REACH FURTHER.

Charlotte-Mecklenburg
**Board of
Education**
Charlotte, North Carolina

2010
**EQUITY
REPORT**

Report to the
Board of Education
January 26, 2010

Peter C. Gorman
Superintendent

Global competitiveness starts here.

cms®
Charlotte-Mecklenburg Schools

2010 EQUITY REPORT

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FOREWORD FROM THE SUPERINTENDENT

Each year, CMS provides the Charlotte-Mecklenburg Board of Education with an annual Equity Report. This report details how the district has progressed in meeting the standards in Board Policy ADA, Equitable Educational Opportunities.

This year's report includes data from the latter half of the 2008/2009 school year and from the first few months of the 2009/2010 school year.

Our goal in this report is to give the Board accurate data that is defined and compared correctly and presented clearly. We have also provided an executive summary for Board members' convenience.

The report gives longitudinal data specific about audio-visual equipment, technology systems, library books and textbooks, as well as faculty and media services, student-teacher ratios, instructional programs and co-curricular programs and the quality of our school facilities. Also included is a narrative that discusses student achievement.

As you read through this year's Equity Report, please keep a few things in mind. First, as you read the report, you will see much progress in some areas and less in others. This is a reminder to all of us that equitable educational opportunities are important. The mission of the Charlotte-Mecklenburg Schools is to maximize academic achievement by every student in every school. Ensuring equity is essential to our success as we strive to provide all of our students with the best education available anywhere.

I hope you will also assess the value of this report. Does it capture the measures that most likely influence student achievement? Are the standards we are using the best way to measure and correct inequities in our schools? The ultimate goal of this report each year is to guide our actions so that equity and higher student achievement become the standard at every school.

Dr. Peter C. Gorman
Superintendent

Overview/History

"Educating 137,000 students is not easy. Educating them well is even harder. But we believe that it is possible. Much progress has been made in Charlotte-Mecklenburg Schools since 2006. Now is the time to work on the reforms that can move the district to a new level of success."

From *Charlotte-Mecklenburg Schools Strategic Plan 2014: Teaching Our Way to the Top*

What is an Equity Report?

As required by Policy ADA (described below and contained in the appendix of this report), the Equity Report is produced annually and presented by the superintendent to the Board of Education. The report attempts to measure facilities, technology and audio-visual equipment, library and textbooks, student-teacher ratios, faculty credentials and educational opportunities including instructional programs, course offerings and co-curricular opportunities. The outcomes of these specified inputs may impact student achievement. A narrative reporting various student-achievement data points in relation to the CMS *Strategic Plan 2010: Educating Students to Compete Locally, Nationally and Internationally* can be found on pages 26-28 of this report.

Notes Specific to this Report

As you read through this year's report, please remember that the data represents a snapshot of the district's current state of equity measures. We have made every effort to complete this report with clarity, context, and candor and to provide accurate data. The data collected for this report is the most recent available in each particular area. For instance, the data reported for faculty represents findings for school staff in the 2009-2010 year. However, the most recent data available for student achievement is from the 2008-2009 school year. Each section clearly notes the effective dates for data reported.

In this year's Equity Report, we have used 176 as the total number of schools. This counts only once those schools with non-traditional grade spans, such as Smith Language Academy (K-8), Northwest School of the Arts (6-12) and The Military and Global Leadership Academy at Marie G. Davis (6-12). Additional information regarding how this number is reported in each section is outlined in the following Report Format subsection. The five schools at Garinger and the five schools at Olympic are usually counted as individual schools in this report.

Total number of evaluated schools:
- 2005/2006 – 149 Schools
- 2006/2007 – 158 Schools
- 2007/2008 – 165 Schools
- 2008/2009 – 171 Schools
- 2009/2010 – 176 Schools

Relevant Background

In June of 2001, the Charlotte-Mecklenburg Board of Education adopted Policy ADA, Equitable Educational Opportunities. This policy strengthened the Board's commitment to providing equal access to excellent educational opportunities for students in all CMS schools.

During the 2005-2006 school year, the Board of Education approved the district's current Vision, Mission, Core Beliefs and Commitments, the Theory of Action and several reform policies. These documents, collectively referred to as the Board of Education's Reform Documents, reaffirmed the Board's commitment to "securing and allocating adequate resources according to the needs of each child."

Strategic Plan 2010

Strategic Plan 2010: Educating Students to Compete Locally, Nationally, and Internationally

Using the Board's Reform Documents as a guide, Dr. Peter C. Gorman introduced a comprehensive reform plan for the Charlotte-Mecklenburg Schools on Nov. 29, 2006. Titled the *Charlotte-Mecklenburg Schools Strategic Plan 2010: Educating Students to Compete Locally, Nationally and Internationally*, this plan explicitly focused on raising student achievement and educating students to be globally competitive. The plan was designed to boost academic standards, increase instructional rigor and place more authority at the school level through decentralization.

The *Strategic Plan 2010* provided a roadmap for CMS that directly supports important objectives of equality and equity. The plan established seven broad goals for the district and each goal included a number of aligned objectives, strategies and measurement standards. The seven goals are listed below. The goals marked with an asterisk indicate measures that are most closely linked to Policy ADA and are aligned with the Board's commitment to providing adequate resources to all students in all schools.

   I.   High Academic Achievement*
  II.   Effective Educators*
 III.   Adequate Resources and Facilities*
  IV.   Safe and Orderly Schools
   V.   Freedom and Flexibility with Accountability
  VI.   World-Class Service
 VII.   Strong Parent and Community Connections

Strategic Plan 2014

Strategic Plan 2014: Teaching Our Way to the Top

Where do we want our students to be in 2014? How will we use our resources wisely to get there? The six areas of focus in *Strategic Plan 2014* support two key goals: improving teaching and managing performance. The areas of focus are:

   1. Effective Teaching and Leadership
   2. Performance Management
   3. Increasing the Graduation Rate
   4. Teaching and Learning Through Technology
   5. Environmental Stewardship
   6. Parent and Community Connections

Strategic Plan 2014 emphasizes educators who are effective, rather than highly qualified. We want to use performance to identify, recruit, hire and place the best teachers. We also want to use performance to support training for teachers, to compensate and reward them, and to retain or dismiss them.

No Child Left Behind emphasizes teacher credentials – focusing on degrees and certifications, rather than on growth in student learning. With the advantage of hindsight and experience gained since 2001, we believe that CMS students would benefit from emphasis on teachers' effectiveness, rather than on their qualifications. Effectiveness can be measured by how far teachers move their students academically in a single year. The most effective instructors are those who can lead students to achieve more than one year's growth in one year's time. The ability to move students this way is particularly critical in addressing the achievement gaps, where students may be two or more years behind in basic skills.

The performance of employees in public education must be measured as well as the performance of students if academic achievement is to increase substantially over time. Measuring employees' progress in this way is called performance management. Performance management is closely aligned with increasing student achievement and will allow CMS to develop a culture of continuous improvement.

Effectiveness must be measured in multiple ways, and it is essential that the process of performance management be both collaborative and fair. Those who are measured must support the standard they are expected to meet, participate in the identification of those standards and agree the standards are both fair and rigorous.

Policy ADA

Policy ADA was officially adopted by the Board of Education on June 26, 2001. The policy (which is included in the appendix section of this report) states that the "Board of Education is committed to providing equal access to excellent educational opportunities for all its students in all its schools." Policy ADA is the Board's intention to "require providing additional resources and implementing innovative strategies to schools serving students with additional needs, particularly students at risk of academic failure." These resources and strategies may include but are not limited to the following:
- Differentiated staffing
- Smaller class sizes
- Increased instructional supplies and materials
- Expanded and renovated facilities
- Innovative family and community involvement initiatives
- Upgraded technology
- Comprehensive co-curricular activities
- Supplemental guidance and counseling
- Enhanced professional development
- Preschool educational opportunities

The Board of Education has adopted baseline standards in the below areas. These areas are to be comprehensively reviewed on an annual basis. The baseline standards in each area are to be assessed as to whether all students are being provided equal access to excellent educational opportunities.
- Educational opportunities
- Student achievement
- Instructional materials and supplies
- Media equipment and resources
- Technology
- Facilities
- Faculty
- Teacher/student ratios
- Family and community involvement

In response to this annual assessment of standards, the Board of Education shall direct the superintendent to develop strategies, the Board of Education shall perform the following actions as they deem appropriate:
- Direct the superintendent to develop strategies for ensuring that excellent educational opportunities are being provided to all students.
- Determine the amounts of funding and resources needed to appropriately provide such opportunities.
- Direct the superintendent to seek funds and resources needed to provide such opportunities.

- Allocate, reallocate and direct the superintendent to allocate and reallocate funds and resources needed to provide such opportunities.

Additional Equitable Programs

A variety of programs are designed to build equity and provide additional resources to schools serving students with additional needs, particularly students at risk of academic failure. A few of these programs, such as FOCUS schools and Title I schools, are mentioned in the findings of this report. Other initiatives, such as the district's Achievement Zone, the Pre-Kindergarten Services program, the PTA's Schoolmates program, FOCUS School Partnerships, the Communities in Schools partnership and a number of additional programs are not evaluated in the annual Equity Report. It should be noted, however, that these programs have a significant impact on the educational careers of students who come to our schools with additional needs.

Three particular initiatives require additional description. Title I, FOCUS schools and the Achievement Zone are three equity-building initiatives that provide additional staffing, curricular resources and monetary resources to schools serving children with intensive needs.

As the following graphic illustrates, all 176 schools within CMS are provided foundational support that includes similar levels of funding, resources and staffing. Title I, FOCUS schools and the Achievement Zone build additional equity into the foundational support model by providing funding, resources and staffing beyond baseline standards. Please note in the diagram below that while all Title I schools are FOCUS Schools, not all Achievement Zone schools are Title I schools. All three programs support a significant number of schools (142). The qualifications, numbers, names and levels of schools within each category are listed in the program descriptions that follow.

Equitable Programs within Charlotte-Mecklenburg Schools:

Foundational Support:
(All 176 CMS Schools)

Title I Schools
(58 Schools)

Achievement Zone
(11 Schools)

FOCUS Schools
(73 Schools)
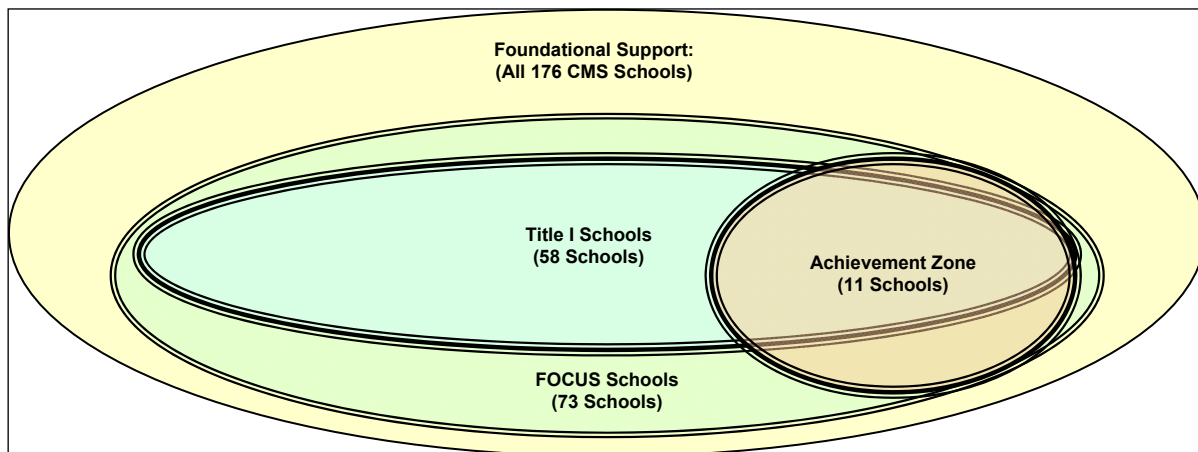
Title I

Title I of the Elementary and Secondary Education Act of 1965 (ESEA) is the largest federally funded education-entitlement program. Title I, currently part of the No Child Left Behind Act of 2001 (NCLB), provides supplemental and categorical funding and services to high-poverty schools to serve children who are failing to meet, or are at risk of failing to meet, the state's grade-level standards in reading and mathematics. Funding is based on county census poverty data and is allocated to schools in rank order of poverty, based on the number of economically disadvantaged children in a school. Charlotte-Mecklenburg Schools also uses some set-aside funds for pre-kindergarten programs and to serve eligible children in private schools. Additional staffing, equipment and supplies are also paid from Title I funds.

CMS designated 58 schools eligible for federal Title I funds in the 2009/2010 school year. CMS also uses Title I funds to support the district's pre-kindergarten program, teacher professional development, extended learning opportunities, supplemental educational services, public school choice and parental involvement programs.

Title I schools are those with economically disadvantaged student population rates of 75% or higher. Schools new to Title I are typically served as Targeted Assistance schools; that is, Title I funds are used to provide services only to the lowest-performing children in targeted grade levels.

Elementary Schools		Middle Schools	High Schools
Albemarle Road Elementary	Merry Oaks	Albemarle Road Middle	Bus. & Fin. @ Garinger
Allenbrook	Montclaire	Cochrane	Interntnl. St. @ Garinger
Ashley Park	Nathaniel Alexander	Eastway	Ldrshp. & P.S. @ Garinger
Berryhill	Nations Ford	James Taylor Williams	Math & Sci. @ Garinger
Billingsville	Newell	Martin Luther King Jr.	Hawthorne
Briarwood	Oakdale	McClintock	Midwood
Bruns Ave	Pawtuckett	Ranson	Morgan
Walter G. Byers	Pinewood	Sedgefield Middle	Turning Point Academy
Devonshire	Rama Rd.	Spaugh	West Charlotte
Druid Hills	Reid Park	Whitewater Middle	
First Ward	Sedgefield Elementary	Wilson	
Hickory Grove	Shamrock Gardens		
Hidden Valley	Statesville Rd.		
Highland Renaissance	Sterling		
Hornets Nest	Thomasboro		
Huntingtowne Farms	Westerly Hills		
Irwin Ave	Windsor Park		
J.H. Gunn	Winterfield		
Joseph W. Grier			
Lincoln Heights			

FOCUS Schools

The Finding Opportunities; Creating Unparalleled Success (FOCUS) schools program prescriptively places resources where they will have the most significant impact – in the schools where children need individual attention and extra support. Extra support includes lower student-teacher ratios, additional instructional supplies and materials and a variety of added incentives for FOCUS school teachers. During the 2009-2010 school year, there are 73 designated FOCUS schools in CMS. To quality, schools must serve economically disadvantaged students at the rates indicated below.

FOCUS School Qualifications 2008-/2009:
- Elementary Schools – 66% or more economically disadvantaged students
- Middle Schools – 62% or more economically disadvantaged students
- High Schools – 42% or more economically disadvantaged students

FOCUS Schools Breakdown: 73 total schools are designated as FOCUS Schools for the 2009/2010 school year (81 if counting all small high schools of Olympic (5) and Garinger (5) separately).

Elementary Schools		Middle Schools	High Schools
Albemarle Road Elementary	Lincoln Heights	Albemarle Road Middle	P.O. Berry Acad. of Tech.
Nathaniel Alexander	Merry Oaks	Cochrane	East Mecklenburg
Allenbrook	Montclaire	Coulwood	Garinger (counted as one)
Ashley Park	Nations Ford	Eastway	Harding University
Barringer	Newell	Kennedy	Independence
Berryhill	Oakdale	James Martin	Midwood
Billingsville	Paw Creek	Martin Luther King Jr.	Olympic (counted as one)
Briarwood	Pawtuckett	McClintock	Vance
Bruns Avenue	Pinewood	Northridge	E.E. Waddell
Walter G. Byers	Piney Grove	Quail Hollow	West Charlotte
Devonshire	Rama Road	Ranson	West Mecklenburg
Druid Hills	Reid Park	Sedgefield Middle	
First Ward	Sedgefield Elementary	Spaugh	
Hickory Grove	Shamrock Gardens	John Taylor Williams	
Hidden Valley	Statesville Road Elementary	Whitewater Middle	
Highland Renaissance	Sterling Elementary	Wilson	
Hornets Nest	Thomasboro		
Huntingtowne Farms	Tuckaseegee		
Joseph W. Grier	University Park		
J.H. Gunn	Westerly Hills		
Idlewild	Whitewater Academy		
Irwin Avenue	Windsor Park		
Lebanon Rd.	Winterfield		

The Achievement Zone

The Achievement Zone was created as part of the decentralization described in *Charlotte-Mecklenburg Schools Strategic Plan 2010 - Educating Students to Compete Locally, Nationally and Internationally* under *Section V: Freedom and Flexibility with Accountability*. CMS launched this zone of several of the district's highest-need schools at the start of the 2007/2008 school year. The Achievement Zone is the only learning community of schools in the newly decentralized district not clustered by geography and feeder patterns. The schools in the Achievement Zone were selected primarily because of persistently low student performance.

The ultimate objective is to increase student success by providing all students in the 11 Achievement Zone schools with an equitable opportunity to reach their academic potential. Working with several outside partners, including the Bill & Melinda Gates Foundation, the Achievement Zone leadership and staff made significant progress in diagnosing the constellation of challenges facing its students and schools. The Achievement Zone's efforts focus on improving the following four fundamental areas that will lead to improved student performance: literacy; school environment; quality Staff, and community engagement.

Eleven schools made up the Achievement Zone in 2008/2009. Designated prior to the 2007/2008 school year, these schools were either in corrective action under the No Child Left Behind legislation, considered low-performing by the state, or named as underachieving high schools by North Carolina Superior Court Judge Howard Manning in the *Leandro* litigation.

In 2009/2010 there continue to be 11 Achievement Zone schools. However, Sedgefield Middle moved out and John Taylor Williams Middle moved into the Achievement Zone.

Achievement Zone Schools in 2009/2010

Elementary Schools	Middle Schools	High Schools
Walter G. Byers	Martin Luther King Jr.	Midwood
Billingsville	John Taylor Williams	Waddell
Shamrock Gardens	Spaugh	West Charlotte
	Wilson	West Mecklenburg

Report Format

Prior to planning the 2008 Equity Report, CMS was asked to revise the format of the report to create a report with clear and correct information that was easy to read. The report was revised last year and with the exception of minor adjustments, the 2010 Equity Report was written in a similar three-tiered format that includes the following:

- *Quick Facts*: This subsection is designed to allow the reader a quick, at-a-glance understanding of the sections standards, performance against standards and longitudinal performance against standards.
- *Narrative*: The narrative section will provide readers with an in-depth look at each section's background, standards, procedures for achieving and/or maintaining equity, performance against standards and a future forecast section complete with department specific initiatives. Each narrative lists exactly how many schools were evaluated out of the total 176 schools in the district. Each section also lists the schools considered exempt and provides a brief explanation for the exemptions.
- *Online Resources*: Large pieces of data which may include Excel-based graphs, charts, lists and tables are housed online and can be accessed through the CMS Web page: www.cms.k12.nc.us. A list of this year's online resources can be found towards the end of the report on page 105.

Note About Instructional Materials and Exceptional Children Instructional Materials:
Data concerning instructional materials and Exceptional Children (EC) instructional materials are not included in the 2010 Equity Report. Prior to the 2008 Equity Report, it was recommended that the process for evaluating instructional materials and EC instructional materials undergo significant revisions. Revising this process was needed in order to be able to accurately determine whether or not schools met baseline standards for instructional materials. The evaluation of these materials was considered needlessly extensive and did not accurately assess instructional materials that most significantly impact the quality of classroom instruction. This revision process has begun but was not concluded prior to the data-gathering phase of this year's report.

School Designations List
2009/2010 Listed in Alphabetical Order

	School Name	School Number	Level	Title I 2008/2009	Title I 2009/2010	FOCUS 2008/2009	FOCUS 2009/2010	Achievement Zone	Econ Disadv 2008/2009	Econ Disadv 2009/2010
1	Albemarle Road Elementary	300	E	x	x	x	x		87.09%	88.09%
2	Albemarle Road Middle	301	M	x	x	x	x		82.04%	82.67%
3	Alexander Graham Middle	399	M						39.19%	30.88%
4	Alexander Middle	305	M						32.03%	45.30%
5	Allenbrook Elementary	308	E	x	x	x	x		88.89%	94.96%
6	Amay James Pre-Kindergarten	430	PK						Pre-K	EC pre-K
7	Ardrey Kell High	302	H						11.16%	13.30%
8	Ashley Park Elementary	311	E	x	x	x	x		94.14%	93.03%
9	Bailey Middle	313	M						19.56%	22.62%
10	Bain Elementary	314	E						15.11%	18.64%
11	Ballantyne Elementary	437	E						9.41%	15.81%
12	Barnette Elementary	328	E						13.41%	18.06%
13	Barringer Elementary	316	E			x	x		67.66%	69.09%
14	Berewick Elementary	369	E							57.66%
15	Berry Academy Of Technology High	496	H			x	x		62.90%	65.55%
16	Berryhill Elementary	319	E		x	x	x		75.25%	89.12%
17	Beverly Woods Elementary	322	E						16.73%	18.45%
18	Billingsville Elementary	335	E	x	x	x	x	x	91.35%	92.05%
19	Blythe Elementary	442	E						36.80%	42.06%
20	Bradley Middle	394	M						27.23%	30.60%
21	Briarwood Elementary	329	E	x	x	x	x		93.01%	89.94%
22	Bruns Ave Elementary	489	E	x	x	x	x		96.77%	94.30%
23	Butler High	361	H						20.52%	23.21%
24	Carmel Middle	333	M						33.40%	38.12%
25	CATO Middle College High	334	H						43.00%	51.52%
26	Chantilly Elementary	336	E						21.20%	21.03%
27	Clear Creek Elementary	338	E						40.69%	45.26%
28	Cochrane Middle	341	M	x	x	x	x		81.74%	84.91%

School Designations List
2009/2010 Listed in Alphabetical Order

	School Name	School Number	Level	Title I 2008/2009	Title I 2009/2010	FOCUS 2008/2009	FOCUS 2009/2010	Achievement Zone	Econ Disadv 2008/2009	Econ Disadv 2009/2010
29	Collinswood Elementary	344	E						56.19%	55.58%
30	Community House Middle	345	M						14.15%	16.20%
31	Cornelius Elementary	346	E						21.99%	26.39%
32	Cotswold Elementary	349	E						45.99%	42.49%
33	Coulwood Middle	351	M			x	x		63.00%	65.87%
34	Crestdale Middle	353	M						22.00%	24.04%
35	Croft Community	418	E						25.00%	28.22%
36	Crown Point Elementary	352	E						48.18%	54.92%
37	David Cox Road Elementary	362	E						46.29%	51.56%
38	Davidson Elementary	357	E						8.64%	9.68%
39	Davidson I.B. Middle	358	M						12.15%	18.55%
40	Devonshire Elementary	365	E	x	x	x	x		89.35%	96.84%
41	Dilworth Elementary	368	E						61.74%	62.08%
42	Double Oaks Pre-Kindergarten	371	PK						Pre-K	EC pre-K
43	Druid Hills Elementary	374	E	x	x	x	x		93.17%	92.96%
44	E. E. Waddell High	376	H			x	x	x	68.41%	78.78%
45	East Mecklenburg High	377	H			x	x		49.24%	54.65%
46	Eastover Elementary	379	E						17.17%	13.31%
47	Eastway Middle	381	M	x	x	x	x		87.21%	87.29%
48	Elizabeth Lane Elementary	382	E						8.61%	10.91%
49	Elizabeth Traditional Elementary	384	E						31.49%	33.87%
50	Elon Park Elementary	383	E						7.53%	8.85%
51	Endhaven Elementary	385	E						17.19%	27.36%
52	First Ward Elementary	393	E	x	x	x	x		82.07%	84.38%
	Garinger High (GHS)	396	H			x	x		74.11%	79.88%
53	Business/Finance @ GHS	692	H		x					
54	International Studies @ GHS	699	H		x					
55	Ldrshp/Public Service @ GHS	691	H		x					

School Designations List

2009/2010 Listed in Alphabetical Order

	School Name	School Number	Level	Title I 2008/2009	Title I 2009/2010	FOCUS 2008/2009	FOCUS 2009/2010	Achievement Zone	Econ Disadv 2008/2009	Econ Disadv 2009/2010
56	Math/Science @ GHS	690	H		x					
57	New Technology @ GHS	698	H							
58	Greenway Park Elementary	398	E						66.52%	68.28%
59	Harding University High	405	H			x	x		54.64%	59.17%
60	Hawk Ridge Elementary	406	E						9.24%	12.29%
61	Hawthorne Alt. High (Midwood TAPS)	386	A		x				77.46%	80.38%
62	Hickory Grove Elementary	410	E		x	x	x		81.13%	85.54%
63	Hidden Valley Elementary	412	E	x	x	x	x		93.57%	93.32%
64	Highland Creek Elementary	411	E						12.96%	18.49%
65	Highland Mill Montessori Elementary	413	E						34.59%	37.45%
66	Highland Renaissance Elementary	414	E	x	x	x	x		89.58%	93.47%
67	Hopewell High	415	H						30.64%	34.89%
68	Hornets Nest Elementary	416	E		x	x	x		76.03%	78.50%
69	Huntersville Elementary	420	E						19.10%	19.13%
70	Huntingtowne Farms Elementary	422	E		x	x	x		71.85%	74.34%
71	Idlewild Elementary	424	E			x	x		69.10%	73.16%
72	Independence High	426	H			x	x		54.47%	60.75%
73	Irwin Ave Elementary	427	E	x	x	x	x		82.05%	84.00%
74	J.H. Gunn Elementary	478	E		x	x	x		71.95%	77.21%
75	J.T. Williams Middle	581	M	x	x	x	x	x	93.31%	96.76%
76	J.V. Washam Elementary	433	E						16.10%	20.09%
77	J.W. Grier Elementary	432	E		x	x	x		74.35%	77.18%
78	James Martin Middle	428	M			x	x		65.95%	71.85%
79	Jay M. Robinson Middle	431	M						14.34%	16.90%
80	Kennedy Middle	434	M			x	x		63.87%	65.85%
81	Lake Wylie Elementary	436	E						38.00%	51.26%
82	Lansdowne Elementary	438	E						36.89%	40.68%
83	Lebanon Road Elementary	440	E				x		68.69%	69.92%

School Designations List
2009/2010 Listed in Alphabetical Order

	School Name	School Number	Level	Title I 2008/2009	Title I 2009/2010	FOCUS 2008/2009	FOCUS 2009/2010	Achievement Zone	Econ Disadv 2008/2009	Econ Disadv 2009/2010
84	Lincoln Heights Elementary	441	E	x	x	x	x		82.28%	86.02%
85	Long Creek Elementary	444	E						34.84%	40.95%
86	Mallard Creek Elementary	446	E						35.17%	40.93%
87	Mallard Creek High	445	H						32.79%	37.49%
88	Marie G. Davis	364	M						68.33%	59.33%
89	Martin Luther King Jr. Middle	448	M	x	x	x	x	x	85.28%	88.56%
90	Matthews Elementary	447	E						18.81%	22.36%
91	McAlpine Elementary	449	E						21.75%	22.37%
92	McClintock Middle	450	M		x	x	x		72.26%	77.31%
93	McKee Road Elementary	451	E						10.02%	12.20%
94	Merry Oaks Elementary	453	E	x	x	x	x		89.00%	93.86%
95	Metro School	386	EC						53.95%	60.00%
96	Midwood High School	375	H		x	x	x	x	90.34%	85.92%
97	Mint Hill Middle	455	M						35.76%	40.11%
98	Montclaire Elementary	459	E	x	x	x	x		91.51%	90.73%
99	Morehead Elementary	429	E						54.78%	60.14%
100	Morgan School	461	EC		x				81.58%	82.61%
101	Mountain Island Elementary	462	E						41.31%	40.00%
102	Myers Park High	466	H						24.45%	29.76%
103	Myers Park Traditional Elementary	464	E						22.52%	23.46%
104	Nathaniel Alexander Elementary	468	E		x	x	x		73.96%	75.79%
105	Nations Ford Elementary	471	E	x	x	x	x		89.43%	91.00%
106	Newell Elementary	474	E	x	x	x	x		81.63%	85.11%
107	North Mecklenburg High	480	H						19.71%	23.96%
108	Northeast Middle	479	M						54.04%	58.83%
109	Northridge Middle	481	M			x	x		66.35%	73.34%
110	Northwest School of the Arts (6-12)	482	H						37.53%	39.56%
111	Oakdale Elementary	485	E		x	x	x		71.97%	78.65%

School Designations List
2009/2010 Listed in Alphabetical Order

	School Name	School Number	Level	Title I 2008/2009	Title I 2009/2010	FOCUS 2008/2009	FOCUS 2009/2010	Achievement Zone	Econ Disadv 2008/2009	Econ Disadv 2009/2010
112	Oakhurst Elementary	487	E						65.57%	68.58%
113	Oaklawn Elementary	488	E						62.65%	72.12%
114	Olde Providence Elementary	491	E						13.77%	16.47%
	Olympic High (OHS)		H			x	x		44.43%	46.84%
115	Biotech, Health & Pub Adm @ OHS	697	H							
116	Intl Bus & Comm Studies @ OHS	696	H							
117	Intl Studies & Global Econ @ OHS	695	H							
118	Math, Eng, Tech, & Sci @ OHS	694	H							
119	Renaissance School @ OHS	693	H							
120	Park Road Montessori Elementary	492	E						13.58%	14.38%
121	Paw Creek Elementary	494	E				x		62.04%	71.27%
122	Pawtuckett Elementary	495	E		x	x	x		83.20%	86.36%
123	Performance Learning Center High	498	H						36.63%	38.83%
124	Piedmont Open Middle	497	M						42.23%	42.40%
125	Pineville Elementary	500	E						53.78%	61.04%
126	Pinewood Elementary	501	E	x	x	x	x		77.36%	82.83%
127	Piney Grove Elementary	503	E			x	x		70.89%	78.41%
128	Plaza Road Pre-Kindergarten	506	PK						Pre-K	EC pre-K
129	Polo Ridge	392	E						6.29%	7.67%
130	Providence High	508	H						7.91%	9.72%
131	Providence Spring Elementary	507	E						1.27%	2.24%
132	Quail Hollow Middle	509	M			x	x		63.81%	63.40%
133	Rama Road Elementary	512	E		x	x	x		73.08%	77.56%
134	Randolph Middle	513	M						48.07%	44.86%
135	Ranson Middle	514	M		x	x	x		74.45%	78.08%
136	Reedy Creek Elementary	516	E						56.89%	60.68%
137	Reid Park Elementary	517	E	x	x	x	x		95.28%	94.91%
138	Ridge Road Middle	518	M						NA	41.05%

School Designations List
2009/2010 Listed in Alphabetical Order

	School Name	School Number	Level	Title I 2008/2009	Title I 2009/2010	FOCUS 2008/2009	FOCUS 2009/2010	Achievement Zone	Econ Disadv 2008/2009	Econ Disadv 2009/2010
139	River Gate Elementary	590	E						NA	38.35%
140	River Oaks Academy	463	E						NA	60.47%
141	Sedgefield Elementary	519	E	x	x	x	x		88.10%	83.99%
142	Sedgefield Middle	520	M	x	x	x	x		82.11%	85.35%
143	Selwyn Elementary	522	E						14.63%	14.97%
144	Shamrock Gardens Elementary	527	E	x	x	x	x	x	90.27%	88.72%
145	Sharon Elementary	530	E						14.17%	15.92%
146	Smith K-8 (5)	532	M						31.89%	33.42%
147	Smithfield Elementary	534	E						54.61%	54.46%
148	South Charlotte Middle	537	M						16.36%	19.81%
149	South Mecklenburg High	535	H						28.31%	32.96%
150	Southwest Middle	538	M						47.11%	52.08%
151	Spaugh Middle	541	M	x	x	x	x	x	90.77%	92.94%
152	Starmount Pre-Kindergarten	544	PK						Pre-K	Pre-K
153	Statesville Road Elementary	546	E		x	x	x		74.91%	81.03%
154	Steele Creek Elementary	549	E						63.47%	66.53%
155	Sterling Elementary	550	E	x	x	x	x		86.83%	91.06%
156	Stoney Creek Elementary	521	E						NA	56.04%
157	Thomasboro Elementary	553	E	x	x	x	x		93.40%	95.13%
158	Torrence Creek Elementary	557	E						10.66%	12.83%
159	Tryon Hills Pre-Kindergarten	103	PK						Pre-K	Pre-K
160	Tuckaseegee Elementary	562	E			x	x		71.92%	73.89%
161	Turning Point Academy	439	A		x				86.12%	88.40%
162	University Meadows Elementary	566	E						59.00%	65.69%
163	University Park Elementary	565	E			x	x		69.13%	75.29%
164	Vance High	592	H			x	x		59.94%	64.56%
165	Villa Heights Elementary	571	E						21.45%	20.53%
166	Walter G. Byers Elementary	574	E	x	x	x	x	x	96.29%	91.75%

School Designations List
2009/2010 Listed in Alphabetical Order

	School Name	School Number	Level	Title I 2008/2009	Title I 2009/2010	FOCUS 2008/2009	FOCUS 2009/2010	Achievement Zone	Econ Disadv 2008/2009	Econ Disadv 2009/2010
167	West Charlotte High	576	H		x	x	x	x	73.94%	78.77%
168	West Mecklenburg High	579	H			x	x	x	68.96%	73.43%
169	Westerly Hills Elementary	577	E	x	x	x	x		89.19%	94.22%
170	Whitewater Academy	318	E			x	x		70.24%	79.96%
171	Whitewater Middle	317	M		x		x		NA	77.88%
172	Wilson Middle	585	M	x	x	x	x	x	87.80%	90.47%
173	Winding Springs Elementary	586	E						63.49%	64.06%
174	Windsor Park Elementary	587	E	x	x	x	x		83.75%	88.24%
175	Winget Park Elementary	588	E						34.14%	37.81%
176	Winterfield Elementary	589	E	x	x	x	x		82.65%	89.54%
	Totals			35	58	70	73	11		

Notes:

1. Title I and FOCUS school designations based on school-wide percentages of economically disadvantaged prior to the start of the 2009/2010 school year

2. Listed 2009/2010 percentages of economically disadvantaged student are current at the time of printing

School Designations List
2009/2010 Economically Disadvantaged Sort

	School Name	School Number	Level	Title I 2008/2009	Title I 2009/2010	FOCUS 2008/2009	FOCUS 2009/2010	Achievement Zone	ED 2008/2009	ED 2009/2010
1	Providence Spring Elementary	507	E						1.27%	2.24%
2	Polo Ridge	392	E						6.29%	7.67%
3	Elon Park Elementary	383	E						7.53%	8.85%
4	Davidson Elementary	357	E						8.64%	9.68%
5	Providence High	508	H						7.91%	9.72%
6	Elizabeth Lane Elementary	382	E						8.61%	10.91%
7	McKee Road Elementary	451	E						10.02%	12.20%
8	Hawk Ridge Elementary	406	E						9.24%	12.29%
9	Torrence Creek Elementary	557	E						10.66%	12.83%
10	Ardrey Kell High	302	H						11.16%	13.30%
11	Eastover Elementary	379	E						17.17%	13.31%
12	Park Road Montessori Elementary	492	E						13.58%	14.38%
13	Selwyn Elementary	522	E						14.63%	14.97%
14	Ballantyne Elementary	437	E						9.41%	15.81%
15	Sharon Elementary	530	E						14.17%	15.92%
16	Community House Middle	345	M						14.15%	16.20%
17	Olde Providence Elementary	491	E						13.77%	16.47%
18	Jay M. Robinson Middle	431	M						14.34%	16.90%
19	Barnette Elementary	328	E						13.41%	18.06%
20	Beverly Woods Elementary	322	E						16.73%	18.45%
21	Highland Creek Elementary	411	E						12.96%	18.49%
22	Davidson I.B. Middle	358	M						12.15%	18.55%
23	Bain Elementary	314	E						15.11%	18.64%
24	Huntersville Elementary	420	E						19.10%	19.13%
25	South Charlotte Middle	537	M						16.36%	19.81%
26	J.V. Washam Elementary	433	E						16.10%	20.09%
27	Villa Heights Elementary	571	E						21.45%	20.53%

School Designations List
2009/2010 Economically Disadvantaged Sort

	School Name	School Number	Level	Title I 2008/2009	Title I 2009/2010	FOCUS 2008/2009	FOCUS 2009/2010	Achievement Zone	ED 2008/2009	ED 2009/2010
28	Chantilly Elementary	336	E						21.20%	21.03%
29	Matthews Elementary	447	E						18.81%	22.36%
30	McAlpine Elementary	449	E						21.75%	22.37%
31	Bailey Middle	313	M						19.56%	22.62%
32	Butler High	361	H						20.52%	23.21%
33	Myers Park Traditional Elementary	464	E						22.52%	23.46%
34	North Mecklenburg High	480	H						19.71%	23.96%
35	Crestdale Middle	353	M						22.00%	24.04%
36	Cornelius Elementary	346	E						21.99%	26.39%
37	Endhaven Elementary	385	E						17.19%	27.36%
38	Croft Community	418	E						25.00%	28.22%
39	Myers Park High	466	H						24.45%	29.76%
40	Bradley Middle	394	M						27.23%	30.60%
41	Alexander Graham Middle	399	M						39.19%	30.88%
42	South Mecklenburg High	535	H						28.31%	32.96%
43	Smith K-8 (5)	532	M						31.89%	33.42%
44	Elizabeth Traditional Elementary	384	E						31.49%	33.87%
45	Hopewell High	415	H						30.64%	34.89%
46	Highland Mill Montessori Elementary	413	E						34.59%	37.45%
47	Mallard Creek High	445	H						32.79%	37.49%
48	Winget Park Elementary	588	E						34.14%	37.81%
49	Carmel Middle	333	M						33.40%	38.12%
50	River Gate Elementary	590	E						NA	38.35%
51	Performance Learning Center High	498	H						36.63%	38.83%
52	Northwest School of the Arts (6-12)	482	H						37.53%	39.56%
53	Mountain Island Elementary	462	E						41.31%	40.00%
54	Mint Hill Middle	455	M						35.76%	40.11%
55	Lansdowne Elementary	438	E						36.89%	40.68%

School Designations List
2009/2010 Economically Disadvantaged Sort

	School Name	School Number	Level	Title I 2008/2009	Title I 2009/2010	FOCUS 2008/2009	FOCUS 2009/2010	Achievement Zone	ED 2008/2009	ED 2009/2010
56	Mallard Creek Elementary	446	E						35.17%	40.93%
57	Long Creek Elementary	444	E						34.84%	40.95%
58	Ridge Road Middle	518	M						NA	41.05%
59	Blythe Elementary	442	E						36.80%	42.06%
60	Piedmont Open Middle	497	M						42.23%	42.40%
61	Cotswold Elementary	349	E						45.99%	42.49%
62	Randolph Middle	513	M						48.07%	44.86%
63	Clear Creek Elementary	338	E						40.69%	45.26%
64	Alexander Middle	305	M						32.03%	45.30%
	Olympic High		H			x	x		44.43%	49.49%
65	Biotech, Health & Pub Adm @ OHS	697	H							
66	Intl Bus & Comm Studies @ OHS	696	H							
67	Intl Studies & Global Econ @ OHS	695	H							
68	Math, Eng, Tech, & Sci @ OHS	694	H							
69	Renaissance School @ OHS	693	H							
70	Lake Wylie Elementary	436	E						38.00%	51.26%
71	CATO Middle College High	334	H						43.00%	51.52%
72	David Cox Road Elementary	362	E						46.29%	51.56%
73	Southwest Middle	538	M						47.11%	52.08%
74	Smithfield Elementary	534	E						54.61%	54.46%
75	East Mecklenburg High	377	H			x	x		49.24%	54.65%
76	Crown Point Elementary	352	E						48.18%	54.92%
77	Collinswood Elementary	344	E						56.19%	55.58%
78	Stoney Creek Elementary	521	E						NA	56.04%
79	Berewick Elementary	369	E							57.66%
80	Northeast Middle	479	M						54.04%	58.83%
81	Harding University High	405	H			x	x		54.64%	59.17%
82	Marie G. Davis	364	M						68.33%	59.33%

School Designations List
2009/2010 Economically Disadvantaged Sort

	School Name	School Number	Level	Title I 2008/2009	Title I 2009/2010	FOCUS 2008/2009	FOCUS 2009/2010	Achievement Zone	ED 2008/2009	ED 2009/2010
83	Metro School	386	EC						53.95%	60.00%
84	Morehead Elementary	429	E						54.78%	60.14%
85	River Oaks Academy	463	E						NA	60.47%
86	Reedy Creek Elementary	516	E						56.89%	60.68%
87	Independence High	426	H			x	x		54.47%	60.75%
88	Pineville Elementary	500	E						53.78%	61.04%
89	Dilworth Elementary	368	E						61.74%	62.08%
90	Quail Hollow Middle	509	M			x	x		63.81%	63.40%
91	Winding Springs Elementary	586	E						63.49%	64.06%
92	Vance High	592	H			x	x		59.94%	64.56%
93	Berry Academy Of Technology High	496	H			x	x		62.90%	65.55%
94	University Meadows Elementary	566	E						59.00%	65.69%
95	Kennedy Middle	434	M			x	x		63.87%	65.85%
96	Coulwood Middle	351	M			x	x		63.00%	65.87%
97	Steele Creek Elementary	549	E						63.47%	66.53%
98	Greenway Park Elementary	398	E						66.52%	68.28%
99	Oakhurst Elementary	487	E						65.57%	68.58%
100	Barringer Elementary	316	E			x	x		67.66%	69.09%
101	Lebanon Road Elementary	440	E				x		68.69%	69.92%
102	Paw Creek Elementary	494	E				x		62.04%	71.27%
103	James Martin Middle	428	M			x	x		65.95%	71.85%
104	Oaklawn Elementary	488	E						62.65%	72.12%
105	Idlewild Elementary	424	E			x	x		69.10%	73.16%
106	Northridge Middle	481	M			x	x		66.35%	73.34%
107	West Mecklenburg High	579	H			x	x	x	68.96%	73.43%
108	Tuckaseegee Elementary	562	E			x	x		71.92%	73.89%
109	Huntingtowne Farms Elementary	422	E		x	x	x		71.85%	74.34%
110	University Park Elementary	565	E			x	x		69.13%	75.29%

School Designations List

2009/2010 Economically Disadvantaged Sort

	School Name	School Number	Level	Title I 2008/2009	Title I 2009/2010	FOCUS 2008/2009	FOCUS 2009/2010	Achievement Zone	ED 2008/2009	ED 2009/2010
111	Nathaniel Alexander Elementary	468	E		x	x	x		73.96%	75.79%
112	J.W. Grier Elementary	432	E		x	x	x		74.35%	77.18%
113	J.H. Gunn Elementary	478	E		x	x	x		71.95%	77.21%
114	McClintock Middle	450	M		x	x	x		72.26%	77.31%
115	Rama Road Elementary	512	E		x	x	x		73.08%	77.56%
116	Whitewater Middle	317	M		x		x		NA	77.88%
117	Ranson Middle	514	M		x	x	x		74.45%	78.08%
118	Piney Grove Elementary	503	E			x	x		70.89%	78.41%
119	Hornets Nest Elementary	416	E		x	x	x		76.03%	78.50%
120	Oakdale Elementary	485	E		x	x	x		71.97%	78.65%
121	West Charlotte High	576	H		x	x	x	x	73.94%	78.77%
122	E. E. Waddell High		H			x	x	x	68.41%	78.78%
	Garinger High	396	H		x	x	x		74.11%	79.88%
123	Business/Finance @ GHS	692	H		x					
124	International Studies @ GHS	699	H		x					
125	Ldrshp/Public Service @ GHS	691	H		x					
126	Math/Science @ GHS	690	H		x					
127	New Technology @ GHS	698	H							
128	Whitewater Academy	318	E			x	x		70.24%	76.96%
129	Hawthorne Alt. High (Midwood TAPS)	386	A		x				77.46%	80.38%
130	Statesville Road Elementary	546	E		x	x	x		74.91%	81.03%
131	Morgan School	461	EC		x				81.58%	82.61%
132	Albemarle Road Middle	301	M	x	x	x	x		82.04%	82.67%
133	Pinewood Elementary	501	E	x	x	x	x		77.36%	82.83%
134	Sedgefield Elementary	519	E	x	x	x	x		88.10%	83.99%
135	Irwin Ave Elementary	427	E	x	x	x	x		82.05%	84.00%
136	First Ward Elementary	393	E	x	x	x	x		82.07%	84.38%
137	Cochrane Middle	341	M	x	x	x	x		81.74%	84.91%

School Designations List
2009/2010 Economically Disadvantaged Sort

	School Name	School Number	Level	Title I 2008/2009	Title I 2009/2010	FOCUS 2008/2009	FOCUS 2009/2010	Achievement Zone	ED 2008/2009	ED 2009/2010
138	Newell Elementary	474	E	x	x	x	x		81.63%	85.11%
139	Sedgefield Middle	520	M	x	x	x	x		82.11%	85.35%
140	Hickory Grove Elementary	410	E		x	x	x		81.13%	85.54%
141	Midwood High School	375	H		x	x	x	x	90.34%	85.92%
142	Lincoln Heights Elementary	441	E	x	x	x	x		82.28%	86.02%
143	Pawtuckett Elementary	495	E		x	x	x		83.20%	86.36%
144	Eastway Middle	381	M	x	x	x	x		87.21%	87.29%
145	Albemarle Road Elementary	300	E	x	x	x	x		87.09%	88.09%
146	Windsor Park Elementary	587	E	x	x	x	x		83.75%	88.24%
147	Turning Point Academy	439	A		x				86.12%	88.40%
148	Martin Luther King Jr. Middle	448	M	x	x	x	x	x	85.28%	88.56%
149	Shamrock Gardens Elementary	527	E	x	x	x	x	x	90.27%	88.72%
150	Berryhill Elementary	319	E		x	x	x		75.25%	89.12%
151	Winterfield Elementary	589	E	x	x	x	x		82.65%	89.54%
152	Briarwood Elementary	329	E	x	x	x	x		93.01%	89.94%
153	Wilson Middle	585	M	x	x	x	x	x	87.80%	90.47%
154	Montclaire Elementary	459	E	x	x	x	x		91.51%	90.73%
155	Nations Ford Elementary	471	E	x	x	x	x		89.43%	91.00%
156	Sterling Elementary	550	E	x	x	x	x		86.83%	91.06%
157	Walter G. Byers Elementary	574	E	x	x	x	x	x	96.29%	91.75%
158	Billingsville Elementary	335	E	x	x	x	x	x	91.35%	92.05%
159	Spaugh Middle	541	M	x	x	x	x	x	90.77%	92.94%
160	Druid Hills Elementary	374	E	x	x	x	x		93.17%	92.96%
161	Ashley Park Elementary	311	E	x	x	x	x		94.14%	93.03%
162	Hidden Valley Elementary	412	E	x	x	x	x		93.57%	93.32%
163	Highland Renaissance Elementary	414	E	x	x	x	x		89.58%	93.47%
164	Merry Oaks Elementary	453	E	x	x	x	x		89.00%	93.86%
165	Westerly Hills Elementary	577	E	x	x	x	x		89.19%	94.22%

School Designations List
2009/2010 Economically Disadvantaged Sort

	School Name	School Number	Level	Title I 2008/2009	Title I 2009/2010	FOCUS 2008/2009	FOCUS 2009/2010	Achievement Zone	ED 2008/2009	ED 2009/2010
166	Bruns Ave Elementary	489	E	x	x	x	x		96.77%	94.30%
167	Reid Park Elementary	517	E	x	x	x	x		95.28%	94.91%
168	Allenbrook Elementary	308	E	x	x	x	x		88.89%	94.96%
169	Thomasboro Elementary	553	E	x	x	x	x		93.40%	95.13%
170	J.T. Williams Middle	581	M	x	x	x	x	x	93.31%	96.76%
171	Devonshire Elementary	365	E	x	x	x	x		89.35%	96.84%
172	Amay James Pre-Kindergarten	430	PK						Pre-K	EC pre-K
173	Double Oaks Pre-Kindergarten	371	PK						Pre-K	EC pre-K
174	Plaza Road Pre-Kindergarten	506	PK						Pre-K	EC pre-K
175	Starmount Pre-Kindergarten	544	PK						Pre-K	Pre-K
176	Tryon Hills Pre-Kindergarten	103	PK						Pre-K	Pre-K
	Totals			35	58	70	73	11		

Notes:

1. Title I and FOCUS school designations based on the percentages of economically disadvantaged students prior to the start of the 2009/2010 school year

2. Listed 2009/2010 economically disadvantaged student percentages are current at the time of printing

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Executive Summary

Note: This report counts 176 schools in the district. As noted in each section below, not all reporting areas evaluate the number of schools in the same manner. For example, some may choose to evaluate the small high schools at Garinger and Olympic as single schools. In such a case, the total number of schools would be 168 instead of 176. In each of the narratives that follow this executive summary, the number of schools is fully explained as well as a list of schools not evaluated and reasons for their exemption.

Audio-Visual Equipment

Equity Standards:
The equity standards for audio-visual equipment are derived from a lengthy list of required apparatus. This list is posted in its entirety within the narrative portion of the Audio-Visual Equipment section and includes equipment required for both media centers and classrooms. Media center equipment includes items such as camcorders, digital cameras, portable speaker systems and VCR/DVDs. Required classroom items include access to cable television and equipment such as televisions, VCR/DVDs and overhead projectors.

2009-2010 Performance:
165 of 171 schools were evaluated in this section. For 2008-2009, all 165 schools were considered to be at standard.

Co-Curricular Activities

Equity Standards:
The equity standards for co-curricular activities are level-specific. To be considered at standard at the elementary level, schools must offer two of three programs: chess, Math Olympiad and Odyssey of the Mind. At the middle school level, schools must offer at least two programs from an extensive list that includes chess, National Academic League, Odyssey of the Mind, Math Counts, Science Olympiad, and Battle of the Books. High schools must offer all three of the required chess, debate and Science Olympiad programs in order to be at standard.

2009/2010 Performance:
165 of 176 schools were evaluated in this section. Overall, 143 of 165 schools or 87% met the co-curricular standard – a 4% increase from last year. Of the 73 FOCUS Schools evaluated, 59 or 81% met the standard.

Faculty

Equity Standards:
CMS Policies ADA, GCKA and GC provide staffing guidelines and mandate that schools be evaluated and compared against the district's Schools of Excellence and Distinction. Areas of evaluation include:
- The percentage of teaching staff with clear licensure
- The percentage of teaching staff with advanced degrees
- The percentage of the teaching staff who are new to teaching
- The average teacher experience of the staff

- The percentage of the teaching staff who have achieved National Board Certification
- The percentage of the teaching staff with five or more years of teaching experience

2009-2010 Performance:
Overall performance improved across all schools from the previous year in all six evaluated areas.
- Clear licensure: 89% of schools met the standard
- Advanced degrees: 38% of all schools met the standard
- New to teaching: 60% of all schools met the standard
- Average teacher experience: 32% of all schools met the standard
- National Board certification: 29% of all schools met the standard
- Five or more years of experience: 49% of all schools met the standard

Instructional Programs and Course Offerings

Equity Standards:
The equity standards used to assess instructional programs are quite comprehensive and level-specific. Standards include both curriculum-based and instructional elements. Also included are many school level-specific items as outlined in the Standards subsection of the Instructional Programs portion of this report.

2009-2010 Performance:
164 of 176 schools were evaluated in this section. All of the 164 sites were found to be at standard.

Library Books and Media Services

Equity Standards:
Three specific and comprehensive standards are used to assess the equitable educational opportunities provided by each school's library/media center:
Standard #1: The Quantitative Standard for Media Center Books evaluates the number of books per student offered by each library.
Standard #2: The Qualitative Library Media Center Book Standard assesses the quality and copyright date (or age) of the library collection at each school.
Standard #3: The Library/Media Center Personnel Standard evaluates whether or not each school's library/media center personnel meet the district's required qualifications and are certified accordingly.

2009/2010 Performance:
- *Standard #1:* 154 of 161 schools were evaluated for this standard. Of the 154 schools evaluated, 100% meet the quantitative standard for their media center's collection. Of the 73 FOCUS Schools evaluated, 100% met the standard.
- *Standard #2:* 156 of 162 schools were evaluated for this standard. All of the 156 schools evaluated met the minimum qualitative standard for the media center's collection with 41 schools evaluated as being "outstanding" and 112 schools considered "developing."
- *Standard #3:* 161 of 161 schools were evaluated for this section. 94% of evaluated schools (151 of 161) are at standard for media specialists. 97% of evaluated FOCUS schools (71 of 73) are at standard for media specialists.

School Facilities

Equity Standards:

A voluminous list of federal, state and local guidelines make up the wide array of safety codes and laws used to assess whether or not school facilities are at standard. In short, the functional components of space objectives, site capacity, space requirements, activities, design considerations and physical requirements best encapsulate the facilities standards

2009-2010 Performance:

167 of 168 schools were evaluated in the Facilities section of this report. Of those 167 schools, 100 schools or 60% were judged to be at standard. Of the 73 FOCUS schools, 41 schools, or 56%, are at standard. It is estimated that by fall of 2010, 105/171 or 61%* will be at standard, thus satisfying the 2010 goal.

*Projection adjustment due to economic instability

Teacher/Student Ratios

Equity Standards:

The Teacher/Student Ratio measures include two specific standards.

Standard #1: This standard includes predetermined teacher/student ratios (established by CMS) as specified below:

Grade	Teacher/Student Ratio
Kindergarten-3	1:22
4-5	1:27.5
6-8	1:24.5
9	1:25
10-12	1:28.5

Standard #2: This standard was added in the 2006/2007 school year and mandates a 1:16 teacher/student ratio in all kindergarten through third grade FOCUS school classes. As a result of budget reductions, the standard for elementary FOCUS schools was adjusted to an effective teacher/student ratio of 1:17 for the 2009/2010 school year.

2009/2010 Performance:

Teacher/student ratios continue to meet expectations with both standards being met for the 2009/2010 school year.

- ***Standard #1:*** 157 schools were evaluated for this section. The standard was met by all 157 evaluated schools and all 73 evaluated FOCUS Schools. In addition, 538 additional positions were allocated to schools for the 2009/2010 school year due to weighted enrollment. Of those 538 positions, 342, or 64%, were allocated to FOCUS schools.
- ***Standard #2:*** This standard was met by all 46 elementary-level FOCUS Schools.

Technology Systems

Equity Standards:

Technology standards are based on three specific components that include an internet connection of at least 10MB (100MB at the high school level), computer operating components that include the Windows XP operating system and a Pentium IV microprocessor. A closed-circuit television is required in every classroom.

2009-2010 Performance:
171 of 176 schools were evaluated for this section. Overall, CMS continues to meet equity standards for all evaluated areas of technology with 100% of schools considered at standard.

Textbooks
Equity Standards:
Textbook standards include four specific areas:

Standard 1: Every student will have access to the necessary textbooks for all CMS-approved courses within the first 10 days of the school year.

Standard 2: Every CMS-approved course will utilize textbook criteria which will define the book/materials to be used and the classroom/textbook ratio (i.e., one classroom set per class; one book per student, etc.).

Standard 3: Textbooks will be selected through a process involving school, community, and system-level and state resources.

Standard 4: Orders for the upcoming school year will be placed in time for delivery prior to the opening of schools.

2009-2010 Performance:
166 of 171 schools were evaluated for this section (pre-kindergarten schools were excluded).

- *Standard #1:* This year's evaluation indicated improved performance with 1,456 texts backordered at the start of the 2009/2010 school year. Nearly all (98%) books were received by sites (based on school demands) on June 30.
- *Standard #2:* This year's evaluation indicated that every CMS-approved course is meeting the standard textbook criteria including book/materials used and the classroom/textbook ratio (i.e., one classroom set per class; one book per student, etc.).
- *Standard #3:* This year's evaluation indicated that all textbooks were selected through a process involving school, community, and system-level and state resources.
- *Standard #4:* This year's evaluation indicated that orders were not placed on time for the 2009/2010 school year but that all current-adoption books needed for replacement and growth were ordered prior to the March 30 deadline.

Student Achievement Narrative
2008-2009

Background:

Students are given several standardized assessments each year. The results are used to monitor progress in student achievement. At the elementary and middle school level, students take state-required End-of-Grade tests (EOGs) in reading and mathematics. High school students and some middle school students take state-required End-of-Course tests (EOCs) in 10 courses. Some high school students participate in the College Board's Advanced Placement (AP) program or the International Baccalaureate (IB) program and also take the exams required in those courses.

Standards:

This report contains student achievement data specific to the academic goals established in the *Charlotte-Mecklenburg Schools Strategic Plan 2010: Educating Students to Compete Locally, Nationally and Internationally. Strategic Plan 2010* established high expectations for student achievement. These objectives include:

1. Eighty percent of schools will make expected or high growth on ABCs;
2. Ninety-five percent of students will achieve at or above standard on reading End-of Grade (EOG) tests in grades three through eight;
3. Eighty-eight percent of students will achieve at or above standard on mathematics (EOG) tests in grades three through eight;
4. Eighty percent of students will achieve at or above standard on science (EOG) tests in grades three through eight;
5. Eighty percent of students will achieve at or above standard on state writing assessment in grades four, seven and 10;
6. Eighty percent of students achieving at or above standard on the End-of-Course (EOC) composite tests;
7. Disparity based on race, ethnicity and socioeconomic status will not exceed 10 percentage points on all academic measures;
8. Students graduating on time will increase by 3 percent each year;
9. The number of students who drop out will decrease by 3 percent each year;
10. CMS will meet or exceed the national average on Advanced Placement exams (combined scores) with scores of 3, 4 or 5;
11. Seventy-five percent of students will meet or exceed the national average on the SAT, while the percentage of students who take the test will also increase;
12. CMS will meet or exceed the national average on nationally-normed tests in math, reading and writing.
13. CMS students will meet or exceed the national average on the National Assessment for Educational Progress (NAEP), also called the Nation's Report Card, in reading, mathematics and science.

To achieve these goals, all students in CMS must be offered opportunities to participate and excel in challenging courses. These goals will be achieved by increases in student performance that demonstrate all students are learning to high levels and by eliminating the achievement gap in performance among white, African-American, and Hispanic/Latino students and between students who are economically disadvantages and those who are not.

Performance Against Standards:

Note: Students in grades three through eight who did not pass the End-of-Grade tests were allowed to take the test again. Retests often raised a school's score at least slightly, because some students passed the test on the second try. Retest results were not included in school scores until 2008-2009. Comparing the 2007-2008 scores and the 2008-2009 scores is therefore not valid, because the scores were not calculated the same way.

- *Eighty percent of schools will make expected or high growth on ABCs;*
  The percentage of schools making expected or high growth *increased* from 77.4% in 2007-2008 to 89.6% in 2008-2009.

- *Ninety-five percent of students will achieve at or above standard on reading End-of Grade (EOG) tests in grades three through eight;*
  The percentage of students scoring at or above standard *increased* from 55.2% in 2007-2008 to 67.3% in 2008-2009 with retests included. Excluding retests, the percentage of students scoring at or above standard *increased* from 55.2% in 2007-2008 to 58.7% in 2008-2009.

- *Eighty-eight percent of students will achieve at or above standard on mathematics (EOG) tests in grades three through eight;*
  The percentage of students scoring at or above standard *increased* from 67.7% in 2007-2008 to 78.6% in 2008-2009 with retests included. Excluding retests, the percentage of students scoring at or above standard *increased* from 67.7% in 2007-2008 to 71.6% in 2008-2009.

- *Eighty percent of students will achieve at or above standard on science (EOG) tests in grades three through eight;*
  The percentage of students scoring at or above standard *increased* from 43.1% in 2007-2008 to 62.0% in 2008-2009 with retests included. Excluding retests, the percentage of students scoring at or above standard *increased* from 43.1% in 2007-2008 to 52.4% in 2008-2009.

- **Eighty percent of students will achieve at or above standard on state writing assessments in grade 10;**
  Passing rates *decreased* from 77.2% in 2007-2008 to 74.9% in 2008-2009.

- *Eighty percent of students achieving at or above standard on the End-of-Course (EOC) composite tests;*
  The overall results *increased* from 70.1% in 2007-2008 to 75.8% in 2008-2009.
  Specifics on a number of individual EOC exams are as follows:

Course	2007/2008 Passing Rate	2008/2009 Passing Rate	Change
English I	74.1%	76.6%	+2.5%
Algebra I	70.6%	74.7%	+4.1%
Biology	72.0%	78.2%	+6.2%
Civics & Economics	70.8%	77.1%	+6.3%
U.S. History	74.3%	78.9%	+4.6%

- **Disparity based on race, ethnicity and socioeconomic status will not exceed 10 percentage points on all academic measures;**
  In reading, the proficiency gap (achievement gap) between African-American and Caucasian students *decreased* from 40.8% in 2007-2008 to 34.9% in 2008-2009 with retests included. Excluding retests, the achievement gap between African-American and Caucasian students *decreased* from 40.8% in 2007-2008 to 39.6% in 2008-2009.

  In mathematics, the achievement gap between African-American and Caucasian students *decreased* from 36.8% in 2007-2008 to 27.1% in 2008-2009 with retests included. Excluding retests, the achievement gap between African-American and Caucasian students *decreased* from 36.8% in 2007-2008 to 33.2% in 2008-2009.

- *Students graduating on time will increase by 3 percent each year;*
  The percentage of students graduating on time *decreased* from 66.6 in 2007-2008 to 66.1 in 2008-2009.

- *The number of students who drop out will decrease by 3 percent each year;*
  Data quality in this area has improved significantly. The accurate dropout rate for the 2006-2007 school year was 6.39%. This is an *increase* from the previous year's rate of 4.58%.

- *CMS will meet or exceed the national average on Advanced Placement exams (combined scores) with scores of 3, 4 or 5;*
  The percentage of CMS students scoring 3, 4, or 5 (passing scores) *increased* from 47% in 2007 to 49% in 2009. This number is still behind the national rate of 59%.

- **Seventy-five percent of students will meet or exceed the national average on the SAT, while the percentage of students who take the test will also increase;**
  For 2007-2008, 46% of CMS test-takers met or exceeded the national average score on the SAT, which was the same percentage as the 2006-2007 school year rate. The percentage of students who took the SAT *decreased* from 68.4% in 2007-2008 to 60.6% in 2008-2009.

- *CMS will meet or exceed the national average on nationally normed tests in math, reading and writing;*
  CMS did not administer any nationally normed tests during the 2008-2009 school year.

- *CMS students will meet or exceed the national average on the National Assessment of Educational Progress (NAEP, also called the Nation's Report Card) in reading, mathematics and science*

NAEP (National Assessment for Educational Progress) Results:

Of 18 urban districts assessed, CMS leads in the percentage of students scoring at or above basic in grade four reading. CMS is one percentage point below the North Carolina average and five points ahead of the national average. In both fourth and eighth grades, CMS's top ten percent of students and bottom ten percent of students outperform similar groups of students across the nation.

In eighth-grade math, only Austin, Texas, outperformed CMS among assessed urban districts. CMS outperformed the nation by one percentage point and trailed North Carolina by two percentage points. Both white and black CMS students outperform their counterparts in all other states. Missouri is the only state whose Hispanic students outperform CMS Hispanic students. Thirteen states have economically disadvantaged students who outperform economically disadvantaged students in CMS.

In fourth-grade math, CMS's white, black, Hispanic and economically disadvantaged students outperformed the national average of their peers.

NAEP's measurement of the achievement gap differs from that of North Carolina. NAEP measures the difference in average score; the state measures the difference in proficiency rate. The NAEP measure more accurately identifies disparity in performance. In fourth-grade math, the white/black disparity increased by two points from the last NAEP administration while the white/Hispanic gap increased one point. The economically disadvantaged gap held constant in CMS. In eighth-grade math, the performance gap decreased in all cases; in particular, the white/Hispanic gap decreased 14 points from the last NAEP administration.

Procedures, Systems and Strategies for Achieving and/or Maintaining Equity:

The following strategies are in place for achieving and maintaining equity in student achievement:

- Use quarterly data to diagnose individual student needs and modify instruction as appropriate;

- Identify interventions for individual students through a Personalized Education Plan (PEP) and provide interventions and intensive care to students who are not performing at or above grade level;

- Provide enrichment opportunities for students who demonstrate mastery of skills and content to accelerate their learning to high levels;

- Assign students who have demonstrated above grade level performance to more challenging courses through a review and monitoring process;

- Use PSAT data to identify students likely to be successful in AP courses and monitor that students have been appropriately placed;

- Provide teachers with ongoing professional development for team planning, in the use of the CMS instructional model and in the use of data to improve student achievement;

- Align all professional development funding to target increased staff capacities in key content areas;

- Evaluate the implementation of school-based and district processes to monitor student progress after each assessment;

- Monitor the scheduling of time for teachers to plan together, to engage in professional development, and to provide students with additional and extended learning opportunities; and

- Monitor the implementation of programs designed to provide educational support to identified students.

Audio-Visual Equipment
2009/2010

AT A GLANCE

Goal: 100%
All Schools' Performance: 100%
FOCUS School Performance: 100%
Non-Focus School Performance: 100%

Relation to Strategic Plan 2010
- Adequate Resources and Facilities: Instructional materials and supplies, technology, co-curricular activities 3.1: All schools will be equipped with CMS-standard instructional materials and supplies.
- Adequate Resources and Facilities: Instructional materials and supplies, technology, co-curricular activities 3.2: All schools will meet CMS standards for technology.

Evaluated Standard
Standards vary by level. Please see the following Standards section for a complete explanation.

Number of Schools Evaluated: 170/176
The following schools were not assessed:
- Amay James Pre-Kindergarten
- Double Oaks Pre-Kindergarten
- Plaza Road Pre-Kindergarten
- Starmount Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Cato Middle College High School

Standards at a Glance
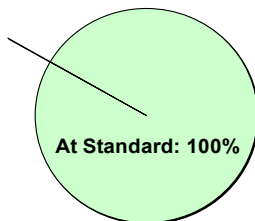
At Standard: 100%

- *100% of all schools are at standard: 170/170*
- 100% of elementary schools are at standard: 103/103
- 100% of middle schools are at standard: 34/34
- 100% of high schools are at standard: 29/29
- 100% of exceptional children's schools 2/2
- 100% of all alternative schools are at standard: 2/2
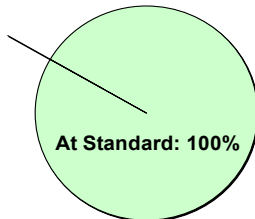
At Standard: 100%

- *100% of all FOCUS Schools are at standard: 81/81*
- 100% of elementary FOCUS schools are at standard: 46/46
- 100% of middle school FOCUS schools are at standard: 16/16
- 100% of high school FOCUS schools are at standard: 19/19

Background

Beginning with the 2002/2003 school year, the CMS Technology Services division in partnership with the Curriculum and Instruction department, developed baseline AV equipment standards for all schools in CMS. These standards provide VCRs, screens, TVs and other related equipment in every classroom and media center.

Included in the 2002/2003 standards was the provision that all AV equipment would be standardized. In addition to providing equity across the district, this greatly increases the efficiency of the technology department in keeping the equipment operating with minimum disruption.

The AV standards are tied to the 2010 plan in Goal III – Adequate Resources and Facilities, specifically to objective 3.2: All schools will meet CMS standards for technology.

Standards:

The following tables outline the AV standards for Media Centers and Classrooms.

Media Centers					
Elementary Schools		Middle Schools		High Schools	
Qty	Item	Qty	Item	Qty	Item
1	Camcorder	1	Camcorder	1	Camcorder
2	Overhead projector with projection table	2	Overhead projector with projection table	2	Overhead projector with projection table
2	CD/cassette player or tape player	25	CD/cassette player or tape player	30	CD/cassette player or tape player
2	27" Color TV- Closed Caption on TV cart w/ strap or 40' Flat Screen Mounted	2	27" Color TV- Closed Caption on TV cart w/ strap or 40' Flat Screen Mounted	2	27" Color TV- Closed Caption on TV cart w/ strap or 40' Flat Screen Mounted
2	Data/video projector	2	Data/video projector	2	Data/video projector
1	Hot laminator machine[1]	1	Hot laminator machine[1]	1	Hot laminator machine[1]
1	Book binding machine[1]	1	Book binding machine[1]	1	Book binding machine[1]
1	Letter cutting machine[1]	1	Letter cutting machine[1]	1	Letter cutting machine[1]
1	Digital camera[1]	1	Digital camera[1]	1	Digital camera[1]
1	Engraver[1]	1	Engraver[1]	1	Engraver[1]
1	Small Portable PA system	1	Small Portable PA system	1	Small Portable PA system
1	Large PA system	1	Large PA system	1	Large PA system
1	Wireless microphone	1	Wireless microphone	1	Wireless microphone
1	Tripod screen	1	Tripod screen	1	Tripod screen
2	VCR or DVD/VCR	2	VCR or DVD/VCR	2	VCR or DVD/VCR
1	Listening center	-	-	-	-
-	-	1	Book Security System[1]	1	Book Security System[1]

[1]These items are no longer included in AV Equipment because they are managed by other departments.

Classrooms					
Elementary Schools		**Middle Schools**		**High Schools**	
Qty	**Item**	**Qty**	**Item**	**Qty**	**Item**
1	Cable television service (selected channels)	1	Cable television service (selected channels)	1	Cable television service (selected channels)
1	Access to closed circuit TV system & TV Studio	1	Access to closed circuit TV system & TV Studio	1	Access to closed circuit TV system & TV Studio
1	Overhead projector or Classroom Projection System*	1	Overhead projector or Classroom Projection System*	1	Overhead projector or Classroom Projection System*
1	CD/cassette player or tape player	-	-	-	-
1	27" Color TV- Closed Caption or Classroom Projection System*	1	27" Color TV- Closed Caption or Classroom Projection System*	1	27" Color TV- Closed Caption or Classroom Projection System*
1	Listening center	-	-	-	-
1	VCR or DVD/VCR or DVD/VHS recorder with tuner	1	VCR or DVD/VCR or DVD/VHS recorder with tuner	1	VCR or DVD/VCR or DVD/VHS recorder with tuner

* Classroom Projection System includes the following components:
- Short-throw DLP data projector
- Wall mounted speakers
- DVD/VHS recorder with tuner

Procedures, Systems and Strategies for Achieving and/or Maintaining Equity

Classroom and AV equipment in the schools is purchased and replaced in one of three ways:
- New AV equipment allocation.
- Equipment replacement program.
- Reallocation of surplus equipment.

New AV Equipment Allocation:
Prioritization
- New equipment purchases are based on meeting the district standard for AV equipment.
- Data gathered from the Annual Media and Technology Report (AMTR) and Material Management Inventory System (MMIS) is used to ascertain what items are in the greatest shortage at which schools.
- A spending plan is developed that best utilizes the monetary resources available.

Budget Process
- When budget allows, Information Systems & Support develops allocations based on the greatest needs.
- Requisitions are generated based on a prioritized spending plan.

Reporting to Schools
- School contact is notified as to what classroom/media AV items will be purchased for their inventory.
- Instructions are given to the contact for the procedures to follow when the equipment arrives.

Shipping/Receiving/Payment
- All items are shipped to the warehouse, delivered to the school, and become part of the school's inventory.

- The school enters the equipment information provided by Information Systems & Support into MMIS.
- Information from the warehouse on the receipt of the equipment is then entered into Lawson for vendor payment.

Equipment Replacement:
Repair Process
- CMS AV Repairs department receives broken classroom/media equipment from the schools for repair.
- Items assessed as more expensive to repair than to purchase new are deemed as surplus.
- The AV Repairs department sends to Information Systems & Support an electronic notice stating that a particular item has been added to surplus.

Budget Process
- When budget allows, a spending plan is developed for replacement.
- Requisitions are generated based on the electronic information received from the AV Repairs department.

School Notification
- The school principal and the media coordinator in those schools are notified by AV Repairs that the equipment has been added to surplus.
- Instructions are given to the contact for the procedures to follow when the equipment arrives.

Shipping/Receiving/Payment
- All items are shipped to the Bond Street warehouse, then distributed to the schools and added to the school MMIS inventory.
- Information from the warehouse on the receipt of the equipment is then entered into Lawson for vendor payment.

Reallocation of Reusable Equipment:
Prioritization
- Allocation of equipment is based on meeting the district standard for AV equipment.
- Data gathered from the Annual Media and Technology Report (AMTR), Material Management Inventory System (MMIS), school media specialists and CMS Building Services is used to ascertain what items are in the greatest shortage at which schools.
- An allocation plan is developed matching school needs with the supply of reusable items.

Inventory
- As school facilities are closed, reusable classroom and media AV equipment is sent to the Bond Street warehouse.
- Items are cleaned, checked for operation and redistributed based on need.

Reporting to Schools
- School principal, media specialist and MMIS coordinator are notified by e-mail as to what classroom/media AV items will be shipped to them.
- Instructions are given for the procedures to follow when the equipment arrives.

Shipping/Receiving/Payment
- All items are shipped directly to the schools from the Bond Street warehouse and become part of the school inventory.
- The school receives the item into MMIS when it arrives.

Performance Against Standards
Schools Not Assessed:
The six schools listed below were not included in this assessment for the following reasons:
- Amay James Pre-Kindergarten: No formal technology standards for Pre-Kindergarten
- Double Oaks Pre-Kindergarten: No formal technology standards for Pre-Kindergarten
- Plaza Road Pre-Kindergarten: No formal technology standards for Pre-Kindergarten
- Starmount Pre-Kindergarten: No formal technology standards for Pre-Kindergarten
- Tryon Hills Pre-Kindergarten: No formal technology standards for Pre-Kindergarten
- Cato Middle College High School: This school is being provisioned by a third party.

As of fall, 2009, there are 170 schools at standard (100%). The quality of AV equipment in the schools continues to improve annually. Four initiatives made this improvement possible:
1. The consolidation of schools whose AV equipment was reclaimed and then redistributed.
2. Special purchase of AV equipment to outfit new mobile classrooms.
3. Special budget allocation to replace all out-of-date TVs.

2009/2010 Performance (Leveled):
The following table represents AV equipment status as of November 1, 2009:

Schools	Total	Number at Standard	Percentage at Standard
Elementary	103	103	100%
Middle	34	34	100%
High	29	29	100%
Exceptional Children	2	2	100%
Alternative	2	2	100%
Total	**170**	**170**	**100%**

Multi-Year Performance (Leveled):
The following table provides summary data for the percentage of schools that were evaluated as being "at standard" for the past four years for co-curricular activities.

School Year	Elementary	Middle	High
2007/2008 (160/165)*	100%	100%	100%
2008/2009 (166/171)*	100%	100%	100%
2009/2010 (171/176)*	100%	100%	100%

Total number of possible schools indicated in above parenthesis

Future Forecast

The standardized purchase of AV equipment has altered slightly by staff over the past few years in order to stay current and maintain equity. An example of such an alteration includes updating standards to include the classroom projection systems. Associated staff members use these standards in conjunction with the school facility planning process in order to ensure that adequate equipment is ordered for new classrooms or redistributed as classrooms are repurposed or closed.

It is a challenge to maintain an adequate budget that keeps pace with classroom growth caused by increases in student enrollment. Some, but not all, needs can be met through the refurbishment and redistribution of reclaimed equipment. Repair of broken AV equipment and replacement of non-repairable equipment on a timely basis will further the resources available to classroom instructors. Special budget allotments to replace outdated AV equipment will help to maintain the quality of AV standards in the classrooms.

General Recommendations for Future Action and Equity Evaluations:

1. While all schools are functionally at standard, the age of AV equipment varies. With the increasing change of AV technology, Information Systems & Support continues to reassess the current inventory to ascertain the need for changes in purchased equipment.
2. Staff will continue to participate in the strategic planning process associated with building a picture of the necessary AV technology to support the classroom of the future. The first of these meetings has already occurred but the process will remain ongoing as technology needs constantly evolve.

Co-Curricular Activities
2009-2010

AT A GLANCE

Relation to Strategic Plan 2010:
- Adequate Resources and Facilities: Instructional materials and supplies, technology, co-curricular activities 3.1: All schools will be equipped with CMS-standard instructional materials and supplies.
- Adequate Resources and Facilities: Instructional materials and supplies, technology, co-curricular activities 3.3: All schools will meet the CMS standard number of co-curricular activities.

Evaluated Standard:
Standards vary by grade level. Please see the following standards section for a complete explanation.

Number of Schools Evaluated: 165/176
Eleven schools are exempt:
- Midwood
- Morgan School
- Hawthorne High School
- Turning Point Academy
- Metro School
- Double Oaks Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Starmount Pre-Kindergarten
- Amay James Pre-Kindergarten
- Plaza Road Pre-Kindergarten
- Cato Middle College

Standards at a Glance:

- ***87% of all schools are at standard: 143/165*** **(Exhibit 1.1)**
- 87% of all elementary schools are at standard: 90/103
- 100% of all K-8 schools (Smith Language Academy) are at standard: 1/1
- 94% of all middle schools are at standard: 30/32
- 50% of all 6-12 schools (Northwest School of the Arts and the Military and Global Leadership Academy @ Marie G. Davis) are at standard: 1/2
- 78% of all high schools are at standard: 21/27

Exhibit 1.1: Percentage of All Schools

Not At Standard: 13%
At Standard: 87%

Exhibit 1.2: Percentage of FOCUS Schools
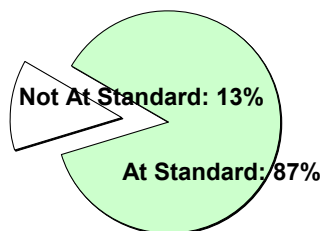
Not At Standard: 19%
At Standard: 81%
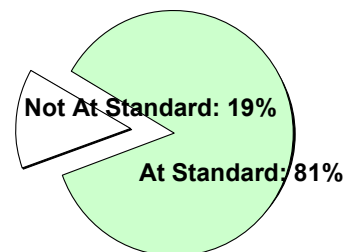
- ***81% of all FOCUS Schools are at standard: 59/73*** **(Exhibit 1.2)**
- 85% of all elementary FOCUS Schools are at standard: 39/46
- 75% of all middle school FOCUS Schools are at standard: 12/16
- 80% of all high school FOCUS Schools are at standard: 8/10

Background:

In the 1999/2000 school year, the co-curricular activities project charter was established to create a comprehensive co-curricular program to improve access and opportunities to students in all grade levels and to increase participation among all groups of students regardless of race, socioeconomic status or English language level.

Co-curricular activities complement and enrich the academic curriculum by providing opportunities in which students can further develop problem-solving skills, experience leadership and grow personally. Co-curricular activities offer students an array of opportunities to explore interests or to explore areas of new knowledge. These activities are considered to be an integral part of school life and provide an additional commitment to academics, social interaction and emotional well-being of students. Staff time, activity meeting schedules and costs involved in any particular co-curricular activity vary from school to school depending on the numbers of students involved, existing school schedules, and advisor availability. All identified activities help to develop important qualities such as leadership, self-discipline and self-confidence.

The system-wide standards for co-curricular activities were determined by the project charter's service integration team. Debate was implemented at every high school and some funding was established. The Charlotte Mecklenburg Scholastic Chess Association was contracted to offer instruction to co-curricular advisors and students, oversee chess activities in schools and facilitate participation in regional, state and national tournaments. An academic competitions budget was also established to assist schools that qualified for national competitions with travel and lodging.

Schools were surveyed twice a year - in the fall to determine which activities would be offered and again in the spring to determine which activities had actually been implemented. Schools kept records of the number of participating students in each activity. The intent was to establish these programs as a natural extension of the school day to focus on social interaction, leadership and academic achievement.

Standards:

The co-curricular activities project charter is ongoing. In January 2007, at the request of elementary and middle school superintendents of curriculum and instruction, activities were added to the co-curricular standards to give schools choice, flexibility, and more co-curricular opportunity. However, there was no increase in funding for additional materials or to provide stipends to co-curricular advisors of the added activities.

Elementary Activities: Schools must offer two activities out of the options below to be considered at standard.
- Chess
- Math Olympiad
- Odyssey of the Mind [1]

[1] *Added for choice*

Middle School Activities: Schools must offer two of the three options below to be considered "at standard."[1]
- Chess
- National Academic League (NAL)
- Odyssey of the Mind[2]
- Math Counts[2]
- Science Olympiad[2]
- Battle of the Books[2]

[1]*Because NAL has two co-curricular advisors, only one other activity is needed to be at standard. If there is not an NAL charter at the school, three other activities are needed to be at standard.*
[2]*Added for choice*

High School Activities: Schools must offer all three of the options below to be considered at standard.
- Chess
- Debate
- Science Olympiad

Procedures, Systems and Strategies for Achieving and/or Maintaining Equity:

In order to ensure that all schools maintain the appropriate level of co-curricular activities, the following process is utilized:

Prioritization:
- Maintain co-curricular activities for all elementary and secondary schools
- Survey fall and spring to determine which co-curricular activities are established and implemented in every school
- Have schools record the number of participants in each activity
- Maintain budget to assist schools that qualify for national competitions with travel and lodging

Planning and Tracking:
- Survey principals in fall and spring to monitor co-curricular activities

Communication:
- Distribute updated or revised co-curricular manual to all schools to communicate co-curricular activities expectations to principals and administration
- Maintain a co-curricular activities web-page which includes a master calendar of all national tournament competitions

Maintenance:
- Assess yearly budget for co-curricular activities
- Revise and update annually the co-curricular manual to serve as a reference tool for schools and co-curricular activity advisors
- Provide stipends for co-curricular advisors
- Stipends remain as:
  - Elementary = 2 @ $200.00
  - Middle School = 3 @ $300.00 (2 for NAL)
  - High School = 2 @ $400.00
- Debate stipends are paid from a separate fund through the payroll department

Performance Against Standards:

Schools Not Assessed:

The following schools were not included in this assessment:
- Midwood
- Morgan
- Hawthorne High
- Derita Alternative
- Metro
- Double Oaks Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Starmount Pre-Kindergarten
- Amay James Pre-Kindergarten
- Plaza Road Pre-Kindergarten
- Cato Middle College

- Pre-Kindergarten schools have age-appropriate co-curricular offerings in their after school programs.

- Cato Middle College classes are held on the community college campus and students avail themselves of after class activities found on campus.

- All other alternative school activities are designed with the specific population of students in mind and are geared to the needs of the students.

According to the co-curricular charter and the balanced scorecard, CMS expects all schools to be at standard for co-curricular activities. Principals of schools not participating or partially participating in co-curricular activities have stated many reasons for their lack of participation. Despite the availability of stipends and materials, reasons for non-participation include:
1. Co-curricular advisors are not available due to other after-school commitments.
2. Stipends range from $200–$400 depending on the activity. When the activities are very time-intensive, the stipends are not an adequate incentive.
3. Lack of student interest in an activity.
4. Many students cannot stay after school to participate. Transportation is a problem.
5. Scheduling time for the co-curricular activity, especially in elementary schools, is a problem.
6. Other activities such as tutoring, recovery and other extra curricular activities have higher priorities for students and schools.

2009/2010 Performance (Leveled):

The following table represents co-curricular status as of Oct. 28, 2009:

Schools	Total	Number at Standard	Percentage at Standard
Elementary	103	90	87%
Middle	32	30	94%
High	27	21	78%
K-8	1	1	100%
6-12	2	1	50%
Total	**165**	**143**	**87%**

Multi-Year Performance (Leveled):

The following table provides summary data for the percentage of schools that were evaluated as being "at standard" for the past two years for co-curricular activities. **School Year**	**Elementary**	**Middle**	**High**
2007/2008 (133/156)	84% ↑	97% ↑	79% ↑
2008/2009 (139/160)	82% ↓	93% ↓	79%
2009/2010 (138/164)	87% ↑	94% ↑	78% ↓

*Total number of possible schools indicated in above parenthesis

The percentage of each co-curricular activity for all schools (2009-2010) is as follows:
Elementary
- Chess: 85 of 103 schools   (83%)
- Math Olympiad: 93 of 103 schools   (90%)
- Odyssey of the Mind: 31 of 103 schools   (30%)

Middle School
- Chess: 19 of 32 schools   (59%)
- National Academic League: 19 of 32 schools   (59%)
- Science Olympiad: 19 of 32 schools   (59%)
- Odyssey of the Mind: 9 of 32 schools   (28%)
- Math Counts: 18 of 32 schools   (56%)
- Battle of the Books: 32 of 32 schools   (100%)

High School
- Chess: 24 of 27 schools   (89%)
- Science Olympiad: 25 of 27 schools   (93%)
- Debate: 22 of 27 schools   (82%)

Comparison of Spring/Fall Survey Results:

Elementary			
Spring 2009		**Fall 2009**	
Chess	76	Chess	85
Math Olympiad	83	Math Olympiad	93
Odyssey of the Mind	31	Odyssey of the Mind	31
Middle Schools			
Spring 2009		**Fall 2008**	
Chess	18	Chess	19
NAL	14	NAL	19
Science Olympiad	12	Science Olympiad	19
Odyssey of the Mind	6	Odyssey of the Mind	9
Math Counts	16	Math Counts	18
Battle of the Books	28	Battle of the Books	32
High Schools			
Spring 2009		**Fall 2009**	
Chess	28	Chess	24
Science Olympiad	23	Science Olympiad	25
Debate	25	Debate	22

Future Forecast:

- The curriculum and instruction department will continue to bring co-curricular activities to the attention of principals and schools to increase access, opportunity and accountability of co-curricular activities.
- The curriculum and instruction department will continue to support co-curricular activities that accomplish the following:
  - Complement and enrich the academic curriculum;
  - Provide opportunities in which students can develop problem-solving skills, experience leadership and grow personally;
  - Offer students an array of opportunities to enhance interests or to explore new activities;
  - Provide additional commitment to academics, social interaction and emotional well-being of students as an integral part of school life.
  - Promote valuable learning opportunities in teamwork, sportsmanship, winning and losing and hard work;
  - Provide students opportunities in various settings in which to develop.

Faculty
2009/2010

AT A GLANCE

Relation to Strategic Plan 2010

Effective Educators – 1.0: CMS will increase the percentage of its schools with an effective teaching staff. That effectiveness will be measured by subjective and objective evaluations, and the percentage will be set after a district-wide accountability system required by CMS Board of Education Policy AE has been adopted.

- Effective Educators – 4.0: Targeted schools (FOCUS Schools) within CMS will be staffed with teachers and administrators who have the same experience and degrees as the two-year average for teachers in the CMS Schools of Excellence and Distinction as defined by ABC rankings.

Evaluated Standard

Standards vary by grade level. Please see the following Standards section for a complete explanation.

Number of Schools Evaluated

Schools not included are listed in the Performance Against Standards Section.

- 168 schools in 2009/2010 – 3 schools not included in the total school count are listed in Performance against Standards section

Standards at a Glance

Summary of findings for the GCKA standard: 2009/2010

- Met the standard for clear licensure (See Performance Against Standard section for explanation)

2007/2008	2008/2009	2009/2010
57% All Schools – 90/157	↑72% All Schools – 118/164	↑89% All Schools – 149/168
49% FOCUS Schools – 36/74	↑ 65% FOCUS Schools – 51/79	↑84% FOCUS Schools – 68/81

- Met the standard for teaching staff with advanced degrees.

2007/2008	2008/2009	2009/2010
30% All Schools – 47/157	↑ 35% All Schools – 58/164	↑38% All Schools – 63/168
22% FOCUS Schools – 16/74	↑ 27% FOCUS Schools – 21/79	↑30% FOCUS Schools – 24/81

- Met the standard for teaching staff that are new to teaching

2007/2008	2008/2009	2009/2010
41% All Schools – 64/157	↑ 49% All Schools – 80/164	↑60% All Schools – 101/168
28% FOCUS Schools – 21/74	● 25% FOCUS Schools – 20/79	↑43% FOCUS Schools – 35/81

- Met the standard for average years of teaching experience

2007/2008	2008/2009	2009/2010
27% All Schools – 43/157	● 27% All Schools – 45/164	↑32% All Schools – 54/168
19% FOCUS Schools – 14/74	↓ 16% FOCUS Schools – 13/79	●16% FOCUS Schools – 13/81

- Met the standard for teaching staff with National Board Certification

2007/2008	2008/2009	2009/2010
29% All Schools –45/157	↓26% All Schools - 43/164	↑29% All Schools – 48/168
14% FOCUS Schools – 10/74	↓13% FOCUS Schools - 7/79	↓10% FOCUS Schools – 8/81

- Met the standard for teaching staff with 5+ years of teaching experience

2007/2008	2008/2009	2009/2010
32% All Schools – 50/157	↑ 39% All Schools – 64/164	↑49% All Schools – 83/168
16% FOCUS Schools – 12/74	● 16% FOCUS Schools – 13/79	↑27% FOCUS Schools – 22/81

Background

Charlotte-Mecklenburg Schools (CMS) is committed to providing each school with a high quality teaching staff. CMS Policy ADA, Equitable Educational Opportunities, states that CMS will adopt baseline standards in several areas including faculty. In addition, CMS Policy GCKA, Instructional Staff Assignments and Transfers, and Policy GC, Effective Teachers and Administrators, include provisions to achieve the following:

- All schools have a reasonable balance of new and experienced teachers.
- No school will have an over-concentration of new and/or inexperienced teachers.
- All schools have a significant complement of teachers with advanced degrees and additional certifications, and each targeted school will be staffed with teachers and administrators reflecting the average degree level, additional training, certification level, number of years of experience, and classroom success on state and local assessments of the school system's Schools of Excellence, Distinction and Exemplary Growth.

A growing body of research has confirmed that a skilled and knowledgeable teacher (i.e., a teacher who is highly qualified) is essential for student success. Based on this body of research and the current CMS Board policies referenced above, the areas of focus for setting standards of expertise in a school faculty are: clear licensure, advanced degrees, percentage of new teachers, average teacher experience, National Board Certification and percentage of teachers with five or more years of experience.

Standards

A starting point or baseline against which the FOCUS schools were measured was established in *Achieving the CMS Vision: Equity and Student Success* and this starting point was designated as the original standard. The standard, as shown in the following tables, was established by a review of staff for those elementary, middle and high schools for the 1997/1998 school year, which were declared to be Schools of Excellence or Schools of Distinction by way of the state's ABCs Program. This standard was reported in the 2000 and 2001 Equity Status Reports and is now called the initial standard. All classroom teachers are included in this report's faculty data. This includes EC teachers, ESL teachers, and literacy facilitators.

With the adoption of CMS Policy GCKA, the standard was amended to include "the average degree level, additional training, certification level, number of years of experience, and classroom success on state and local assessments of the school system's Schools of Excellence and Distinction for the preceding two years, as measured by the North Carolina ABCs program." This standard was reported for the first time in the 2003 Equity Status Report and was referred to as the amended (GCKA) standard. Data was reported using both standards in 2003 and 2004. The initial standard was removed from the report in 2005.

Provided in Table A is a listing of the schools used in forming the updated standard. Additional training (as noted in policy GCKA) is labeled National Board Certification.

2007/2008 and 2008/2009 Schools of Excellence and Distinction			Elementary Standard	Middle Standard	High Standard
Elementary Schools Bain Beverly Woods Ballantyne Blythe Chantilly Clear Creek Collinswood Cornelius Davidson Eastover Elizabeth Lane Elon Park Endhaven Hawk Ridge Highland Creek Huntersville JV. Washam Lansdowne Matthews McAlpine McKee Myers Park Trad. Olde Providence Park Road Polo Ridge Providence Springs	**Elementary Schools continued** Selwyn Sharon Torrence Creek Villa Heights **Middle Schools** Bailey Carmel Community House Crestdale Jay Robinson Mint Hill South Charlotte **High Schools** Ardrey Kell Cato Campus David Butler Providence New Tech. @ Garinger	**Clear Licensure**	99%	98%	98%
		Advanced Degrees	38%	37%	52%
		New to Teaching	4%	6%	4%
		Average Teacher Experience*	11.1 years	11.1 years	15.1 years
		National Board Certification**	18%	17%	11%
		5+ Years of Experience	77%	75%	79%

*The average teacher experience is in years.
**Additional training, as referenced in CMS policy GCKA, is labeled as National Board Certification.

Procedures, Systems and Strategies for Achieving and/or Maintaining Equity

The following process and strategies have been implemented to advance FOCUS schools toward achievement and/or maintenance of the faculty standards.

Process:
In February of each year, Planning Services provides projections to the Human Resources Department for the upcoming year. Based on these projections, preliminary staff allotments are developed and distributed to principals. (Note: The information concerning weighted staffing for FOCUS schools is contained in Section XI: Teacher/Student Ratio and Staffing Standards of this report.)

Administrators in FOCUS schools have priority selection of contingency agreements. Contingency agreements are offered to strong candidates interviewed on college campuses and job fairs but are subject to all pre-employment requirements. As a result of budget reductions

and the spring 2009 reduction in force (RIF), contingency contracts were not issued for 2009/2010. Area superintendents indicate special consideration is needed by FOCUS schools during the leveling of classes which occurs around the 20th-day count in September of each year.

Recruitment and Retention Incentives and Working Conditions:
Weighted-student staffing provides reduced class size or smaller instructional groups in proportion to school's percentage of economically disadvantaged students.

The masters degree and lateral entry programs are designed to provide an opportunity for the faculties of FOCUS schools to receive an advanced degree or clear licensure, thus increasing the percentage of teachers with master's degrees and clear licensure in comparison to the standard. The cost of tuition for participants in these programs is free or radically reduced. Where possible, classes for the programs are provided via a multi-year cohort model, which allows for convenience of location, mutual support in attaining the degree and a sense of community among participants.

Monitoring:
The *CMS Strategic Plan 2010: Educating Students to Compete Locally, Nationally and Internationally* and the CMS Aligned Management System provide the framework for monitoring faculty standards. Strategic planning will be further outlined in the newly proposed Quality Employee Recruitment and Retention charter. The CMS Data Dashboard and the budget process also contribute to monitoring and achievement of the strategic objectives, measures and targets necessary to ensure the vision. A critical part of this planning is the alignment of action plans and resources toward successful completion of faculty standards objectives. In the Faculty and Staff Focus component, the Senior Management Appraisal, Merit and Incentive Plan holds central office senior managers accountable for the successful completion of the goals and objectives. At the building level, the CMS Principal Appraisal System is used to align district goals with the performance and professional development of principals.

Performance Against Standards
FOCUS schools have had a priority selection of teachers with an on-line transfer fair, contingency agreements (when issued) and weighted staffing.

Schools Not Reported:
The following schools were evaluated for 2008/2009 but were not included in the all-school count due to non-traditional grade level spans.
- o Metro School
- o Morgan School
- o Turning Point Academy (formerly known as Derita Alternative)

Summary of findings for the GCKA standard for 2008/2009:
Total Schools 160; FOCUS Schools 73
- 149 schools, including 68 FOCUS schools met the standard for clear licensure.
  - o 2009/2010 numbers were calculated on the number of prior year licensure deficiencies only. It should be noted that lateral entry teachers hold a valid NC license with a future expiration date because they have three years to meet all lateral entry requirements. In this year's report, lateral entry teachers are counted as

holding a clear license unless they did not meet the yearly lateral entry requirements during the previous school year.

- o 63 schools including 24 FOCUS schools met the standard for teachers with advanced degrees. It is important to note the 2000/2001 implementation of the master's degree and lateral entry programs as a recruitment and retention strategy.
- 101 schools including 35 FOCUS schools met the standard for new to teaching. This standard may be impacted by the assignment of Teach For America teachers who are new to teaching to FOCUS Schools.
- 54 schools including 13 FOCUS schools met the standard for average years of teaching experience. CMS investigated providing the median years of experience measure rather than average teaching experience for the 2009 Equity Report.
- 48 schools including 8 FOCUS schools met the standard for teachers with National Board Certification.
- 83 schools including 22 FOCUS schools met the standard for 5+ years of teaching experience.

Note About Visiting International and Teach For America Faculty:
For the 2009/2010 school year, CMS has 112 Visiting International Faculty (VIF) teachers and 58% of those teachers are assigned to FOCUS schools. Seventy-four percent of VIF teachers are teaching critical-need subjects which are difficult-to-fill positions. These teachers are carefully screened and have prior teaching experience in their content area. The 2009/2010 Teach For America (TFA) count is 231, including 100 first-year teachers all located in FOCUS schools.

Online Materials Available:
 - 2009/2010 Faculty Data

Future Forecast:

While improvements are noted in some areas, it is evident that the rate of improvement is insufficient. The CMS Board of Education has indicated its continued commitment to equitable, quality staffing of all schools in Policy GC, Effective Teachers and Administrators. The Human Resources and Accountability departments are jointly reviewing the current success and future design of bonus programs and initiatives as CMS develops a new school accountability system.

The district's *Charlotte-Mecklenburg Schools Strategic Plan 2014: Teaching Our Way to the Top,* further outlines this goal and strategies designed to accomplish it. The following strategies will continue to be monitored and improved throughout the 2010/2011 school year in order to comply with *Strategic Plan 2014*:

- Increase the recruitment of principal candidates and involve school leadership to include school staff, parent and (at the high school level) student representation on the interview team. In 2009/2010, CMS brought in five candidates from the New Leaders for New Schools program.
- Build stronger relationships with college and universities to identify top teacher candidates.
- Increase recruitment of Teach For America teachers and North Carolina Teaching Fellows.
- Identify top student teacher candidates.

- Monitor success of alternative teacher pay methods to attract teachers demonstrating consistently high student academic growth on EOC exams and focus on recruiting and retaining high quality teachers from outside the district.
- Continue to evaluate the spring job fair to determine the most effective approach to recruiting top candidates for all positions. The spring job fair was cancelled in 2009 due to budget issues and RIF.
- Increase follow-up with contingency agreements to ensure that candidates accept and report in August.
- Design and develop teacher-retention programs with emphasis on student achievement.

Instructional Programs and Course Offerings
2009/2010

AT A GLANCE

Goal: 100%
All Schools' Performance: 100% - 164/164
FOCUS School Performance: 100% - 73/7373
Non-Focus School Performance: 100% - 91/9191

Relation to Strategic Plan 2010:
- High Academic Achievement - #1, #2, #3, #4, #5, #6, #10, #11, #12 and #13. For specifics regarding these goals, please see the listed goals in the following Background section of this report.

Evaluated Standard:
- Standards vary by grade level. Please see the following "standards" section for a complete explanation.

Number of Schools Evaluated: 164/176
In 2009/2010 assessment, twelve schools were not assessed in this section:
- Midwood High School
- Morgan School
- Hawthorne High School
- Turning Point Academy
- Metro School
- Performance Learning Center
- Cato Middle College High School
- Double Oaks Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Starmount Pre-Kindergarten
- Amay James Pre-Kindergarten
- Plaza Road Pre-Kindergarten

2009/2010 Standards at a Glance:
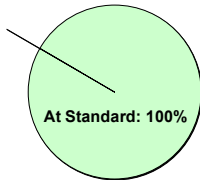
At Standard: 100%

Elementary Schools:
- 100% of schools have implemented the adopted curriculum according to the standard
- 100% of teachers have access to the adopted curriculum and resource materials
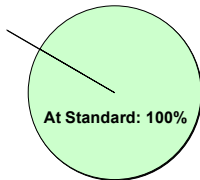
At Standard: 100%

Middle Schools:
- 100% of schools have implemented the adopted curriculum according to the standard
- 100% of teachers have access to the adopted curriculum and resource materials
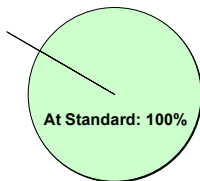
At Standard: 100%

High Schools:
- 100% of schools have implemented the adopted curriculum according to the standard
- 100% of teachers have access to the adopted curriculum and resource materials

Background:

Each school level has standards in place following the North Carolina Standard Course of Study (NCSCOS). The NCSCOS is designed to provide equitable access to the curriculum. Students are accelerated above the NCSCOS through the Talent Development Program in elementary and in middle schools through accelerated and honors courses. Students in high school participate in honors, Advanced Placement or International Baccalaureate programs. The following *Strategic Plan 2010* goals are associated:

- High Academic Achievement - #1: 80% of schools will make expected or high growth on ABCs.
- High Academic Achievement - #2: 95% of students will achieve at or above standard on reading End-of-Grade (EOG) tests in grades three through eight.
- High Academic Achievement - #3: 88% of students will achieve at or above standard on mathematics (EOG) tests in grades three through eight.
- High Academic Achievement - #4: 80% of students will achieve at or above standard on science (EOG) tests in grades three through eight.
- High Academic Achievement - #5: 80% percent of students will achieve at or above standard on state writing assessment in grades four, seven and 10.
- High Academic Achievement - #6: 80% percent of students achieving at or above standard on the End-of-Course (EOC) composite tests.
- High Academic Achievement - #10: CMS will meet or exceed the national average on Advanced Placement exams (combined scores) with scores of 3, 4 or 5.
- High Academic Achievement - #11: 75% percent of students will meet or exceed the national average on the SAT, while the percentage of students who take the test will also increase.
- High Academic Achievement - #12: CMS will meet or exceed the national average on nationally-normed tests in math, reading and writing.
- High Academic Achievement - #13: CMS students will meet or exceed the national average on the National Assessment of Educational Progress (NAEP, also called the Nation's Report Card) in reading, mathematics and science.

Freedom and Flexibility with Accountability has been granted to selected principals. Selected principals are also participating in the Strategic Staffing Initiative. These initiatives provide principals with the flexibility to modify the delivery of instruction without compromising instructional content.

All CMS elementary, middle and high schools have implemented the North Carolina Standard Course of Study. Content areas are on a five-year revision cycle as determined by the North Carolina Department of Public Instruction.

Curriculum Standards and Instructional Recommendations:

Elementary School Curriculum Standards and Instructional Recommendations

Curriculum:
- North Carolina Standard Course of Study
- Teacher support documents

Instructional Recommendations:
- Daily instruction in literacy and math
- Daily remediation or enrichment as required
- Twice per week instruction for social studies
- Three times per week instruction for science
- Daily physical activity
- Weekly participation in art, music and media

Middle School Curriculum Standards and Instructional Recommendations
Curriculum:
- North Carolina Standard Course of Study
- Language Arts
- Science
- Math
- Social Studies
- Honors accelerated Math and Language Arts curriculum
- Keyboarding
- Business Computer Technology
- Health/Physical Education
- Foreign Language
- Teacher Support Documents

Instructional Recommendations:
- Student Advisory
- Double block in mathematics for Level I and II students
- Double block in language arts/reading for Level I and II students
- A/B alternating block
- Remediation/enrichment
- AVID (Advancement via Individual Determination)

High School Curriculum Standards and Instructional Recommendations
Curriculum:
- North Carolina Standard Course of Study
- Future Ready Core (beginning with the freshman class of 2009)
- 28 unit diploma – courses of study
  - Career Prep
  - College Tech Prep
  - College/University Prep
  - Occupational Prep (2006)
- Honors
- Advanced Placement
  - AP Diploma (last year implemented was the 2005/2006 school year)
- Career Technical Education (CTE)
- Teacher support documents

Instructional Recommendations:
- Freshman Academy
  - Double period mathematics
  - Double period English
- 90 minute class periods and 4x4 hybrid schedule*
- AVID (Advancement via Individual Determination)

Note: The 4x4 Hybrid Schedule
The 4x4 hybrid schedule provides schools with the flexibility to offer courses on the A/B day format and the 4x4 format. A/B day courses meet every other day for the entire year. 4x4 courses meet every day for one semester. Most core academic courses are offered on the 4x4 schedule. This gives students four courses on which to focus during a single semester rather than eight. Additionally, the 4x4 schedule allows schools the ability to provide remediation or bridge courses to prepare struggling students in courses such as English I, Algebra I, Biology, Civics and Economics and U.S. History prior to enrolling in the course. Students entering high school beginning in the 2006/2007 school year are required to pass End-of-Course examinations in these five courses in order to earn a high school diploma.

Advanced Placement (AP) and International Baccalaureate (IB) courses are scheduled on an A/B day schedule along with some elective courses. Individual schools have the option to customize the master school schedule to meet the needs of their student population with the plan to accommodate students transferring in from other schools.

Procedures, Systems and Strategies for Achieving and/or Maintaining Equity:

Elementary schools utilize a core reading program to address the reading curriculum for all K-5 students along with a variety of reading programs/strategies to address specific literacy needs of students who would benefit from interventions or acceleration.

Elementary schools are utilizing the state-adopted mathematics textbook and materials, *Investigations in Number, Data and Space* in K-5 classrooms. This is aligned with the most recent revision of the North Carolina Standard Course of Study in Mathematics.

Various middle schools have implemented REACH (Rigor and Enrichment for All Children) to address the needs of students who are struggling in reading and/or math. *Math Forward* is being used to target students struggling in eighth grade math. This technology-rich program guides students to use technology to solve real-world problems and work together to explain their thinking about math.

At the secondary level, students scoring below grade level in End-of-Grade and/or End-of-Course assessments are provided additional instructional support through double-blocking of courses such as Literacy I/II, Foundations of English I, Fundamentals of Composition, Introduction to Mathematics, Algebra I-A/B and Greenhouse Biology. Spanish for Native Speakers has been made available in high schools to provide opportunities for Spanish-speaking students to build literacy skills in Spanish, thus creating a bridge to written and spoken English.

Additionally, pacing and alignment guides are provided for K-12 teachers, and curriculum and instruction training is provided for middle and high school End-of-Grade and End-of-Course lead teachers. Professional development is offered through the Alliance model in which teachers attend after school activities specifically designed to enhance critical curriculum and instruction support. Schools at all grade levels are provided supplemental funding to provide customized extended day tutorials targeted to students who are academically below grade level.

Performance Against Standards:

Schools Not Assessed:
The schools listed below were not included in this assessment because they are programs to meet the specialized needs of pre-kindergarten, alternative, non-traditional and/or exceptional children:

- Midwood High School
- Morgan School
- Hawthorne High School
- Turning Point Academy
- Metro School
- Performance Learning Center

- Cato Middle College
- Double Oaks Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Starmount Pre-Kindergarten
- Amay James Pre-Kindergarten
- Plaza Road Pre-Kindergarten

Elementary School Performance:

Curriculum: All elementary schools (100%) offer the following curricula:
- Art/music/physical education/media
- Literacy
- Mathematics
- Science
- Social Studies
- Remediation/enrichment

Instructional recommendations:
- 2 hours literacy instruction per day
- 1 hour math instruction per day
- 45 minutes science instruction three times per week
- 45 minutes social studies instruction two times per week
- 45 minutes remedial/enrichment instruction per day
- 45 minutes physical education/performing arts/visual arts/media instruction per week
- Joint instructional planning time of at least 90 minutes per week for teachers on each grade level.

Teacher Support Documents: All teachers (100%) have access to:
- North Carolina Standard Course of Study
- Alignment guides/spacing charts
- *Imagine It!* literacy textbooks/materials
- Intensive intervention programs
- NC Strategies in Math
- Pearson *Investigations in Number, Data, and Space* math textbooks/materials
- Harcourt Brace social studies textbooks/materials
- McMillan McGraw Hill science textbooks/materials
- Science inquiry learning kits

Summary:

At the elementary level, an increased focus on literacy instruction is evident. *Imagine It!* was adopted system-wide for all K-5 classrooms for the 2007/2008 school year. Research-Research-based programs to support targeted and intensive intervention have been identified to use for remediation. This continues through the 2009/2010 school year. An increased focus on mathematics is reflected in the use of the new textbook adoption *Investigations in Number, Data, and Space.*

Middle School Performance

Curriculum: All middle schools (100%) offer the following curricula:
- Language arts
- Science
- Math
- Social studies
- Standard PLUS and honors accelerated mathematics and language arts
- Keyboarding
- Business computer technology
- Health/physical education
- Foreign language
- Arts education

Instructional Recommendations:
- Student advisory
- Remediation/enrichment
- Block schedule
- A/B alternating day schedule
- AVID (Advancement via Individual Determination)
- Team planning – Core teams have joint/team planning at least four days per week
- Individual planning – Teachers have individual planning time at least four days per week

Teacher Support Documents: All teachers (100%) have access to the following resources:
- North Carolina Standard Course of Study
- *Write Traits/Write for the Future*
- McDougal Littell reading textbooks/materials
- Class Trac
- Pacing calendar and alignment guides
- McDougal Littell science textbooks/materials
- Riverdeep

Summary:
The data indicates that CMS middle schools reached 100% benchmark standards in the areas of curriculum and teacher support documents. This data is reported by individual school sites and instructional directors.

High School Performance

Curriculum: [1]All comprehensive high schools (100%) offer the following curricula:
- Future Ready Core (Beginning with the freshman class of 2009)
- 28-28-unit diploma
- Career Prep (phased out in 2006)
- College Tech Prep Course of Study
- College/University Prep Course of Study
- Occupational Course of Study
- Advanced Placement
- Honors
- Career Technical Education program areas (not including full magnet school programs)
  - Business education
  - Family & consumer science education
  - Health occupations
  - Marketing education
  - Trade & industrial education
  - Technology education
  - Information Technology

Instructional recommendations:
- Freshman Academy
  - Double-period mathematics
  - Double-period English
- 90-minute block and 4x4 hybrid

Teacher Support Documents: All teachers (100%) have access to:
- North Carolina Standard Course of Study
- Holt English textbooks/materials
- Alignment guides and pacing calendar
- Riverdeep
- Write Traits
- Castle Learning

[1]Deletion due to facilities limitations

Note: All district magnet high schools offer CTE coursework to complement their program areas as negotiated with CTE.

Summary:

All high schools were assessed as being at standard in offering courses needed for Future Ready Core, the 28-unit diploma and the four courses of study as facilities allow. This data is reported by individual school sites and instructional directors.

2008/2009 Performance (Leveled):

The following table represents Instructional Program status as of December 19, 2008:

Schools	Total	Number at Standard	Percentage at Standard
Elementary	103	103	100%
Middle	34	34	100%
High	27	27	100%
Special Programs			
Total	**164**	**164**	**100%**

Multi-Year Performance (Leveled):

The following table provides summary data for the percentage of schools that were evaluated as being "at standard" for the past three years for the following Instructional Programs standards:
- The school has implemented the adopted curriculum according to the standard.
- The teachers have access to the adopted curriculum and needed resource materials.

School Year	Elementary	Middle	High
2005/2006 (140/140)	100%	100%	100%
2006/2007 (148/148)	100%	100%	100%
2007/2008 (153/153)	100%	100%	100%
2008/2009 (159/159)	100%	100%	100%
2009/2010 (164/164)	100%	100%	100%

Total number of possible schools indicated in above parenthesis

Future Forecast:

Elementary School Level:
One of the goals in the *Strategic Plan 2010* stated that "Ninety-five percent of students will achieve at or above standard on the reading EOG tests in grades three through eight". To reach this goal, initiatives in literacy continue with the implementation of the 2008 SRA *Imagine It!* edition. Additionally, a K-3 intensive reading guide was developed and distributed to all elementary principals. Continued expansion PDAs to monitor individual student progress on DIBELS assessments is expected and a separate alliance was started to provide support and professional development in the implementation of the new math series *Investigations in Number, Data, and Space. Foundations of Reading* is an ongoing professional development offering designed to enhance the implementation of best practices in reading instruction. Two cohorts are presently undergoing this training.

Another goal in *Strategic Plan 2010* addresses science: "Eighty percent of students will achieve at or above standard on science (EOG) tests in grades three through eight." To address this, *Discovery Education Science* has been provided to all elementary and middle schools that are either Title I or did not make AYP for the 2007/2008 school year. This program provides lesson plans in science which include simulated lab experiences, short video clips, full-length videos and formative assessments. This initiative will continue throughout the 2009-2010 school year.

Middle School Level:
Middle schools will continue the implementation of *Write Traits/Write for the Future* in grades six and seven to reach students who demonstrate difficulty with writing. During the 2008-2009 school year, over 300 high school and middle school language arts teachers were trained to use *Write Traits/Write for the Future* to address individual writing needs of students through the use of specific writing feature lessons. With the North Carolina Department of Public Instruction's (NCDPI) change to the writing assessment, expanded opportunities in cross curricular writing will be provided through content content-specific writing opportunities.

The *Strategic Plan 2010* states, "Eighty-eight percent of students will achieve at or above standard on mathematics (EOG) tests in grades three through eight." REACH classes to support reading and math are planned for low achievers and struggling students. These classes are taught during the school day. *Math Forward* has been introduced in several Title I schools to target identified struggling students in eighth grade math. This technology-rich program, which is currently being expanded to additional Title I schools, guides students in the use of technology to solve real-world problems and to work together to explain their thinking about math. CMS STEM Fellows is an initiative designed to build leadership capacity among K-8 science, technology, engineering and mathematics teachers. This program focuses on one elementary and one middle school team from each learning community. These STEM Fellows are expected to be STEM experts in their respective learning communities.

High School Level:
The *Strategic Plan 2010* states, "Eighty percent of students will achieve at or above standard on the EOC composite tests." *Math Forward* is presently being expanded into high school Algebra I classes during the 2010/2011 school year. Additionally, virtual field trips are being utilized in secondary math and science classrooms.

Library Books and Media Services Personnel
2009/2010

aT a GLaNCe———

Standard #1 – 2008/2009 Quantitative Standard for Library Media Center Books
Goal: 100%
All Schools' Performance: 100%
FOCUS School Performance: 100%

Relation to Strategic Plan 2010
- Goal III – Adequate Resources and Facilities: All schools will be equipped with Charlotte Mecklenburg Schools standard instructional materials and supplies

Evaluated Standard:
- Quantitative Library Media Center Book Standard: Please see following Standards section for additional information.

Number of Schools Evaluated: 155/161
Note: Small high schools at Garinger (5) and Olympic (5) share a Media Center and are thus evaluated together as two schools, not 10..

Schools not included:
- Amay James Pre-Kindergarten
- Double Oaks Pre-Kindergarten
- Plaza Road Pre-Kindergarten
- Starmount Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Cato Middle College High
- Phillip O. Berry High[1]

Quantitative Standard at a Glance
All Schools
- 100% *of all schools are at standard: 155/155*
- 100% of all elementary schools are at standard: 99/99
- 100% of all middle schools are at standard: 31/31
- 100% of all high schools are at standard: 22/22
- 100% of special schools are at standard: 3/3

FOCUS Schools
- 100% *of all FOCUS schools are at standard: 72/72*
- 100% of all elementary FOCUS schools are at standard: 46/46
- 100% of all middle FOCUS schools are at standard: 16/16
- 100% of all high FOCUS schools[1] are at standard: 10/10

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[1] Phillip O. Berry Academy of Technology, a FOCUS school, shares a library with the Public Library of Charlotte & Mecklenburg County and is not included in the quantitative standard.

AT A GLANCE

Standard #2 – 2008/2009 Qualitative Standard for Library Media Center Books
Goal: 100%
All Schools' Performance: 100% of schools "at standard" for 2008© Core Resources
FOCUS School Performance: 100% of FOCUS schools at standard for 2008© Core Resources

Relation to Strategic Plan 2010
-   Goal III – Adequate Resources and Facilities: All schools will be equipped with Charlotte Mecklenburg Schools standard instructional materials and supplies

Evaluated Standard
-   Qualitative Library Media Center Book Standard: Please see following Standards section for additional information.

Number of Schools Evaluated: 156/162
Note: Small high schools at Garinger (5) and Olympic (5) share a Media Center and are thus evaluated together as two schools, not 10..

List schools not included:
-   Amay James Pre-Kindergarten
-   Double Oaks Pre-Kindergarten
-   Plaza Road Pre-Kindergarten
-   Starmount Pre-Kindergarten
-   Tryon Hills Pre-Kindergarten
-   Cato Middle College High

Qualitative Standard at a Glance
All CMS Schools
26% of all schools achieved a rating of "Outstanding": 41/156
-   27% of all elementary schools achieved a rating of "Outstanding": 27/99
-   26% of all middle schools achieved a rating of "Outstanding": 8/31
-   26% of all high schools achieved a rating of "Outstanding": 6/23
-   0% of all special schools achieved a rating of "Outstanding": 0/3

69% of all schools achieved a rating of "Developing": 107/156
-   71% of all elementary schools achieved a rating of "Developing": 70/99
-   74% of all middle schools achieved a rating of "Developing": 23/31
-   48% of all high schools achieved a rating of "Developing": 11/23
-   100% of all special schools achieved a rating of "Developing": 3/3

5% of all schools achieved a rating of "Minimum": 8/156
-   2% of all elementary schools achieved a rating of "Minimum": 2/99
-   0% of all middle schools achieved a rating of "Minimum": 0/31
-   26% of all high schools achieved a rating of "Minimum": 6/23
-   0% of all special schools achieved a rating of "Minimum": 0/3

FOCUS Schools
26% of all FOCUS schools achieved a rating of "Outstanding": 19/73
-   30% of all elementary FOCUS schools achieved a rating of "Outstanding": 14/46
-   19% of all middle FOCUS schools achieved a rating of "Outstanding": 3/16
-   18% of all high FOCUS schools achieved a rating of "Outstanding": 2/11

64% of all FOCUS schools achieved a rating of "Developing": 47/73
- 65% of all elementary FOCUS schools achieved a rating of "Developing": 30/46
- 75% of all middle FOCUS schools achieved a rating of "Developing": 12/16
- 45% of all high FOCUS schools achieved a rating of "Developing": 5/11

5% of all FOCUS schools achieved a rating of "Minimum": 4/70
- 0% of all elementary FOCUS schools achieved a rating of "Minimum": 0/46
- 0% of all middle FOCUS schools achieved a rating of "Minimum": 0/16
- 36% of all high FOCUS schools achieved a rating of "Minimum": 4/11

aT a GLaNCE————

Standard #3 – 2009/2010 Personnel Standard for Library Media Centers
Goal: 100%
All Schools' Performance for Media Specialists: 94%
All Schools' Performance for Media Assistants: 99%
FOCUS School Performance for Media Specialists: 97%
FOCUS School Performance for Media Assistants: 99%

Relation to Strategic Plan 2010:
- Goal II – Effective Educators: Charlotte Mecklenburg Schools will have all media specialists and non-certified media assistant positions filled at high percentages.

Evaluated Standard:
- Library Media Center Personnel Standard: Please see following Standards section for additional information.

Number of Schools Evaluated: 161/161
Note: Small high schools at Garinger (5) and Olympic (5) share a Media Center and are thus evaluated together as two schools, not 10..

Schools not evaluated:
- Amay James Pre-Kindergarten
- Double Oaks Pre-Kindergarten
- Plaza Road Pre-Kindergarten
- Starmount Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Cato Middle College High
- Midwood High

Personnel Standards at a Glance:
   All Schools

   94% of all schools are at standard for Media Specialists: 151/161
- 98% of all elementary schools are at standard: 102/104
- 88% of all middle schools are at standard: 28/32
- 86% of all high schools are at standard: 19/22
- 67% of all special schools are at standard: 2/3.

   99% of all schools are at standard for Media Assistants: 159/161
- 100% of all elementary schools are at standard: 104/104
- 94% of all middle schools are at standard: 30/32
- 100% of all high schools are at standard: 22/22
- 100% of all special schools are at standard: 3/3

   FOCUS Schools
   97% of all FOCUS schools are at Media Specialist Standard: 71/73
- 96% of all elementary FOCUS schools are at standard: 44/46
- 100% of all middle school FOCUS schools are at standard: 16/16
- 100% of all high school FOCUS schools are at standard: 11/11
-
   99% of all FOCUS schools are at standard for Media Assistants: 72/73

- 100% of all elementary FOCUS schools are at standard: 46/46
- 94% of all middle school FOCUS schools are at standard: 15/16
- 100% of all high school FOCUS schools are at standard: 11/11

Background:

In 2000, the Media Services division began a major initiative to increase the quality and quantity of library books housed within each school's media center and overseen by a certified media specialist. To gather evaluative information, each collection was analyzed by sections over a period of five years. A systematic technique called mapping was the primary tool used by Media Services in increasing the quality of each library collection.

After all schools were brought up to either the category of "developing" or "outstanding" at the close of the five-year plan, an additional plan was approved starting with the 2005/2006 school year. An annual core list of books was developed that stressed the relevancy of copyright dates as a key indicator. This process works to keep each collection current and in touch with the curriculum for quality and quantity.

Equity funds have been used to address areas of the collection that need renewal and expansion. After FOCUS schools were brought up to the quantitative and qualitative standards, Media Services started to use equity funds for all K-12 schools. Using data gathered during the first month of each school year, equity funds are allocated to schools based on the school's profile as created by Media Services.

Standards:

Standard #1: Quantitative Library Media Center Book Standard

The quantitative standard for 2008/2009 was a local decision that took into consideration the recommendation made by the School Library Media Consultant, Instructional Technology Section K-12 Curriculum, Instruction and Technology Division, North Carolina Department of Public Instruction. This recommendation aligns the number of books with the shelving capacity and is as follows:

Elementary Schools
- The library book collection shall contain a minimum of 8 books per student.
- No elementary school shall be required to have more than 8,000 books in its library collection.

Middle Schools and High Schools
- The library book collection shall contain a minimum of 6 books per student.
- No secondary school shall be required to have more than 10,000 books in its library collection.

Standard #2: Qualitative Library Media Center Book Standard

An electronic report tracks purchases and disposals, estimates losses; provides sound documentation for expenditure of funds and requests for additional monies, channels fiscal resources to fill specific gaps and measures the collection's size and age against a baseline.

Critical to the process are two specific measures:

1. **Quality:** Quality indicators include alignment with the *Standard Course of Study* (relevancy to the mission, programs, curriculum, and users), appropriateness of vocabulary and images, reliability of the author, illustrator, publisher, and content; balance of subjects and genres; and, favorable reviews from individuals, agencies, organizations, and associations. Within the general collection is a select listing of 2009© *Core List of Books* that meets the aforementioned quality indicators.[1]
2. **Copyright (Age of the Collection):** The copyright date is a consideration as books are scanned to reconcile online records. The inventory report reveals the average age of the collection, the average age of the books within each category, and the percentage of annual growth by subject or classification. An up-to-date collection supports the curriculum, caters to the learning needs and styles of users, and provides books to students that are inviting and pleasant to use. Collections are rated as follows:
   - Outstanding – An outstanding collection has an average age of less than 10 years and 100% of the titles on the recommended *2009© Core List of Books.*[1]
   - Developing – A developing collection has an average age of 11-16 years and 100% of the titles on the *2009© Core List of Books.*
   - Minimum – A minimum collection has an average age of 17+ years and 100% of the titles on the *2009© Core List of Books.*

Standard #3: Library Media Center Personnel Standard

Based on the 2009/2010 projected enrollments, Human Resources allocated 174 media specialist positions and nine media assistant positions to staff 161 schools. Since the start of the fiscal year, school-based administrators relinquished some of the positions to hire additional administrative, technology, literacy, math, or classroom teaching personnel, or they exchanged a portion of the allocated media position. Currently, there are 164 media specialists and 12 media assistants.[2]

To put those numbers in perspective, the chart below demonstrates the decline in media personnel and the increase in the number of schools served since the 2007/2008 school year.

Year	Number of Schools	Media Specialists	Media Assistants
2007-2008	150	171.5	110.5
2008-2009	155	165.5	12
2009-2010	161	164	9[2]

In 2007/2008, there were 150 schools with 171.5 media-specialist positions. In the 2008/2009 school years, 155 schools had 165.5 media-specialist positions. The number of media-specialist positions decreased by six and the number of schools served increased by six.

The current school year has 161 schools with 164 media-specialist positions. Since 2007, the number of media specialists decreased by 7.5, but the number of schools increased by 11.

During the 2007/2008 school year, 150 schools were served with 110.5 media assistants. In the 2008/2009 school year, only 12 media-assistant positions were allocated. The number of media assistants decreased by 98.5 positions while the number of schools served increased by six.

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[2] Three of the 12 assistants include three media-specialist position exchanges.

There are currently 161 schools served by media specialists with 12 media-assistant positions[2]. Since 2007, the number of media assistants decreased by 101.5, but the schools served increased by 11.

Media specialists are educational leaders who are required by the state of North Carolina to hold not only a valid teaching license, but also a master's degree in information and library science. They are effective teachers with rigorous programs that set high expectations for student learning. Their impact on student learning has been clearly documented in professional literature.

Despite the loss of professional and support personnel, media specialists continue to fulfill the functions of the Media Coordinator (Specialist) Performance Appraisal Instrument that includes teaching and learning, information access and delivery, and program administration.

Procedures, Systems and Strategies for Achieving and/or Maintaining Equity:

In the ongoing quest for equity, Media Services has undertaken a long-range plan for assessment and accountability of library books at each school. The collection development and management efforts put into place in 2000 correlate with this endeavor.

Planning, Prioritizing and Ordering:

1. Provide each school with the grade-appropriate core list of library books (K-5, 6-8, and 9-12) copyrighted during 2009 during the first month of the school year. The list can be accessed at http://documents.cms.k12.nc.us/dsweb/View/Collection-1973.
2. Cross-reference the *2009© Core List of Books* against the school's holdings and books on order.
3. Submit the checklist *2009© Core List of Books* to show titles owned.
4. Provide sound documentation for expenditure of funds.
5. Order books and quizzes on the *2009© Core List of Books* not currently in circulation at specific schools.
6. Develop a database for local reports and the *Annual Media and Technology Report* (AMTR), a mandated report by the North Carolina Department of Public Instruction (NCDPI). The AMTR data is reported on the North Carolina State Report Card.
7. Offer support and training in collection development and management by educating media specialists on the value of weeding the collection, reminding media personnel that individual bias and interest must not be allowed to dominate, and stressing that outdated, wrong, or poorly presented information is not better than empty space. For additional information, please view the *Guidelines for Weeding Library Books* at this website:
   http://documents.cms.k12.nc.us/dsweb/Get/Document15376/Guidelines+for+Weeding+Library+Books.doc
8. Maintain accountability of books by conducting random audits annually in at least four elementary schools, two middle and high schools, and three schools with new personnel.

Accountability Plan for Acquiring and Maintaining Library Books:

Action	Evidence	Person(s) Responsible
Examine library books for relevance, use patterns and physical condition	− List of discards by classification − Age of the collection report − Lists of weaknesses/strengths	Media Specialist
Generate book orders and *Accelerated Reader* quizzes from core lists	− Copy of order	Media Specialist
Check order and shelve new books	− Book displays − Books on the shelves − Books used for research − Books integrated into teaching and learning	Media Specialist
Develop bibliographies	− Bibliographies (author, title, subject or theme) of new titles	Media Specialist
Compile circulation statistics for new books	− Circulation reports	Media Specialist
Document items lost and missing at inventory	− Inventory reports	Media Specialist
Make quantitative assessment of fiction and nonfiction books	− Books-at-a-Glance: Quantitative Analysis	Media Specialist
Conduct random audits	− On-site verification − Condition − Labeling − Circulation	Media Services

Performance Against Standards:

Schools Not Assessed:

The below schools were not included in this assessment for the following reasons:

- *Amay James Pre-Kindergarten*: State and local allotments for media specialist and library resources do not include Pre-K classes.
- *Double Oaks Pre-Kindergarten*: State and local allotments for media specialist and library resources do not include Pre-K classes.
- *Plaza Road Pre-Kindergarten*: State and local allotments for media specialist and library resources do not include Pre-K classes.
- *Starmount Pre-Kindergarten*: State and local allotments for media specialist and library resources do not include Pre-K classes.
- *Tryon Hills Pre-Kindergarten*: State and local allotments for media specialist and library resources do not include Pre-K classes.
- *Philip O*. Berry High School: Not evaluated on the Quantitative Standard due to the fact that this school shares a CMS/Public Library joint-use facility.
- *Cato Middle College*: Not evaluated due to the fact that this school shares a facility and resources with the CPCC campus.

Note: Standard #1 and Standard #2 are not evaluated until the spring of each school year. 2009/2010 data for these two standards is not reported in the 2010 Equity Report.

Standard #1: Quantitative Standard for Library Books
For 2008/2009 the Quantitative Standard is based on a local recommendation. All schools meet the minimum standard.

Standard #2: Qualitative Standard for Library Books
The age of the collection is a predictor of quality. Ninety-five percent (95%) of schools meet the minimum standard for either outstanding or developing.

Systematic maintenance to remove undesirable or worn books, unacceptable stereotypes, sexist and racist materials, older copyrights, etc. will improve the quality of the aforementioned schools. New schools tend to have collections that are outstanding because the books were selected with current copyrights.

Standard #3: Personnel Allocations (2009/2010)
Percentage of schools at standard for personnel:
- 94% of Library Media Specialists are at standard
- 99% of Library Media Assistants are at standard

Online Materials Available:
- **2008/2009 Quantitative Standard for Library Books Matrix**
- **2008/2009 Qualitative Standard for Library Books Matrix**
- **2009/2010 Library Personnel Standard Matrix**

Future Forecast:
In 2000, Media Services achieved significant progress toward achieving equity at all schools. The five-year plan worked well and each school met the standard for the minimum number of books. The quality measure was improved by ordering books to fill gaps.

During the 2005/2006 school year, emphasis was placed on providing each school with the latest and the best fiction and nonfiction books since the entire collection was analyzed during the five-year cycle. The affected areas were strengthened with the purchase of additional books.

Recognizing that collection maintenance is an ongoing process, the momentum must be maintained to avoid having to address years of neglect before 2000. Media Services is committed to presenting a definitive case for funding by assembling accurate data and tracking and forecasting needs.

To ensure that every school has an equitable inventory of library books that impact K-12 learners, supplementary funds, in addition to the standard operating budget, are needed. FOCUS schools receive an additional 30% at K-8 and 20% for grades 9-12. Since 2000, the average cost of a book increased from $17.57 to $21.36 – an increase of $3.79 or 21.57%. The baseline per pupil allocation for 2007/2008 was only $2.62, but it was $4.01 in 2000. This represents a 53% allocation decrease.

Schools	2007	2008	2009	Difference
K-8 FOCUS	$3.43	$3.43	$2.58	$.85
9-12 FOCUS	$3.17	$3.17	$2.33	$.84
Non-FOCUS	$2.64	$2.62	$1.94	$.68

Funds remained fairly constant until 2009/2010 when Media Services inherited *Horizon*, the library automation system, complete with aging, out-of-warranty servers. Unfortunately, the funding for hardware did not follow. Thus, an equipment allocation of $91,000 to $150,000 is needed to move the system to a Software-As-A-Service (SAAS) environment. This move will take Media Services out of the server business and ensure smooth functioning of the library automation system which is used by staff, students and parents to access books and materials 24 hours a day, seven days a week, 365 days a year.

Equity funds have been used to purchase books to eliminate disparity based on ethnicity or economic status. Equity funds established quality and brought schools up to the minimum number of books required by AdvancED (formerly SACS, Southern Association of Colleges and Schools).

Throughout the 2009/2010 school year, Media Services will work to ensure that students are not shortchanged on their selection of quality reading material. Book selections for the 2009© *Core List of Books* were made to closely link the available resources with the North Carolina Standard Course of Study*,* to include books with multiple reviews, to align selections with CMS and community standards, and to continue to use suggestions from internal and external sources. *The* 2009© *Core List of Books* consists of the following number of books: 149 elementary, 150 middle, and 121 high. The baseline for special schools uses the total number of students at each level; e.g., Northwest School of the Arts gets not only books for grades six through eight, but also high school titles.

General Recommendations for Future Action and Equity Evaluations
1. Ensure that approximately 60% of the instructional budget is used to acquire materials of lasting value for the library media center as recommended by NCDPI.
2. Adjust the annual baseline per pupil allocation to reflect the annual jump in the cost of books.
3. Continue to expand the collection with basic purchases in all curricular areas, best of the best published books each year, and annual purchases such as almanacs.
4. Mandate regular preventive maintenance through weeding at all schools to keep the collection in step with the curriculum and interests of students.
5. Provide a one-time allocation to change the minimum rating to developing.
6. Use money collected for lost and/or damaged books to replace books; otherwise, the collection will not grow.
7. Reinstate 2007/2008 personnel levels.
8. Use some of the equity funds to purchase online database subscriptions for secondary schools.

School Facilities
2009-2010

at a glance

Goal: 100%
All Schools' Performance: 60% - 100/167
FOCUS School Performance: 56% - 41 /73

Relation to Strategic Plan 2010:
Adequate Resources and Facilities – Facilities #1: Sixty-five percent of schools will meet baseline standards.

Evaluated Standard:
Please view the following Background and Standards section for specifics on the evaluated facilities standard.

Number of Schools Evaluated: 167/168
Notes on total number of schools evaluated:
- All small schools at Olympic and Garinger are considered a single facility
- Cato Middle College, located on Central Piedmont Community College's Cato campus, was not evaluated
- All facilities were evaluated, but educational specifications for Pre-Kindergarten sites are being revised (Pre-Kindergarten sites are included with elementary schools)
- New grade configurations will create further educational specification revisions

Standards at a Glance
- *60% of all schools are currently at standard: 100/167* **(Exhibit 1.1)**
  - 62% of all Elementary Schools are at standard: 67/108
  - 67% of all Middle Schools are at standard: 22/33
  - 42% of all High Schools are at standard: 11/26

- *56% of all FOCUS Schools are currently at standard: 41/73***(Exhibit 1.2)**
  - 63% of all elementary level FOCUS Schools are at standard: 29/46
  - 50% of all middle school level FOCUS Schools are at standard: 8/16
  - 36% of all high school level FOCUS Schools are at standard: 4/11

Exhibit 1.1: Percentage of All Schools

Not At Standard: 40%

At Standard: 60%

Exhibit 1.2: Percentage of FOCUS Schools

Not At Standard: 44%

At Standard: 56%
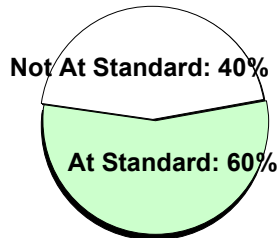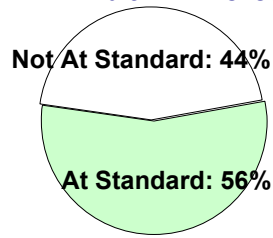
Background and Standards

2001 Defined Facilities Standards

The compliance criteria required to design and construct school facilities covers a broad spectrum. The challenges of delivering a 21st century education are combined with the wide array of life-safety codes, laws and guidelines. General guidelines include:

- CMS *Program for Educational Specifications: Elementary, Middle, and High Schools, January 2001*
- CMS Building Services *Architects & Engineers Guide*
- Various federal, state and local government requirements and guidelines including:
  - NC building codes
  - NC Department of Public Instruction facilities guidelines
  - Post construction controls ordinances
  - Local zoning ordinances for the city of Charlotte and each town
  - CPTED (Crime Prevention Through Environmental Design)
  - *Early Childhood Education Facilities*
  - *Exceptional Children's Facilities Planner*
  - Americans with Disabilities Act (ADA)

The details of the education specifications are too voluminous to list. However, each grade level program manual addresses each of the following functional components:

- Space activities, objectives and requirements
- Capacity
- Utilization
- Design considerations

Procedures, Systems and Strategies for Achieving and/or Maintaining Equity

Timeline of Related Events and Initiatives:

- 1998: Established private sector partnership with Bovis LendLease to:
  - Facilitate implementation of management plan
  - Ensure depth of management resources to achieve success
  - Provide access to additional professional staff
  - Maintain consistency in approach to bridge program growth/change in direction
- 1999: Ten-Year Capital Needs Assessment (CNA):
  - Developed to respond to growth and equity in the county
- 2001: Ten-Year Needs Assessment:
  - Adopted by CMBE in February 2001 as an update of 1999 plan
- 2002: Ten-Year Needs Assessment:
  - Adopted by CMBE in 2002 as an update of 2001 plan
- 2002: $224 million bond referendum approved by voters in November
- 2003: Ten-Year CNA Update
  - Adopted by CMBE as an update to 2002 plan
- 2005: Ten-Year CNA Update
  - Adopted by CMBE as an update to 2003 plan
- 2005: $427 million bond referendum rejected in November
- 2007: Ten-Year CNA Update
  - Revision of 2005 plan; bond proposal formulated
- 2007: $516 million bond referendum approved in November
- 2009: CMBE completed comprehensive review of magnet programs
- 2010: Ten-Year CNA Update to BOE in February

Performance Against Standards

- School facilities include some temporary or leased locations; these locations are not included in this report. The evaluation of building systems is ongoing, allowing for consideration of the physical plant and other conditions.
- Some programs lack specific educational specifications. Educational specifications are being revised for the pre-kindergarten and magnet programs as a result of the comprehensive review concluded by the Charlotte-Mecklenburg Board of Education (CMBE).

Multi-Year Performance:

The following table provides summary data for the percentage of schools that were evaluated as being at standard for facilities for 2004, 2006, 2008, 2009 and 2011 (estimated).

Year	Percentage of Schools Assessed as "At Standard"
2004 (47/146)	33%
2006 (58/149)	39%
2008 (92/160)	58%
2009 (100/167)	60%
(Estimated) Fall 2010 (105/171)	61%

Total number of possible schools indicated in above parenthesis

School Lists

Following are three lists, accompanied by a brief explanation: schools meeting baseline standard, those with projects planned or in process to enable them to meet standards and those that neither meet standard nor have funding dedicated to accomplish baseline standards.

Schools Assessed as At Standard

The schools listed below are the elementary, middle, and high schools that currently meet standards as defined by the current baseline. These schools have either been constructed (as new or replacement) or renovated to meet the standard.

School	Title I Status	FOCUS Status	Completion Year	Funding Source
Albemarle Road Elementary	✓	✓	2007	COPs
Alexander Graham Middle			2009	COPs/Bonds
Ashley Park Elementary	✓	✓	2004	Bonds/COPs
Ardrey Kell High			2006	Bonds/COPs
Bailey Road Middle			2006	Bonds/COPs
Ballantyne Elementary			2008	COPs
Barnette Elementary			2008	COPs
Barringer Elementary	✓	✓	2003	Bonds
Berewick Elementary			2009	Bonds
Berryhill Elementary	✓	✓	2008	COPs
Billingsville Elementary	✓	✓	2004	Bonds
Blythe Elementary			2003	Bonds
Bradley Middle			2003	Bonds
Butler High			2003	COPs

School	Title I Status	FOCUS Status	Completion Year	Funding Source
W.G. Byers Elementary	✓	✓	2003	COPs
Carmel Middle			2008	COPs
Clear Creek Elementary			2008	COPs
Cochrane Middle	✓	✓	2009	COPs
Community House Road Middle			2004	Bonds
Cotswold Elementary			2007	Bonds/COPs
Crestdale Middle			2003	Bonds
Croft Community School			2008	COPs
David Cox Road Elementary			2003	Bonds
Davidson Elementary			1994	Bonds
Dilworth Elementary			2006	Bonds
Druid Hills Elementary	✓	✓	2003	Bonds
Eastover Elementary			2005	Bonds
Eastway Middle	✓	✓	2005	Bonds
Elizabeth Lane Elementary			2003	Bonds
Elizabeth Traditional Elementary			2003	Bonds
Elon Park Elementary			2008	COPs
Endhaven Elementary			2003	Bonds
First Ward Elementary	✓	✓	2003	Bonds
Greenway Park Elementary			2003	Bonds
James G. Martin Middle	✓	✓	1998	Bonds
Joseph W. Grier Academy		✓	2003	Bonds
J.H. Gunn Elementary	✓	✓	2003	Bonds
J.M. Robinson Middle			2003	Bonds
Hawk Ridge Elementary			2003	Bonds
Hickory Grove Elementary	✓	✓	2006	Bonds
Highland Creek Elementary			2006	Bonds/COPs
Highland Mill Montessori			2003	Bonds
Highland Renaissance Academy	✓	✓	2003	COPs
Hopewell High			2003	COPs
Huntingtowne Farms Elementary		✓	2007	Bonds
Idlewild Elementary	✓	✓	2009	COPs
Irwin Avenue Elementary	✓	✓	2003	Bonds
Lincoln Heights Elementary	✓	✓	2003	Bonds
Long Creek Elementary			2009	COPs
Mallard Creek High			2007	COPs
Marie G. Davis Magnet			2008	Bonds/COPs
Martin Luther King Middle	✓	✓	2003	Bonds
Merry Oaks Elementary	✓	✓	2003	Bonds
Metro School			2006	Bonds
Midwood Eight Plus	✓	✓	2007	Bonds
Mint Hill Middle			2003	Bonds
Morehead Elementary			2003	Bonds

School	Title I Status	FOCUS Status	Completion Year	Funding Source
Mountain Island Elementary			2003	Bonds
Myers Park Traditional Elementary			2003	Bonds
Nathaniel Alexander Elementary		✓	2003	Bonds
Northeast Middle			2009	COPs
Northridge Middle		✓	2003	Bonds
Oakdale Elementary	✓	✓	2006	Bonds
Oakhurst Elementary			2003	Bonds
Oaklawn Elementary			2004	Bonds/COPs
P.O. Berry Academy of Technology		✓	2003	Bonds
Piedmont Middle			2004	Bonds
Pinewood Elementary	✓	✓	2004	Bonds
PLC @ Graham			2006	Bonds
Polo Ridge Elementary			2008	COPs
Providence Spring Elementary			2003	Bonds
Quail Hollow Middle		✓	2008	Bonds
Randolph Middle			2008	Bonds
Reedy Creek Elementary			2007	Bonds
Reid Park Elementary	✓	✓	2003	Bonds
Ridge Road Middle			2009	Bonds
River Gate Elementary			2009	Bonds
River Oaks Academy			2009	Bonds
Sedgefield Elementary	✓	✓	2003	Bonds
Sedgefield Middle	✓	✓	2009	COPs
Selwyn Elementary			2003	Bonds
Sharon Elementary			2006	Bonds
Smithfield Elementary			2003	Bonds
South Charlotte Middle			2003	Bonds
Southwest Middle			2003	Bonds
Sterling Elementary		✓	2003	Bonds
Stoney Creek Elementary			2009	Bonds
Thomasboro Elementary	✓	✓	2003	COPs/Bonds
Torrence Creek Elementary			2005	Bonds
Tuckaseegee Elementary	✓	✓	2006	Bonds
Vance High		✓	2003	Bonds
E.E. Waddell High		✓	2003	Bonds
Washam Elementary			2006	COPs
Westerly Hills Elementary	✓	✓	2003	Bonds/COPs
Whitewater Academy	✓	✓	2008	COPs
Whitewater Middle		✓	2009	Bonds
Winding Springs Elementary			2003	Bonds
Windsor Park Elementary	✓	✓	2004	Bonds
Winget Park Elementary			2006	COPs
Winterfield Elementary	✓	✓	2006	Bonds

Current Equity Funding:

These schools have projects in process that will enable them to meet standards. Three additional funding authorizations will enable CMS to make progress toward equity. These funding sources include 1999, 2003 and 2004 and 2006 Certificates of Participation (COPs) and the 2000, 2002, and 2007 county bond referenda.

The Mecklenburg Board of County Commissioners has directed county staff to slow the sale of authorized bonds because of the current economic crisis. Slowing the sale of authorized bonds means that less capital is available for school construction. Projects that were anticipated to be completed in 2010 will not be finished until 2011 or later.

School	Title I Status	FOCUS Status	Completion Year (Anticipated)	Funding Source
Amay James			2013	Bonds
Bain Elementary			2013	Bonds
Davidson IB Middle			2013	Bonds
W. A. Hough High[1]			2010	Bonds
Johnston Oehler Rd Elementary[1]			2013	Bonds
McClintock Middle	✓	✓	2012	Bonds
Newell Elementary	✓	✓	2013	Bonds
Palisades Elementary[1]			2011	Bonds
Pineville Elementary			2011	Bonds
Ranson Middle	✓	✓	2012	Bonds
Rocky River High[1]		✓	2010	Bonds
Sharon Amity Road Elementary[1]		✓	2012	Bonds
Stumptown Road Elementary[1]			2011	Bonds

[1]These sites are due to open in the 2010 school year, or beyond, and are not part of the total school count

Schools Not Meeting Standards:

These schools do not meet standard and do not have funding in place for the projects necessary to bring them to standards. These schools will be addressed by the Capital Needs Assessment (CNA) for facilities. Schools in the current CNA have a funding requirement listed. It should be noted that the funding requirement is listed in 2008 dollars. The time frame for accomplishment as well as the final cost of accomplishment for each of these projects is wholly dependent upon the availability of capital funding.

School	Title I Status	FOCUS Status	Funding Required	Funding Available[2]
Alexander Middle			$27,800,000	
Albemarle Road Middle	✓	✓	$13,276,250	
Allenbrook Elementary	✓	✓	$10,758,520	
Beverly Woods Elementary			$8,856,000	
Briarwood Elementary	✓	✓	$15,800,000	
Bruns Avenue Elementary	✓	✓	$8,479,440	
Chantilly Elementary			NYI	
Collinswood Elementary			NYI	
Cornelius Elementary			NYI	
Coulwood Middle		✓	$10,832,389	
Crown Point Elementary			NYI	
Devonshire Elementary	✓	✓	$3,303,000	
Double Oaks Pre-Kindergarten			$5,560,000	
East Mecklenburg High		✓	$11,490,000	✓
Garinger High (all schools)		✓	$37,250,329	✓
Harding University High		✓	$32,729,946	✓
Hawthorne School			$15,372,910	✓
Hidden Valley Elementary	✓	✓	NYI	
Hornets Nest Elementary		✓	$10,739,052	
Huntersville Elementary			NYI	
Independence High		✓	$22,592,443	✓
John Taylor Williams Middle	✓	✓	$22,089,030	
Kennedy Middle		✓	$20,261,190	
Lake Wylie Elementary			NYI	
Lansdowne Elementary			$9,700,000	
Lebanon Road Elementary		✓	NYI	
Mallard Creek Elementary			NYI	
Matthews Elementary			NYI	
McAlpine Elementary			$10,739,052	
McKee Road Elementary			NYI	
Montclaire Elementary	✓	✓	$15,800,000	
Morgan School	✓		$19,300,000	
Myers Park High			$23,245,900	✓
Nations Ford Elementary	✓	✓	$15,800,000	
North Mecklenburg High			$29,021,042	✓

School	Title I Status	FOCUS Status	Funding Required	Funding Available[2]
Northwest School of the Arts (6-12)			NYI	✓
Olde Providence Elementary			$9,137,240	
Olympic High (all schools)		✓	$10,693,286	
Park Road Elementary			$15,800,000	
Paw Creek Elementary		✓	NYI	
Pawtuckett Elementary		✓	NYI	
Piney Grove Elementary	✓	✓	$6,205,588	
Plaza Road Pre-Kindergarten			$6,044,850	
Providence High			NYI	
Rama Road Elementary		✓	NYI	
Shamrock Gardens Elementary	✓	✓	$15,800,000	
Smith Language Academy (K-8)			$10,400,000	
South Mecklenburg High			$31,926,933	✓
Spaugh Middle	✓	✓	$20,095,310	
Starmount Pre-Kindergarten			$1,975,000	
Statesville Road Elementary	✓	✓	$6,800,000	
Steele Creek Elementary			$7,497,600	
Tryon Hills Pre-Kindergarten			$5,451,020	
Turning Point Academy			$7,304,384	
University Meadows Elementary		✓	$6,816,560	
University Park Elementary		✓	NYI	
Villa Heights Elementary			$4,742,280	
West Charlotte High		✓	NYI	
West Mecklenburg High		✓	NYI	
Wilson Middle	✓	✓	$27,800,000	

*This funding total number is estimated in 2008 dollars

"NYI" means the scope of work, and therefore the budget, are not yet identified

[2]Schools marked with a checkmark have funding available through COPs or the 2007 Bond Referendum package but will not be at baseline as a result of the funded work.

Future Forecast:

By the fall of 2010, 61% of all schools are anticipated to be at standard: 105/171

Two factors - the current economic crisis and the furious pace of school construction since 2007 - have enabled CMS to meet one of the goals in *Strategic Plan 2010*: the reduction by more than 15% of mobile classrooms in use. In conjunction with these factors, a third circumstance (a one-time reduction in kindergarten enrollment due to a change in state law) contributed to the smallest enrollment growth of this decade. While the student-population slowdown may delay the need for some of the relief schools outlined in the current Ten-Year Capital Needs Assessment, it does nothing to address the students who must still attend class in one of 1,000 mobiles.

The soft economy also means reduced tax revenues, and therefore less funding available for projects approved by voters, including those in the 2007 bond. More than $300 million in authorized but unfunded projects have been delayed by at least a year. These projects include many that address equity in facilities. Additionally, this means that the 2007 bond, which was intended to span a two- to three-year spending cycle, will now take more than five years to accomplish. This may mean that CMS will be unable to meet its goal of 65% of facilities at equity.

Had the economy not been so severely impacted, there would likely have been a school bond referendum on the ballot in November. As it stands now, the voters of Mecklenburg County will not have the opportunity to decide a school bond issue until 2012 or 2013 at the earliest.

Meanwhile, CMS will continue to educate a student population that sets an enrollment record with the start of each year. CMS is currently the 18th largest school system in the United States. And as the economy improves, the number of students we expect to serve will again climb as in recent years. The demands placed on school facilities by burgeoning populations negatively impacts curriculum delivery and therefore negatively impacts issues related to equity. Today there is a need for 15 additional elementary schools, three additional middle schools and four additional high schools just to ensure each student a seat in a brick and mortar classroom building. Population-growth forecasts a need for nearly 60 schools within the next decade: 33 elementary schools, 12 middle schools and 13 high schools.

There is significant need to renovate each existing facility once every thirty years. CMS now operates more than 20 million square feet of buildings with an annual operating budget that cannot adequately address the maintenance and non-capital improvements these facilities require. Further, there are no more maintenance employees today than when CMS had only 8 million square feet of facilities.

As a result of the comprehensive magnet review, three new K-8 schools were created. Two of these are language-immersion, and one is intended as a STEM (Science, Technology, Engineering & Math) program. Additionally, the Montessori elementary schools were expanded to include pre-K to sixth grade and a Montessori program for grades seven and eight was created for Sedgefield Middle. Educational specifications are being created to ensure that students at each grade level of these programs are able to access their entire curriculum within the facility.

Issues of equity in existing schools can be quite complex. A renovation does not merely mean an update of paint and carpet. For example, just one decade ago there was little use of email, cell phones and high-definition televisions. Twenty years ago, it was rare for a family to have a dedicated home computer. A school constructed within these same timeframes is not capable of delivering a 21st-century curriculum without significant investment.

The revised Ten-Year Capital Needs Assessment, which will be presented to the Board in February 2010, outlines the strategy that CMS will follow to achieve the ultimate goal of 100% equity. Accomplishment of this work is wholly dependent on a reliable funding stream. It is anticipated that a combination of general-obligation bonds, Certificates of Participation, and public-private partnerships will enable the successful accomplishment of this critical goal.

Teacher/Student Allocation Ratios and Staffing Standards
2009/2010

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Standard #1: 2009/2010 Teacher/Student Allocation Ratios
Goal: 100% of schools at standard
All Schools' Performance: 100% - 157/157
FOCUS School Performance: 100% - 72/72
Non-FOCUS School Performance: 100% - 85/85
Notes:
- Number. of additional positions due to weighted enrollment: 538 (1.3 weight vs. no weight)
- Number of additional positions for FOCUS schools due to weighted enrollment: 342 (63.6%)

Relation to Strategic Plan 2010
- Goal III – Adequate Resources and Facilities: Implement a weighted student-staffing model in 2006/2007 that addressed the two-tiered system created by the former staffing formula.

Evaluated Standard
- Teacher/Student Ratio Standards: Please refer to the Standards section for additional information

Number of Schools Evaluated: 157/170
Note: The total number is 170 instead of 176 due to small high schools at Garinger and Olympic being counted as one school each.
- Smith Language Academy (K-8) was evaluated as both an elementary school and a middle school.
- Northwest School of the Arts (6-12) was evaluated as both a middle school and a high school.
- Small high schools at Garinger and Olympic being counted as one school each.
  - *Note: Classroom teacher allocations for the small high schools at Garinger and Olympic are allocated based on the combined student enrollment of the school site and then disseminated to the individual schools as deemed appropriate by the administrative teams. Therefore the small schools are treated as one school for the purpose of this evaluation.*
- Pre-kindergarten sites (centers and elementary-based sites); alternative and special programs were not evaluated.

The following pre-kindergarten, alternative and special program sites were not included:
- Cato Middle College
- Turning Point Alternative
- Hawthorne High School
- Metro School
- Midwood High School
- Military and Global Leadership Academy
- Morgan School
- Performance Learning Center
- Amay James Pre-Kindergarten
- Double Oaks Pre-Kindergarten
- Plaza Road Pre-Kindergarten
- Starmount Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- All Other Pre-Kindergarten Programs (site based)

Teacher/Student Ratio Standard at a Glance

- **100% of all schools are at standard: 157/157**
  - 100 elementary sites, 32 middle school sites and 19 high school sites
- **100% of all FOCUS schools are at standard: 72/72**
  - 46 elementary sites, 16 middle school sites and 10 high school sites
- **Notes:**
  - o 755 additional positions due to weighted enrollment
  - o 486 additional positions (64.4%) for FOCUS schools
  - o 416 positions for elementary schools, with 261 for FOCUS
  - o 177 positions for middle schools, with 110 for FOCUS
  - o 162 positions for high schools, with 115 for FOCUS

Standard #2: K–3rd Grade Teacher/Student Ratio of 1:17 for FOCUS Schools
Goal: 100% of schools at standard
FOCUS School Performance: 100% - 46/46

Relation to Strategic Plan 2010
- Goal III: Adequate Resources and Facilities
- Purpose: Ensure that all elementary FOCUS schools receive their K-3rd allotment at an effective class size ratio of 1:17

Evaluated Standard
- Effective Teacher/Student Ratio Standard for elementary FOCUS schools (grades K-3 @ 1:17)

Number of Schools Evaluated: 46/46

Effective K-3 Teacher/Student Ratio Standard for FOCUS Schools at a Glance
- 100% of all FOCUS schools are at standard 46/46
- 38 additional positions were allocated to elementary FOCUS schools

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Background

Charlotte-Mecklenburg Schools is committed to providing schools with classroom teacher allocations based on formulas which are more generous than the state allotment formulas. In addition, the district contributes significant local dollars to provide targeted schools with classroom teachers at levels that exceed the CMS teacher/student ratio standards.

The differentiated staffing approach was introduced during the 1997/1998 school year at the elementary level only. The philosophy was gradually expanded to encompass all grade levels. This allocation method allotted additional teaching positions to schools with high populations of students from low socio-economic backgrounds. These schools were identified based on the percentage of economically disadvantaged students in each school. Schools with higher percentages of economically disadvantaged students received allotments based on lower teacher/student ratios. Through differentiated/equity staffing, Charlotte-Mecklenburg Schools was able to lower teacher/student ratios (reduced class size when space allowed) or to provide smaller instructional groups by way of reduced adult/student ratios.

Although differentiated staffing provided additional resources at the neediest schools, there was growing concern about the schools that fell just below the threshold for receiving additional staff. In addition, there had been concern for some large schools, which had low or moderate percentages of economically disadvantaged students but served significant numbers of students living in poverty due to the size of the student body. These two issues were addressed with weighted student-staffing models, which CMS introduced during the 2006/2007 school year. The weighted allotment formulas provide ADM teacher positions based on the number of economically disadvantaged students at each school. A weight of 1.3 is applied to all economically disadvantaged students, regardless of the overall percentage of economically disadvantaged students within the school population. The new allotment ratios are applied to the weighted enrollment figures in order to determine ADM teacher allocations. The weighted allotment formulas allow for differentiated staffing in all schools and provide a more equitable distribution of the available resources.

Standards

Teacher/Student Allocation Ratios:

The original staffing standards were developed during the initial year of differentiated staffing. For each grade level, there were varying teacher/student allotment ratio standards based on predetermined economically disadvantaged student bands. During the 2006/2007 school year, the weighted student-staffing models replaced differentiated staffing models. The revised standards no longer provide varying teacher/student allocation ratios for each grade level. With the current structure, there is one teacher/student ratio for each grade level with differentiated staffing provided by weighting student enrollment based on the percentage of economically disadvantaged student.

Due to budget reductions at the state and local levels, the teacher/student ratios were increased at all grade levels for the 2009/2010 school year. However, the philosophy and strategies for pushing additional resources to schools with the neediest student populations have not changed.

Standard #1:
- Grades K-3 @ 1:22 teacher/student ratio based on the weighted student population, excluding EC self-contained students (revised for 2008/2009)
- Grades 4-5 @ 1:27.5 teacher/student ratio based on the weighted student population, excluding EC self-contained students (revised for 2009/2010)
- Grades 6-8 @ 1:24.5 teacher/student ratio based on the weighted student population, excluding EC self-contained students (revised for 2009/2010)
- Grade 9 @ 1:25 teacher/student ratio based on the weighted student population, excluding EC self-contained students (revised for 2009/2010)
- Grades 10-12 @ 1:28.5 teacher/student ratio based on the weighted student population, excluding EC self-contained students (revised for 2009/2010)

Standard #2 (new standard beginning with the 2007/08 school year):

During the 2007/2008 budgeting cycle, concerns were raised regarding the impact that weighted student staffing was having on elementary FOCUS schools. Board members requested that the previous grades K-3 allotment ratio of 1:16 for FOCUS schools be reinstated for the 2007/2008 school year. As a result, the superintendent made a commitment to the Board that all FOCUS schools would receive their K-3 allocations at a level which would be consistent with a 1:16 effective teacher/student ratio. In order to ensure that FOCUS schools received staffing at this level, the results from Standard #1 were reviewed (students divided by classroom teachers must have resulted in a 1:16 ratio). If the calculation yielded a result that was greater than a 1:16 ratio, additional positions were added until the 1:16 ratio was obtained. As a result of budget reductions, the commitment to elementary FOCUS schools was adjusted from an effective teacher/student ratio of 1:16 to and effective teacher/student ratio of 1:17 for the 2009/2010 school year.

Procedures, Systems and Strategies for Achieving and/or Maintaining Equity

The following processes and procedures are in place to ensure that all schools receive classroom teacher allotments at or above the base staffing standards in a timely manner:

Staffing Strategies:

CMS generally hosts an annual spring job fair, which is the district's largest recruitment effort for external applicants. In addition, for the past several years, CMS has conducted a FOCUS and new school transfer fair and a general transfer fair. The job fairs target external candidates, while the transfer fairs provide current CMS teachers with opportunities for voluntary movement within the district. The transfer policies place restrictions on movement into schools that exceed the faculty standards and encourage movement to FOCUS schools. Due to a reduction in force for the 2009/2010 school year, CMS did not hold the spring job fair, FOCUS fair and general transfer fair.

In an effort to enhance recruitment efforts, the Human Resources Department has been working to build stronger relationships with colleges and universities. In addition, CMS continues to partner with Teach For America (TFA) and the Visiting International Faculty (VIF) organizations. The Human Resources Department has also established processes to foster more timely communication with NC Teaching Fellows, student teachers, candidates targeted during campus recruitment fairs as well as all other external candidates. CMS will continue to identify strong candidates early in the recruitment season.

Several financial incentives are in place to help attract and retain quality staff. Some of these incentives are available to all teachers, while others are reserved for FOCUS school teachers only. Some of these incentives are listed below. For more information on bonuses and incentives, please refer to the Faculty section of this report.
- Signing and retention bonuses
- Performance-based bonuses
- Financial assistance for lateral entry and masters degree programs

In addition, teachers are encouraged to join the instructional staff of a FOCUS school in order to obtain other incentives, such as:
- Smaller class sizes or adult/student ratios
- Increased supplies and material allocations at the school level
- Classroom Central (free store for eligible FOCUS school teachers)

Staffing Timeline:

The following timeline is used to ensure timely allocation of positions and to support recruitment efforts:

Projected Student Enrollment, Economically Disadvantaged Students Data and FOCUS School Designation – February
- Preliminary 20th-day enrollment projections for the following school year are developed by the Planning department and provided to the Human Resources Department
- 40th-day percentages of economically disadvantaged students are provided by the Child Nutrition department
- FOCUS schools for the coming school year are identified

Preliminary Allotment Projections and Position Exchange Information – February
- Preliminary allotment projections for classroom teachers are developed (based on the data listed above)
- Allotment projections for the coming year are disseminated to principals, area superintendents and human resources staff
- Position exchange guidelines and procedures are distributed with allotment projections

- Projected allotments for the coming year are compared to current allotments to determine the gain/loss for each school
- Principals begin planning for the next school year

Staffing Period – February through June
- Placement of TFA, VIF and strong external candidates at FOCUS schools
- FOCUS and new school transfer fair
- District-wide transfer fair
- CMS spring job fair
- Continued referral and/or placement of strong external candidates

Adjustments to Allotment Projections (as needed) – June through August
- Projected student enrollment is monitored by the Planning Department, with significant variances reported to the Human Resources Department
- Allotments are recalculated and compared to the preliminary allotment projections to determine the gain/loss for impacted schools
- Principals, area superintendents and human resources staff are notified of allotment changes

10th- Day Adjustments – August/September
- Allotments are calculated based on the actual 10th- day enrollment figures
- Significant increases/decreases in allotments are addressed by leveling teaching staff

20th-Day Adjustments – September/October
- Allotments are generally calculated based on the actual 20th-day enrollment figures (occasionally it is necessary to use an earlier reporting date)
- Significant increases/decreases in allotments are addressed by leveling teaching staff, with special consideration given to the neediest schools (FOCUS, High Priority, Corrective Action, Title I, Tier I, etc.) and those unable to meet SAR requirements

Recruitment for Remaining Instructional Vacancies – November
- Fall instructional job fair (if deemed necessary based on vacancies at that time)

Performance Against Standards

Schools Not Assessed:

It has not been the practice to report on pre-kindergarten programs. Therefore, pre-prekindergarten programs within elementary schools as well as the following pre-prekindergarten centers were not included in the assessment:

- Amay James Pre-Kindergarten
- Double Oaks Pre-Kindergarten
- Plaza Road Pre-Kindergarten
- Starmount Pre-Kindergarten
- Tryon Hills Pre-Kindergarten

The following alternative and special schools were not included in this assessment as the allotments for these sites are unique to the individual programs:

- Cato Middle College High
- Turning Point Alternative
- Hawthorne High
- Metro School
- Midwood High
- Military and Global Leadership Academy at Marie G. Davis
- Morgan School
- Performance Learning Center

Performance for Standard #1:

Unlike the differentiated-staffing formulas, the weighted-staffing formulas provide one teacher/student allotment ratio for all schools at a given grade level. Therefore, there is one standard with differentiated staffing provided based on the percentage of economically disadvantaged students. As a result, all schools are at standard for staffing ratios for the 2009/2010 school year.

For the 2009/2010 school year, 755 additional classroom positions were earned as a result of weighting enrollment. This number reflects the result of comparing the current staffing ratios based on a weight of 1.3 for economically disadvantaged students and a weight of 1.0 for non-economically disadvantaged students. The calculation is based on actual student enrollment as of the 11th school day. Of the 755 positions, 486 positions, or 64.4% were allocated to FOCUS schools.

Additional Positions for 2009/2010*			
	All Schools	**FOCUS Schools**	**% Allocated to FOCUS**
Elementary	416	261	62.7%
Middle	177	110	62.1%
High	162	115	71.0%
Totals	**755**	**486**	**64.4%**

* Reflects the current staffing ratio weight of 1.3 for economically disadvantaged students vs. current staffing ratio with weight of 1.0 for non-economically disadvantaged students.

Performance for Standard #2:

For 2009/2010, all elementary FOCUS schools received their K-3 allocation at a level equivalent to or better than an effective teacher/student ratio of 1:17. The calculation is based on actual student enrollment as of the 11th school day.

It should be noted that there are several factors that may reduce or increase actual class size numbers:

- Positions received from supplemental funding sources
- Position exchanges
- Teacher vacancies
- Leveling of classes (20th- day adjustments)
- Student enrollment changes throughout the year

Supplemental Funding:

The staffing ratios are the primary source for providing classroom teachers to our schools. In addition, however, many of our high-need schools receive supplemental resources through Title

I, FOCUS and At-Risk funding. Detailed below are other supplemental funding sources that help increase the instructional staff in our schools:

- **Facilitators** – All elementary, middle and high schools receive a facilitator position in addition to the classroom teacher allotment.
- **Grants** – Some schools receive grant funding to cover the cost of additional positions.
- **Achievement Zone** – The Achievement Zone was created during the 2006/2007 school year to provide increased resources to several low performing schools. The 2009/2010 adopted budget includes 28 positions which have been allocated to this group of schools. Of the 28 positions, nine are classroom teacher or facilitator positions.
- **Small Schools** – Both of the small high schools (Garinger and Olympic) receive two additional instructional positions in excess of the positions, which are allocated based on staffing standards.
- **Reserve Funding** – The district has a limited number of reserve positions built into the budget. These positions are used to respond to individual situations that arise during the course of the year. Some examples of how these positions are used include:
  - providing additional positions for needy schools
  - providing unique positions for magnet schools
  - adding instructional staff to correct class size numbers in order to meet state requirements
  - reserving positions for the process of leveling classes, in order to hold schools harmless from losing staff as a result of reduced student enrollment

Discretionary Positions – Because state budget reductions were less than anticipated, the equivalent of 150 teaching positions were released to area superintendents. Most of these positions were allocated directly to schools on an as-needed basis with the remaining positions used to minimize disruption during the process of leveling of classes.

Note: Position-Exchange Process
The superintendent allows each administrator the flexibility to exchange positions in order to meet the needs of their particular student population. For example, if a principal has two vacant teacher assistant positions and determines that his/her instructional program would be better served by adding another classroom teacher, the principal may request to exchange the two teacher assistant positions for one teacher position. Providing this autonomy allows flexibility for principals to create the appropriate learning environment for the children they serve. There are limited guidelines for this process; however, principals are held accountable for their decisions and all position-exchange requests must be approved by the appropriate area superintendent.

Future Forecast

Charlotte-Mecklenburg Schools will continue to monitor and enhance staffing ratios through available funding. In addition, the Human Resources department will continue to enhance recruitment efforts in support of the goals, which are outlined in the *Strategic Plan 2014*. The following strategies will be utilized for teacher recruitment:

- There will be continued improvements to the processes for recruiting strong external candidates; however, there will be significant changes to the hiring practices. Teacher recruitment and selection will be based on teacher effectiveness rather than teacher qualifications. For the past several years, we have viewed the best candidates as those who were highly qualified and had advanced degrees, National Board certification and several years of teaching experience. Going forward, we will be in search of teachers who have demonstrated success in the classroom and have measurable results.

- Applicants will be subjected to a more rigorous screening process and will be required to complete a teacher assessment instrument as part of the application process.

- We will discontinue the annual spring job fair. It was designed to attract significant numbers of applicants, but not necessarily top performers. Instead, we will establish teaching camps, in which applicants will demonstrate teaching skills in front of a selection panel prior to being placed into a hiring pool.

- Beginning with the 2008/2009 school year, processes were implemented to allow principals to become more involved in selecting their teaching staffs. In addition, district placement of teachers has been limited as much as possible.

- The Strategic Staffing Initiative was developed during the 2007/2008 school year, with the first cohort identified for the 2008/2009 school year. A second cohort is now in place and the naming of a third cohort is anticipated for the coming school year.

- The number of first-year TFA corps members was increased by approximately 75 to a total of 150 corps members for the 2008/2009 school year. The same number of first-year TFA teachers was anticipated for the 2009/2010 school year; however, due to a reduction in force and limited vacancies, the district hired only 102. For the coming school year, 150 first-year corps members are expected to begin teaching in CMS.

- In June 2009, TFA and CMS hosted a Meet and Greet for first-year corps members. This event provided principals an opportunity to speak with corps members and to recommend the TFA corps members that they felt would be the best fit for their particular schools. We will continue to include principals in the TFA placement process.

- Bonus programs will be reviewed on an annual basis. However, it is anticipated that the district will redesign the bonus programs in order to provide more retention-based incentives and fewer signing bonuses in the future.

- Incentives will be examined annually to determine if the desired results are being realized.

Technology Systems
2009/2010

AT A GLANCE

Goal: 100%
All Schools' Performance: 100%
FOCUS School Performance: 100%

Relation to Strategic Plan 2010
- Adequate Resources and Facilities: Instructional materials and supplies, technology, co-curricular activities 3.1: All schools will be equipped with CMS-standard instructional materials and supplies
- Adequate Resources and Facilities: Instructional materials and supplies, technology, co-curricular activities 3.2: All schools will meet CMS standards for technology.

Evaluated Standard
- o Standards vary by grade level. Please see the following "standards" section for a complete explanation.

Number of Schools Evaluated: 171/176
Five schools were not assessed:
- Double Oaks Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Starmount Pre-Kindergarten
- Amay James Pre-Kindergarten
- Plaza Road Pre-Kindergarten

Standards at a Glance
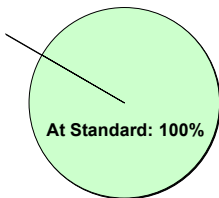
At Standard: 100%

100 % of all schools are at standard: 171/171
- 100% of all elementary schools are at standard: 103/103
- 100% of all middle schools are at standard: 34/34
- 100% of all high schools are at standard: 30/30
- 100% of all exceptional children's schools are at standard: 2/2
- 100% of all alternative schools are at standard: 2/2
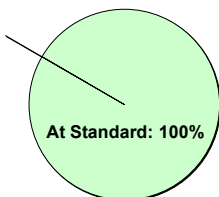
At Standard: 100%

100% of all FOCUS Schools are at standard: 81/81
- 100% of all elementary FOCUS Schools are at standard: 46/46
- 100% of all middle school FOCUS Schools are at standard: 16/16
- 100% of all high school FOCUS Schools are at standard: 19/19
- All Pre-K sites have computer equipment, but NCDPI has no recommended computer standard for Pre-K

Multi-Year Performance: Technology Systems
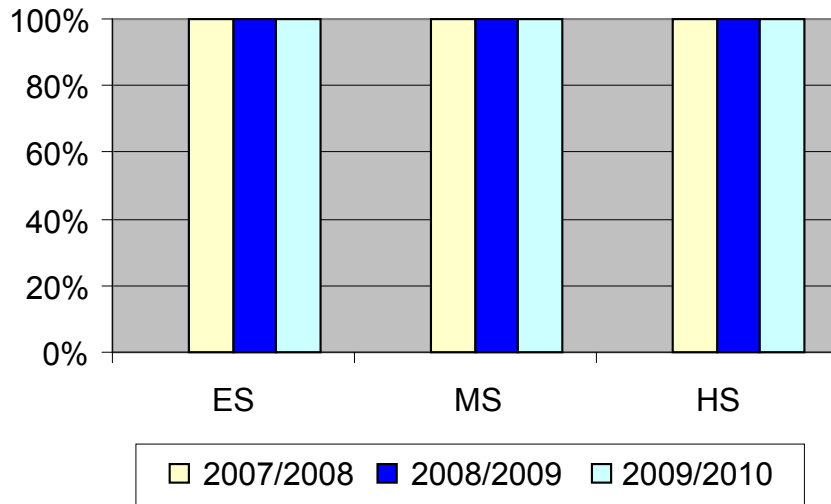
Background

Beginning with the 2002/2003 school year, CMS Technology Services in partnership with the Curriculum and Instruction Department, developed a baseline technology-equity standard to which all schools would be evaluated. These standards provided district-wide expectations in areas such as computers, software, Internet accessibility, cable television access and an on-line catalog system for every media center. Each school would have a minimum of one instructional computer per five students (5:1 standard). In addition, all administrative positions would have computers connected to the Internet and Intranet with access to needed programs and files.

The standards implemented at the beginning of the 2002/2003 school year included a provision that all computers would be standardized on a single platform, single operating system, and a core set of instructional and administrative software. In addition to providing equity across the district, this provision would greatly increase the efficiency of the Technology Services Department in keeping the CMS network and related equipment operating with minimum disruption.

The technology standards are tied to the CMS *Strategic Plan 2010*: Adequate Resources and Facilities. The standard set of instructional software available to teachers and students specifically falls under Goal 3.1 and states that all schools will be equipped with CMS-standard instructional materials and supplies. The student to computer ratio is specific to Goal 3.2 and states that all schools will meet CMS standards for technology.

Standards

All computers are currently purchased with a minimum three-year warranty. Computer standards for the 2009/2010 school year apply to all schools. The operating systems and computer standards change over time as software applications demand more power and memory. The Information System & Support department of Technology Services uses a five-year replacement program when funding is available to keep up with these ever-changing demands. The current standards are reflected in the table below:

Schools*	Totals	Internet Connection	Computers	Video
Elementary	**103**	10 MB	Windows XP ≥Pentium IV	CCTV
Middle	**34**	10MB	Windows XP ≥Pentium IV	CCTV
High	**30**	100 MB	Windows XP ≥Pentium IV	CCTV
Exceptional Children	**2**	10 MB	Windows XP ≥Pentium IV	CCTV
Alternative	**2**	10 MB	Windows XP ≥Pentium IV	CCTV
Total Schools	**171**			

For schools not evaluated, please see the following Schools Not Assessed section.

Procedures, Systems and Strategies for Achieving and/or Maintaining Equity

The North Carolina Department of Public Instruction requires all schools and departments in CMS, except Pre-K, to complete and maintain the Annual Media and Technology Report. Previously, this information was compiled each spring. Now the Web-based report is open all school year, allowing schools and departments to make changes as they occur. In July of each year, the data is compiled by NCDPI for its annual report. This data includes a complete accounting of all technology systems currently on each campus. The Information Systems & Support (IS&S) Department collects this data and uses it, along with monthly attendance reports, to determine each school's student-to-computer ratio. When a school's student-to-computer ratio exceeds 5:1, IS&S allocates additional equipment to that school. This is funded through state technology monies allocated to the district through NCDPI.

Performance Against Standards
Schools Not Assessed:

The following five pre-kindergarten schools were not included in this assessment because they are not included in the NCDPI Annual Media and Technology Report.

- Double Oaks Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Starmount Pre-Kindergarten
- Amay James Pre-Kindergarten
- Plaza Road Pre-Kindergarten

A current initiative is to replace the few remaining Pentium III machines with the current standard of Pentium IV or greater. All computers are running the XP Operating system. The following table reflects the status of equity as of January 2010.

Schools	Totals	Internet Connection	Computers 5:1 ≥ Pentium IV	Video
Elementary	103	100%	100%	100%
Middle	34	100%	100%	100%
High	30	100%	100%	100%
Exceptional Children	2	100%	100%	100%
Alternative	2	100%	100%	100%
TOTAL	171	100%	100%	100%

The district purchases all computers with a minimum three-year warranty. State technology funds are used for the replacement of computers and printers. Local and federal dollars are used for the normal maintenance of the equipment. Infrastructure equipment and services to keep the computers connected to the Education Center and the Internet are funded by local and federal dollars.

Multi-Year Performance (Leveled):
The table provides summary data for the percentage of schools that were evaluated as being at standard in all areas for the past four years for Technology Systems.

School Year	Elementary	Middle	High
2007/2008 (160/165)*	100%	100%	100%
2008-2009 (166/171)*	100%	100%	100%
2009-2010 (171/176)*	100%	100%	100%

Total number of possible schools indicated in above parentheses.

Future Forecast
Overview of Upcoming Trends and Challenges:
Maintaining equity is a continuing challenge as the district grows and as technology rapidly evolves. The Information Systems & Support department monitors each school's attendance numbers to determine adherence to the equity standard. In order to maintain the standard, additional equipment, funded through the state's school technology allotment, is provided to schools as enrollment numbers increase. This funding has remained flat for a number of years while the district has grown in size. The state allocation is not sufficient to maintain a five-year complete computer-refresh cycle.

Textbooks
2009/2010

aT a GLaNCe————

Relation to Strategic Plan 2010:
Adequate Resources and Facilities: Instructional materials and supplies, technology, co-curricular activities 3.1: All schools will be equipped with CMS-standard instructional materials and supplies.

Evaluated Standard:
Please see below or the following Standards section for a complete explanation of the four evaluated standards.

Number of Schools Evaluated: 166/171
All schools were evaluated for both school years. All school sites are prepared to order and plan textbooks to follow standard procedure. However, pre-prekindergarten sites (5) do not utilize standard CMS adopted textbooks.

Standards at a Glance:
The tables below use green to show improvement over the previous year or red to show a decline in performance.

Standard 1: Every student will have access to necessary textbooks for all CMS-approved courses within the first 10 days of the school year.
- *Total student editions backordered on the 10th day of school:*

2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
4,605 texts	171 texts	1450 texts	2952	1456

- *Percent of books received based on school demand as of June 30th*

2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
97.8% 255,500 ordered 250,000 received	100% 281,000 ordered 281,000 received	100% 286,900 ordered 286,900 received	98.7% 236,190 232,900	98% 58,400 57,000

Standard 2: Every CMS-approved course will have textbook criteria which will define the book/materials to be used and the classroom/textbook ratio (i.e., one classroom set; one book per student, etc.).
- *Were all added/deleted courses communicated to the textbook office with the required information?*

2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Yes	Yes	Yes	Yes	Yes

Standard 3: Textbooks will be selected through a process involving school, community, and system-level and state resources.

- ***Were the adopted textbooks chosen by committee?***

2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Yes	Yes	Yes	Yes	Yes

Standard 4: Orders for upcoming school year will be placed in time for delivery prior to the opening of school.

- ***All new adoption books were ordered prior to March 1st?***

2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Yes	Yes	No	No	Yes

- ***All current adoption books needed for replacement and growth were ordered prior to March 30th?***

2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Yes	Yes	No	Yes	Yes

Background

Charlotte-Mecklenburg Schools supports a systematic textbook process that provides unified selection and acquisition of state-recommended, system-adopted textbooks and related materials at each grade level for all schools. Titles chosen align with the NC Standard Course of Study and local course offerings.

Standards

Realizing that the availability of instructional resources is key to learning and teaching, the system has established the following textbook standards:

- ***Standard 1:*** Every student will have access to the necessary textbooks for all CMS-approved courses.
- ***Standard 1 (Updated in 2001/2002):*** Every student will have access to necessary textbooks for all CMS-approved courses within the first 10 days of school.
- ***Standard 2:*** Every CMS-approved course will have textbook criteria which will define the book/materials to be used and the classroom/textbook ratio (i.e., one classroom set; one book per student, etc.).
- ***Standard 3 (added in 2001/2002):*** Textbooks will be selected through a process involving school, community, and system-level and state resources.
- ***Standard 4 (added in 2001/2002):*** Orders for the upcoming school year will be placed in time for delivery prior to the opening of school.

Procedures, Systems and Strategies for Achieving and/or Maintaining Equity

Factors that affect our ability to have equity in textbooks continue to be addressed:

- Accountability for the management of textbook holdings at the local school level
- Accurate inventories at warehouse and schools
- An efficient and effective process to verify school-based requests
- Redistribution of surplus textbooks to follow shifts in student population
- Funding status: the current state "per student" allocation of funding is insufficient to support the textbook standards in the district. Local funds are requested annually to supplement the needs of our students.

- Annual turnover in the persons designated school textbook contact can range from 25%-35% each year, resulting in minimal opportunity to specialize in inventory process.

The following procedures, systems and strategies are in place to meet each standard as noted:
- *Standard 1:* Every student will have access to necessary textbooks for all CMS-approved courses within the first 10 days of school.

The following materials and procedures are in place to ensure timely delivery of textbooks:
  - The *Textbook Procedures Manual* training guide for all school textbook contacts
  - The Textbook Cross-Reference Table for course numbers and textbook titles
  - Textbook calendar – established deadlines for placing orders and maintaining inventory
  - Lawson-Textbook Inventory Management implementation and training for school textbook contacts (12 sessions per year)
  - CMS-approved policy and regulations
  - State-approved adoption cycle for all major curriculum areas
  - The established textbook Surplus/Deficit report uses Lawson data to provide the calculated surplus or deficit quantity per textbook title. This report allows schools to compare current course enrollment to their current textbook inventory.
  - Textbook audits are conducted at randomly selected schools. Audit reports include evidence as to whether the school is adhering to procedures and managing accurate inventory records.
  - A surplus rebalance process that allows for school-to-school transfers of surplus textbooks within the district was implemented in 2005. This rebalance enables faster fulfillment of unexpected textbooks needs in schools and improved efficiencies in the district textbook warehouse
- *Standard 2:* Every CMS-approved course will have textbook criteria which will define the book/materials to be used and the classroom/textbook ratio (i.e., one classroom set; one book per student, etc.).
  - A complete cross-reference of course numbers to textbook titles is updated annually with information communicated to the textbook office by Curriculum and Instruction. The high school cross-reference was transitioned to NCWISE data in 2005/2006. Middle schools and elementary school cross-reference was transitioned to NCWISE data in 2006/2007. The information must be available to the district and is distributed to school textbook contacts annually. The information that is updated includes: course titles, course numbers, textbook titles, grade levels, subject area and distribution.
- *Standard 3:* Textbooks will be selected through a process involving school, community, and system-level and state resources.
  - In accordance with the CMS adoption process, adoption committees include teachers, administrators and parents. Materials are previewed and evaluated and the committees recommend for adoption the best materials from the state-adopted list or directly from publishers. Consensus is used to select recommended textbooks for adoption
- *Standard 4:* Orders for upcoming school year will be placed in time for delivery prior to the opening of school.
  - Supplier relationships with NCDPI and textbook publishers continue to benefit CMS by allowing the expansion of direct shipments to schools of ancillary materials, science materials and new adoption materials. These direct shipments allow CMS to bypass the warehouse operation in the district and deliver directly to school sites,

which reduces the resources required for the CMS warehouse during opening of schools.

- Partnership between curriculum areas and the textbook office to determine projected growth in subject areas and course areas is key to successful inventory planning at the district level to prepare for March orders.

- All new adoption orders must be placed with publishers or NCDPI no later than March 1. Current-adoption books that are ordered for replenishment and growth must be ordered no later than March 30.

Performance Against Standards

Schools Not Assessed: All K-12 school sites were assessed.

Success in meeting performance standards for textbook availability is dependent on inventory accuracy and accountability at each school. Many tools and systems have been designed and implemented to assist in the textbook inventory planning process within schools. While there has been significant improvement in overall district level textbook performance since August 2004, continued improvement in accountability is needed at the schools to reach and maintain objectives for all standards.

The measurements shown are critical activities that must be managed to successfully meet our standards. Data availability is increasing each year as we gain reporting abilities through the Lawson inventory system. Years shown as "no data" indicate that the information was not available at that time; however, the results are reported when available. *Overall, performance has improved significantly over the last 4 years.*

Standard 1: Every student will have textbooks by 10th day	Performance 2004-2005	Performance 2005-2006	Performance 2006-2007	Performance 2007-2008	Performance 2008-2009	Performance 2009-2010
Total Student Editions Backordered on 10th Day:	31,689	4,605	171	1450	2952	1200
Backorders by School	No Data	No Data	No Data	Ref 07/08 report	Ref 08/09 report	See Table ①
Percent of books received based on school demand as of June 30th	97.8% 255,500 ordered 250,000 received	100% 281,000 ordered 281,000 received	100% 286,900 ordered 286,900 received	100% 281,000 ordered 281,000 ordered	98.9% 236,190 ordered 232,900 received	98% 58,400 ordered 57,000 Received
Number of textbooks ordered by schools monthly prior to 20th day:						
June (all due by June 30th)	No data	No data	No data	No data	102,926	533
July	117,736	56,519	61,488	34,411	52,007	147,069
August (AP's return August 1st,)	45,506	38,497	113,366	40,594	123,236	57,484
September	18,638	36,665	18,872	24,138	97,656	15,875

2006/2007 Summary:

All textbooks requested by the schools as of June 30th 2006 were available to the schools by the 10th school day. However, 68% of school needs were requested after school administrators returned on August 1. Inventory Management Textbook Office continues to hold training sessions at the end of each school year to provide instruction to school textbook contacts in ordering textbooks in Lawson, reviewing student enrollment projections and projecting textbook needs. Training sessions emphasize textbook order lead times that exceed 6 weeks for timely deliveries.

2007/2008 Summary:

All textbooks requested by the schools as of June 30 were available to the schools by the 10th school day. However, 65% of school needs were requested after school administrators returned on August 1. This is a 3% decrease from the prior year. Inventory Management Textbook Office continues to hold training sessions at the end of each school year to provide instruction to school textbook contacts in ordering textbooks in Lawson, reviewing student enrollment projections and projecting textbook needs. Training sessions emphasize textbook order lead times that exceed 6 weeks for timely deliveries.

2008/2009 Summary:

All textbooks requested by the schools as of June 30 were available in the district. We were sourcing some materials between schools to satisfy backorders during the opening of schools. There was a slight improvement in school participation for requesting textbooks for the upcoming school year. However, there were still 58% of total textbook needs requested after assistant principals returned to school on August 1.

2009/2010 Summary:

All textbooks requested by schools as of June 30 were available in the district. The textbook office strategically managed surplus in the district to meet the needs for school requests. Lack of new adoptions in grades 6-12 resulted in lower quantities of orders for new books. Elementary materials were ordered per teacher as a purchased package at each grade level. Bundles per teacher contain 2-3 items per student which would have increased the total quantity of books ordered if these items had appeared separately on the purchase orders. The bundled purchase resulted in overall fewer units showing as purchased this year. Improved processes for managing surplus has allowed further improvements in service to schools. Low population growth has allowed for more stable textbook requirements overall. School shipments for August and September were 33% of the total shipments for opening of schools.

① - Total Textbook Backorders by School: Tenth-Day Report

School	Backorder Qty	School	Backorder Qty
Ardrey Kell High	128	Mint Hill Middle School	49
Billingsville Elementary	10	Montclaire Elementary	19
Biotechnology Health @ OHS	1	Morgan School	15
Briarwood Elementary	3	Myers Park High	64
Clear Creek Elementary	9	New Technology @ GHS	56
David Cox Road Elementary	28	North Mecklenburg High	31
David W. Butler High	18	Northridge Middle	20
East Mecklenburg High	2	Phillip O. Berry Tech. High	40
Eastway Middle	199	Pinewood Elementary	29
Elizabeth Lane Elementary	16	Piney Grove Elementary	36
Elon Park Elementary	25	Polo Ridge Elementary	10
Endhaven Elementary School	33	Providence High	1
Harding University High	1	Rama Road Elementary	3
Highland Creek Elementary	5	Ridge Road Middle	1
Highland Mill Montessori	35	River Gate Elementary	54
Hopewell High	140	River Oaks Academy	43
Idlewild Elementary	28	Sharon Elementary	5
Independence High	15	Smithfield Elementary	7
International Business @ OHS	1	South Mecklenburg High	45
Joseph W. Grier Academy	20	Statesville Road Elementary	5
Leadership & Public Service	68	Turning Point Academy	1
Lebanon Road Elementary	5	West Charlotte High	14
Legette Blythe Elementary	3	West Mecklenburg High	2
Long Creek Elementary	4	Whitewater Middle	6
Mallard Creek High School	22	Windsor Park Elementary	5
Math & Science @ Garinger	1	Winget Park Elementary	49
Math Science @ OHS	3	Zebulon B. Vance High	23
		Grand Total	**1456**

Standard 2: Every CMS course will have documented textbook criteria	Performance 2004-2005	Performance 2005-2006	Performance 2006-2007	Performance 2007-2008	Performance 2008-2009	Performance 2009-2010
Were all added or deleted courses communicated to textbook office with required information?	YES	YES	YES	YES	YES	YES

2006/2007 Summary:

All courses that were added and deleted were communicated to the Textbook Office. The new NCWISE system required all course numbers to be changed in the existing Lawson Textbook cross-reference database.   The NCWISE and Business Systems teams worked with the Textbook Office to assure that all data was obtained in a timely manner.

2007/2008 Summary:

All courses were communicated to the Textbook Office. The cross-reference for textbooks and course numbers remains accurate and is continuously maintained by the Textbook Office.

2008/2009 Summary:

All courses were communicated to the Textbook Office. The cross-reference for textbooks and course numbers remains accurate and is continuously maintained by the Textbook Office.

2009/2010 Summary:

All courses were communicated to Textbook Office. The cross-reference for textbooks and course numbers remains accurate and is continuously maintained by the Textbook Office.

Standard 3: Every textbook will be selected by committee involving staff and community	Performance 2004-2005	Performance 2005-2006	Performance 2006-2007	Performance 2007-2008	Performance 2008 - 2009	Performance 2009 - 2010
Adoption Category:	Math Technology	Science Foreign Language Second Language	Language Arts	Performing Arts Visual Arts Family Science	Global Studies Business Science	K-5 Math Business/ Marketing Ed
Were the adopted textbooks chosen by committee?	YES	YES	YES	YES	YES	YES

2006/2007 Summary:

All of the adopted textbooks were selected through committees led by specific curriculum specialists. Decisions were made based on input from a diverse committee. Documentation of committee results resides with the curriculum department.

2007/2008 Summary:

All arts courses and CTE Family Science were adopted through committees which were led by specific curriculum specialists. Decisions were made based on input from a diverse committee. Documentation of committee results resides with the curriculum department.

2008/2009 Summary:

All texts were selected by committees led by specific curriculum specialists. Due to funding constraints, executive staff reduced the total selections adopted from committee recommendations. Funding was provided later in the summer for advanced, honors and IB books to be adopted for Global Studies. Those books were not purchased in time for opening of

schools delivery; however, publishers were able to provide the textbooks quickly following the 10th school day.

2009/2010 Summary:

All texts were selected by committees led by specific curriculum specialists. NCDPI supported adoption of elementary math for this school year and postponed grades 6-12 math adoption until the 2011 school year. CTE Business Education was also a supported adoption area. CMS moved forward with all adoption areas with the following exceptions: middle and high school Careers and Strategic Marketing. In addition, a new African-American Studies textbook was included in the adoption for 2010.

Standard 4: Orders will be placed in time for delivery before opening of schools	Performance 2004-2005	Performance 2005-2006	Performance 2006-2007	Performance 2007-2008	Performance 2008 -2009	Performance 2009 -2010
All new adoption books were ordered prior to March 1? *(If no, see below)*	YES	YES	YES	NO Books were received on time	NO Books were received on time	NO Books were received on time
All current adoption books needed for replacement and growth were ordered prior to March 30? *(If no, see below)*	YES	YES	YES	NO Books were received on time	YES	YES

2006/2007 Summary:

All adoption and maintenance budget planning was completed in a timely manner which allowed for textbook orders to be completed by associated deadlines. Minimal expediting was required to assure delivery of all books prior to the end of July.

2007/2008 Summary:

Adoption committees completed the selection process according to the scheduled project timeline. Budget confirmation was delayed due to decisions to purchase an updated reading program for elementary grade levels. This delay had no impact on delivery of books due to expediting efforts by the Textbook Office and partnerships with large-program publishers. All efforts will be made to avoid delays in future years.

2008/2009 Summary

Advanced courses for Global Studies were not approved for funding until the end of June.

Those books were not available for the opening of schools; however, the publishers were able to

provide the books in early September. All other adopted books were approved within the required timeframe and ordered.

2009/20010 Summary
Budget concerns and limitations were carefully balanced with curriculum priorities to determine areas of adoption that would be approved by CMS. While this created some delay in finalizing a budget, the publishers were able to work with the textbook office to assure timely delivery. Opening of schools was successful with textbook availability.

Future Forecast
Challenges remain in receiving school requests for the upcoming year by June 30. Requisitions received from schools from August through October are very difficult to fulfill. Often books must be ordered to satisfy last-minute requests from schools. In addition, our ability to track surplus books within schools must be improved.   Two initiatives are under way to continue our improvement efforts:

- ***Textbook Tracking Software Systems:*** Hayes Software was recommended for a district pilot during the 2009/2010 school year. Budget reductions prohibited the pilot or partial implementation. We will continue evaluating software package changes and upgrades that are marketed for the purpose of tracking textbooks to the school, teacher and student based on actual classroom rosters. When implemented successfully, this software product can track a specific textbook to the assigned student. The software product enables districts to analyze the quality of books, track fees charged and paid by each student as well as unpaid fees. Such tracking systems allow districts to maximize the use of surplus textbooks prior to purchasing additional books. Savings are also significant in the area of fee collection for lost and damaged books. A system of this type would be a significant investment but would benefit in cost reductions in future years.

- ***Textbook Audits:*** The audit process was evaluated for change during the 2009 school year. That process involved evaluating a change in the textbook-inventory validation audit that takes place in schools. The textbook office visits schools and gauges school inventory accuracy during the school year. We believe that a full 100% audit of school-textbook inventory after school closes in June would provide more accurate results, drive improvement at the school site for year-end textbook inventory confirmation and drive improvements throughout the district in the opening school textbook inventory at schools. Budget reductions prohibit stipends that would be required to staff schools to host this audit and physical book accountability visit. The inventory audit remains a top focus for identifying a potential timeframe to account for all books while in unassigned status.

General Recommendations for Future Action and Equity Evaluations:
The following recommendation offers the most benefit to current textbook process improvements. Budget reductions prohibited pilot or full implementation of textbook tracking software for the 2009/2010 school year. However, a pilot is being considered for two new high schools opening August 2010.

Accountability for textbooks at the schools and warehouse continues to be a weakness for textbook inventory management. Of the total textbook inventory, 93% resides in the schools. The Inventory Management Department recommends that the Inventory Management charter be revised to focus on selecting and implementing appropriate and reputable textbook tracking software that can be successfully utilized within each school. Accountability would be based on each principal's ability to manage the process. The software packages allow the ability to track

textbooks to specific students through electronic bar-coding of books and student identification numbers. Textbook needs can be projected and processed through reports that tie directly to student rosters. The ability to identify surplus inventory could be traced to the classroom teacher. Paper-and-pencil tracking by teachers and department chairs would be replaced with bar-coded inventory assignment at the school, teacher and student levels. The Board of Education should expect extensive benchmarking of these systems to assure an investment toward an appropriate tracking system is justified and should expect extensive benchmarking on implementation methods within school sites.

Per-Pupil Expenditures
2008/2009

Background

The per-pupil expenditure report was not a part of the original group of standards included in the annual equity report. This information merely provides a report of the monies expended at each school for further reference. As noted below, there are a number of factors that impact the individual school's per-pupil expenditures. Therefore, this report should be reviewed with those key factors in mind.

Standards

Although there are no specific equity standards established for per-pupil expenditures, the district does use funding formulas to allocate staffing and non-personnel resources to the school level which provide differentiation for schools with greater needs. These allotment formulas can be found on pages 291-294 of the 2008/2009 Adopted Budget document.

Schools Evaluated

Below are the numbers of schools at each level that are evaluated in this report. Please note that this section specifically reports totals from the 2008/2009 school year. The total number of schools that year is 171 schools. The total number of schools evaluated in this section is 171.

- 104 Pre-Kindergarten and Elementary Schools
- 1 K-9 Schools (Smith Language Academy)
- 30 Middle Schools
- 2 6-12 Schools (Northwest School of the Arts and Military and Global Leadership at Marie G. Davis)
- 30 High Schools
- 2 Exceptional Children's Schools (Morgan School and Metro School)
- 2 Alternative Schools (Derita School and Hawthorne High School)

Glossary of Terms

20th Day Enrollment: The 20th-day enrollment is the student enrollment taken on the 20th day of school. This is not the same as the Average Daily Membership (ADM) number often used by the state. ADM is the sum of days in membership for all students in individual Local Education Agencies (LEAs), divided by the number of school days in the term.

Certified Staff: The term certified staff is used in reference to teachers, principals and assistant principals. Teachers are certified by way of the North Carolina teaching license. Principals and assistant principals are certified by way of a North Carolina professional educator's license. Each of these licenses is required for employment for the respective positions.

Differentiated Staffing: The differentiated staffing approach used prior to 2006/2007 allowed additional teaching positions to be allocated to schools with high populations of students from low socio-economic backgrounds. Schools with high percentages of economically disadvantaged students were staffed based on lower teacher/student ratios. The additional positions allotted may be used to lower teacher/student ratios (reduce class size if space permits) or to provide smaller instructional groups by way of reduced adult/student ratios to meet the needs of their student population.

End-of-Course Tests: North Carolina End-of-Course tests are used to sample a student's knowledge of subject-related concepts as specified in the North Carolina Standard Course of Study and to provide a global estimate of the student's mastery of the material in a particular content area.

End-of-Grade (EOG) Tests: North Carolina End-of-Grade tests are designed to measure student performance on the goals, objectives and grade-level competencies specified in the North Carolina Standard Course of Study. Tests in reading and mathematics are taken by students in grades 3-8 during the last three weeks of the school year. Tests are taken during the last two weeks of school for students on a traditional calendar and the last week for students on the block schedule and summer school students.

FOCUS Schools: (formerly referred to as Equity *Plus* II Schools) This program was developed by Charlotte-Mecklenburg Schools during the 1997/1998 school year to put resources in schools where children need individual attention and extra support. Extra support includes reduced student-teacher ratios (differentiated staffing), additional supplies and materials as well as added incentives for teachers such as signing bonuses, financial assistance for teachers enrolled in master's degree programs and additional pay for teachers who hold a master's degree or are enrolled in a graduate level program.

School Activity Fund: The School Activity Fund includes revenues and expenditures for the activities of individual schools. The primary revenue sources include funds held on the behalf of various clubs and organizations, receipts from athletic events, and proceeds from various fund raising activities. The primary expenditures are for athletic teams, clubs programs, activity buses and instructional needs.

Weighted Student Staffing: The weighted student-staffing model was implemented in the 2006/2007 school year to replace the differentiated-staffing approach. This model provides the district with a formula for classroom teacher staffing which assigns a weight of 1.3 to each student identified as living in poverty. All other students are assigned a weight of 1.0 at this time. Once the student population is weighted to create a weighted-student enrollment, the staffing allocation is determined by formula for each grade level and is applied consistently across the district at all schools.

Factors that Impact Per-Pupil Expenditures

There are a number of factors that will impact the per-pupil expenditure when computed on an individual school level basis. Below are some of those factors that should be considered when data is reviewed. Please note that the list is not intended to be all inclusive, but rather should be used as a reference to further clarify some of the key factors that might impact the individual school's per-pupil cost and cause seemingly similar schools to have dissimilar per-pupil expenditures.

- **FOCUS School Designation:** During 2005/2006 FOCUS schools (referred to as Equity *Plus* II schools in 2005/2006) received additional staff positions (in accordance with the differentiated staffing formula), and they also received 30% more in non-personnel allotments (i.e., dollars for instructional supplies and materials). Beginning in 2006/2007, weighted student staffing was implemented.
- **Teachers and Certified Staff Years of Experience:** Certified salaries are based on years of experience (based on state-determined salary schedule); therefore, schools with more experienced teachers will have a higher per-pupil cost even if they have the same number of teachers as a school of similar size with less experienced teachers. CMS allots teacher positions to the school location based on student enrollment. This is consistent with the fact that the state allocates positions to the school district based on student enrollment without regard to the salary that will be paid – the state pays the actual salary for the person hired to fill the allotted position in accordance with the state salary schedule.
- **School-Specific Expenditures:** There are certain school-related expenditures such as textbooks, school technology, drivers education, school resource officers, transportation, school building maintenance and district wide professional development that are not charged to the school level; therefore, these costs are not included in the per-pupil expenditure at the school level. These expenditures are handled centrally for a variety of reasons, including efficiency (i.e., in the order and receipt of goods), purchase volume discounts, and simplicity in the management of funds.
- **Department-Specific Expenditures:** There are certain school-related expenditures made by departments (i.e., Exceptional Children and Talent Development) for purchased services, materials and supplies that are charged at the department level; thus these costs are not included in the per-pupil expenditure at the school level.
- **Site-Specific Special Programs:** The number of special programs offered at each site (i.e., Reserve Officer Training Corps (ROTC), Career and Technical Education (CTE) or mentoring programs) can increase the school per-pupil cost.
- **Grant Funding:** Grant funds awarded for specific populations (i.e., ESEA Title I - Basic) or specific schools (i.e., Title IV 21st Century Community Learning Centers) will increase the school per-pupil cost.
- **Special Student Populations:** Special populations at each site - the number of EC or Limited English Proficiency) students being served at each site will impact the school per-pupil cost. For example, students in these programs may have an IEP that requires additional student-specific equipment, teaching assistants and/or other services.
- **Staff Vacancies:** Since the data compiled reflects actual expenditures, the per-pupil cost may be lower due to position vacancies since there is no salary cost for that vacant position.
- **Bonus Pay:** Per-pupil expenditure rates can be impacted by the types of bonuses earned and paid to the staff at each school site (i.e., signing bonus, master teacher bonus, state ABC Bonus, and local accountability bonus). None of these bonuses are based on the number of students at each site.
- **Site-Specific Personnel Costs:** Certain costs such as the personnel costs for the principal, assistant principal, secretaries, custodial staff, campus security, counselor and media specialist are required at a minimum level of staffing regardless of student enrollment. This can cause the per-pupil expenditure to be higher when the student population is lower than comparably sized schools.

- **Facility/Facilities Costs:** Custodial services and utilities costs are not necessarily directly related to the student enrollment at the school. Other factors such as the square footage and age of the facility can impact these costs and thus the school per-pupil cost.

The total expenditures reflected for all schools in the associated report will differ from the total budgeted expenditures reflected in the Schools section of the budget document. This is largely due to the fact that the costs are budgeted at the department or program level. These costs are then charged to the appropriate school site when the actual expense occurs. For example, significant federal grants (i.e., Title I and IDEA Title VI B Handicapped) are reflected in the budget document on separate pages and would not be included in the Schools section in the budget document. Other examples of costs that are not included in the Schools section but are included in the actual total expenditures on the attached reports include: utilities, custodial salaries/benefits, EC, LEP and CTE state and local salaries/benefits, extended day program, costs for school based Bright Beginnings program, and the High School Challenge costs charged to the school level.

The items noted above are not intended to be all-inclusive, but rather provide some of the key factors that might impact the individual school per-pupil cost and cause seemingly similar schools to have dissimilar per-pupil expenditures.

Available Online Materials

To access any of the reports listed below, click on the CMS website at www.cms.k12.nc.us.
Access the link entitled Equity Report and click, review and/or print any of the available reports.
Please note that not all sections include additional online material.

Co-Curricular Activities
- 2009/2010 Co-Curricular Activities Matrix (Leveled Reports)

Faculty
- 2009/2010 Faculty Data
- 2009/2010 Bonus Programs (Information Only)

Library Books and Media Services
- 2008/2009 Library Books – Qualitative Standard Chart
- 2008/2009 Library Books – Quantitative Standard Chart
- 2009/2010 Library Personnel Matrix

Per Pupil Expenditures
- 2008/2009 Per Pupil Expenditures Report (Leveled Reports)

Policy Code: ADA Equitable Educational Opportunities

The Board of Education is committed to providing equal access to excellent educational opportunities for all its students in all its schools.

The provision of such opportunities for all students is expected to require providing additional resources and implementing innovative strategies to schools serving students with additional educational needs, particularly students at risk of academic failure. Such resources and strategies may include, but are not limited to: differentiated staffing; smaller class sizes; increased instructional supplies and materials; expanded and renovated facilities; innovative family and community involvement initiatives; upgraded technology; comprehensive co-curricular activities; supplemental guidance and counseling; enhanced professional development; and preschool educational opportunities.

In determining whether all students are being provided with such opportunities, the Board of Education shall adopt baseline standards in the following areas: educational opportunities; student achievement; instructional materials and supplies; media equipment and resources; technology; facilities; faculty; teacher/student ratio; and family and community involvement.
On an annual basis, aligned with the annual budget process, the Superintendent shall present to the Board of Education the following: recommendations related to the baseline standards in the areas listed above; assessment of whether all students are being provided equal access to excellent educational opportunities; strategies for ensuring that all students are provided such opportunities; determination of the amounts of funding and resources needed to provide such opportunities; and recommended allocation and reallocation of the funds and resources needed to provide those opportunities.

On an annual basis, aligned with the annual budget process, the Board of Education shall do the following: comprehensively review and revise the baseline standards in the areas listed above; assess whether all students are being provided equal access to excellent educational opportunities; direct the Superintendent to develop strategies for ensuring that those opportunities are being provided; determine the amounts of funding and resources needed to provide such opportunities; seek and direct the Superintendent to seek the funds and resources needed to provide such opportunities; and allocate, reallocate and direct the Superintendent to allocate and reallocate the funds and resources needed to provide those opportunities.

The Board and Superintendent shall appoint a committee to help facilitate the annual analysis of the provision of equal access to excellent educational opportunities for all its students in all its schools. The Superintendent shall establish and implement regulations and strategies designed to accomplish the requirements of this policy.

Date of Adoption: 6/26/01
Revised:
Legal Reference:
Previous CMS Policy #: none
Related CMS Policies: GCKA, IJ

Policy Code: GC Effective Teachers and School Administrators
Introduction
As set forth in the Board of Education's "Vision, Mission, Core Beliefs and Commitments," the Board of Education is committed to: placing a principal with strong leadership and management skills as the key instructional leader in every school; ensuring that an effective teacher instructs each class; building the capacity of our personnel through meaningful professional development; and securing and allocating adequate resources according to the needs of each child. In addition, as set forth in Board of Education Policy ADA, "Equitable Educational Opportunities," the Board of Education is committed to providing equal access to excellent educational opportunities for all its students in all its schools. The Board of Education holds itself, the Superintendent, and other central office administrators, including Assistant Superintendents, accountable for achieving the commitments in this policy.

This policy sets forth how the Board of Education expects to make those commitments a reality. In short, it will require the successful implementation of a coordinated, comprehensive strategy. The essential elements of this strategy as discussed in detail below are:
- Recruiting and retaining effective teachers and school administrators (i.e., principals and assistant principals) with strong leadership and management skills;
- Providing opportunities for appropriate professional development;
- Providing positive working conditions;
- Matching job assignments with the needs of the students and the school system;
- Evaluating teacher and administrator job performance; and
- Holding our school administrators and teachers accountable for results.

Essential Elements to Having Effective Teachers and School Administrators
Recruitment and Retention
To improve student achievement dramatically, the school system must continually strengthen its efforts to attract and retain effective teachers and school administrators, particularly in schools and areas of highest need. Therefore, the Superintendent must develop and implement regulations and strategies designed to attract and retain such staff. At a minimum, the strategies should include legally permissible and economically feasible financial incentives such as strong base salaries, bonuses, salary differentiation, pay for performance and tuition assistance, as well as non-financial support, including positive working conditions, professional development, administrative support for student discipline and teacher recognition ceremonies. Furthermore, the financial incentives should be based, to the extent possible and permissible under applicable law, on student achievement results and the performance of an individual, teacher and/or school administrator team, and/or the school.

In addition, subject to applicable law, the Superintendent must give principals substantial authority in making hiring and termination recommendations and decisions related to all teachers and other instructional staff and school administrators. In support of this, the system must provide a rapid and effective hiring process.

Professional Development
A key element to having effective teachers and school administrators is building their capacity through professional development customized to meet the unique needs of the school system and those staff members. Therefore, the Superintendent must ensure that all teachers and

school administrators receive excellent professional development that will allow them to improve student achievement dramatically.

At a minimum and subject to budget constraints, the following professional development opportunities should be provided to teachers and/or school administrators:

- Management and teacher training focused on implementation of the Board of Education's Vision, Mission, Core Beliefs and Commitments, and Theory of Action should be provided.
- Beginning and lateral entry teachers should participate in quality beginning teacher induction programs, which include the support of a trained mentor.
- Teachers should be given regularly scheduled opportunities to meet in teams to develop teaching strategies, lesson plans and otherwise collaborate with their colleagues, as well as participating in professional development appropriate to their individual needs.
- Specialized training should be provided to emerging leaders, assistant principals, and appropriately licensed employees with the potential to become strong and effective principals.
- Beginning principals should participate in a specialized induction program which includes mentoring and coaching from experienced leaders.
- All school administrators should be provided professional development that addresses designated school administrator competencies, including leadership, teacher recruitment and retention, improvement of student academic achievement and behavior, and ethics, while recognizing the skills and needs of individuals at different levels of experience.

Positive Working Conditions
The Board of Education recognizes that teachers and school administrators work best in physical environments that are safe and conducive to teaching and learning. Therefore, the Board and Superintendent will strive to provide all teachers with schools and classrooms that meet baseline standards for facilities.

In addition, the Board will assure that teachers have adequate time for planning and collaboration with colleagues and parents, as well as opportunities to participate in professional development. The board will also assure that the administration fosters a culture that balances accountability with empowerment. Instructional time is to be protected. Furthermore, teachers must have the instructional resources and supplies needed to be successful.

Job Assignments
In order to make certain that every school has a strong and effective principal and every class has a strong and effective teacher, the placement of principals and teachers must be considered. To this end, the Superintendent will develop regulations and strategies designed to measure and ensure that all schools have a reasonable balance of teachers who are new and/or experienced, a significant complement of teachers with advanced degrees and certifications (*e.g.,* National Board for Professional Teaching Standards certification), and a significant number of teachers with a history of moving their students to high levels of academic achievement. The Superintendent should use both financial and non-financial staff incentives to support an equitable distribution of effective teachers and school administrators across the school system.

The Superintendent retains the right to transfer or reassign a member of the instructional staff or school administration at any time during his/her employment as will serve the best interests of

the school system. Therefore, the Superintendent retains the flexibility to place teachers and school administrators as an essential management tool for maximizing student learning for all students, including the authority to reconstitute a school. Moreover, the Superintendent is expected to exercise the placement of administrators and teachers when necessary. When the Superintendent exercises that flexibility to place teachers and/or school administrators, the Superintendent should consider placing teams of effective teachers and/or school administrators at school so that the team members can support each other and positively impact the culture of that school.

Evaluation

In order to make certain that every classroom has an effective teacher and that every school has effective school administrators, accurate assessments based on student performance must be developed and used to determine the quality of teachers and school administrators. When these assessments indicate that improvement is needed, administrators must provide appropriate strategies and support to encourage success of the teacher and his or her students, while holding the teacher accountable. These assessments should include both subjective and objective measures. However, results-oriented, objective measures should be emphasized, particularly for the core academic subjects.

Accountability

Teachers and the school administrators in every school will be held accountable for student achievement in accordance with Board of Education Policy AE, "School Accountability." The Board will adopt an accountability system that will provide clear expectations and rewards for positive results and sanctions for unacceptable results. In addition, the accountability system should provide teachers and school administrators who deliver positive results with more flexibility in their job duties.

Administrative Implementation and Management Oversight

The Superintendent will develop and implement regulations and strategies designed to address each of the above-referenced essential elements. If the regulations and strategies developed and implemented by the Superintendent in accordance with this policy do not result in students at a particular school or program attaining the relevant achievement goals, the Superintendent shall take additional actions that the Superintendent deems necessary to achieve those goals.

The Superintendent will provide a report on policy implementation to the Board of Education within six months following the adoption of this policy, and thereafter on at least an annual basis, aligned with the annual budget process. This report shall include the status of each component, the strategies being used to address each component, the effectiveness of those strategies, and the cost of those strategies. The report shall also include any recommendations, including cost projections, for improving each component. The Superintendent shall also identify proposed methods to allocate and reallocate funds and resources needed to address these components.

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Cross Reference: ADA, AE, AEC, GCBAB, GCCAE, GCE, GCKA, GCKA-R, GCOB, IJ

Policy Code: GCKA Instructional Staff Assignments and Transfers

As set forth in Board of Education Policy ADA, "Equitable Educational Opportunities," the Board of Education is committed to providing equal access to excellent educational opportunities for all its students in all its schools. That commitment will be met, in part, through job assignments of the instructional staff of the school system. In assigning the instructional staff to schools and programs, the Superintendent will develop and implement regulations and strategies designed to:

1. Meet the goals of the Board of Education and the needs of the school system;
2. Support the educational needs of all students in the school system, which are expected to require differentiated resource allocation in certain circumstances including, but not limited to:
    A. schools that have student populations with high concentrations of low-performing students;
        i. Exceptional Students;
        ii. Children with limited English proficiency; and/or
        iii. Students in poverty; and,
    B. Schools that have a high turnover of students;
3. Ensure that all schools have a reasonable balance of teachers who are new and/or experienced and ensure that no school will have an over-concentration of new and/or inexperienced teachers;
4. Ensure that all schools have a significant complement of teachers with advanced degrees and additional certifications;
5. Create diverse instructional staffs at each school;
6. Staff each "targeted" school with teachers and administrators reflecting the average degree level, additional training, certification level, number of years of experience, and classroom success on state and local assessments of the school system's Schools of Excellence, Distinction and Exemplary Growth1(1) for the preceding two years, as measured by the North Carolina ABCs program.2(2) (The targeted schools will be determined by the Superintendent and the Board of Education.);
7. Staff all schools to meet the requirements of the educational program in each individual school;
8. Provide differentiated pay and other incentives to individual members of the instructional staff to address critical needs of the school system;
9. Be fair to individual instructional staff members; and
10. Monitor and report to the Board of Education the assignment of instructional staff on an annual basis.

If the regulations and strategies developed and implemented by the Superintendent in accordance with this policy do not result in students at a particular school or program attaining the relevant academic achievement goals, the Superintendent shall take additional actions that the Superintendent deems necessary to achieve those goals.

Furthermore, the Superintendent retains the right to transfer or reassign a member of the instructional staff at any time during his/her employment as will serve the best interests of the school system.

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