

**Reasons For Leaving As Reported By The LEAs
(2005-2006)**

Reason	% of teachers leaving for this reason	Number leaving for this reason
Resigned to teach elsewhere To teach in another NC LEA (73.97%) To teach in another state (20.94%) To teach in a NC non-public/private school (3.89%) To teach in a NC Charter School (1.20%)	21.01%	2674
Retired With full benefits (87.32%) With reduced benefits (12.68%)	15.55%	1979
Resigned—Family Relocation	14.40%	1833
Resigned—Other reasons or reason unknown Other reasons (60.41%) Unknown reasons (39.62%)	12.05%	1534
Resigned—Family responsibility/child care	6.90%	879
Resigned—Career Change	6.17%	786
Re-employed retired teacher resigned	2.96%	377
Resigned—To continue education/sabbatical	2.88%	367
Did not obtain or maintain license	2.73%	347
Interim contract ended—not rehired	2.72%	346
Resigned—Dissatisfied with teaching	2.53%	322
Resigned—Because of health/disability	2.32%	295
Resigned—In lieu of dismissal	1.91%	243
Resigned—End of VIF Term	1.75%	223
Non-Renewal (Probationary contract ended)	1.36%	173
Moved to a non-teaching position in education in another LEA/Agency	1.11%	141
Stayed in LEA but in Non-Teaching position	.79%	100
Deceased	.54%	69
Dismissed	.27%	35
Reduction in Force	.05%	7
Totals	100%	12,730

**Most Difficult Areas of Licensure
for which to find Licensed Teachers**

2003-04		2004-2005		2005-2006	
Number of LEAs Responding to Question = 115		Number of LEAs Responding to Question = 112		Number of LEAs Responding to Question =	
License Area	# Identifying	License Area	# Identifying	License Area	# Identifying
9-12 Mathematics	89	9-12 Mathematics	89	9-12 Mathematics	97
Sp. Ed.: General Curriculum	83	Sp. Ed.: General Curriculum	83	Sp. Ed.: General Curriculum	77
9-12 Science	71	9-12 Science	71	9-12 Science	72
6-9 Mathematics	64	6-9 Mathematics	64	6-9 Mathematics	62
6-9 Science	51	6-9 Science	51	6-9 Science	49
Sp. Ed.: Adapted Curriculum	43	Sp Ed.: Adapted Curriculum	43	Sp Ed.: Adapted Curriculum	49
Cross Categorical	42	Cross Categorical	42	Cross Categorical	34
Behavior/Emotionally Disabled	39	Behavioral/Emotional Disabilities	39	Behavioral/Emotional Disabilities	32
Learning Disabilities	34	Learning Disabilities	34	Learning Disabilities	29
Second Languages	34	Second Languages	34	Second Languages	28
Severely/Profoundly Disabled	26	Severely/Profoundly Disabled	26	Mental Disabilities	20
Mental Disabilities	25	Mental Disabilities	25	Speech Language Pathologist	14
Speech Language Pathologist	15	Speech Language Pathologist	15	ESL	14

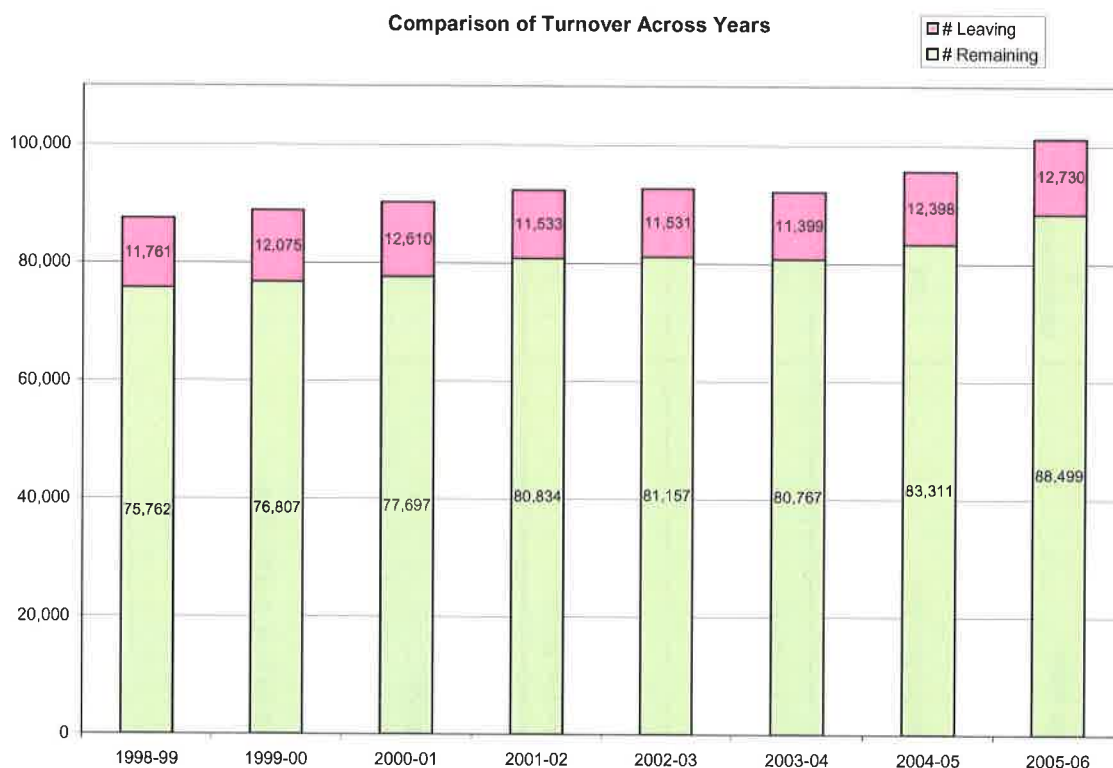
2003-04		2004-2005		2005-2006	
Number of LEAs Responding to Question = 115		Number of LEAs Responding to Question = 112		Number of LEAs Responding to Question =	
License Area	# Identifying	License Area	# Identifying	License Area	# Identifying
ESL	15	ESL	15	6-9 Language Arts	14
6-9 Language Arts	14	6-9 Language Arts	14	Family/Consumer Sciences 6-12	12
Family/Consumer Sciences 6-12	10	Family/Consumer Sciences 6-12	10	Elementary Education	11
Media Coordinator	10	Media Coordinator	10	9-12 English	11
Elementary Education	9	Elementary Education	9	6-9 Social Studies	8
9-12 English	9	9-12 English	9	Severely/Profoundly Disabled	8
Birth-Kindergarten	8	Birth-Kindergarten	8	Counselor	7
Business Education	8	Business Education	8	Birth-Kindergarten	6
Counselor	6	Counselor	6	Media Coordinator	6
Hearing Impaired	6	Hearing Impaired	6		

Notes: ¹ Above numbers include only those areas identified by 5 or more LEAs.

² Spanish was the Second Language most often identified.

Analysis of Turnover

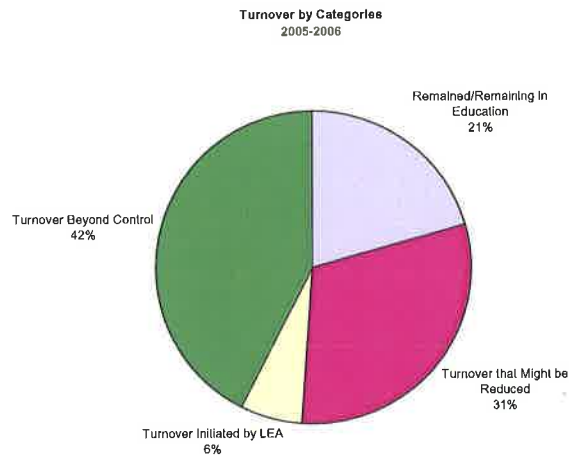
The five-year (2001-02 – 2005-06) average aggregated system level teacher turnover reported by local education agencies is 12.57%. While this rate is slightly greater than the 11% typically cited for turnover in other professions, it is less than the 15.7% reported in national data for all teachers in the US, and less than the 17% average turnover reported in recent years for businesses with 1,000 or more employees. This year, the aggregated system level turnover is 12.58%, down slightly from the 12.95% reported for 2004-05. The chart that follows depicts teacher turnover relative to teacher retention since the 1998-99 school year.



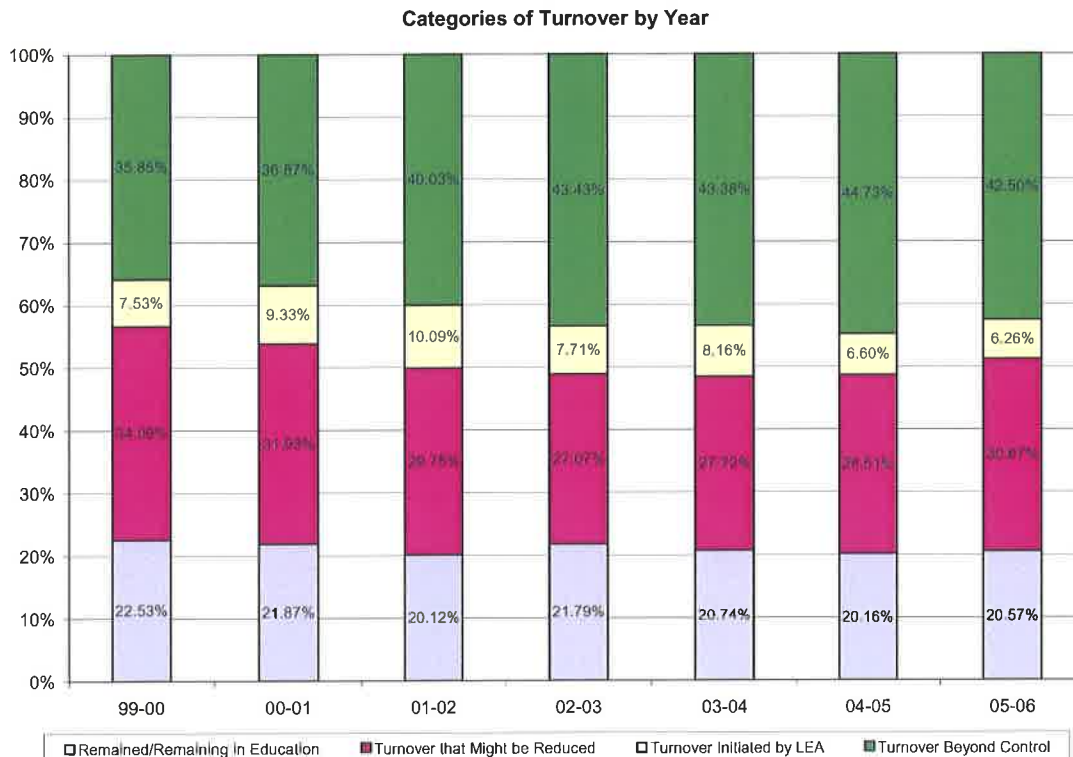
A closer examination of the data indicates that for four of the last five years, the number one reason reported by school systems for teacher turnover is “to teach elsewhere,” with 17% - 21% of the teachers reported to have left for this reason. Of those leaving to teach elsewhere, 75-80% left to teach in other NC school systems. Thus, while this turnover represents a loss to the local system, it does not represent a loss to the state. If those individuals reported by LEAs as leaving teaching positions to teach in another LEA or a NC charter school are removed from the turnover counts, the aggregated system level turnover rate is reduced to 10.6%.

A further analysis of turnover was conducted using the categories of *Remained/Remaining in Education*, *Turnover that Might be Reduced*, *Turnover Initiated by the LEA*, and *Turnover Beyond Control*. The category *Remained/Remaining in Education* included individuals resigning to teach in another NC LEA or charter school and individuals who moved to non-teaching positions in education. The category *Turnover that Might be Reduced* included individuals retiring with reduced benefits, individuals resigning to teach in a non-public school in NC, individuals resigning to teach in another state, individuals dissatisfied with teaching, individuals seeking a career change, and individuals who resigned for unknown and other reasons. The category *Turnover Initiated by the LEA* included individuals who were non-renewed, dismissed,

or resigned in lieu of dismissal. The category *Turnover Beyond Control* included those individuals who retired with full benefits, individuals who resigned for health reasons, individuals who resigned due to family responsibilities and/or childcare, and individuals who resigned due to family relocation. As reflected in the figure that follows, approximately 21% of those teachers reported as leaving *remained in education*; 6% of the reported turnover was *initiated by the LEA*; approximately 42% of the turnover was for *reasons beyond control*; and 30% of the reported turnover *might be reduced*. This latter category, turnover that might be reduced, represents just over 3,900 teachers.



Comparing the percent of turnover by these categories across the last five years reveals consistent patterns.



The results of the North Carolina Teacher Working Conditions Survey, conducted by the Office of the Governor in conjunction with the North Carolina Professional Teaching Standards Commission and the North Carolina Association of Educators, provide information that can help address *Turnover that Might be Reduced*. The survey provides state, district, and school level data on teacher perceptions of empowerment, facilities and resources, leadership, professional development, and time. Comparatively, teachers expressed the highest degree of satisfaction with facilities and resources, with more than 80% responding that teachers and staff work in a school environment that is safe. They expressed the least satisfaction with the time. Less than half (47%) of the more than 75,000 individuals responding to the survey indicated that teachers are protected from duties that interfere with their essential role of education students and that the non-instructional time provided for teachers in their school is sufficient.

Appendix A

Survey Instrument

ANNUAL TEACHER TURNOVER SUMMARY

Personnel Office Report

LEA: _____

Report Period: 7/1/2005-6/30/2006

Individual Submitting Report: _____

Teacher Turnover

1. _____ Total number of teachers employed in the LEA

_____ Total number of teachers leaving 7/1/2005 – 6/30/2006

_____ Number of teachers leaving in 2005 - 2006 who were tenured in your LEA

2. Give the number of teachers who left teaching or left your LEA in 2005 – 2006 for each of the reasons below. (Where more than one reason applies, choose the one which best describes the reason the teacher is leaving.)

<u>Count</u>	<u>Reason</u>	<u>HRMS Code</u>
_____	Stayed in LEA but in Non-Teaching Position	(N/A)
_____	Retired with full benefits	(66)
_____	Retired with reduced benefits	(68)
_____	Re-employed Retired Teacher Resigned	(73)
_____	Dismissed	(50)
_____	Did not obtain or maintain license	(56)
_____	Interim contract ended* – Not rehired	(54)
_____	Non-renewed – Probationary contract ended	(53)
_____	Reduction in Force	(51)
_____	Moved to a non-teaching position in education in another LEA or Agency	(59)
_____	Resigned – In lieu of dismissal	(55)
_____	Resigned – To teach in another NC public school system	(58)
_____	Resigned – To teach in a NC charter school	(70)
_____	Resigned – To teach in a NC non-public/private school	(71)
_____	Resigned – To teach in another state	(62)
_____	Resigned – End of VIF Term	(74)
_____	Resigned – Dissatisfied with teaching	(63)
_____	Resigned – Career Change	(72)
_____	Resigned – Family responsibility/Child care	(57)
_____	Resigned – Family relocation	(61)
_____	Resigned – To continue education/Take a sabbatical	(60)
_____	Resigned – Because of health/Disability	(64)
_____	Resigned – Reason unknown	(69)
_____	Resigned – Other Reason(s) _____	(65)
_____	Deceased	(67)

_____ (Total number of teachers leaving 7/1/2005-6/30/2006 per the reasons indicated)

3. List up to five teaching areas (with their licensure codes) in which you are having the greatest difficulty hiring appropriately licensed teachers. (e.g., Learning Disabled / 88086)

1. _____
2. _____
3. _____
4. _____
5. _____

ANNUAL TEACHER TURNOVER SUMMARY (CLARIFICATION OF REPORTING CATEGORIES)

Stayed in LEA but in Non-Teaching Position

- Teachers moved to counselor, media coordinator, or non-teaching duties in current LEA of employment
- Teachers moved to administrative positions (school-based) in current LEA of employment
- Teachers moved to supervisory, director, or coordinator positions in current LEA of employment
- Teachers accepted non-teaching support or administrative positions in current LEA of employment

Retired with full benefits

- Teachers age 60 with 25 years of creditable service
- Teachers with 30 years of creditable service
- Teachers age 65 with at least 5 years of creditable service
- Teachers retiring with full/unreduced retirement benefits

Retired with reduced benefits

- Teachers retiring after age 50 with reduced benefits
- Teachers retiring with less than full benefits

Re-employed Retired Teacher Resigned

- Teacher who had retired, was re-employed and subsequently resigns

Dismissed

- Teachers demoted or dismissed under GS 115C-325(h)
- Probationary teachers dismissed during the school year under GS 115C-325(m)
- Teachers dismissed under GS 115C-325 (Below standard ratings)
- Teachers reported to the dismissed teacher list
- Teachers dismissed and the ruling upheld by case manager

Did not obtain or maintain license

- Teachers not renewed due to failure to fulfill lateral entry requirements
- Teachers not renewed due to failure to earn 15 renewal credits
- Teachers failed to meet Praxis or provisional license requirements
- Teachers let license expire
- Teachers' license was revoked

Interim Contract – Not Rehired (*Report only for interim contracts of 6 months or more*)

- Interim teachers not rehired under retirement cap
- Teachers not rehired under a term contract with specific employment dates
- Teachers not rehired due to return of a permanent teacher from a leave of absence

Non-Renewed – Probationary Contract Ended

- Probationary teachers whose contract is not renewed after the end of the year

Reduction in Force

- Teachers not rehired due to loss of enrollment, funding, or programming
- Teachers covered under local "RIF" policies

Moved to a non-teaching position in education in another LEA or Agency

- Teachers moved to counselor, media coordinator, or non-teaching duties in another LEA or Agency
- Teachers moved to administrative positions (school-based) in another LEA or Agency
- Teachers moved to supervisory, director, or coordinator positions in another LEA or Agency
- Teachers accepted non-teaching support or administrative positions in another LEA or Agency

Resigned in lieu of dismissal

- Teachers resigned to avoid placement on dismissed teacher list
- Teachers resigned rather than go through full dismissal hearing
- Teachers resigned during an active investigation regarding performance/behavior as a professional educator

Resigned to teach in another NC public school system

- Teachers leaving LEA to accept a teaching position in another NC system
- Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)

Resigned to teach in a NC charter school

- Teachers leaving LEA to accept a teaching position in a NC Charter School
- Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)

Resigned to teach in a NC non-public/private school

- Teachers leaving LEA to accept a teaching position in a NC non-public/private school
- Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)

Resigned – To teach in another state

- Teachers leaving NC to teach in a public school in another state
- Teachers leaving NC to teach in a private school in another state

Resigned – End of VIF Term

- Teachers whose cultural visas have expired and are no longer eligible to be employed in North Carolina

Resigned – Dissatisfied with teaching

- Teachers resigning due to dissatisfaction with teaching

Resigned – Career Change

- Teachers resigning to pursue another employment opportunity
- Teachers resigning to pursue interests outside teaching

Resigned – Family responsibility/Child care

- Teachers resigning for maternity/family leave
- Teachers resigning to care for ill parents or members of the immediate family
- Teachers resigning to care for family business or personal needs

Resigned – Family relocation

- Teachers resigning due to spouse's relocation
- Teachers resigning as a result of marriage and relocation
- Teachers resigning due to family relocation
- Teachers resigning due to military transfer or relocation

Resigned – To continue education/Take a sabbatical

- Teachers resigning to return to school
- Teachers resigning to pursue an educational leave of absence

Resigned – Because of health/disability

- Teachers resigning due to personal disability or health related issues

Resigned – Reason unknown

- Teachers resigning; however, there is no information on why

Resigned – Other reason(s)

- Teachers resigning or leaving teaching for reasons not listed on the survey (For example: Job abandonment, arrest, criminal activity, failing a criminal history check, activation of military reserve, dislocation due to flood, fire, or other disaster, etc.)

Deceased

- Teachers who die while in active service in a NC public school

Appendix B

2005-06 System Level Teacher Turnover

**2005-2006 Teacher Turnover
(as reported by LEAs)**

LEA CODE	LEA	Total Teachers	Teachers Leaving (Including VIF)	Teachers Leaving (Excluding VIF)	Leaving with Tenure	Turnover Percentage (Including VIF)	Turnover Percentage (Excluding VIF)
10	Alamance-Burlington	1,634	282	267	74	17.26	16.34
20	Alexander	398	36		11	9.05	
30	Alleghany	144	13		6	9.03	
40	Anson	296	55		16	18.58	
50	Ashe	250	31		21	12.40	
60	Avery	203	29		23	14.23	
70	Beaufort	576	67		28	11.63	
80	Bertie	252	65		13	25.79	
90	Bladen	451	48	47	19	10.64	10.42
100	Brunswick	767	101		11	13.17	
110	Buncombe	1,598	174		28	10.89	
111	Asheville City	355	58		29	16.34	
120	Burke	1,105	133		54	12.04	
130	Cabarrus	1,746	170	165	53	9.74	9.45
132	Kannapolis	395	52		22	13.16	
140	Caldwell	811	78		3	9.62	
150	Camden	130	9		1	6.92	
160	Carteret	692	63		30	9.10	
170	Caswell	254	27		14	10.63	
180	Catawba	1,131	126	113	58	11.14	9.99
181	Hickory Public	311	34	32	14	10.93	10.29
182	Newton Conover	204	32		9	15.69	
190	Chatham	648	83		34	12.81	
200	Cherokee	321	26		6	8.10	
210	Edenton-Chowan	200	38		15	19.00	
220	Clay	100	10		7	10.00	
230	Cleveland	1,274	112		18	8.79	
240	Columbus	560	76		25	13.57	
241	Whiteville City	183	18		5	9.84	
250	Craven	1,033	138		26	13.36	
260	Cumberland	3,503	464	449	157	13.25	12.82
270	Currituck	296	19		4	6.41	
280	Dare	420	50		21	11.90	
290	Davidson	1,355	142		61	10.48	
291	Lexington City	256.5	49	48	6	19.10	18.71
292	Thomasville City	178	34	33	7	19.10	18.54
300	Davie	429	55		39	12.82	
310	Duplin	722	86		10	11.91	
320	Durham	2,302	442		107	19.20	
330	Edgecombe	573	102		29	17.80	
340	Forsyth-Winston Salem	4,428	418	414	0	9.43	9.35
350	Franklin	622	121	111	14	19.45	17.85
360	Gaston	2,079	199		40	9.57	
370	Gates	150	12		9	8.00	
380	Graham	110	12		7	10.91	
390	Granville	580	89		30	15.34	

LEA CODE	LEA	Total Teachers	Teachers Leaving (Including VIF)	Teachers Leaving (Excluding VIF)	Leaving with Tenure	Turnover Percentage (Including VIF)	Turnover Percentage (Excluding VIF)
400	Greene	230	33		9	14.34	
410	Guilford	5,215	709		288	13.60	
420	Halifax	392	69		6	17.60	
421	Roanoke Rapids City	236	12		4	5.08	
422	Weldon City	92	17		2	18.48	
430	Harnett	1,303	190	181	24	14.58	13.89
440	Haywood	635	66		40	10.39	
450	Henderson	876	91		41	10.39	
460	Hertford	292	45		0	15.41	
470	Hoke	486	105	100	14	21.60	20.58
480	Hyde	75	12		1	16.00	
490	Iredell-Statesville	1,519	147		39	9.68	
491	Mooreville Graded	341	37		12	10.85	
500	Jackson	281	41		19	14.59	
510	Johnston	1,904	317	306	84	16.65	16.07
520	Jones	140	16		4	11.43	
530	Lee	656	118	115	54	17.99	17.53
540	Lenoir	731	134	132	40	18.33	18.06
550	Lincoln	784	82		28	10.46	
560	Macon	329	24		16	7.29	
570	Madison	212	21		8	9.91	
580	Martin	372	49		17	13.17	
590	McDowell	432	41		16	9.49	
600	Charlotte-Mecklenburg	8,954.5	1,349	1,306	348	15.07	14.58
610	Mitchell	181	4		1	2.21	
620	Montgomery	362	34	30	7	9.39	8.29
630	Moore	885	74		27	8.36	
640	Nash-Rocky Mount	1,369	150		28	10.96	
650	New Hanover	1,768	252		105	14.25	
660	Northampton	291	37	35	3	12.71	12.03
670	Onslow	1,613	246		67	15.25	
680	Orange	573	88		36	15.36	
681	Chapel Hill-Carrboro	1,089	104	102	36	9.55	9.37
690	Pamlico	152	36		17	23.68	
700	Pasquotank-Elizabeth City	475	88	86	25	18.53	18.11
710	Pender	578	78		16	13.49	
720	Perquimans	145	22		14	15.17	
730	Person	487	70		28	14.37	
740	Pitt	1,802	224	216	114	12.43	11.99
750	Polk	193	19		4	9.84	
760	Randolph	1,245	146	140	56	11.73	11.24
761	Asheboro City	350	57	54	21	16.29	15.43
770	Richmond	583	48	47	13	8.23	8.06
780	Robeson	1,772	229	215	34	12.92	12.13
790	Rockingham	1,136	120	118	70	10.56	10.34
800	Rowan-Salisbury	1,552	187	184	64	12.05	11.86
810	Rutherford	702	76		36	10.82	
820	Sampson	576	71		27	12.32	
821	Clinton City	211	32		15	15.17	

LEA CODE	LEA	Total Teachers	Teachers Leaving (Including VIF)	Teachers Leaving (Excluding VIF)	Leaving with Tenure	Turnover Percentage (Including VIF)	Turnover Percentage (Excluding VIF)
830	Scotland	548	50	49	21	9.12	8.94
840	Stanly	749	76		36	10.15	
850	Stokes	555	84	84	47	15.14	14.95
860	Surry	649	64		41	9.86	
861	Elkin	98	13		6	13.27	
862	Mount Airy City	138	17	16	0	12.32	11.59
870	Swain	158	18		0	11.39	
880	Transylvania	275	26		15	9.45	
890	Tyrrell	59	12		6	20.34	
900	Union	2,177	244	230	85	11.21	10.56
910	Vance	596	140	139	44	23.49	23.32
920	Wake	8,091	757		267	9.36	
930	Warren	203	37	35	5	18.23	17.24
940	Washington	183	26	23	11	14.21	12.57
950	Watauga	402	48		17	11.94	
960	Wayne	1,488	163	154	41	10.95	10.35
970	Wilkes	759	95	93	8	12.52	12.25
980	Wilson	865	96		40	11.10	
990	Yadkin	435	44	42	15	10.11	9.66
995	Yancey	197.87	25		20	12.63	
Totals		101,229	12,730	12,475	3,917	12.58	12.32

**2005-2006 Teacher Turnover
(in descending order)**

LEA CODE	LEA	Turnover Percentage (Including VIF)	LEA CODE	LEA	Turnover Percentage (Excluding VIF)
80	Bertie	25.79%	80	Bertie	25.79%
690	Pamlico	23.68%	690	Pamlico	23.68%
910	Vance	23.49%	910	Vance	23.32%
470	Hoke	21.60%	470	Hoke	20.58%
890	Tyrrell	20.34%	890	Tyrrell	20.34%
350	Franklin	19.45%	320	Durham	19.20%
320	Durham	19.20%	210	Edenton-Chowan	19.00%
291	Lexington City	19.10%	291	Lexington City	18.71%
292	Thomasville City	19.10%	40	Anson	18.58%
210	Edenton-Chowan	19.00%	292	Thomasville City	18.54%
40	Anson	18.58%	422	Weldon City	18.48%
700	Pasquotank-Elizabeth City	18.53%	700	Pasquotank-Elizabeth City	18.11%
422	Weldon City	18.48%	540	Lenoir	18.06%
540	Lenoir	18.33%	350	Franklin	17.85%
930	Warren	18.23%	330	Edgecombe	17.80%
530	Lee	17.99%	420	Halifax	17.60%
330	Edgecombe	17.80%	530	Lee	17.53%
420	Halifax	17.60%	930	Warren	17.24%
10	Alamance-Burlington	17.26%	10	Alamance-Burlington	16.34%
510	Johnston	16.65%	111	Asheville City	16.34%
111	Asheville City	16.34%	510	Johnston	16.07%
761	Asheboro City	16.29%	480	Hyde	16.00%
480	Hyde	16.00%	182	Newton Conover	15.69%
182	Newton Conover	15.69%	761	Asheboro City	15.43%
460	Hertford	15.41%	460	Hertford	15.41%
680	Orange	15.36%	680	Orange	15.36%
390	Granville	15.34%	390	Granville	15.34%
670	Onslow	15.25%	670	Onslow	15.25%
821	Clinton City	15.17%	821	Clinton City	15.17%
720	Perquimans	15.17%	720	Perquimans	15.17%
850	Stokes	15.14%	850	Stokes	14.95%
600	Charlotte-Mecklenburg	15.07%	500	Jackson	14.59%
500	Jackson	14.59%	600	Charlotte-Mecklenburg	14.58%
430	Harnett	14.58%	730	Person	14.37%
730	Person	14.37%	400	Greene	14.34%
400	Greene	14.34%	650	New Hanover	14.25%
650	New Hanover	14.25%	60	Avery	14.23%
60	Avery	14.23%	430	Harnett	13.89%
940	Washington	14.21%	410	Guilford	13.60%
410	Guilford	13.60%	240	Columbus	13.57%
240	Columbus	13.57%	710	Pender	13.49%
710	Pender	13.49%	250	Craven	13.36%
250	Craven	13.36%	861	Elkin	13.27%
861	Elkin	13.27%	100	Brunswick	13.17%

LEA CODE	LEA	Turnover Percentage (Including VIF)	LEA CODE	LEA	Turnover Percentage (Excluding VIF)
260	Cumberland	13.25%	580	Martin	13.17%
100	Brunswick	13.17%	132	Kannapolis	13.16%
580	Martin	13.17%	260	Cumberland	12.82%
132	Kannapolis	13.16%	300	Davie	12.82%
780	Robeson	12.92%	190	Chatham	12.81%
300	Davie	12.82%	995	Yancey	12.63%
190	Chatham	12.81%	940	Washington	12.57%
660	Northampton	12.71%	50	Ashe	12.40%
995	Yancey	12.63%	820	Sampson	12.32%
970	Wilkes	12.52%	970	Wilkes	12.25%
740	Pitt	12.43%	780	Robeson	12.13%
50	Ashe	12.40%	120	Burke	12.04%
862	Mount Airy City	12.32%	660	Northampton	12.03%
820	Sampson	12.32%	740	Pitt	11.99%
800	Rowan-Salisbury	12.05%	950	Watauga	11.94%
120	Burke	12.04%	310	Duplin	11.91%
950	Watauga	11.94%	280	Dare	11.90%
310	Duplin	11.91%	800	Rowan-Salisbury	11.86%
280	Dare	11.90%	70	Beaufort	11.63%
760	Randolph	11.73%	862	Mount Airy City	11.59%
70	Beaufort	11.63%	520	Jones	11.43%
520	Jones	11.43%	870	Swain	11.39%
870	Swain	11.39%	760	Randolph	11.24%
900	Union	11.21%	980	Wilson	11.10%
180	Catawba	11.14%	640	Nash-Rocky Mount	10.96%
980	Wilson	11.10%	380	Graham	10.91%
640	Nash-Rocky Mount	10.96%	110	Buncombe	10.89%
960	Wayne	10.95%	491	Mooreville Graded	10.85%
181	Hickory Public	10.93%	810	Rutherford	10.82%
380	Graham	10.91%	170	Caswell	10.63%
110	Buncombe	10.89%	900	Union	10.56%
491	Mooreville Graded	10.85%	290	Davidson	10.48%
810	Rutherford	10.82%	550	Lincoln	10.46%
90	Bladen	10.64%	90	Bladen	10.42%
170	Caswell	10.63%	440	Haywood	10.39%
790	Rockingham	10.56%	450	Henderson	10.39%
290	Davidson	10.48%	960	Wayne	10.35%
550	Lincoln	10.46%	790	Rockingham	10.34%
440	Haywood	10.39%	181	Hickory Public	10.29%
450	Henderson	10.39%	840	Stanly	10.15%
840	Stanly	10.15%	220	Clay	10.00%
990	Yadkin	10.11%	180	Catawba	9.99%
220	Clay	10.00%	570	Madison	9.91%
570	Madison	9.91%	860	Surry	9.86%
860	Surry	9.86%	750	Polk	9.84%
750	Polk	9.84%	241	Whiteville City	9.84%
241	Whiteville City	9.84%	490	Iredell-Statesville	9.68%

LEA CODE	LEA	Turnover Percentage (Including VIF)	LEA CODE	LEA	Turnover Percentage (Excluding VIF)
130	Cabarrus	9.74%	990	Yadkin	9.66%
490	Iredell-Statesville	9.68%	140	Caldwell	9.62%
140	Caldwell	9.62%	360	Gaston	9.57%
360	Gaston	9.57%	590	McDowell	9.49%
681	Chapel Hill-Carrboro	9.55%	130	Cabarrus	9.45%
590	McDowell	9.49%	880	Transylvania	9.45%
880	Transylvania	9.45%	681	Chapel Hill-Carrboro	9.37%
340	Forsyth-Winston Salem	9.43%	920	Wake	9.36%
620	Montgomery	9.39%	340	Forsyth-Winston Salem	9.35%
920	Wake	9.36%	160	Carteret	9.10%
830	Scotland	9.12%	20	Alexander	9.05%
160	Carteret	9.10%	30	Alleghany	9.03%
20	Alexander	9.05%	830	Scotland	8.94%
30	Alleghany	9.03%	230	Cleveland	8.79%
230	Cleveland	8.79%	630	Moore	8.36%
630	Moore	8.36%	620	Montgomery	8.29%
770	Richmond	8.23%	200	Cherokee	8.10%
200	Cherokee	8.10%	770	Richmond	8.06%
370	Gates	8.00%	370	Gates	8.00%
560	Macon	7.29%	560	Macon	7.29%
150	Camden	6.92%	150	Camden	6.92%
270	Currituck	6.41%	270	Currituck	6.41%
421	Roanoke Rapids City	5.08%	421	Roanoke Rapids City	5.08%
610	Mitchell	2.21%	610	Mitchell	2.21%

Appendix C

Five-Year Average System Level Teacher Turnover

Five-Year Average System Level Teacher Turnover 2001-2006

LEA Code	System Name	Turnover 2001-02	Turnover 2002-03	Turnover 2003-04	Turnover 2004-05 (inc. VIF)	Turnover 2005-06 (inc. VIF)	5 - Year Average
10	Alamance-Burlington	16.19%	15.11%	16.57%	19.71%	17.26%	16.97%
20	Alexander County	17.65%	10.93%	8.96%	9.21%	9.05%	11.16%
30	Alleghany County	2.99%	9.09%	7.00%	12.40%	9.03%	8.10%
40	Anson County	13.27%	10.14%	12.67%	12.00%	18.58%	13.33%
50	Ashe County	3.54%	9.62%	7.00%	7.21%	12.40%	7.95%
60	Avery County	7.55%	6.22%	7.11%	11.27%	14.23%	9.28%
70	Beaufort County	12.95%	10.83%	10.56%	13.27%	11.63%	11.85%
80	Bertie County	20.34%	7.69%	25.76%	16.35%	25.79%	19.19%
90	Bladen County	19.80%	13.26%	11.11%	12.26%	10.64%	13.41%
100	Brunswick County	13.18%	14.45%	11.31%	9.45%	13.17%	12.31%
110	Buncombe County	8.57%	9.32%	8.37%	9.95%	10.89%	9.42%
111	Asheville City	13.54%	13.38%	12.58%	16.47%	16.34%	14.46%
120	Burke County	13.63%	14.73%	10.65%	12.44%	12.04%	12.70%
130	Cabarrus County	12.04%	12.14%	14.40%	12.21%	9.74%	12.11%
132	Kannapolis City	14.20%	12.57%	11.14%	13.40%	13.16%	12.89%
140	Caldwell County	7.56%	12.66%	11.17%	6.73%	9.62%	9.55%
150	Camden County	6.25%	7.00%	7.62%	4.31%	6.92%	6.42%
160	Carteret County	6.97%	7.50%	9.97%	9.25%	9.10%	8.56%
170	Caswell County	13.89%	14.34%	12.15%	11.81%	10.63%	12.56%
180	Catawba County	12.52%	13.58%	11.27%	11.70%	11.14%	12.04%
181	Hickory City	16.62%	14.24%	11.50%	15.79%	10.93%	13.82%
182	Newton-Conover City	17.59%	16.81%	16.37%	10.96%	15.69%	15.48%
190	Chatham County	16.09%	15.71%	14.58%	15.12%	12.81%	14.86%
200	Cherokee County	9.67%	5.35%	8.67%	6.71%	8.10%	7.70%
210	Edenton-Chowan	13.89%	13.89%	13.44%	17.09%	19.00%	15.46%
220	Clay County	3.16%	3.16%	7.27%	3.96%	10.00%	5.51%
230	Cleveland County	14.07%	12.59%	13.29%	7.97%	8.79%	11.34%
240	Columbus County	6.49%	8.13%	7.46%	10.69%	13.57%	9.27%
241	Whiteville City	11.27%	10.47%	15.02%	12.77%	9.84%	11.87%
250	Craven County	7.89%	6.74%	7.59%	13.55%	13.36%	9.83%
260	Cumberland County	9.71%	9.81%	11.09%	12.64%	13.25%	11.30%
270	Currituck County	14.29%	5.08%	11.50%	6.13%	6.41%	8.68%
280	Dare County	9.09%	8.79%	10.80%	13.11%	11.90%	10.74%
290	Davidson County	9.22%	9.11%	9.51%	10.93%	10.48%	9.85%
291	Lexington City	16.25%	13.25%	20.41%	16.54%	19.10%	17.11%
292	Thomasville City	18.18%	21.14%	18.08%	23.16%	19.10%	19.93%
300	Davie County	13.53%	16.10%	13.35%	12.50%	12.82%	13.66%
310	Duplin County	13.22%	20.38%	13.74%	12.88%	11.91%	14.43%
320	Durham County	14.21%	18.76%	17.11%	17.54%	19.20%	17.36%
330	Edgecombe County	20.04%	18.33%	24.65%	23.28%	17.80%	20.82%
340	Forsyth County	10.19%	9.73%	8.25%	9.43%	9.43%	9.41%
350	Franklin County	17.61%	21.53%	16.83%	22.18%	19.45%	19.52%
360	Gaston County	9.04%	10.03%	9.79%	14.66%	9.57%	10.62%
370	Gates County	5.99%	7.10%	16.03%	8.81%	8.00%	9.19%

LEA Code	System Name	Turnover 2001-02	Turnover 2002-03	Turnover 2003-04	Turnover 2004-05 (inc. VIF)	Turnover 2005-06 (inc. VIF)	5 - Year Average
380	Graham County	3.92%	5.32%	2.73%	5.94%	10.91%	5.76%
390	Granville County	12.17%	12.05%	14.05%	18.91%	15.34%	14.50%
400	Greene County	12.90%	13.30%	16.10%	17.35%	14.34%	14.80%
410	Guilford County	10.06%	9.95%	11.49%	11.81%	13.60%	11.38%
420	Halifax County	13.93%	12.81%	15.94%	14.52%	17.60%	14.96%
421	Roanoke Rapids City	11.42%	8.87%	8.04%	8.78%	5.08%	8.44%
422	Weldon City	22.34%	18.28%	15.79%	25.56%	18.48%	20.09%
430	Harnett County	16.37%	18.34%	19.52%	28.51%	14.58%	19.46%
440	Haywood County	9.78%	11.00%	8.92%	11.76%	10.39%	10.37%
450	Henderson County	8.76%	6.32%	6.73%	9.00%	10.39%	8.24%
460	Hertford County	30.57%	18.75%	17.49%	16.54%	15.41%	19.75%
470	Hoke County	23.43%	27.59%	21.84%	21.33%	21.60%	23.16%
480	Hyde County	12.16%	14.47%	12.50%	24.40%	16.00%	15.91%
490	Iredell-Statesville	10.71%	11.50%	9.17%	9.18%	9.68%	10.05%
491	Mooresville City	11.50%	9.38%	9.03%	13.74%	10.85%	10.90%
500	Jackson County	14.40%	15.69%	12.36%	18.46%	14.59%	15.10%
510	Johnston County	11.90%	15.81%	13.14%	14.42%	16.65%	14.38%
520	Jones County	18.11%	10.00%	12.98%	21.58%	11.43%	14.82%
530	Lee County	15.36%	17.12%	14.47%	15.03%	17.99%	15.99%
540	Lenoir County	17.89%	20.13%	13.59%	16.58%	18.33%	17.30%
550	Lincoln County	10.10%	11.01%	10.60%	10.68%	10.46%	10.57%
560	Macon County	9.43%	8.31%	7.39%	9.66%	7.29%	8.42%
570	Madison County	9.36%	12.96%	9.95%	6.25%	9.91%	9.69%
580	Martin County	13.61%	13.03%	12.00%	14.36%	13.17%	13.23%
590	McDowell County	13.46%	8.39%	6.81%	13.70%	9.49%	10.37%
600	Mecklenburg County	19.31%	16.73%	15.95%	15.51%	15.07%	16.51%
610	Mitchell County	5.63%	9.20%	6.75%	6.01%	2.21%	5.96%
620	Montgomery County	16.67%	18.05%	14.17%	6.35%	9.39%	12.93%
630	Moore County	14.39%	10.53%	15.35%	16.60%	8.36%	13.05%
640	Nash-Rocky Mount	13.76%	20.34%	11.05%	12.81%	10.96%	13.78%
650	New Hanover County	13.50%	11.50%	15.22%	14.41%	14.25%	13.78%
660	Northampton County	24.71%	16.78%	17.98%	15.41%	12.71%	17.52%
670	Onslow County	14.62%	13.29%	12.40%	13.39%	15.25%	13.79%
680	Orange County	12.31%	13.55%	14.35%	17.12%	15.36%	14.54%
681	Chapel Hill-Carrboro	14.51%	16.43%	15.40%	14.09%	9.55%	14.00%
690	Pamlico County	11.46%	11.46%	11.46%	15.63%	23.68%	14.74%
700	Pasquotank County	9.39%	18.57%	21.40%	24.12%	18.53%	18.40%
710	Pender County	9.63%	10.65%	18.81%	20.34%	13.49%	14.58%
720	Perquimans County	8.28%	8.28%	6.90%	11.33%	15.17%	9.99%
730	Person County	20.96%	12.97%	13.89%	13.06%	14.37%	15.05%
740	Pitt County	8.58%	8.54%	8.20%	10.68%	12.43%	9.69%
750	Polk County	13.77%	11.35%	9.73%	8.56%	9.84%	10.65%
760	Randolph County	12.92%	13.58%	12.30%	13.33%	11.73%	12.77%
761	Asheboro City	9.84%	12.78%	13.00%	10.18%	16.29%	12.42%
770	Richmond County	16.12%	10.44%	4.76%	7.55%	8.23%	9.42%
780	Robeson County	13.41%	13.97%	12.23%	10.26%	12.92%	12.56%
790	Rockingham County	14.16%	11.57%	15.47%	12.55%	10.56%	12.86%

LEA Code	System Name	Turnover 2001-02	Turnover 2002-03	Turnover 2003-04	Turnover 2004-05 (inc. VIF)	Turnover 2005-06 (inc. VIF)	5 - Year Average
800	Rowan-Salisbury	14.04%	12.81%	13.09%	10.90%	12.05%	12.58%
810	Rutherford County	6.46%	8.56%	6.25%	7.11%	10.82%	7.84%
820	Sampson County	15.21%	13.04%	10.87%	15.69%	12.32%	13.43%
821	Clinton City	11.73%	10.95%	14.72%	9.77%	15.17%	12.47%
830	Scotland County	7.75%	10.13%	11.60%	9.58%	9.12%	9.64%
840	Stanly County	12.38%	9.86%	10.30%	12.07%	10.15%	10.95%
850	Stokes County	10.28%	9.69%	17.43%	12.43%	15.14%	12.99%
860	Surry County	10.24%	14.83%	9.52%	10.82%	9.86%	11.05%
861	Elkin City	14.77%	10.23%	9.78%	19.78%	13.27%	13.57%
862	Mount Airy City	13.01%	11.02%	19.18%	9.80%	12.32%	13.07%
870	Swain County	5.96%	8.12%	10.20%	10.39%	11.39%	9.21%
880	Transylvania County	8.27%	12.64%	5.99%	13.43%	9.45%	9.96%
890	Tyrrell County	12.07%	24.56%	15.00%	27.12%	20.34%	19.82%
900	Union County	11.12%	10.08%	11.62%	10.38%	11.21%	10.88%
910	Vance County	13.60%	21.04%	21.17%	18.09%	23.49%	19.48%
920	Wake County	9.48%	10.22%	11.30%	10.24%	9.36%	10.12%
930	Warren County	13.27%	17.21%	17.51%	18.67%	18.23%	16.98%
940	Washington County	15.34%	11.64%	10.70%	12.92%	14.21%	12.96%
950	Watauga County	12.73%	9.15%	12.50%	11.93%	11.94%	11.65%
960	Wayne County	7.46%	3.57%	12.88%	16.80%	10.95%	10.33%
970	Wilkes County	15.43%	12.95%	13.00%	10.53%	12.52%	12.89%
980	Wilson County	16.56%	13.57%	9.17%	15.05%	11.10%	13.09%
990	Yadkin County	9.62%	11.73%	11.38%	8.89%	10.11%	10.35%
995	Yancey County	2.63%	6.12%	8.65%	9.76%	12.63%	7.96%
Aggregated State-wide System Level Turnover		12.49%	12.44%	12.37%	12.95%	12.58%	12.57%

**2001-06 Five Year Average System Level Teacher Turnover
(in descending order)**

LEA Code	System Name	5-Year Average
470	Hoke County	23.16%
330	Edgecombe County	20.82%
422	Weldon City	20.09%
292	Thomasville City	19.93%
890	Tyrrell County	19.82%
460	Hertford County	19.75%
350	Franklin County	19.52%
910	Vance County	19.48%
430	Harnett County	19.46%
80	Bertie County	19.19%
700	Pasquotank County	18.40%
660	Northampton County	17.52%
320	Durham County	17.36%
540	Lenoir County	17.30%
291	Lexington City	17.11%
930	Warren County	16.98%
10	Alamance-Burlington	16.97%
600	Mecklenburg County	16.51%
530	Lee County	15.99%
480	Hyde County	15.91%
182	Newton-Conover City	15.48%
210	Edenton-Chowan	15.46%
500	Jackson County	15.10%
730	Person County	15.05%
420	Halifax County	14.96%
190	Chatham County	14.86%
520	Jones County	14.82%
400	Greene County	14.80%
690	Pamlico County	14.74%
710	Pender County	14.58%
680	Orange County	14.54%
390	Granville County	14.50%
111	Asheville City	14.46%
310	Duplin County	14.43%
510	Johnston County	14.38%
681	Chapel Hill-Carrboro	14.00%
181	Hickory City	13.82%
670	Onslow County	13.79%
640	Nash-Rocky Mount	13.78%
650	New Hanover County	13.78%
300	Davie County	13.66%
861	Elkin City	13.57%
820	Sampson County	13.43%
90	Bladen County	13.41%
40	Anson County	13.33%

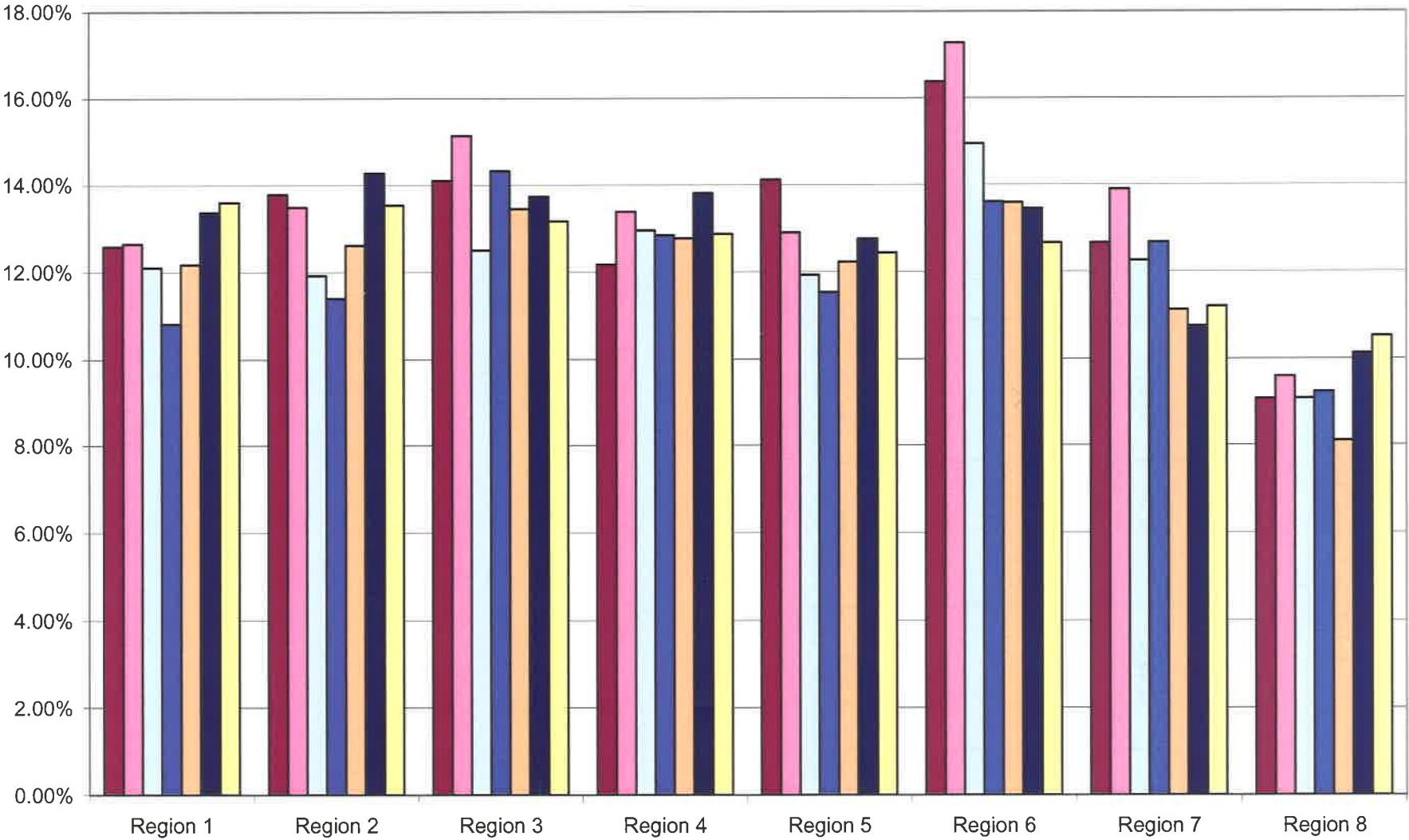
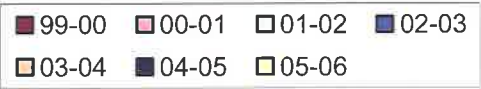
LEA Code	System Name	5-Year Average
580	Martin County	13.23%
980	Wilson County	13.09%
862	Mount Airy City	13.07%
630	Moore County	13.05%
850	Stokes County	12.99%
940	Washington County	12.96%
620	Montgomery County	12.93%
132	Kannapolis City	12.89%
970	Wilkes County	12.89%
790	Rockingham County	12.86%
760	Randolph County	12.77%
120	Burke County	12.70%
800	Rowan-Salisbury	12.58%
170	Caswell County	12.56%
780	Robeson County	12.56%
821	Clinton City	12.47%
761	Asheboro City	12.42%
100	Brunswick County	12.31%
130	Cabarrus County	12.11%
180	Catawba County	12.04%
241	Whiteville City	11.87%
70	Beaufort County	11.85%
950	Watauga County	11.65%
410	Guilford County	11.38%
230	Cleveland County	11.34%
260	Cumberland County	11.30%
20	Alexander County	11.16%
860	Surry County	11.05%
840	Stanly County	10.95%
491	Mooresville City	10.90%
900	Union County	10.88%
280	Dare County	10.74%
750	Polk County	10.65%
360	Gaston County	10.62%
550	Lincoln County	10.57%
440	Haywood County	10.37%
590	McDowell County	10.37%
990	Yadkin County	10.35%
960	Wayne County	10.33%
920	Wake County	10.12%
490	Iredell-Statesville	10.05%
720	Perquimans County	9.99%
880	Transylvania County	9.96%
290	Davidson County	9.85%
250	Craven County	9.83%
740	Pitt County	9.69%
570	Madison County	9.69%
830	Scotland County	9.64%

LEA Code	System Name	5-Year Average
140	Caldwell County	9.55%
770	Richmond County	9.42%
110	Buncombe County	9.42%
340	Forsyth County	9.41%
60	Avery County	9.28%
240	Columbus County	9.27%
870	Swain County	9.21%
370	Gates County	9.19%
270	Currituck County	8.68%
160	Carteret County	8.56%
421	Roanoke Rapids City	8.44%
560	Macon County	8.42%
450	Henderson County	8.24%
30	Alleghany County	8.10%
995	Yancey County	7.96%
50	Ashe County	7.95%
810	Rutherford County	7.84%
200	Cherokee County	7.70%
150	Camden County	6.42%
610	Mitchell County	5.96%
380	Graham County	5.76%
220	Clay County	5.51%

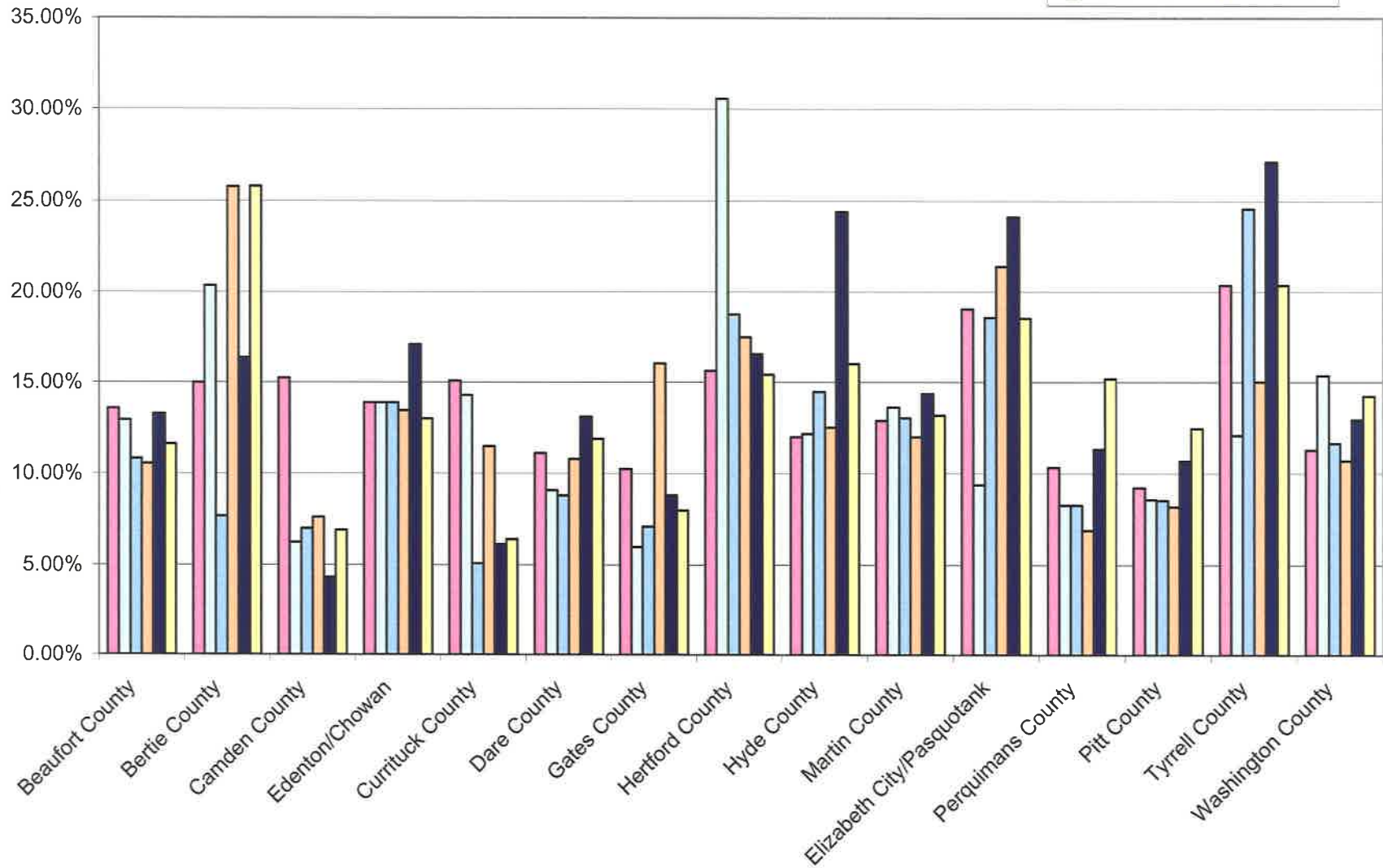
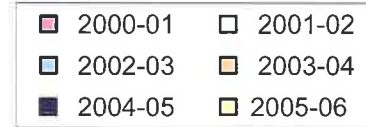
System Level Turnover Aggregated by Region

	2000-2001	2001-2002	2002-2003	2003-2004	2004-05	2005-06
Region 1	12.66%	12.10%	10.82%	12.18%	13.37%	13.60%
Region 2	13.49%	11.92%	11.41%	12.62%	14.27%	13.54%
Region 3	15.14%	12.50%	14.32%	13.45%	13.73%	13.17%
Region 4	13.38%	12.96%	12.85%	12.78%	13.81%	12.88%
Region 5	12.91%	11.93%	11.54%	12.23%	12.76%	12.44%
Region 6	17.28%	14.95%	13.61%	13.59%	13.45%	12.67%
Region 7	13.89%	12.26%	12.68%	11.13%	10.76%	11.21%
Region 8	9.59%	9.08%	9.23%	8.10%	10.12%	10.52%

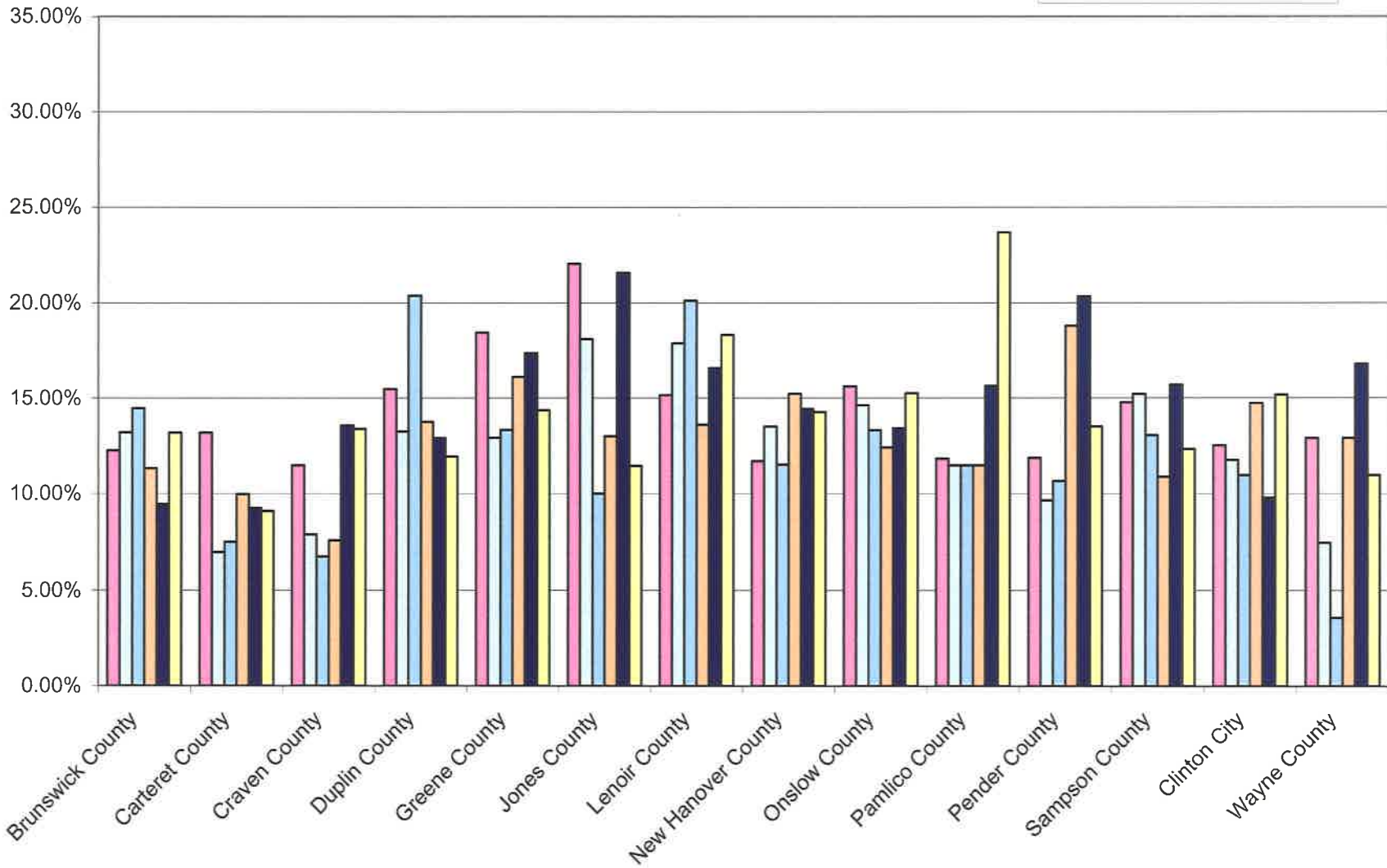
System-Level Turnover Aggregated by Region



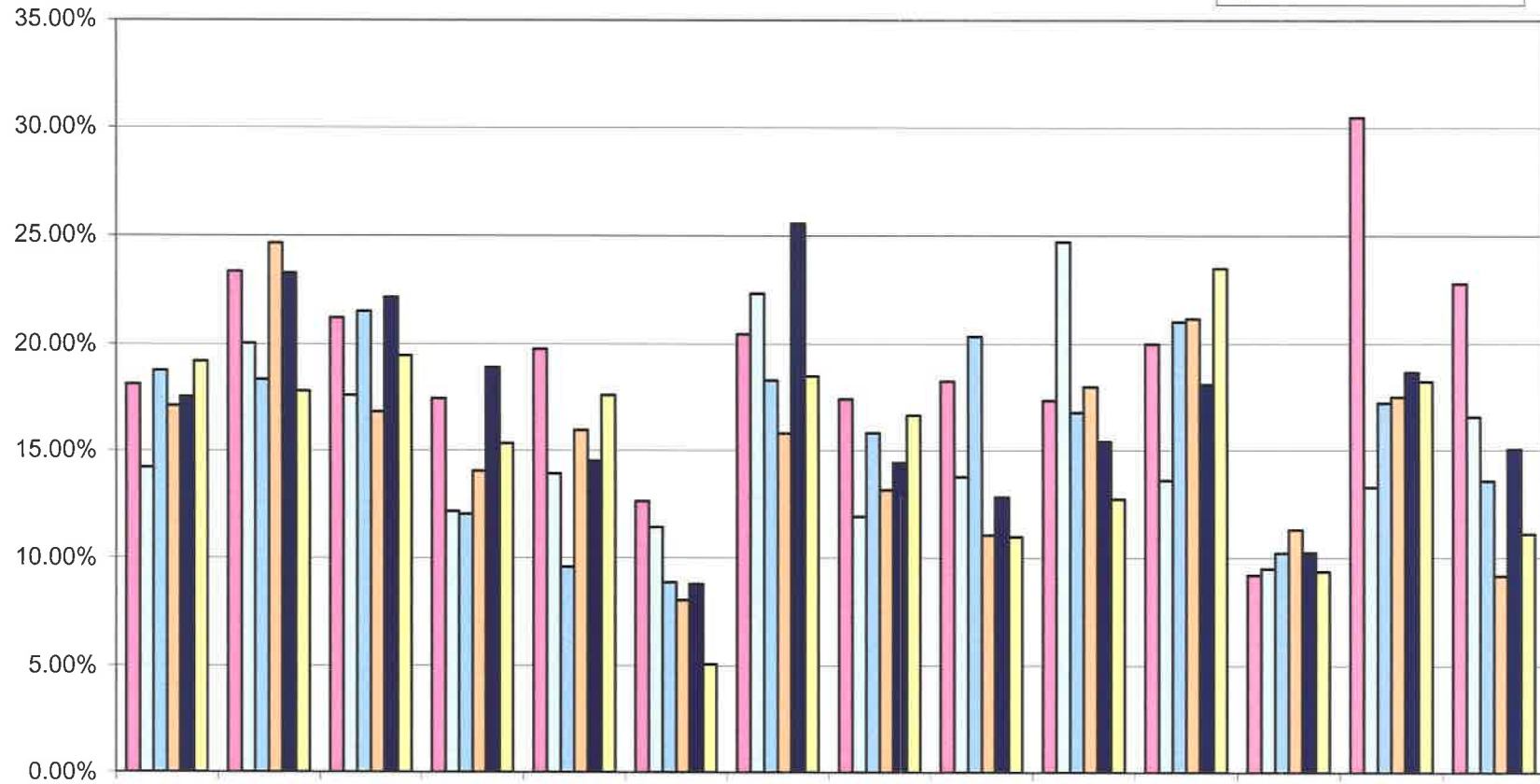
Region 1 Five Year Turnover



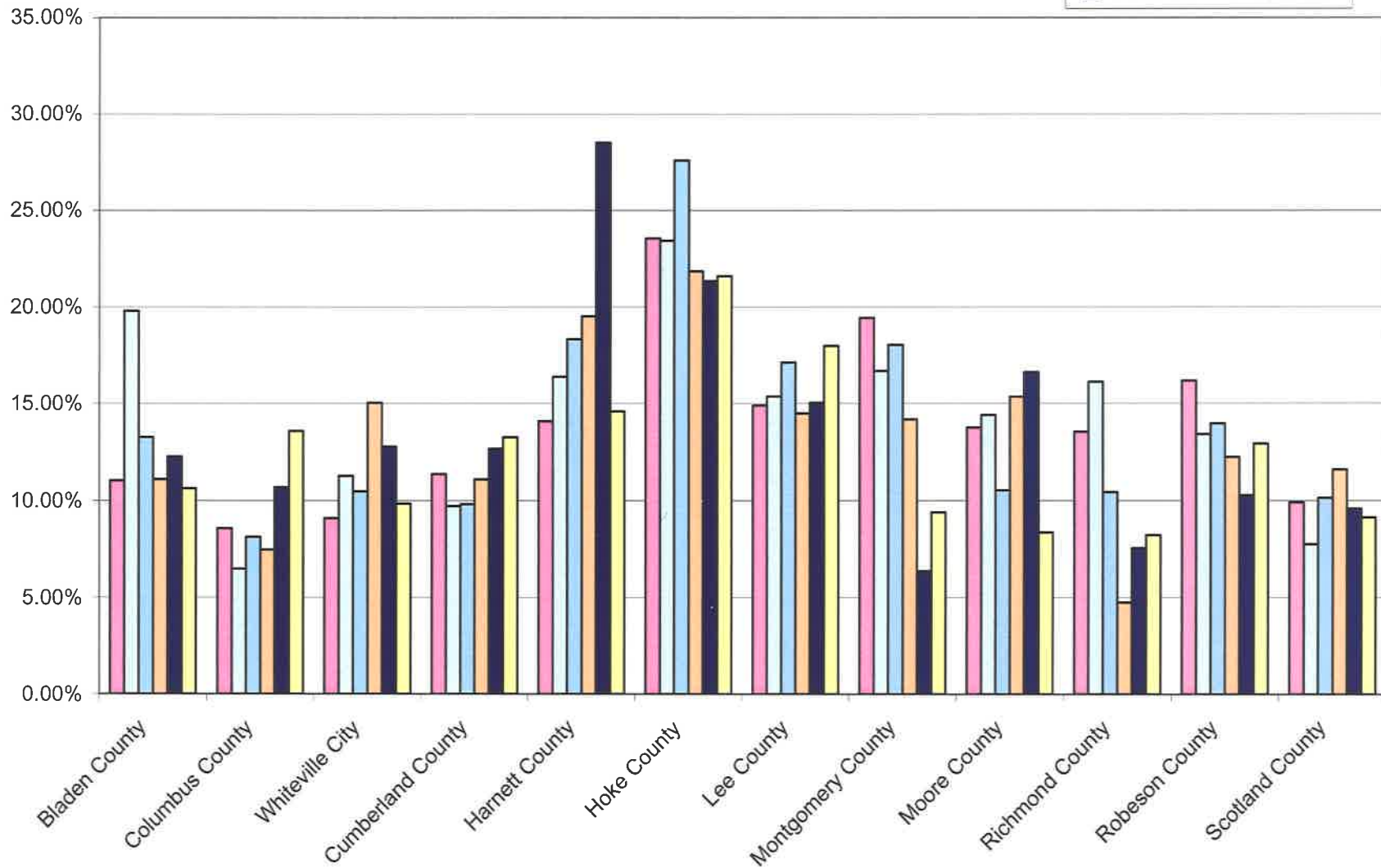
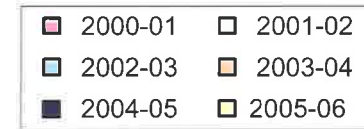
Region 2 Five Year Turnover



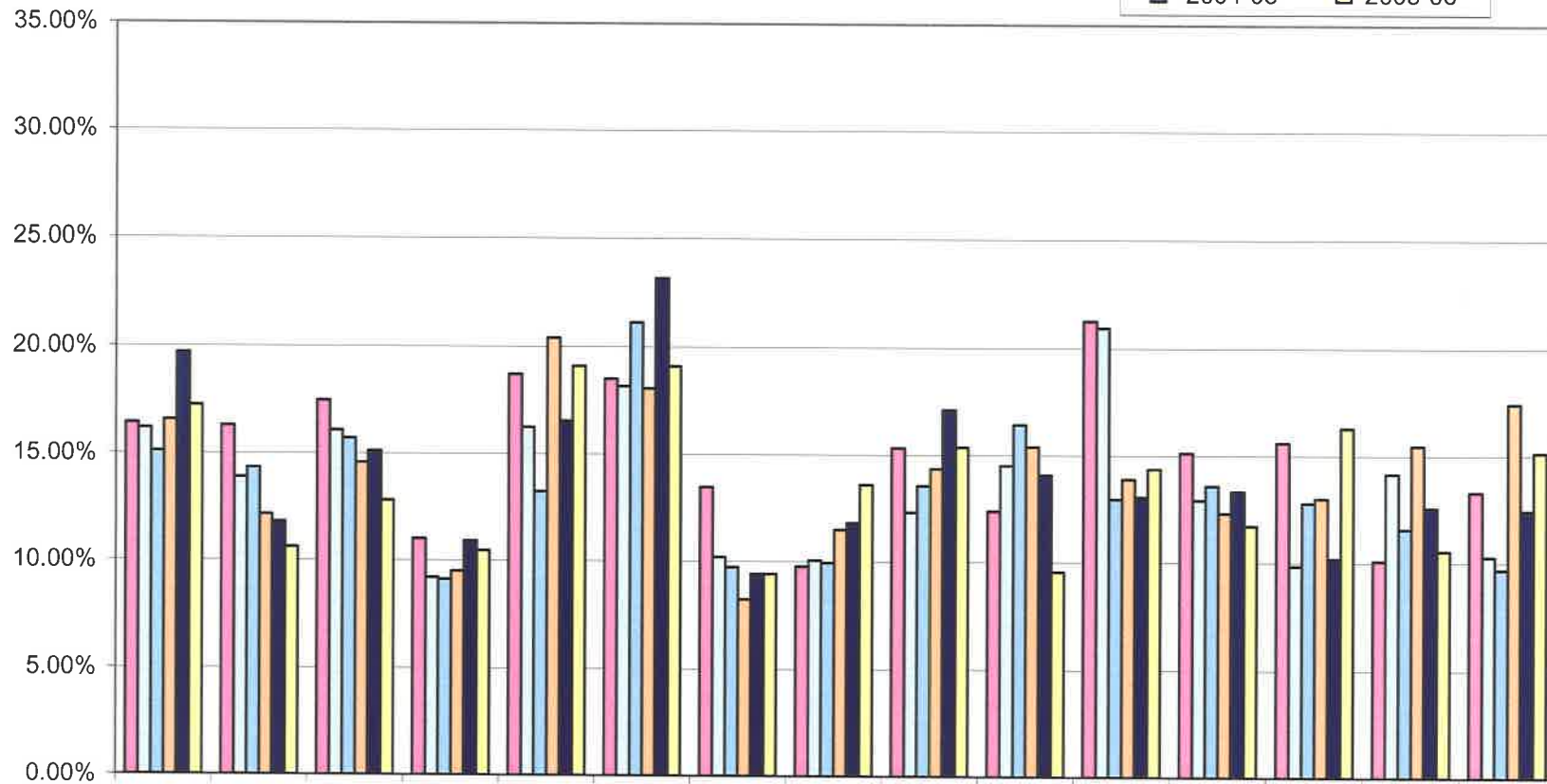
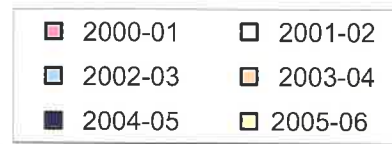
Region 3 Five Year Turnover



Region 4 Five Year Turnover



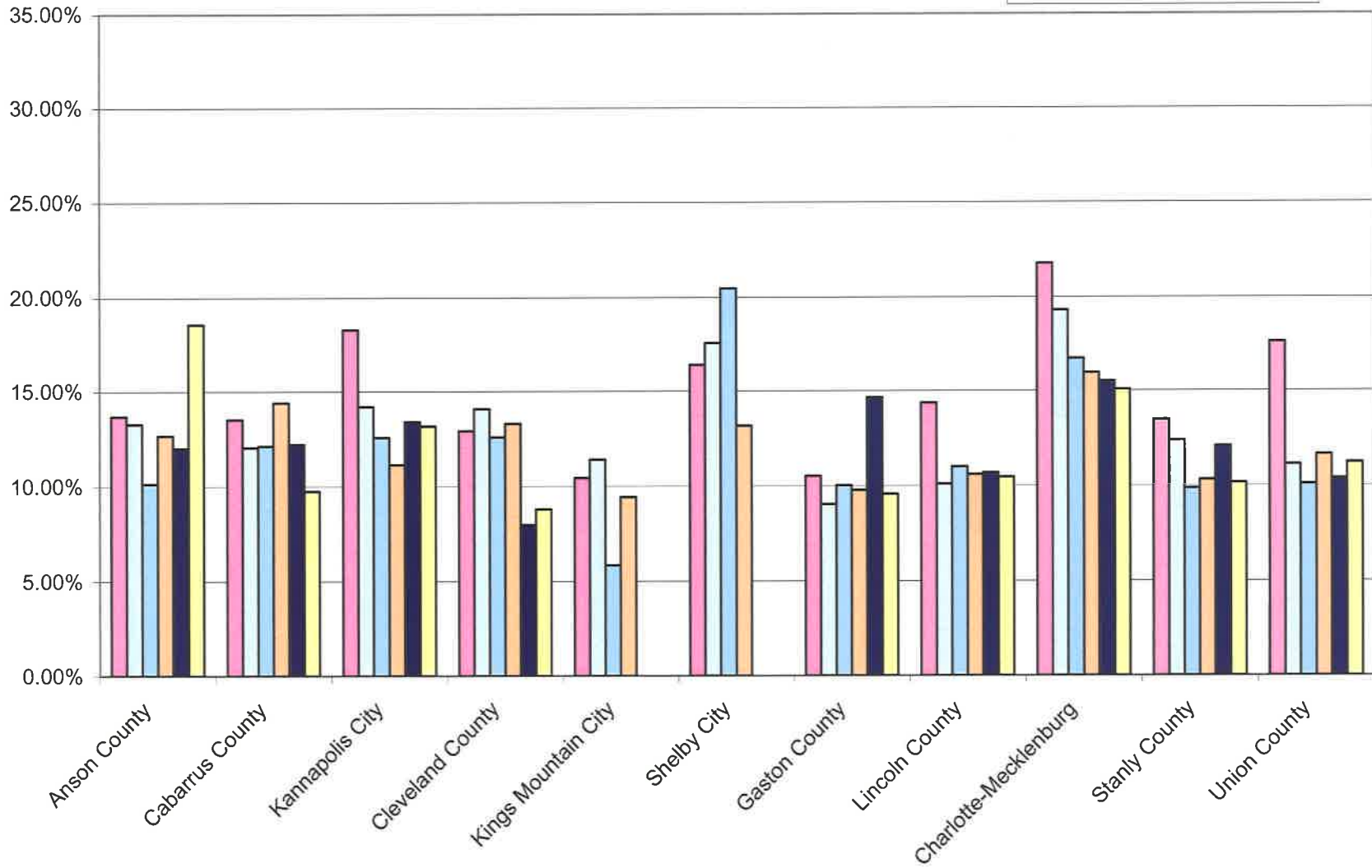
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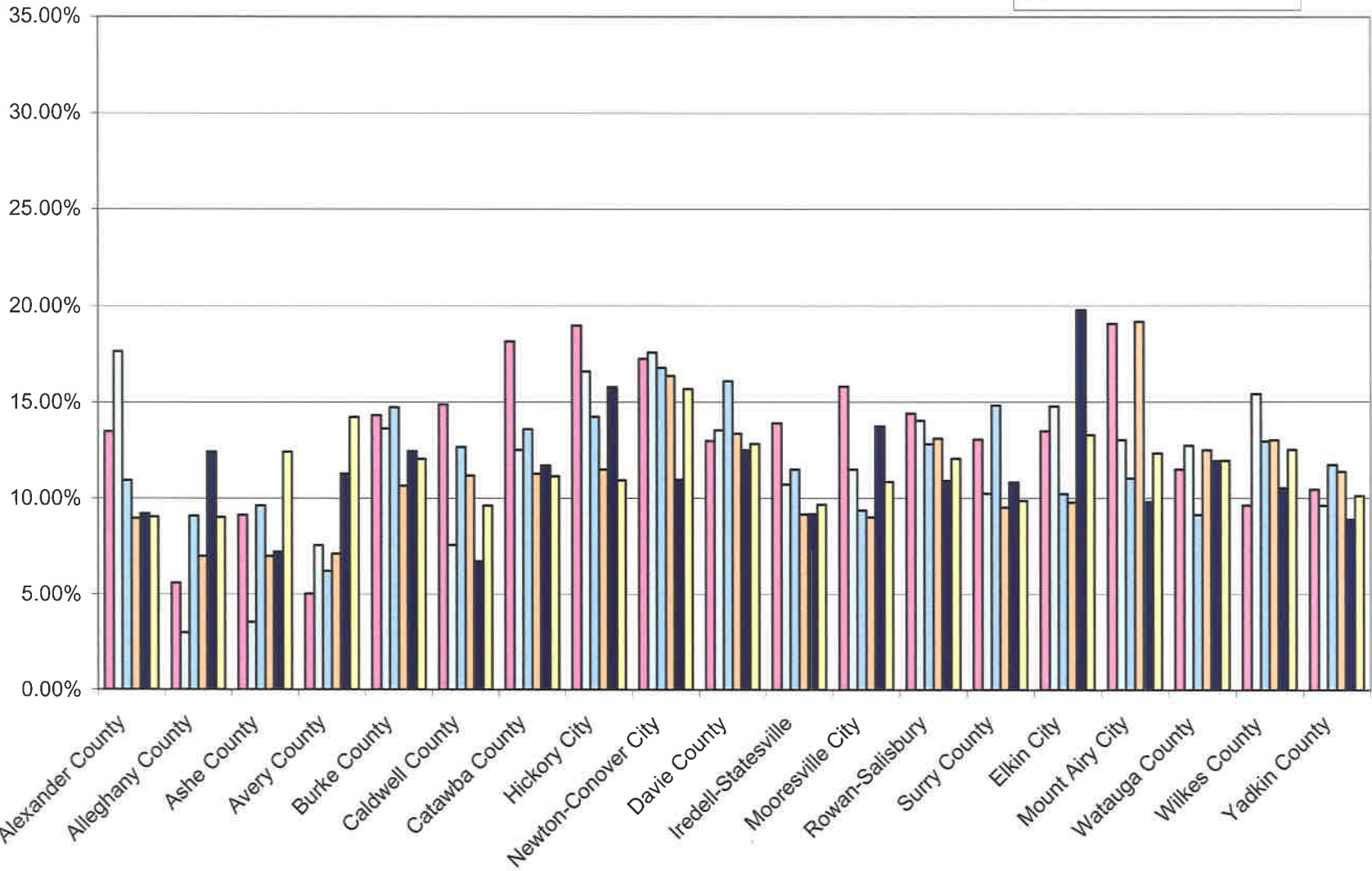
Region 6 Five Year Turnover



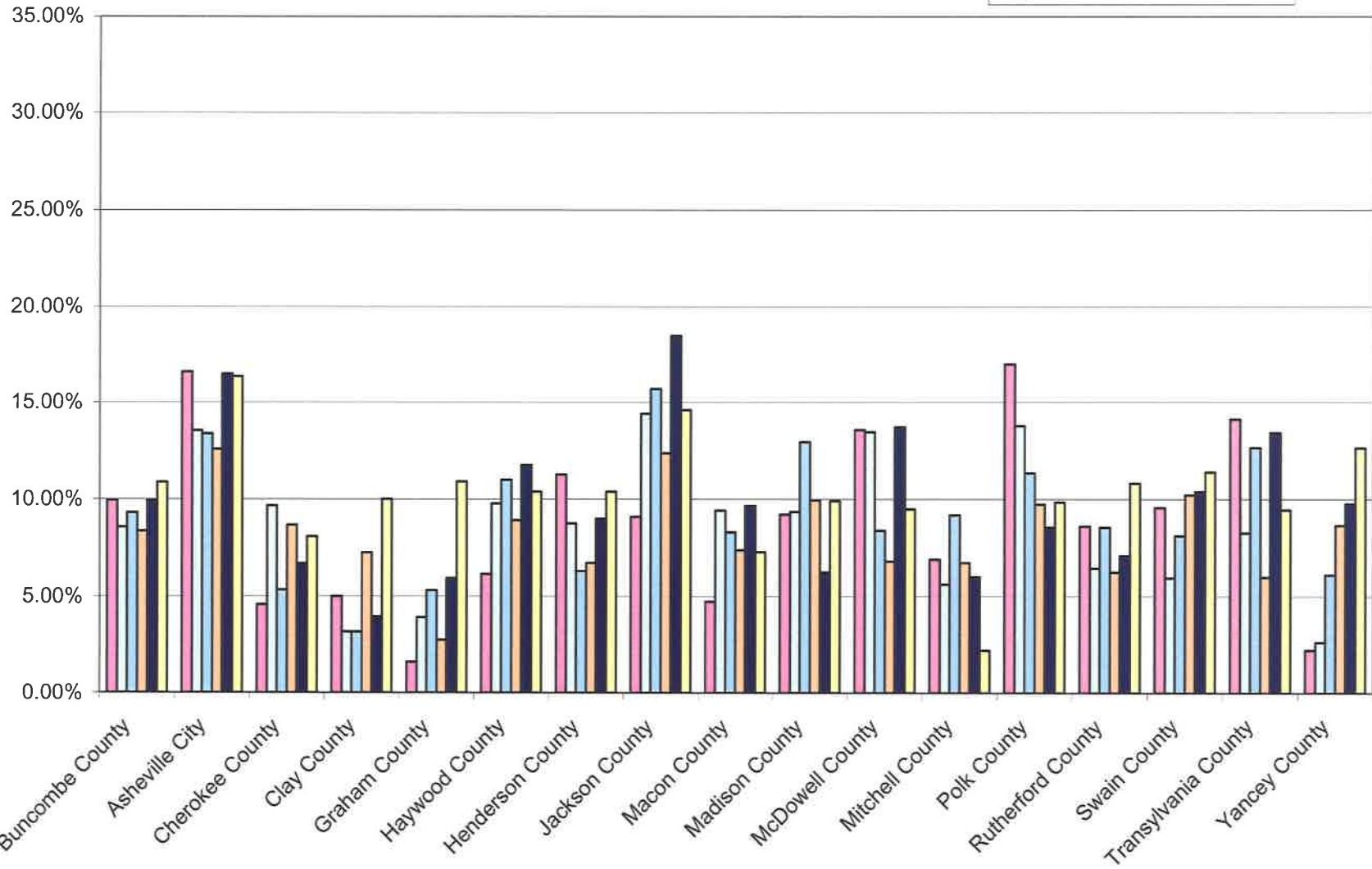
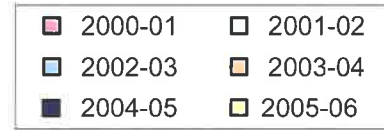
33



Region 7 Five Year Turnover



Region 8 Five Year Turnover



Appendix D

Reasons for Turnover

Reasons for Teacher Turnover
2001-2006
(in descending rank order)

RANK	2001-2002	2002-2003	2003-2004	2004-05	2005-06
1	Retired	To teach elsewhere	To teach elsewhere	To teach elsewhere	To teach elsewhere
2	To teach elsewhere	Retired	Retired	Retired	Retired
3	Family Relocation	Family Relocation	Family Relocation	Family Relocation	Family Relocation
4	Other/Unknown Reasons	Other/Unknown Reasons	Other/Unknown Reasons	Other/Unknown Reasons	Other/Unknown Reasons
5	Family Responsibilities/ childcare	Family Responsibilities/ childcare	Family Responsibilities/ childcare	Family responsibilities/childcare	Family responsibilities/childcare
6	Dissatisfied with teaching/career change	Dissatisfied with teaching/career change	Dissatisfied with teaching/career change	Re-employed retired teacher resigned	Career Change
7	Non-renewed/ probationary contract ended	Didn't obtain/maintain license	End of Contract	Career Change	Re-employed retired teacher resigned
8	Didn't obtain/maintain license	Re-employed retired teacher resigned	Re-employed retired teacher resigned	Dissatisfied with teaching	To continue education/ sabbatical
9	Employed, but in a non- teaching position	Non-Renewal (Probationary contract ended)	To continue education/sabbatical	End of Contract	Didn't obtain/maintain license
10	End of Contract	End of Contract	Didn't obtain/maintain license	To continue education/ sabbatical	Interim contract ended-not rehired
11	To continue education/ sabbatical	Health/Disability	Non-Renewal (Probationary Contract ended)	Didn't obtain/maintain license	Dissatisfied with teaching
12	Health/Disability	Employed, but in a non- teaching position	Health/Disability	Health/Disability	Health/Disability
13	Dismissed	Resigned in lieu of dismissal	Moved to non-teaching position in education	Non-Renewal (Probationary Contract ended)	Resigned in lieu of dismissal
14	Deceased	Moved to non-teaching position in Education	Resigned in lieu of dismissal	Resigned in lieu of dismissal	End of VIF term
15	Reduction in Force	Deceased	Deceased	End of VIF term	Non-Renewal (Probationary Contract ended)

Appendix E

Analysis of Turnover

Analysis of Turnover 2005-06

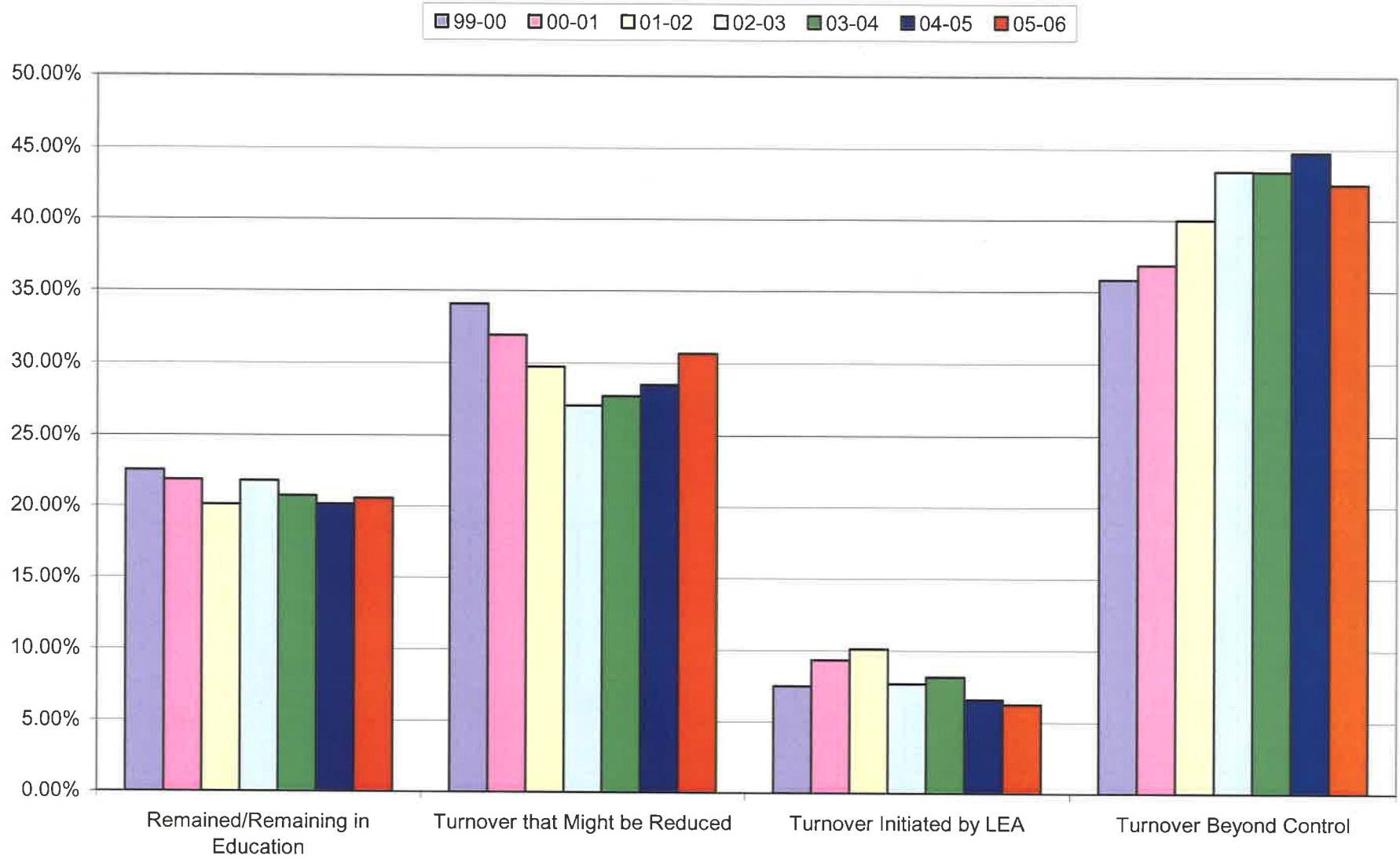
Remained/ Remaining in Education	2,618 2.59%	Turnover that Might be Reduced	3,904 3.86%	Turnover Initiated by LEA	797 0.79%	Turnover Beyond Control	5,411 5.35%
Resigned to teach in another NC LEA	1978	Retired with reduced benefits	251	Non-Renewal (Probationary contract ended)	173	Reduction in Force	7
Resigned to teach in a NC Charter School	32	Resigned to teach in a NC non-public/private school	104	Interim contract ended—not rehired	346	Retired with full benefits	1728
Moved to a non- teaching position in education	241	Resigned to teach in another state	560	Resigned—In lieu of dismissal	243	Re-employed retired teacher resigned	377
Resigned—To continue education/ sabbatical	367	Resigned - - Dissatisfied with teaching	322	Dismissed	35	Resigned - - Family responsibility/child care	879
		Resigned - - Career Change	786			Resigned - - Family Relocation	1833
		Did not obtain or maintain license	347			Resigned - - Because of health/disability	295
		Resigned other reasons	927			Deceased	69
		Resigned unknown reasons	607			End of VIF Term	223

Breakdown of Turnover by Category

Remained/Remaining in Education	00-01	01-02	02-03	03-04	04-05	05-06
Resigned to teach in another NC LEA	1772	1456	1701	1730	1921	1978
Resigned to teach in a NC Charter School	45	36	29	42	35	32
Moved to a non-teaching position in education	591	509	396	255	198	241
Resigned to continue education/sabbatical	350	320	387	337	346	367
Turnover that Might be Reduced	00-01	01-02	02-03	03-04	04-05	05-06
Retired with reduced benefits	216	174	185	213	217	251
Resigned to teach in a NC non-public/private school	56	65	83	66	73	104
Resigned to teach in another state	477	395	336	335	471	560
Dissatisfied with teaching or career change	721	644	600	651.5	929	1108
Did not obtain or maintain license	523	589	487	283	322	347
Resigned for other reasons	1400	1009	901	997	920	927
Resigned for unknown reasons	634	555	529	614	603	607
Turnover Initiated by LEA	00-01	01-02	02-03	03-04	04-05	05-06
Non-renewal (probationary contract ended)	306	378	361	277	201	173
Interim contract ended--not rehired	656	590	312	472	391	346
Resigned in lieu of dismissal	172	162	180	149	189	243
Dismissed	42	34	36	32	37	35

Turnover Beyond Control	00-01	01-02	02-03	03-04	04-05	05-06
Reduction in Force	43	23	32	24	19	7
Retired with full benefits	1825	1917	1807	1670	1815	1728
Re-employed retired teacher resigned	NR	NR	442	438.5	567	377
Resigned due to family responsibilities/ childcare	759	667	740	777.3	818	879
Resigned due to family relocation	1742	1671	1644	1687.5	1794	1833
Resigned due to health/disability	227	278	286	275	282	295
Deceased	53	61	57	73	66	69
End of VIF Term					184	223

Categories of Turnover Across Years



Percentage of Teachers Leaving for Selected Reasons (2005-06)

LEA CODE	LEA	# of Teachers Reported Leaving	To teach in another NC School System	Reason Unknown	Resigned- Other Reason	Retired with Full Benefits
10	Alamance-Burlington	282	14.89	6.38	7.09	6.74
20	Alexander	36	36.11	0.00	22.22	5.56
30	Alleghany	13	23.08	0.00	0.00	23.08
40	Anson	55	23.64	0.00	0.00	25.45
50	Ashe	31	19.35	0.00	0.00	41.94
60	Avery	29	20.69	0.00	0.00	31.03
70	Beaufort	67	17.91	0.00	0.00	26.87
80	Bertie	65	15.38	10.77	0.00	13.85
90	Bladen	48	29.17	0.00	12.50	14.58
100	Brunswick	101	18.81	1.98	2.97	8.91
110	Buncombe	174	4.02	3.45	28.74	26.44
111	Asheville City	58	12.07	0.00	0.00	18.97
120	Burke	133	21.80	1.50	4.51	13.53
130	Cabarrus	170	14.71	0.00	1.18	11.18
132	Kannapolis	52	19.23	0.00	0.00	11.54
140	Caldwell	78	17.95	0.00	15.38	34.62
150	Camden	9	22.22	0.00	0.00	0.00
160	Carteret	63	0.00	3.17	19.05	11.11
170	Caswell	27	29.63	0.00	0.00	25.93
180	Catawba	126	23.02	0.00	0.79	28.57
181	Hickory Public	34	41.18	0.00	0.00	14.71
182	Newton Conover	32	12.50	21.88	0.00	9.38
190	Chatham	83	21.69	0.00	22.89	15.66
200	Cherokee	26	11.54	0.00	0.00	50.00
210	Edenton-Chowan	38	23.68	0.00	5.26	26.32
220	Clay	10	40.00	0.00	0.00	40.00
230	Cleveland	112	9.82	0.00	4.46	21.43
240	Columbus	76	0.00	0.00	1.32	25.00
241	Whiteville City	18	33.33	11.11	0.00	11.11
250	Craven	138	15.22	11.59	0.00	13.77
260	Cumberland	464	5.60	24.35	4.74	11.42
270	Currituck	19	5.26	5.26	0.00	10.53
280	Dare	50	4.00	0.00	18.00	8.00
290	Davidson	142	21.83	1.41	3.52	7.75
291	Lexington City	49	28.57	0.00	6.12	2.04
292	Thomasville City	34	20.59	0.00	0.00	0.00
300	Davie	55	18.18	0.00	0.00	14.55
310	Duplin	86	32.56	0.00	3.49	3.49
320	Durham	442	24.89	1.36	13.35	5.43
330	Edgecombe	102	22.55	0.00	5.88	9.80
340	Forsyth-Winston Salem	418	10.77	0.24	18.90	11.72
350	Franklin	121	0.83	0.00	0.00	0.00
360	Gaston	199	11.06	0.00	3.52	29.15
370	Gates	12	0.00	0.00	0.00	0.00
380	Graham	12	8.33	0.00	0.00	16.67
390	Granville	89	34.83	0.00	0.00	13.48

Percentage of Teachers Leaving for Selected Reasons (2005-06)

LEA CODE	LEA	# of Teachers Reported Leaving	To teach in another NC School System	Reason Unknown	Resigned-Other Reason	Retired with Full Benefits
400	Greene	33	33.33	0.00	12.12	12.12
410	Guilford	709	16.36	6.49	8.04	13.26
420	Halifax	69	26.09	0.00	5.80	8.70
421	Roanoke Rapids City	12	16.67	0.00	0.00	16.67
422	Weldon City	17	17.65	5.88	0.00	0.00
430	Harnett	190	16.32	0.00	32.11	6.32
440	Haywood	66	15.15	0.00	0.00	22.73
450	Henderson	91	9.89	0.00	5.49	25.27
460	Hertford	45	0.00	26.67	8.89	20.00
470	Hoke	105	29.52	0.00	1.90	5.71
480	Hyde	12	41.67	0.00	0.00	8.33
490	Iredell-Statesville	147	12.93	2.04	19.05	18.37
491	Mooreville Graded	37	8.11	0.00	2.70	13.51
500	Jackson	41	31.71	0.00	2.44	24.39
510	Johnston	317	23.97	3.79	1.89	6.62
520	Jones	16	18.75	0.00	0.00	25.00
530	Lee	118	33.90	0.00	15.25	17.80
540	Lenoir	134	30.60	2.99	0.00	24.63
550	Lincoln	82	28.05	0.00	8.54	17.07
560	Macon	24	12.50	0.00	0.00	62.50
570	Madison	21	4.76	0.00	4.76	33.33
580	Martin	49	26.53	0.00	0.00	24.49
590	McDowell	41	14.63	0.00	2.44	39.02
600	Charlotte-Mecklenburg	1,349	0.00	22.61	0.52	8.60
610	Mitchell	4	0.00	0.00	0.00	25.00
620	Montgomery	34	58.82	0.00	0.00	8.82
630	Moore	74	5.41	5.41	14.86	9.46
640	Nash-Rocky Mount	150	22.67	0.00	2.67	22.00
650	New Hanover	252	10.32	0.79	2.78	11.11
660	Northampton	37	18.92	0.00	0.00	8.11
670	Onslow	246	19.51	0.00	0.81	1.63
680	Orange	88	26.14	6.82	1.14	6.82
681	Chapel Hill-Carrboro	104	18.27	2.88	0.00	9.62
690	Pamlico	36	25.00	0.00	0.00	22.22
700	Pasquotank-Elizabeth City	88	15.91	1.14	0.00	13.64
710	Pender	78	23.08	0.00	0.00	10.26
720	Perquimans	22	13.64	0.00	9.09	18.18
730	Person	70	22.86	0.00	1.43	15.71
740	Pitt	224	8.48	0.00	12.05	17.86
750	Polk	19	0.00	0.00	0.00	5.26
760	Randolph	146	21.92	0.00	15.07	7.53
761	Asheboro City	57	31.58	0.00	0.00	12.28
770	Richmond	48	29.17	0.00	0.00	10.42
780	Robeson	229	12.23	1.75	9.61	5.24
790	Rockingham	120	25.00	11.67	0.00	19.17
800	Rowan-Salisbury	187	16.58	0.00	19.25	11.76

Percentage of Teachers Leaving for Selected Reasons (2005-06)

LEA CODE	LEA	# of Teachers Reported Leaving	To teach in another NC School System	Reason Unknown	Resigned- Other Reason	Retired with Full Benefits
810	Rutherford	76	17.11	0.00	0.00	38.16
820	Sampson	71	32.39	0.00	33.80	16.90
821	Clinton City	32	15.63	0.00	0.00	31.25
830	Scotland	50	10.00	0.00	42.00	26.00
840	Stanly	76	19.74	0.00	10.53	23.68
850	Stokes	84	33.33	0.00	0.00	22.62
860	Surry	64	20.31	0.00	1.56	45.31
861	Elkin	13	23.08	0.00	23.08	23.08
862	Mount Airy City	17	29.41	0.00	0.00	23.53
870	Swain	18	27.78	0.00	0.00	38.89
880	Transylvania	26	46.15	0.00	0.00	23.08
890	Tyrrell	12	8.33	8.33	0.00	8.33
900	Union	244	6.56	0.00	14.75	9.84
910	Vance	140	17.14	3.57	12.86	20.71
920	Wake	757	11.23	3.17	10.17	10.83
930	Warren	37	8.11	2.70	8.11	8.11
940	Washington	26	34.62	0.00	0.00	26.92
950	Watauga	48	14.58	2.08	0.00	20.83
960	Wayne	163	24.54	0.00	8.59	7.36
970	Wilkes	95	13.68	1.05	4.21	28.42
980	Wilson	96	38.54	2.08	6.25	4.17
990	Yadkin	44	27.27	0.00	0.00	15.91
995	Yancey	25	12.00	0.00	0.00	44.00



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Technical State
University

North Carolina
Central University

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School of
the Arts

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at Raleigh

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North Carolina
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North Carolina
at Wilmington

Western Carolina
University

Winston-Salem
State University

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October 2, 2006

TO: Members of the North Carolina General Assembly

FROM: Erskine B. Bowles *EBB*

RE: Proposed Tuition Plan for next four years

As each of you know, the University and all its campuses and senior officers, as well as a special task force of the Board of Governors appointed by former Chairman Wilson, have been laboring over the past year on how the University should meet its constitutional and moral responsibility to keep tuition as low as practicable, while at the same time making absolutely certain that we have the appropriate resources to provide our students with the highest quality education. All of us are proud that so many of our campuses are today recognized as being among the "best values" in higher education in America. It also should make each of you who have been leaders of the University and our constituent campuses very proud that in its July 30 edition, the *New York Times* stated in its higher education review that "no state in America takes seriously keeping tuition as close to free as possible except North Carolina."

In 2005, the Board of Governors' special Task Force on Tuition Policy made some interim recommendations to the Board of Governors. The Board of Governors asked me to review those recommendations when I joined the University. The Task Force has proposed that any new tuition plan adopted by the Board stay in effect for a maximum of four years and then be reviewed. I agree with that. My focus in reviewing the Task Force's draft tuition plan for the University has been to make sure any tuition plan the Board approves fully reflects the following:

1. North Carolina is different from any other state, that we are in fact serious about keeping tuition and fees as low as possible;
2. In North Carolina, a historically very generous General Assembly has had and should continue to have the principal responsibility for funding the needs of the University;
3. In North Carolina, charges to students, though essential, have always been intended to be secondary sources of funding to State appropriations; and

4. The University must have adequate resources to provide its students a quality education.

Since the University's rebirth in 1972, it has had but four presidents. Under each of these presidents, tuition increases have varied widely from year-to-year, depending on the level of appropriations from the General Assembly. From the rebirth of the University in 1972 until the Board adopted a tuition policy in 1998, tuition rates were principally established by the General Assembly as a component of the State's budget. The tuition policy adopted in 1998 established a more proactive role for the Board of Governors in setting tuition rates. Every president has encouraged the General Assembly to meet as large a percentage of the University's needs as possible from appropriations. In good times and bad, under Republican and Democratic administrations, the General Assembly has tried to do this. Depending on economic conditions, the General Assembly has been able to appropriate more or less in specific years.

During the tenure of each University president, there has been a need for tuition to rise over time to finance the cost of a quality education. In North Carolina, we understand the critical importance of providing our citizens with an education that is as free from expense as practicable, but also one that will equip our students with the education and skills they will need to compete for and win good jobs and be good citizens of our State. These tuition increases have ranged from 0% to 19.0% during the presidency of Bill Friday, from 0% to 20.2% during the presidency of Dick Spangler, and from 0% to 24.7% during the presidency of Molly Broad. The average increases in tuition under our three former presidents were 3.4%, 7.7%, and 9.1%, while the average increases in appropriations per capita during each of their presidencies were 9.3%, 3.1%, and 3.3%, respectively. No president ever relished seeing tuition go up; however, it has been and surely will be a practical necessity during my presidency, depending on our ability to control costs and increase appropriations and other revenues.

Obviously, we are making every effort possible to provide the highest quality education while holding down our costs and the need for any tuition increase by:

1. Reducing our expenses and operating the University as efficiently and effectively as possible;
2. Increasing our revenues from the federal government and private sources; and
3. Most importantly, encouraging a very generous legislature to continue its historic support of the University, as it clearly did in the short session that ended in July of 2006.

As evidenced above, since 1972 there have been huge swings in tuition from year to year at our campuses. However, the average annual increase in tuition since our rebirth in 1972 has been 6.5%. The average annual increase in operating appropriations per FTE has been approximately 6.0%. I am recommending that, in general, as long as the legislature continues to increase our annual recurring operating appropriations per capita by 6.0%, that the campuses not raise their resident undergraduate tuition and fees, exclusive of fees for debt service, by more than 6.5%. For every 1% above 6.0% that the legislature increases appropriations, the allowable increase in campus-based tuition in the subsequent year would decrease by 1%. As an example, if the legislature were to increase our operating appropriations by 7%, then the maximum allowable increase in campus-based tuition would be 5.5% in the following year. While we have built in exceptions to this allowable maximum rate of increase in campus-based tuition for well-founded reasons, this would be our general approach.

The Higher Education Price Index (HEPI) has increased an average of 4.0% during the last five years. In fiscal 2005, the HEPI index increased by 5.0%. As a result, should all sources of revenue on each campus grow by approximately 6%, then those increased revenues would yield that campus approximately 1% - 2% of that increase—after inflation--to apply to quality improvements.

In addition, we have recommended that the Board have expectations of the following:

1. To keep in-state tuition on each campus in the bottom quarter of that campus' approved public peers and out-of-state tuition below the top quarter of that campus' public peers.
2. To cap tuition and fees on each campus that has a baseline level of state appropriations at no more than 30% of the total of tuition, fees, and appropriations/FTE; and
3. To request from the General Assembly the amount of funds needed to hold all students eligible to receive financial aid from the State's need-based financial aid program harmless from tuition and fee increases. Additionally, each campus will be required to set aside at least 25% of new tuition revenues to be added to the campus' pool of financial aid.
4. To request that the General Assembly fund over time the resources to compensate the faculty on each campus at the 80th percentile of its peers. At least 25% of any tuition increase would have to be applied to this goal until the goal is met.

The full draft of this proposed four-year tuition plan, with all its complexities, is attached hereto. I will be glad to meet and talk with any of you at your convenience.

Tuition and Fee Increases – A Four-Year Plan

The tuition policy of the Board of Governors, adopted in 1998 and revised in 2003 when the existing tuition and fee policies were combined, provides the framework for the Board's annual review and action on proposed increases in tuition and fees. This framework is used by the Board in fulfilling its responsibility under General Statute 116-11(7), which states in part that "*The Board (of Governors) shall set tuition and required fees at the institutions, not inconsistent with actions of the General Assembly.*" At the same time that the Board exercises its statutory authority, it wishes to do so in a way that provides affordability for students, flexibility for the constituent institutions, and predictability for both the students and the constituent institutions.

We propose that the Task Force on Tuition Policy consider for recommendation to the Board the following guidelines for campuses in considering increases in tuition and fees. If the Board approves the Task Force's recommendations, the recommendations would remain in effect for four years and at the end of four years would be evaluated by the Board.

One of the expectations of the Tuition Task Force is that combined tuition and fee rates for resident undergraduates remain *within the bottom quarter* of each campus' public peers, as approved by the Board of Governors. Combined rates for non-resident undergraduate students should remain *below the top quarter* of the same approved peer group. We support this recommendation.

We also propose that the maximum rate of annual increase for campus-initiated tuition and general fees (Athletics, Health Services, Student Activities, and Educational and Technology Fees) for undergraduate resident students should be 6.5%. This figure is the average annual increase in undergraduate resident tuition rates since 1972. The amount of the increase may be allocated among tuition and fees in a manner that most effectively provides revenues to meet campus needs.

Fees required for debt service are *in addition to* this maximum percentage increase, but funds required to operate facilities are included in the maximum. Debt service fees are not included in the 6.5% ceiling because the projects that are financed by the indebtedness that is repaid from these fees are evaluated on their individual merits through a separate process. For projects to be funded from debt service fees, the Board will consider both the impact on students from these charges and the ability of a campus to repay the debt.

Since the 2006 Higher Education Price Index (HEPI), which measures inflation in the cost of a college education, was 5%, it is hoped that the revenues generated under this plan, combined with ongoing efforts to control operating costs, will not only cover inflationary increases, but also will provide for consistent improvements in the quality of academic offerings.

- It is important to understand that the ceilings on increases proposed in this plan apply to discrete sets of revenues. State appropriations and tuition receipts are the two major revenues within each institution's state budget account, yet they have very different impacts on campus budgets. In the following hypothetical example, if appropriations were to increase by 6% and tuition receipts were to increase by 6.5%, the overall budget would increase by 6.08%. The respective percentage increases for state appropriations and tuition (6% and 6.5%) should not be misunderstood and construed to be additive. If tuition and State appropriations increase by these percentages, and inflation, as measured by HEPI, remains steady at about 5%, the increases will provide campuses with modest new funding for quality maintenance and improvements.

UNC Campus	Original Budget	% Increase	Dollar Increase	New Budget
Appropriations	1,000,000	6.0%	60,000	1,060,000
Tuition	200,000	6.5%	13,000	213,000
Total Budget	1,200,000	6.08%	73,000	1,273,000

Likewise, if revenues from general fees increase by 6.5%, the increase impacts only the budgets of fee-supported activities.

To help mitigate the financial impact of tuition increases on students that are eligible to receive financial aid from the Board's need-based financial aid program, the Board of Governors will seek additional State funds for this purpose each year that this Plan is in effect. These funds, when appropriated, will be used to ensure that all North Carolina students that are eligible to receive our State need-based grants receive them, and that all such students are held harmless from the tuition and fee increases.

The framework outlined above will apply to all institutions within the UNC system. The BOG, however, recognizes that across the University, institutions vary appreciably in their missions, their programs, the costs of those programs including the costs of faculty, federal funding for financial aid, and the ability to meet the financial need of their respective student bodies. Recognizing those distinctions, the Board may choose to consider these criteria when setting tuition for individual campuses. A campus with a significant unfunded need may submit a proposal that does not adhere to the agreed-upon guidelines. Such a proposal must demonstrate that tuition revenues are the only viable source of funds for addressing the need. The proposal must be accompanied by a description of the need, and a detailed plan and rationale for addressing it. If the Board determines that the need could only be addressed by an increase in tuition above the maximum allowable campus-based tuition increase, it could institute such an increase.

All proposals for increasing tuition and fees must be accompanied by explicit plans for use of the increased funds. For the next four years, each plan must commit to set aside at least 25% of the new tuition revenues to be added to the campus pool of need-based financial aid. Additionally, at least 25% of the revenues must be used for increasing faculty salaries unless the average ranked faculty salary for a campus is at or above the 80th percentile of the average ranked faculty salary for that campus' peer institutions as approved by the Board of Governors. Any remaining revenues may be used to provide for improved library and counseling services, reductions in class size, increases in sections offered, enhancements in student services, and other purposes that improve the quality of the student's academic experience. Increases in student fees must be justified by an expenditure plan that shows how the additional revenues will directly benefit the fee-supported activity.

The Tuition Policy Task Force recognizes that while tuition and fee charges are necessary as a secondary source of funding, the General Assembly has the principal responsibility for funding the University. For years in which the General Assembly is able to provide sufficient increased revenues, the need for increases in tuition should not be as great as in years when the General Assembly is not able to provide these revenues. Recognizing that the capacity of the General Assembly to fund the University varies from year to year, the Task Force recommends the following adjustments to the maximum 6.5% campus-based tuition increase. These adjustments should begin in 2008-09 to allow the campuses time to incorporate them in their annual planning.

- For any year in which the General Assembly provides a specific campus a recurring increase in operating appropriations/FTE that is in excess of 6%, the maximum allowed campus-based percentage tuition increase for that campus in the subsequent year will be reduced by the percentage increase in operating appropriations above 6% (6% is approximately the average annual increase in operating appropriations/FTE since 1972). For example, if the General Assembly provides a recurring increase of 7% in operating appropriations (1% above 6%) for a particular UNC institution, the proposed campus-based tuition increase in the subsequent year could be no more than 5.5% (1% below 6.5%).
- Tuition and fee rates and appropriations/FTE are interdependent as campuses attempt to ensure sufficient resources to meet academic needs of students. Current variations in the level of appropriations/FTE among similar UNC institutions are sometimes material. During the four-year period covered by this plan, the Board of Governors will seek recurring operating appropriations from the General Assembly to ensure that all constituent institutions have a baseline level of state support for operations (See Attachment A). This baseline level of support, when combined with tuition receipts set aside for this purpose, would ensure that average faculty salaries on a campus are competitive with those of its approved peers. Any campus that meets or exceeds the baseline level of state support would have a goal of keeping tuition and fees at no more than 30% of the total of tuition, fees, and operating appropriations/FTE.

Finally, during the 2006-07 academic year, the Task Force recommends that General Administration review the financial aid processes and available resources on each campus to assess whether resources are sufficient to meet the financial-aid needs of their students, including students from families with both low and moderate incomes. This review should result in a consistent methodology for calculating and presenting information on financial need of students for review by the Board of Governors. Another measure that should be reviewed and monitored is the increase or decrease over time in the indebtedness of students upon graduation. The review will identify opportunities for improving and simplifying the financial-aid processes on each campus and ensuring that campus processes dovetail with the system used by the State Education Assistance Authority. If the review indicates that the financial aid available to students on a given campus is insufficient, the campus will prepare a plan for approval by General Administration for increasing financial aid and will execute the plan when it is approved. Financial aid administration is complex, and the ability of a campus to provide sufficient aid is as dependent upon external resources and factors as it is upon funds derived from campus-initiated tuition increases. All of these resources and factors should be taken into account in the development and assessment of a campus' financial aid plan.

It is recommended that the Tuition Policy Task Force adopt the proposed framework and conditions for campus-initiated tuition proposals.

Baseline Level of Appropriation Support

General Administration will work with each campus to understand its basic needs for funding. This information will flow from our PACE (President's Advisory Committee on Efficiency and Effectiveness) study of each campus' operations and cost structure, as well as our efforts to determine the total revenue needed by each campus to offer the highest quality education of any of its peer institutions.

A clear example of differentially funded campuses are Elizabeth City State University, UNC Asheville, and Winston-Salem State University.. All three are relatively small universities and therefore have a relatively higher component of fixed costs than do larger institutions. However, UNC-Asheville's appropriation per student is \$3,110 less than that of ECSU and \$1,738 less than that of WSSU. UNC-Asheville charges higher tuition and fees to make up for some of this difference but, even with higher student charges, the total revenues available per student are lower than at the other two institutions.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
University	Student FTE	Appropriations/ FTE	Resident Tuition	Fees	Tuition + Fees (Col. 4+5)	Total (Appropriations/ FTE + Tuition + Fees) (Col. 3+4+5)	Tuition + Fees / Total (Col. 6/7)
UNCA	3,280	9,055	2,172	1,638	3,810	12,865	30%
ECSU	2,556	12,165	1,490	1,273	2,763	14,928	19%
WSSU	6,065	10,793	1,651	1,457	3,108	13,901	22%

UNC Tuition Facts and Key Messages

- UNC campuses are consistently recognized as some of the “best values” in American higher education:
 - In *U.S. News & World Report's* latest annual college rankings, UNC-Chapel Hill ranks fifth among all national public universities. It ranks first among publics in the magazine's “Great Schools, Great Prices” list, based on academic quality and the net cost of attendance for a student who receives the average level of need-based financial aid.
 - Among public master's-level institutions in the South ranked by *U.S. News & World Report*, three UNC institutions (ASU, UNCW, and UNCC) are listed in the top 10. Two other UNC campuses (WSSU and ECSU) are highly ranked among public baccalaureate institutions.
 - *Kiplinger's Personal Finance* magazine ranks UNC-Chapel Hill first among U.S. public universities that offer the best combination of academic and affordable costs. Four other UNC institutions (NC State, UNCA, ASU, and UNCW) also rank in the Top 50.
 - The *Fiske Guide to Colleges* lists UNC-Chapel Hill and UNC Asheville among the 20 very “best buy” public universities in the U.S. and Canada.
 - *The Princeton Review* also currently ranks two UNC campuses among the top ten “best values” among public universities. NC State ranks second, while UNC Asheville ranks sixth. The analysis considered academics, tuition, financial aid, and student borrowing.
- In its July 30, 2006, edition, the *New York Times* stated in its higher education review that no state in America except North Carolina still takes seriously keeping tuition as close to free as possible.
- In order to lessen the need for tuition increases, administrative costs are being cut across the University and reallocated to instruction.
- We are committed to ensuring that adequate need-based financial aid is available to hold our neediest North Carolina students harmless—and to lessen the impact of tuition increases on low- and moderate-income students. The UNC Need-based Grant Program, first implemented by the General Assembly in 1999, now makes more than \$80 million available to eligible in-state students. Those critical state funds are supplemented by federal and private sources, as well as set-asides from campus-initiated tuition revenues.

- The Board of Governors will continue to seek additional State funds for need-based financial aid, such that any North Carolina student who is eligible for a UNC need-based grant receives one, and such that all students receiving the grants are held harmless from tuition/fee increases over the next four years.
- Paying for college is a shared responsibility. Students and their families are responsible for the portion of total costs they can reasonably afford, which is determined annually using standard financial aid formulas. Eligibility for the UNC Need-Based Grant Program is determined through this formula:

	Cost of Attendance	(tuition, fees, room board, books, etc.)
Less:	Expected Family Contribution	(from state formula)
	Pell Grants	(from federal formula)
	Estimated Tax Credits	(Hope Scholarship, etc.)
	<u>Self-Help</u>	<u>(Now \$4,500. Can come from work, savings, loans, etc.)</u>
	Eligibility for UNC Need-based Grant	

- The NC State Education Assistance Authority routinely tracks measures of college affordability and student aid for North Carolina students attending UNC campuses. In its most recent study covering the five-year period spanning the 1999-2000 – 2003-04 academic years, NCSEAA found:
 - About 85% (13,407) of the 15,838 new students who enrolled during this period received federal Pell grants, indicating that most new students were needy. While enrollment increased 14%, the number of Pell grant recipients rose by 48%.
 - During this same period that enrollment increased by 14%, scholarship aid to needy NC students from all sources increased by 71%, from an average of \$2,482 in 1999-2000 to \$4,250 in 2003-04. Need-based State aid increased by 143%, to an average of \$1,373 per student.
 - Because scholarship funding increased 71% during this period and the total price of attendance increased by 29%, the percentage of the total price actually paid by students and their families after scholarship aid actually declined, from 73% to 64%.
 - While the total "sticker price" to attend UNC increased by 29% during this period, the "net price" after scholarships for needy students increased by 13.5%. During this same period, the Consumer Price Index (CPI) increased by a total of 10%. For needy NC students with total family incomes below \$58,060, the net price increase after scholarships was 9.8%, slightly less than the CPI.
 - Average annual borrowing through student loans increased from \$2,885 to \$3,057—about 6%, considerably below the CPI increase of 10%.

- UNC campuses remain affordable relative to peer institutions across the nation, as reflected in the rate of recent increases in tuition and fees.

	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
UNC-Chapel Hill	5.6%	9.3%	3.6%
NC State	3.8%	7.2%	0.6%
U.S. Average, Public "Flagships"	11.2%	9.2%	8.3%
NC Average, "Comprehensives"	5.0%	11.3%	3.7%
U.S. Average, "Comprehensives"	11.6%	9.0%	6.9%

- Historically, the rate of tuition increases on UNC campuses has fluctuated widely from year to year depending on the condition of the State's economy. The guidelines laid out in this four-year plan would bring a new level of consistency and predictability to the tuition-setting process. The 6.5% maximum rate of increase proposed is the average annual increase in tuition since the 16-campus University was created in 1972.
- In-state tuition and fees for UNC campuses remain among the lowest in the nation. In fact, even if UNC-Chapel Hill were to increase its tuition and fees at the maximum 6.5% rate allowed in each of the next four years, its 2010-11 charges would still be lower than last year's (2005-06) tuition and fee levels at the "flagship" public campuses in 22 other states.
- If each UNC campus increased in-state tuition at the maximum rate of 6.5% in each of the next four years, the resulting tuition rates would be as follows:

<u>Campus</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
ASU:	\$2,365	\$2,519	\$2,683	\$2,857
ECU:	\$2,487	\$2,648	\$2,821	\$3,004
ECSU:	\$1,587	\$1,690	\$1,800	\$1,917
FSU:	\$1,859	\$1,980	\$2,109	\$2,246
NCA&T:	\$2,124	\$2,262	\$2,409	\$2,565
NCCU	\$2,213	\$2,357	\$2,510	\$2,673
NCSA:	\$3,274	\$3,487	\$3,713	\$3,955
NCSU:	\$3,759	\$4,004	\$4,264	\$4,541
UNCA:	\$2,313	\$2,464	\$2,624	\$2,794
UNC-CH:	\$3,680	\$3,919	\$4,173	\$4,445
UNCC:	\$2,496	\$2,659	\$2,831	\$3,015
UNCG:	\$2,458	\$2,618	\$2,788	\$2,969
UNCP:	\$1,990	\$2,120	\$2,258	\$2,404
UNCW:	\$2,365	\$2,519	\$2,683	\$2,857
WCU:	\$2,028	\$2,160	\$2,300	\$2,449
WSSU:	\$1,758	\$1,873	\$1,994	\$2,124

- The 6.5% maximum tuition and fee increase outlined in the plan sets a ceiling and not a floor. Rates will not necessarily increase by the maximum amount in any given year.
- If University revenues from all sources—including tuition and fees—grow by 6% per year (the average annual increase in state appropriations/FTE since 1972), this will leave approximately 1% to 2% after inflation for quality improvements.
- If annual increases in state appropriations over the next four years match or exceed the average annual increase in previous administrations, then under this plan, tuition increases in the next four years would not be higher than the average tuition increase under previous presidents.
- Under the plan, campuses will be required to fully justify all requested tuition and fee increases, including designating how the funds will be used. At least 25% of new tuition revenues must be set aside for need-based financial aid and at least 25% must go to faculty salaries until average faculty salaries on the campus reach the 80th percentile of its approved peers.
- We are committed to keep combined in-state tuition and fee rates within the bottom quarter of each campus' public peers, even as we work to raise average faculty salaries to the 80th percentile of our peers and to fully meet the financial aid needs of our students. That will require that we work in partnership with the General Assembly to ensure that we have adequate resources to keep the value of a UNC education from eroding.
- State appropriations must always remain the primary source of support for the University. Tuition can never be more than a secondary source of revenue.

Tuition Plan Q&A

In laying out a plan that assumes that tuition and fees will rise each year, isn't the University drifting further and further away from the Constitutional mandate that tuition be "as close to free as practicable"? What about those who say the BOG has turned that mandate on its ear and is trying to make UNC as "expensive as practicable"?

- We have not assumed that tuition and fees will rise by 6.5%. We have instead capped the increase in tuition and fees that can a campus may propose. If state appropriations are increased by more than 6%, the ceiling on tuition increases will be even less than 6.5%.
- UNC remains absolutely committed to keeping tuition and fees as low as possible. But we are equally committed to maintaining the high quality of education UNC is known for and our citizens rightly expect.
- Because of the historic generosity of the General Assembly, in-state tuition and fees for UNC campuses are among the lowest in the nation, and we are committed to keeping them there. The Board of Governors has set a goal of keeping combined tuition and fee rates for in-state undergraduates within the bottom quarter of each campus' approved public peers. Combined rates for out-of-state undergraduates should remain below the top quarter of the same peer group.
- The General Assembly must retain the principal responsibility for funding the needs of the University. Tuition and fees have always been—and must remain—secondary sources of funding.
- If the General Assembly provides increases in State funding over the next four years that at least match the average annual increase since 1972, then the campuses could not raise tuition and fees by more than 6.5% in any year of the plan.

What is the University doing to contain costs and lessen the need for tuition increases?

- With the advice and guidance of a blue-ribbon task force led by the head of BellSouth, we are cutting administrative costs across the University so that we can reallocate those dollars to instruction.
- We have already cut the annual operating budget of the core General Administration by 10%.
- We are also making every effort to increase our revenues from federal and private sources.
- We are encouraging the General Assembly to continue its historic support and demonstrating that we are using the funds they provide wisely and prudently.

I recall that back when Bill Friday was president, it seemed that tuition never went up. Now it seems to go up every year. Wasn't the old way better for students?

- Under every UNC president tuition has risen in order to help finance the cost of a quality education. Historically, the rate of increase has fluctuated widely (from 0% in some years to more than 20% in other years) depending on the condition of the State's economy and the legislature's ability to adequately fund the University. No president has wanted to see tuition go up, but it has been a practical necessity. It will surely be an ongoing necessity during my presidency, depending on our ability to control costs and increases state appropriations and other revenues.
- Under President Friday's administration, tuition rose by an average of 3.4%. However, state appropriations went up 9.3%, on average. Under this proposed four-year plan, if state appropriations were to increase by the exact same percentage they did during the Friday years (9.3%), then tuition could not go up by more than 3.2%.

Why did the task force recommend a maximum increase of 6.5% for tuition and fees?

- It is the average annual increase in tuition since the 16-campus University was created in 1972.
- This sets a ceiling—not a floor. Rates will not necessarily increase by the maximum amount in any given year.

Why are debt-service fees going to be excluded from the ceiling calculation?

- Capital projects that are financed through debt-service fees are evaluated on their individual merits through a separate process. In evaluating projects to be funded from debt-service fees, the Board of Governors will consider the impact of increased charges on students and will further evaluate the campus' debt capacity and the level of debt coverage provided by the identified revenue stream.

Why doesn't the 6.5% ceiling apply to out-of-state students and graduate students?

- This approach is consistent with the Board's existing tuition policy, which places the strongest commitment on keeping tuition rates low for North Carolina residents. The policy also recognizes that graduate education is by nature more complex and costly to offer, and the return on investment to students is in most cases more direct.

What does "baseline level of state appropriations" really mean?

- Campuses depend on revenues from state appropriations, tuition, and fees (in combination) to ensure sufficient resources are in place to meet the needs of students. State appropriations far outweigh tuition in their impact on University budgets. Current variations in the level of State appropriations/FTE are sometimes significant—even among similar UNC campuses. The chancellors are working with General Administration to identify the most feasible way to calculate the needed level of State support for each campus. The Board of Governors will then seek funds from the General Assembly to ensure that a baseline level of support is in place for every campus. Each campus must have adequate funds to provide for financial aid, faculty salaries, and a quality academic experience for its students.

The plan sets a goal of keeping tuition and fees at no more than 30% of tuition+fees+appropriations/FTE. Why 30%?

- On average, tuition and fees on UNC campuses now account for about 26% of the total of tuition, fees, and State appropriations per capita. The four campuses that are at or above 30% (ASU, ECU, UNCC, UNCW) are among those with lower State appropriations per capita. If State appropriations per capita were increased at these institutions, the percentage of funding that comes from tuition and fees would approach or drop below 30%. We are committed to work in partnership with the General Assembly to ensure that our campuses have an appropriate base of State support and so that they are not pressured to rely excessively on tuition and fees to cover increasing costs.

How can we be sure that the additional tuition and fees will actually benefit students?

- All proposals submitted by the campuses must be fully transparent and include detailed plans for spending the new tuition and fee revenues.
- Campus-initiated tuition revenues are to be used only for:
 - Need-based financial aid;
 - Faculty salaries;
 - Improved library and counseling services;
 - Reducing class size;
 - Increasing class section offerings;
 - Improving student services; and
 - Improving the quality of the academic experience.
- At least 25% of any tuition increase must go to financial aid, and another 25% must go to faculty salaries until faculty salaries on a campus reach the 80th percentile of its peers.
- All revenues from fee increases must directly benefit the fee-supported activity.

If the General Assembly provides more operating funds for a campus such that the ceiling on tuition increases is lowered, is the ceiling on fee increases lowered by the same percentage?

- No, because the fees provide the sole source of support for student services and activities that the General Assembly has made a policy decision not to fund.
- Should the General Assembly change its policy and decide to fund these activities, then these fees would, of course, be reduced or eliminated.

What is the University doing to make sure that these tuition increases don't hurt poor and low-income students?

- The Board of Governors will seek additional State funding for the UNC Need-Based Grant Program, which now makes more than \$80 million available to eligible in-state students. The Board plans to request the additional resources to ensure that any North Carolina student who is eligible for a UNC need-based grant receives one, and such that all students receiving the grants are held harmless from tuition and fee increases over the next four years.
- All campuses requesting tuition increases must commit to set aside at least 25% of the new revenue for need-based financial aid.
- During this academic year, General Administration will review the financial aid process on each campus to assess whether resources are sufficient to meet the financial needs of students. If the review indicates that the financial aid available to students on a given campus is insufficient, the campus will prepare a plan (for approval by General Administration) for increasing financial aid and will execute the plan when it is approved.

Are you tracking any measures of affordability—such as student debt load and the college-going rate—to make sure that tuition isn't going too high too fast?

- The NC State Education Assistance Authority routinely tracks measures of affordability and student aid for North Carolina students attending UNC campuses.
 - According to the most recent federal data, in 2004, 64.5% of recent North Carolina high school graduates enrolled in college, up from 63.8% in 2002. As a result, North Carolina's college-going rate rose from 7th-highest in the nation to 6th-highest.
 - From 1999 to 2004, average annual borrowing through student loans among UNC students increased from \$2,885 to \$3,057—about 6%, considerably below the CPI increase of 10%.

UNC/Guilford County Mathematics Pilot Program

GOALS

To recruit and retain qualified Mathematics teachers
To improve student learning in Mathematics in grades 9-12

DEPENDENT MEASURES

Number of qualified teachers recruited
Number of qualified teachers retained
Improved student test scores (EOC, AP, SAT, etc.)
Changes in Mathematics course selection/completion

PROGRAM PHASES

Readiness (I) Year One (2006-07)
Intervention (II) Years Two and Three (2007-08, 2008-09)

PROGRAM COMPONENTS

Recruiting and retaining teachers (differential pay)
Mentoring
Networking/learning communities
Summer Mathematics Institutes
Evaluation

TARGET SCHOOLS

Andrews, Dudley, Eastern, Smith, Southern,
High Point Central, the Middle College at Bennett College,
the Middle College at NC A&T SU

Dr. Terry Grier, Superintendent, Guilford County Schools

Mr. Jim Melvin, President, Bryan Foundation

Dr. Edward Uprichard, Provost and Vice Chancellor for Academic Affairs,
The University of North Carolina at Greensboro

Guilford County Schools' Mission Possible 2006-2007

Employee Category	Training Requirement		Annual Recruitment/ Retention Bonus		Value Added Bonus		Additional Bonus		Total
Kindergarten – Third Grade	YES	+	\$2,500 & Class Size 15:1	+	Third Grade: 1-1.49 Years = \$2,500 1.5+ Years = \$4,000	+	\$0	=	K-2: \$2,500 & 15:1 Third Grade: \$2,500 – \$6,500 & 15:1
Fourth – Fifth Grade	YES	+	\$2,500	+	1-1.49 Years = \$2,500 1.5+ Years = \$4,000	+	\$0	=	\$2,500 - \$6,500
Middle School Algebra I	YES	+	\$10,000	+	1-1.49 Years = \$2,500 1.5+ Years = \$4,000	+	\$0	=	\$10,000 - \$14,000
Middle School Math	YES	+	\$9,000	+	1-1.49 Years = \$2,500 1.5+ Years = \$4,000	+	\$0	=	\$9,000 - \$13,000
English I	YES	+	\$2,500	+	1-1.49 Years = \$2,500 1.5+ Years = \$4,000	+	\$0	=	\$2,500 - \$6,500
High School Algebra I	YES	+	\$10,000	+	1-1.49 Years = \$2,500 1.5+ Years = \$4,000	+	Laptop, Mentor & \$4,000 Summer Institute	=	Laptop, Mentor & \$10,000 - \$18,000
High School Math	YES	+	\$9,000	+	1-1.49 Years = \$2,500 1.5+ Years = \$4,000	+	Laptop, Mentor & \$4,000 Summer Institute	=	Laptop, Mentor & \$9,000 - \$17,000
Elementary Principal	YES	+	\$5,000	+	\$0	+	School Makes AYP = \$5,000	=	\$5,000 - \$10,000
Middle School Principal	YES	+	\$7,500	+	\$0	+	School Makes AYP = \$5,000	=	\$7,500 - \$12,500
High School Principal	YES	+	\$10,000	+	\$0	+	School Makes AYP = \$5,000	=	\$10,000 - \$15,000
Curriculum Facilitator	YES	+	\$0	+	\$0	+	School Makes AYP = \$2,500	=	\$0 - \$2,500

Elementary Schools: Fairview, Foust, Gillespie Park, Hampton, Kirkman Park, Oak Hill, Parkview, Washington, Wiley

Middle Schools: Ferndale, Hairston, Jackson, Welborn

High Schools: Andrews, Central, Dudley, Eastern, Smith, Southern, Academy at Smith, A&T Middle College, Middle College at Smith

Sanctions: Teachers who do not produce positive value added results or principals whose schools don't make AYP: transferred after three years.

Mentoring/Networking/Summer Institutes

Mentoring

Research indicates that mentoring is an important aspect of teacher induction programs and professional development programs for experienced teachers. A major component of this project will focus on the development and implementation of a teacher mentoring program for the seventy-seven mathematics teachers at the eight targeted high schools. The mentoring program will be designed to provide teachers with knowledge and understanding of mathematics content, mathematics pedagogy, classroom management skills, and communication skills in order to improve student learning in mathematics. Five individuals will be hired to design and implement the mentoring program. The mentors will work as a team. At least two of the mentors will have expertise in mathematics content and there will be at least one mentor with expertise in one of the other areas mentioned above.

Networking

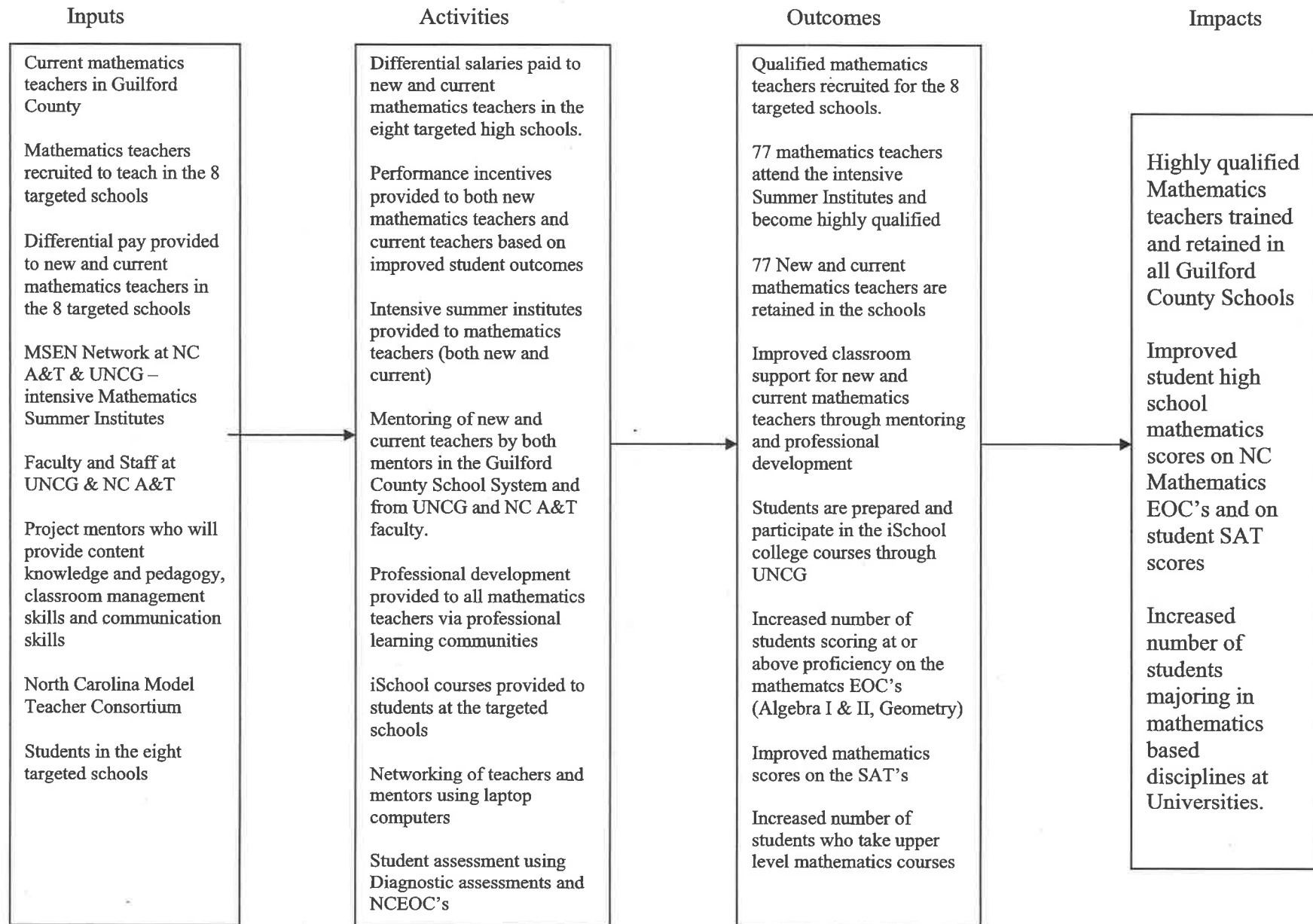
Each of the teachers and mentors in the project will be provided with a laptop computer to facilitate and document communication between/among the teachers and mentors. A secure website will be established for the project. The website will host a chat room for teachers and mentors and will also be used to administer teacher surveys. Analysis of chat room data and survey data will be used to inform the mentoring process in the both the readiness and intervention phases of the project.

In addition to one-on-one mentoring, a learning community of mathematics teachers will be established at each of the targeted high schools. The learning communities will address the mathematics content/pedagogy and teaching needs of the mathematics teachers at a particular school. The site-based learning community will be facilitated by the mentors and a lead mathematics teacher(s). A learning community planning group comprising mentors and lead teachers from the eight high schools will be established to design site-based learning community activities and help plan summer institutes for the mathematics teachers. There might be times during the academic year where all the mathematics teachers across the targeted high schools would attend a workshop/in-service activity.

Summer Institutes

All mathematics teachers in the project will be required to attend a four-week Summer Mathematics Institute. The institutes will focus on mathematics content and mathematics pedagogy needed to improve student learning in mathematics. The institutes will be taught and designed by professors at UNCG and NCA&TSU. The content of the institutes will be determined by analyzing pre- and post- test results of mathematics diagnostic tests (developed by evaluators at UNCG) and End-of-Course tests taken by students attending the targeted high schools.

Evaluation Logic Model for the UNC/Guilford Public Schools Pilot Mathematics Program



Sample Tasks Readiness Phase (I):

- Establish An External Advisory Panel
- Establish Project Organization Structure, Assign Responsibilities
- Establish Component Teams (Faculty and Staff from NCA&TSU, UNCG, Guilford County Schools)
- Develop Work Plan and Timelines by Project, by Component
- Establish/Implement Differential Pay Plan, Incentive Pay Plan and Summer Mathematics Institute Pay Plan
- Plan/Deliver Project Orientation for Teachers, for Principals and other School Personnel
- Offer Professional Development Program for Principals – Lenses on Learning
- Establish Criteria for Determining Qualified Mathematics Teachers
- Administration/Analysis of Teacher Survey (CCSO)
- Recruit New and/or Transfer In/Out Mathematics Teachers In Target High Schools
- Establish Criteria for Hiring Mentors
- Train Mentors
- Identify/Collect Data Related to Mentoring via Laptops (Schedules, Forms, Format, Feedback)
- Purchase Laptops for Teachers
- Establish Networks – School Specific and Project
- Establish Learning Communities for Professional Development – School Specific
- Identify School Leader at Each High School for Mathematics Learning Community
- Develop Secure Project Website, Establish Passwords
- Identify/Collect Data Related to Networks and Learning Communities via Laptops (Schedules, Forms, Format, Feedback)
- Analysis of End-of-Course Mathematics Test Performance
- Develop Mathematics Diagnostic Tests – Field Test
- Examine Mathematics Course Selection/Completion at Targeted High Schools
- Identify/Hire Faculty to Teach Mathematics Summer Institute
- Design the Mathematics Summer Institutes Based on Data Analysis of End-of-Course and Diagnostic Tests/Mathematics Curriculum Content – College Credit or Not, Degree Credit
- Establish Criteria for Passing Mathematics Summer Institute
- Develop iSchool On-line Courses in Mathematics for High School Students
- Develop On-line Mathematics Teacher Training Modules
- Identify Comparison Student Groups at other High Schools in Guilford County
- Plan Intervention Phase with Starting Date of Summer 2007
- Finalize Evaluation Design, including Data Collection/Testing Schedules
- Prepare Quarterly Reports/Meetings with Foundations
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