness of schooling helps prop up property values," said Rouse, a professor of economics and public affairs at Princeton University. "The two are completely intertwined," she added. According to *Forbes* writer Betsy Schiffman, "The real estate brokers' mantra, 'Location, location, location!' ought to be changed to 'Location, location, education!'"

With so many aspects of life in Wake County tied to the success or failure of education, it is in the best interest of every community member to support, challenge and encourage the work of the public school system. The information that follows will provide citizens with a broad look at issues that currently affect the school system and simultaneously affect the community.

6. Michael L. Walden, "Magnet Schools and the Differential Impact of School Quality," *The Journal of Real Estate Research*, Vol. 5, No. 2, Summer 1990, pp. 221-230.

Wake County and its municipalities have been the proud recipients of a host of accolades from respected publications, including the following:

- ✦ #1 Best Place to Live, *MSN House & Home*, July 2003;
- ✦ #1 Best City for Education, *Places Rated Almanac*, Millennium Edition, 2003;
- ✦ #1 Business Climate, *Site Selection Magazine*, November 2002;
- ✦ #2 Best Place for Education, *Forbes*, June 2003;
- ✦ #3 Best Place for Business and Careers, *Forbes*, May 2003;
- ✦ #3 Best City for Entrepreneurs, *Entrepreneur Magazine*, October 2002;
- ✦ #3 The Best Education in the Biggest Cities, *Forbes*, February 2004; and
- ✦ Cary, Hottest town over 100,000 in the East, *Money Magazine*, December 2003.

And the list goes on and on (www.raleighchamber.org).

"The real estate brokers' mantra, 'Location, location, location!' ought to be changed to 'Location, location, education!'"

Betsy Schiffman, *Forbes*

Financing the Public's Schools

Financial Statements and Related Information

By almost any measure, WCPSS is a major entity. During the 2002-03 school year the system employed more than 14,000 full-time and part-time personnel (including 7,600 regular classroom teachers), serving more than 104,000 students at 123 schools.⁷ The 24th-largest school system in the country and the third-largest employer in the Raleigh-Durham area, WCPSS requires an operating budget that approaches \$800 million.⁸

As might be expected, the expenditure of this level of public funds is subjected to a rigorous budgeting process and significant oversight, including various audits by an independent accounting firm. The following financial information, graphs and related discussions are not meant to constitute such an audit or other attestation of appropriateness, but rather to illustrate key fiscal measures of WCPSS.

Revenue Sources

WCPSS is funded by a variety of revenue sources that are generally separated into federal, state and local categories.

Federal Funding

Federal funding is the smallest of the three components of WCPSS' revenue, comprising approximately 5 percent of the total funding received. Federal funding generally takes the form of restricted grants that target specific populations, such as grants that support education services for students with special needs.

7. Fiscal year ended June 30, 2003, Comprehensive Annual Financial Report (known as the 2003 CAFR).

8. 2003 CAFR and fiscal year 2003-04 operating budget is \$784M per "Superintendent's Budget Message 2003-04" on WCPSS Web site: www.wcpss.net/budget/2003-04-official-budget/message, accessed Feb. 19, 2004.



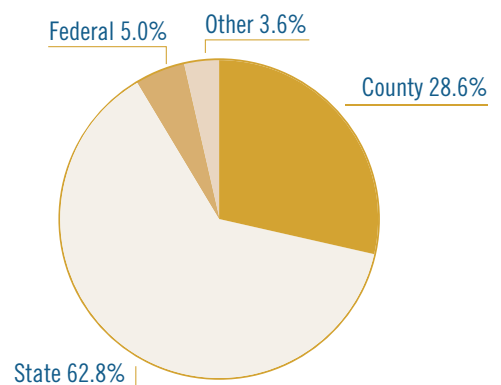
FIGURE 2: Financial Results (in Millions)

(McGladrey and Pullen, LLC. Comprehensive Annual Financial Report 2003. Wake County Public School System.)

	2003	2002
Revenues		
County	\$199	\$194
State	438	423
Federal	35	33
Other	25	30
Total:	697	680
Expenditures		
Instructional	503	489
Administrative	48	47
Bus/Ctrl Supp.	117	108
Other	32	35
Total:	700	679
Capital Revenue	180	143
Capital Outlay	176	143

FIGURE 3: 2003 Revenues

(McGladrey and Pullen, LLC. Comprehensive Annual Financial Report 2003. Wake County Public School System.)



State Funding

The cost of operating North Carolina public schools is borne primarily by state government, which provides 62 percent of WCPSS' funding and approximately 67 percent of all North Carolina public school funding.⁹ The state allocates funds to WCPSS and other public school systems based on a formulaic approach. This methodology employs a series of allotments that are generally dependent upon student population and the characteristics of faculty and staff. Due to the growth of WCPSS, state funding has increased every year in recent history and grew by 3 percent in fiscal year 2003-04.¹⁰ State funds are subject to substantial limitations that effectively reserve 95 percent of such funds for salaries and employee benefits.

Local Funding

WCPSS' primary funding from local sources is an allocation of Wake County property tax revenues. The Board of Commissioners (BOC) makes this allocation of county funds, which is the culmination of the WCPSS budget process. Due to the limitations imposed on the use of state and federal funds, local funds provide the discretionary funds necessary to address WCPSS' goals.

Expenditures

WCPSS has experienced significant and continuous growth. Approximately 3,300 additional children enter the system each year, which has amounted to growth of about 4 percent a year over the last seven years.¹¹ In 2003-04, a record 4,597 students entered WCPSS. The system expects to have more than 131,000 students enrolled by 2010.¹² This growth pace has required corresponding increases in both operating and capital expenditures.

Operating Expenditures

Operating expenditures are primarily comprised of instructional, administrative and business and central support service expenditures. Instructional expenditures include teacher salaries and instructional materials; administrative expenditures include principal and assistant principal salaries; and business and central support service expenditures include transportation and child nutrition. While the distribution of expenditures remains consistent with that of 2001-02, additional increases in expenditures for 2002-03 have been justified based upon the pursuit of various WCPSS initiatives, including Goal 2003. The primary objective of Goal 2003 was to improve student test scores to the point that 95 percent of all third- and eighth-grade students would score at or above grade level on N.C. End-of-Grade reading and math tests by 2003. The pursuit of this initiative required local funding to increase at a rate higher than that of growth in student enrollment.

9. "2003 North Carolina Local School Finance Study," The Public School Forum of North Carolina, September 2003.

10. Superintendent's Budget Message, et al.

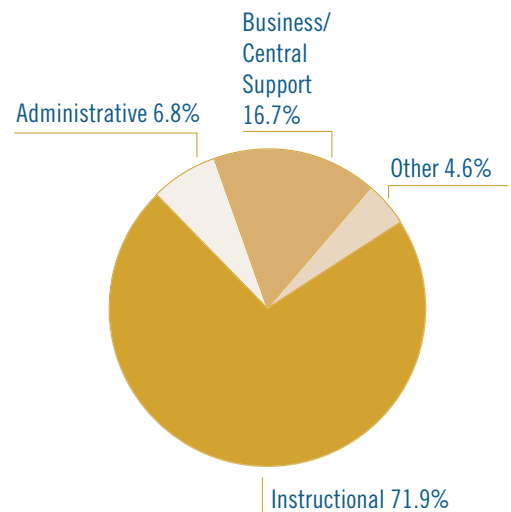
11. Superintendent's Budget Message, et al.

12. 2003 CAFR.



FIGURE 4: 2003 Expenditures

(McGladrey and Pullen, LLC. Comprehensive Annual Financial Report 2003. Wake County Public School System.)





A second component driving the increase in expenditures is inflation, as many costs are increasing faster than the rate of growth in student enrollment. For example, health insurance premiums are projected to increase 22.5 percent in the coming year.¹³

From 1998-99 to 2002-03, total enrollment in WCPSS increased approximately 9 percent while total expenditures increased by more than 34 percent. However, in recent years this disparity decreased. The increase in student enrollment is compared to the increase in expenditures in Figure 5. In spite of this growth in expenditures, however, WCPSS remains competitive with its peer group of major North Carolina school systems on both a total per-pupil expenditure (PPE) basis and a local PPE basis. See Figures 6 and 7.

FIGURE 5: Increase in Student Enrollment vs. Increase in Expenditures

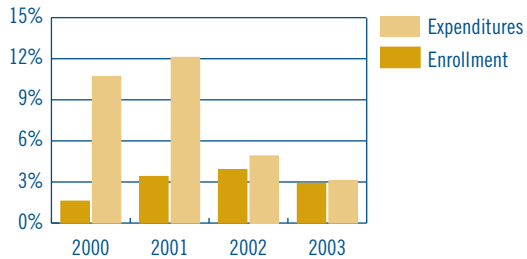
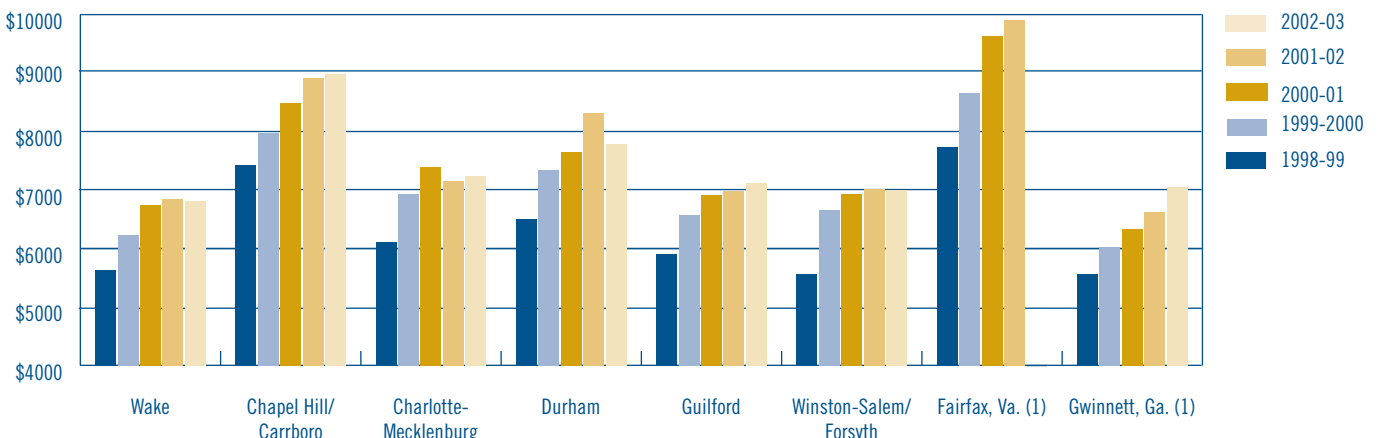


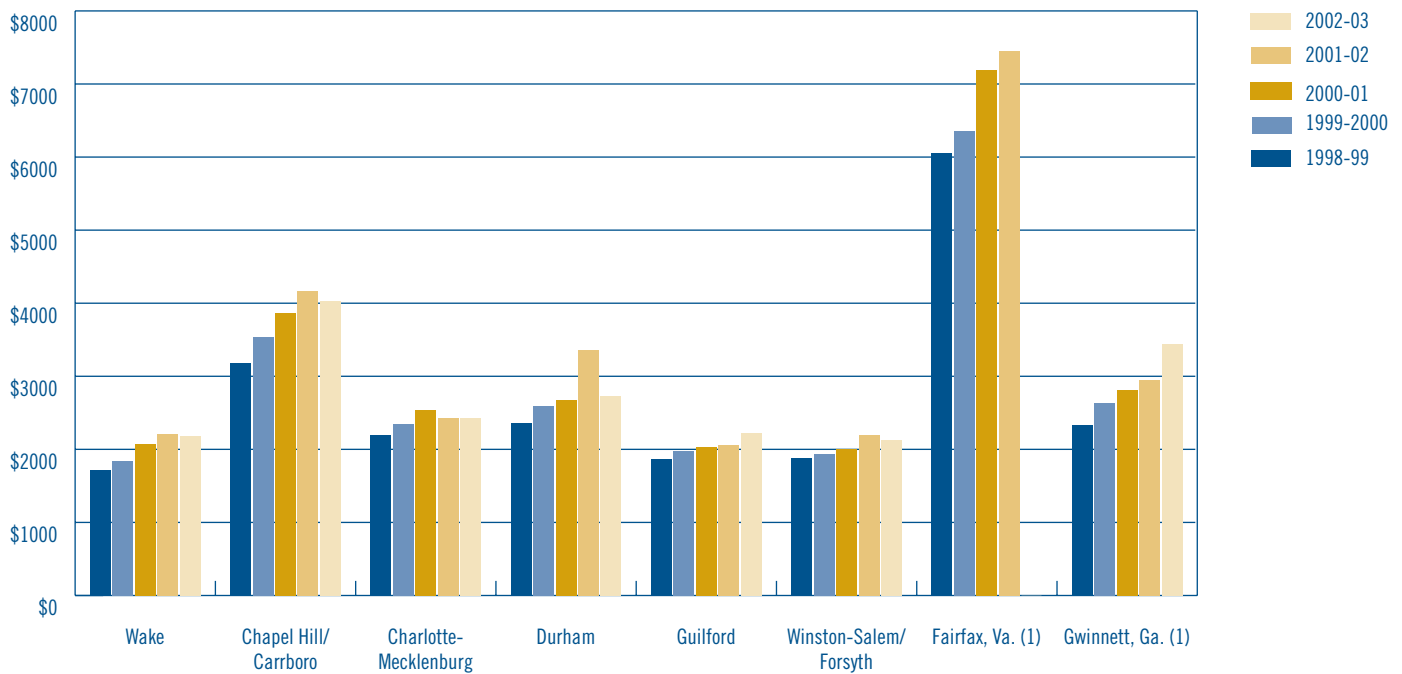
FIGURE 6: Total Per-Pupil Expenditure (PPE) 1998-2003 *

(Data from N.C. Department of Public Instruction Statistical Profiles)



13. Superintendent's Budget Message, et al.

Figure 7: Local Per-Pupil Expenditure (PPE) 1998-2003*
 (Data from N.C. Department of Public Instruction Statistical Profiles)



*North Carolina district figures include child nutrition and exclude capital outlay. Virginia and Georgia have different funding structures.

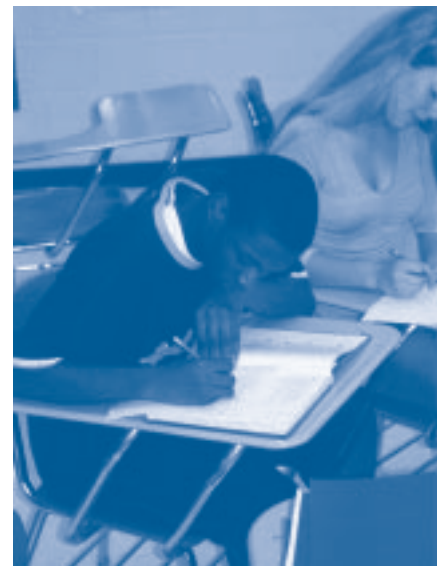
(1) www.pen.k12.va.us/VDOE/Publications/asrstat/2001-02/Table15.xls;
www.pen.k12.va.us/VDOE/Publications/asrstat/2000-01/Table15.xls; and
http://app.doe.k12.ga.us/ows-bin/owa/fin_pack_revenue.display_proc.

Capital Expenditures

While the operating budget addresses the maintenance and repair of existing facilities (including such items as housekeeping, general repair and grounds maintenance), the capital budget addresses larger projects with budgets of \$100,000 or more.

The growth in student enrollment has resulted in a near-constant building program for WCPSS over the past 20 years. Since 1986, 51 new schools have been added and dozens of schools have been expanded to accommodate the growing student population.¹⁴ This expansion has been funded in six phases, including the current Plan 2000, a \$550 million school building program approved by the public in November 2000, and Plan 2004, a building program approved last year.

When complete, Plan 2000 will provide 14 new schools and 32 major renovations, as well as repairs and maintenance for 64 schools. Plan 2004 is also a \$550 million program, \$450 million of which was approved by a two-thirds majority of voters in an October 2003 bond referendum. It will provide 13 new schools, one pre-kindergarten center, renovations at 16 schools and repairs at an additional 61 schools by 2008.¹⁵



14. Superintendent's Budget Message, et al.

15. 2003 CAFR.

No Child Left Behind in Wake County

In **Quality Matters 2003**, we briefly introduced Wake County citizens to the No Child Left Behind Act of 2001 (“No Child Left Behind,” “NCLB” or “Act”), a sweeping education accountability law signed by President Bush on Jan. 8, 2002. Since that day, the Act’s clamoring mandates have resonated in public schools throughout the United States, including those in Wake County. This year, **Quality Matters 2004** highlights the Act’s major provisions, provides relevant data on student achievement and discusses the Act’s critical impact in Wake County.

In this report, we have provided pertinent information related to NCLB and how Wake County is responding to the Act’s requirements. But we cannot cover it fully in this document. After reading this report, if you would like to learn more about the details of No Child Left Behind, we suggest that you visit one of the following resources:

U.S. Department of Education

www.ed.gov/index.jhtml

North Carolina Department of Public Instruction

www.dpi.state.nc.us/

Wake County Public School System

www.wcpss.net

Public Education Network

www.publiceducation.org/index.asp

Before No Child Left Behind

Historically, the federal government has had a minimal role in elementary and secondary public education. In the 1960s, however, the heightened attention of Congress to civil rights and poverty issues in America resulted in the unprecedented passage of the Elementary and Secondary Education Act of 1965 (ESEA). The ESEA established, among other things, the Title I program of federal funding to improve the academic achievement of schoolchildren living in low-income urban and rural areas across the country. The ESEA and the Civil Rights Act of 1964 fueled the momentum for equal access to education in America, an objective that continues today in the era of No Child Left Behind.

The Achievement Gap—Impetus for Change

Since Congress passed the ESEA and other laws expanding the federal government’s role in elementary and secondary public education, federal dollars have slowly flowed to public school systems across the country, including Wake County. Although overall student performance on standardized reading and math tests has improved since enactment of the ESEA, the performance of black, Hispanic, Native American, disabled and economically-disadvantaged student subgroups has lagged considerably behind that of white and Asian student subgroups. This phenomenon, known as the “achievement gap,” has generated much discussion among educators and policymakers on the adequacy of federal education dollars and the effectiveness of federal education programs. In particular, the National Assessment of Educational Progress, the sole national



Although overall student performance on standardized reading and math tests has improved since enactment of the ESEA, the performance of black, Hispanic, Native American, disabled and economically-disadvantaged student subgroups has lagged considerably behind that of white and Asian student subgroups.

assessment of U.S. students, revealed that only 32 percent of the country's fourth-graders could read at a proficient level in 2000. Numerous other studies at that time confirmed the troubling achievement gap between certain groups of students. A bipartisan majority of both houses of Congress responded by enacting No Child Left Behind. Congress's purpose was:

[t]o ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and . . . assessments.

No Child Left Behind: Major Provisions

Stated simply, No Child Left Behind is a reauthorization of the ESEA with accountability provisions. The accountability provisions are certain "all-or-nothing" standards centered on achieving the Act's overriding objective, which is to eliminate the achievement gap:

All students (100 percent) must perform at or above grade level in reading and math by the 2013-2014 academic year.

Critics view No Child Left Behind as an "unfunded federal mandate" that burdens states and localities with unattainable goals that require substantial resources to meet. Proponents of the Act, however, argue that the federal government should reward success and sanction failure by linking federal education dollars to student achievement. Regardless of one's point of view, No Child Left Behind warrants the community's full attention, as the Act's requirements will inevitably impact Wake County.

Several provisions of No Child Left Behind blend well with North Carolina's education accountability law, the ABCs of Public Education, which the General Assembly enacted in 1995. Both laws focus on individual school accountability for student achievement and staff quality, engage parents in school improvement, reward success, address failure to meet performance targets and promote the flexible allocation of resources. However, while the ABCs program rewards schools for growth in student achievement, NCLB sets one target score that all children must meet.

At the local level, by analyzing disaggregated student achievement data and adopting Goal 2003 in the 1990s, WCPSS was ahead of the curve in recognizing that eliminating the achievement gap should be an important priority. No Child Left Behind, however, will force the citizens of Wake County, now more than ever, to join WCPSS to make elimination of the achievement gap a **top** priority, or else face sanctions with potentially devastating financial and operational consequences to our growing schools and community.

NCLB: Increased Accountability for Student Achievement

The Act holds schools and school districts accountable for the achievement of all students. Each state must establish a timeline for Adequate Yearly Progress (AYP) and test student achievement in reading and math to determine AYP. A glossary of other terms commonly used in the Act can be found in Appendix Three on page 38 of this report.

To understand AYP, one must understand the following key points:

- * A school makes AYP only if it satisfies ALL target goals in BOTH reading and math;
- * ALL student subgroups in a school must make AYP in order for a school to make AYP;
- * In general, a school with more subgroups faces additional challenges to meet AYP, but there are notable exceptions (e.g., Lockhart Elementary School was one of two North Carolina elementary schools recognized as Distinguished Title I Schools in 2004; this school met all AYP targets in 2002-03);
- * Schools that meet North Carolina's "High Growth" targets under the ABCs accountability law do NOT necessarily make AYP under No Child Left Behind; and
- * The failure to make AYP in both 2002-03 and 2003-04 will result in "Needs Improvement" status.

So what are the sanctions? Beginning with the 2002-03 academic year, if a school that receives Title I funding does not meet AYP performance targets for ALL student subgroups for two consecutive years, then the school becomes a **Needs Improvement** school. A key element of Needs Improvement status mandates that the school system communicate to parents the right to public school choice—that is, the right to transfer to another public school that is not a Needs Improvement school, with priority given to low-achieving students from low-income families and transportation paid for by the school district with a portion of Title I funds.

If a school does not make AYP after two years in Needs Improvement status (i.e., does not make AYP for four consecutive years), then the Act requires **Corrective Action**. Corrective Action includes measures such as replacing school personnel responsible for the failure to meet AYP targets and continuing to give parents the right to public school choice.

If a school does not make AYP after one year of Corrective Action (i.e., does not make AYP for five consecutive years), the Act then requires **Restructuring**, which includes measures such as:

- Replacing most or all school personnel; and
- Implementing alternative school governance, such as state takeover, charter school conversion or private management.

Accordingly, the only way for a school to prevent imposition of the above-referenced sanctions is to make AYP. Figure 8 summarizes the timeline of sanctions under No Child Left Behind for Title I schools.

Long before No Child Left Behind, WCPSS was working hard, and successfully, to close the achievement gap, but the Act’s mandates underscore the need to work harder. Under North Carolina’s education accountability program, the ABCs of Public Education, WCPSS’ reading and mathematics proficiency in grades 3 through 8 improved roughly 9.4 percent between 1997-98 and 2002-03, to an historic high of 91.3 percent of students performing at or above grade level. Under No Child Left Behind, that percentage must rise to 100 percent by 2013-14.

Figures 9, 10, 11, and 12 show student proficiency in both reading and math in grades 3 through 8 and grade 10 in 2002-03, including results for each of the 10 student subgroups in Wake County and in benchmarking districts.

FIGURE 8: NCLB School Sanctions

YEAR	SCHOOL STATUS	SANCTIONS
Year One	Fails to make AYP	None
Year Two	Fails to make AYP	None
Year Three	Fails to make AYP; In Title I School Improvement, Year One	Public school choice, technical assistance
Year Four	Fails to make AYP; In Title I School Improvement, Year Two	Public school choice, technical assistance, supplemental educational services
Year Five	Fails to make AYP; In Title I School Improvement, Year Three	Public school choice, technical assistance, supplemental educational services, corrective action
Year Six	Fails to make AYP; In Title I School Improvement, Year Four	Public school choice, technical assistance, supplemental educational services, corrective action, develop plan for restructuring
Year Seven	Fails to make AYP; In Title I School Improvement, Year Five	Public school choice, supplemental educational service, corrective action, implement plan for restructuring



FIGURE 9: Percent at/above Grade Level in Reading, Grades 3–8 (2002-03)(Adequate Yearly Progress (AYP) Reports for 2002-03. <http://ayp.ncpublicschools.org>.)

	All	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	LEP	Students with Disabilities
Target Goal	68.9	68.9	68.9	68.9	68.9	68.9	68.9	68.9	68.9	68.9
Wake	89.3	93.4	93.8	77.3	70.7	92.5	>95.0	71.9	50.6	65.8
Chapel Hill/Carrboro	92.1	~	91.7	76.5	69.7	92.6	>95.0	72.2	55.1	75.3
Charlotte-Mecklenburg	79.9	76.1	84.1	69.5	64.4	88.5	93.4	65.4	45.0	40.4
Durham	79.2	~	91.9	74.0	57.3	90.0	93.9	66.2	39.0	41.8
Guilford	82.9	83.7	79.2	73.7	66.1	86.6	92.7	70.7	45.1	56.4
Winston-Salem/Forsyth	80.2	75.5	89.5	68.7	57.2	86.1	91.8	64.5	30.4	48.8

~ = not calculated due to insufficient data (fewer than 40 students in the subgroup)

FIGURE 10: Percent at/above Grade Level in Math, Grades 3–8 (2002-03)(Adequate Yearly Progress (AYP) Reports for 2002-03. <http://ayp.ncpublicschools.org>.)

	All	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	LEP	Students with Disabilities
Target Goal	74.6	74.6	74.6	74.6	74.6	74.6	74.6	74.6	74.6	74.6
Wake	91.2	93.4	>95.0	80.4	79.3	93.8	>95.0	77.1	63.6	69.7
Chapel Hill/Carrboro	93.1	~	>95.0	76.7	75.2	92.0	>95.0	75.1	76.4	73.6
Charlotte-Mecklenburg	85.7	82.7	92.9	77.1	77.4	92.7	>95.0	75.5	65.4	54.1
Durham	83.1	~	>95.0	78.0	70.5	92.7	>95.0	73.4	59.4	52.9
Guilford	86.9	82.8	88.3	78.7	76.2	90.6	94.9	77.4	62.1	66.6
Winston-Salem/Forsyth	84.7	84.9	93.1	75.1	70.6	88.3	93.5	72.7	51.7	58.4

~ = not calculated due to insufficient data (fewer than 40 students in the subgroup)

Clearly, the improvement in student proficiency is substantial, but the achievement gap between student subgroups persists. As mentioned previously, No Child Left Behind requires states to establish performance targets for the determination of AYP. Each school district must follow the same targets. WCPSS' target goals for 2002-03 were as follows:

- 68.9 percent proficiency in reading, grades 3 through 8;
- 74.6 percent proficiency in math, grades 3 through 8;
- 52.0 percent proficiency in reading, grade 10; and
- 54.9 percent proficiency in math, grade 10.

The results in Wake County during 2002-03 illustrate, again, the challenge posed by No Child Left Behind.

FIGURE 11: Percent at/above Grade Level in Reading, Grade 10 (2002-03)(Adequate Yearly Progress (AYP) Reports for 2002-03. <http://ayp.ncpublicschools.org>.)

	All	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	LEP	Students with Disabilities
Target Goal	52.0	52.0	52.0	52.0	52.0	52.0	52.0	52.0	52.0	52.0
Wake	76.8	~	82.6	51.9	52.7	78.7	87.3	45.5	36.8	42.4
Chapel Hill/Carrboro	86.2	~	82.7	51.2	~	~	93.7	~	~	51.9
Charlotte-Mecklenburg	65.2	~	62.5	45.6	39.0	~	84.0	38.0	33.1	18.6
Durham	63.1	~	79.2	48.4	36.8	78.7	84.1	37.4	19.6	29.7
Guilford	64.8	~	50.0	42.9	47.9	67.5	80.8	38.2	11.1	27.9
Winston-Salem/Forsyth	67.7	~	~	44.3	35.5	69.8	83.6	34.6	9.9	26.4

~ = not calculated due to insufficient data (fewer than 40 students in the subgroup)

FIGURE 12: Percent at/above Grade Level in Math, Grade 10 (2002-03)(Adequate Yearly Progress (AYP) Reports for 2002-03. <http://ayp.ncpublicschools.org>.)

	All	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	LEP	Students with Disabilities
Target Goal	54.9	54.9	54.9	54.9	54.9	54.9	54.9	54.9	54.9	54.9
Wake	79.2	~	92.6	53.9	59.8	83.1	88.9	49.6	48.7	45.5
Chapel Hill/Carrboro	87.0	~	>95.0	47.1	~	~	93.0	~	~	53.8
Charlotte-Mecklenburg	67.8	~	77.9	46.7	48.4	~	85.9	43.0	48.7	22.4
Durham	65.3	~	88.7	49.6	51.7	81.7	85.2	39.4	39.1	32.3
Guilford	68.2	~	62.0	45.5	52.6	64.9	84.1	43.7	25.0	31.9
Winston-Salem/Forsyth	71.7	~	~	52.0	48.5	71.7	84.5	46.8	28.4	29.5

~ = not calculated due to insufficient data (fewer than 40 students in the subgroup)

The Challenge

The immediate challenge for Wake County, however, is ensuring that schools make AYP in accordance with No Child Left Behind. Even though roughly 5 percent of the WCPSS budget comes from federal dollars and only 48 of 127 schools in Wake County receive Title I funds, compliance with the Act is required throughout Wake County, beginning with the 2002-03 school year. Although only Title I schools are subject to sanctions under No Child Left Behind, all schools are expected to make AYP in Wake County.

With these points in mind, the preliminary 2002-03 federal AYP results for schools in Wake County are set forth in Appendix Four.

Why Making AYP Matters in Wake County

Wake County citizens may wonder why AYP matters if a school is considered a “School of Excellence” under ABCs. It is a fair question, but the answer is simple:

Making AYP matters because Wake County not only must devote additional resources to respond to federal sanctions, but also must effectively address the effects on teacher, student and parent morale and community perceptions of school quality.

At this point, there are many more questions than answers. How many schools will not make AYP in the current school year and thus be subject to sanctions in 2004-05? How much choice will a student at a Needs Improvement school have under the Act’s public school choice mandates? How many students will actually choose to leave a Needs Improvement school? How will the Act’s public school choice provisions affect student assignment (and reassignment) in a growing Wake County? And finally, how much money will be diverted from services that the Title I schools critically need to respond to the mandates of the sanctions?

These tough questions need to be addressed now as we prepare for the 2004-05 school year.



Goal 2003 and Goal 2008

In 1998 the Wake County Board of Education (BOE) adopted Goal 2003:

By 2003, 95 percent of students tested will be at or above grade level as measured by N.C. End-of-Grade testing at grades 3 and 8.

This ground-breaking goal was created in response to citizen input given during the first Wake Education Summit, where community leaders collectively called for a greater focus on improving academic achievement for all WCPSS students.

Objectives of Goal 2003

The BOE first outlined four objectives that were designed to concentrate community efforts around the newly adopted goal:

- Reduce the gap between all students' actual achievement and their potential achievement;
- Recruit, develop and retain quality employees whose vision, potential and abilities support leaving no child behind;
- Broaden public support for the school system; and
- Manage growth and diversity to keep all schools strong.

The BOE then defined strategies and outcome measures for each objective. WCPSS employees and the community at large responded by collaborating their efforts to reach the goal by the end of 2002-03.

Figures 13: Percent of Reading EOG Scores at/above Grade Level (Grades 3–8)*

(Dulaney, Chuck and Roger Regan. "End-of-Grade Multiple-Choice Test Results: 2002-03." Wake County Public School System, July 2003. www.wcpss.net/evaluation-research/reports/2003/0317eog2003.pdf. Last accessed Feb. 9, 2004.)

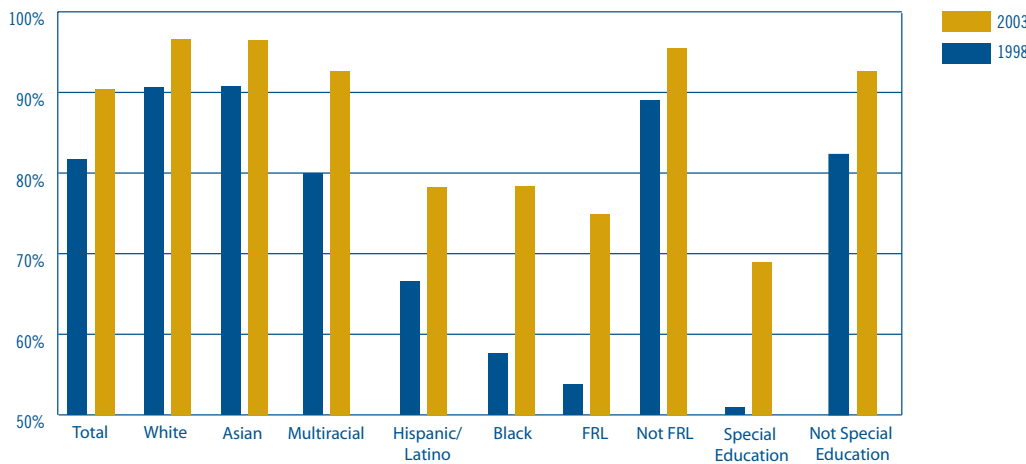
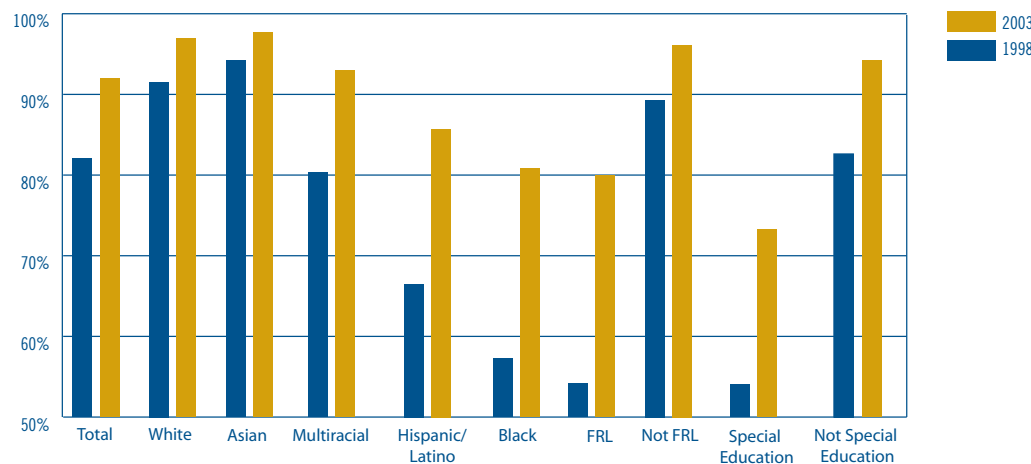


Figure 14: Percent of Math EOG Scores at/above Grade Level (Grades 3–8)*

(Dulaney, Chuck and Roger Regan. "End-of-Grade Multiple-Choice Test Results: 2002-03." Wake County Public School System, July 2003. www.wcpss.net/evaluation-research/reports/2003/0317eog2003.pdf. Last accessed Feb. 9, 2004.)



* Percentages reported as composite of grades 3 through 8.

Accomplishments of Goal 2003

Although Goal 2003 was not attained, great strides were made to increase the performance of students who had been testing below grade level. In fact, student achievement in Wake County is at an all-time high. In 1998, when Goal 2003 was first adopted, 81.9 percent of third- through eighth-grade students scored at or above grade level on the state End-of-Grade (EOG) tests in reading and math.¹⁶ In 2003 that number increased to **91.3 percent**. See Figures 13 and 14 for detailed results in reading and math EOG scores.

However, to achieve true success, all children need to achieve at their full potential. As such, children testing at or above grade level must show growth as well. Thus, the community came together again to determine how to move forward after Goal 2003.

Adoption of Goal 2008

Built on information gathered through Wake Education Partnership's initiatives, *Voices & Choices* and the sixth-annual Wake Education Summit held in May 2003, the BOE adopted Goal 2008 on Nov. 5, 2003. The new goal raises the bar and expands its reach to include **all** students in grades 3 through 12 and students already performing at or above grade level. The goal further aligns Wake County student achievement efforts with the federal accountability standards of No Child Left Behind and the state accountability standards of ABCs of Public Education. It states:

WCPSS is committed to academic excellence. By 2008, 95 percent of students in grades 3 through 12 will be at or above grade level as measured by the State of North Carolina End-of-Grade or Course tests, and all student groups will demonstrate high growth.

In pursuit of this goal, the system will:

- Increase challenging educational opportunities for all students;
- Increase student participation and success in advanced classes at the high school level;
- Increase the percent of ninth-grade students graduating from high school within four years;
- Recruit, develop, support and retain a highly qualified workforce to ensure student success;
- Identify and seek resources necessary to support student success; and
- Build a consensus of support through community collaboration.

Next Steps for Goal 2008

Goal 2008 is still in its beginning stages. The BOE and the BOC are working collaboratively to support the goal with both human and monetary resources. Their collaboration currently includes efforts to:

- Develop a plan in concert with county staff that includes strategies to reach the goal; and
- Develop a plan to communicate and share the goal with all stakeholders.

¹⁶ Reported percentages were a measurement of grades 3 through 8, personal communication, Wake County Public School System Evaluation and Research Department, Feb. 9, 2004.

Potential strategies for Goal 2008 outlined by school administrators and presented to the Board of Education in January 2004 include the following:

Instructional:

- ✦ Additional English as a Second Language teachers;
- ✦ Additional Academically Gifted teachers;
- ✦ Expansion of successful educational programs (e.g., Partnership for Educational Success, Accelerated Learning Program, Project Achieve, Fast ForWord, Pre-Kindergarten);
- ✦ Additional teachers at Title I schools;
- ✦ Additional Instructional Resource teachers at middle schools;
- ✦ Advanced Placement exam initiatives to foster increased participation;
- ✦ Additional alternative school programs for high school students;
- ✦ Smaller Learning Communities for high school students;
- ✦ High school tutorial assistance;
- ✦ Additional teachers in courses with End-of-Course (EOC) tests;
- ✦ High school transition services; and
- ✦ Special education coordination services.

Human Resources:

- ✦ Incentives for additional licenses;
- ✦ Time for peer collaboration;
- ✦ Investments in sustained, high quality professional training;
- ✦ Creation of a professional review process; and
- ✦ Time for critical instructional roles and advanced training opportunities.

As always, community encouragement and support will be critical as our students, teachers, administrators and parents work diligently to continue increasing achievement levels for **all** students in Wake County.

English as a Second Language Program

Sprechen Sie Englisch? (Do You Speak English?)

At a time when No Child Left Behind has placed additional pressure on public school systems, WCPSS finds many students from different countries and heritages relocating to Wake County. These students speak many languages, including Spanish, French, German, Japanese and Korean. In fact, there are more than 80 different languages spoken within the Wake County student population. Although English is a second language for these students, they are expected to achieve at the same level as English-speaking students if they are to be promoted. To encourage these students to develop their English language skills and to adapt to American culture, specialized teachers and programs are essential. This section of **Quality Matters** contains a history and overview of the services provided to limited English proficient (LEP) students in Wake County, an assessment of the current state of WCPSS' English as a Second Language (ESL) program and a discussion of where WCPSS must focus its resources in the near future.

History and Overview of the ESL Program

The ESL program began in Wake County in 1977 as part of the federal mandate to provide such services. ESL services are offered to parents as an option for students that are deemed LEP. Students' English language ability is assessed upon entry in the school system by the Idea Proficiency Test (IPT), a component of North Carolina's testing program. After being identified through the use of a Home Language Survey, potential LEP students take the IPT within 30 days of enrollment in school. The students are admitted to the ESL program when their scores fall within a predetermined range. Once admitted into the program, they may receive ESL services

until they test at a level outside the range established for LEP determination. The ESL program is an optional service, as parents may request that services be discontinued at any time.

The number of LEP students in Wake County has grown rapidly over the last five years. During 1996-97 there were approximately 1,227 students receiving ESL services in Wake County. By January 2004, that number had risen to 5,127, an increase of 418 percent. It is anticipated that the program will serve more than 6,000 students during 2004-05.

For the current school year, there are 76 schools providing ESL services among the 127 schools in WCPSS. The largest ESL programs are at Lockhart Elementary (167 students), Cary High School (142 students) and Garner High School (117 students). To provide ESL services to all students requesting entrance into the program, WCPSS must assign students to schools offering ESL services or begin providing such services at the students' base schools.

Teacher Training

To provide adequate services to LEP students, teachers should be certified to teach ESL. In 2003-04, approximately 123 teachers are assigned to the ESL program, however there are not enough ESL certified teachers in Wake County to fill each of these positions. Therefore, teachers without the training required to meet ESL licensure are currently being used to meet the needs of the students. Please see Figure 15 for ESL licensure percentages and teacher/student ratios in Wake County and other benchmarking school districts for 2001-02.

FIGURE 15: ESL Status (2001-02)

www.learnnc.org

	LEP Students Enrolled	ESL Teaching Positions	Percent Licensed	Ratio of Students to Fully Licensed Teacher*	Ratio of Students to ESL Teaching Position
Wake	4,470	107	64.5%	65:1	42:1
Chapel Hill/Carrboro	750	25	96.0%	32:1	30:1
Charlotte-Mecklenburg	6,494	122	99.2%	54:1	53:1
Durham	1,731	23	91.3%	83:1	75:1
Guilford	2,930	65	89.2%	51:1	45:1
Winston-Salem/Forsyth	2,652	34	76.5%	102:1	78:1

* This is the district ratio and may vary by grade level and school.

Before 1998, North Carolina teachers could obtain ESL licensure only by taking an “irregular path.” North Carolina adopted this path in 1982, a time when the state’s schools had fewer language minority students. Moreover, the path was available only to teachers previously licensed to teach in other areas, and it required completion of a portfolio based on established competencies for ESL licensure.

Since 1998, individuals seeking an ESL license must complete a college or university program to receive training to meet the certification standards for ESL teachers. Today, only 10 universities in North Carolina have ESL licensure programs that are approved by the N.C. Department of Public Instruction. These programs do not have the ability to graduate enough ESL certified teachers to address the current demand in Wake County alone, much less the expected growth in the ESL program.

Funding for ESL Services

The current budget for the ESL program is just under \$7 million. This funding comes from various sources—federal, state and local. The per-pupil expenditure for 2002-03 for all WCPSS students was approximately \$6,810. Additional funds are allocated to LEP students from the various sources. State funding for LEP students is determined by a formula that considers both the number of LEP students in the district and the rate of growth in the number of LEP students. Annually each local school system (including WCPSS) provides documentation of LEP numbers based on the IPT assessment to the N.C. Department of Public Instruction. Funds are then allocated to school systems across the state in accordance with need.

The funding for ESL services is given in addition to the funding provided based upon student enrollment at each school. Because funding is based on historical numbers, it rarely reflects the actual number of students in the LEP category. Even though LEP students continue to enroll in WCPSS during the year, no additional funding is available to meet their needs.

As the number of ESL students continues to grow, funding must accelerate to keep up with this fast-paced growth. For every additional 50 ESL students, approximately \$40,000 of additional funding is required to maintain the program at current student/teacher ratios. Support for materials and supplies is an additional cost. At current growth rates, ESL student enrollment in WCPSS is projected to be 14,000 by 2008-09. This growth will require \$6.4 million in additional funding to maintain the ESL program.

Students whose first language is not English are becoming an ever-larger percentage of the WCPSS student population. They are required under NCLB to be tested in English and to make gains on EOG and EOC tests. However, these students also have to learn English as a new language at the same time, in itself a daunting task. Language learning is a resource-intensive pursuit. To learn English and learn subject material, LEP students require additional support in time, personnel and materials. The academic expectation for LEP students has been set high—they will require resources and support to meet this expectation.

Figure 16: Percent of LEP 3-8 Grade Students at/above Grade Level in Reading and Math (2002-03)

(Adequate Yearly Progress (AYP) Reports for 2002-03. <http://ayp.ncpublicschools.org>.)

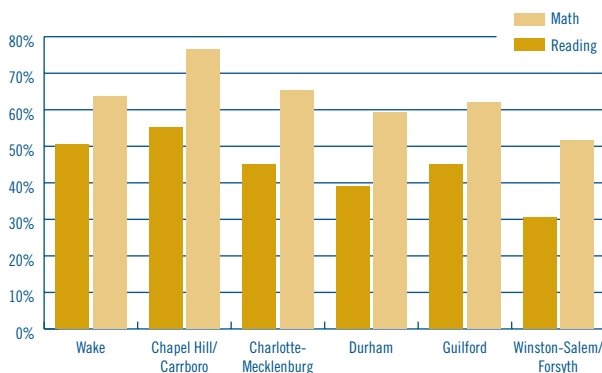
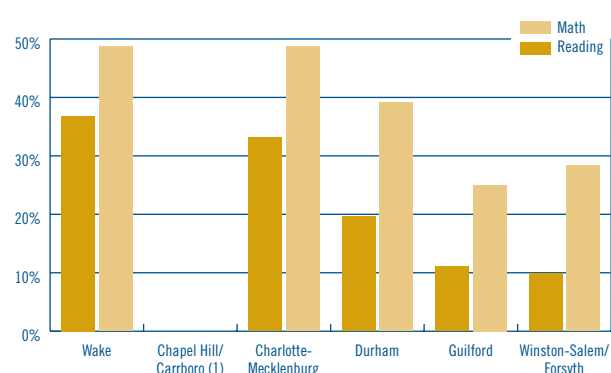


Figure 17: Percent of LEP Grade 10 Students at/above Grade Level in Reading and Math (2002-03)

(Adequate Yearly Progress (AYP) Reports for 2002-03. <http://ayp.ncpublicschools.org>.)



(1) Not calculated due to insufficient data (fewer than 40 students in the subgroup)

Our High School Students: College Preparation

Given NCLB's requirement that all Wake County students perform at or above grade level by 2013-14 and WCPSS' new objectives in Goal 2008, we must continue to focus on the needs of our high school students. One area of focus is students' performance on the Scholastic Assessment Test (SAT) and the Advanced Placement (AP) exams, two tests used to distinguish students for admission to post-secondary institutions. How well are we preparing our high school students for universities, community colleges and the business world?

SAT Participation and Scores

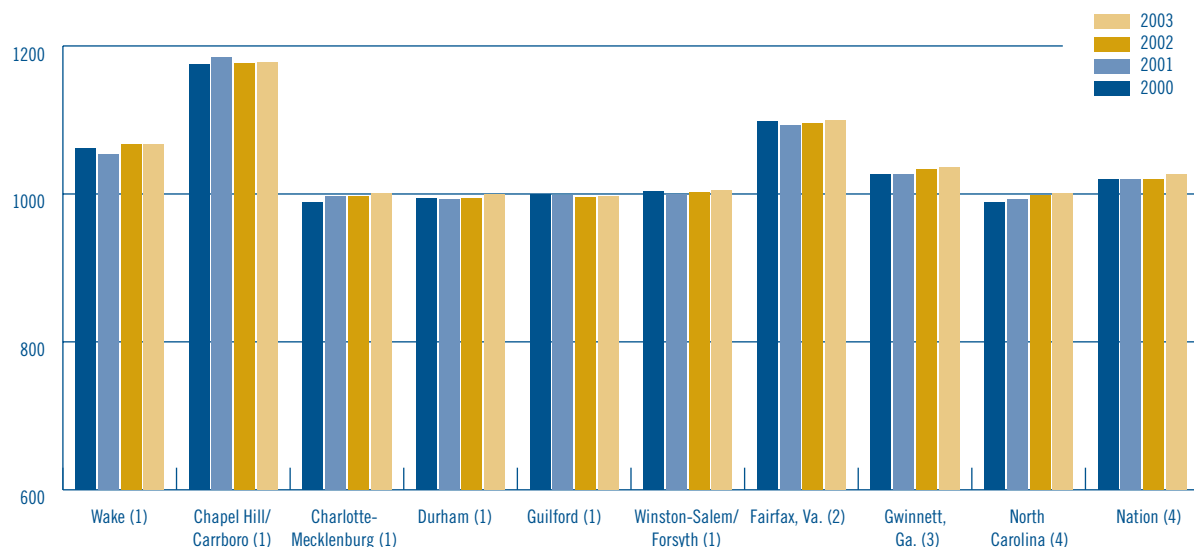
The SAT is an assessment tool used by colleges and universities during the admissions process to determine how well students will perform during their freshman year. Though high school students are not required to take the test, 80 percent of Wake County seniors took the test in 2002-03, one percentage point above last year's participation and well above the current state participation of 68 percent.

WCPSS' average SAT score in 2002-03 mirrored the previous year's average of 1067, the fifth-highest district average in the state. Though it remained the same, Wake's average still places well above the national average, which increased by 6 points to 1026, and the state average, which increased by 3 points to 1001 during 2002-03.

FIGURE 18: Percentage of Seniors Taking the SAT

	Percentage of Seniors Taking the SAT	
	2001-02	2002-03
Wake	79	80
North Carolina	67	68
Nation	46	48

Figure 19: Average SAT Scores in Wake, Benchmarking Districts, North Carolina and the Nation (2000-03)



(1) "SAT Report: North Carolina 2003." North Carolina Department of Public Instruction. www.ncpublicschools.org/Accountability/reporting/sat/2003/SATII2003Final.pdf. Last accessed Dec. 9, 2003.

(2) www.fcps.k12.va.us/mediapub/pressrel/sat03.htm#t1.

(3) [www.gwinnett.k12.ga.us/gcps-instruction01.nsf/ImagesNavigators/A26FF471AD471DFA85256DDC0078F348/\\$file/SAT2003-9yr.pdf](http://www.gwinnett.k12.ga.us/gcps-instruction01.nsf/ImagesNavigators/A26FF471AD471DFA85256DDC0078F348/$file/SAT2003-9yr.pdf).

(4) Regan, Roger and Chuck Dulaney. "Scholastic Assessment Test (SAT) Results: 2002-03." Wake County Public School System, Oct. 2003.

Advanced Placement Course Participation and Scores

The Advanced Placement program offers college-level courses to students in every Wake County high school. Many colleges and universities throughout the nation award course credit to students who pass the AP exams, thus putting them ahead before they ever step onto a college campus.

As shown in Figure 21, Wake County continues to surpass neighboring school districts in the percentage of students scoring 3 or higher, on a scale of 1 to 5, on AP exams. The number of AP exams taken has continued to climb too, but the analysis cannot stop here. As discussed in previous editions of **Quality Matters**, racial disparities continue to exist in AP classrooms. Whites and Asians remain overrepresented in AP classrooms, while blacks and Hispanics are underrepresented when measured against the overall composition of 11th- and 12th-grade students.

In addition, overall AP course participation in Wake County is rather low: less than 32 percent of Wake’s juniors and seniors took AP classes in 2001-02 and only 19.7 percent took one or more AP exams. Though the Charlotte-Mecklenburg school system (CMS) may have a lower percentage of students scoring a 3 or higher on the exams, its participation is more than twice that of Wake County, with over 40 percent of CMS juniors and seniors taking one or more AP exams. WCPSS must continue to investigate the reasons for these disparities (e.g., lack of sufficient guidance, cost of AP exams) and provide mechanisms for more high school students to enroll in AP courses. WCPSS’ longstanding commitment to academic excellence requires nothing less.

FIGURE 20: Wake County AP Exam Participation

(Regan, Roger. “Advanced Placement Exam Results: 2001-2002.” Wake County Public School System, April 2003.)

	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02
Number of Exams Taken	2,785	3,197	3,471	3,806	4,320	4,878
Percent of Exams with Scores of 3 or Higher	80.4%	79.9%	77.8%	78.1%	77.2%	80.5%
Average Exam Score	3.42	3.44	3.41	3.38	3.38	3.48

Figure 21: Percent of AP Exams with Scores of 3 or Higher by District*

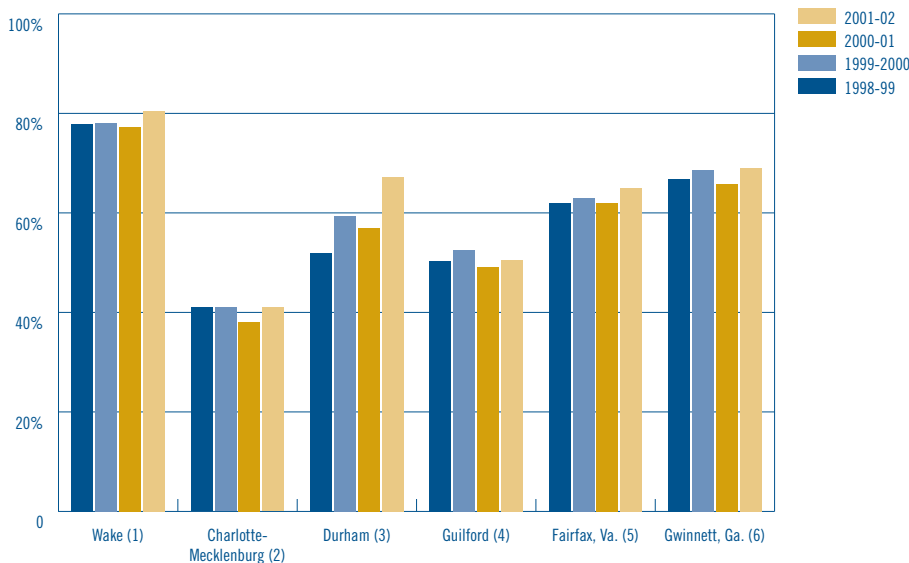


FIGURE 22: Percentage of Wake County Juniors and Seniors Taking One or More AP Exams

1999-2000	18.9
2000-01	20.0
2001-02	19.7

*Percentages are not available for Chapel Hill/Carrboro and Winston-Salem/Forsyth.

- Regan, Roger. “Advanced Placement Exam Results: 2001-2002.” Wake County Public School System, April 2003.
- Charlotte-Mecklenburg Schools. Instructional Accountability Department.
- “Durham Public Schools Advanced Placement performance on the rise.” [www.dpsnc.net/welcome.nsf/0/ffe91c9f15845fdf85256c480045f18d/\\$FILE/AP.II.01-02.pdf](http://www.dpsnc.net/welcome.nsf/0/ffe91c9f15845fdf85256c480045f18d/$FILE/AP.II.01-02.pdf).
- www.guilford.k12.nc.us/information/achievement/AP%20&%20IB%20SAR%202002.pdf.
- “Test Results.” Fairfax County Public Schools. www.fcps.edu/testing/scorelist.htm#ap. Last accessed Jan. 23, 2004.
- Gwinnett County Public Schools. Department of Research and Accountability.

Keeping Excellent Teachers in Wake County

Quality Matters 2003 pointed out that the rigorous teacher quality standards of No Child Left Behind further compromise the ability of a school system to recruit and retain teachers, particularly in the midst of the national teacher shortage. **Quality Matters 2004** explores Wake County's challenges and successes in the recruitment, development and retention of excellent teachers.

One thing is clear: Wake County's 6,964 teachers have strong credentials.

FIGURE 23: Highest Degree Held by All Instructional Personnel, 2002-03
(N.C. Department of Public Instruction 2003 Statistical Profile)

	Wake	Chapel Hill/Carrboro	Charlotte-Mecklenburg	Durham	Guilford	Winston-Salem/Forsyth
% Who Hold Bachelor's	61.3	44.0	59.9	60.0	62.0	60.1
% Who Hold Master's	36.4	51.2	36.9	36.3	34.8	36.9
% Who Hold Doctorate	1.0	2.1	1.1	1.3	1.2	1.3

Certification by the National Board of Professional Teaching Standards is the most recognized symbol of teaching excellence in the country. A recent study conducted by the University of Washington and the Urban Institute found that National Board Certified Teachers are more effective at raising test scores than noncertified teachers.¹⁷ In addition to state efforts to support teachers in the certification process, Wake County provides a one-time bonus of \$500 to newly board-certified teachers. In 2003 more teachers in Wake County received board certification than those in any other district in North Carolina.

"After graduating from the University of Virginia with my Master's in Education, I applied to several school systems in Virginia and North Carolina. I chose Wake County because I saw the quality of the system, the diverse student population where all students are challenged and the support from the administration. I am grateful for the opportunities that WCPSS has given me and my first impressions of the system have been reinforced. I look forward to my future in the Wake County Public School System."

Susan Cocker, First Year in Wake County, Fourth-Grade Teacher, Joyner Elementary

FIGURE 24: Teachers with Certification from the National Board of Professional Teaching Standards

	2003 Certifications	Total Certified Teachers
North Carolina	1,509	6,646
Wake	189	665
Chapel Hill/Carrboro	26	~
Charlotte-Mecklenburg	141	~
Durham	31	~
Guilford	57	~
Winston-Salem/Forsyth	42	~

~ = Totals not available.

17. Goldhaber, D., and Anthony, E. (2004). "Can Teacher Quality Be Effectively Assessed?" Seattle: Center for Reinventing Education. http://www.crpe.org/workingpapers/pdf/NBPTSquality_report.pdf.

FIGURE 25: Teacher Turnover Rates(N.C. Department of Public Instruction. *Educate!* Nov. 6, 2003.)

DISTRICT	2000-01	2001-02	2002-03
Wake	9.20%	9.48%	10.22%
Chapel Hill/Carrboro	12.38%	14.51%	16.43%
Charlotte-Mecklenburg	21.77%	19.31%	16.73%
Durham	18.12%	14.21%	18.76%
Guilford	9.77%	10.06%	9.95%
Winston-Salem/Forsyth	13.47%	10.19%	9.73%

Wake County teachers have excellent credentials, but many decide to leave the profession. In North Carolina, teacher turnover for 2002-03 averaged 12.49 percent, with 11,581 teachers leaving the state's public schools.¹⁸ Teacher turnover in Wake County, though relatively low, has nevertheless increased over the last few years. See Figure 25 for teacher turnover rates for WCPSS and selected peer school districts.

The effects of teacher turnover undoubtedly spill over into the classroom—how do teacher departures affect classroom stability and student achievement? In Wake County, it is especially alarming that many teachers who leave are tenured. Tenured teachers are those who have taught in WCPSS for more than four years or have taught in WCPSS for two full years after receiving tenure in another North Carolina school district. In 2002-03, 61.1 percent of the 712 teachers who left WCPSS were tenured. Statewide this figure was 32.79 percent. At the other end of the spectrum, 16.6 percent of all teachers with four or fewer years of experience in Wake County left the system.¹⁹ It costs approximately \$14,500 to recruit, hire and provide orientation and other professional development for the replacement of each lost teacher.²⁰ The 712 teachers who left WCPSS in 2002-03 constitute \$10,324,000 in additional costs for WCPSS.

Roughly 17 percent of teacher departures in North Carolina are attributable to retirement. General demographic trends will likely result in even higher percentages of teacher departures due to retirement, and studies continue to show that decreasing numbers of new teachers are stepping in to fill their shoes. This means that Wake County must strive to retain its current teachers, while actively recruiting from a dwindling pool of newly certified teachers.

Given this disturbing trend, what are some specific methods that Wake County has employed to recruit and retain teachers? The Wake County Board of Education approved a \$1.3 million strategy for teacher recruitment and retention for 2001-02.²¹ Major elements of this strategy included:

- \$1,000 signing bonuses for 200 certified teachers in hard-to-fill areas such as math, science and special education;
- Additional release time for the professional development and mentoring of new teachers;
- Financial assistance with teacher licensure examination fees and preparation seminars, including partial assistance for national board certification fees; and
- One-time bonuses of \$500 to teachers with national board certification.

18. N.C. Department of Public Instruction from *Educate!*, Nov. 6, 2003.

19. WCPSS Preliminary Teacher Turnover Report, 2003.

20. Personal communication. Toni Patterson, Assistant Superintendent, Human Resources, WCPSS, Feb. 18, 2004.

21. 2002 Annual Report, Wake County Public School System, Sept. 2002.



“Wake County may offer its teachers higher pay than other locations in North Carolina, but I also recognized excitement and support among fellow teachers. That is why I knew that Wake County was the place for me.”

Scott Maxwell, First Year in Wake County,
Math Teacher, Athens Drive High School

The WCPSS budget for 2003-04 includes teacher recruitment recommendations made by the Citizen Advisory Committee. Wake County's recruitment initiatives include, but are not limited to:

- ☼ **Job fairs.** Wake County recruits teachers through numerous job fairs held at locations ranging from North Carolina's institutions of higher education to faraway states such as New York, Oregon and Pennsylvania. Job fairs are typically utilized for filling high-demand areas (e.g., math, science), and funds support applicant screening measures, travel expenses and marketing materials.
- ☼ **Improved recruitment technology.** WCPSS is developing a Web-based teacher applicant screening tool, which will improve the identification of an applicant's strengths and the assessment of potential success in Wake County. In addition, WCPSS advertises positions on the Internet, in newspapers and in journals for education professionals. Marketing CDs are also used to promote Wake County's profile for teacher success.
- ☼ **Support of new teachers.** The recruitment initiatives also include hands-on support and incentives for new teachers in Wake County, including:
 - *Enhancement of intern and student teaching experiences;*
 - *Promotion of WCPSS in speaking engagements throughout North Carolina;*
 - *Implementation of a mentoring program for new teachers through the Wake Leadership Academy.*

As teacher turnover continues to plague school systems across the country, Wake County will need to remain competitive in its recruitment and retention strategies to ensure that every classroom is led by an effective, qualified teacher.

“Highly Qualified” Teacher Requirements Under NCLB

The quality teacher provisions of No Child Left Behind arose, in part, out of research findings that low-income students are more likely to have inexperienced or uncertified teachers. The Act requires states to ensure that all teachers in core academic subjects are “Highly Qualified” no later than the end of 2005-06 (specifically June 30, 2006). The Act defines core academic subjects as “English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.” The meaning of “Highly Qualified” is less clear—it largely depends on whether the teacher was “newly hired” as of 2002-03.

With respect to **experienced teachers** in a given state, Highly Qualified means that a teacher:

- Has obtained full state certification as a teacher or passed the state teacher licensing examination and holds a license to teach in the same state;
- Has not had certification or licensure requirements waived on an emergency, temporary or provisional basis;
- Holds at least a bachelor's degree; and
- Has met the standard for new teachers (described below) or demonstrates competence in **all** the academic subjects taught based on uniform, grade-appropriate state assessments of subject matter knowledge and teaching skills.²²

With respect to **new teachers** in a given state, Highly Qualified means that a teacher has met the first three requirements referenced above and has demonstrated competence as follows:

- For an elementary school teacher, by passing a rigorous state test of subject knowledge and teaching skills in reading, writing, mathematics and other areas of the basic elementary school curriculum (i.e., Praxis II exam); or
- For a middle or secondary school teacher, by passing a rigorous state test in **each** of the academic subjects taught (i.e., Praxis II exam) or, with respect to **each** of the academic subjects taught, by successful completion of one of the following options:
 - *An undergraduate major;*
 - *A graduate degree;*
 - *Coursework equivalent to an undergraduate major; or*
 - *Advanced certification or credentialing (e.g., National Board Certification).*



The Act also sets forth standards for paraprofessionals (i.e., teacher assistants). Local Education Agencies (LEAs), a term used to describe school districts, receiving Title I funds must ensure that all paraprofessionals have:

- Completed at least two years of study at an institution of higher education;
- Obtained at least an associate's degree; or
- Earned a secondary school diploma and be able to demonstrate through a formal state or local academic assessment:
 - *Knowledge of and the ability to assist in reading, writing and mathematics instruction; or*
 - *Knowledge of and the ability to assist in reading, writing and mathematics readiness instruction.*

The Act requires states to develop comprehensive plans to ensure that Highly Qualified teachers and paraprofessionals are in place for all positions by June 30, 2006. States and LEAs must report on progress toward this goal, and principals must formally attest to compliance with the Act's requirements. To facilitate satisfaction of these requirements, the Act requires LEAs to use a certain percentage of Title I funds for teacher and paraprofessional training and development.

We are asking more of our teachers each year. Federal requirements and increased student population growth are placing strains upon our teachers. The system has made strides to improve the professional development of teachers through programs offered by the Wake Leadership Academy. These programs and other avenues to promote the retention and development of quality teaching are necessary as fewer and fewer teachers are entering the profession.

22. The assessments in North Carolina are the Praxis II exam and the High Objective Uniform Statewide Standard of Evaluation, known as HOUSSE.

CAC Future Funding Methodology

As reported in **Quality Matters 2003**, the Citizen Advisory Committee on School Operations (CAC) was created in October 2001 as the result of an agreement between the Wake County Board of Commissioners (BOC) and the Wake County Board of Education (BOE). The underlying purpose of the CAC was to find a way to reconcile a long-running and seemingly intractable conflict between the BOC and the BOE over funding for WCPSS.

One of the key charges to the CAC was to develop a funding methodology that includes appropriate adjustments for growth, inflation, expected productivity measurements and cost-saving strategies.

The CAC developed a methodology that accounts for inflation, student growth and state-mandated programs. The CAC believed that a workable methodology would narrow the range of the annual funding debate. The methodology was not envisioned as a replacement for the rigorous budget process; rather, by design it is less precise and complex than the budget.

By creating a methodology and tool that could be agreed upon, the CAC hoped that much of the debate over funding needs for cost increases and student population changes would be unnecessary. Further, the CAC believed that the methodology, along with the independent CAC analysis of existing spending, would allow the funding debate to focus on incremental expenditures for new or existing programs intended to improve student achievement.

To arrive at an “inflation factor,” existing local spending was first segmented into logical categories based upon similar cost drivers. Based on the relative current spending, the current appropriation per pupil was calculated for each category. A thorough understanding of the behavior of each cost segment allowed the model to reflect the appropriate assumptions regarding future costs.

Much of the effort of the CAC revolved around locally funded expenditures resulting from changes in the number and mix of students. A careful analysis of each cost category with a particular emphasis on looking for fixed costs and economies of scale led the CAC to agree that these locally funded costs behave almost exclusively as strict variable costs or stepped costs that can best be treated as variable costs.

Lastly, final adjustments were incorporated into the indicated funding needs in the methodology. These adjustments include new programs and increased funding for some existing programs, as well as the elimination of certain programs and decreased funding for some existing programs.

During the spring of 2003, the CAC determined that the local funding needs for the 2003-04 school year would be approximately \$239 million (\$2,137 per student). The Wake County Commissioners approved approximately \$224 million (\$1,998 per student), a figure which approximated the CAC’s determination of funding needed just to keep pace with inflation and the increase in students.



The CAC strongly believed that the methodology is sound and accomplishes the indicated objectives. Many who have reviewed it, including representatives of WCPSS, Wake County Government and Wake Education Partnership, have reinforced the efficacy of the methodology. The methodology can be used well in advance of the budget preparation, allowing more time for discussion and analysis. The methodology also indicates the source of funding needs within one page, making it easier to understand. It was the CAC's sincere hope that the BOE and BOC will use it productively to improve the appropriations process.

We support the funding formula adopted by the CAC and encourage the BOE and the BOC to utilize the formula in future funding discussions. But WCPSS is not stagnant. As discussed earlier in **Quality Matters 2004**, more students are coming to Wake County and the demand for resources is tracking that growth. How will the community continue to fund the needs of the system? Do we have alternatives? How are others funding fast-growing school systems?



FIGURE 26: Alternative School Funding

District	Wake County, N.C.	Clark County, Nev.	Orange County, Fla.	Gwinnett County, Ga.
Rank by Student Enrollment	24 th	6 th	15 th	20 th
Number of Students	108,970	258,742	156,765	128,856
Number of Schools	127	272	151	90
Operating Budget	\$784 Million (03-04)	\$1.57 Billion (02-03)	\$990 Million (02-03)	\$1.1 Billion (03-04)
Source of Funds	Local - 28.6% State - 62.8% Federal - 5.0% Other - 3.6%	Local - 56.7% State - 33.3% Federal - 6.3% Other - 3.7%	Local - 39.4% State - 48.5% Federal - 0.4% Other - 11.7%	Local - 43.3% State - 41.7% Federal - 4.3% Other - 10.7%
Breakdown of Local Funding	<ul style="list-style-type: none"> • Property Taxes 	<ul style="list-style-type: none"> • Property Taxes • Sales Tax, levied by district—results in reduced state funds 	<ul style="list-style-type: none"> • Property Taxes 	<ul style="list-style-type: none"> • Property Taxes
Sources of Funds for Capital Needs	<ul style="list-style-type: none"> • Property Taxes 	<ul style="list-style-type: none"> • Property Taxes • Portion of Local Hotel Room Tax • Real Property Transfer Tax 	<ul style="list-style-type: none"> • Property Taxes • Impact Fees • Sales Tax 	<ul style="list-style-type: none"> • Property Taxes • Special Local Options Sales Tax (1 Cent)



Future Funding Alternatives

Much of the local funding for WCPSS comes from property taxes. To stimulate discussion and consider alternative funding approaches, we identified and studied other high-growth locations to ascertain how they have funded their school systems. Figure 26 contains a summary of these districts.

There are other means to fund school operations that the BOE and other organizations in Wake County have considered. Each of these should be reviewed in great detail before any changes are made to the funding methodology of WCPSS. Possible funding sources include:

- Exclusive system-wide contracts with vendors;
- Rebates from retailers;
- Naming rights for buildings, classrooms or facilities;
- Advertising and corporate sponsorships;
- Leases with telecom companies;
- Consolidating purchases to leverage purchasing power;
- Local option vehicle tag tax levied by BOC;
- Impact fees administered by BOC and allocated to school system;
- Local option real estate transfer tax, in addition to state excise stamp tax; and
- Local option individual income tax.

Existing sources of revenue may be considered as well. In North Carolina real property is required to be reassessed once every eight years. Reassessment of properties more frequently could allow for property taxes to increase with inflation in housing values and avoid the often shocking adjustments that occur every eight years. The inflation-based increase in property taxes could be utilized to fund school operations.

Much debate remains about how to continue to fund a growing system that is expected to achieve at a higher level under federal and state accountability laws, and how to respond to the demands of the community, including those without children in the schools. We support active discussions in the community to address the funding needs of the public's schools.

Conclusion

The mission of the Wake County Public School System is simple:

The Wake County Public School System will educate each student to be a responsible and productive citizen who can effectively manage future challenges.

At no time in the history of WCPSS is the success of this mission more critical than today. The No Child Left Behind Act of 2001 accepts nothing less. The community must come together to fully understand the Act and work together to ensure that WCPSS has the support necessary to respond and act now.

This support includes increasing the number of ESL licensed teachers in Wake County and working to offer ESL programs at every Wake County school. In addition, we must continue the discussions regarding funding and how to embrace the formula recommended by the CAC as requested by the Board of Commissioners and the Board of Education. We cannot rest on past achievements and expect to have a high quality public school system without putting the resources in place to meet the demands of such a high-growth system.

We all benefit from a quality public school system. Whether you are concerned about a reduction in crime rates, increased real estate values or the achievement of your child in a Wake County public school, the quality of WCPSS matters. As you have read in this report, the students in WCPSS are achieving at unprecedented levels. All subgroups are improving on End-of-Grade tests, and the continued focus under Goal 2008 and NCLB will require attention to be placed upon the growth of all students in every subgroup.

As we asserted earlier in the report, “the path to economic development begins at the schoolhouse door.” Similarly, the path to a life full of opportunities begins with a quality education. High school dropouts do not have the skills necessary to make it in today’s world. WCPSS has made great strides in reducing the dropout rate. But we can do better.

Goal 2008 is a worthy and admirable goal. But WCPSS must make incredible progress if the goal is to be attained. High school test scores are well below target levels established under NCLB and growth standards established by the ABCs of Public Education. Increased focus on our high school students and participation in advanced courses is required.

As citizens of Wake County, we are fortunate to have Bill McNeal, 2004 National Superintendent of the Year, at the helm of our public school system. But he alone cannot produce a “high quality” public school system. The support of the teachers, principals, administrative staff, community, parents and our children is essential. The state of the Wake County Public School System is great, but we must continue to challenge all our students and work to produce citizens who are responsible, productive and prepared to meet future challenges.



“I continue to teach because I laugh every day. Teenagers are hilarious and open-minded and generally tolerant of others. All kids want to succeed and all kids want to learn; the trick is to find what motivates them! Teaching is challenging every day. Sometimes the challenge is an intellectual one (as in my AP and IB level classes), and sometimes the challenge is to touch and to inspire those students who would rather be anywhere but in school. There are also rewards every day. Sometimes the rewards come from seeing that ‘lightbulb’ go off when a kid finally understands the purpose of a thesis sentence, and sometimes the reward is in the form of a hug from a kid who was accepted into his first choice college and stops by to thank you for your letter of recommendation. I know of no other profession that offers the chance literally to ‘start over’ every year. It’s renewing and refreshing and gives new hope.”

Babs Nichols, Nineteenth Year
in Wake County, English Teacher,
Broughton High School

APPENDIX ONE: SCHOOL FINANCE COMMITTEE MEMBERS



Megan Andrews
Wake Education Partnership

Jeff Barker
SAS Institute, Inc.

Billy Blackburn
PL&E Sales

Richard Bostic
Wake County PTA Council

Brenner Boyd
SouthTrust Private Banking

Gordon Brown, Chair
Nortel Networks

Andy Caamano
N.C. Society of Hispanic Professionals

Kortni Campbell
Greater Raleigh Chamber of Commerce

John Cella
Manning, Fulton & Skinner, P.A.

Ben Goldstein
The Advisory Group

Lance Hardin
Ernst & Young, LLP

Tom Lyon
Maupin Taylor, P.A.

Alan McInnes
Kilpatrick Stockton, LLP

Kevin Nelson
Garner Chamber of Commerce

HB Pickett, Jr.
Raleigh-Apex NAACP

Charlotte Turpin
Wake-North Carolina Association of Educators

Jon Woodall
Civic Leader

APPENDIX TWO: DEFINITIONS AND SOURCES OF DATA

Advanced Placement Program: Data on the Advanced Placement Program can be found in the report “Advanced Placement Exam Results: 2001-02,” published by the Evaluation and Research Department of the Wake County Public School System. The report can be accessed at www.wcpss.net/evaluation-research/reports/2003/0247_ap_01_02.pdf.

Benchmarking School Systems: Additional information regarding the school systems mentioned in this report can be found on their Web sites.

Charlotte-Mecklenburg Schools: www.cms.k12.nc.us

Chapel Hill-Carrboro City Schools: www.chccs.k12.nc.us

Durham Public Schools: www.dpsnc.net

Guilford County Schools: www.guilford.k12.nc.us

Winston-Salem/Forsyth County Schools: <http://mts.admin.wsfcs.k12.nc.us/index.html>

Fairfax County Public Schools, Va.: www.fcps.k12.va.us

Gwinnett County Public Schools, Ga.: www.gwinnett.k12.ga.us

English as a Second Language Program: Information regarding the ESL program in North Carolina can be found on the Department of Public Instruction’s Instructional Services Web site: www.learnnc.org/dpi/instserv.nsf/Category11.

National Board for Professional Teaching Standards Certified Teachers: The National Board examination process maintains high standards for teachers and recognizes teachers who complete this process. The WCPSS Human Resources Department keeps records of National Board Certified teachers in Wake County. For more information about the National Board for Professional Teaching Standards, visit www.nbpts.org/.

North Carolina Public Schools Statistical Profile 2003. North Carolina Department of Public Instruction (DPI), summer 2003: The Statistical Profile is a publication from DPI containing information about students, teachers, transportation and finances, for both the state and local levels. View the Statistical Profile at www.ncpublicschools.org/fbs/stats/statprofile03.pdf.

Per-Pupil Expenditure: This data is collected by the North Carolina Department of Public Instruction and reported in the 2003 Statistical Profile. The figures include child nutrition. Figures for the Gwinnett County Public Schools are available on the Georgia Department of Education Web site at www.gadoe.org/. Figures for the Fairfax County Public Schools are available on the Virginia Department of Education Web site at www.pen.k12.va.us/.

Percent of Students Receiving Free and Reduced-Price Lunch: This data for Wake County comes from WCPSS’ Department of Evaluation and Research. The report, “Free and Reduced-Price Lunch Participation in the Wake County Public School System: 1993-2004,” can be accessed at www.wcpss.net/evaluation-research/reports/2004/0402_frl.pdf. For other systems, evaluation departments maintain the data.

Teacher Salaries: Teacher salary schedules for North Carolina are available on DPI’s Web site at www.ncpublicschools.org/. The salary schedules for the Fairfax County Public Schools are available at www.fcps.k12.va.us/. Salary schedules for Gwinnett County Public Schools are available at www.gwinnett.k12.ga.us/.

Teacher Turnover Rate: The WCPSS Human Resources Department maintains data on turnover rates, including the number of years of experience for teachers who leave the profession. The department also maintains records on reasons for teachers’ resignations. Call (919) 850-1600 for more information.



ABCs refers to North Carolina’s education accountability program, which employs standards of annual improvement (as opposed to the universal, all-or-nothing standards of No Child Left Behind). ABCs holds North Carolina schools accountable for the average performance of all children.

AYP means **Adequate Yearly Progress**. AYP is the annual performance standard determined by a state and used to measure improvement for purposes of the Act. The determination of AYP is based on specific performance targets, which are fixed percentages of student proficiency on standardized tests in reading and math. In Wake County, elementary and middle schools use performance on North Carolina End-of-Grade Tests to gauge AYP, while high schools use North Carolina Comprehensive Tests of Reading and Mathematics.

Corrective Action describes the measures taken when a school does not make AYP for four consecutive years.

ESEA means the **Elementary and Secondary Education Act of 1965**, the seminal federal law on K-12 education.

FRL means **Free or Reduced-Price Lunch**, the identifier for ESEA and other federal programs that benefit low-income students. Eligibility for FRL determines the subgroup of economically disadvantaged students in North Carolina.

Highly Qualified describes the mandatory qualifications that Title I teachers in core subject areas must satisfy by June 30, 2006.

LEA means **Local Education Agency**, a term used to describe a school district.

Needs Improvement describes the status of a school that does not make AYP for two consecutive years.

Proficiency means a student’s ability to perform at grade level on standardized tests.

Restructuring describes the measures taken when a school does not make AYP for six consecutive years.

Safe Harbor is a provision of the Act that allows a school to make AYP despite the school’s failure to satisfy actual AYP performance targets. To utilize Safe Harbor, a student subgroup that does not meet AYP for a given year must have 95 percent participation in assessments and at least a 10 percent reduction in the percentage of non-proficient students.

Student Subgroups are the 10 categories of students whose performance is measured under the Act:

- White;
- Black;
- Hispanic;
- American Indian;
- Asian/Pacific Islander;
- Multiracial;
- Economically Disadvantaged;
- Limited English Proficient (LEP);
- Students With Disabilities (SWD); and
- All Students.

To be evaluated under the Act:

- Each student subgroup within a school must contain at least 40 students; and
- Each school must test at least 95 percent of all students within each student subgroup.

If one student subgroup does not make AYP for a given year, then the entire school does not make AYP for that year.

Supplemental Services describes tutoring and other academic assistance services to which a low-income student becomes entitled after attending a Needs Improvement school for three consecutive years. The state selects a group of supplemental service providers, parents choose a specific provider for their child and the school district pays for the provider’s services to such child.

Title I refers generally to the supplemental federal funding program to improve instruction in high-poverty schools and to help low-income and minority students meet academic standards. Schools that receive Title I funds are identified on the basis of student eligibility for federal free or reduced-price lunch and United States Census data on poverty.

- In North Carolina, 114 of 117 school districts received Title I funds in 2002-03.
- In Wake County, 48 of 125 schools received Title I funds in 2002-03.

APPENDIX FOUR: FEDERAL AND STATE PERFORMANCE MEASURES FOR WAKE COUNTY, 2002-03

	FEDERAL (NCLB) 2002-03					STATE (ABCs)		
	FRL %	# TARGET GOALS	# TARGET GOALS MET	% TARGET GOALS MET	MET AYP?	PERFORMANCE COMPOSITE	GROWTH	ABC CATEGORY
ELEMENTARY								
Adams	13.7	17	17	100%	YES	94.3	Expected Growth	Excellence
Apex	21.2	21	20	95%	NO	94.5	High Growth	Excellence
Aversboro	41.6	19	19	100%	YES	86.1	High Growth	Distinction
Baileywick	19.1	13	13	100%	YES	93.6	High Growth	Excellence
Ballentine	22.5	17	17	100%	YES	91.6	High Growth	Excellence
Baucom	11.2	25	25	100%	YES	95.9	High Growth	Excellence
Brassfield	14.2	19	19	100%	YES	96.2	High Growth	Excellence
Brentwood	54.7	21	21	100%	YES	81.2	Expected Growth	Distinction
Briarcliff	36.6	21	19	90%	NO	89.1	High Growth	Distinction
Brooks	37.6	17	17	100%	YES	88.2	High Growth	Distinction
Bugg	25.6	21	21	100%	YES	91.5	High Growth	Excellence
Carver	52.1	25	25	100%	YES	84.7	High Growth	Distinction
Cary	31.0	21	21	100%	YES	90.1	High Growth	Excellence
Combs	30.6	21	21	100%	YES	92.8	High Growth	Excellence
Conn	38.0	21	18	86%	NO	83.9	High Growth	Distinction
Creech Road	47.8	25	24	96%	NO	83.2	High Growth	Distinction
Davis Drive	7.4	17	17	100%	YES	97.8	High Growth	Excellence
Dillard Drive	37.3	21	21	100%	YES	92.3	High Growth	Excellence
Douglas	35.5	17	17	100%	YES	89.9	High Growth	Distinction
Durant Road	12.3	23	23	100%	YES	94.7	High Growth	Excellence
Farmington Woods	19.2	17	17	100%	YES	92.5	High Growth	Excellence
Fox Road	37.1	21	19	90%	NO	86.4	High Growth	Distinction
Fuller	35.6	21	18	86%	NO	85.9	High Growth	Distinction
Fuquay-Varina	32.8	21	21	100%	YES	87.5	High Growth	Distinction
Green	15.3	21	20	95%	NO	92.0	High Growth	Excellence
Green Hope	3.5	9	9	100%	YES	99.7	High Growth	Excellence
Hilburn Drive	14.2	15	15	100%	YES	94.6	High Growth	Excellence
Hodge Road	46.9	25	23	92%	NO	85.0	High Growth	Distinction
Holly Ridge	-	-	-	-	-	-	-	-
Holly Springs	24.6	21	18	86%	NO	88.5	Expected Growth	Distinction
Hunter	24.0	21	21	100%	YES	90.8	High Growth	Excellence
Jeffreys Grove	36.0	21	19	90%	NO	88.5	High Growth	Distinction
Jones Dairy	10.0	19	19	100%	YES	95.4	High Growth	Excellence
Joyner	41.1	21	18	86%	NO	86.1	High Growth	Distinction
Kingswood @ Cedar Fork	27.3	11	11	100%	YES	98.1	High Growth	Excellence
Knightdale	46.8	21	21	100%	YES	91.6	High Growth	Excellence
Lacy	25.1	15	15	100%	YES	93.3	High Growth	Excellence
Lead Mine	36.8	17	17	100%	YES	89.6	High Growth	Distinction
Leesville Road	13.4	21	21	100%	YES	96.6	High Growth	Excellence
Lincoln Heights	26.3	21	21	100%	YES	90.3	Expected Growth	Excellence
Lockhart	43.4	25	25	100%	YES	96.6	High Growth	Excellence
Lynn Road	35.9	17	16	94%	NO	84.6	High Growth	Distinction
Middle Creek	24.2	17	17	100%	YES	92.5	High Growth	Excellence
Millbrook	40.6	21	20	95%	NO	85.0	High Growth	Distinction
Morrisville	8.5	21	21	100%	YES	97.0	Expected Growth	Excellence
North Ridge	36.1	21	21	100%	YES	92.1	High Growth	Excellence
Northwoods	17.7	25	24	96%	NO	91.4	High Growth	Excellence
Oak Grove	11.1	21	18	86%	NO	94.9	High Growth	Excellence
Olds	17.7	13	12	92%	NO	89.0	High Growth	Distinction
Olive Chapel	8.3	13	13	100%	YES	96.4	High Growth	Excellence
Partnership	16.9	13	13	100%	YES	89.3	Expected Growth	Distinction
Penny Road	22.7	17	17	100%	YES	88.3	High Growth	Distinction
Pleasant Union	11.5	13	13	100%	YES	97.9	High Growth	Excellence

	FEDERAL (NCLB) 2002-03				STATE (ABCs)			
	FRL %	# TARGET GOALS	# TARGET GOALS MET	% TARGET GOALS MET	MET AYP?	PERFORMANCE COMPOSITE	GROWTH	ABC CATEGORY
HIGH								
Apex	7.0	17	14	77%	NO	86.9	High Growth	Distinction
Athens Drive	12.4	19	18	95%	NO	82.8	Expected Growth	Distinction
Broughton	12.6	21	15	71%	NO	81.7	Expected Growth	Distinction
Cary	13.4	21	18	86%	NO	86.4	High Growth	Distinction
East Wake	24.8	21	14	67%	NO	70.8	Expected Growth	Progress
Enloe	13.7	25	21	80%	NO	77.9	Expected Growth	Progress
Fuquay-Varina	12.4	21	15	71%	NO	80.9	High Growth	Distinction
Garner	19.1	21	13	62%	NO	69.9	High Growth	Progress
Green Hope	4.9	19	19	100%	YES	88.9	High Growth	Distinction
Leesville	8.2	17	13	76%	NO	89.3	High Growth	Distinction
Middle Creek	16.7	15	12	80%	NO	84.2	Expected Growth	Distinction
Millbrook	16.2	24	19	79%	NO	75.9	High Growth	Progress
Sanderson	20.0	21	15	71%	NO	76.6	Expected Growth	Progress
Southeast Raleigh	13.2	21	14	67%	NO	78.6	Expected Growth	Progress
Wake Forest-Rolesville	13.1	17	13	76%	NO	81.2	High Growth	Distinction
Wakefield	9.4	17	14	82%	NO	84.8	High Growth	Distinction
SPECIAL/OPTIONAL								
Longview	61.3	7*	0	0%	NO	27.1	Expected Growth	No Recognition
Mt. Vernon	73.6	9	6	67%	NO	66.3	Expected Growth	No Recognition
Phillips High	31.7	7*	0	0%	NO	33.5	High Growth	No Recognition

Schools receiving Title I funding are in bold.

- = New School (no data for 2002-03)

* Results are based on fewer than 40 students and should be interpreted with caution.

Data in this table comes from the following sources:

O'Flaherty, Daniel and Chuck Dulaney. "Free and Reduced-Price Lunch Participation in the Wake County Public School System: 1993-2004." Wake County Public School System, Jan. 2004.

Paeplow, Colleen and Chuck Dulaney. "Adequate Yearly Progress (AYP) Results: 2002-03."

Wake County Public School System, Nov. 2003. State ABCs data comes from the North Carolina Department of Public Instruction. <http://abcs.ncpublicschools.org/abcs/>.

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