

Asheboro

CITY SCHOOLS



...the subject is excellence!

2007-2008
Report to the Community

Interactive Classrooms Impact Teaching and Learning...



Research indicates that the use of interactive whiteboards (SMART Boards) in classrooms has the following benefits:

- Raises the level of student engagement
- Increases student motivation and enthusiasm for learning
- Accommodates different learning styles
- Facilitates the review process
- Improves student attendance
- Helps teachers prepare more efficiently and effectively

These findings are supported by students and teachers in Asheboro City Schools as evidenced by these comments:



💬 I have utilized the SMART Board and document camera as tools to disseminate information in more relevant and rigorous ways. They have put learning in the hands of students and engaged reluctant learners in content essential for success by giving them ownership over how they learn it. 💬

Bethann Fravel, SAMS



💬 The SMART Board has increased student involvement in my classroom because each student has a chance to interact with words by moving them in the interactive activities. They receive instant feedback in the interactive activities as well. SMART Board activities allow students who enjoy moving (but not necessarily speaking) a chance to shine in front of their peers. 💬

Molly Lyons, AHS



☞☞ Since receiving a SMART Board and a document camera, my teaching techniques have changed dramatically, and the learning environment in my classroom has been transformed. Interactive learning has taken on a new meaning for me as well as for my students. For example, in Social Studies, as we studied about the location of North Carolina, we connected to Google Earth and zoomed from space to continent, to country, to state, to city, all the way to the location of our school! In math my students used the interactive hundreds board to find the multiples of numbers, the interactive dice to play a game with number order, and a calculator to help with problem solving. In science, I used the Teacher Toolkit to make an interactive game in teaching about magnetism and electricity. In writing, I used the document camera to model for the students how to plan their stories. Later, the students put their own writing under the document camera to share with the class. In reading, I used the camera to show author's craft from a read-aloud book and to teach reading comprehension strategies. These technology tools have not only improved my teaching, but they have also had a significant impact on student learning! ☞☞

Alice Johnson, GBT

Our Vision

Asheboro City Schools will be a system of excellence where students are honored, learning is valued, and our community is dedicated to the success of all.

Our Mission

We are committed to providing quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners and responsible productive citizens.

To The Community:

The 2007-08 school year marked the first year of our "Planning for Excellence 2007-2010" strategic plan, and we are pleased to report that we are making progress in several areas. Please take time to read through our annual report and learn about the various innovative initiatives in place to ensure all students have access to a high quality education.



Two major initiatives began in 2007-2008. First, we made a strong commitment to bring state-of-the-art interactive technology into every classroom over the next three years. Infusing technology into individual classrooms is fundamentally changing instruction and the way students and teachers engage in the teaching/learning process. During the 2007-08 school year we installed interactive technology in over 60 classrooms. We were also honored to be awarded a \$1.2 million dollar IMPACT grant that will help us reach our goal to have every classroom equipped with 21st century technology. The quotes from our teachers on the previous pages help describe the tremendous impact technology is having in the classroom.

Our second major initiative was launching the AHS Zoo School. This is only the fourth zoo school program in the United States, and we are delighted to have this in Asheboro City Schools. The 90 pioneer students and their 4 outstanding teachers and "zoo Mom" collaborated with NC Zoo educators, veterinarians, scientists, and keepers to create a very special learning community with unique projects and research studies. We extend our sincerest "thanks" to the staff at the North Carolina Zoo for their instrumental collaboration and support on this project, the Randolph County Board of Commissioners for helping to fund this facility, the State Board of Education for their start-up funding, and to our many business partners that helped equip the AHS Zoo School with state-of-the-art technology. Students at the AHS Zoo School have unprecedented access to our world-class NC Zoo. This setting is ideal for exploring environmental and biological topics and taking advantage of relevant experiences in marketing, hospitality, art, and much more.

The Asheboro City Schools educational family values our community and believes all children can be successful. Thank you for your support for high quality education in Asheboro City Schools, and we look forward to working together to continue our forward progress and tradition of excellence.

Educationally yours,

Diane L. Frost, Ph.D
Superintendent

Gidget Kidd
Chairman, Board of Education

Goal 1: High Student Achievement

Preparing students to be globally competitive

- ✓ Implemented AVID program in grade 7 (will ultimately expand through high school). The AVID program (Advancement Via Individual Determination) is designed to provide encouragement and additional support to students to take a more rigorous curriculum in preparation for college.
- ✓ Expanded GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) program to grades 7-9 to support college access and preparation for post secondary education.

Expand after school programs

- ✓ Expanded after school programs to offer students the opportunity to explore subjects of interest. For example, elementary Spanish classes, Latin Club at McCrary, Wednesday Wonders at Loflin, Chess Club at NAMS, and S.T.E.M (science, technology, engineering, and mathematics) classes at SAMS.

Utilize technology to enhance learning

- ✓ Equipped classrooms with 21st century interactive technology
- ✓ Launched new district and school level websites
- ✓ Expanded on-line course offerings at AHS to include NC Virtual Public High School and UNCG i-school college courses

Additional Student Accomplishments

- \$5.2 million in scholarship dollars earned by the Class of 2008
- 11 students named AP (Advanced Placement) Scholars
- AHS Symphonic Wind Ensemble invited to perform at the North Carolina Music Educators annual conference
- Park Street Players productions of “Dearly Departed” and “Children of Eden”
- AHS Mock Trial teams placed 1st and 2nd in regional competition
- 4 students selected to Governor’s School



AHS Zoo School

The AHS Zoo School is one of four zoo school programs in the United States. Learning takes place in a real-life setting on the grounds of the North Carolina Zoo...

one of the world's largest natural habitat zoos. It is a science focused program for up to 100 tenth, eleventh, and twelfth grade students who have unprecedented access to a 1500 acre world-class facility ideal for environmental and biological exploration.

- Science focus is integrated across the curriculum, to include social studies, English and mathematics.
- Students learn to work independently and in teams and develop their critical thinking skills in a variety of ways, which ultimately creates a unique platform for understanding important environmental issues.
- Technology is infused into the learning environment through student laptops, classroom work stations, SMART Boards, digital imaging, handhelds and much more.
- Teachers at the AHS Zoo School collaborate regularly with North Carolina Zoo educators and staff to allow students to experience science on a daily basis.
- Students are exposed to a wide variety of scientists and researchers and have participated in projects such as: Expert Animal Projects; Developing an Environmental Ethic; Water Quality Testing; and Constructed Wetlands Project.





2007-2008 Official School Status



ABCs and AYP School Status

	NCLB Status AYP Targets Met	ABCs Status	
		Performance Composite	Growth
Elementary Schools			
Balfour	17 of 21	49.0%	High
Charles W McCrary	16 of 23	47.2%	High
Donna L Loflin	12 of 17	56.8%	High
Guy B Teachey	14 of 17	62.5%	High
Lindley Park	19 of 21	63.7%	High
Middle Schools			
North Asheboro	19 of 29	55.2%	High
South Asheboro	21 of 29	68.7%	Expected
High School			
Asheboro High	18 of 21	64.8%	None
Asheboro City Schools	41 of 54	60.7%	Expected

Scores on the North Carolina End-of-Grade tests reflect higher standards in reading. This is the first time since the state accountability model began in 1996 that the reading standards have been raised in a comprehensive manner.

On the state reading and mathematics assessments, a total of 52.6 percent of NC students scored at or above the proficient level on both tests given in grades 3-8. ACS performance composites for grades 3-8 ranged from 47 to 68 percent. Seven schools attained growth, six with high growth. Growth demonstrates substantial progress in meeting the needs of students at all ability levels. Growth shows how aggressively a school's students are moving forward each year.

Performance of students in each course on the ABCs End-of-Course Tests

Percentage of students' scores At or Above Grade Level

	District	State
English I	75.8%	73.1%
Algebra I	71.2%	69.0%
Algebra II	52.7%	67.2%
Geometry	68.6%	67.9%
Biology	62.6%	68.0%
Chemistry	56.8%	71.8%
Physical Science	51.7%	58.4%
Physics	88.9%	81.5%
Civics & Econ.	64.1%	68.5%
US History	61.3%	66.5%

	Participation Rate	Average Total SAT Score
District	62%	1,009
State	63%	1,007
Nation	45%	1,017

SAT

The percentage of high school seniors who took the SAT along with average combined scores on the SAT I verbal and SAT I math scores. Scores from the new writing portion of the SAT are not included in these percentages.

	Four-Year Cohort Graduation Rate
District	77.2%
State	70.3%

AYP Graduation Rate

This reflects the cohort percentage of students who graduated with a regular diploma in four years or less.

Class of 2008 – Graduate Intentions (%)

This reflects the percent of high school seniors intentions after high school.

College / University	Comm. / Jr. College / Trade School	Military	Employment	Other
46.5%	41.8%	1.5%	9.5%	0.7%

Key Definitions:

No Child Left Behind (NCLB): Federal legislation that holds all schools accountable for closing the achievement gap and requires a “highly qualified” teacher in every classroom.

Adequate Yearly Progress (AYP): A measure required under NCLB that measures the percent proficient by subgroups (school as a whole, six ethnic groups, economically disadvantaged, exceptional children, and Limited English Proficient). To make AYP a school must meet every performance target for each subgroup in the school. Attendance rates and graduation rates also impact AYP.

Targets Met: Targets vary from school to school based on the number of subgroups in a school and how many of those subgroups reached the state goals of: grades 3-8, 43.2% on grade level in reading and 77.2% on grade level in math; grade 10, 38.5% on grade level in reading and 68.4% on grade level in math.

Performance Composite: Indicates what percent of students in grades 3-8 are performing at a level 3 or 4 on End of Grade Reading and Math tests. The high school composite is the percent of students at level 3 or 4 on state End of Course exams in ten specific courses.

Growth: Measures the amount of learning from one year to the next and demonstrates how aggressively a school’s students are moving forward each year.



Goal 2: Quality Teachers, Administrators and Staff

Promote high performance standards among employees

- ✓ Increased number of teachers with advanced degrees from 84 in 2003-04 to 132 teachers in 2007-08
- ✓ Increased number of teachers with National Board Certification from 20 in 2003-04 to 39 teachers in 2007-08



New National Board Certified Teachers Honored During Annual Evening of Excellence Dinner

Pictured from L-R

Michael Fleming, AHS, Christa Hartman,
Lindley Park, and Rita Dougan, AHS.
Nicole Smith, SAMS, not pictured.



Teacher of the Year
Shannon Rivers
North Asheboro Middle School



Principal of the Year
Dr. David Poe
Donna Lee Loflin School

Staff Awards and Recognitions

- **Lois Davis**, North Asheboro Middle School, ACS Exceptional Children Teacher of Excellence
- **Faye McLeod**, North Asheboro Middle School, District 7 Education Office Professional of the Year
- **Curt Lorimer**, Regional CTE Director of the Year
- **Dr. Diane Frost**, Superintendent, Distinguished Alumni Award by the University of Nebraska

School Recognitions

- **Early Childhood Development Center** earned NAEYC accreditation
- **AHS** earned the Super Sportsmanship Award from NCHSAA, NCCA, and NCADA
- **Balfour School** - Signature School Award by the Piedmont Triad Education Consortium



Pictured from L-R Rhonda McHenry, assistant principal; Janet Means, principal; Dr. Diane Frost, superintendent; and Joel McClosky, teacher

Goal 3: Healthy Students in Safe, Orderly and Caring Schools

- ✓ Installed emergency communication at Asheboro High School
- ✓ Maintained student attendance rate at 95% or higher; 2007-08 attendance rate 95.71%, ranked 13th of 115 schools systems in North Carolina

Goal 4: Strong Family, Business and Community Support

- ✓ Parents surveyed on workshop topics of interest to help them support their child's education

2007-08 Community Partners Recognized by Board of Education

- Snyder Farms Restaurant
- Supply Our Children organizers
- Trees Asheboro
- Asheboro and Randolph Rotary Clubs
- Mount Shepherd Retreat Center
- Randolph County Board of Commissioners
- Asheboro Police Department Crossing Guards
- Mock Trial Team Attorneys
- Kiwanis Club
- Golden Corral
- North Ridge Church

The Asheboro City Schools Education Foundation awarded 21 scholarships for a total of \$20,000 to the Class of 2008

- New endowed scholarship, the Ruby B. Smith Memorial Scholarship, established by former students, family and friends to pay tribute to her AHS legacy as an exemplary mathematics teacher

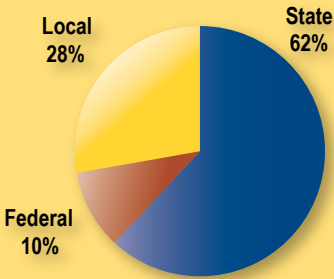


Goal 5: Effective and Efficient Operations

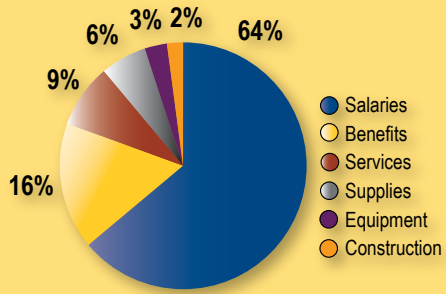
Maintain facilities that are functional and efficient

- ✓ Completed Guy B. Teachey expansion
- ✓ Assessed long range facility needs and developed timeline for highest priorities
- ✓ Implemented paperless board meetings

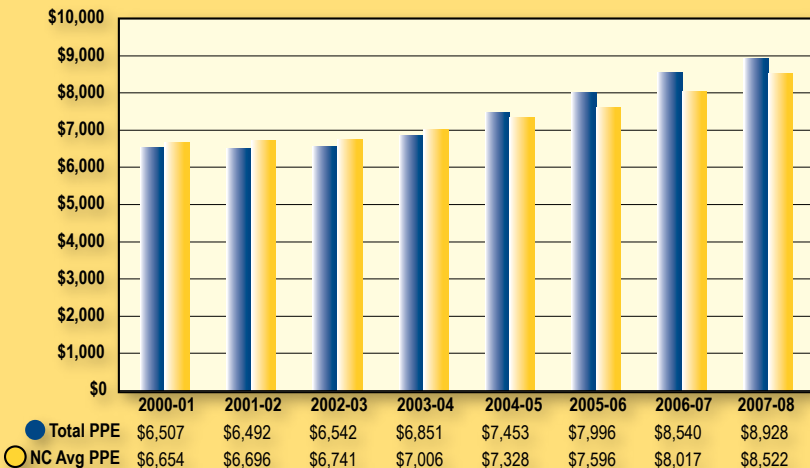
Expenditures by Fund 2007-2008



Expenditures by Purpose 2007-2008



Per Pupil Expense



Board of Education



Pictured from L-R (front row):

Jane Redding, Gidget Kidd (chairman), Steve Jones, Linda Cranford, Joyce Harrington, (back row) Kyle Lamb, Archie Priest, Jr. (vice-chair), Phillip Cheek, Kelly Harris, Chris Yow, and Derek Robbins.

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