ASHEBORO CITY BOARD OF EDUCATION
WINTER RETREAT

Saturday, January 24, 2015
Professional Development Center

8:15 a.m.	Breakfast
	Welcome, Statistical Profile, and Outcomes
	Planning for the Future
8:15 – 8:40	Strengthening Our Public Schools – Dr. Terry Worrell and Dr. Drew Maerz
8:40 – 9:40	Strategic Planning and SACS Standards – Dr. Terry Worrell And Jennifer Smith
9:40 – 10:00	E-Rate 2.0: Changes and Effects for Technology Planning – Nathan Craver and Lee Clark
10:00– 10:15	Break
10:15 – 12:00	Career Readiness Hands-on Experience – Dr. Julie Pack and Team
12:00	Lunch
12:30 – 2:30	Long-Range Facility Planning – Smith-Sinnett
2:30 – 2:45	Drivers Education in the Future
2:45 – 3:00	Investing in Rural Education
3:00 – 3:10	Break
3:10 – 4:00	Board Operation Planning
4:00 p.m.	Adjourn

Asheboro City Schools
… 110 years of excellence!

Asheboro City Schools Statistical Profile 2014

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, prepared for 21st century global citizenship.

Dr. Terry W. Worrell, Superintendent
Mrs. Jennifer Smith, Assistant Superintendent C&I
Dr. Brad Rice, Assistant Superintendent Support Services

Asheboro City Schools Future Plan

Strategic Plan Goals and Objectives

2013-2016

Goals and Objectives	Annual Milestones of Progress		
	2013-14	2014-15	2015-16
OVERALL STRATEGIC GOAL: **90% Graduation Rate!**			
OBJECTIVE 1: ENGAGE EACH STUDENT—All teachers will engage each student in meaningful, authentic and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.			
1. Students develop 21st century skills: - Critical thinking and problem solving - Collaboration - Communication - Creativity	**Focus: critical thinking and collaboration** ✔ Critical thinking rubric revised and distributed to all staff. Rubric being used to evaluate curriculum units for application of critical thinking and problem solving. ✔ Thematic/concept-based curriculum units were collaboratively developed for all four core subjects (English/Language Arts, Math, Science, and Social Studies) aligned with new standards. Intentional focus on the 4 C's, and in particular, critical thinking. ✔ 50 teachers and staff members participated in high quality professional development on problem-based learning conducted by the Buck Institute. Middle	**Focus: communication and collaboration** **Implement PBL units using the district wide PBL protocol and appropriate performance rubrics at each school.** **Identify and nurture problem-based partnerships with the community and beyond for planning and evaluating real world solutions.**	**Focus: creativity and collaboration**

	and high school science teachers piloted the PBL model in the spring.		
2. Expand student opportunities for global awareness	✔ Global awareness task force reviewed research, literature, and conducted several site visits to develop recommendations for embedding global studies into the curriculum. ✔ Led by their 2013-14 TLA participants, Teachey School embraced a new global studies approach with each grade level adopting a country or a state and communicating with their new friends via Skype, Google Maps, culture boxes, and letters. ✔ Mandarin Chinese I and II were offered for the first time at AHS. Enrollment has significantly increased for 2014-15. Chinese cultural experiences were provided at elementary schools by Ms. Chen Jie.	**Plan for implementation of a full immersion and/or 50/50 immersion language program at one or more elementary schools in 2015-2016.** **Provide students opportunities in the classroom and embedded within instruction to expand global awareness and understanding.**	
3. Improve climate of safety and security	**Implement Positive Behavior Instructional Support program at each school.** ✔ Each school's PBIS team meets monthly to develop Tier I, II, and III positive behavior systems of support. All schools achieved PBIS SET scores of 80% or greater this spring, with 4 schools earning 100% on both Expectations Taught and Total Score (Lindley Park, McCrary, Teachey, and SAMS).	**Continue Positive Behavior Instructional Support program at each school.** **Continue project to address discipline disproportionality.**	

	Implement strategies to reduce office referrals and OSS for black students. ✔ The SAMS PBIS team, Dr. Brad Rice, and Pam Johnson are working with Caycee McCamish, Region 5 PBIS Coordinator, to review discipline data disaggregated by race and ethnicity. They are merging PBIS and Connected Schools philosophical foundations in ground-breaking work. They are developing working definitions of subjective offense categories such as "disruption" and "disrespect." They are also investigating alternatives to OSS that may prove more effective in creating school environments that are more productive and inclusive. **Develop district-wide program to prevent bullying.** ✔ A bullying task force researched best practices and developed student friendly definitions for use in school level lessons. Guidance counselors are creating lessons for use in our schools in 2014-15. Dr. Rice will complete staff training in the fall to assure consistency in the implementation of the anti-bullying message. **Review and update crisis plans.** ✔ Current crisis plans were reviewed at each site in November and December by	**Implement district-wide program to prevent bullying.** **Implement updated lockdown and crisis plan procedures.**	

	Dr. Rice, Mr. Mize, Asheboro Fire Department, Emergency Management Services, School principals, SRO's, and Dr. Frost. Updates to North Carolina lockdown procedures for 2014-15 were presented to all principals May 14, 2014.		
4. Integrate technology for learning	**Develop and implement next generation plan.** ✔ Updated 2014-2016 Technology Plan developed, submitted, and approved by NC DPI. ✔ A district technology integration framework (SAMR) has been selected to assist teachers in assessing their level of technology integration and providing appropriate professional development. ✔ The Technology Advisory Council researched and recommended a new device for the AHS 1:1 program. Chromebooks were selected and have been ordered for 2014-15.	**Implement approved Technology plan.** **Provide professional development and support for teachers on the SAMR model for integrating technology and other identified needs based on staff surveys.** **Implement support for new Chromebook devices at AHS. Redistribute AHS laptops as needed throughout the district.**	
OBJECTIVE 2: ASSESS FOR LEARNING—ACS will develop and implement a comprehensive assessment system that accurately reflects student demonstration and mastery of ACS outcomes for student success.			
1. Determine evidences of academic proficiency in core curriculum	✔ Data sources were identified that are evidences of student academic progress throughout the school year. ✔ District instructional leaders developed and implemented new benchmark assessments to monitor	**Determine how to systematically capture and share student data at the classroom, school, and district levels as it is collected to inform instruction and intervention.**	

	student progress throughout the year. The 3rd grade reading benchmark assessments were used as an alternative assessment for 3rd graders to demonstrate proficiency in reading comprehension as required by Read to Achieve legislation. ✔ Evidences of academic proficiency in the core curriculum were selected for tracking district-wide academic progress throughout the 2013-2016 strategic plan cycle. They are listed at the end of this document.		
2. Implement consistent use of performance rubrics	**Improve design and use of performance rubrics to guide students in demonstrating learning.** ✔ Dr. Maerz provided training at all schools for developing common assessments and appropriate rubrics for assessing student mastery of skills in a timely manner.	**Develop an online platform for sharing common assessments linked to curriculum standards and units.**	
OBJECTIVE 3: IMPROVE ACHIEVEMENT—Each school will improve achievement for all students while closing gaps of identified student groups.			
1. Implement consistent plan for literacy instruction and assessment across the curriculum	**Focus: K-12 literacy plan; instruction and assessment plan for the writing process.** ✔ Extensive work has been done to develop a comprehensive district-wide literacy plan including reading and writing. The plan will provide a strong foundation for future professional development and consistency in our approach to literacy instruction across the district. An important part of the plan is the development of grade-level rubrics for	**Share district literacy plan with teachers and staff and provide professional development aligned with the plan.** **Pilot consistent phonics instructional approach in pre-kindergarten and kindergarten classrooms at each school site.**	

	assessing student writing. The plan is located at this Google site: https://sites.google.com/a/asheboro.k12.nc.us/acs-literacy-plan/ ✔ Our instructional team has partnered with UNCG faculty to develop a plan for 2014 summer professional development to improve writing instruction. **Implement data-driven early intervention system for struggling readers.** ✔ A consistent RtI process (including a roadmap and fidelity checklist) for struggling readers was developed and implemented in all elementary schools. Regular school monitoring visits were conducted to support fidelity to the plan. **Implement strategies to prevent summer reading loss.** ✔ Research on effective strategies for preventing summer reading loss was summarized and disseminated. Plans for our third grade summer reading camp are incorporating those strategies. Additional support for readers over the summer will be provided by the READS project and by elementary schools opening their media centers to allow students to have access to reading material.	**Implement writing strategies from 2014 UNCG summer partnership initiative.** **Continue Reading Foundations training for all K-2 teachers to increase reading content knowledge and enhance instructional skills as funding is available.**	

2. Develop and implement strategies to improve student academic success	**Implement transition plans for at-risk students between elementary, middle, and high school.** ✔ School-based transition teams identified at-risk students entering 6th and 9th grades and met regularly to provide needed supports for students. **Develop an academic plan for each 7th grade student aligned with vocational interests and individual goals that culminates in graduation.** ✔ Progress was made in selecting a set of individual student assessments and inventories to be tracked from grades 7 to 12. Challenges arose when determining the best method to house the information digitally. A new product, Career Cruising, was discovered that will provide the online structure that we desire.	**Convene Asheboro City Schools Transition Team and implement district wide transition plan.** **Implement Career Cruising as the structure for planning, career and academic inventories, lessons, and online access for students, teachers, and parents.**	
3. Expand learning opportunities before and after school and summer, and enrichment and advancement opportunities for middle school students, while removing barriers for student participation	✔ Existing middle school enrichment programs have been identified and documented. ✔ An additional high school course will be offered in middle school in 2014-15—Earth and Environmental Science. ✔ Credit by Demonstrated Mastery process has been developed for Spanish I and World History.	**Determine areas of need not addressed in current offerings and research what activities would interest various groups of students.** **Develop process for expanding Credit by Demonstrated Mastery to other allowable course offerings.**	

OBJECTIVE 4: CREATE OPPORTUNITIES—ACS will create opportunities for parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success.			
1. Enhance opportunities for parents to support their child's academic achievement	**Increase parent outreach through workshops or classes to support their child's academic achievement.** ✔ Parent survey data was shared and used by schools as they planned parent events this year and will also guide planning for 2014-15. **Partner with UNCG and community stakeholders to assess and evaluate needs for a Parent Academy.** ✔ Local resources have been identified and shared with principals. A parent community resource page on our website is under development.	**Develop online video curriculum resources for parents.**	
2. Enhance business, community, and higher education partnerships	**Implement communication strategy to increase community awareness and involvement in our schools.** ✔ Launched new SharpSchool website in August; launched new online Parent Portal in January; published a new calendar format for the annual report to the community; piloted "I'm a Blue Comet" initiative in the fall. **Formalize community partnerships and volunteer services and establish protocols for data collection.**	**Implement communication strategy to increase community awareness and involvement in our schools.**	

	✔ Collecting information from schools regarding current community partners and volunteers to use for future planning. **Increase student internship and job shadowing opportunities, including paid student internships.** ✔ Increased number of student internships in CTE from 4 to 7.		
OBJECTIVE 5: BUILD CAPACITY—ACS will develop essential leader, teacher, and staff competencies and optimize all resources to achieve the school district's strategic goal and outcomes for student success.			
1. Provide quality professional and leadership development	**Provide district support for teacher-led professional development.** ✔ Teachers led conference-style professional development day sessions in January. The feedback from their peers was extremely positive. **Continue Teacher Leadership Academy for cohort #4.** ✔ Cohort #4 successfully completed TLA in April and two members, Barry Barber and Laura Popp, presented their TLA projects and reflections to the Board of Education in May.	**Continue teacher-led professional development initiatives.** **Continue Teacher Leadership Academy for cohort #5.**	
2. Improve staff recruitment and retention processes	**Improve selection protocols.** ✔ Updated resources provided to principals for improving skills in reviewing applications, preparing for interviews, and checking references.		

		Update and implement support program for beginning teachers. ✔ Updated beginning teacher support program was implemented and involved both district and school level team support.	Evaluate and monitor beginning teacher support program.	
3. Improve performance evaluation processes		Implement strategies to improve inter-rater reliability and alignment with professional teaching standards in teacher performance evaluations. ✔ Provided professional development for principals and assistant principals followed by small group observations and debriefing sessions to build inter-rater reliability capacity.		

Academic Indicators (proficiency percentages):

[+]*Data not validated by NCDPI*

Indicator	Baseline 2012-13	2013-14	2014-15	2015-16
1. 4Y Graduation Rate	86.3%	86.1%[+]		
2. Grade 1 mClass (EOY)	51.4%			
3. Grade 3 Reading	35.3%	45.5%[+]		
4. Grade 3 Mathematics	39.1%	54.7%[+]		
5. Grade 5 Reading	25.7%	51.5%[+]		
6. Grade 5 Mathematics	39.4%	47.7%[+]		
7. Grade 5 Science	29.2%	56.4%[+]		
8. Grade 7 Reading	34.6%	41.5%[+]		
9. Grade 7 Mathematics	26.4%	29.1%[+]		
10. Grade 8 Science	19.6%	58.5%[+]		

11. Grades 3-8 Reading Achievement Gap for Black subgroup	-29.2%	-30.5%[+]	
12. Grades 3-8 Reading Achievement Gap for Hispanic subgroup	-25.2%	-26.4%[+]	
13. Math I	29.9%	43.7%[+]	
14. Biology	32.9%	44.5%[+]	
15. English II	50.6%	57.1%[+]	
16. Biology Achievement Gap for Black subgroup	-39.5%	-32.3%[+]	
17. Biology Achievement Gap for Hispanic subgroup	-34.0%	-16.1%[+]	
18. ACT (Composite Mean)	17.3		
19. SAT (Math + Critical Reading)	943		
20. WorkKeys (% Silver or above)	68.4%		
21. HS Certifications	441		
22. Advanced Placement (% 3+ / # Students)	46.1% / 165		
23. Advanced Math completion	>95%		
24. UNC System Acceptance Rate	61.5%		
25. UNC Freshman Measures (Freshman GPA above 2.00)	82.9%		

AVERAGE DAILY ATTENDANCE
ASHEBORO CITY SCHOOLS

School Year	Percent	Rank in State
1997-98	95.68	
1998-99	95.63	
1999-00	95.88	9th highest of 117 LEA's
2000-01	95.84	8th highest
2001-02	96.17	4th highest
2002-03	95.59	16th highest
2003-04	95.89	6th highest of 115 LEA's
2004-05	95.76	13th highest
2005-06	96.12	3rd highest
2006-07	95.95	4th highest
2007-08	95.71	13th highest
2008-09	95.79	13th highest
2009-10	95.81	5th highest
2010-11	95.75	9th highest
2011-12	96.05	12th highest
2012-13	95.74	9th highest
2013-14*	95.77	N/A
3-year average	*95.85*	*N/A*

* PowerSchool Data

AVERAGE DAILY ATTENDANCE
REPORTED BY SCHOOL

School	2010-11	2011-12	2012-13	2013-14*	*3-Yr Average*
AHS	95.11	94.88	95.04	95.06	*94.99*
Balfour	96.53	96.56	96.14	96.48	*96.39*
McCrary	95.87	96.38	95.81	95.62	*95.94*
Loflin	96.43	96.79	96.13	96.27	*96.40*
Teachey	95.52	96.68	95.95	96.05	*96.23*
Lindley Park	95.97	96.41	95.91	95.77	*96.03*
NAMS	96.22	96.44	96.03	95.72	*96.06*
SAMS	95.55	96.17	95.96	95.81	*95.98*

* PowerSchool Data

Source: Ozella Wiggins, DPI; ozella.wiggins@dpi.nc.gov; 919-807-3757
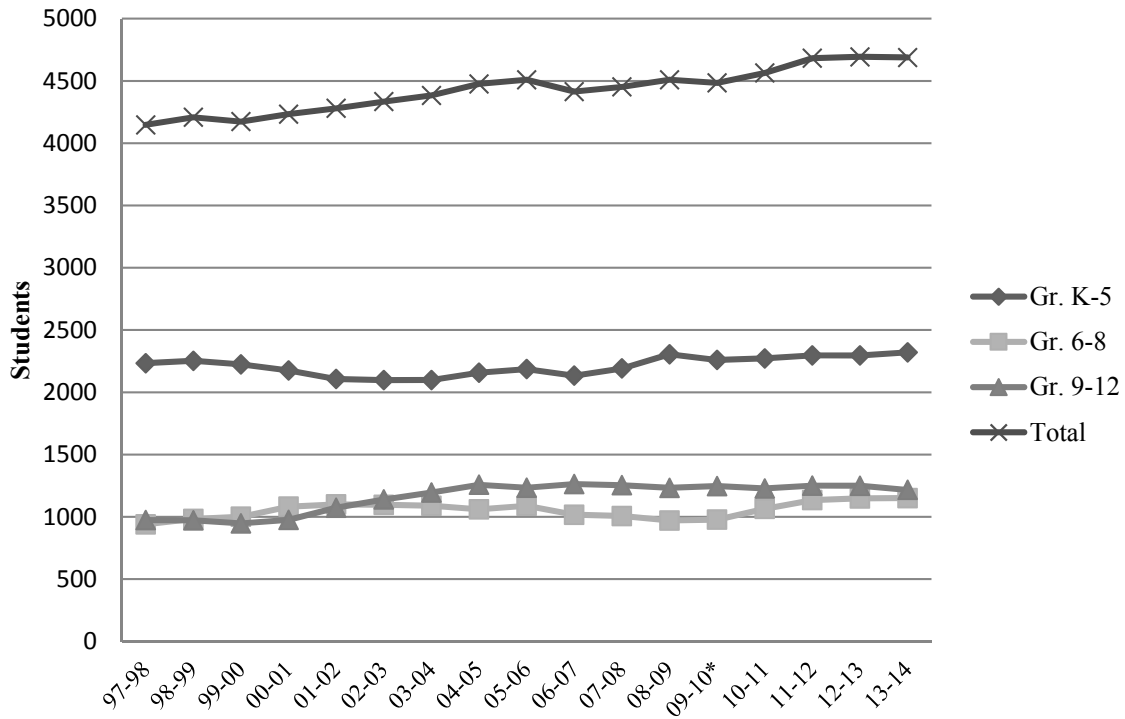http://www.ncpublicschools.org/fbs/accounting/data/

ASHEBORO CITY SCHOOLS
STUDENT MEMBERSHIP
(FINAL AVERAGE DAILY MEMBERSHIP)

Year	Gr. K-5	Gr. 6-8	Gr. 9-12	Total	Change	% Change
97-98	2234	940	974	4148	+ 130	+ 3.2%
98-99	2253	984	972	4209	+ 61	+ 1.5%
99-00	2225	1001	948	4174	- 35	- 0.8%
00-01	2176	1082	976	4234	+ 60	+ 1.4%
01-02	2107	1100	1074	4281	+ 47	+ 1.1%
02-03	2098	1097	1140	4335	+ 54	+ 1.3%
03-04	2099	1089	1196	4384	+49	+ 1.1%
04-05	2158	1061	1258	4477	+93	+2.1%
05-06	2187	1089	1234	4510	+33	+0.7%
06-07	2134	1017	1264	4415	-95	-2.11%
07-08	2192	1007	1254	4453	+38	+0.9%
08-09	2306	971	1233	4510	+57	+1.3%
09-10*	2260	978	1247	4485	-25	-0.60%
10-11	2272	1065	1228	4565	+80	+1.78%
11-12	2297	1135	1251	4683	+118	+2.58%
12-13	2296	1148	1250	4694	+11	+0.23
13-14	2321	1151	1217	4689	-5	-0.11

*Kindergarten entry age changed from age 5 on or before October 15 to age 5 on or before August 31.

Final Average Daily Membership

Source: Average Daily Membership and Membership Last Day by School (ADM & MLD)
            http://www.ncpublicschools.org/fbs/accounting/data/

ASHEBORO CITY SCHOOLS
STUDENT MEMBERSHIP
(FINAL AVERAGE DAILY MEMBERSHIP)

Year	Gr. K-5	Gr. 6-8	Gr. 9-12	Total	Change	% Change
2012-13*	2261	1172	1274	4694	11	0.23%
2013-14*	2321	1151	1217	4689	-5	-0.11%
2014-15	2217	1194	1419	4830	57	1.19%
2015-16	2250	1168	1451	4869	39	0.81%
2016-17	2268	1162	1472	4902	33	0.68%
2017-18	2285	1095	1528	4908	6	0.12%
2018-19	2281	1138	1474	4893	-15	-0.31%
2019-20	2272	1170	1459	4901	8	0.16%
2020-21	2296	1167	1451	4914	13	0.27%

*Actual numbers

Student Membership Projections

Source: Projections from NC DPI for long range facility planning; 11/19/2010
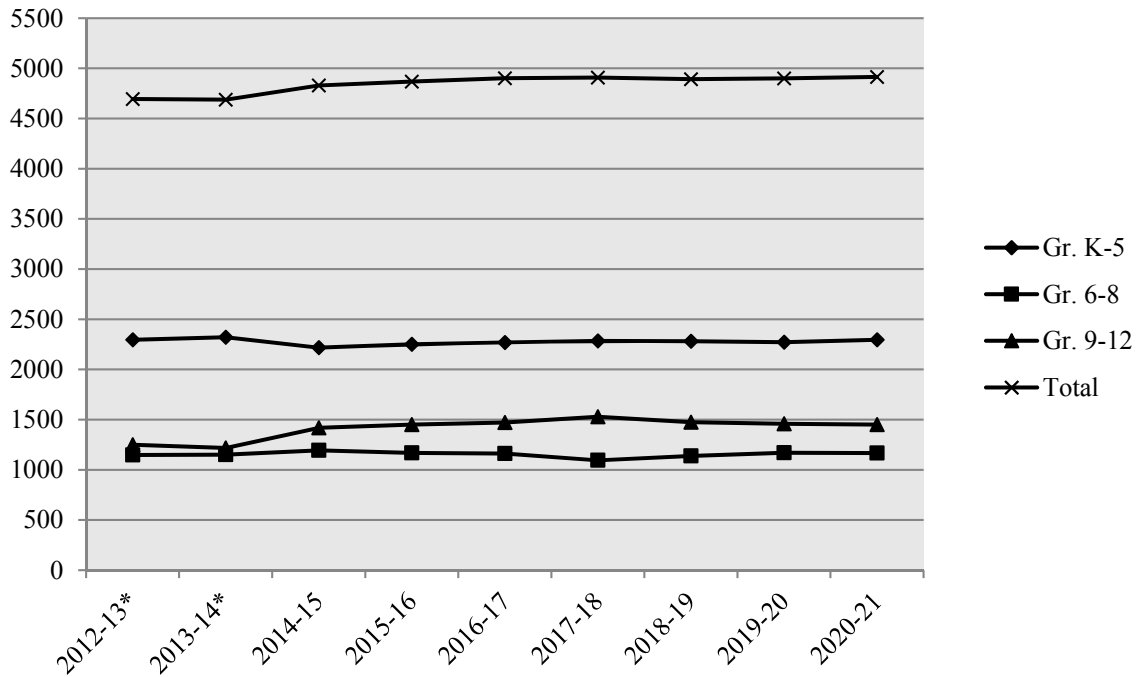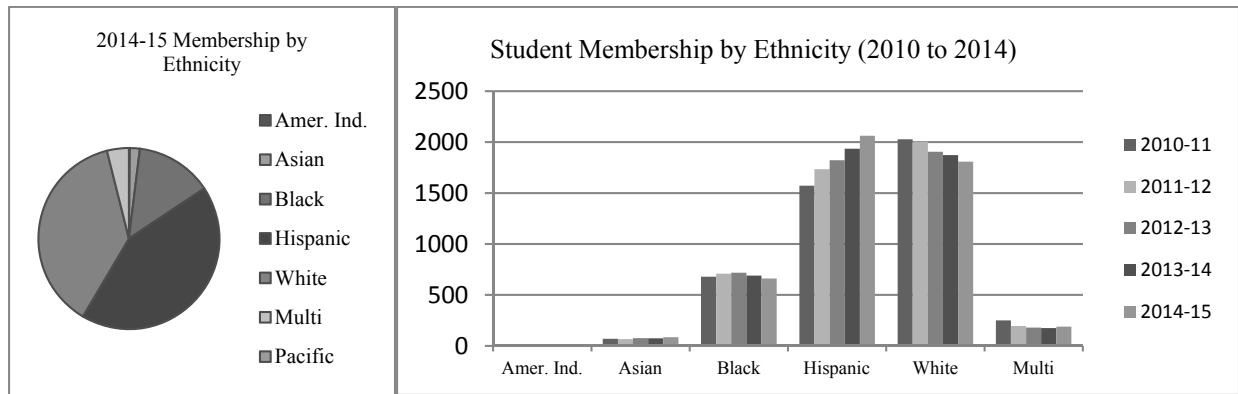
ASHEBORO CITY SCHOOLS
STUDENT MEMBERSHIP
(MEMBERSHIP BY ETHNICITY)

Percent of Total Membership

Year	Indian	Asian	Black	Hispanic	White	Multi	Pacific
2000-01	0.3	2.4	15.5	20.0	60.0	1.8	
2001-02	0.3	2.3	14.7	22.0	58.3	2.3	
2002-03	0.2	2.6	14.3	23.1	57.1	2.6	
2003-04	0.2	2.3	13.5	25.5	55.4	3.0	
2004-05	0.2	2.2	14.2	27.1	53.1	3.2	
2005-06	0.2	2.2	14.3	28.5	51.0	3.8	
2006-07	0.3	2.1	15.2	29.9	49.1	3.5	
2007-08	0.3	2.0	14.6	31.3	47.9	4.0	
2008-09	0.3	1.7	14.9	32.7	46.0	4.5	
2009-10	0.4	1.8	14.9	33.1	44.5	5.3	
2010-11	0.3	1.5	14.7	34.1	44.0	5.4	
2011-12	0.4	1.4	15.0	36.7	42.4	4.1	
2012-13	0.3	1.6	15.2	38.7	40.4	3.8	
2013-14	0.3	1.6	14.5	40.6	39.3	3.7	0.1
2014-15	0.2	1.8	13.7	42.8	37.6	3.9	

Number of Total Membership

Year	Amer. Ind.	Asian	Black	Hispanic	White	Multi	Pacific	Total
2000-01	13	101	665	857	2572	75		4283
2001-02	12	101	633	948	2506	101		4301
2002-03	10	116	626	1014	2507	115		4388
2003-04	10	103	602	1134	2462	136		4447
2004-05	8	100	642	1225	2399	148		4522
2005-06	8	101	661	1312	2354	174		4610
2006-07	13	94	679	1334	2193	156		4469
2007-08	11	90	649	1392	2130	179		4451
2008-09	12	77	680	1491	2097	207		4564
2009-10	17	80	681	1508	2031	243		4560
2010-11	14	69	679	1573	2028	250		4613
2011-12	17	66	709	1735	2004	195		4726
2012-13	16	75	718	1823	1905	179		4716
2013-14	18	74	690	1935	1872	175	4	4768
2014-15	8	85	661	2062	1809	188		4813

2014-15 Membership by Ethnicity

- Amer. Ind.
- Asian
- Black
- Hispanic
- White
- Multi
- Pacific

Student Membership by Ethnicity (2010 to 2014)

- 2010-11
- 2011-12
- 2012-13
- 2013-14
- 2014-15

Source: First Month PMR (Principal's Monthly Report)

FREE AND REDUCED LUNCH RATES
ASHEBORO CITY SCHOOLS

School Year	Percent
2000-01	43.50
2001-02	46.07
2002-03	48.50
2003-04	51.84
2004-05	54.51
2005-06	56.58
2006-07	54.94
2007-08	58.53
2008-09	54.74
2009-10	61.57
2010-11	65.42
2011-12	68.64
2012-13	71.37
2013-14	73.65
2014-15*	73.47

*November 2014 data

Students receiving Free-Reduced Lunch (%)
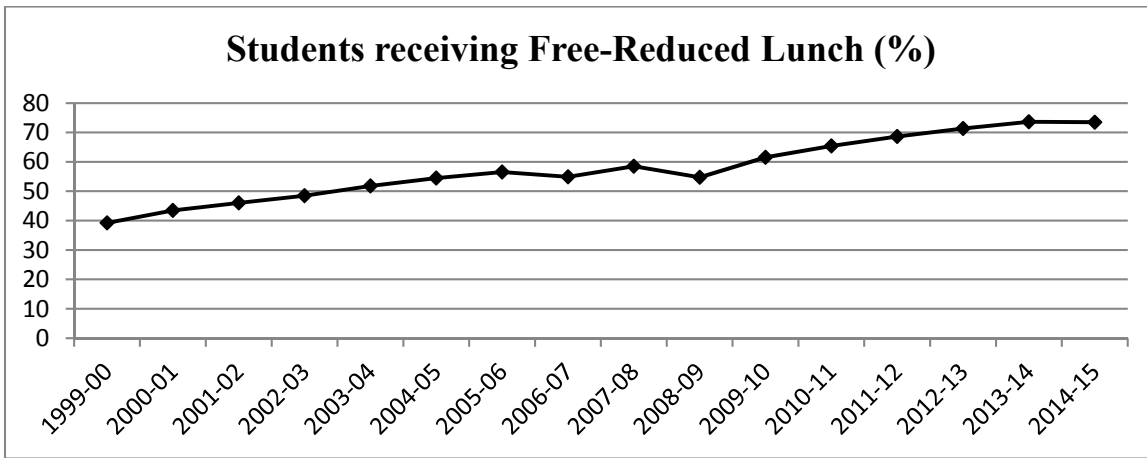
ELEMENTARY FREE-REDUCED LUNCH RATES

School Year	Balfour	McCrary	Loflin	Teachey	Lindley Pk
2000-01	58.51	60.76	50.84	33.09	45.77
2001-02	63.03	61.13	55.18	37.62	50.87
2002-03	66.30	67.30	58.36	35.71	50.15
2003-04	69.00	65.18	55.71	38.95	56.21
2004-05	74.69	66.45	59.22	43.19	57.86
2005-06	73.28	66.80	66.67	46.52	58.33
2006-07	77.27	68.10	64.58	47.27	56.74
2007-08	81.00	70.49	69.47	50.22	60.72
2008-09	83.92	62.41	71.01	53.75	61.72
2009-10	83.55	75.71	72.99	56.42	66.67
2010-11	86.44	77.02	79.57	58.94	70.37
2011-12	87.28	82.29	76.77	60.78	72.44
2012-13	87.94	87.13	81.01	62.55	70.90
2013-14*	91.60	88.63	80.62	60.37	70.95
2014-15	91.59	90.55	82.81	61.55	67.13

Source: Kathleen Whitaker, November Free and Reduced Lunch Rates

ASHEBORO CITY SCHOOLS
NATIONAL ORIGIN LANGUAGES
2014-15
(from October NOMS headcount)

Native Home Language	Number of Students
Spanish	1850
Hindi/Indian/Urdu	27
Pushto/Eastern Pashto	13
Arabic/Egyptian/LebaneseSyrian	11
Tarasco	9
Chinese	6
Punjabi/Panjabi	6
French	4
Vietnamese	4
Gujarati/Gujarathi	3
Korean	2
Tagalog/Filipino	2
Telugu	2
Thai/Tai/Thaiklang	2
Cambodian/Khmer	1
Chinese (Mandarin)	1
Fanti	1
Italian	1
Lao/Laotian Tai/Eastern Tai	1
Portuguese	1
Swedish	1
Tamil	1
(22 Languages)	**1949**

Year	NOMS*		LEP**	% of NOMS
2004-05	1424		818	57%
2005-06	1323		782	59%
2006-07	1329		933	70%
2007-08	1455		1009	69%
2008-09	1451		1034	71%
2009-10***	1467		943	64%
2010-11***	1499		899	60%
2011-12***	1575		907	58%
2012-13***	1733		876	53%
2013-14***	1812		837	46%

*NOMS--National Origin Minority Students (includes pre-kindergarten)

**LEP--Students assessed as Limited English Proficient and enrolled in English as a Second Language (ESL) program

(includes pre-kindergarten)

***Beginning in 2009-10, does NOT include pre-kindergarten

ASHEBORO CITY SCHOOLS
STUDENT ACHIEVEMENT SUMMARY

NORTH CAROLINA EOG/EOC--PERFORMANCE COMPOSITE
(Percent of all students at or above Level III)

	BAL	CWM	DLL	GBT	LPS	NAMS	SAMS	AHS
1996-97	69.6	69.9	63.9	74.8	67.6	66.8	73.4	
1997-98	65.8	66.5	68.1	79.4	66.8	72.3	73.6	61.9
1998-99	68.4	66.5	72.6	79.8	71.5	80.1*	78.0	61.6
1999-00	60.1	53.0	68.9	83.3*	70.2	78.8	80.5*	65.4
2000-01	67.9	61.4	73.8	90.5+	80.6*	78.6	84.5*	62.0
2001-02[1]	76.3!	71.1!	81.2*	87.8	79.9!	77.3	84.7*	69.9
2002-03[1]	80.5*	77.4!	84.3*	89.3*	88.4*	79.8!	83.9*	68.5!
2003-04[1]	85.1*	79.8	84.6*	87.4*	86.1*	82.6	87.7*	74.7!
2004-05	78.7	80.3*	84.4*	90.0+	86.7*	84.6*	86.2	73.3!
2005-06[2]	57.9	62.7!	67.4	78.7!	70.4!	68.2!	72.0!	68.3!
2006-07[3]	58.9	63.6	67.7!	75.4	75.8!	70.7!	75.4!	59.3
2007-08[4]	49.0	47.2	56.8	62.5!	63.7!	55.2	68.7!	64.8
2008-09[5]	63.4!	52.7	55.3	68.0!	69.9!	60.3!	71.2!	63.9!
2009-10[6]	63.1!	49.8	65.0!	71.3!	74.2!	64.0!	74.2!	72.7
2010-11[6]	65.4!	54.3	68.7!	71.4!	81.4*	64.8!	72.8!	68.7
2011-12	68.3!	51.7^	68.2!	71.0!	80.7*	59.8^	71.8!	73.4!
2012-13★	24.7	28.3	31.5	38.3	45.7	25.2	31.5	34.2
2013-14*	28.8	28.1	28.7	48.6	43.0	32.5	35.6	35.1

+School of Excellence   *School of Distinction   !School of Progress (designation beginning in 2001-02)   ^Priority School

[1] In 2002-03, 2003-04, and 2004-05 ABC's results did not include writing for grades 4, 7, and 10.

[2] In 2005-06, writing was included again and K-8 mathematics standards were raised. Also, U.S. History and Civics/Economics were returned to high school composite after two years of not being included.

[3] In 2006-07, standards were raised in high school mathematics (Alg I, Alg II, Geometry) and English I; Chemistry, Physical Science, and Physics not included.

[4] In 2007-08, standards were raised in K-8 reading. All 10 EOC exams at the high school level were included.

[5] In 2008-09, grades 3-8 students who scored level II (all) or level I (upon request) on EOGs were retested, and retest scores counted.

[6] In 2009-10 and 2010-11, retest scores counted again in grades 3-8 and retest scores also counted for end-of-course exams. Chemistry and Physics were not included in the high school composite.

★In 2012-13, the NC Ready Accountability Model and Ready Assessments were implemented. Composites are College and Career Ready.

Source: Growth and Proficiency Report generated from ABC Tools (1996-97 until 2011-12)
               Internal Ready Review for 2012-13 release from NC DPI

ASHEBORO CITY SCHOOLS
STUDENT ACHIEVEMENT SUMMARY

NORTH CAROLINA --GROWTH

	BAL	CWM	DLL	GBT	LP	NAMS	SAMS	AHS
1996-97*	Expected	Exemplary		Expected			Expected	(N/A)
1997-98*		Expected	Exemplary	Exemplary	Expected	Expected		
1998-99*	Expected	Exemplary	Expected	Exemplary	Exemplary	Exemplary	Exemplary	Expected
1999-00*	Expected			Exemplary	Exemplary	Exemplary	Exemplary	Exemplary
2000-01*		Expected	Expected	Exemplary	Expected	Expected	Exemplary	
2001-02*	Expected	Expected	Expected		High		Expected	
2002-03*	High	High	High	High	High	High	High	Expected
2003-04*	Expected		Expected	Expected	Expected		High	High
2004-05*		Expected	High	High	High	Expected		Expected
2005-06 Δ		Expected		Expected	Expected	Expected	Expected	Expected
2006-07 Δ			Expected		High	Expected	Expected	High
2007-08 Δ	High	High	High	High	High	High	Expected	
2008-09 Δ	Expected			High	High	Expected	Expected	
2009-10 Δ	Expected	High	High	High	High	High	Expected	
2010-11 Δ	High	High	High	Expected	High	Expected	Expected	
2011-12 Δ	Expected		Expected	Expected	Expected		Expected	High
2012-13★	Not Met	Met	Met	Not Met	Exceeds	Met	Not Met	Exceeds
2013-14★	Met	Met	Not Met	Exceeds	Met	Exceeds	Met	Exceeds

* ABC Growth Model: No Recognition, Expected, Exemplary
Δ Revised ABC Growth Model: No Recognition, Expected, High
★EVAAS Growth Model: Not Met, Met, Exceeded

Source: Growth and Proficiency Report generated from ABC Tools (1996-97 until 2011-12)
Internal Ready Review for 2012-13 release from NC DPI

NO CHILD LEFT BEHIND PROGRESS
ASHEBORO CITY SCHOOLS

"NO CHILD LEFT BEHIND" STATUS

	BAL	CWM	DLL	GBT	LPS	NAMS	SAMS	AHS
2002-03 AYP	Met 21 of 21 (100%)	Not Met 17 of 19 (89.5%)	Not Met 16 of 17 (94.1%)	Met 13 of 13 (100%)	Met 17 of 17 (100%)	Not Met 26 of 29 (89.7%)	Not Met 22 of 29 (83.9%)	Not Met 16 of 17 (94.1%)
2003-04 AYP	Met 21 of 21 (100%)	Met 21 of 21 (100%)	Met 17 of 17 (100%)	Met 15 of 15 (100%)	Met 17 of 17 (100%)	Not Met 28 of 29 (96.6%)	Not Met 26 of 27 (96.3%)	Not Met 15 of 17 (88.2%)
2004-05 AYP	Not Met 17 of 21 (81%)	Met 19 of 19 (100%)	Met 17 of 17 (100%)	Met 17 of 17 (100%)	Not Met 16 of 17 (94%)	Not Met 23 of 29 (79.3%)	Not Met 24 of 27 (88.9%)	Met 19 of 19 (100%)
2005-06 AYP	Not Met 18 of 21 (85.7%)	Not Met 19 of 21 (90.5%)	Met 17 of 17 (100%)	Met 17 of 17 (100%)	Met 15 of 15 (100%)	Not Met 22 of 29 (75.9%)	Not Met 27 of 29 (93.1%)	Met 19 of 19 (100%)
2006-07 AYP	Not Met 17 of 21 (81%)	Not Met 22 of 23 (95.7%)	Not Met 15 of 17 (88.2%)	Met 13 of 13 (100%)	Met 17 of 17 (100%)	Not Met 20 of 29 (69%)	Not Met 25 of 29 (86.2%)	Not Met 19 of 21 (90.5%)
2007-08 AYP	Not Met 17 of 21 (81%)	Not Met 16 of 23 (69.6%)	Not Met 12 of 17 (70.6%)	Not Met 14 of 17 (82.4%)	Not Met 19 of 21 (90.5%)	Not Met 19 of 29 (65.5%)	Not Met 21 of 29 (72.4%)	Not Met 18 of 21 (85.7%)
2008-09 AYP	Met 21 of 21 (100%)	Not Met 16 of 21 (76.2%)	Not Met 14 of 17 (82.4%)	Met 21 of 21 (100%)	Met 21 of 21 (100%)	Met 27 of 27 (100%)	Met 29 of 29 (100%)	Not Met 17 of 19 (89.5%)
2009-10 AYP	Met 21 of 21 (100%)	Not Met 17 of 21 (81%)	Met 17 of 17 (100%)	Not Met 21 of 23 (91.3%)	Met 25 of 25 (100%)	Not Met 26 of 27 (96.3%)	Met 29 of 29 (100%)	Not Met 15 of 21 (71.4%)
2010-11 AYP	Not Met 20 of 21 (95.2%)	Met 21 of 21 (100%)	Not Met 14 of 17 (82.4%)	Not Met 20 of 27 (74.1%)	Met 21 of 21 (100%)	Not Met 20 of 29 (69.0%)	Not Met 23 of 29 (79.3%)	Not Met 19 of 21 (90.5%)
2011-12* AMO	16 of 21 (76%)	11 of 21 (52%)	13 of 17 (77%)	15 of 17 (88.2%)	23 of 23 (100%)	16 of 29 (55%)	22 of 29 (76%)	21 of 23 (91%)
2012-13* AMO	15 of 21 (71%)	22 of 25 (88%)	16 of 19 (84%)	23 of 25 (92%)	25 of 25 (100%)	16 of 29 (55%)	21 of 29 (72.4%)	24 of 25 (96%)
2013-14* AMO	21 of 31 (68%)	18 of 29 (62%)	14 of 25 (56%)	29 of 31 (94%)	26 of 30 (87%)	29 of 43 (67%)	30 of 48 (63%)	56 of 79 (71%)

*Beginning in 2011-12, NCDPI no longer designates each school as having met or not met Adequate Yearly Progress (**AYP**). For each school, the NCDPI will report the number of Annual Measurable Objectives (**AMO**s) and the number of those targets met as well as the percentage of targets met. These targets are based on federally reported subgroups with 30 or more identified students. Per the ESEA flexibility waiver, the AMO targets were set with the goal of reducing the percentage of non-proficient students by one-half within six years.

ESEA PERFORMANCE BY SCHOOL
ASHEBORO CITY SCHOOLS

School		2011-12*	2012-13*	2013-14*
AHS	Targets Met	21	24	56
	Targets	23	25	79
	Growth Status	High	Exceeds	Exceeds
NAMS	Targets Met	16	16	29
	Targets	29	29	43
	Growth Status	No Recognition	Meets	Exceeds
SAMS	Targets Met	22	21	30
	Targets	29	29	48
	Growth Status	Met Expected	Does Not Meet	Meets
BAL	Targets Met	16	15	21
	Targets	21	21	31
	Growth Status	Met Expected	Does Not Meet	Meets
CWM	Targets Met	11	22	18
	Targets	21	25	29
	Growth Status	No Recognition	Meets	Meets
DLL	Targets Met	13	16	14
	Targets	17	19	25
	Growth Status	Met Expected	Meets	Does Not Meet
GBT	Targets Met	15	23	29
	Targets	17	25	31
	Growth Status	Met Expected	Does Not Meet	Exceeds
LP	Targets Met	23	25	26
	Targets	23	25	30
	Status	Met Expected	Exceeds	Meets
ACS	**Targets Met**	**40**	**46**	**89**
	Targets	**56**	**60**	**135**
	Growth Status	**Met Expected**		

* NCDPI will no longer designate each school as having met or not met Adequate Yearly Progress (AYP). For each school, the NCDPI will report the number of Annual Measureable Objectives (AMOs) and the number of those targets met as well as the percentage of targets met. These targets are identified for each federally reported subgroup with 30 or more students. Per the ESEA flexibility waiver, the AMO targets were set with the goal of reducing the percentage of non-proficient students by one-half within six years.

ELEMENTARY AND SECONDARY EDUCATION ACT STATUS
ASHEBORO CITY SCHOOLS

"No Child Left Behind" Adequate Yearly Progress (AYP) Targets Met and Not Met

Academic Year	ACS AYP Status & Targets Met	NC AYP Status & Targets Met	Targets Not Met		NC Target of Percent Prof	Actual Percent Prof	Difference
2002-03	Not Met 49 met of 53 (93%)	Not Met 65 met of 81 (80.2%)					
2003-04	Not Met 49 met of 53 (93%)	Not Met 69 met of 81 (85.2%)					
2004-05	Not Met 49 met of 55 (89%)	Not Met 61 met of 81 (75.3%)	Reading 3-8	Hispanic	76.7%	72.7%	-4.0
				Free/Reduced	76.7%	73.7%	-3.0
				LEP	76.7%	60.8%	-15.9
				SWD	76.7%	44.1%	-32.6
			Math 3-8	LEP	81%	71.1%	-9.9
				SWD	81%	60.4%	-20.6
2005-06	Not Met 50 met of 56 (89.3%)	Not Met 65 met of 82 (79.3)	Reading 3-8	Black	76.7%	70.9%	-5.8
				Hispanic	76.7%	72.2%	-4.5
				Free/Reduced	76.7%	72.0%	-4.7
				LEP	76.7%	52.6%	-24.1
				SWD	76.7%	49.5%	-27.2
			Math 3-8	SWD	65.8%	23.1%	-42.7
2006-07	Not Met 49 met of 58 (84.5%)	Not Met 66 met of 82 (80.5%)	Reading 3-8	Black	76.7%	69.4%	-7.3%
				Hispanic	76.7%	73.8%	-2.9%
				Free/Reduced	76.7%	73.3%	-3.4%
			Math 3-8	SWD	76.7%	49.3%	-27.4%
				Black	65.8%	44.4%	-21.4%
				Free/Reduced	65.8%	54.5%	-11.3%
				SWD	65.8%	31.9%	-33.9%
			Reading Gr10	Hispanic	35.4%	17.1%	-18.3%
				Free/Reduced	35.4%	24.8%	-10.6%
2007-08	Not Met 41 met of 54 (75.9%)	Not Met 57 met of 82 (69.5%)	Reading 3-8	Black	43.2%	30.1%	-13.1%
				Hispanic	43.2%	34.5%	-8.7%
				Free/Reduced	43.2%	34.0%	-9.2%
				LEP	43.2%	21.2%	-22%
				SWD	43.2%	16.2%	-27%
			Math 3-8	All	77.2%	69.5%	-7.7%
				Black	77.2%	50.5%	-26.7%
				Hispanic	77.2%	62.6%	-14.6%
				Free/Reduced	77.2%	58.5%	-18.7%
				SWD	77.2%	34.3%	-42.9%
			Math Gr 10	Black	68.4%	36.0%	-32.4%
				Hispanic	68.4%	49.3%	-19.1%
				Free/Reduced	68.4%	49.6%	-18.8%
2008-09	Not Met 50 met of 52 (96.2%)	Not Met 73 met of 82 (89.0%)	Math Gr 10	Free/Reduced	68.4%	55.1%	-13.3%
			Grad Rate	All	77.3%	75.9%	-1.4%
2009-10	Not Met 47 met of 54 (87%)	Not Met 68 met of 82 (82.9%)	Reading 3-8	SWD	43.2%	29.5%	-13.7%
			Reading Gr 10	% Tested Black	95%	89%	-6%
			Math Gr 10	% Tested Black	95%	91%	-4%
				Black	68.4%	46.3%	-22.1%
				Hispanic	68.4%	50.5%	-17.9%
				Free/Reduced	68.4%	52.5%	-15.9%
			Grad Rate	All	77.9%	74.5%	-3.4%
2010-11	Not Met 46 of 54 (85.2%)	Not Met 58 of 82 (70.7%)	Reading 3-8	All	71.6%	64.7%	-6.9%
				Black	71.6%	48.0%	-23.6%
				Hispanic	71.6%	54.9%	-16.7%
				Free/Reduced	71.6%	56.6%	-15%
				LEP	71.6%	37.9%	-33.7%
			Math 3-8	2 or more races	88.6%	80.5%	-8.1%
			Reading Gr 10	All	69.3%	62.6%	-6.7%
			Reading Gr 10	Free/Reduced	69.3%	49.5%	-19.8%

ELEMENTARY AND SECONDARY EDUCATION ACT STATUS
ASHEBORO CITY SCHOOLS

ESEA Annual Measurable Objectives (AMOs) Met and Not Met

Academic Year	ACS AYP Status & Targets Met	Targets Not Met	NC Target of Percent Prof	Actual Percent Prof	Difference
2011-12	40 met of 56 (71.4%)	Reading 3-8			
		All	73.0%	59.7%	-13.3%
		Black	57.8%	46%	-13.7%
		Hispanic	61.1%	50.2%	-10.9%
		2+ Race	75.5%	53.3%	-22.2%
		White	83.2%	73.9%	-9.3%
		Econ Dis	61.4%	51.5%	-9.9%
		SWD	44.5%	32.7%	-11.8%
		Math 3-8			
		All	83.7%	78%	-5.7%
		Black	71.4%	66.3%	-5.1%
		Hispanic	80.2%	74.8%	-5.4%
		Multi	84.9%	71.7%	-13.2%
		White	90.4%	85.7%	-4.7%
		Econ Dis	76.2%	73.6%	-2.6%
		SWD	59.9%	52.7%	-7.2%
		Math Gr 10			
		Hispanic	80.8%	71.3%	-9.5%
		Econ Dis	75.7%	68.1%	-7.6%
2012-13	46 met of 60 (76.7%)	Reading 3-8			
		All	43.9%	31.0%	-12.9%
		Black	25.6%	16.9%	-8.7%
		Hispanic	28.8%	20.8%	-8.0%
		2+ Race	45.7%	28.7%	-17.0%
		White	56.6%	47.0%	-9.6%
		Econ Dis	28.7%	22.7%	-6.0%
		SWD	12.9%	6.6%	-6.3%
		Math 3-8			
		All	42.3%	31.3%	-9.0%
		Hispanic	32.7%	26.7%	-6.0%
		2+ Race	42.0%	32.2%	-9.8%
		White	53.8%	39.8%	-14.0%
		Econ Dis	27.7%	25.2%	-2.5%
		SWD	12.4%	5.5%	-6.9%
		Grad Rate			
		Black	80.0%	78.4%	-1.6%

ELEMENTARY AND SECONDARY EDUCATION ACT STATUS
ASHEBORO CITY SCHOOLS

		Reading 3-8			
		All	49.5%	31.3%	-18.2%
		Black	33.0%	17.5%	-15.5%
		Hispanic	35.9%	21.4%	-14.5%
		2+ Race	51.1%	31.0%	-20.1%
		White	60.9%	46.6%	-14.3%
		Econ Dis	35.8%	22.2%	-13.6%
		LEP	18.5%	6.1%	-12.4%
		SWD	21.6%	5.2%	-16.4%
		AIG	91.6%	84.0%	-7.6%
		Math 3-8			
		All	48.1%	33.9%	-14.2%
		Black	30.0%	15.9%	-14.1%
		Hispanic	39.4%	28.4%	-11.0%
		2+ Race	47.8%	26.4%	-21.4%
		White	58.4%	46.7%	-11.7%
		Econ Dis	34.9%	26.4%	-8.5%
		LEP	25.7%	11.1%	-14.6%
		SWD	21.2%	5.2%	-16.0%
		Science 5&8			
		All	57.0%	44.9%	-12.1%
		Black	39.9%	22.2%	-17.7%
		Hispanic	45.6%	37.0%	-8.6%
		White	68.2%	59.5%	-8.7%
		Econ Dis	43.8%	37.8%	-6.0%
		SWD	28.5%	9.3%	-19.2%
2013-14	89 met of 135 (65.9%)	Reading 10			
		All	57.1%	45.5%	-11.6%
		Black	39.9%	20.9%	-19.0%
		Hispanic	46.8%	35.1%	-11.7%
		Econ Dis	42.4%	33.8%	-8.6%
		Math 10			
		All	44.6%	33.2%	-11.4%
		Black	28.5%	5%	-23.5%
		Hispanic	36.6%	23.9%	-12.7%
		Econ Dis	32.0%	19.6%	-12.4%
		SWD	18.7%	5%	-13.7%
		Science 11			
		Black Part.	95%	91%	-4%
		All	55.9%	37.1%	-18.8%
		Black	37.7%	12.5%	-25.2%
		Hispanic	46.1%	23.5%	-11.6%
		White	65.5%	54.9%	-10.6%
		Econ Dis	41.7%	21.4%	-20.3%
		The ACT			
		All Part.	95%	93%	-2%
		All	62.7%	55.3%	-7.4%
		Black Part.	95%	92%	-3%
		Hispanic Part.	95%	91%	-4%
		Hispanic	49.8%	39.2%	-10.6%
		EDS Part.	95%	91%	-4%
		ACT WorkKeys			
		All Part.	95%	93%	-2%
		White Part.	95%	87%	-8%

Starting in 2011-12, the NCDPI will no longer designate each school as having met or not met Adequate Yearly Progress (AYP). For each school, the NCDPI will report the number of Annual Measureable Objectives (AMOs) and the number of those targets met as well as the percentage of targets met. These targets are identified for each federally reported subgroup containing 30 or more students. Per the ESEA flexibility waiver, the AMO targets were set with the goal of reducing the percentage of non-proficient students by one-half within six years.

ADVANCED PLACEMENT EXAM PERFORMANCE
ASHEBORO CITY SCHOOLS

AP Exam		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Art History	# Exams			1				
	% Passed			0%				
Music Theory	# Exams		7	4	6	9	1	3
	% Passed		71%	100%	67%	55.6%	100%	100%
English Lang. & Composition	# Exams			1		1	43	69
	% Passed			0%		100%	63%	39.1%
English Lit. & Composition	# Exams	12	12	25	23	22	13	43
	% Passed	58%	33%	56%	30%	77%	54%	51.2%
Spanish Language	# Exams	15	10	11		10	8	
	% Passed	40%	30%	55%		70%	50%	
Spanish Literature	# Exams			1				
	% Passed			100%				
Calculus AB	# Exams	42	22	20	26	40	31	17
	% Passed	50%	59%	30%	23%	47.5%	48%	58.8%
Calculus BC	# Exams		4			3	1	2
	% Passed		25%			100%	100%	100%
Statistics	# Exams			1	8	2	23	13
	% Passed			100%	25%	0%	30%	30.8%
Biology	# Exams		50		64	23	28	15
	% Passed		234%		19%	26%	43%	53.3%
Chemistry	# Exams	5		24	1	14	6	9
	% Passed	20%		8%	0%	42.9%	17%	11.1%
Environmental Science	# Exams	10		14	31	73	70	68
	% Passed	33%		25%	26%	24.7%	33%	32.4%
Physics B	# Exams	2	3			1		
	% Passed	100%	100%			100%		
Economics – Macro	# Exams					1		
	% Passed					100%		
Economics – Micro	# Exams					1		
	% Passed					100%		
Psychology	# Exams	8	11	3	9	7	4	1
	% Passed	88%	18%	33%	33%	28.6%	50%	100%
European History	# Exams		1	1		1		1
	% Passed		100%	100%		100%		0%
U.S. History	# Exams	33	62	39	33	20	26	19
	% Passed	24%	39%	44%	52%	45%	38%	52.6%
U.S. Gov. & Politics	# Exams	1	2	2			1	3
	% Passed	100%	50%	50%			100%	33.3%
World History	# Exams		1	5		3		
	% Passed		0%	40%		100%		
Total Number of AP Students		132	130	192	141	154	165	183
# of Exams Taken		225	186	282	202	231	269	263
# of AHS Students Scoring 3+		53	56	69	45	68	76	76
% of AHS Students Scoring 3+		40.2%	43.1%	35.9%	31.9%	44.2%	46.1	41.5%
% of NC Students Scoring (3+)		61.7%	62.4%	62.7%	63.9%	63.7%	63.4%	60.6%
# of AHS AP Scholars Awards*			8	7	7	10	20	18

* Scores of 3 or higher on three or more AP Exams

SAT, ACT, & WORKKEYS RESULTS
ASHEBORO HIGH SCHOOL

SAT Results for the Class of 2014

	Math	Critical Reading	Sub Total	Writing	Grand Total	Percent Tested
ACS	473	469	942	449	1391	52.6%
NC	507	499	1006	477	1483	64.0%
US	513	493	1010	487	1497	52.0%

Historical SAT Results

Year	Math	Reading	Total	Percent Tested
2008	517	492	1009	62%
2009	498	481	979	54%
2010	494	494	988	65%
2011	479	461	940	79%
2012	494	479	973	68%
2013	479	464	943	59.9%
2014	473	469	942	52.6%

SAT Performance by Graduation Year

The ACT Results
Class of 2014

Measure	Composite	English	Math	Reading	Science
Score Range	1-36	1-36	1-36	1-36	1-36
Benchmark		18	22	22	23
ACS Mean	17.3	16.0	17.6	17.6	17.7
ACS % Met Benchmark		37.8%	25.1%	22.9%	16.0%
NC Public School Mean	18.4	17.0	19.2	18.7	18.6
NC Public School % Met Benchmark		44.3%	29.6%	30.7%	23.0%
NC Mean	18.7	17.5	19.6	19.0	18.9
NC % Met Benchmark	17%	47%	33%	30%	23%
US Mean	20.9	20.3	20.9	21.3	20.8
US % Met Benchmark	26%	64%	43%	44%	37%

*Students Tested ACS (275), NC Public (94,210) NC (97,443), and US (1,845,787)

Historical ACT Results

Test	2012		2013		2014	
	Mean Score	% met benchmark	Mean Score	% met benchmark	Mean Score	% met benchmark
English	15.4	33.7%	15.6	37%	16.0	37.8%
Math	18.4	24.5%	18.5	24%	18.1	22.9%
Reading	17.2	28.4%	17.4	22%	17.6	25.1%
Science	17.0	12.1%	17.1	17%	17.7	16.0%
Composite	17.2		17.3		17.5	

ACT Subtest Scores and Readiness Benchmark Scores
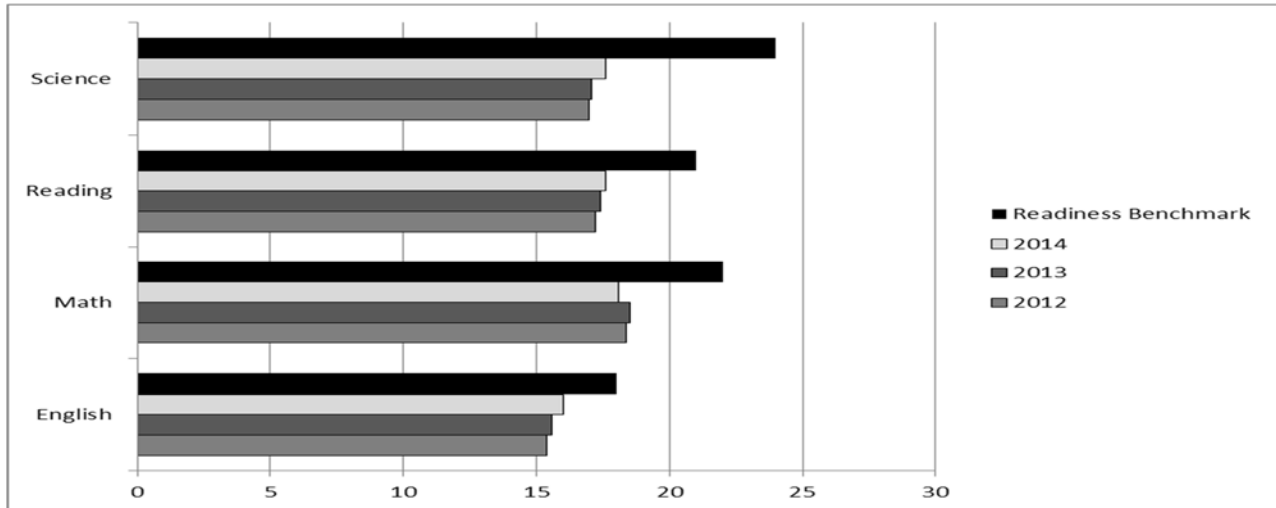
ACT WorkKeys Results

	CTE Concentrators	Bronze	Silver	Gold	Platinum	Proficiency (Silver +)	% Proficient
2012	136	38	55	13	0	68	50%
2013	103	19	57	13	0	70	68%
2014	101	23	61	17	0	78	78%

Bronze -   scores at least a level 3 in each of the three core areas
Silver -   scores at least a level 4 in each of the three core areas
Gold -   scores at least a level 5 in each of the three core areas
Platinum-   scores at least a level 6 in each of the three core areas

CERTIFICATIONS EARNED BY STUDENTS
ASHEBORO CITY SCHOOLS

High School Certifications

Certification	Number Earned
Microsoft Word	49
Microsoft PowerPoint	61
Microsoft Excel	5
First Aid	61
CPR	60
NC Nurse Aide I (CNA)	9
Nurse Aide Certification	10
ServSafe Certification	4
EverF1	68

WorkKeys Achievement Levels Earned at AHS

	CTE Concentrators	Bronze	Silver	Gold	Platinum	Proficiency (Silver +)	% Proficient
2012	136	38	55	13	0	68	50%
2013	103	19	57	13	0	70	68%
2014	101	23	61	17	0	78	78%

<u>Bronze</u> - scores at least a level 3 in each of the three core areas and has the necessary foundational skills for 16 percent of the jobs in the WorkKeys database

<u>Silver</u> - scores at least a level 4 in each of the three core areas and has the necessary foundational skills for 67 percent of the jobs in the WorkKeys database

<u>Gold</u> - scores at least a level 5 in each of the three core areas and has the necessary foundational skills for 93 percent of the jobs in the WorkKeys database

<u>Platinum</u> - scores at least a level 6 in each of the three core areas and has the necessary foundational skills for 99 percent of the jobs in the WorkKeys database

Middle School IC3 Certifications

Year	School	Computing Fundamentals	Key Applications	IC3 Certifications	IC4 Certifications
2013-14	NAMS	10	4	10	2

ASHEBORO CITY SCHOOLS
AHS STUDENT ACHIEVEMENT INDICATORS

Percent of Graduates--North Carolina Scholars

Year	Number	Percent
2005	82 of 261	31
2006	62 of 259	24
2007	44 of 263	17
2008	56 of 276	20
2009	22 of 244	9
2010	32 of 287	11
2011	38 of 268	14
2012	42 of 284	15
2013	68 of 291	23
2014	63 of 266	24

Percent of Distinguished Graduates--GPA of 4.0 and higher

Year	Number	Percent
2005	48 of 261	18
2006	58 of 259	22
2007	54 of 263	21
2008	68 of 276	25
2009	37 of 244	15
2010	62 of 287	22
2011	68 of 268	25
2012	72 of 284	25
2013	78 of 291	27
2014	73 of 266	27

Scholarship Dollars Earned by Graduates

Year	Dollars
2005	$1,335,128
2006	$2,187,252
2007	$3,710,678
2008	$5,208,192
2009	$1,887,768
2010	$2,585,056
2011	$1,721,645
2012	$3,221,671
2013	$1,363,058
2014	$1,122,005

Number of AHS Students Accepted to Governor's School

Year	Number	Areas
2004	5	English, Instrumental Music, Choral Music, Math
2005	5	English, Math, Choral Music
2006	5	Social Science, Choral Music
2007	4	Art, Instrumental Music, Natural Sci., Spanish
2008	4	Choral Music, Instrumental Music, Nat Sci, Spanish
2009	8	Choral Music, Drama, Dance, English, Mathematics
2010	6	Choral Music, Dance, Instr Music, Nat'l Sci, Math
2011	4	Choral Music, Theater, Mathematics
2012	1	Math
2013	3	English, Math, Theater
2014	2	Natural Science, Social Studies

ASHEBORO CITY SCHOOLS
GRADUATION RATES

Subgroup	AHS 2010	NC 2010	AHS 2011	NC 2011	AHS 2012	NC 2012	AHS 2013	NC 2013	AHS 2014	NC 2014
All Students	76.1	74.2	83.7	77.9	85.1	80.2	86.3	82.5	86.4	83.9
Male	75.1	69.6	82.8	73.8	83.3	76.3	83.7	78.6	80.7	80.3
Female	77	78.9	84.7	82.2	87.2	84.3	88.9	86.6	90.8	87.6
Asian	88.9	85.2	77.8	86.9	No Data	86.6	No Data	89.9	No Data	91.3
Black	74.6	66.9	80	71.5	77.4	74.6	78.4	77.5	84.8	79.9
Hispanic	68.3	61.4	73.8	68.8	83.7	72.8	86.4	75.2	82.7	77.4
Multi-racial	90.9	71.2	100	77.2	84.6	80.1	87.5	81.5	>95.0	82.7
White	78.1	79.6	87.2	82.6	88.9	84.4	88	86.2	88.1	87.1
F/R Lunch	68.8	66.3	83.5	71.2	78.1	74.6	85.5	76.1	87.6	78
LEP	44.4	48.3	52.4	48.1	69.2	49.7	60	48.8	66.7	51.7
SWD	55.2	57.5	71.4	57.2	60.9	59.8	75	62.3	70.6	64.4

GRADUATION RATE BY SUBGROUP--CLASS OF 2014
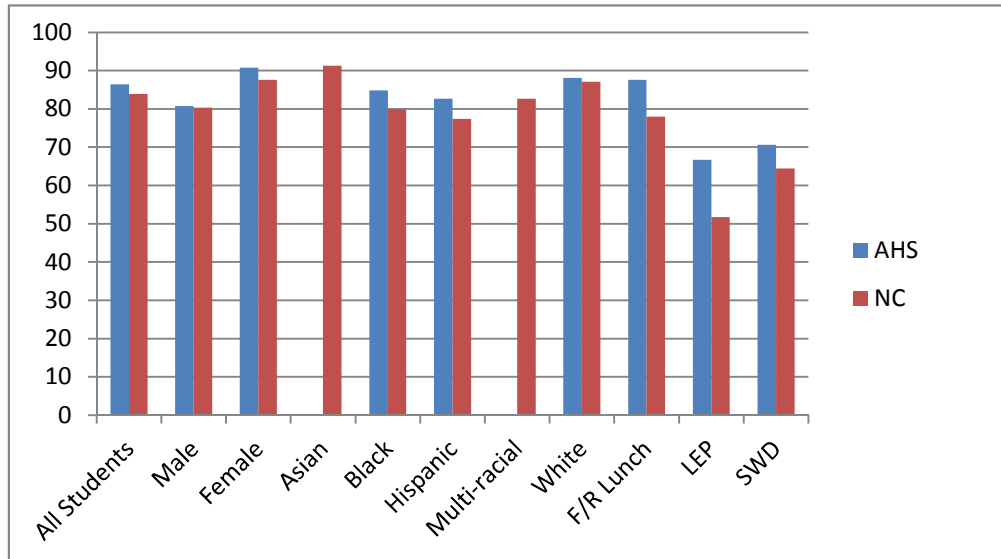
ASHEBORO CITY SCHOOLS
AHS GRADUATE INTENTIONS--Percentages

Year	College/ University	Comm/Jr College Trade School	Military	Employment	Other
1997-98	50.2	34.4	7.7	7.7	0.0
1998-99	55.9	35.0	4.1	4.1	1.0
1999-00	61.3	28.0	5.4	4.3	1.0
2000-01	55.6	37.7	1.8	1.8	3.1
2001-02	54.0	36.0	2.0	3.0	5.0
2002-03	53.0	35.0	3.0	4.0	5.0
2003-04	51.0	39.0	3.0	5.0	2.0
2004-05	49.0	40.0	3.0	7.0	1.0
2005-06	40.5	47.9	3.9	7.3	0.3
2006-07	43.7	45.2	3.0	5.7	2.3
2007-08	46.5	41.8	1.5	9.5	0.7
2008-09	38.5	46.3	4.1	10.2	0.8
2009-10	42.0	44.4	4.2	8.0	1.4
2010-11	42.4	43.1	5.6	6.7	2.2
2011-12	43.6	39.7	5.7	8.9	2.1
2012-13	40.3	47.2	4.8	4.8	2.8
2013-14	40.6	40.6	3.0	12.7	3.0

AHS Graduate Intentions
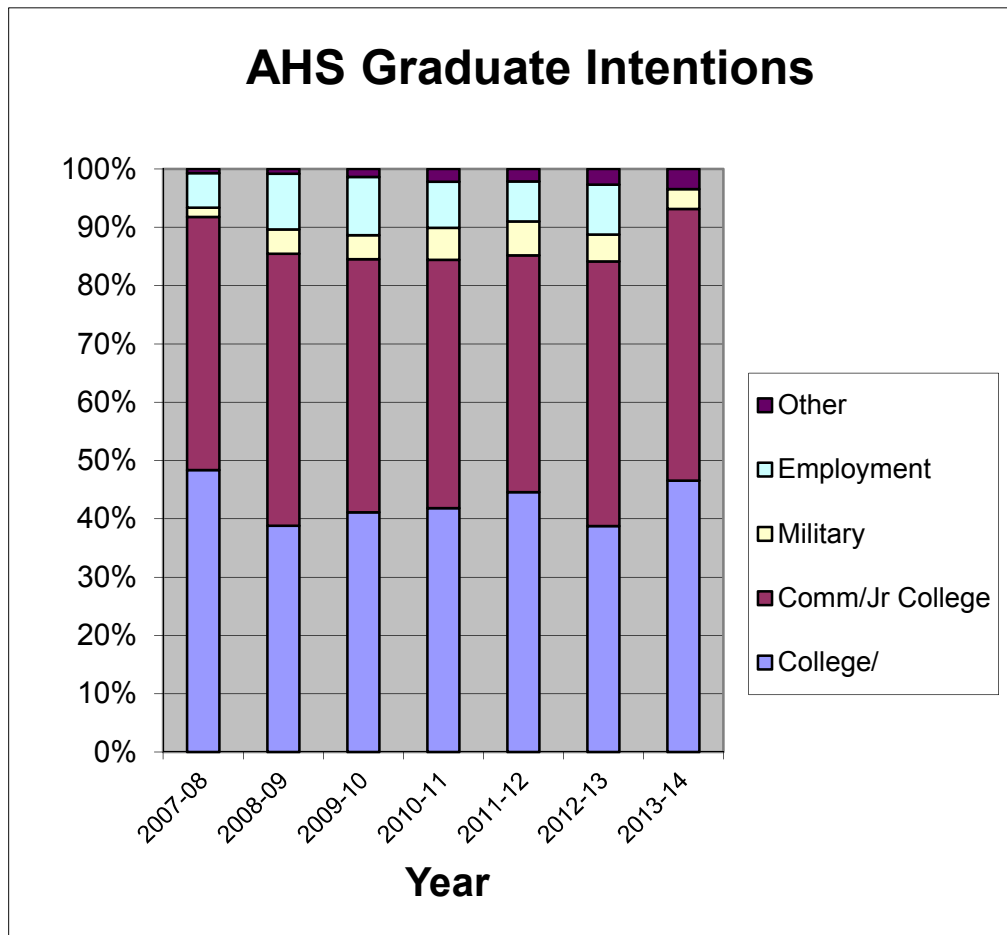
UNIVERSITY OF NORTH CAROLINA FRESHMAN MEASURES
ASHEBORO HIGH SCHOOL

FRESHMAN MEASURES

MEASURE	HIGH SCHOOL	HIGH SCHOOL GRADUATION YEAR				
		2008	2009	2010	2011	2012
Number of Freshmen	AHS	89	57	79	64	70
	NC Public HS	23662	23618	23456	23068	22923
Average Class Rank	AHS	75	78	86	77	78
	NC Public HS	72	72	73	73	74
Average Verbal SAT Score	AHS	532	513	536	521	536
	NC Public HS	524	525	527	529	529
Average Math SAT Score	AHS	562	541	540	544	551
	NC Public HS	546	546	546	550	550
Average SAT Score	AHS	1094	1054	1076	1065	1087
	NC Public HS	1070	1071	1073	1079	1079
Enrollment w/ AP English	AHS	13.5%	8.8%	8.9%	9.4%	11.5%
	NC Public HS	11.4%	11.3%	11.7%	11.7%	11.8%
Enrollment in Calculus or above	AHS	22.5%	28.1%	26.6%	31.3%	18.6%
	NC Public HS	16.1%	25.0%	25.5%	26.8%	23.5%
Enrollment in Honors Program	AHS	12.4%	8.8%	8.9%	7.9%	5.8%
	NC Public HS	8.7%	7.0%	7.8%	6.8%	7.2%
Enrollment in Remedial English	AHS	2.3%	5.3%	6.4%	0	4.3%
	NC Public HS	2.5%	5.1%	6.1%	2.8%	3.9%
Enrollment in Remedial Math	AHS	5.7%	7.1%	6.4%	6.3%	5.8%
	NC Public HS	8.8%	7.0%	7.8%	6.5%	3.5%
Freshman GPA Above 2.00	AHS	79.8%	70.2%	81.1%	82.9%	78.6%
	NC Public HS	77.4%	77.9%	79.8%	81.9%	83.2%
Freshman GPA Above 3.00	AHS	40.5%	36.9%	54.5%	40.7%	51.5%
	NC Public HS	38.6%	41.3%	42.3%	45.3%	48.5%
Returned 2nd Year	AHS	82.1%	72.0%	82.3%	79.7%	80.1%
	NC Public HS	83.3%	82.0%	82.4%	82.4%	83.2%
Year 3 GPA Above 2.00	AHS	69.7%	59.6%	73.4%	65.8%	n/a
	NC Public HS	70.1%	69.2%	70.9%	71.1%	n/a
Returned for Year 3	AHS	73.0%	63.2%	77.2%	68.8%	n/a
	NC Public HS	74.0%	72.4%	73.5%	73.4%	n/a

FIVE-YEAR UNC SYSTEM GRADUATION RATE

MEASURE	HIGH SCHOOL	HIGH SCHOOL GRADUATION YEAR				
		2004	2005	2006	2007	2008
5-Year Graduation Rate	AHS	66.2%	62.5%	58.2%	56.8%	62.9%
	NC Public HS	54.0%	54.4%	54.4%	55.9%	58.0%

ASHEBORO CITY SCHOOLS
NUMBER AND PERCENT OF STAFF BY CATEGORY
2014-2015
(As of December 31, 2014)

Category	Number	Percent
Accountant (6) / Clerical (34)	40	6.06%
Bus Drivers (23) / Supervisor (1)	24	3.64%
Custodians	34	5.15%
Directors (5 licensed, 4 unlicensed)	9	1.36%
Maintenance (10) / Warehouse (1)	11	1.67%
Principals (8) / Asst. Principals (9)	17	2.58%
School Food Service	1	0.15%
Social Workers (5) / Psychologists (1) / Nurses (6) / OT (1)	13	1.97%
Superintendent (1) / Assistant Superintendents (2)	3	0.45%
Interpreters/Translators	3	0.45%
Teacher Assistants (98) / Daycare (1)	99	15.00%
Teachers (incl. Technology, Reading, Guidance, Media)	386	58.48%
Teachers -- Lead Teachers	1	0.15%
Teachers -- Instructional Facilitators	8	1.21%
Teachers -- EC Facilitators (3) / Compliance Specialist (1)	4	0.61%
Teachers -- Curriculum/Testing Coordinators (1) / Curriculum Coaches (0)	1	0.15%
Technology Support	6	0.91%
TOTAL	**660**	100.00%

NUMBER AND PERCENT OF STAFF BY ETHNICITY AND GENDER
2014-2015

	Female		Male		Total	
Ethnicity	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Asian	2	0.39%	0	0.00%	2	0.30%
Black	36	7.10%	23	15.03%	59	8.94%
Caucasian	447	88.17%	121	79.08%	568	86.06%
Hispanic	18	3.55%	9	5.88%	27	4.09%
Indian	0	0.00%	0	0.00%	0	0.00%
Other	4	0.79%	0	0.00%	4	0.61%
TOTAL	**507**	76.82%	**153**	23.18%	**660**	100.00%

ASHEBORO CITY SCHOOLS
NUMBER OF CERTIFIED STAFF BY YEARS OF EXPERIENCE
2014-2015
(as of December 31, 2014)

Years/Experience	Number	Percent
0-3 years	108	25.17%
4-5 years	30	6.99%
6-10 years	79	18.41%
11-15 years	65	15.15%
16-20 years	66	15.38%
21-25 years	43	10.02%
26-30 years	27	6.29%
31-35 years	10	2.33%
> 35 years	1	0.23%
TOTAL	**429**	100.00%

Certified staff includes directors, principals,
assistant principals, superintendent, assistant superintendents,
teachers, media, and guidance.
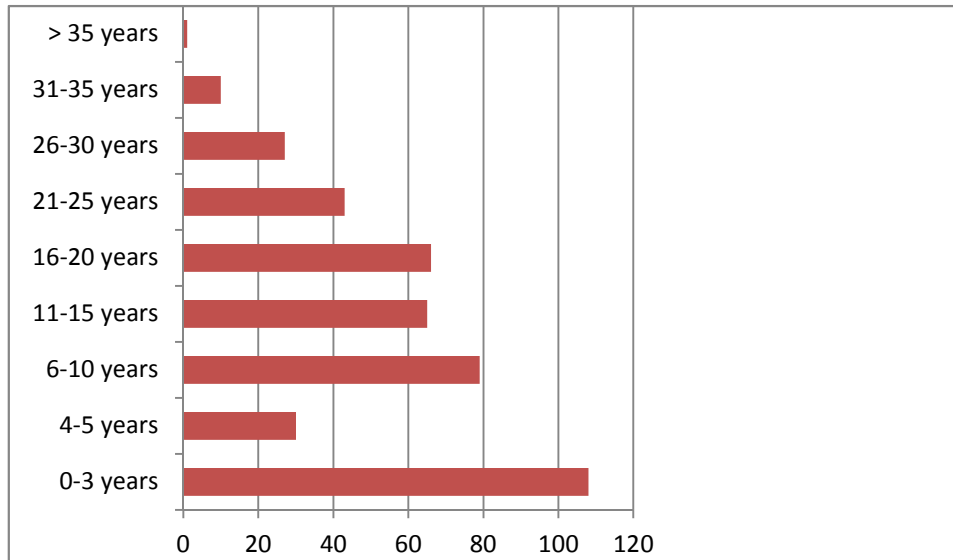
ASHEBORO CITY SCHOOLS
TEACHER CREDENTIALS AND TURNOVER RATES
(as of January 2, 2015)

Teachers with Master's or Advanced Degrees

	2007-08	2008-09	2009-10	2010-11	2011-2012	2012-2013	2013-2014	2014-2015
Total number of teachers	371	377	376	384	380	404	417	400
Number with adv degree	132	133	139	143	126	168	152	180
Percent with adv degree	35.6%	35.3%	37.0%	37.2%	33.2%	41.6%	36.5%	45%

Teachers with National Board Certification

	2007-08	2008-09	2009-10	2010-11	2011-2012	2012-2013	2013-2014	2014-2015
Total number of teachers	371	377	376	384	380	404	438	400
Number with NBPTS	39	42	51	56	61	57	52	49
Percent with NBPTS	10.5%	11.1%	13.6%	14.6%	16.1%	14.1%	11.9%	12.30%

Highly Qualified According to "No Child Left Behind" Requirements

	2009-10	2010-11	2011-2012	2012-2013	2013-2014	2014-2015
Percent of teachers who are highly qualified	99.47%	100%	99.06%	99.09%	99.63%	unavailable
Percent of paraprofessionals who are highly qualified	100%	100%	100%	100%	100%	100%

Teacher Turnover Rate

Year	Rate (ACS)	Rate (NC)
2001-2002	9.8%	12.5%
2002-2003	12.7%	12.5%
2003-2004	13.0%	12.7%
2004-2005	10.0%	12.4%
2005-2006	16.3%	12.6%
2006-2007	13%	12.3%
2007-2008	14.7%	13.9%
2008-2009	18.2%	12.7%
2009-2010	11.5%	11.1%
2010-2011	10.01%	11.2%
2011-2012	13.3%	12.1%
2012-2013	19.88%	14.43%
2013-2014	19.50%	13.15%
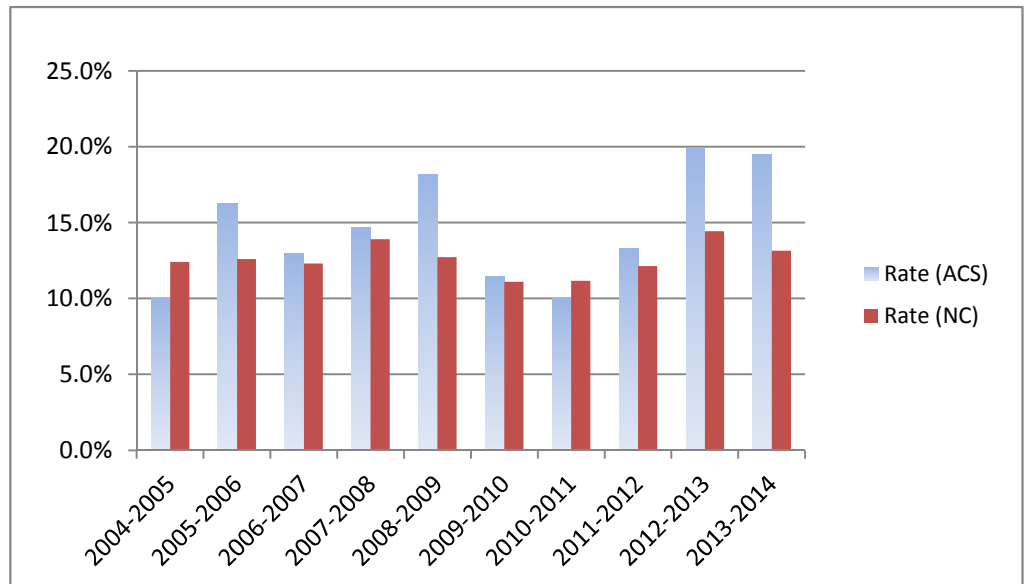
Asheboro City Schools Staff Benefits

Paid Holidays
Sick Leave
Vacation/Annual Leave
Personal Leave for Teachers
7% supplement for Master's Degree Teachers
6% supplement for Bachelor's Degree Teachers
Cafeteria Plan for Pre-tax Expenses
Longevity Pay (does not apply to teachers)
Retirement System with Employer Participation
Death Benefit Provision with $25,000 minimum/$50,000 maximum
Health Insurance
Dental Insurance
Unemployment Insurance
Disability Insurance
Worker's Compensation
Tuition Assistance Program

Support for New Teachers

1. Ongoing school-based support and coaching from administrators and instructional support personnel
2. Ongoing school-based support from mentor teacher and lead mentor
3. Services from BT (Beginning Teachers) team:
   Orientation Workshop, *S.E.E.D.S. - Setting Expectations for Educators and Defining Success!*
   Ongoing professional development opportunities; topics include classroom management, classroom instruction, differentiated instruction, etc.
   Ongoing professional development for lead mentors
   Ten day training for lateral entry teachers
   Introduction to the NC Professional Teaching Standards and Teacher Evaluation System
   PRAXIS test preparation and assistance
   Regular classroom visits, observations, and feedback sessions
   Training and assistance for mentor teachers
4. Career development counseling for graduate school and National Board Certification preparation
5. Support from Chamber of Commerce - discount package from local businesses

ASHEBORO CITY SCHOOLS
STUDENT DROPOUT RATES

Year	AHS Gr 9-12 Dropout Rate	NC Gr 9-12 Dropout Rate	AHS Gr 9-12 Dropout Number
1999-00	7.6	6.4	83
2000-01	7.3	5.7	84
2001-02	5.9	5.2	72
2002-03	7.1	4.8	93
2003-04	5.3	4.9	71
2004-05	4.8	4.7	66
2005-06	3.9	5.0	53
2006-07	5.2	5.2	71
2007-08	5.4	5.0	73
2008-09	5.4	4.3	73
2009-10	5.2	3.8	69
2010-11	2.9	3.4	37
2011-12	4.1	3.0	56
2012-13	2.3	2.5	30
2013-2014	2.2	No Data	28

NOTE: Beginning with the 1998-99 dropot report, students who withdrew from school to pursue community college GED or adult high school diploma programs were counted as dropouts.

Dropout Rate Grades 9-12
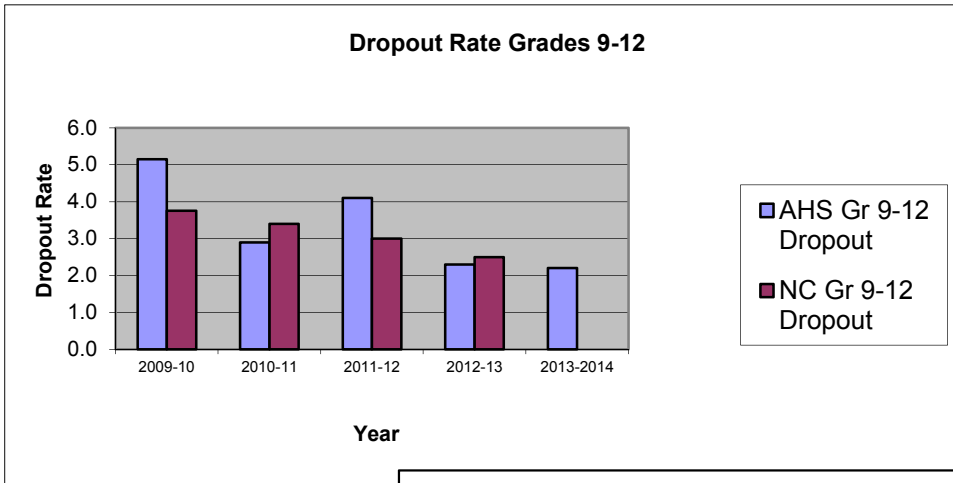
Homeless Data

Year	Number
2008-09	100
2009-10	154
2010-11	217
2011-12	267
2012-13	158
2013-14	94

Homeless Data
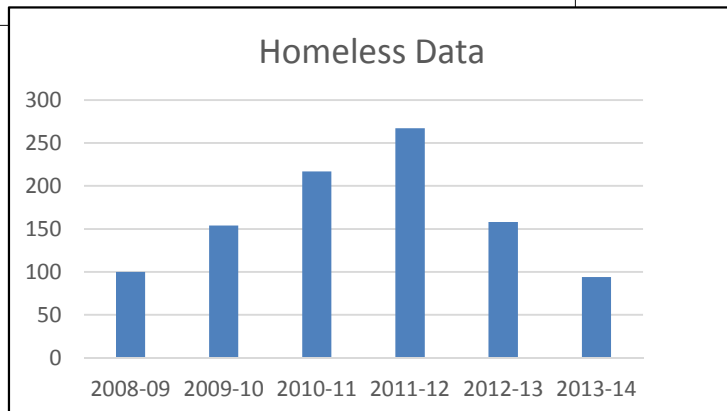
ASHEBORO CITY SCHOOLS
REPORT ON SCHOOL CRIME AND VIOLENCE--Reportable Offenses

	PW	PS	PA	AP	AR	SA	AW	SO	PF	RO	RW	IM	R	D	K	BT	BS	Total # of Occurences	Acts per 1000	State Rate
2001-02	12	5	2	6	1		1	6		2								35	8.21	6.78
2002-03	16	5	4	3														28	6.48	6.58
2003-04	34	11	7	4														56	12.82	7.36
2004-05	19	9	1		1		1											31	6.98	7.45
2005-06	28	12	9	1														50	11.2	7.88
2006-07	19	11		3														33	7.48	7.77
2007-08	13	3	3															19	4.27	7.85
2008-09	13	7	7	4														31	6.87	7.59
2009-10	11	10	2	4														27	6.02	7.97
2010-11	24	12		10		4			2									52	11.39	8.03
2011-12	15	9	9	7		2												42	8.97	7.63
2012-13	18	5	2	4														29	6.15	7.2
2013-14	18	2	1	6		2		1										30	6.42	No Data

Key:
PW--Possession of a weapon, excl firearms
PS--Possession of controlled substance
PA--Possession of alcoholic beverage
AP--Assault on school personnel
AR--Assault resulting in serious injury
SA--Sexual assault

AW--Assault involving use of weapon
SO--Sexual offense
PF--Possession of a firearm
RO--Robbery w/out dangerous weapon
RW--Robbery with dangerous weapon
IM--Taking indecent liberties w/minor

R-Rape
D-Death by other than
    natural causes
K-Kidnapping
BT--Bomb threat
BS--Burning of school bldg

ASHEBORO CITY SCHOOLS
OUT OF SCHOOL SUSPENSIONS

School	2011-12	2012-13	2013-14
Balfour	5	4	16
McCrary	31	42	59
Loflin	24	21	30
Teachey	12	29	26
Lindley Pk	41	36	23
NAMS	86	91	58
SAMS	66	46	53
AHS	123	47	53
Total	388	316	318

OUT OF SCHOOL SUSPENSIONS
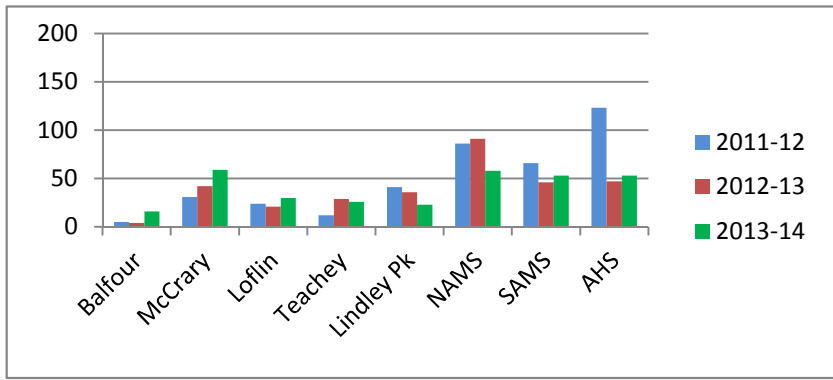
Short Term Suspensions by Gender and Ethnicity

		2011-2012	2012-2013	2013-2014
Female	Asian	<5	<5	<5
Female	Am Indian	<5	<5	<5
Female	Black	43	41	30
Female	Hispanic	8	8	10
Female	Multiracial	8	7	6
Female	White	47	12	21
Male	Asian	<5	<5	<5
Male	Am Indian	<5	<5	<5
Male	Black	105	90	112
Male	Hispanic	56	75	59
Male	Multiracial	15	13	16
Male	White	106	66	63
TOTAL		388	316	318

Long Term Suspensions by Gender and Ethnicity

		2011-2012	2012-2013	2013-2014
Male	Black	3	0	3
Male	Hispanic	2	1	1
Male	White	2	0	0
TOTAL		7	1	4

ASHEBORO CITY SCHOOLS

Safe Schools Initiatives

1. School safety plans
   - Plans updated annually with school improvement plans

2. Adult photo identification badges
   - All employees wear photo identification badges
   - All visitors wear identification badges
   - Board of Education adopted policy for use of identification badges in 2004-05

3. Safety surveillance cameras
   - Used in all locations for monitoring school entrances and hallways
   - All schools have safety cameras and digital video recording capabilities

4. Adult supervision plans for each school
   - Duty rosters and duty locations specified at each school

5. Visitor management plan
   - Visitor identification badges required
   - Visitor plans evaluated annually
   - Registration process for volunteers
   - Criminal records search for volunteers

6. Crisis management
   - "Flight Team" leadership in place
   - Crisis incident response kits completed at all schools
   - Coordination with county-wide plans for crisis response and county emergency planning/operations

7. Regular safety drills
   - Monthly sanitation and safety inspections required
   - Monthly fire drills required
   - Annual participation in tornado safety drills
   - Schools required to conduct lock-down drills twice annually

8. Regular site inspections
   - Follow-up with principal and maintenance office

9. Emphasis on safety in various curriculum programs
   - Safety guidelines in science
   - Health and nutrition curriculum
   - *Red Ribbon Week*

- Child Abuse Reduction Education (CARE) in grade 2 through the Randolph County Sheriff's Department
- Drug Abuse and Resistance Education (DARE) through the Asheboro City Police Department in grades 5 & 7; Locally developed curriculum in grade 9

10. School Resource Officers
- School Resource Officer (SRO) assigned to AHS, NAMS, and SAMS through partnership with Asheboro City Police Department
- Second SRO assigned to AHS in 2004-2005

11. Crisis Planning
- Coordinated Crisis site visit with Emergencey Services, the Asheboro Police Department, the Asheboro Fire Department, & Asheboro City Schools
- Crisis Response Kits (Black Boxes) located at every school and updated annually.
- Multi-Hazard Emergency Planning for School Administrators
- Crisis Team Training held at each school

12. Employee Safety Initiative
- Safety Committees meets monthly
- Accident Reporting Training
- Boodboune Pathogens training
- Fire Safety Training
- Hazardous material control plan
- Improved accuracy of safety records
- Ladder Safety Training
- Revised Hazard Communication Standards
- Safety education and HazCom training for employees
- Slips/Trips/Falls Training

13. First Aid/CPR/AED Training held twice a year.
- Administrators
- Automated External Defibrillators (AED) in each school
- Bus Drivers
- Central Office Staff
- Coaches
- Crisis Response Teams
- EpiPens in each school
- Others as designated

ASHEBORO CITY SCHOOLS

Safety in Transportation

1. Communication and safety on all buses
   - All yellow buses and activity buses have cellular phones
   - Yellow buses have 2 way radio communication with support services
   - 19 of 19 buses have safety cameras
   - 4 buses have stop-arm cameras
   - Added two safety assistants in fall, 2005, to ride yellow buses

2. Safe driving records
   - All yellow bus drivers must meet strict DMV standards prior to employment (i.e., not more than one conviction for a moving violation within the past 12 months and not more than three such convictions within the past five years; no convictions of DWI within the past five years and not more than one DWI conviction ever; at least 18 years of age with at least six months driving experience as a licensed operator)
   - Drivers are required by Federal and State law to report to their employer all convictions of moving violations within 30 calendar days
   - All drivers must take a pre-employment drug test and are subject to random drug and alcohol testing as long as they are on the approved driver list
   - Accident record over past five years:

Yellow Bus Accidents in past five years

Date	Cause	Injuries
Sept 10, 2009	Car collided with bus	None
January 12, 2009	City trash truck rolled back and struck bus bumper	None
November 16, 2009	Bus was traveling south, and collided with oncoming car, bus turned left in front of oncoming car.	Injuries to driver of car
December 4, 2009	Failed to yield right away, to oncoming vehicle	None
January 6, 2010	Bus back bumper damaged car, that failed to yield At street crossing with bus approaching	Nome
September 2, 2010	Metal roofing slid off of a trailer, sliding under the wheels of the school bus on US Hwy 64 W	None
November 8, 2011	A student driver pulled out in front of bus at corner of Canoy Street and W Balfour Avenue. Student was charged.	One student complained of neck pain, non life threatening
May 14, 2012	Bus was stopped making a passenger stop and a driver failed to stop and hit the bus in the rear.	None Reported
September 11, 2012	There was an accident and the driver was being re-routed. The bus hit a car while trying to maneuver around the detour.	None Reported
November 5, 2013	Bus was making a left hand turn and hit a car with the left fron tire.	None
February 10, 2014	The bus was making a right turn. The driver had to back up to make the turn. A car had pulled behind the bus and was hit.	None

Activity Bus Accidents in past five years

Date	Cause	Injuries
Dec. 20, 2010	Failure to reduce speed necessary to prevent an accident, causing two more vehicles to collide. 3 buses involved	37 Injuries, non life threatening

3. Training for bus drivers
   - All yellow and activity bus driver candidates must successfully complete the bus driving training course given by the NC DMV prior to driving any yellow bus. The course consists of 3 days of classroom training followed by exams. If the candidate successfully passes the exams, they then must complete 3 days of behind-the-wheel training, followed by a driving test.
   - All bus drivers receive training quarterly on policies and procedures relevant to pupil transportation in Asheboro City Schools.

4. Regular bus inspections
   - All buses are inspected every 30 days (required by state statute).

5. Age of buses
   - The fleet of 19 yellow buses ranges in age from 1995 to 2013 models. The average age is 11.89 years.
   - The fleet of 7 activity buses ranges in age from 1990 to 2014 models. The average age is 13.28 years.

6. Motor coach approved list
   - Cross Roads Charters & Tours
   - Holiday Tours, Inc.
   - Horizon Coach Lines

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Average daily bus ridership	1,526	1,606	1,572	1,757	1,820	1,234	1,914	1,858
Average daily bus miles	1,063	1,155	1,243	1,242	1,197	1,348	1,104	1,207

ASHEBORO CITY SCHOOLS

<u>COMMUNICATION TOOLS</u>

- Blackboard Connect 5 telephone messages for parents, staff and students

- Website: www.asheboro.k12.nc.us

- Facebook (www.facebook.com/Asheboro-City-Schools) and Twitter (@AsheboroSchools)

- Annual report mailed to all school district taxpayers in winter

- Press and media releases (also available on website)

- School newsletters for parents

- Individual classroom newsletters for parents

- Face-to-face meetings and conferences

- Various brochures and publications about special programs and strategic plan

- District and school Eduvision channels used for daily announcements and to showcase student work

- "*Monday Musings*" weekly electronic newsletter distributed to all staff and Board of Education members by e-mail

- "*Board Briefs*" electronic recap for staff and community of actions taken at monthly meetings of Asheboro City Board of Education (available on website)

- "*Professional Development Notes*" monthly electronic newsletter for staff featuring professional meetings and workshops (also available on website)

- President's Round Table (school PTO/PTA Presidents) meets three times per year with superintendent to enhance communication and support student achievement

- Superintendent's Student Advisory Council meets four times per year to enhance communication and discuss school district issues

- Superintendent's Advisory Council (school-based staff representatives) meets monthly to enhance communication, identify and discuss school district issues, and share good news

ASHEBORO CITY SCHOOLS

PARTNERSHIPS WITH PARENTS

- PTO, PTA

- Athletic and band boosters

- Parent participation on school improvement teams

- Parent participation on various committees, such as annual calendar committee, strategic planning, etc.

- Parent workshops

- Parent-teacher conferences

- Parents as volunteers

- PAGE (Partners for the Advancement of Gifted Education)

- ESL parent nights

- Title I parent nights

- AVID parent nights

- College/Scholarship parent nights

- Curriculum parent events

- 8th Grade parent nights for career planning

- Open House nights

- Parent involvement activities for at-risk families

- Student and parent surveys

- President's Round Table (PTO/PTA Presidents) meet with superintendent three times per year to enhance communication and share ideas for supporting student achievement

ASHEBORO CITY SCHOOLS

PARTNERSHIPS WITH COMMUNITY AND BUSINESSES

- **American Cancer Society - Relay for Life**—community fund raising for cancer research

- **Asheboro City Police**—DARE program, GREAT program, School Resource Officers, traffic crossing guards, safe schools initiatives, drug task force

- **Asheboro City Schools Education Foundation**—provided over $25,000 in scholarships for AHS graduates in 2014

- **Asheboro City Schools Job Shadowing program**—over 150 businesses participate to showcase their business for 8th graders

- **Asheboro City Schools Technology Committee**

- **Asheboro City Schools Career/Technical Education student work based learning experiences**—participating employers include Belk, Wal-Mart, Asheboro Cleaners, Clothes Warehouse, The Heart of North Carolina Visitors Bureau; clinical experiences through Randolph Hospital and various nursing home facilities; Cooperative Ventures program with elementary schools and 1st Presbyterian Pre-School

- **Asheboro/Randolph Chamber of Commerce**—new teacher recruitment program, summer internship program for teachers and businesses, Student L.I.F.T. program, Business/Education committee, Get a L.I.F.E. program, industry tours for teachers

- **Asheboro and Randolph Rotary Clubs**—student leadership programs, scholarship, student visitation program

- **Balfour Baptist Church**—test proctors, Back Pack Pals sponsors, host school events for NAMS

- **Bojangles**—student incentive programs

- **Boys and Girls Club**—after school program including mentoring and tutoring

- **CENTURYLink**—sponsored Superintendent's Academic Achievement Award

- **City of Asheboro**—various recreation programs, Pride in Asheboro art contest for 3rd graders, emergency services

- **Chick-fil-A**—student incentive programs, school fundraisers, kindergarten screening t-shirts

- **Communities in Schools**—mentoring program in secondary schools, Back Pack Pals program, attendance incentives, and more

- **Courier-Tribune**—Newspapers in Education program, district spelling bee sponsor, athletic tournaments

- **Cross Roads Baptist Church**—tutoring program with Guy B. Teachey School

- **CUOC**—volunteer opportunities for NOVA academy students

- **Daily Bread Soup Kitchen**—volunteer opportunities for NOVA academy students

- **Energizer**—battery donations

- **First Baptist Church**—Coleridge Apartments after school tutoring program, child care class internships, AHS volunteers

- **First United Methodist Church**—tutoring/mentoring program with McCrary School

- **Girl Scouts**—special troops that meet at various elementary school sites

- **Golden Corral**—student incentives

- **Hanover Apartments**—discounts for new teachers

- **Hardee's**—student incentive coupons

- **Kiwanis**—"Terrific Kids" program, shoes donations, scholarship program

- **Knights of Columbus**—Operation LAMB

- **Lion's Club**—eye glasses donations

- **Lowe's Foods**—food donations

- **Mark III** – Teacher of the Year banquet sponsor

- **McDonald's**—student incentive coupons, NAMS parent nights

- **Mentors and community judges for Asheboro High School Senior Projects**

- **Mount Shepherd Retreat Center** – host 3rd grade science field day

- **News & Record**—Newspapers in Education

- **North Carolina Zoo**—Uganda project, AHS Zoo School and other curriculum projects

- **North Ridge Church** – tutoring and mentoring program at Balfour School

- **PAGE of Asheboro** (Partners for the Advancement of Gifted Education) – enrichment opportunities for students

- **Pilot's Club—**bicycle safety and helmet donations

- **Pizza Hut**—student reading incentive program

- **Pugh Oil**—athletic donations

- **Randolph Arts Guild**—various arts programs, including Rag Bag Players drama productions, Touring Theater Ensemble, Greensboro Symphony

- **Randolph Community College**—Even Start program, Huskins program, college transfer courses, adult high school diploma program, etc.

- **Randolph County Economic Development Corporation**—summer internship program for teachers and businesses

- **Randolph County Children & Youth Interagency Council**

- **Randolph County Cooperative Extension and 4-H**—curriculum support for various projects such as hatching chicks

- **Randolph County Government**—emergency services coordination and management

- **Randolph County Health Department**—immunization and health support for students, Health Advisory Task Force

- **Randolph County Juvenile Crime Prevention Council**—Teen Court, Teen Restitution program, Juvenile Day Reporting Center

- **Randolph County Partnership for Children**—preschool and family literacy programs

- **Randolph County Schools**—Health Advisory Task Force, bus garage, professional development, crisis management planning

- **Randolph County Sheriff's Department**—CARE program, Sheriff's Academy

- **Randolph County Social Services**—referrals for child abuse, permanency planning for child placement

- **Randolph Hospital**—company doctor, worker's compensation, employee screenings and inoculations, AHS Health Sciences Academy partner, educational programs for students and staff (e.g., Teddy Bear Fair), kindergarten screening t-shirts

- **REMC**—Bright Ideas grants

- **Roll-a-bout**—school fundraisers

- **Rushwood Church**—mentor and reading buddy programs at Donna Lee Loflin

- **Sandhills Mental Health Department**—support programs for students and families

- **Senior Holiday Luncheon**—a Christmas holiday luncheon for senior citizens with a student program and door prizes donated by various businesses (Past donors include: America's Roadhouse, Ann Crittenden Hallmark, Belk, Blasé Chiropractic, Burge Florist, Chick-fil-A, Chili's, Cinemark Theatre, Clothes Warehouse, CommunityOne Bank, Di'lishi Frozen Yogurt Bar, Faith Book Nook, Fresh Cuts Butcher & Seafood Market, Henry James Bar-B-Q, Ink 'n Stitches, NC Zoo, RE/MAX Central Realty, Something Different, State of the Art Custom Framing, The Flying Pig, The Table Farmhouse Bakery, Vintage Cottage and Walker Shoe's Outlet)

- **St. Joseph's Catholic Church**—after school tutoring program for Donna Lee Loflin ESL students

- **Timken**—technology support and matching grant opportunities

- **Trees Asheboro** – variety of earth/environmental curriculum projects

- **United Way**—community fund raising for special service agencies

- **Village Printing**—paper donations

- **Wal-Mart**—"Tools for Schools" program, various donations

- **YMCA**—after school programs

NOTE: This list is continually being updated, and may not include all community and business partnerships, both formal and informal.

ASHEBORO CITY SCHOOLS
LOCAL REVENUE

APPROPRIATION FROM RANDOLPH COUNTY BOARD OF COMMISSIONERS

	Current Expense	Current Capital Outlay	Construction Capital Outlay
1998-99	$2,218,175	$406,070	$250,000
1999-00	$2,330,183	$444,248	$150,000
2000-01	$2,442,726	$474,732	$300,000
2001-02	$2,783,841	$512,460	$250,000
2002-03	$2,783,841	$505,177	$250,000
2003-04	$2,957,368	$553,552	$250,000
2004-05	$3,331,558	$567,983	$250,000
2005-06	$3,612,250	$568,268	$250,000
2006-07	$3,802,481	$568,268	$250,000
2007-08	$3,760,242	$550,937	$250,000
2008-09	$4,006,130	$545,174	$250,000
2009-10	$4,419,906	$570,243	$250,000
2010-11	$4,291,642	$553,694	$250,000
2011-12	$4,367,466	$563,477	$250,000
2012-13	$4,506,116	$581,365	$250,000
2013-14	$4,490,951	$579,408	$250,000

SUPPLEMENTAL TAX FOR EDUCATION

	Tax Rate in cents per $100 valuation	Receipts for Current Expense	Per Pupil Amount
1998-99	14.5	$2,147,771	$510
1999-00	14.5	$2,192,720	$525
2000-01	14.5	$2,305,943	$545
2001-02	13.85	$2,700,659	$631
2002-03	13.85	$2,522,928	$582
2003-04	13.85	$2,548,862	$581
2004-05	13.85	$2,566,556	$573
2005-06	13.85	$2,609,756	$579
2006-07	13.85	$2,637,810	$597
2007-08	13.85	$2,918,933	$655
2008-09	13.85	$2,950,694	$654
2009-10	13.85	$2,929,124	$653
2010-11	13.85	$2,915,195	$639
2011-12	13.85	$3,009,779	$649
2012-13	13.85	$2,988,237	$637
2013-14	13.85	$3,075,606	$656

ASHEBORO CITY SCHOOLS
EXPENDITURES BY FUND
(CHILD NUTRITION INCLUDED)

	State	Federal	Local	Total
2002-03	$19,333,460	$2,424,575	$6,601,848	$28,359,883
2003-04	$20,341,563	$2,825,886	$6,867,983	$30,035,432
2004-05	$21,837,966	$3,938,018	$7,592,323	$33,368,307
2005-06	$22,977,385	$4,782,267	$8,300,083	$36,059,735
2006-07	$24,358,853	$4,452,092	$8,895,314	$37,706,259
2007-08	$25,859,172	$4,528,412	$9,386,076	$39,773,660
2008-09	$26,038,232	$5,854,959	$9,085,733	$40,978,924
2009-10	$24,620,964	$6,626,880	$8,510,473	$39,758,317
2010-11	$24,698,037	$10,641,608	$8,093,386	$43,433,031
2011-12	$25,711,457	$7,301,770	$8,004,604	$41,017,831
2012-13	$26,600,635	$6,278,857	$9,109,721	$41,989,213
2013-14	$26,467,723	$6,846,455	$10,364,808	$43,678,986

2011-12
Local 19%
Federal 18%
State 63%

2012-13
Local 22%
Federal 15%
State 63%

2013-14
Local 24%
Federal 16%
State 60%
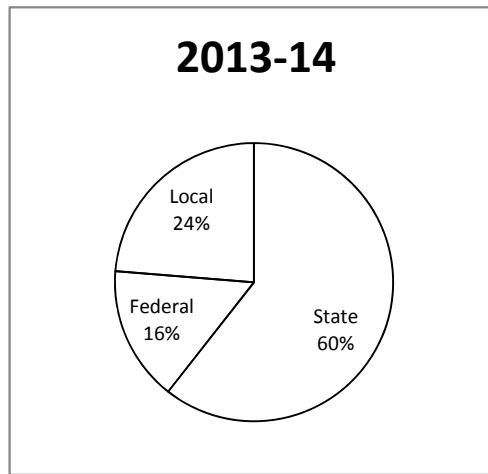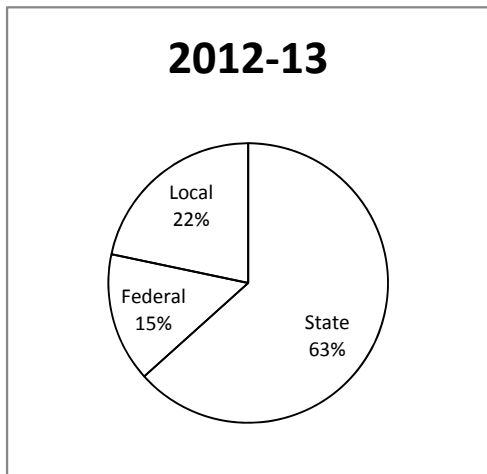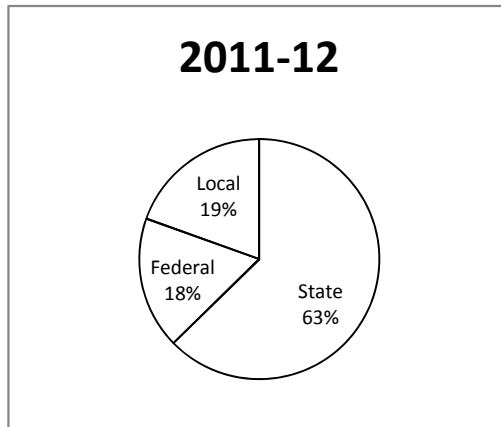
ASHEBORO CITY SCHOOLS
EXPENDITURES BY PURPOSE

	Salaries	Benefits	Services	Supplies	Equipment	Other	Total
2002-03	$20,018,000	$3,821,720	$2,197,612	$1,934,013	$33,741	$354,797	$28,359,883
2003-04	$20,883,990	$4,265,993	$2,332,049	$2,213,874	$16,295	$323,231	$30,035,432
2004-05	$22,498,968	$5,059,106	$2,585,735	$2,823,154	$70,884	$330,460	$33,368,307
2005-06	$23,721,181	$5,785,771	$2,863,935	$3,307,137	$15,180	$366,531	$36,059,735
2006-07	$25,458,777	$6,215,811	$2,962,772	$2,661,966	$50,675	$356,258	$37,706,259
2007-08	$26,248,311	$6,753,465	$3,389,585	$2,996,526	$385,773		$39,773,660
2008-09	$26,539,869	$7,107,180	$3,264,503	$3,634,297	$433,075		$40,978,924
2009-10	$26,045,819	$7,294,110	$3,023,747	$3,204,509	$190,132		$39,758,317
2010-11	$26,029,648	$7,995,296	$3,261,633	$5,471,096	$675,358		$43,433,031
2011-12	$25,484,843	$8,513,258	$3,209,159	$3,520,085	$290,486		$41,017,831
2012-13	$26,464,773	$9,297,329	$2,943,774	$3,187,837	$95,500		$41,989,213
2013-14	$26,757,229	$9,655,770	$3,217,601	$3,868,037	$180,349		$43,678,986

2012-13

Supplies 8%
Equipment 0%
Services 7%
Benefits 22%
Salaries 63%

2013-14

Supplies 9%
Equipment 1%
Services 7%
Benefits 22%
Salaries 61%
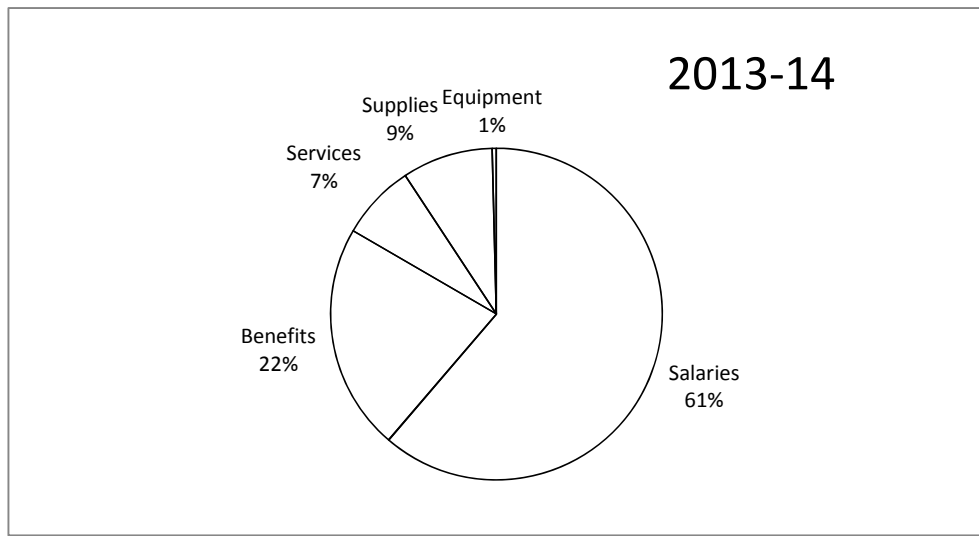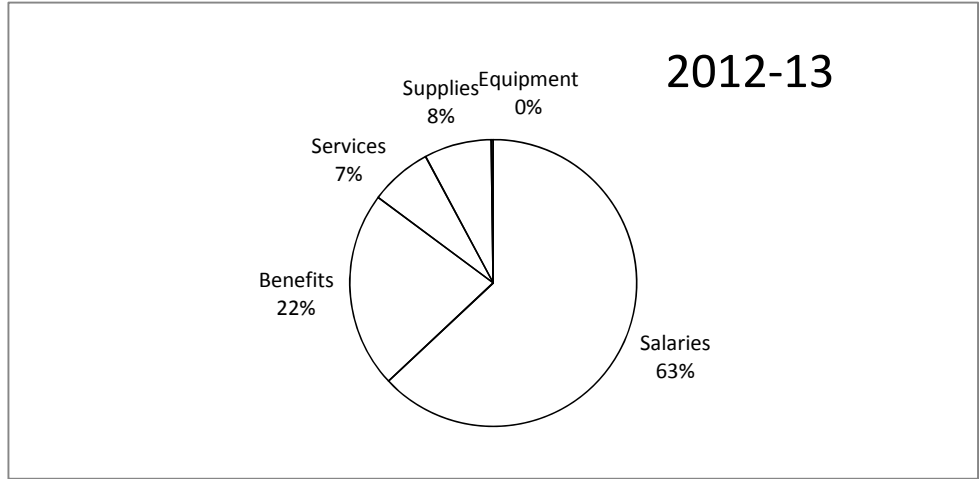
ASHEBORO CITY SCHOOLS
PER PUPIL EXPENDITURE (PPE) and RANKING IN NORTH CAROLINA
(includes child nutrition)

	Total PPE	NC Avg PPE	Rank
2000-01	$6,507	$6,654	75
2001-02	$6,492	$6,696	78
2002-03	$6,542	$6,741	81
2003-04	$6,851	$7,006	79
2004-05	$7,453	$7,328	65
2005-06	$7,996	$7,596	56
2006-07	$8,540	$8,017	48
2007-08	$8,928	$8,522	57
2008-09	$9,086	$8,633	58
2009-10	$8,865	$8,451	60
2010-11	$9,514	$8,414	38
2011-12	$8,759	$8,436	61
2012-13	$8,945	$8,514	59
2013-14	$9,317	$8,465	44

Information from North Carolina Statistical Profile,
State Board of Education and Department of Public Instruction

PER PUPIL EXPENDITURE

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Total PPE	$6,507	$6,492	$6,542	$6,851	$7,453	$7,996	$8,540	$8,928	$9,086	$8,865	$9,514	$8,759	$8,945	$9,317
NC Avg PPE	$6,654	$6,696	$6,741	$7,006	$7,328	$7,596	$8,017	$8,522	$8,633	$8,451	$8,414	$8,436	$8,514	$8,465

Initiative	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-15
WAN Bandwidth	20 mb	20 mb to all sites except AHS which is 100 mb	ECDC-20 mb AHS-100 mb Other schools-50mb All sites are burstable* to 100 except AHS which is burstable to 1000 mb	ECDC-20 mb AHS-100mb Other schools-50mb All sites are burstable* to 100 except AHS which is burstable to 1000 mb CO input is 1 Gb with upgrade options	ECDC-20 mb AHS-100mb Other schools-50mb All sites are burstable* to 100 except AHS which is burstable to 1000 mb CO input is 1 Gb with upgrade options	ECDC-20 mb AHS-100mb Other schools-50mb All sites are burstable* to 100 except AHS which is burstable to 1000 mb CO input is 1 Gb with upgrade options
State NCREN backbone	100 mb	100 mb	250 mb	250 mb	500mb	500mb
New interactive classrooms	SMART Boards purchased for remaining classrooms	SMART Boards in all regular classrooms	Adding SMART Boards to non-core instructional spaces	Added 7 SMART Boards	Added 1 Interactive Projector and piloting Television Teacher Solution	6 interactive projectors, 1 TV Solution
Networked computers	1993	Approximately 3493	Approximately 4394	Approximately 5497	Approximately 5500	Approximately 6200
Networked labs	No change	17 full, 2 mini-labs (one disassembled due to 1:1 at AHS)	15 full, 2 mini-labs (two disassembled due to 1:1 at NAMS & SAMS)	Added CTE lab at AHS Upgraded 3 CTE labs at AHS	13 Full Labs, 7 Media Center Labs	13 Full Labs, 7 Media Center Labs
Wireless mobile labs	29	To be added in elementary schools, 1:1 will be focus in middle and high	85	87	90	105
Wireless access	Almost total coverage at all sites, wireless assessments completed at AHS, NAMS, SAMS with plans to expand	Wireless upgraded at all sites to 802.11n	Maintaining 802.11n wireless at all sites	Maintaining 802.11n wireless at all sites Expanded guest wireless access at all sites	Maintaining 802.11n wireless at all sites	Maintaining 802.11n wireless at all sites Expand to allow Teacher BYOT
Ratio of students to computers	3.3 to 1	Approximately 1.7 to 1 due to AHS 1:1	1.07 to 1	1 to 0.95	1 to 0.97	1 to 0.97
Printing capability	Migrating to copier/printers	Majority migrated to copier/printers	Maintaining migration to copier/printers	Maintaining migration to copier/printers	Maintaining migration to copier/printers	Maintaining migration to copier/printers
Microsoft Office licenses	Upgrade still in progress	Upgrade to Office 2010 on new machines	Continuing to upgrade to Office 2010 as needed	Majority upgraded to Office 2010	All staff upgraded to Office 2010	All staff upgraded to Office 2010 or Office 2013
Automated rapid notification service	Changed to AlertNow	AlertNow used for frequent/important communication	AlertNow used for frequent/important communication	Migrated to BlackBoard Connect with enhanced calling and messaging features	BlackBoard Connect with enhanced calling and messaging features	BlackBoard Connect with enhanced calling and messaging features
1:1 initiative at AHS	Planning began	Planning for rollout in early 2011	Rolled out in Jan. 2011 at AHS, planning for sustainability	Teacher laptops upgraded Maintaining 1:1 for students	Maintaining 1:1 access for students Device refresh planned for 2014	Maintaining 1:1 access for students 1400 Chromebooks deployed at AHS
Follett Destiny Library Management	Implemented in all 8 schools	Used for library management and computer	Automatically updating patron data from NCWISE	Implementing student login to Destiny for access to additional features	Student login process completed	Follett Destiny fully implemented and operational

Initiative	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-15
Infrastructure Management	Completed by MCNC (Microelectronics Center of North Carolina)	Upgraded infrastructure to 1 gigabit core switches	Added monitoring and assessment tools to better manage infrastructure Preparing to implement state-provided firewall and content filter	Continuing to expand use of state-aggregated cloud applications Expanded network monitoring capabilities	Utilizing state provided firewall and content filtering system.	Utilizing state provided firewall and content filtering system. Expanded network monitoring capabilities by adding FLUKE Monitoring Tool.
Personnel		Added one technician	1 director 1 network engineer 1 computer systems specialist 1 lead teacher 3 technicians 1 temporary technician from HP 8 technology facilitators	1 director 1 network engineer 1 computer systems specialist 1 lead teacher 3 technicians 8 technology facilitators	1 Director 1 Network/Systems Analyst 3 Technicians 1 Technician Assistant 8 Technology Facilitators	1 Director 1 Network/Systems Analyst 3 Technicians 1 Technician Assistant 8 Technology Facilitators
Servers	Implemented first virtual server application	Continued expansion of virtual servers	Continued expansion of virtual servers and upgrades to existing servers	Continued expansion of virtual servers and upgrades to existing servers	Continued expansion of virtual servers and upgrades to existing servers	Maintained virtual servers and existing servers
1:1 initiatives at NAMS and SAMS			Rolled out in Fall 2011 for in-school use	Maintaining 1:1 access for students	Maintaining 1:1 Access for students	Maintaining 1:1 Access for students (Added Refurbished Laptops from AHS to offset enrollment increases)
Video streaming platform			Implemented EduVision, a secure video service for posting student work, professional development videos, and live streaming of events	Currently 302 videos posted, many showcase student work	395 videos posted, including original student programming.	395 videos posted, including original student programming.
Increased access to technology at elementary schools			Added mobile carts with laptops (enough for 4th and 5th grade students-to be shared with other grade levels)	All K-3 teachers received iPad for reading assessment	All K-5 Teachers, Elementary Technology Facilitators, and Media Specialists have iPads to support reading assessment ChromeBook pilot at GBT 10 iPads purchased for classroom use at DLL	All K-5 Teachers, Elementary Technology Facilitators, and Media Specialists have iPads to support reading assessment ChromeBook pilot at GBT 92 Ipads for student use in elementary schools
Learning Management Systems			Using Moodle at AHS and NAMS, Edmodo at SAMS and GBT	Implemented use of Google drive for increased access to files for staff and students	Moodle implemented at AHS Using google drive for access to files for staff and students Beginning Pilot process for OpenClass at middle and elementary schools	Moodle implemented at AHS Using google drive for access to files for staff and students EdModo and/or Google Classroom for middle and elementary schools.
Blended professional development			All staff participating in PLC and completing Moodle modules	Continued use of hybrid approach to professional development	Continued use of hybrid approach to professional development	Staff Trained on NCDPI Online Professional Development Tool and Courses offered through True North Logic component of Home Base.

Initiative	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-15
Backup and disaster recovery			Implementing improved backup and disaster recovery methods and procedures	Continuing to expand and improve backup and disaster recovery methods and procedures	Maintaining backup and disaster recovery methods and procedures Added additional drive for data back-up	Maintaining backup and disaster recovery methods and procedures
Facilities and Maintenance			Upgrading networked heating and air conditioning controls	Planning for network at new ECDC building	Network installed and implemented at ECDC.	Replaced all UPS as power failure back-ups across the district
Expanded digital access				Implemented the Employee Portal for pay check and W-2 information Upgraded to Exchange 2010 Planning for virtual private network connectivity for staff which enables connectivity from any location	Implemented the VPN for administrators and district staff Email filter migrated from FOPE to EOP Integrated Google Apps accounts with employee active directory accounts	Upgraded EOP protection for email filter Maintained Google Apps accounts
Website Implementation					Migrated from In10city to SharpSchool for school and staff web pages	Maintaining SharpSchool for district, school, and staff webpages
Student Information System					Migrated from NC Wise to Home Base	Continued implementation of Home Base, including SchoolNet for benchmarking, common assessments, and data evaluation

Long Range Plans

· Integrate user management and human resource procedures to increase user access efficiency
· Maintain robust and scalable network to handle ever increasing informational and instructional needs
· Implement Technology Integration Framework and Teacher Self-Evaluation Rubric aligned to the SAMR Model, TPACK Model, and ISTE Guidelines.
· Explore community-based wireless access
· Expand integration of the Digital Expo, Instructional Technology, and Project-Based Learning
· Bring Your Own Device for Staff members
· Explore Bring Your Own Device for Students
· Continue transition of IT Department from Service Provider to Solutions Based Partner
· Explore Migrating from Exchange to Office 365

SUMMARY OF MAJOR FACILITY PROJECTS OVER PAST 20 YEARS, 1993-2014
Asheboro City Schools

SITE	YEAR ORIGINAL FACILITY COMPLETED	ADDITION/RENOVATION (Year)	COST	CURRENT CAPACITY*	CURRENT K-12 MEMBERSHIP (October, 2013)
Asheboro High School	1950	• 5 science classrooms, media center, student services center addition (1993)	$4,552,000	965	1250
		• performing arts center renovation (1999)	$1,504,000		
		• acquisition of Sir Robert Motel and renovation to create 10 classrooms, parking, and professional development center; stadium renovation and repair; Dorsett Street project from Federal DOT grant; office renovation (2003)	$3,060,000		
		• window replacement and waterproofing (2004)	$508,206		
		• stadium restrooms and concession stand (2013)	$480,500		
North Asheboro Middle School	1968	• teaching theater addition (1994)	$1,473,000	478	503
		• 6 classrooms addition (1998)	$1,160,000		
South Asheboro Middle School	1961	• 6 classrooms, media center addition and renovation w/core systems upgrade (2001)	$2,670,000	660	633
Balfour School	1992	• new school completed (1992)	$4,498,000	565	573
		• 7 classrooms addition (1998)	$1,084,000		
Donna Lee Loflin School	1946	• 4 classrooms addition and renovation (1997)	$2,811,115	378	399
Charles W. McCrary School	1957	• multipurpose addition and renovation, additional driveway/entrance, core systems upgrade (2001)	$2,300,000	450	412
Guy B. Teachey School	1962	• 4 classrooms and resource rooms addition (2001)	$1,330,000	575	485 + pre-K
		• 6 classrooms, multipurpose addition, office renovation, cafeteria upgrade, parking (2007)	$5,425,000		
Lindley Park School	1952	• multipurpose (art/music/p.e.) addition and renovation, additional driveway, parking, core systems upgrade (2002)	$2,910,000	445	443
Early Childhood Development Center	1926	• replaced original 1926 building with new building of 4 classrooms, office space, adult classrooms, and multipurpose area for future expansion; renovated other three buildings and outdoor learning center	$2,565,185		
TOTALS			$38,331,006	3943	4698

*Capacity at 100% level as calculated by DPI capacity calculator in preparing 2010-11 NC Public School Facility Needs report

READY

2014 READY ACCOUNTABILITY BACKGROUND BRIEF SUPPLEMENT:
North Carolina School Performance Grades

Public school accountability is a standard practice for North Carolina going back to the early 1990s. Through accountability reporting, North Carolinians can see how students are performing at the school, district and state levels.

The 2013-14 school year was the second year of the state's READY initiative, which included a new *Standard Course of Study* in all subjects and grade levels, new student assessments aligned to the revised standards, and a new school accountability model. With such significant changes, one expects to see different results in the short and long term. In the past when the State Board of Education has raised English/language arts and mathematics standards, student performance has decreased. Experience also has shown that as teachers and students become acclimated to the more rigorous standards, academic performance trends upward.

North Carolina typically releases school, district and state accountability results in August. North Carolina School Report Cards are usually released in October to provide more detailed information about student performance and other key data points such as school safety and teacher qualifications that are of interest to parents and the school community.

Legislation (G.S. §115C-83.15) passed during the 2013 long session of the North Carolina General Assembly requires the inclusion of School Performance Grades as part of the North Carolina School Report Cards. When the North Carolina School Report Cards are released on Feb. 5, every traditional and public charter school will receive an A-F letter grade. Beginning in the 2015-16 school year, the North Carolina School Report Cards will be released in September and will incorporate both the School Performance Grades and state READY accountability results.

How are School Performance Grades Calculated?

As required by state legislation, the School Performance Grades are based 80 percent on the school's achievement score (calculated using a composite method based on the sum of points earned by a school on all of the indicators measured for that school), and 20 percent on students' academic growth (compares the actual performance of the school's students to their expected performance based on their prior testing performance). There is an exception to this. If a school meets expected growth but inclusion of the school's growth reduces the school's performance score and grade, a school may choose to use the School Achievement Score only to calculate the performance score and grade. The final grade will be based on a 15-point scale this year, and a 10-point scale for future years, per legislation.

Calculating a School's Achievement Score

There are several indicators that will be used to calculate an elementary/middle school's achievement score. K-8 schools will use the following indicators where applicable:

- End-of-Grade Reading (grades 3-8)
- End-of-Grade Math (grades 3-8)
- End-of-Grade Science (grades 5 and 8)
- End-of-Course Math I
- End-of-Course Biology

When calculating the achievement score for each indicator, the percent of students who score at or above Level 3 on each assessment is divided by the total number of students for that indicator. To get the total School Achievement Score, the total number of proficient scores for all indicators are added and then divided by the total number of scores for all indicators.

High schools will use the following indicators to calculate the achievement score:

- End-of-Course Math I
- End-of-Course English II
- End-of-Course Biology
- The ACT (percent of students who score 17 or above – UNC System's minimum composite score requirement)
- ACT WorkKeys (percent of students who achieve a Silver Certificate or better)
- Math Course Rigor (percent of students who successfully complete Math III)
- 4-year Graduation Rate (percent of students who graduate in four years)

Again, when calculating the achievement score for each indicator, the percent of students who meet the standard is divided by the total number of students for that indicator. To get the total School Achievement Score, the total number of scores or benchmarks meeting the standard for all indicators is added and then divided by the total number of scores or benchmarks for all indicators.

Schools spanning both K-8 grades and high school will use the appropriate indicators accordingly. For example, a K-12 school will use all of the indicators for K-8 and high school.

Calculating a School's Growth Score

The school's Growth Score is generated by using EVAAS (Education Value Added Assessment System). EVAAS is a value-added growth model that uses end-of-grade and end-of-course assessment data to measure the amount of growth groups of students make in a year. EVAAS calculates a composite index of growth, which determines the growth designation for the school: exceeds expected growth, meets expected growth or does not meet expected growth.

For the purposes of the School Performance Grades, the growth composite index also is converted to a 100-point scale, so that it can be combined with the School Achievement Score to create the overall School Performance Grade.

Calculating a School's Performance Grade

As mentioned earlier, a school's performance grade will be based 80 percent on the school's achievement score and 20 percent on students' academic growth. The final grade will be based on the following 15-point scale for the 2013-14 school year only.

A = 85-100   B = 70-84   C = 55-69   D = 40-54   F = Less than 40

Beginning in 2014-15, a 10-point grading scale will be used. Following is an example for calculating a school's performance grade.

	Score	Multiply by	Input for Final Grade
School Achievement	64.4	.80	51.5
Growth*	100.0	.20	20.0
Final Score**			72
Final Grade***			B

If a school meets expected growth but inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score only to calculate its performance score and grade.

** For reporting purposes, the performance score is rounded to the nearest whole number.

*** K-8 schools will receive a separate score and grade for reading and math. This will include both achievement and growth measures in the same way as the overall School Performance Grade. Schools with no data available to calculate at least a School Achievement Score will not receive a School Performance Grade. An example would be K-2 schools. Additionally, alternative schools and other schools approved to use the Alternative Accountability Model will not receive a School Performance Grade, but these schools may elect to do so starting in 2014-15.

School Performance Grade | End of Grade | End of Course | The ACT | ACT WorkKeys | Passing Math III | Cohort Graduation Rate | Read to Achieve | AMO | School Performance Grade (1)

School Performance Grade:

School Performance Grades were issued for the first time in the 2013-14 school year as required by the NC General Assembly. All public schools in North Carolina have been assigned an A through F letter grade based on achievement and growth. The achievement score is worth 80% of the school performance grade and the growth score is worth 20% of the school performance grade. After combining these 2 values, the score is placed on the following scale:

A: 85-100 points
B: 70-84 points
C: 55-69 points
D: 40-54 points
F: Less than 40 points

In the event that a school meets or exceeds growth and their final score and grade are reduced when growth is combined with achievement, growth will not be included in the final score and grade. The achievement score will be used as the final score and grade. For schools that do not meet growth, if their score and grade are reduced, growth will remain in the final score and grade calculation.

In addition to the final score and grade, schools containing any grades K-8 that administer math and English language arts/reading assessments are also given separate scores and grades based on the achievement of math results and English language arts/reading results.

This report does not support comparison among schools. Only one school may be selected at a time.

To protect student privacy, any percentage that is greater than or equal to 95% appears as 95%, and "." will appear for any percentage that is less than or equal to 5%.

Additional information regarding School Performance Grades may be found in the Data Sources and Information Guide.

School Performance Grade & Score

School	School Performance Grade	School Performance Score	Growth Status
ABC Middle	C	64	Exceeded

◁ Overall EOG Scores ▷

Achievement Indicators

Achievement Indicators ▲	Proficiency Rate	
EOG Reading	58%	
EOG Math	46%	
EOG Science	72%	
Math 1	93%	

Achievement Score

55

Growth Score

Exceeded

Met

Did Not Meet

99.5

School Performance Score = (.8 x Achievement Score) + (.2 x Growth Score)

Where Can I Find My School's Performance Grade?

School Performance Grades are included on the North Carolina School Report Cards (www.ncreportcards.org) under the School Performance section. Each school's academic performance page will include not only the school's performance grade but also student performance on other key academic measures.

School Performance Grades are one component parents and the school community may use to determine how students in their school are doing in comparison to those in the district and across the state. It's also important for parents to consider student performance on end-of-grade and end-of-course assessments as well as the other indicators that the state uses to determine college and career readiness.

Resources

School districts have a number of programs in place to support teachers and students as they become more familiar with the state's standards and assessments. Contact your principal for more information on these initiatives. If you want more information on the state's READY initiative or the NC School Report Cards, you may want to visit the following websites:

- School Performance Grades Accountability Brief – www.ncpublicschools.org/accountability/generalinfo
- READY Initiative – www.ncpublicschools.org/ready
- NC School Report Cards – www.ncreportcards.org
- North Carolina Standard Course of Study – www.ncpublicschools.org/curriculum

QUESTIONS?

School Performance Grades/READY Accountability – Tammy Howard, Accountability Services Division, 919.807.3787

NC School Report Card – Diane Dulaney, Enterprise Data and Reporting, 919.807.3690

Communications and General Information – Vanessa Jeter, Communication and Information Services Division, 919.807.3450

SCHOOL PERFORMANCE GRADES — 2013-14:
Questions and Answers

Beginning with the 2013-14 school year reports, the annual North Carolina School Report Cards will display a letter grade of A, B, C, D or F for each school in the state. Other details about school performance, school faculty characteristics, school safety and other information will continue to be available on the North Carolina School Report Cards as usual.

How are the new letter grades determined?

As required by state legislation, 80 percent of school grades will be based on the percentage of student tests scores that are at or above grade-level performance, and 20 percent will be based on academic growth.

Why do we now have letter grades for schools?

North Carolina has had a school accountability model since 1996-97 and designations were given to schools depending on overall performance and academic growth, plus how well the schools met federal performance requirements.

In 2013-14, a letter grade system was implemented to comply with a new state law (G.S. § 115C-83.15) passed by the NC General Assembly directing the State Board of Education to assign letter grades of A-F to schools based on school achievement and growth. Growth is weighted as 20 percent of the grade and performance as 80 percent of the school's grade. There is an exception to this, however: in cases where a school has met or exceeded the state's expected growth and that particular school's overall letter grade would decrease after including growth in the calculation, that school's grade will be based only on academic performance. In other words, for schools meeting or exceeding growth expectations, growth is included in the letter grade only if it would mean no difference in the letter grade or if it would improve the letter grade.

What measures are included in the accountability model?

Under federal law, states are required to measure student academic performance in mathematics, English language arts (ELA) and science. Measures that are included in the state's accountability model include these, plus a few other college- and career-readiness indicators as follows:

Elementary Schools		
3rd Grade Math	3rd Grade ELA	
4th Grade Math	4th Grade ELA	
5th Grade Math	5th Grade ELA	5th Grade Science
6th Grade Math	6th Grade ELA	
7th Grade Math	7th Grade ELA	
8th Grade Math	8th Grade ELA	8th Grade Science

High Schools
Math I
English II
Biology
The ACT
ACT WorkKeys
4-Year Cohort Graduation Rate
Percentage of graduates successfully completing Math III/Algebra II/Integrated Math III

What is growth? What is performance?

Performance is defined as the percentage of students/student test scores that are considered to be at grade level or on track to be college and career ready. In North Carolina, that would be the percentage of student scores at Achievement Levels 3 (grade level), 4 and 5 (college and career ready).

Growth is calculated using the SAS EVAAS system, which calculates how much academic growth a school made as compared to the typical rate of growth for the state overall. Growth is important because it demonstrates the rate of change in student learning, regardless of where students were at the beginning of the year. For example, some schools may have a large number of students who begin school less prepared for success than the students in other schools. These students may learn at a rapid rate over the course of the school year and still not catch up to other students who began the year with more preparation. The use of growth as part of the letter grade is in recognition of this circumstance.

What happens to schools with low letter grades?

Legislation did not identify any sanctions or consequences for schools with low letter grades. North Carolina has however, provided additional support and interventions to the lowest-performing schools since 1997. This effort has been improved and strengthened over the years, and a successful school transformation model is now in place to improve teaching and learning in low-performing schools. Resources allow intervention only in the lowest-performing schools. Schools that receive a D or F School Performance Grade are required to notify parents in writing.

Can a good school receive a C grade or even lower?

Yes. A school with many students who entered school unprepared or behind their peers academically may have an overall proficiency rate that is low – even if teachers in that school have helped students make academic growth, even academic growth that is more rapid than the state's growth rate. Because growth is weighted as just 20 percent of the school's grade, schools that serve many students who are not yet performing at grade level may receive lower grades overall.

Is there recognition or benefit for schools that earn an A or B?

The only recognition or benefit for A or B schools is the public recognition of a high grade. The School Performance Grades legislation did not provide incentives for high performance grades.

Do charter schools receive letter grades? Do private schools that qualify for tuition tax credit vouchers receive letter grades?

Charter schools in North Carolina are public schools, so they receive School Performance Grades. Private schools will not receive grades as they do not operate under the same reporting requirements.

If my child's school receives a D or F, can I move my child to another school?

At this point, there is no provision in the legislation to provide public school choice.

What should I do if my child's school receives a low grade?

It is important to look carefully at details about your school to fully understand the school's situation. If your child's school had high academic growth, that is a strong sign that student learning needs are being addressed – even if the school's grade is low overall. Your school principal also can provide key information about special efforts to help your child and other students in the school. Key factors to consider include your child's grades, your child's scores on state tests and any other tests that your school district may choose to use, and your child's teachers' appraisal of how your child is learning. Test scores are just one indicator of how well students are learning. Other factors should be taken into consideration in judging the quality of a school. That is why the North Carolina School Report Cards include the School Performance Grades along with many other types of information highlighting teacher quality, school technology and school safety.

My school did not receive a grade. Why is that?

Schools that do not have data available to calculate at least a School Achievement Score will not received a grade. For example, K-2 schools would not have data to generate a grade. Also, alternative schools and other schools approved to use the Alternative Accountability Model will not receive a School Performance Grade, but they may elect to do so starting in 2014-15 (reported in fall of 2015).

Understanding School Performance Grades

Asheboro City Schools

School Board Winter Retreat

January 24, 2015

...the subject is excellence

School Performance Grades (SPG)

In 2013-14, a letter grade system was implemented to comply with a new state law (G.S. § 115C-83.15) passed by the NC General Assembly directing the State Board of Education to assign letter grades of A-F to schools based on school achievement and growth.

Beginning with the 2013-14 North Carolina School Report Cards will display a letter grade of A, B, C, D or F for each school in the state.

Measures included in SPG

Grades 3-8

3rd Grade ELA EOG	3rd Grade Math EOG	
4th Grade ELA EOG	4th Grade Math EOG	
5th Grade ELA EOG	5th Grade Math EOG	5th Grade Science EOG
6th Grade ELA EOG	6th Grade Math EOG	
7th Grade ELA EOG	7th Grade Math EOG	
8th Grade ELA EOG	8th Grade Math EOG	8th Grade Science EOG
	Math 1 EOC	

Measures included in SPG

High Schools

Math 1 EOC
English 2 EOC
Biology EOC
The ACT
ACT WorkKeys
4-year Cohort Graduation Rate
Percentage of graduates completing Math 3

Calculation of SPG

Measure	School Composite	Percent	Overall Score
Achievement Score	All Indicators	80%	Achievement Component
Growth Score	EVAAS Growth	20%	Growth Component
School Performance Grade			**Sum of Components**

School Performance Grades are based 80 percent on the school's achievement score (calculated using a composite method based on the sum of points earned by a school on all of the indicators measured for that school), and 20 percent on students' academic growth (compares the actual performance of the school's students to their expected performance based on their prior testing performance).

Letter Grades

For 2013-14, a 15-point scale will be used to assign School Performance Grades. This is be moved to a 10 point scale in 2014-15.

Letter Grade	Performance Range (2013-14)
A	85 - 100
B	70 - 84
C	55 - 69
D	40 - 54
F	Less than 40

Sample Calculation of SPG

Measure	Proficient Scores	Tests Taken	School Achievement
Grade 3 ELA	24	60	
Grade 3 Math	27	60	
Grade 4 ELA	19	58	
Grade 4 Math	21	58	
Grade 5 ELA	20	53	
Grade 5 Math	22	53	
Grade 5 Science	34	53	
Totals	167	342	**48.8%**

	Score	Multiply By	Final Gade
School Achievement	48.8	.80	39.0
EVAAS Growth	80.0	.2	16.0
Final Score			55.0
Final Grade			C

Reporting SPG

School Performance Grades are included on the North Carolina School Report Cards (www.ncreportcards.org) under the School Performance section. Each school's academic performance page will include not only the school's performance grade but also student performance on other key academic measures.

QUESTIONS

North Carolina Guide to
Strengthening Our Public Schools

PreK-12 Public Education Strategic Plan

North Carolina School Superintendents Association

January 2015

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Creating North Carolina's future through a stronger system of public education.

The North Carolina School Superintendents Association (NCSSA) is a professional organization dedicated to the mission of providing leadership and advocacy for public school education throughout North Carolina. The members of NCSSA are compelled by a common mission and a sense of urgency to educate each young person in North Carolina so that our communities, state, and nation will continue to thrive.

. . . .

North Carolina's ability to compete for jobs, develop a stronger economy, and promote greater economic prosperity for all of its citizens is dependent on the quality of its public schools.

. . . .

Transportation, health and human services, safety, and a pro-business climate are also important, but our state's greatest asset is its people. Our future depends on today's public school graduates who must be prepared for success in a highly skilled workforce, committed to continuous learning, and able to participate as productive citizens. We need graduates who are effective communicators, critical thinkers, collaborative workers, and whose creativity will drive entrepreneurship and innovation.

As Superintendents of North Carolina's Public Schools, we believe it is imperative that North Carolina develops and commits to a shared vision for public education. This vision includes outlining the knowledge and skills that students must know and be able to demonstrate upon graduation in order to be successful learners, employees, and citizens in the 21st century. It also includes the instructional delivery and learning support systems, human capital, and funding needed to provide our students with a world class education.

This *North Carolina Guide to Strengthening Our Public Schools* is a proactive education reform plan developed by NCSSA to:

Create a public education system that better prepares North Carolina's students for success in globally competitive jobs and in higher education;

Frame the debate on education issues and the funding necessary to both sustain and increase the accomplishments that have been made;

Focus the attention of policymakers on what will make a difference in student achievement;

Establish and maintain a strategic direction for public education; and

Galvanize support of stakeholders who will enable continuous forward momentum for improvement in the quality of public education.

The *North Carolina Guide to Strengthening Our Public Schools* contains six key goals and areas of strategic focus:

Prepared Graduates | All North Carolina students will graduate prepared for college, careers, and citizenship.

Assessment | School districts will use multiple, balanced, and appropriate assessments to measure student growth and achievement.

Instructional Delivery | All North Carolina public school students will receive high quality instruction delivered by the nation's best teachers.

Digital Learning | North Carolina will embrace digital learning to transform our public schools and communities.

Human Capital | Develop North Carolina's human capital for the provision of high-quality public education.

Funding Public Education | North Carolina will rank 25th nationwide in public school funding by 2025.

Key strategies have been identified to achieve each of the six major goals:

. . . .

PREPARED GRADUATES
Goal 1: All North Carolina students will graduate prepared for college, careers, and citizenship.

. . . .

Key Strategies

☞ Integrate rigorous content with internationally benchmarked performance competencies.

☞ Use multiple measures to assess students' performance on college and career readiness standards.

☞ Create and implement an aligned instructional delivery system.

☞ Ensure all students have grade-appropriate career development experiences.

ASSESSMENT
Goal 2: School districts will use multiple, balanced, and appropriate assessments to measure student growth and achievement.

Key Strategies

☞ Use high quality, evidence-based formative assessments to monitor student learning.

☞ Use authentic assessments such as problem-based projects, collaborative presentations, and community review of student work.

☞ Provide a web-based portal for sharing assessments, rubrics, and curriculum materials.

☞ Provide state-supported access to statistical analysis and reporting tools that can provide relevant information to manage improvement of student learning, instructional delivery, and school performance.

☞ Limit the number of summative assessments needed for accountability, national or international comparisons, and to validate the ongoing formative assessment process.

☞ Adopt and implement a robust assessment model that provides meaningful information for decision-making about college and career readiness.

INSTRUCTIONAL DELIVERY
Goal 3: All North Carolina public school students will receive high quality instruction delivered by the nation's best teachers.

Key Strategies

☞ Provide funding and access to rich content and instructional resources.

☞ Provide funding and access to digital tools, resources, and support.

☞ Establish a stable timeline for statewide review and revision of curriculum standards.

☞ Assure curriculum is aligned to state standards and meets the needs of a diverse student population.

☞ Develop and implement benchmark assessments aligned with standards.

☞ Provide funding for professional development for teachers and school leaders.

DIGITAL LEARNING
Goal 4: North Carolina will embrace digital learning to transform our public schools and communities.

Key Strategies

- Include digital learning as a core component of all educational plans for innovation and personalized learning.

- Provide reliable and effective infrastructure for all stakeholders at school and at home.

- Provide state funding to support infrastructure for each district.

- Provide technical support that will be available rapidly enough that instructional and business operations are minimally impacted by technology problems.

- Provide a mobile device and access to rich digital resources for every educator and student at home and school.

- Provide a state funding stream for employing a technology facilitator at each school and professional development to support digital learning.

- Develop and implement standards for digital citizenship at every grade level.

HUMAN CAPITAL
Goal 5: Develop North Carolina's human capital for the provision of high-quality public education.

Key Strategies

☞ Increase salaries and benefits of all teachers, principals, administrators, superintendents and classified staff so that North Carolina will be in the top of its competitive market and in the top 10% in the nation.

☞ Maintain a strong North Carolina State Retirement System.

☞ Provide programs/incentives to encourage high school students to become teachers.

☞ Provide strong mentoring and induction programs for new teachers and principals.

☞ Reform licensure to provide flexibility for reciprocity for teachers from other states.

☞ Implement a fair and uniform evaluation system that provides for timely reporting of student achievement data and other performance indicators to be considered in teacher and principal evaluations. The data and indicators should be derived from a balanced system of assessments that are valid and reliable.

☞ Pass legislation providing for two-year or four-year contracts for teachers.

☞ Provide funding and resources for professional development for teachers, principals, administrators, and classified staff.

FUNDING FOR PUBLIC EDUCATION
**Goal 6: North Carolina will rank 25th nationwide
in public school funding by 2025.**

Key Strategies

- Restore funding reductions and appropriate additional funding to assure that schools have adequate resources needed to deliver a world class instructional program, close the achievement gap, and ensure that all students are prepared for college, careers, and citizenship.

- Expand pre-kindergarten programs by broadening eligibility requirements to serve more 3- and 4-year olds.

- Assure that all new mandates are funded fully to include personnel required for implementation, materials and resources, professional development, monitoring and support, and evaluation.

- Provide additional flexibility to school districts to allocate state resources to meet statewide accountability measures and student performance goals. All flexibility granted to charter schools should also apply to school districts.

- Approve a statewide public school bond referendum to provide resources for facility additions, renovations, system upgrades, and new schools.

25th

46th

2014

2025
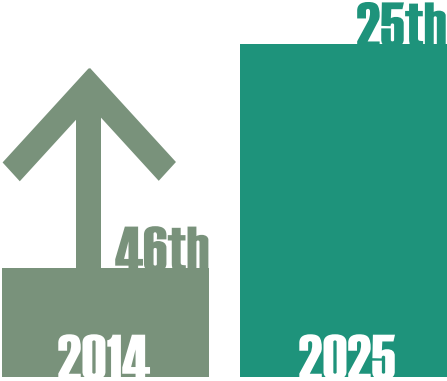
This *North Carolina Guide to Strengthening Our Public Schools* was developed by NCSSA as a proactive education reform plan to better prepare North Carolina's students for a global job market, continued education, and productive citizenship.

Our intent was to frame the debate and focus attention on the education issues that we believe will make a difference in student achievement, and ultimately, in economic development and quality of life in North Carolina.

. . . .

We invite policymakers, elected officials, business and industry leaders, educators, parents, students, and all stakeholders to join this conversation, embrace a shared vision and strategic direction for public education, and provide the economic investment and funding needed to continue our forward momentum to improve our public schools and achieve success for our students.

. . . .

NCSSA members stand ready to work collaboratively with other entities across our state to achieve the goals, objectives, and strategies contained herein and **create North Carolina's future through a stronger system of public education**. ■

. . . .

Goal: All North Carolina students will graduate prepared for college, careers, and citizenship.

. . . .

Rationale

Since the early 1990's, the hyper-development of technology, increased world-wide focus on science, technology, engineering, and mathematics integration (STEM), the developing markets of Europe and the emerging markets of Asia and South America, the outsourcings of U.S. services, and the relocation of American businesses have combined to change the focus of American public education. It is no longer sufficient for students to demonstrate competence on standardized tests that measure their ability to succeed in a local economy; it has become paramount for American students to acquire the knowledge and skills that will enable them to ultimately succeed in the workforce, in institutions of higher education, and to compete globally.

The continually changing needs of the 21st century workplace require that skills such as adaptability, flexibility, critical thinking, problem finding, problem-solving, communication, collaboration, creativity, and information technology application must be emphasized in K-12 education.

As school superintendents, we are compelled by our common mission and a sense of urgency to educate all students in the state of North Carolina so that our communities, state, and nation can continue to thrive.

As Superintendents of North Carolina, we believe:

☞ All students are capable of learning.

☞ All learners in our schools must graduate *prepared* for careers, college, and citizenship to ensure that they can work successfully in a global market and live as productive citizens.

☞ The economic vitality, democratic health, and future success of our communities, state, and nation depend upon the capacity of today's students to become tomorrow's extraordinary leaders, high performance workforce, and contributing citizens.

☞ The curriculum for North Carolina schools must provide a strong foundation for setting challenging expectations of what all students should know and be able to demonstrate.

☞ To move our students forward from content competence to performance excellence, we must embrace a curriculum that incorporates 21st century skills and international benchmarks and surpasses the expectations of current standards.

Objectives and Strategies
Standards, assessments, curriculum, instruction, and professional development must be integrated into an aligned system that will ensure college and career readiness outcomes for today's high school graduates.

Objective 1
College and career readiness standards that align with 21st century learning standards are essential for all students in North Carolina Public Schools. An accountability system that assesses learners' performance and growth in meeting these standards will be required.

Strategy 1A: Define and develop an integrated model of rigorous content and core performance competencies that combines state standards and 21st century/international performance skills.

Strategy 1B: Implement an accountability system that uses multiple measures to assess learners' performance and growth on college and career readiness standards that benchmark to 21st century learning/international standards.

Objective 2
An integrated and aligned instructional system is essential to ensure college and career readiness outcomes for today's graduates.

Strategy 2A: Create and implement an instructional system to develop curriculum, pedagogies, formative assessments, and teacher and leader professional development programs that support implementation of 21st century/international performance standards for learners.

Strategy 2B: Create and implement an integrated approach to expose all K-12 students to grade-appropriate career development experiences in partnership with local business, industry, and educational institutions.

Goal: School districts will use multiple, balanced, and appropriate assessments to measure student growth and achievement.

Rationale

We value assessment and recognize the critical role of assessment in the learning process. There are two major types of assessments, formative and summative, and each has a different purpose.

The purpose of formative assessment is to monitor student learning. The goal is to gather feedback about students' learning that can be used by both teachers and students to guide improvement.

The purpose of summative assessment is to evaluate student learning. The goal is to measure the proficiency of students at the end of an instructional unit, course, or school year. The summative measure is used to compare the students' proficiency to a standard or benchmark and to compare schools and school districts.

While each type of assessment is useful for one purpose, each has its limitations and may not be useful at all for other important instructional purposes. We believe that North Carolina's dependence on summative assessments to describe student achievement in our schools leaves an

incomplete picture of student learning and perpetuates the achievement gap. The summative assessment results are available *after* learning rather than *during* learning and do not meet the day-to-day needs of students and teachers in the learning process. We support the development of a more balanced system that addresses the informational needs of learners, instructors, and decision-makers.

A balanced assessment system assures access for teachers to evidence-based and reliable assessments that are student-centered, developmentally appropriate, and provide continuous meaningful feedback to inform the learning process. Improving the quality of formative classroom assessments is needed in North Carolina if we are to succeed in closing the achievement gap. Furthermore, the formative assessment process should include the use of multiple assessments including but not limited to student portfolios, problem-based projects, collaborative presentations, pre- and post-assessments to measure growth, benchmark assessments, and teacher and student generated self-assessments of learning. We must grow our repertoire of assessments to include authentic performance assessments that can help determine what students are able to *do* with their learning.

We share deep concerns about the disproportionate attention given to summative assessments in North Carolina. Currently more than 100 assessments are administered each year solely for the purpose of assigning a teacher effectiveness rating in compliance with the Elementary and Secondary Education Act. It is imperative that we re-think the appropriate touch points for mass assessment of every student required for accountability and find a more

optimal approach that reduces the number of summative assessments.

Another important assessment issue is our ability to determine our students' preparedness for college and careers. A balanced assessment system should provide meaningful information toward those exit outcomes for our graduates. The North Carolina Superintendents recommend that our state make available, at no cost to local school districts, a nationally recognized norm-referenced formative assessment product that can be used for the long-term as well as the short-term to measure student progress toward college and career readiness. An example of assessments designed to measure such progress is the Explore, Plan, and ACT suite of assessments.

Overall, a balanced assessment system should emphasize formative processes that provide real time, continuous data and information to teachers and students so that educators and parents can be proactive rather than reactive in the adjustment of their instructional and academic strategies in helping students grow academically. The summative component should be limited to those necessary only to provide meaningful information for accountability, national or international comparisons, and to validate the ongoing formative assessment process.

Objectives and Strategies

Objective 1
Classroom teachers will use high quality formative assessments to make informed decisions about student learning and instruction throughout the year.

Strategy 1A: Develop and implement classroom use of high quality, evidence-based formative assessments aligned with standards.

Strategy 1B: Identify and promote the use of authentic performance assessments such as student portfolios, problem-based projects, collaborative presentations, and community review of student work. Encourage use of digital portfolios to house performance assessments.

Strategy 1C: Provide a state-developed and supported web-based portal so that North Carolina educators can share assessments, rubrics, and curriculum materials.

Strategy 1D: Provide state-supported access to statistical analysis and reporting tools that provide relevant information to manage improvement of student learning, instructional delivery, and school performance.

Objective 2
North Carolina will identify the optimal use of summative assessments as required for accountability and national or international benchmarking.

Strategy 2A: Develop and implement a plan for limiting the number of summative assessments to specific grades or courses needed for accountability, national or international comparisons, and to validate the ongoing formative assessment process.

Objective 3

An assessment model to ensure that high school graduates are prepared for post-secondary college and/or career experiences is essential.

> Strategy 3A: Adopt and implement a robust assessment model that provides meaningful formation for decision-making about college and career readiness. Consider using the ACT Aspire, Explore, Plan, and ACT suite of assessments.

References

Huebner, T. (2009). What Research Says about Balanced Assessment. *Educational Leadership*, 67 (3), 85-86.

Stiggins, R. (2008). Assessment FOR Learning, the Achievement Gap, and Truly Effective Schools. *Presentation at the Educational Testing Service and College Board Conference, Washington, DC, September 8, 2008*.
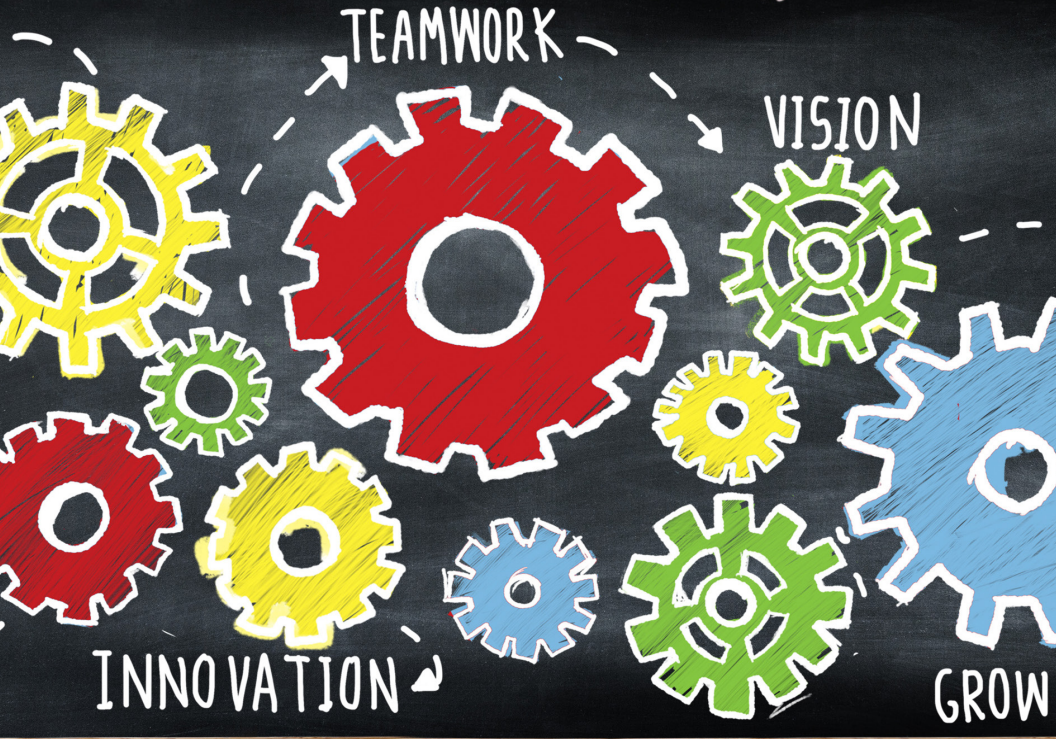
. . . .

Goal: All North Carolina public school students will receive high quality instruction delivered by the nation's best teachers.

. . . .

Rationale

North Carolina's students are entitled to high quality educational services that develop core academic skills, critical thinking, problem-solving, collaboration, communication, creativity, and digital skills. We expect our graduates to be prepared for further education (including technical education) and employment. We also expect our students to become learners for a lifetime who are capable of a successful transition into post-secondary education, an evolving 21st century workforce, and responsible, productive citizenship. In order to accomplish these goals for students, North Carolina must focus on supporting evidence-based practices pertaining to instructional delivery. To meet the diverse needs of today's students, educators must have access to a broad range of differentiated learning resources, a wide repertoire of effective instructional practices, and the cultural intelligence to provide instruction across cultures in an inclusive learning environment. Infusing literacy strategies across the curriculum, engaging students in collaborative problem-based projects, promoting creativity and entrepreneurial processes, designing instruction to promote critical thinking, differentiating instruction for diverse learners, designing and analyzing quality assessments, and effectively using digital resources are just a few of the expectations of all teachers in the 21st century.

At a time when expectations of our educators are at an all-time high, both with regards to their professional expertise and our students' achievement, our state has chosen to end

or reduce funding for critical functions needed to support educators in the professional improvement process. Funding for professional development, textbooks and instructional resources, instructional technology and support, and teacher professional development days have been significantly reduced or not funded at all in the past several years.

Salary schedules do not provide incentives for experienced master teachers to enter the field of school administration. Furthermore, the need for technology and digital resources continues to grow as we strive to provide a relevant and engaging educational experience for North Carolina's students.

Objectives and Strategies

Objective 1
Students learn best when all students have access to rich content and resources.

> Strategy 1A: Develop and implement a reliable statewide Instructional Management System to house rich instructional content and resources.

> Strategy 1B: Provide a dedicated funding stream for instructional materials, including textbooks, digital materials and content, and content-specific manipulatives and hands-on materials.

> Strategy 1C: Provide a dedicated funding stream for technology tools to access digital content, robust and reliable infrastructure, and instructional technology support.

Objective 2
Students learn best when standards, instructional delivery and assessments are aligned.

Strategy 2A: Establish a stable timeline for statewide review, revision, and implementation of curriculum standards.

Strategy 2B: Support local school districts in selecting curriculum aligned to state standards that meets the needs of a diverse student population, including but not limited to racial, cultural, and socioeconomic diversity.

Strategy 2C: Develop and implement high quality evidence-based formative and benchmark assessments that are aligned with standards, can be used to guide instruction, and are part of a statewide Instructional Management System.

Objective 3
Students learn best when educators are engaged in meaningful learning experiences.

Strategy 3A: Provide a dedicated funding stream for professional development for teachers and principals to support implementation of evidence-based instructional practices and effective use of digital media and technology.

Strategy 3B: Create a pipeline for future school-based leadership that includes professional development and incentives/salary to attract excellent instructional leaders.

Strategy 3C: Provide additional dedicated professional development days for teachers to engage in meaningful learning experiences that will enhance and improve instructional delivery and student outcomes.

. . . .

Goal: North Carolina will embrace digital learning to transform our public schools and communities.

. . . .

Rationale

"Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career.

Digital learning encompasses many different facets, tools, and applications to support and empower teachers and students, including online courses, blended or hybrid learning, or digital content and resources. Additionally, digital learning can be used for professional learning opportunities for teachers and to provide personalized learning experiences for students. Digital learning advances school reform by increasing equity and access to educational opportunities, improving effectiveness and productivity of teachers and administrators, providing student-centered learning to ensure college and career readiness for all students, and recognizing teachers as education designers."

From Alliance for Excellent Education, all4ed.org/issues/digital-learning

Objectives and Strategies

Objective 1: Leadership

> Strategy 1A: Develop a shared vision across North Carolina public school districts for innovation and personalized learning.

> Strategy 1B: Model and value digital learning and include digital learning as a core component of all educational plans.

> Strategy 1C: Realign human resources to support digital learning.

> Strategy 1D: Provide flexible funding to support infrastructure, devices and digital content.

Objective 2: Connectivity and Digital Infrastructure

> Strategy 2A: Provide reliable and effective infrastructure for all stakeholders at school and at home.

> Strategy 2B: Provide sufficient network and internet connection bandwidth to support all school district access needs.

> Strategy 2C: Provide technical support that will be available rapidly enough that instructional and business operations are minimally impacted by technology problems.

Objective 3: Tools and Hardware

> Strategy 3A: Provide a mobile device for every educator and student that can be used at home and at school.

Strategy 3B: Assure that all mobile devices have sufficient offline capabilities to meet the needs of the students and school instructional programs.

Objective 4: Learning Management, Instruction and Digital Content

Strategy 4A: Provide students access to digital resources with a rich variety of media types for consumption and creation of information.

Strategy 4B: Provide educators access to high quality digital content.

Strategy 4C: Align digital tools and resources to advance student achievement.

Objective 5: Professional Learning and Support

Strategy 5A: Provide a state funding stream for employing a technology facilitator at each school.

Strategy 5B: Provide professional development to appropriate educators to facilitate training for all types of learners.

Strategy 5C: Provide differentiated, ongoing, sustainable professional development for educators that will meet their individual needs.

Objective 6: Digital Citizenship and Monitoring Safety

Strategy 6A: Develop and implement standards for digital citizenship at every grade level.

Human Capital

Goal: Develop North Carolina's human capital for the provision of high-quality public education.

Rationale

According to a human capital management study out of Aspen Institute[1], research indicates that principals' and teachers' performance has more effect on student achievement than any other factor[2,3], and that teachers' effectiveness in increasing student performance varies widely. The variance in teacher effectiveness is largely predicated on poor recruitment systems and an overly-broad application of professional development.

The core of education is teaching and learning, and the teaching-learning connection works best when schools have effective teachers working with every student every day. The quality of an education system cannot exceed the quality of its teachers. Teachers have the challenging task of meeting the educational needs of a diverse student population, and compensation, support, professional development and first-rate evaluation systems are necessary to sustain and improve their efforts. In order to provide the highest quality public education that prepares North Carolina's students for success in their careers and post-secondary education, schools must have the highest quality staff available.

Reform efforts should strive to increase the quantity, quality and capacity of educators and administrators as a means to improve student achievement and enhance professional growth. According to a survey of principals across North

Carolina, there is strong support for well-educated and experienced teachers for increased student achievement.

In order to develop North Carolina's human capital for this task, professional development, support systems and policies should be developed to encourage and maintain high performance among teachers, administrators and classified staff. Immediate and long-term objectives should be to improve recruitment, retention, performance and professional development so that current and future North Carolina educators and support staff attain their greatest potentials.

References
1. Wurtzel, J. & Curtis, R. (2008). Human Capital Framework for K-12 Urban Education: Organizing for Success. *The Aspen Institute.* 1.

2. Chavez, S. (2006). An audit of human capital. *School Administrator*, 63(4), 42-44.

3. Darling-Hammond, L. & Friedlaender, D. (2008). Creating excellent and equitable schools. *Educational Leadership*, 65(8), 14-21.

Goal: North Carolina will rank 25th nationwide in public school funding by 2025.

Rationale

The State Constitution guarantees to each and every North Carolina child the right to an equal opportunity to obtain a sound basic education with competent personnel and the resources necessary to support an effective instructional program. The recent Leandro case decision affirmed that all North Carolina children, regardless of where they are born or the wealth of their community, have a fundamental state constitutional right to the "opportunity to obtain a sound basic education." Therefore, local school districts are entitled to sufficient state funding to provide this opportunity for all students.

State funding for K-12 education in North Carolina hit its apex in 2008-09. A deep recession caused state revenues to decrease drastically, and public education was not immune to the severe cuts needed to balance the budget. Funding per average daily membership has been reduced from $5779 in 2008-09 to $5486 in 2013-14. (http://www.ncpublicschools.org/docs/fbs/budget/fundingchanges.pdf)

The 2014-15 public schools budget exceeds the 2008-09 budget by over $60 million. However, if you deduct the cost increases for salary and benefit adjustments since 2008-09, the funding available for classroom instruction has been reduced over $1 billion and the number of students has increased by over 43,000 pupils.

An October, 2014, report by the Center on Budget and Policy Priorities (http://www.cbpp.org/cms/?fa=view&id=4213)

showed that North Carolina's percent change in spending per student from 2008-2015 was -14.5% (inflation-adjusted).

This ranks North Carolina 41st out of the 47 states that were included in the study, worse than all other states in the report except Oklahoma, Alabama, Arizona, Idaho, Wisconsin, and Kansas. The dollar impact over this period of time is $855 less per student. And in fiscal year 2014-15, when many other states were increasing per pupil funding, North Carolina's per pupil funding decreased by 4.7%, the worst one year change in the country except Nevada.

Almost 90% of a school district's budget is used for salaries and related benefits. The primary strategy that districts have available to reduce expenditures in times of budget reductions is to eliminate personnel positions. As a result, North Carolina school districts are being forced to shed personnel and increase class sizes at a time when expectations for prepared graduates and accountability for high academic achievement are at an all-time high.

Since 1970, the Public School's share of the State's General Fund has decreased 15.2%. If our Public Schools were still funded at the same percentage as in 1969-70 (52.5% of the General Fund), we would currently have an additional $3.05 billion for our students. It is imperative that the General Assembly develop a strategy to increase funding for public education to ensure that the state meets its responsibility to provide public education as a core function of state government and to promote economic development and prosperity throughout North Carolina.

School facility needs continue to loom as well. In the 2010-11 Facility Needs Survey conducted by the Department of Public Instruction, over $8 billion in facility needs were identified over the ensuing five-year period across North Carolina by local school districts. Needs identified included new schools, school additions and renovations, furnishings and equipment, and land. With the additional pressure faced by local school districts to make up for losses in state funding with local

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resources, the local capacity to fund facility improvements is severely jeopardized. Just as a statewide bond referendum was put to the vote of the people and successfully passed in 1996, we believe that today's immense backlog of school facility projects merits the General Assembly's action to approve a public school facility bond referendum.

Objectives and Strategies

Objective 1
Increase state funding for public education.

> Strategy 1A: Restore funding reductions and appropriate additional funding to assure that schools have adequate resources needed to deliver a world class instructional program, close the achievement gap, and ensure that all students are prepared for college, careers, and citizenship.

> Strategy 1B: Expand pre-kindergarten programs by broadening eligibility requirements to serve more 3- and 4-year olds.

> Strategy 1C: Assure that all new mandates are fully funded to include personnel required for implementation, materials and resources, professional development, monitoring and support, and evaluation.

> Strategy 1D: Provide additional flexibility to school districts to allocate state resources to meet statewide accountability measures and student performance goals. All flexibility granted to charter schools should also apply to school districts.

> Strategy 1E: Approve a statewide public school bond referendum to provide resources for facility additions, renovations, system upgrades, and new schools. ■

For more information

Detailed information is provided in each of the six areas of strategic focus, including the primary goal, rationale, objectives, and key strategies. This expanded version of the North Carolina Guide to Strengthening Our Public Schools can be accessed on the website of the North Carolina Association of School Administrators at www.ncasa.net.

This guide is supported by the superintendents of North Carolina's 115 public school districts and was created through their collaboration, with leadership from the following Co-Chairs:

Dr. Anthony Jackson, Superintendent, Nash-Rocky Mount Schools

Dr. Frank Till, Jr., Superintendent, Cumberland County Schools

Asheboro City Schools – Planning for Excellence 2016-2021

Strategic Planning Process
Components and Roles

DEFINITION OF STRATEGIC PLAN COMPONENTS

Mission Statement – A broad statement of the unique purpose for which the school system exists and the specific functions it performs.

Vision Statement – Our mental image of educational achievement and excellence in this school system.

Belief Statements/Core Values – General statements of ideals valued, honored, and supported by the school system.

Goals – Broad general statements of the school system's desired outcomes and how our endeavors and efforts are directed.

Objectives – An expression of the desired measurable end results for the organization.

THE TEAM MEMBERS AND THEIR ROLES

Strategic Planning Steering Committee
- Develop a process for strategic planning
- Oversee the implementation of the process
- Participate in the Planning Team sessions
- Facilitate public input
- Present draft of strategic plan to Board of Education

Board of Education
- Approve a resolution to conduct strategic planning
- Adopt mission, vision, and belief statements
- Participate in Planning Team sessions
- Approve and monitor implementation of the strategic plan

Strategic Planning Team
- Be knowledgeable about our community and our schools
- Brainstorm goals and objectives
- Prioritize goals and objectives

Administrative Leadership Team
- Draft a mission, vision, and belief statements
- Participate in Strategic Planning sessions
- Develop and implement action plans

School Leadership Teams and Staff
- Participate in Strategic Planning Team sessions
- Develop and implement action plans

Community
- Participate in opportunities to provide feedback and/or input
- Serve on the Strategic Planning Team
- Provide input on proposed goals and strategies

Asheboro City Schools
Planning for Excellence 2016-2021

Date(s)	Team Task
May 14, 2015	Board of Education adopts resolution for future planning process
June/July 2015	Steering Committee internal organizational meeting with co-chairs
July 15, 2015	Administrative Leadership Team reviews mission and vision; formulates and affirms belief statements
August 2015	Steering Committee meeting to review current plan and process for community feedback
August 13, 2105	Board of Education adopts vision, mission, and beliefs
September 2015	Steering Committee meets to review process to date and brainstorm guest list for Planning Team participants
Parent Meetings at Schools (September/October – TBD by school)	Solicit feedback from attendees (hard copy surveys and online option, plus staff)
October 2015	Planning Team meets to develop understanding of vision and indicators to help guide plan development
November 2015	Planning Team to receive update on critical issues; what is our current reality?
December 2015	Planning Team meets to develop and prioritize goals
January-March 2016	Internal Plan Development
April 2016	Planning Team meets to review action plan
May 12, 2016	Board of Education reviews the draft goals and objectives
June 9, 2016	Board of Education adopts the 2016-2021 Strategic Plan

Asheboro City Schools

...the subject is excellence

ADVANCED (SACS/CASI) EXTERNAL REVIEW VISIT/ NEXT GENERATION ACS STRATEGIC PLAN TIMELINE

ACS WINTER BOARD OF EDUCATION RETREAT – JANUARY 24, 2015

<u>Fall 2014</u>	<u>Winter 2015</u>
✓ **ACS requests/receives confirmation of AdvancED External Review Date: February 7-10,2016**	✓ **Opportunities to communicate AdvancED External Review Visit** and **Next Generation ACS Strategic Plan** with BOE, Administrators, Staff
<u>Spring 2015</u>	<u>Summer 2015</u>
• **AdvancED Surveys: Staff (60%), Students (40%), and Parents (20%)** • **ACS BOE approves resolution to activate the strategic planning process**	• **Focused work with Central Office Cabinet, Administrators, SLTs: Self-Assessment and Accreditation Reports** • **Executive Summary (Jennifer Smith/Dr. Worrell)** • **Revisit/Revise Strategic Plan Vision, Mission, Beliefs** • **(if needed – BOE approval)** • **Strategic Plan Steering Committee established (co-chairs and other members)**
<u>Fall 2015</u>	<u>Winter/Spring 2016</u>
• **School District Accreditation Reports Written, Revised, Finalized, and Submitted by December 18, 2015** • **Identification/Notification/Preparation of Focus Group Members to be interviewed during External Review Visit (District/School)** • **Strategic Planning Team Meetings: Community/Business/Parents/Staff** • **Internal Committees analyze data from meetings, identify themes, begin work on Strategic Plan draft**	• **AdvancED External Review Visit: February 7-10, 2016** • **Internal Committees analyze data from meetings, identify themes, finalize work on Strategic Plan draft** • **Strategic Plan draft presented during final Planning Team Meeting – April 2016** • **Strategic Plan draft submitted to BOE during May 2016 BOE meeting** • **Strategic Plan approved during June 2016 BOE meeting**

E-RATE 2.0

WHAT'S CHANGING?

What is E-Rate?

* The E-Rate program provides discounts on certain services and products that are essential for classrooms and libraries to receive voice, video, and data communications.

* Discounts can range between 20-85% of the cost eligible services

* Discounts are determined by the district free and reduced percentage

Background

* Federal Communications Commission (FCC), an independent U.S. government agency, established and oversees the E-rate Program.

* Universal Service Administrative Company (USAC), a not-for-profit company, administers the E-rate Program along with three other programs.

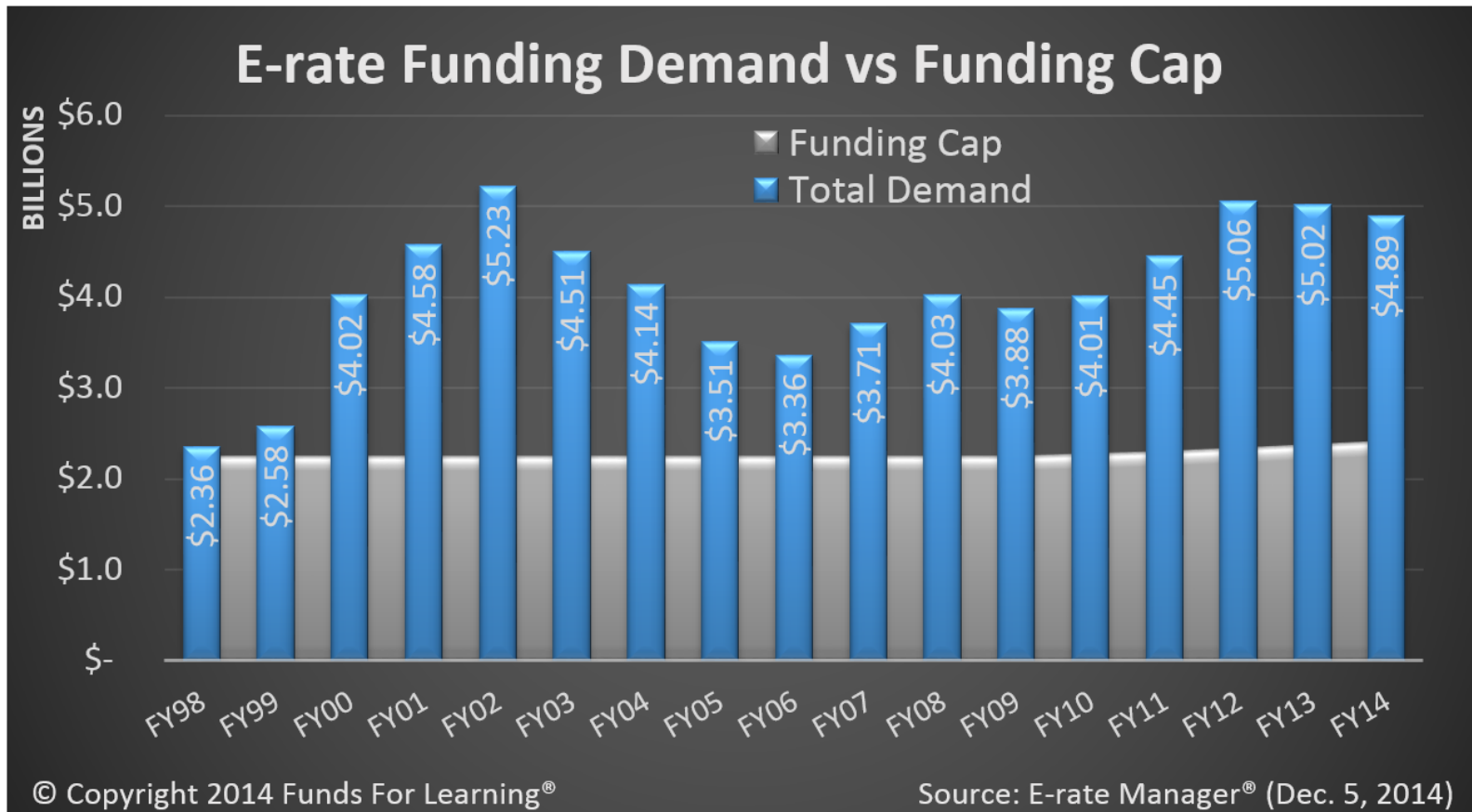* The Schools and Libraries Division (SL) is the part of USAC with responsibility for the E-rate Program.

Budget

* Prior to 2010, E-Rate was capped at $2.25 billion per year

* In 2010, Budget was adjusted yearly due to inflation

* In 2014, FCC released two Report and Orders, ultimately increasing budget by $1.5 billion

Why the increase?

E-Rate 1.0 Categories:

Priority 1:

- Telecommunications
  - Local/Long Distance
  - Cell Phones
  - Hot Spots
- WAN/LAN
- Webhosting

Priority 2:

- Internal Connections
  - Wireless Internet
  - Basic Maintenance
  - Switches
  - Cabling

E-Rate 2.0 Categories:

Category 1:

- ~~Telecommunications~~
  - ~~Local/Long Distance~~
  - ~~Cell Phones~~
  - ~~Hot Spots~~
  - *Phased out by 2019
- WAN/LAN
- ~~Webhosting~~
  - * Phased out in 2015

Category 2:

- Internal Connections
  - Wireless Internet
  - Basic Maintenance
  - Switches
  - Cabling

- Category 2 Budget equals $150 per student every 5 years

Asheboro City Schools Planning:

From Strategic Plan:

- ENGAGE EACH STUDENT - all teachers will engage each student in meaningful, authentic and rigorous work through the use of innovative instructional practices and **supportive technologies** that will motivate students to be self-directed and inquisitive learners.

From Technology Plan:

- As we move forward, we will continually fine tune and assess our infrastructure for optimal network performance.

What do the changes mean for ACS?

- Exploring and assessing current network
  - Conducted MCNC/NCDPI Wireless Assessment
  - External Vendor Wireless Assessment

- Recommendations:
  - Minimum: 1 Access point per classroom
  - BYOD Model: 2 Access points per classroom

Wireless Upgrade Plan:

Option 1: Future Ready Plan A (2 AP/Class)

Estimated Total Cost:	Federal Funds:	Cost to ACS:
$620,000	80%: $496,000 85%: $527,000	80%: $124,000 85%: $93,000

Option 2: 1 Access Point Per Classroom

Estimated Total Cost:	Federal Funds:	Cost to ACS:
$470,000	80%: $376,000 85%: $399,500	80%: $94,000 85%: $70,500

Wireless Upgrade Plan:

Option 3: Basic Upgrade

- Needed upgrades to maintain/improve current infrastructure and access levels

Estimated Total Cost:	Federal Funds:	Cost to ACS:
$40,000	80%: $32,000 85%: $34,000	80%: $8,000 85%: $6,000

Option 4: Combination of Options 1,2, and 3

- Cost to be determined by selections

Next steps:

With Board Approval:

1. Release E-Rate 470 and Request for Proposals to get official bids

2. Investigate cost of options and NC Connectivity options for wireless upgrades

3. Bring recommend wireless upgrade plan for approval at March Board Meeting

Hands-On Curriculum Experience
Schedule

Group 1		Group 2		Group 3	
Gus		Phillip		Linda	
Joyce		Kelly		Steve	
Chris	Rotation Schedule	Kyle	Rotation Schedule	Archie	Rotation Schedule
Jane	1-Media Center	Gidget	1-Health Science	Harold	1-Green House
Drew	2-Health Science	Nathan	2-Green House	Brett	2-Media Center
Mike	3-Green House	Carla	3-Media Center	Pam	3-Health Science
Brad		Wendy		Jennifer	
Patsy		Julie		Dr. Worrell	

Schedule:

10:20—Station One

10:45—Travel to Station Two

10:50—Station Two

11:15—Travel to Station Three

11:20—Station Three

11:45—Travel back to PDC
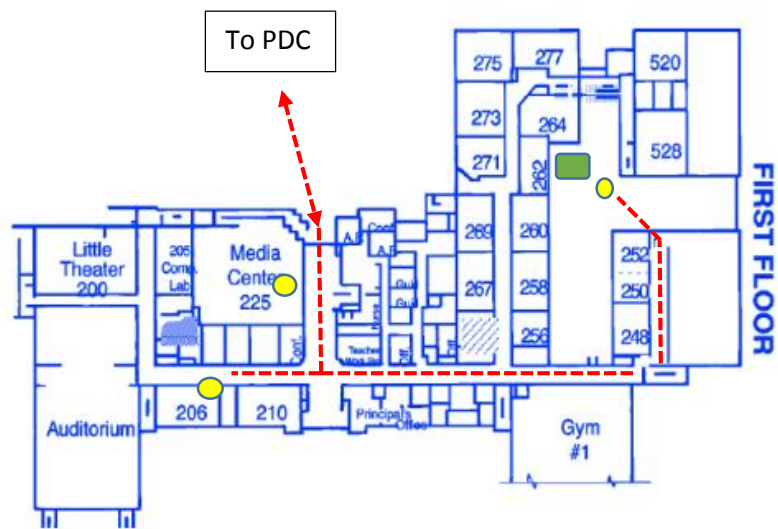
Lunch

§ 115C-215. Administration of driver education program by the Department of Public Instruction.

(a)   In accordance with criteria and standards approved by the State Board of Education, the State Superintendent of Public Instruction shall organize and administer a standardized program of driver education <u>to be offered at the public high schools</u> of this State for all physically and mentally qualified persons who (i) are older than 14 years and six months, (ii) are approved by the principal of the school, pursuant to rules adopted by the State Board of Education, (iii) <u>are enrolled in a public or private high school within the State or are receiving instruction through a home school</u> as provided by Part 3 of Article 39 of Chapter 115C of the General Statutes, and (iv) have not previously enrolled in the program. The State Board of Education shall use for this purpose all funds appropriated to it for this purpose and may use all other funds that become available for its use for this purpose.

(b)   The driver education curriculum shall include the following:

(1)   Instruction on the rights and privileges of the handicapped and the signs and symbols used to assist the handicapped relative to motor vehicles, including the "international symbol of accessibility" and other symbols and devices as provided in Article 2A of Chapter 20 of the General Statutes.

(2)   At least six hours of instruction on the offense of driving while impaired and related subjects.

(3)   At least six hours of actual driving experience. To the extent practicable, this experience may include at least one hour of instruction on the techniques of defensive driving.

(4)   At least one hour of motorcycle safety awareness training.

(c)   The State Board of Education shall establish and implement a strategic plan for the driver education program. At a minimum, the strategic plan shall consist of goals and performance indicators, including the number of program participants as compared to the number of persons projected to be eligible to participate in the program, the implementation of a standard curriculum for the program, expenditures for the program, and the success rate of program participants in receiving a drivers license as reported by the Division of Motor Vehicles. The strategic plan shall also outline specific roles and duties of an advisory committee consisting of employees of the Division of Motor Vehicles and the Department of Public Instruction and other stakeholders in driver education.

(d)   The State Board of Education shall adopt a salary range for the delivery of driver education courses by driver education instructors who are public school employees. The salary range shall be based on the driver education instructor's qualifications, certification, and licensure specific to driver education.

(e)   The State Board of Education shall adopt rules to permit local boards of education to enter contracts with public or private entities to provide a program of driver education at public high schools. All driver education instructors shall meet the requirements established by the State Board of Education; provided, however, driver education instructors shall not be required to hold teacher certificates. (1953, c. 1196; 1955, c. 1372, art. 23, s. 4; 1959, c. 573, s. 16; 1981, c. 423, s. 1; 1991, c. 689, s. 32(b); 2011-145, s. 28.37(a); 2011-334, s. 1.)

§ 115C-216. Boards of education required to provide courses in operation of motor vehicles.

(a)   Course of Training and Instruction Required in Public High Schools. - Local boards of education shall offer noncredit driver education courses in high schools using the standardized curriculum provided by the Department of Public Instruction.

(b)   Inclusion of Expense in Budget. - The local boards of education shall include as an item of instructional service and as a part of the current expense fund of the budget of the high schools under their supervision, the expense necessary to offer the driver education course.

(c)   through (f) Repealed by Session Laws 1991, c. 689, s. 32(c).

(g)   Fee for Instruction. - The local boards of education shall fund driver education courses from funds available to them and may charge each student participating in a driver education course a fee of up to sixty-five dollars ($65.00) to offset the costs of providing the training and instruction. (1955, c. 817; 1965, c. 397; 1981, c. 423, s. 1; 1991, c. 689, s. 32(c); 2011-145, ss. 28.37(b), 31.1; 2013-360, s. 34.20(a); 2014-100, s. 8.15(c).) §§ 115C-217 through 115C-221. Reserved for future codification purposes.

Current Structure

Law	State Pays	Parents Pay	ACS Pays
The local boards of education shall fund driver education courses from funds available to them and may charge each student participating in a driver education course a fee of up to sixty-five dollars ($65.00) to offset the costs of providing the training and instruction.	$200	$0.00	0.00

Possibilities

Law	State Pays	Parent Pay	ACS Pays
Stays the same with no state funding.	$0.00	$65.00	$133 per student ($53,200 for 400 students)
Increases parent portion to full costs	$0.00	$198.00	$0.00
Reduce the parent's portion and take away state funding.	$0.00	$0.00	$198.00 ($79,200 for 400 students)
Restore state funding	$200	$0.00	0.00

Other considerations

At this time, we provide driver's education for homeschool students, private school students, and charter school students educated in our district lines. Under current legislation, we would be required to pay for the students who do not attend our schools. Under future legislation, would we have to pay for the students who do not attend our schools or would the schools have to provide their own services?