

**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE**

**CHAIRS' AGENDA**

**November 29, 2005**

**10:00 A.M., ROOM 643 Legislative Office Building**

Representative Yongue, presiding

**Welcome and Introductions**

**Approval of Minutes (Need a motion to approve them – Behind Tab 3)**

**Budget/Authorizing Legislation/Studies (Need motion to approve Budget - Behind Tab 2)**

Robin Johnson, Committee Counsel

**Spotlight on 2005 Education Legislation**

Dr. Shirley Iorio, Committee Analyst

**Teacher Shortage (Behind Tab 4)**

Dr. Kathy Sullivan, Director, Human Resource Management/Quality Professionals  
NC Department of Public Instruction

**Teacher Working Conditions Survey**

Eric Hirsch, Executive Director  
Center for Teaching Quality

Dr. Larry Price, Superintendent  
Wilson County Schools

**Lunch Break**

**Teacher Recruitment/Retention Proposals (Behind Tab 5)**

Report and Recommendations from the State Board of Education Teacher  
Retention Task Force

*Dr. Jane Norwood, Vice Chairman, State Board of Education, and*  
Chairman of Task Force  
Governor's Office

*Ann McArthur, Teacher Advisor*

*Dan Gerlach, Senior Policy Advisor for Fiscal Affairs*

North Carolina Association of Educators

*Eddie Davis, President*

Professional Educators of North Carolina

*Dr. Ellen Greaves, Executive Director*

**Tonight's joint dinner with SBE is a public meeting. You should RECESS  
to reconvene at 6:00 in Room 150, Education Building.**



**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE  
AGENDA**

**November 30, 2005**

**9:00 A.M., ROOM 643 Legislative Office Building**

Representative Yongue, presiding

**Welcome**

**Proposal for Funding for Lateral Entry Teachers/Nurses**

Dr. A. Hope Williams, President, N.C. Independent Colleges and Universities

**Low-Wealth Funds (Behind Tab 6)**

Lydia Prude, Section Chief, School Allotments, Financial and Business Services,  
Department of Public Instruction

Alexis Schauss, Section Chief, Information Analysis and Reporting, Financial and  
Business Services, Department of Public Instruction

→ Dr. Shirley B. Prince, Superintendent, Scotland County Schools

✓ Dr. Norman W. Shearin, Jr., Superintendent, Vance County Schools

**DPI Contract Positions (DPI was asked to address certain questions.  
These questions can be found behind Tab 7)**

Philip Price, Associate Superintendent, Financial and Business Services,  
Department of Public Instruction

**The chairs have decided to cancel the December 20-21 meeting. This  
should be announced. Next meeting will be January 10-11, 2006.**



**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE**  
**2005-2006 SESSION**

November 29-30, 2005

TABS

- 1      Membership List
- 2      Budget/Authorizing Legislation/Studies
- 3      Minutes
- 4      Teacher Shortage
- 5      Teacher Recruitment/Retention
- 6      Low-Wealth Funds
- 7      DPI Contract Positions



# *2005-2006 Reports to Joint Legislative Education Oversight Committee*

## *June 2005*

<b>1</b>	<b>Due date:</b> June 15, 2005 (biannually) <b>From:</b> State Board of Community Colleges <b>Description:</b> Expenditures from the Board Reserve Fund to be used for feasibility studies, pilot projects, and start-up of new programs <b>Chapter:</b> G.S. 115D-5(j) <b>Contact(s):</b> Kennon Briggs	<b>RECEIVED</b>
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## *July 2005*

<b>2</b>	<b>Due date:</b> July 15, 2005 (Quarterly) <b>From:</b> State Board of Community Colleges <b>Description:</b> Projects funded from community college general obligation bonds <b>Chapter:</b> S.L. 2000-3, sec. 1.2 <b>Contact(s):</b> Kennon Briggs	<b>RECEIVED</b>
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## *August 2005*

<b>3</b>	<b>Due date:</b> August 1, 2005 (Quarterly) <b>From:</b> Community Colleges System Office <b>Description:</b> Use of Funds for the College Information System Project <b>Chapter:</b> S.L. 2005-276, sec. 8.1, S.L. 2004-124, sec. 8.1 <b>Contact(s):</b> Sandra Williams	<b>RECEIVED</b>
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## *September 2005*

<b>4</b>	<b>Due Date:</b> September 1, 2005 <b>From:</b> Fayetteville Technical Community College <b>Description:</b> Statewide Military Business Center and Homeland Security Business Incubator <b>Chapter:</b> S.L. 2004-124, sec. 8.17(c) <b>Contact(s):</b> Larry Norris	<b>RECEIVED</b>
<b>5</b>	<b>Due Date:</b> September 1, 2005 (annually) <b>From:</b> State Board of Community Colleges <b>Description:</b> Expenditures for the New and Expanding Industry Program (Modified Reporting Requirement) <b>Chapter:</b> S.L. 2004-124, sec. 8.4, S.L. 1997-443, sec. 9.5, G.S. 115D-5(I) <b>Contact(s):</b> Larry Keen	<b>RECEIVED</b>

**2005-2006 Reports to  
Joint Legislative Education Oversight Committee**

**September 2005 (continued)**

<b>6</b>	<b>Due date:</b> September 15, 2005 (annually) <b>From:</b> State Board of Education <b>Description:</b> High School Workforce Development Program <b>Chapter:</b> S.L. 2004-124, sec. 7.22 <b>Contact(s):</b> Janice Davis, Elsie Leak, Tony Habit	<b>RECEIVED</b>
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**October 2005**

<b>7</b>	<b>Due date:</b> October 1, 2005 (annually) <b>From:</b> State Board of Education <b>Description:</b> Schools of Education performance reports <b>Chapter:</b> S.L. 2000-67, sec. 9.2(a) <b>Contact(s):</b> Kathy Sullivan	<b>RECEIVED</b>
<b>8</b>	<b>Due date:</b> October 1, 2005 (annually) <b>From:</b> State Education Assistance Authority <b>Description:</b> Aid to students attending private colleges <b>Chapter:</b> S.L. 2001-424, sec. 31.1(b), 2000-67, sec. 10.3, S.L. 1999-237, sec. 10; G.S. 116-19; S.L. 1998-212, s. 11 <b>Contact(s):</b> Steve Brooks	<b>RECEIVED</b>
<b>9</b>	<b>Due date:</b> October 1, 2005 (annually) <b>From:</b> UNC Board of Governors <b>Description:</b> Progress of NC Graduates Entering Primary Care Centers <b>Chapter:</b> S.L. 1995-507, sec. 23A.5(d) <b>Contact(s):</b> Alan Mabe	<b>RECEIVED</b>
<b>10</b>	<b>Due Date:</b> October 3, 2005 (annually) <b>From:</b> State Board of Education <b>Description:</b> Impact of mentor program on retention of teachers <b>Chapter:</b> S.L. 2001-424, sec. 28.18(b) <b>Contact(s):</b> Kathy Sullivan	(Will be combined with Mentor Teacher Funds Report)
<b>11</b>	<b>Due date:</b> <b>October 15, 2005 (annually)</b> <b>From:</b> <b>State Board of Education &amp; Governing Boards</b> <b>Description:</b> <b>Evaluation of student success in cooperative innovative education programs</b> <b>Chapter:</b> <b>S.L. 2005-276, sec. 7.33, S.L. 2003-277, Sec. 2 (codified as G.S. 115C-238.55)</b> <b>Contact(s):</b> <b>Elsie Leak, Ken Whitehurst</b>	<b>RECEIVED</b>
<b>12</b>	<b>Due date:</b> October 15, 2005 (annually) <b>From:</b> State Board of Education <b>Description:</b> ABCs Report <b>Chapter:</b> S.L. 1997-18, sec. 15(a), G.S. 115C-12(25) <b>Contact(s):</b> Janice Davis, Lou Fabrizio, Elsie Leak	<b>RECEIVED</b>

Studies/reports in bold are from the 2005 Session



**2005-2006 Reports to  
Joint Legislative Education Oversight Committee**

**October 2005 (continued)**

13	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	October 15, 2005 (annually) State Board of Education Teacher Competency Assurance (general knowledge test for certified staff in low-performing schools) S.L. 1997-221, sec. 3(f) Janice Davis, Lou Fabrizio, Elsie Leak	<b>RECEIVED</b> <i>Part of the ABCs Report</i>
14	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	October 15, 2005 (Quarterly) State Board of Community Colleges Projects funded from community college general obligation bonds S.L. 2000-3, sec. 1.2 Kennon Briggs	<b>RECEIVED</b>
15	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>October 31, 2005 (annually)</b> <b>State Board of Education</b> <b>Expenditure of Supplemental Funds for Low-Wealth Counties</b> S.L. 2005-276, sec. 7.60 <b>Philip Price</b>	<b>RECEIVED</b>
16	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>October 31, 2005 (annually)</b> <b>State Board of Education</b> <b>New Accountability for the Use of Funds in the At-Risk and Improving Student Acct. Allotments</b> S.L. 2005-276, sec. 7.61 <b>Philip Price</b>	<b>RECEIVED</b>

**November 2005**

17	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	November 1, 2005 (Quarterly) Community Colleges System Office Use of Funds for the College Information System Project S.L. 2005-276, sec. 8.1, S.L. 2004-124, sec. 8.1 Saundra Williams	<b>RECEIVED</b>
18	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	November 15, 2005 (Annually) UNC Board of Governors Focused Growth Pilot Program S.L. 2002-126, sec. 9.9 Gretchen Bataille, Jeff Davies	

**2005-2006 Reports to  
Joint Legislative Education Oversight Committee**

**December 2005**

19	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>December 1, 2005</b> <b>State Board of Community Colleges</b> <b>Ferry Boat Operator Training Feasibility</b> <b>S.L. 2005-276, sec. 8.7</b> <b>Kennon Briggs, Wade Quinn, Jerry Gaskill (DOT)</b>	<b>RECEIVED</b>
20	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	December 1, 2005 (annually) NC Teaching Standards Commission Activities and recommendations for improving the teaching profession G.S. 115C-295.2(c) Eleanor Goettee	
21	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	December 1, 2005 (annually) Department of Public Instruction Results of county school system's receipts from sale of seized vehicles and costs for administering the DWI motor vehicle forfeiture law S.L. 1998-182, sec. 38 Philip Price, Ben Matthews	<b>RECEIVED</b>
22	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	December 1, 2005 (annually) State Board of Education Evaluation of initiatives to assist high-priority schs. S.L. 2001-424, sec. 29.6(d) Priscilla Maynor, Ken Gattis	<b>RECEIVED</b>
23	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>December 15, 2005</b> <b>State Board of Education</b> <b>Credit for High School Courses Taken Out-of-State</b> <b>S.L. 2005-445</b> <b>Elsie Leak, Wandra Polk</b>	
24	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>December 15, 2005 (Interim Report)</b> <b>Children's Services Work Group</b> <b>Comprehensive Treatment Services Program</b> <b>S.L. 2005-276, sec. 10.25</b>	
25	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	December 15, 2005 State Board of Education Funds used to provide assistance to low-performing LEAs and to assist schools to meet AYP for each subgroup S.L. 2003-284, Sec. 7.17 Elsie Leak	

Studies/reports in bold are from the 2005 Session

# 2005-2006 Reports to Joint Legislative Education Oversight Committee

## October 2006 (continued)

88	<b>Due date:</b> <b>From:</b> <b>Description:</b>  <b>Chapter:</b> <b>Contact(s):</b>	October 15, 2006 (annually) State Board of Education Teacher Competency Assurance provisions (general knowledge test for certified staff in low-performing schools and a plan to provide certified substitutes when teachers are absent for remediation) S.L. 1997-221, sec. 3(f) Janice Davis, Lou Fabrizio, Elsie Leak	<i>Part of the ABCs Report</i>
89	<b>Due date:</b> <b>From:</b> <b>Description:</b>  <b>Chapter:</b> <b>Contact(s):</b>	<b>October 31, 2006 (annually)</b> <b>State Board of Education</b> <b>Expenditure of Supplemental Funds for Low-Wealth Counties</b> S.L. 2005-276, sec. 7.60 <b>Philip Price</b>	
90	<b>Due date:</b> <b>From:</b> <b>Description:</b>  <b>Chapter:</b> <b>Contact(s):</b>	<b>October 31, 2006 (annually)</b> <b>State Board of Education</b> <b>New Accountability for the Use of Funds in the At-Risk and Improving Student Acct. Allotments</b> S.L. 2005-276, sec. 7.61 <b>Philip Price</b>	

## November 2006

91	<b>Due date:</b> <b>From:</b> <b>Description:</b>  <b>Chapter:</b> <b>Contact(s):</b>	November 1, 2006 (Quarterly) Community Colleges System Office Use of Funds for the College Information System Project S.L. 2005-276, sec. 8.1, S.L. 2004-124, sec. 8.1 Saundra Williams	
92	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>November 15, 2006</b> <b>State Board of Education</b> <b>Small Specialty High Schools Pilot Program</b> S.L. 2005-276, sec. 7.52 <b>Elsie Leak, Philip Price, Charlotte Hughes, Wandra Polk, Ken Gattis</b>	
93	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	November 15, 2006 (Annually) UNC Board of Governors Focused Growth Pilot Program S.L. 2002-126, sec. 9.9 Gretchen Bataille, Jeff Davies	

**2005-2006 Reports to  
Joint Legislative Education Oversight Committee**

**December 2006**

94	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	December 1, 2006 (annually) NC Teaching Standards Commission Activities and recommendations for improving the teaching profession G.S. 115C-295.2(c) Eleanor Goettee	
95	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	December 1, 2006 (annually) Department of Public Instruction Results of county school system's receipts from sale of seized vehicles and costs for administering the DWI motor vehicle forfeiture law S.L. 1998-182, sec. 38 Philip Price, Ben Matthews	
96	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	December 1, 2006 (annually) State Board of Education Evaluation of initiatives to assist high-priority schs. S.L. 2001-424, sec. 29.6(d) Priscilla Maynor, Ken Gattis	
97	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>December 15, 2006</b> <b>State Board of Education</b> <b>Mentor Teacher Funds</b> <b>S.L. 2005-276, sec. 7.21</b> <b>Kathy Sullivan</b>	
98	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	December 15, 2006 (annually through 2007) State Board of Education Recycling efforts of the public schools S.L. 2001-512, sec. 11 Philip Price, Ben Matthews	
99	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	December 20, 2006 (annually) State Board of Community Colleges Regional program offerings in community colleges S.L. 2002-126, sec. 8.2 Delores Parker	
100	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	December 31, 2006 (Final Report) UNC Board of Governors/SBCC Joint Study of Higher Education Strategy S.L. 2005-276, sec. 9.18, S.L. 2004-179, Part VI, HB 1264 Kennon Briggs, Martin Lancaster, Fred Williams	

# *2005-2006 Reports to Joint Legislative Education Oversight Committee*

## *January 2007*

101	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	January 1, 2007 (biennially) Commission on School Technology Modifications to the State school technology plan S.L. 1997-443, s. 8.26(b), codified as G.S. 115C-102.6B Bob Bellamy, Frances Bradburn	
102	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>January 15, 2007 (annually)</b> <b>State Board of Education</b> <b>Disadvantaged Student Supplemental Funding</b> S.L. 2005-276, sec. 7.8 <b>Philip Price</b>	

## *April 2007*

103	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>April 1, 2007 (annually) (Final Report 4/1/2011)</b> <b>State Board of Education/State Board of Community Colleges</b> <b>Community colleges may train lateral entry teachers</b> S.L. 2005-198 Kathy Sullivan, Martin Lancaster, Delores Parker	
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## *September 2007*

104	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>September 2007 (biennially)</b> <b>UNC BOG</b> <b>Continue Academic Common Market Program</b> S.L. 2005-276, sec. 9.24 <b>Michelle Howard-Vital</b>	
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## *October 2007*

105	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>October 15, 2007 (annually)</b> <b>State Board of Education &amp; Governing Boards</b> <b>Evaluation of student success in cooperative innovative education programs</b> S.L. 2005-276, sec. 7.33, S.L. 2003-277, Sec. 2 (codified as G.S. 115C-238.55) <b>Elsie Leak, Ken Whitehurst</b>	
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***2005-2006 Reports to  
Joint Legislative Education Oversight Committee***

***December 2007***

106	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>December 15, 2007</b> <b>State Board of Education</b> <b>LEA Assistance Program</b> <b>S.L. 2005-276, sec. 7.24</b> <b>Elsie Leak</b>	
107	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>December 15, 2007 (final report)</b> <b>State Board of Education</b> <b>Recycling efforts of the public schools</b> <b>S.L. 2001-512, sec. 11</b> <b>Philip Price, Ben Matthews</b>	

***June 2008***

108	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>June 1, 2008 (annually)</b> <b>State Education Assistance Authority</b> <b>Scholarship Administration for the State Lottery</b> <b>S.L. 2005-344, HB 1023</b> <b>Steve Brooks</b>	
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***April 2008***

109	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>April 1, 2008 (annually) (Final Report 4/1/2011)</b> <b>State Board of Education/State Board of</b> <b>Community Colleges</b> <b>Community colleges may train lateral entry</b> <b>teachers</b> <b>S.L. 2005-198</b> <b>Kathy Sullivan, Martin Lancaster, Delores Parker</b>	
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***April 2009***

110	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>April 1, 2009(annually) (Final Report 4/1/2011)</b> <b>State Board of Education/State Board of</b> <b>Community Colleges</b> <b>Community colleges may train lateral entry</b> <b>teachers</b> <b>S.L. 2005-198</b> <b>Kathy Sullivan, Martin Lancaster, Delores Parker</b>	
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***2005-2006 Reports to  
Joint Legislative Education Oversight Committee***

***April 2010***

<b>111</b>	<b>Due date:</b> <b>From:</b>  <b>Description:</b>  <b>Chapter:</b> <b>Contact(s):</b>	<b>April 1, 2010 (annually) (Final Report 4/1/2011)</b> <b>State Board of Education/State Board of Community Colleges</b> <b>Community colleges may train lateral entry teachers</b> <b>S.L. 2005-198</b> <b>Kathy Sullivan, Martin Lancaster, Delores Parker</b>	
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***April 2011***

<b>112</b>	<b>Due date:</b> <b>From:</b>  <b>Description:</b>  <b>Chapter:</b> <b>Contact(s):</b>	<b>April 1, 2011 (Final Report)</b> <b>State Board of Education/State Board of Community Colleges</b> <b>Community colleges may train lateral entry teachers</b> <b>S.L. 2005-198</b> <b>Kathy Sullivan, Martin Lancaster, Delores Parker</b>	
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***2005-2006 Reports to  
Joint Legislative Education Oversight Committee***

***Reports With No Statutory Due Date***

113	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>Prior to Adoption of Proposed Changes</b> <b>State Board of Education</b> <b>Minimize Time Devoted to Standardized Tests</b> <b>S.L. 2005-276, sec. 7.37</b> <b>Lou Fabrizio</b>	
114	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>Before implementation of proposed curriculum</b> <b>State Board of Education</b> <b>Teach Financial Literacy</b> <b>S.L. 2005-276, sec. 7.59</b> <b>Elsie Leak</b>	
115	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>Before implementing success centers or ALPs in</b> <b>New Hanover County</b> <b>State Board of Education</b> <b>Alternative Learning Programs/New Hanover</b> <b>Board of Education</b> <b>S.L. 2005-446</b> <b>Elsie Leak, Marvin Pittman</b>	
116	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>Annually</b> <b>Child Nutrition Services Section/DPI</b> <b>Child Nutrition Standards</b> <b>S.L. 2005-457</b> <b>Philip Price</b>	
117	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>Annual Basis</b> <b>State Board of Community Colleges</b> <b>Customized Industry Training Program</b> <b>S.L. 2005-276, sec. 8.4</b> <b>Larry Keen</b>	
118	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>No Date</b> <b>UNC Board of Governors</b> <b>Actual Enrollment Increases for Fall 2005</b> <b>2005 Joint Conference Committee Report – 8/8/05</b> <b>Alan Mabe</b>	
119	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>Annually on compliance</b> <b>State Board of Education</b> <b>School Calendar Changes (Rate of Pay, Pay Cycles)</b> <b>S.L. 2004-180, HB 1464</b>	



**2005-2006 Reports to  
Joint Legislative Education Oversight Committee**

***Reports With No Statutory Due Date (continued)***

<b>120</b>	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	Annually UNC Board of Governors UNC capital facilities maintenance, repairs & renovations; funding formula for R & R Account. S.L. 2000-3, secs. 1.1 & 6 Jeff Davies	
<b>121</b>	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	No Date State Auditor ExplorNet Audit S.L. 2001-424, sec. 28.45	
<b>122</b>	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	No Date State Education Assistance Authority Number of full-time equivalent students enrolled at certain private institutions of higher education and Legislative Tuition Grants collected by students S.L. 2003-429, HB 150 Steve Brooks	
<b>123</b>	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	No less than 30 days before effective date State Board of Community Colleges Changes in organizational structure of The Apprenticeship program S.L. 2001-424, sec. 30.10(b) Larry Keen	
<b>124</b>	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	No Date UNC Board of Governors Feasibility of establishing a School of Dentistry at East Carolina University S.L. 2001-424, sec. 31.10(d)	
<b>125</b>	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	(As needed) 30 days before the regularly scheduled meeting of the Board of Governors UNC Board of Governors (New or revised) Management flexibility policies, procedures, and rules for special responsibility constituent institutions S.L. 2001-424, sec. 31.11(a), G.S. 116-40.23 Boards of Trustees	

***2005-2006 Reports to  
Joint Legislative Education Oversight Committee***

***Reports With No Statutory Due Date (continued)***

126	<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	Prior to awarding contract State Board of Education Study of the current certification programs S.L. 2002-126, sec. 7.18(d) Kathy Sullivan	
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## **Education Oversight**

### **SCHOOL EMPLOYEE SALARY STUDY**

**SECTION 7.47.** The Joint Legislative Education Oversight Committee shall research and study the current salary structure for teachers. In the course of the study, the Committee shall:

- (1) Develop a method to determine North Carolina's ability to remain competitive in recruiting and retaining highly qualified teachers.
- (2) Consider new salary schedule options in lieu of a simple modification of the current salary schedule.
- (3) Research and make recommendations on whether or not compressing or expanding a teacher salary schedule would assist in retaining teachers at critical periods when many teachers tend to leave the profession.
- (4) Develop and recommend an adequate compensation structure for masters degree and other advanced training.
- (5) Consider the placement of appropriate extraordinary increases on the teacher salary schedule for achievement of career status, teacher retention, and other purposes.
- (6) Consider how personal leave and other fringe benefits contribute to the compensation packages for employees.

### **STUDY IN-STATE TEACHER TUITION BENEFIT**

**SECTION 9.35.** The Joint Legislative Education Oversight Committee shall study the current law regarding the in-State tuition rate available to certain teachers for courses relevant to teacher certification or professional development as a teacher. In its study, the Committee shall consider the difficulty some teachers have in establishing North Carolina as their domicile, the fact that school systems on the borders of the State often recruit nonresidents who commute from their homes to teach in the North Carolina public school system and so are unable to establish this State as their domicile and any other relevant issues. The Committee shall make an interim report regarding its findings and recommendations to the 2005 General Assembly by May 30, 2007, and shall make a final report of its findings and recommendations to the 2007 General Assembly.



**MINUTES**  
**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE**  
**2003-2004 SESSION**  
**APRIL 27, 2004**

The Joint Legislative Education Oversight Committee met on Tuesday, April 27, 2004 in Room 544 of the Legislative Office Building. Members in attendance included fellow Co-Chairs - Representative Robert Grady and Senator A.B. Swindell – as well as Senators Tom Apodaca, Charlie Dannelly, Katie Dorsett, Linda Garrou, John Garwood, Kay Hagan, Vernon Malone, Tony Moore, Martin Nesbitt, Jr., Robert Rucho, and Richard Stevens; Representatives Larry Bell, Verla Insko, Margaret Jeffus, Louis Pate, Jr., Jean Preston, John Sauls, Joe Tolson, and Alex Warner, Jr. Attached are the Agenda and Visitor Registration (see **attachments 1 and 2**).

Representative Doug Yongue, presiding Co-Chair called the meeting to order at 10:10 a.m. Chairman Yongue also recognized a UNC at Pembroke student from the 46<sup>th</sup> House District, Representative Yongue's district, Mr. David Griffin.

As the first order of business, Chairman Yongue asked for a motion to adopt the minutes of the previous meeting on March 25<sup>th</sup>. Representative Pate moved adoption of the minutes. The motion carried unanimously.

**FUNDING FORMULA FOR MULTI-CAMPUS COMMUNITY COLLEGES**

Chairman Yongue invited the first presenter Dr. Tony Zeiss to present an informative session on issues and needs surrounding the multi-campus community colleges. Dr. Zeiss is President of Central Piedmont Community College. Please refer to **attachment 3** for Dr. Zeiss's complete presentation. Dr. Zeiss introduced Dr. Marvin Joyner, President, Central Carolina Community College in order to help answer questions from the committee as well as Ms. Kathy Drumm, Executive Vice-President, Central Piedmont Community College, and Mr. Fred Williams, North Carolina Community College System.

Representative Tolson made a motion to recommend funding for the multi-campus community colleges and extension community college campuses. With a second from Representative Sauls the motion carried unanimously.

Chairman Yongue welcomed the next three presenters: Ms. Jane Albright, Public Affairs Officer, Industrial Extension Service at North Carolina State University (NCSU); Mr. Perry Kallam, Senior Manager, Konica Minolta in Whitsett, North Carolina; and Mr. Lynn Reese, Associate Director, Industrial Extension Service at North Carolina State University. Ms. Albright introduced the Industrial Extension Service, started by the Land Grant Mission of North Carolina State University. IES was founded by an act of the North Carolina General Assembly in 1955 and located within the College of Engineering at NCSU. The intent, according to Ms. Albright, is to save jobs, provide manufacturing



training, increase productivity in order to keep the manufacturing industry alive and competitive. Please refer to **attachment 4** for Ms. Albright's presentation in its entirety.

Following Ms. Albright, Mr. Perry Kallam, Senior Manager at Konica Minolta, spoke from experience about the services of the Industrial Extension Service and encouraged committee members to contribute more funding. Mr. Lynn Reese spoke of the Manufacturing Extension Program – part of the Industrial Extension Program. Mr. Reese requested funding – due to a cut in federal funding for 2005. Senator Nesbitt made motion to recommend that the 2004 General Assembly support and maintain at a cost of \$2 million dollars the Industrial Extension Service and Manufacturing Extension Program in North Carolina. After little discussion, the motion received a second and carried unanimously.

Chairman Yongue then introduced the proposed report of the Joint Legislative Education Oversight Committee. Please refer to **attachment 5** – a draft copy of proposed committee recommendations. The first motion was made by Representative Warner to amend the first recommendation which reads “The General Assembly should enact AN ACT TO IMPLEMENT THE RECOMMENDATION OF THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE TO MAKE PERMANENT THE PROVISION THAT PERMITS RETIRED TEACHERS TO RETURN TO THE CLASSROOM WITHOUT A LOSS OF RETIREMENT BENEFITS;” to include “media specialists and counselors”. With a second from Senator Dannelly, the motion carried unanimously.

Chairman Yongue expressed that the intent of the recommendation is to correct and aid in the teacher shortage. Representative Warner made motion to include a sunset as June 30, 2010 on recommendation number one. With a second from Representative Sauls, the motion carried unanimously.

Chairman Yongue moved on to recommend a motion to approve recommendation number one as amended. Representative Jeffus made a motion. With a second from Representative Warner, the motion carried unanimously.

As the next order of business, there was a motion to approve recommendation number two. The motion carried unanimously.

Chairman Yongue asked for a motion to keep recommendations , numbered three and four on the agenda for future discussion. The motion was made by Representative Warner. The motion received a second and carried unanimously.

As the final piece of business, the committee voted to adopt the recommendations listed in the report (**attachment 5**), and to give staff the authority to make necessary conforming and technical changes in the revised report. A motion was made and carried unanimously.





Chairman Yongue thanked committee members for their dedication and attendance. Chairman Yongue adjourned the meeting at 11:47 a.m.

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Rep. Douglas Y. Yongue, Co-Chair

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Katie Stanley, Committee Clerk



MINUTES  
JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE  
2003-04 Session  
October 12, 2004

The Joint Legislative Education Oversight Committee met on Tuesday, October 12, 2004 in Room 643 of the Legislative Office Building. Senator A. B. Swindell presided. Members also in attendance were Co-chairs Rep. Robert Grady and Rep. Doug Yongue; Senators Dannelly, Dorsett, Hartsell Malone, and Moore; Representatives Bell, Insko, Jeffus Pate, Sauls, Tolson, and Warner. A copy of the agenda and the visitor registration sheet is attached.

Chairman Swindell called the meeting to order at 10 a.m. and welcomed members, staff and guests.

Chairman Swindell recognized Robin Johnson, Committee Counsel to summarize legislation that was enacted during the recent session of the Legislature relating to public schools, community colleges and universities (Attachment 1). Ms. Johnson also reviewed the list of studies to be undertaken by the Education Oversight Committee for the upcoming year (See Attachment 2), and pointed out that the Joint Legislative Oversight Committee on Mental Health, Developmental Disabilities and Substance Abuse Services had been assigned to study Integration of Care for Children with Multiple System Service Needs. She advised that the co-chairs of Education Oversight would automatically serve as members on the Committee. Ms. Johnson noted that the Education Oversight Committee may create a higher education programming subcommittee to hear the UNC Board of Governors and the State Board of Community Colleges reports on their mission and program needs. Ms. Johnson also reviewed a timeline chart (Attachment 3) indicating when reports were due to the Education Oversight Committee. In closing, Ms. Johnson reminded members and guests that agendas for future meetings would be posted on the General Assembly website.

Chairman Swindell next recognized Dr. Bobby Kanoy, Associate Vice-President for Access and Outreach, The University of North Carolina, for an update on tuition grants awarded to graduates of the NC School of Science and Mathematics attending UNC constituent institutions (Attachments 4,6,7 and 8). Dr. Kanoy expressed appreciation to the Committee for the opportunity to make a preliminary presentation on the study being conducted of the School of Science and Math scholarships as a result of legislation enacted during the 2003 Session of the General Assembly. He reviewed scholarship requirements and provided enrollment data for 2004-2005 (Attachment 5). Dr. Kanoy advised that the next phase of the study would focus on gathering additional data from the School of Science and Math indicating attendance trends of graduates who have gone to the UNC system over the last five years, as well as information on graduates who have attended private colleges both in state and out of state. Dr. Kanoy reported that a site visit to the School of Science and Math had been planned for later in the month and that administrators of the School had been asked to develop a method for collecting data



on the median family income of the students attending, as required by the legislation. In his closing remarks, Dr. Kanoy reported that under the proposed timeline, site visits would be made and data would be collected between now and the end of the year. Data analysis would be completed in January and recommendations would be presented to the UNC Board of Governors at their February meeting. Following approval by the UNC Board of Governors, findings would be presented to the Joint Legislative Education Oversight Committee. Dr. Kanoy responded to several questions and Senator Swindell thanked him at the conclusion of his presentation.

Chairman Swindell next recognized Dr. Larry Keen, Vice President for Economic and Workforce Development, North Carolina Community College System, to present the New and Expanding Industry Training (NEIT) Program Expenditures Report (Attachments 9 through 12). As required by the North Carolina General Statutes, G.S. 115D-5(i), the State Board of Community Colleges is required to report to the Joint Legislative Education Oversight Committee on expenditures annually on September 1.

Dr. Keen reported that the NEIT Program was developed to help create new jobs in North Carolina and is one of the most important economic incentives provided statewide through the Community College System. Using a Power point presentation and providing members with a copy (Attachment 11), his report showed (1) the total amount of funds received by the company or the individual; (2) the amount of funds per trainee received by the company or individual; (3) the amount of funds received per trainee by the community college training the trainee; (4) the number of trainees trained by company and by community college; and (5) the number of years the companies or individual have been funded. Dr. Keen advised that the NEIT program also allowed the community college system to look closely at the process by which it perform its function – whether assisting companies in locating new businesses to North Carolina or in assisting existing companies by expanding net new jobs. Dr. Keen also illustrated trends based upon an evaluation process, which tracked the overall success of the program (Attachment 12). He reported that evaluation ratings showed the following: (1) the extent to which the NEIT Program met the company's expectations at very good or excellent at 98%; (2) the overall impact of the NEIT Program on company operation was rated very good or excellent at 92%; and (3) the overall effectiveness of the NEIT Program in preparing the company's employees for productivity was rated very good or excellent at 92%.

Dr. Keen responded to several questions from committee members. Sen. Hartsell asked to be provided with demographic information (age, gender, ethnic background) on the program. Rep. Grady noted that the report indicated that of the 58 community colleges, only 27 were participating in the NEIT Program. Dr. Keen responded that the training programs offered through the community college system were driven by the economic job growth in a particular area and because some areas of the state have not experienced job growth, it was reflected that some of the community colleges were not participating in the training program. Following discussion, Rep. Grady urged that community colleges should be equally involved in offering training programs in their curriculum. Responding to Rep. Pate, Dr. Keen next reviewed the procedure whereby the community



college gets involved with economic developers when a new or expanding project is in the planning stages. Rep. Insko asked Dr. Keen to provide information on starting average wage of personnel trained annually, grouped according to industry (e.g., pharmaceutical/medical). Dr. Keen will provide this information and incorporate it into next year's report. At the conclusion of his presentation, Senator Swindell thanked Dr. Keen for his report.

Senator Swindell next welcomed to the meeting group of international visitors who were expert in public policymaking and representing ten countries. The trip was arranged under the auspices of the International Visitors and World Affairs Council.

Senator Swindell announced that the Committee would break for lunch at 11:30 and would reconvene at 1 p.m.

Senator Swindell reconvened the meeting shortly after 1 p.m. and recognized Dr. Cyndi Balogh, Senior Associate, MGT o America, Inc., to present the findings and recommendations of the Comprehensive Articulation Agreement (CAA) between the NC Community College System (NCCCS) and The University of North Carolina (UNC). Dr. Balogh used a Power point presentation and provided Committee members with a written handout (Attachment 13) of the findings and recommendations. In summary, Dr. Balogh reported that the two primary roadblocks for students who transfer was lack of information or awareness of the transfer policy, and the need by the State to complete implementation of pre-major agreements in all programs. Dr. Balogh also reviewed the five recommendations that would have the greatest impact on the articulation process as (1) vision; (2) need for a Transfer Student Bill of Rights; (3) increase faculty involvement in the pre-major development; (4) immediate attention to appeals/grievance policy and procedure; and (5) guaranteed admission into a UNC institution for students who have received an AA/AS degree. Chairman Swindell thanked Dr. Balogh at the conclusion of her presentation and asked that questions from members be held until all program guests had completed presentations.

Chairman Swindell next recognized Martin Lancaster, President of the North Carolina Community College System. President Lancaster did not provide a handout of his presentation; therefore, a verbatim account of his recorded remarks follow:

Thank you, Mr. Chairman and member of the Committee. I like your new carpet. Looks nice.

I would want to begin by thanking you for scheduling this session in the afternoon so that it was possible for me to continue with our system-wide conference – the largest community college professional development effort in the country – almost 3,000 members of our faculty and staff were present in Greensboro since Sunday in a very good professional development activity, and we appreciate you letting us come this afternoon, instead of this morning.





The focus of this study as any study with regard to comprehensive articulation should be on students. And just as Rep. Insko has raised a concern, we share that concern that such a low response rate may have resulted in less than a full and complete survey of student and faculty and staff attitudes with regard to comprehensive articulation agreement. A 10% student return seems to be awfully low, and with 21 private colleges and universities now being signatories to the comprehensive articulation agreement and with almost half of our students transferring to private institutions, we believe that is another significant flaw in the study. And, if we wanted to look completely at articulation and how it is working, we need to look at that as well.

Another concern of ours was that only 8 of the 16 UNC institutions were surveyed and how you choose those 8 might significantly skew the survey. The data, even though it is limited, did raise several disturbing issues with us, including the very high rate of reported barriers to transfer, particularly in the survey of university personnel and we believe that that deserves a further look.

There are a number of recommendations with regard to the role of the Transfer Advisory Committee. If all of those recommendations were accepted, we believe that that Committee would have to become a full time body in order to carry out all of the responsibilities assigned to it by these recommendations. We, frankly, believe that the Committee, as it is currently structured, is an appropriate one. But, they do need staff and funding to take on any additional jobs. In fact, they need it to do the job they are doing now because all of them have full time jobs either at the university or the community college.

I will tell you, Mr. Chairman, that a task force appointed by Brad Wilson and James Woody to look at how universities and community colleges could more closely collaborate will actually recommend to the GA...we will include a joint budget request that would provide for funding for staff and other expenses of the Transfer Advisory Committee as a significant improvement that would lead to greater transfer.

Now, some of the things that are included in these recommendations we support and I would like to mention several of those. One is administration code relief in order for us to make the process work more smoothly between us. The consultant has indicated to you one example where, after a 2 or 3-year negotiation with the university on how we would modify the associate of science degree to more closely track what is taking place in the hard sciences and engineering, the University was able to immediately implement the agreement -- we still have not been able to implement that agreement because of the community college being required to adhere to the administrative rules process. We have asked on numerous occasions for relief from that. The university is **not** subject to the administrative rules process. We have asked for a full exemption and would ask for that again; however, at a minimum, if we are going to work ore closely and more effectively with the universities, we, at least, need an exemption in situations like this, which would allow us to implement agreements between the two institutions in a timely fashion.



As I indicated, we do support the recommendation with regard to additional -- or, not additional staffing, 'cause there's no staffing now -- but, staffing to the Transfer Advisory Committee and funding. The TAC is overburdened as it is. Very clearly, we cannot, we do not have the resources or the personnel to develop a website. That would require significant work in implementing, but also in maintaining.

A communication and marketing plan, while a wonderful idea, is impossible with current funding. The community college system receives zero dollars for marketing of any thing we do and we have no way of implementing a communication and marketing plan without resources.

Convening cross-discipline faculty committees also would create, in our opinion, far more problems than it would solve. Though, I do believe is need for continuing the process of ad hoc committees being appointed, as needed, to address particularly issues.

We strongly support the guaranteed admission to a constituent institution of the university and believe that that could be made to work. And, in fact, have a number of universities that are under capacity and with a clearinghouse at the university where a student who was denied admission to his or her first, second or third choice might then be assigned a university to which they would be admitted, and might even help with the goals that have been set for some of those universities that are under capacity meet their requirements.

Our greatest concern is one that was touched on by this study and that is the pre-major agreements. To be honest, the general transfer has gone pretty well. What has not gone well at all is transfer within the disciplines because the faculties of the different departments have not been as embracing of these agreements by discipline, as has been the overall administration and the overall implementation of the comprehensive articulation agreement. We have had some success in recent months in two of our key shortage areas of nursing and education, but there is still significant work that needs to be done in those areas. And, one particular area that is deserving of attention is the whole issue of lateral entry, which, again, despite a study authorized and appointed by Chairman Howard Lee, has resulted in a recommendation of the status quo.

We also believe that there needs to be significantly greater consistency in what a student can expect whether they are going to transfer in nursing or education to one institution or another. Students may prepare for transfer to one university, not get in, have all of their courses aligned for that university, and then have to apply to another and then it might be a completely different set of courses within the discipline. We believe greater consistency would be appropriate. We believe that the agreement in nursing at UNC-Greensboro is a good model. We also believe that Colorado has a nursing model that is deserving of additional credits.

One of the other concerns that is not raised, but we believe should be is the whole issue of university departments classifying courses that have been taken in compliance with the agreement as elective courses so that they do not count towards the degree. That is an



issue that we believe needs addressing because a course that has been taken towards the major, but is then required to be treated as an elective delays the completion of the degree.

We concur in the suggestion that credit, once accepted by an institution--whether it is the university or a community college -- should not be further questioned. Interestingly, we have lots of students who go to a university first, come back to us and complete the associate degree and then transfer to another university, not the one they started at. Often times, though we have accepted that course for completion of the associates degree, when it gets to university #2, they won't accept the credit that we accepted from university #1. We do not believe that that is appropriate and does/is a significant impediment to graduation in a timely fashion.

The report does focus some attention on the lack of commonality of courses. In their draft report they actually recommended a similar scheme to what we have, which is a common course library for the first two year of courses -- the courses that are common between the university and community colleges. That is strongly resisted by the university, but is the most serious impediment, in my opinion, to seamless transfer. It would appear to me that if 58 institutions that also had presidents and faculty resistant to adopting a common course library could be overcome, we could overcome it in 16 institutions, and we believe that that would be a tremendous assist to the whole issue of transfer. The flexibility that was sought by our faculty when the common course library was developed was achieved by allowing up to 20% difference between English 111 at one campus and English 111 at another, and to allow one additional sentence in the course description that points out that difference. This has worked very well. We have had much greater consistency in both quality and content, and we believe that that would be very helpful in the whole transfer process.

I would call to your attention, though I will not read them for you, in the comment section of the report, comments made by students and faculty and staff with regard to impediments. They are excellent statements that I believe would be helpful to you if you would take the time to read them.

We do support convening, under your auspices, a higher education task force that would take a look at this whole issue of seamlessness between universities and community colleges. We believe that that could be very effective and could even address something that has never been addressed from the 1995 mandate. At that time, the university and community colleges were also mandated to articulate the applied science degrees. That has never been even undertaken, much less completed, and many students now are completing applied science degrees, and would like to get an applied baccalaureate degree. Business and industry is demanding applied science degrees. They would much rather have a graduate who has an applied knowledge as opposed to a theoretical knowledge. There are very few applied science degrees available and there is no articulation between the two, except on an ad hoc basis between institutions -- either community colleges and one or more universities. We believe that this is an area that is deserving of significantly greater study.



There are lots of recommendations with regard to what the Transfer Advisory Committee ought to undertake. As I have indicated with members of that Committee having jobs of their own to undertake all that has been suggested here would make that job full time and would require significant resources that are not now available. We think it would be wonderful to have a webpage that would be available, but we do not believe that is something the TAC should undertake and they certainly cannot do it with current resources. There is available information on the Office of the President's website, but not to the degree that is recommended here.

A bill of rights would be very helpful, and we believe would help smooth the way, so we do support that recommendation. But, again I am not sure that should be the responsibility of the TAC, but probably of some group convening specifically for that purpose.

Marketing and communications -- again, a great need, but something that we do not believe is in the purview of the TAC, but should be undertaken as a separate endeavor.

We believe that the TAC should develop a grievance process and hope that they will continue with that process and have something available for students who are not able to access transfer in the manner in which was anticipated by the General Assembly.

An ombudsman on each campus -- again, this would be a question of resources. One of the things that will come out of this task force of the Board of Governors and the community college board will be to place on each community college campus a university representative whose sole purpose will be to assist in transfer advising and perhaps even in some cases teaching courses. That is something deserving of your attention when that request is made.

We think that it is completely and totally inappropriate for the TAC to undertake to work with DPI, homeschoolers and private secondary education. That is **not** the role of the TAC, which is a very definite role to play, but not a role to play with secondary education, public/private and home school and so we believe that that is inappropriate and we do not support that.

We do believe that it is appropriate for private colleges and universities to be represented. They are represented at the present time and we believe that this report would have been far better for all concerned if it had included information with regard to the transferability of our courses to private institutions that have signed the agreement because they are in exactly the same situation as the universities having signed the agreement.

I will be happy to respond to questions at the end, Mr. Chairman. (Conclusion of President Lancaster's recorded remarks).

Chairman Swindell next recognized Dr. Bobby Kanoy, Associate Vice President for Access and Outreach, the University of North Carolina. Dr. Kanoy expressed





appreciation to Chairman Swindell and the Committee for the opportunity to respond to the findings and recommendations of the Articulation Agreement Study prepared by MGT, Inc. Dr. Kanoy introduced two of his colleagues, Dr. Gretchen Batard spelling ?), Senior Vice President for Academic Affairs and Dr. George Dixon. Dr. Kanoy pointed out that Dr. Dixon had been a member on the original Transfer Advisory Committee.

Dr. Kanoy first reviewed recommendations made by MGT, Inc. that the University supported. He also noted that several of the recommendations made were already in place. (Attachment 14) Dr. Kanoy presented four concerns from the study as follows: (1) Joint Ed Oversight should require alignment of courses for articulation; (2) A.A. and A.S. graduates should be guaranteed admission to UNC; (3) Joint Ed Oversight should expand role of Transfer Advisory Committee to include issues related to preparation of students; and, (4) Joint Ed Oversight should consider expanding membership of the Technical Advisory Committee. In his closing remarks, Dr. Kanoy commented that the findings and recommendations of the MGT study were based on a low rate of return of surveys from both students and faculty members. Also, some responses from A.A., A.S., and A.A.S. students were co-mingled, noting that an A.A.S. degree is an *applied degree*, not covered under the Comprehensive Articulation Agreement. Another limitation of the Study was the inability to conduct the transcript analyses to validate if perceptions were correct. Chairman Swindell thanked Dr. Kanoy at the conclusion of his report and called for questions from Committee members.

Representative Grady asked for clarification on the number of universities that responded to the survey mailed by MGT, Inc. Ms. Balogh responded that surveys were received from students representing only 8 of the 16 universities. When Rep. Grady asked how many universities returned surveys from faculty, Mr. Balogh responded that although there was a 30% response rate of surveys, she was uncertain if all universities were represented with a faculty response. She further commented that only 31 community colleges when contacted about the survey provided database information. Rep. Grady instructed Ms. Balogh to provide staff with the listing of institutions who responded to the survey, as well as a listing of those faculty members who did not.

Representative Yongue asked Ms. Balogh how many of the independant colleges and universities responded to the survey. Ms. Balogh responded that the private colleges and universities were surveyed. Ms. Balogh reported that at the initial site visit, she was told to exclude independent colleges and universities because of resources in both time and funding and the intent of the project was to focus on community colleges and the university system. She further stated that a problem existed in surveying the independent colleges and universities, because no centralized database exists.

Representative Tolson asked to whom the survey was mailed at the community college level. Ms. Balogh responded that the survey was mailed to a combination of people -- counselors who work with transfer students; directors of admission; presidents; faculty in leadership roles; e.g., deanships; also members of Transfer Advisory Committee. Rep. Tolson inquired if multiple surveys when to the same school. Ms. Balogh responded affirmatively that over 1,300 surveys were mailed out to throughout the 58 community



colleges and 16 universities. Rep. Tolson asked that when the list of community colleges and universities personnel who did not respond is compiled, members are provided with a copy.

Rep. Tolson further asked Dr. Kanoy with regard to the articulation process what the cost would be to develop a webpage. Dr. Kanoy responded the developmental costs would be between \$50,000 and \$75,000 to initially construct the software and then maintenance costs on an on-going basis. Rep. Tolson asked if a request for funds was forthcoming to accomplish this. Dr. Kanoy responded affirmatively that a request for funds would be within the University's expansion budget.

Chairman Swindell recognized Rep. Bell, who asked for clarification from President Lancaster regarding his statement seeking relief from Administrative Rules and Procedures Act. President Lancaster responded by explaining that presently the Community College System must fully comply with the Administrative Rules and Procedures Act, requiring that prior to implementing anything new, a lengthy process must be followed. Currently the UNC System is exempt from this process. Through recent legislation, the process has been shortened. President Lancaster reported that although the Community College System had made numerous requests for exemption, the requests had been denied.

Rep. Tolson strongly urged educators to develop a common list of courses that were transferable and made available to students on a website.

Chairman Swindell asked Tim McDowell of the NC Independent Colleges & Universities to comment on the importance of the Independent Colleges and Universities being included in the articulation study. Mr. McDowell reported that of the 36 independent institutions, 21 currently participate in the Comprehensive Articulation Agreement, but there were numerous other articulation agreements between various community colleges and independent colleges and universities. Mr. Dowell advised they were asked not to participate in the survey conducted by MGT, Inc. because they were told there was not problem with students transferring to the private colleges and universities. Mr. McDowell stated that in the future, they would appreciate the opportunity to participate in future surveys.

Chairman Swindell next recognized Rep. Grady, who commented on the responsibility to ensure that a student who transfers from a community college is assured that time spent and courses selected will transfer. Rep. Grady further stated there was a need for a student advocate, who would assist with transfer problems. Also, problems needed to be tracked and community colleges would be expected to provide a quality program that would be accepted at a four-year institution. Rep. Grady urged this be done as soon as possible.

Rep. Insko suggested that the articulation issues between community colleges and universities be monitored on an ongoing basis and that a followup report be presented following the next session during the interim.



Chairman Swindell recommended that committee members direct any comments or recommendations they have based on today's presentations to committee staff and staff develop a list of possible recommendations to consider at the next meeting to be held in November.

There being no further business to come before the committee, Chairman Swindell announced the committee would reconvene in the morning at 9 a.m. He adjourned the meeting at 3:40 p.m.

Respectfully submitted,

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Senator A. B. Swindell

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Mo Hudson, Committee Clerk



MINUTES  
JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE  
2003-04 Session  
October 13, 2004

The Joint Legislative Education Oversight Committee met on Wednesday, October 13, 2004 in Room 643 of the Legislative Office Building. Senator A. B. Swindell presided. Members also in attendance were Co-chairs Rep. Robert Grady and Rep. Doug Yongue; Senators Dannelly, Dorsett, Garwood, Hartsell, Malone, and Stevens; Representatives Bell, Jeffus, Pate, Preston, Sauls, Tolson, and Warner. A copy of the agenda and the visitor registration sheet are attached (Attachments 1-3).

Chairman Swindell called the meeting to order shortly after 9 a.m. and welcomed members of the committee, staff and guests.

Chairman Swindell recognized Dr. Richard L. Thompson, Vice President for University-School Programs, The University of North Carolina to present the UNC Center for School Leadership Development Report on Professional Development, as required by G.S. 115C-12(26) and G.S. 116-11(12a). Dr. Thompson also reviewed the activities of the Center and outlined the eight programs under his purview. He presented a handout (Attachment 4) and gave a brief overview of the various professional development programs provided by the Center. Chairman Swindell thanked Dr. Thompson at the conclusion of his presentation.

Chairman Swindell recognized Mr. Lou Fabrizio, Director of Accountability Services, North Carolina Department of Public Instruction. Mr. Fabrizio stated that Dr. Elsie Leak of DPI would also be addressing the assistance programs. His power point presentation included an update on the implementation of ABCs and the No Child Left Behind (NCLB) Program (Attachment 5 & 5a). He reported on comparisons between the ABCs Program and Adequate Yearly Progress (AYP) criteria and in summary highlighted the challenges that schools in North Carolina face in meeting AYP. Mr. Fabrizio also provided a handout (Attachment 6) excerpted from *Education Week*, listing AYP figures for North Carolina from a national survey. Following his presentation, Mr. Fabrizio responded to questions. Chairman Swindell thanked Mr. Fabrizio for his report.

Chairman Swindell recognized Dr. Elsie Leak, Associate Superintendent, Curriculum and School Reform Services, N. C. Department of Public Instruction, who reported on the assistance programs the State provides to LEAs and schools that are low-performing or fail to meet Adequate Yearly Progress (AYP) targets (Attachment 7). Dr. Leak gave a brief history of conditions prior to 1996, when the General Assembly passed the School-Based Management and Accountability Act (Attachment 7a, 7b). She also reported that performance levels had improved in Weldon City Schools under a pilot program developed for low-performing schools, known as LEAAP (LEA Assistance Program). Dr. Leak noted that similar assistance programs in Bertie, Edgecombe, Hertford, Northampton and Hoke counties had been well received, resulting in positive





feedback from the LEAs receiving assistance. Dr. Leak directed members to the document provided entitled, "*Models for Improving Student Achievement*" (Attachment 8, 8a, 8b), which was developed by the Department to track and analyze the performance of each subgroup to determine if Adequate Yearly Progress (AYP) was being met. She reported that the subgroups whose performance must be analyzed were as follows: School as a Whole; White; Black; Hispanic; Native American; Asian; Multiracial; Economically Disadvantaged Students; Limited English Proficient Students, and Students with Disabilities. Dr. Leak advised that the information contained in the report was a result of interviews with administration, teachers and students from 25 schools selected by DPI staff and local education agencies, as well as the University of North Carolina General Administration, the Center for School Leadership Development and the SERVE Regional Education Lab at UNC-Greensboro. She reported that the report had been shared in a video conference represented by seven regions throughout North Carolina and would be shared at future conferences. Dr. Leak encouraged members to review the report and advised that a similar report was under consideration for the high school level.

Dr. Leak also noted that the supplemental funding for disadvantaged students which became available this current school year, had enabled the Department to assist 11 school systems in developing action plans and that several other school systems were developing action plans for approval in the near future. She advised that all action plans needed approval from the State Board prior to release of any supplemental funding. In closing, Dr. Leak applauded the assistance teams for their work with local education agencies throughout the state. Sen. Swindell thanked Dr. Leak for her presentation.

Chairman Swindell recognized Co-Chairman Yongue who asked Dr. Leak to briefly describe how assistance teams were chosen. Dr. Leak explained that the assistance teams were staffed with teachers from schools throughout the state that respond with an application to the Department. She explained the screening, testing and the interview process and advised that before a final selection, each applicant is observed teaching on-site in their schools. Once selection is made, a prospective team member goes through a four-week training and development program delivered by an outside provider, as well as additional training from DPI personnel.

Senator Malone was recognized and asked for clarification on what constituted a Title I school. Dr. Leak responded that Title I schools were identified based on the free and reduced lunch rate in the school. She further commented that if a school had at least a 40% poverty level, it could be designated as a school-wide Title I school -- meaning that federal money to that particular school could be designated to serve *all* the children in that particular school. However, a "targeted" Title I program is when a school chooses to only serve those students that meet the poverty criteria. Following brief discussion about Title I schools, Chairman Swindell thanked Dr. Leak for her presentation.

Chairman Swindell recognized Representative Julia Howard of the 79th House District. Rep. Howard thanked Chairman Swindell for the opportunity and courtesy extended to Dr. Robert Landry, principal of South Davie Middle School and Ms. Sheila Tribble, a teacher at South Davie Middle School. Dr. Landry provided members with an issue



paper entitled, "Accountability and Local Decision-Making, South Davie Middle School" (Attachment 9). Dr. Landry gave an overview of the diversity of the students who attended South Davie Middle School and informed the committee that the school willingly took the Educationally Mentally Handicapped students, as well as a significant percentage of Hispanics/Limited English Proficiency and Exceptional Educational students from another district. He expressed concern because in 2003-04, South Davie Middle School met their AYP goals for No Child Left Behind, but received no recognition under the ABCs. Dr. Landry further explained some of the local efforts that the school had made in an effort to improve student achievement and talked about the numerous challenges that still faced the school. Responding to several questions, Mr. Landry turned the presentation over to Ms. Sheila Tribble, a teacher at South Davie Middle School. Ms. Tribble specifically called the committee's attention to Page 2 of the issue paper, which listed test results for the school's computer program for 2003-04. By example, she showed that although 100% of the students received passing scores, because the state requires exempting Limited English Proficiency students (LEPS), the exempted scores were factored as failures causing the overall percentage scores to be lowered. Ms. Tribble further pointed out that although 89.6% of the school's total population was performing at or above grade level, they still failed to meet ABCs. At the conclusion of her presentation, Ms. Tribble expressed thanks for the opportunity to present their concerns to the committee.

Chairman Swindell thanked Dr. Landry and Ms. Tribble for their presentations and suggested to Representative Howard that this information be shared with the State Board of Education. Chairman Swindell offered Lou Fabrizio, Director of Accountability Services with the Department of Public Instruction, the opportunity to comment. The committee urged staff at DPI to work with the administrators at South Davie Middle School and other schools that may have similar concerns about test scores factored with exempted students.

There being no further business to come before the committee, Chairman Swindell adjourned the meeting.

Respectfully submitted,

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A. B. Swindell, Co-Chair

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Mo Hudson, Committee Clerk



**MINUTES**  
**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE**  
**NOVEMBER 9, 2005**

The Joint Legislative Education Oversight Committee met on November 9, 2005 at 10:00 a.m. in Room 1027/1128 of the Legislative Building. Chairman Robert Grady presided over the meeting. The following House members were present: Representative Grady and fellow Co-Chair, Representative Yongue as well as Representatives Insko, Jeffus, Pate, Sauls, Tolson, and Warner. The following Senators attended: Senators Dannelly, Dorsett, Garwood, Hartsell, Malone, Moore, and Stevens. Please refer to *attachments 1 and 2* for agenda and visitor registration. Chairman Grady convened the meeting at 10:00 a.m. and welcomed the committee, visitors, and Sergeant-at-Arms staff. There are no tapes for November 9 and 10, 2005 meetings.

**North Carolina School of the Arts Audit**

Chairman Grady introduced the first presenter of the day, Dr. Dale Place, CPA, CPE in the North Carolina Office of the State Auditor. Dr. Place explained the findings of an audit of the North Carolina School of the Arts. Please refer to *attachment 3* for a Power Point presentation explaining these findings. Following this presentation, fellow Co-Chair, Representative Yongue, followed by Senator Stevens each asked questions for clarification purposes and both were addressed by Dr. Place.

Chairman Grady invited Mr. Wade Hobgood, Chancellor, NC School of the Arts to offer a response to the findings of the audit. Please see *attachments 4 and 5* for this response in its entirety. Chairman Grady, following Mr. Hobgood's explanation, asked if state tax dollars were misused. Mr. Hobgood admitted that tax dollars were in fact misused, but would be reimbursed. Representative Tolson inquired about the frequency of audits on the NC School of the Arts, in which Dr. Place answered that they experience audits on an annual basis. Various other questions were raised and answered by Dr. Place and Beverly Moore, legal council for the NC School of the Arts. At the direction of Chairman Grady and Senator Dannelly, Dr. Place informed committee members of three resignations. Prior to the findings, he explained, the Director of Human Resources and Chancellor for Business and Finance resigned during the summer months. Following audit findings, a personnel analyst resigned.

Chairman Grady invited Mr. Jeff Davies - Vice President, Finance, and Chief Finance Officer, UNC System - to provide the University system response to the audit findings. Mr. Davies expressed to members of the committee that the University System has in turn directed the NC School of the Arts to report on budget flexibility. Mr. Davies explained that he has worked closely with Mr. Hobgood in the past six months, both taking measures to ensure accountability and future fiscal responsibility. Mr. Davies assured members of the committee that he and Mr. Hobgood, along with newly appointed George Burnett, would review overtime pay, as well as the foundation's internal controls. In addition, Mr. Davies assured members that the University system would monitor and emphasize to the NC School of the Arts, regulations set by the Board of Governors.

Chairman Grady opened the floor to questions that were raised and answered.



### **Community College Information System Project Report**

Chairman Grady introduced Dr. Sandra Williams, Vice President for Administration, North Carolina Community College System (NCCCS) to report to the committee on July through September of 2004 as required by Section 8.1(b) of Session Law 2004-124. In addition, the State Board of Community Colleges was directed by Section 9.9 of Session Law 1999-237 to implement a comprehensive management information system for all 58 community colleges in North Carolina. Dr. Williams called on Mr. Kennon Briggs, Vice President, Business and Finance, NCCCS, to assist in reporting to the committee on the project contract costs of the College Information System (CIS). Please refer to *attachments 6 and 7* for this report in its entirety. Following this presentation Chairman Grady opened the floor to members' questions – all of which were addressed by Dr. Williams and Mr. Briggs.

### **Enrollment Projections – NC Public Schools**

Adam Levinson, Fiscal Analyst, Fiscal Research Division, reported to the committee on projected enrollment for North Carolina's public schools. Please refer to *attachment 8* entitled "Enrollment Growth Projections for 2005-2006" and *attachment 9, pages 1-7* for Mr. Levinson's presentation in its entirety.

### **Enrollment Projections – UNC System**

Richard Bostic, Fiscal Analyst, Fiscal Research Division reported on projected enrollment for the University system. Please refer to *attachment 9, pages 1, 8-11* for Mr. Bostic's report in its entirety.

### **Enrollment Projections – NC Community Colleges**

Kristine Leggett, Fiscal Analyst, Fiscal Research Division reported to the committee on projected enrollment for the North Carolina Community Colleges. Please refer to *attachment 9, pages 1, 13-19* for this presentation in its entirety, including hand written changes Ms. Leggett made during presentation. Ms. Leggett addressed a few questions from members and promised Chairman Grady a chart detailing the percentage increase or decrease per institution with actual number of student shown for the Fall 2004 semester.

### **MGT Recommendations**

Following a five-minute break, Drupti Chauhan, Staff Attorney, NC General Assembly Research Staff, presented the Recommendations from the Articulation Agreement Study for the committee to discuss. Please refer to *attachment 10*.

### **Leandro Status Report**

Chairman Grady invited Robin Johnson, Committee Counsel, to report on the status of litigation with one ultimate question: What is constitutionally mandated? Please refer to *attachments 11 and 12*.

Dr. Janice Davis, Deputy Superintendent, Department of Public Instruction then brought forth the state's proposed plan for compliance with *Leandro*. See *attachment 12*.





After some discussion from the committee, Chairman Grady recessed at 12:55 p.m., to reconvene at 9:00 a.m. on November 10, 2005.

**MINUTES  
JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE  
NOVEMBER 10, 2005**

The Joint Legislative Education Oversight Committee met on November 10, 2005 at 9:00 a.m. in Room 1027/1128 of the Legislative Building. Chairman Robert Grady presided over the meeting. The following House members were present: Representative Grady and fellow Co-Chair, Representative Yongue as well as Representatives Insko, Jeffus, Pate, Preston, Sauls, and Warner. The following Senators attended: Co-Chair, Senator A.B. Swindell, Senators Dannelly, Dorsett, Garwood, Malone, Moore, and Stevens. Please refer to *attachments 1 and 2* for agenda and visitor registration. Chairman Grady convened the meeting at 9:00 am and welcomed members and Sergeant-at-Arms.

**IHE PERFORMANCE REPORTS 2003-2004 & LATERAL ENTRY PROGRAM  
REVIEW REPORT**

Chairman Grady invited Dr. Kathy Sullivan, Director of Human Resource Management / Quality Professionals, Department of Public Instruction to present the first agenda item of a list of alternatives to traditional teacher preparation. Dr. Sullivan first summarized the Institutions for Higher Education (IHE) Performance Reports for 2003-2004. See *attachment 3*. Dr. Sullivan then presented the Lateral Entry Program review Report as required by Session Law 2003-284, Section 7.20(f). See *attachment 4* for this presentation in its entirety. After some discussion, Chairman Grady invited the next presenter.

**NC TEACH & LEARN NC**

Dr. Dorothy Mebane, Director of North Carolina Teachers of Excellence for All Children (NCTEACH) presented committee members with the history of NC TEACH. Dr. Mebane explained how NCTEACH has worked to improve on North Carolina's teacher shortage, providing members with data to support their progress and a thorough explanation of the recruitment, program delivery, advising, support and mentoring. See *attachment 5* for all related handouts.

Following this brief presentation, Mr. Jim Barber, Executive Director, Learners' and Educators' Assistance and Resource Network (LEARN NC) provided a brief presentation on the what LEARN NC does to improve teacher effectiveness. Please refer to *attachments 6 and 7* for handouts detailing the presentation in its entirety. Mr. Barber addressed members' questions following the presentation.

**UNIVERSITY OF NORTH CAROLINA,  
CENTER FOR SCHOOL LEADERSHIP AND DEVELOPMENT**

Ms. Jean Murphy, Executive Director, North Carolina Model Teacher Education Consortium (NC MTEC) reported to the committee on the efforts made to address the teacher shortage and the programs efficiency. Please refer to *attachment 8*.



### **NORTH CAROLINA COMMUNITY COLLEGES ALTERNATIVES**

Chairman Grady called the next presenter – Dr. Delores Parker, Vice President for Academic and Student Services, North Carolina Community College System. Dr. Parker outlined the various programs currently in place as well as future plans to target the teacher shortage in North Carolina. There were no questions from committee members. Please refer to *attachment 9*.

### **NORTH CAROLINA INDEPENDENT COLLEGES AND UNIVERSITIES ALTERNATIVES**

Dr. Hope Williams, President, North Carolina Independent Colleges and Universities, informed members teacher education programs at thirty-three out of thirty six colleges independent colleges and universities. Dr. Williams expressed the following challenges: funding, lateral entry, and licensure reciprocity. Dr. Williams further explained that lateral entry challenges the traditional teacher education and certification programs so that many teacher prospects are aware that they do not have to enter the university for certification. Many teacher hopefuls could instead jump head first into the teaching profession, while working towards certification on-the-job.

Dr. Williams also tackled the issue of teacher licensure reciprocity. Dr. Williams expressed the need for reciprocity – respecting the teacher licensure and certification of an out-of-state teacher relocating to North Carolina's public schools. There were no handouts.

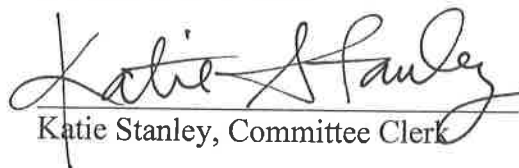
### **EXAMPLES OF ALTERNATIVE TEACHER PREPARATION PROGRAMS**

The following presenters outlined various alternative teacher preparation programs that are currently working at their university:

- Dr. Cathy Barlow, Dean, Watson School of Education, University of North Carolina at Wilmington (*attachment 10*)
- Dr. A. Michael Dougherty, Dean, College of Education and Allied Professions, Western Carolina University (*attachment 11*)
- Mr. David Feagins, Coordinator, Alternative Licensure and Clinical Experiences, Greensboro College (*attachment 12*)
- Dr. Marilyn Sheerer, Dean, College of Education, East Carolina University (*attachment 13*)
- Dr. Cecelia Steppe-Jones, Dean, College of Education, North Carolina Central University (*attachment 14*)

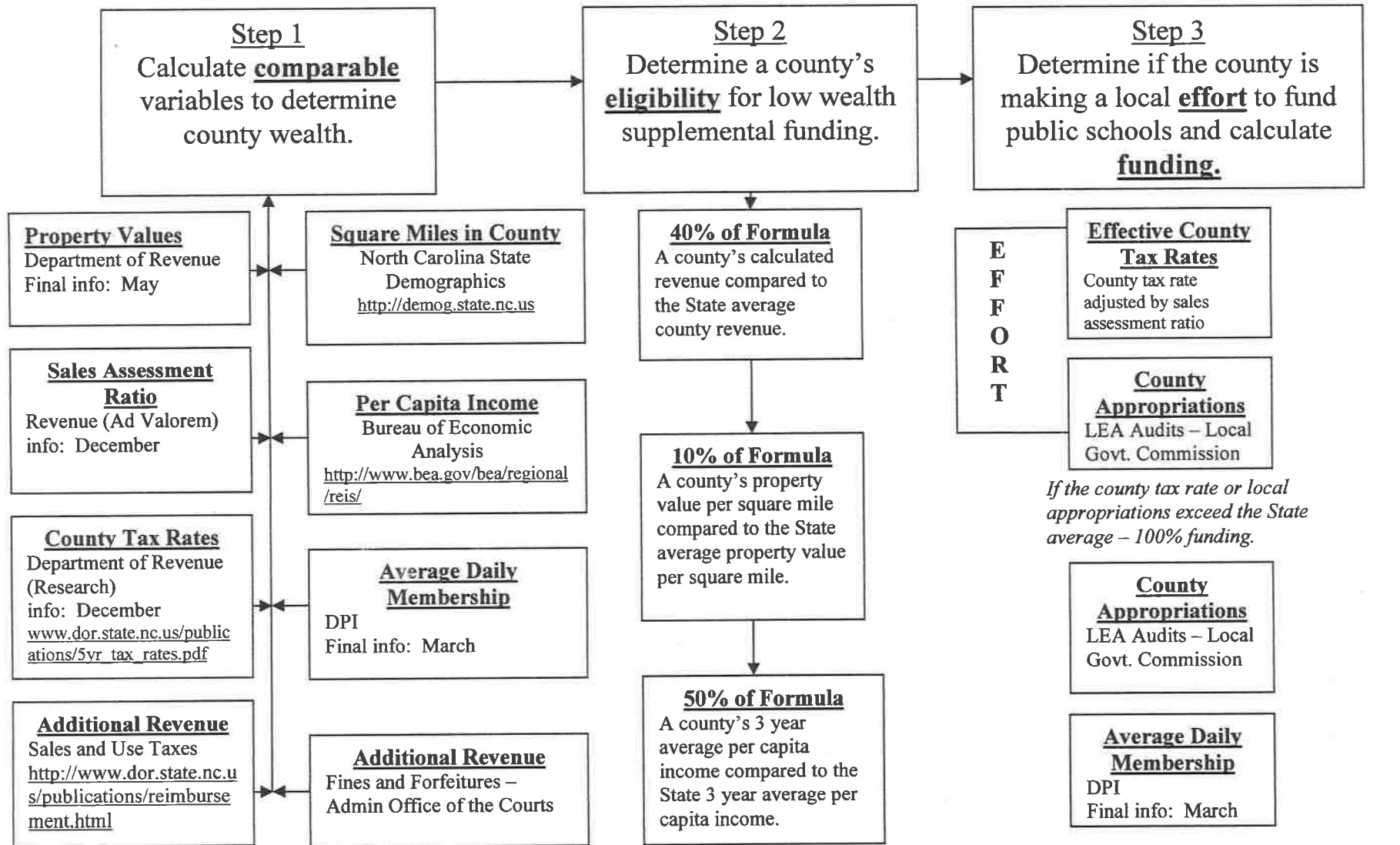
Please refer to attachments for information on the alternative programs presented. With no further business, Chairman Grady adjourned the meeting at 12:10 p.m.

\_\_\_\_\_  
Representative Robert Grady, Co-Chair

  
Katie Stanley, Committee Clerk



# Low Wealth Supplemental Funding



Three calculations: (1) How much revenue should a county be able to generate; (2) The county's property tax base per square mile; (3) Three year average per capita income for the county.

If a county is below the State average of the above combined variables, then the county is eligible for funding.

Funding is to make-up the difference between what a county could generate per child and the State average local appropriation per child.

**Low Wealth Supplemental Funding  
FY 2005-06 Initial Allotments Revised for Governor's Salary Increase**

LEA No.	LEA Name	Allotment
010	Alamance Co.	433,712
020	Alexander Co.	779,229
030	Alleghany Co.	-
040	Anson Co.	1,499,424
050	Ashe Co.	-
060	Avery Co.	-
070	Beaufort Co.	1,160,280
080	Bertie Co.	1,205,287
090	Bladen Co.	1,739,675
100	Brunswick Co.	-
110	Buncombe Co.	-
111	Asheville City	-
120	Burke Co.	2,370,491
130	Cabarrus Co.	-
132	Kannapolis City	102,551
140	Caldwell Co.	1,972,529
150	Camden Co.	465,542
160	Carteret Co.	-
170	Caswell Co.	694,516
180	Catawba Co.	-
181	Hickory City	-
182	Newton-Conover City	-
190	Chatham Co.	-
200	Cherokee Co.	285,372
210	Chowan Co.	454,071
220	Clay Co.	-
230	Cleveland Co.	3,228,069
240	Columbus Co.	2,222,257
241	Whiteville City	887,293
250	New Bern Craven	1,249,813
260	Cumberland Co.	6,924,389
270	Currituck Co.	-
280	Dare Co.	-
290	Davidson Co.	1,498,807
291	Lexington City	232,481
292	Thomasville City	192,383
300	Davie Co.	128,788
310	Duplin Co.	2,877,267
320	Durham Public	-
330	Edgecombe Co.	1,990,523
340	Forsyth Co.	-
350	Franklin Co.	1,552,393
360	Gaston Co.	-
370	Gates Co.	756,095
380	Graham Co.	47,208
390	Granville Co.	2,432,661
400	Greene Co.	1,135,105
410	Guilford Co.	-
420	Halifax Co.	1,697,698
421	Roanoke Rapids City	990,241
422	Weldon City	349,925
430	Harnett Co.	4,991,357
440	Haywood Co.	-
450	Henderson Co.	-
460	Hertford Co.	1,135,206
470	Hoke Co.	3,225,832
480	Hyde Co.	-
490	Iredell Statesville	-
491	Mooreville City	-

LEA No.	LEA Name	Allotment
500	Jackson Co.	-
510	Johnston Co.	4,879,276
520	Jones Co.	335,957
530	Lee Co.	828,919
540	Lenoir Co.	2,368,960
550	Lincoln Co.	967,511
560	Macon Co.	-
570	Madison Co.	213,839
580	Martin Co.	1,230,639
590	McDowell Co.	1,311,779
600	Mecklenburg Co.	-
610	Mitchell Co.	209,091
620	Montgomery Co.	946,199
630	Moore Co.	-
640	Nash-Rocky Mount	3,800,516
650	New Hanover Co.	-
660	Northampton Co.	859,904
670	Onslow Co.	4,825,532
680	Orange Co.	-
681	Chapel Hill-Carrboro City	-
690	Pamlico Co.	199,314
700	Pasquotank Co.	1,491,899
710	Pender Co.	1,177,520
720	Perquimans Co.	261,548
730	Person Co.	562,489
740	Pitt Co.	3,003,194
750	Polk Co.	-
760	Randolph Co.	2,508,290
761	Asheboro City	623,612
770	Richmond Co.	2,828,517
780	Robeson Co.	11,432,613
790	Rockingham Co.	3,031,959
800	Rowan Co.	1,838,571
810	Rutherford Co.	1,762,596
820	Sampson Co.	2,981,041
821	Clinton City	1,008,091
830	Scotland Co.	2,267,962
840	Stanly Co.	1,914,678
850	Stokes Co.	1,632,389
860	Surry Co.	1,557,567
861	Elkin City	218,281
862	Mount Airy City	322,224
870	Swain Co.	130,617
880	Transylvania Co.	-
890	Tyrrell Co.	150,485
900	Union Co.	601,300
910	Vance Co.	2,289,495
920	Wake Co.	-
930	Warren Co.	897,881
940	Washington Co.	729,210
950	Watauga Co.	-
960	Wayne Co.	4,735,128
970	Wilkes Co.	1,158,776
980	Wilson Co.	1,805,043
990	Yadkin Co.	1,000,203
995	Yancey Co.	162,377
	Charter Schools	1,273,476
Initial Allotment Total		133,244,938
Fully Funded Total		175,138,329



**Public Schools of North Carolina**  
**North Carolina Department of Public Instruction**

**Small County Supplemental Funding**

<b>Eligibility and Purpose</b>	County LEAs with less than 3,239 ADM are entitled to funding. Also entitled are county LEAs with ADM between 3,239 and 4,080 whose adjusted property tax base per student is below the state average adjusted property tax base per student. This funding is to provide additional funds to special small school systems.
<b>Allotment Formula</b>	<p><b><u>The sum of:</u></b></p> <ol style="list-style-type: none"><li>1. The dollar equivalent of rounding up all fractions of position/month allotments to the next whole position (Example: 1.1 = 2).</li><li>2. The dollar equivalent of five and one-half additional regular classroom teachers for LEAs in which the ADM per square mile is greater than four. For LEAs in which the ADM per square mile is equal to or less than four, the dollar equivalent of seven additional regular classroom teachers is allotted.</li><li>3. The dollar equivalent of additional program enhancement teachers adequate to offer the standard course of study.</li><li>4. The dollar equivalent of one teacher assistant per 400 ADM less the initial duty-free period allocation (\$2 per ADM).</li><li>5. The dollar difference between the allotment for Classroom Materials/ Instructional Supplies/Equipment and \$740,047.</li><li>6. The dollar equivalent of Vocational Education months of employment and program support generated based on sixth grade ADM.</li></ol>

### FY 2005-06 Initial Allotments Revised for Governor's Salary Increase

LEA No.	LEA Name	Allotment
500	Jackson Co.	-
510	Johnston Co.	-
520	Jones Co.	1,519,576
530	Lee Co.	-
540	Lenoir Co.	-
550	Lincoln Co.	-
560	Macon Co.	-
570	Madison Co.	1,356,188
580	Martin Co.	-
590	McDowell Co.	-
600	Mecklenburg Co.	-
610	Mitchell Co.	1,261,704
620	Montgomery Co.	-
630	Moore Co.	-
640	Nash-Rocky Mount	-
650	New Hanover Co.	-
660	Northampton Co.	1,350,299
670	Onslow Co.	-
680	Orange Co.	-
681	Chapel Hill-Carrboro City	-
690	Pamlico Co.	1,347,940
700	Pasquotank Co.	-
710	Pender Co.	-
720	Perquimans Co.	1,343,283
730	Person Co.	-
740	Pitt Co.	-
750	Polk Co.	1,322,469
760	Randolph Co.	-
761	Asheboro City	-
770	Richmond Co.	-
780	Robeson Co.	-
790	Rockingham Co.	-
800	Rowan Co.	-
810	Rutherford Co.	-
820	Sampson Co.	-
821	Clinton City	-
830	Scotland Co.	-
840	Stanly Co.	-
850	Stokes Co.	-
860	Surry Co.	-
861	Elkin City	-
862	Mount Airy City	-
870	Swain Co.	1,435,505
880	Transylvania Co.	-
890	Tyrrell Co.	1,597,881
900	Union Co.	-
910	Vance Co.	-
920	Wake Co.	-
930	Warren Co.	1,365,943
940	Washington Co.	1,251,331
950	Watauga Co.	-
960	Wayne Co.	-
970	Wilkes Co.	-
980	Wilson Co.	-
990	Yadkin Co.	-
995	Yancey Co.	1,352,361
	Charter Schools	676,935
	Total	37,860,173

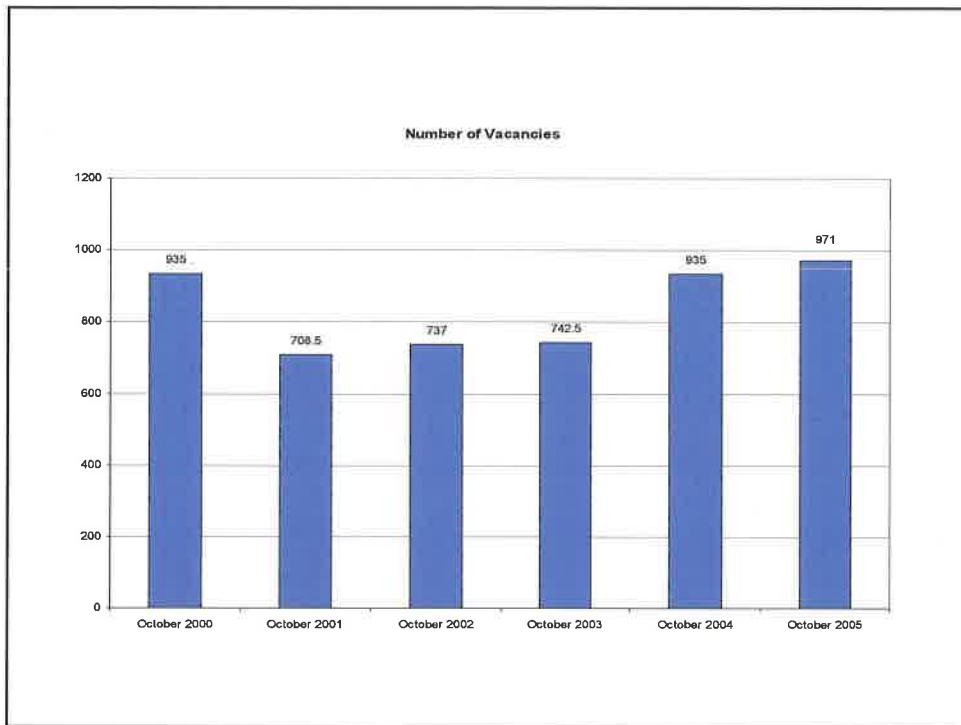


## **NC's Need for Teachers**

Vacancies  
Types of Licenses  
Highly Qualified  
Areas of Difficulty

## **Vacancies**

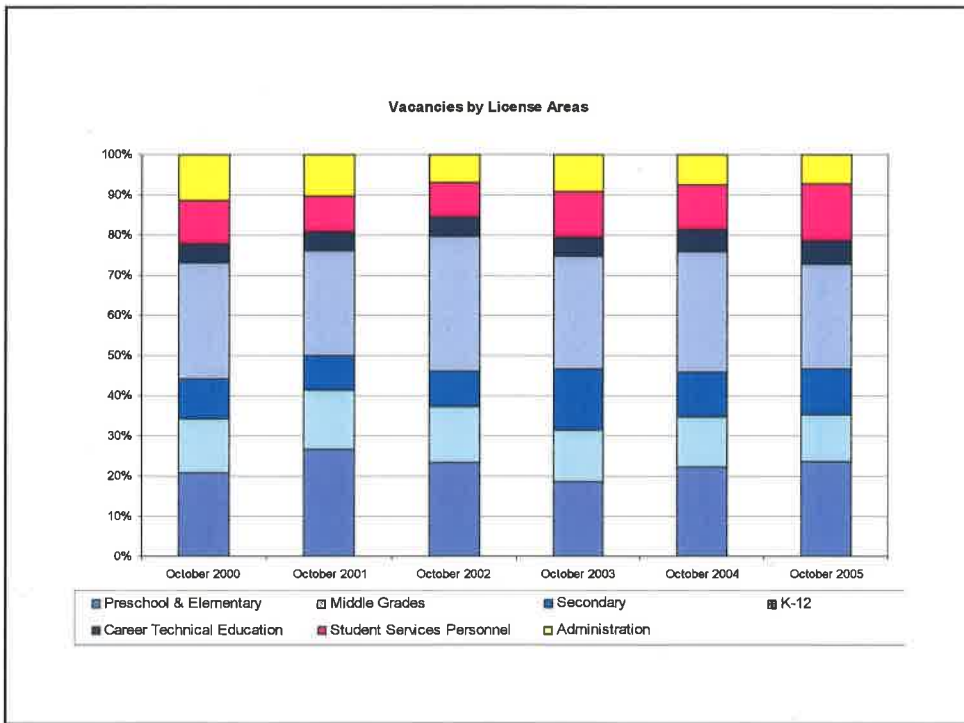
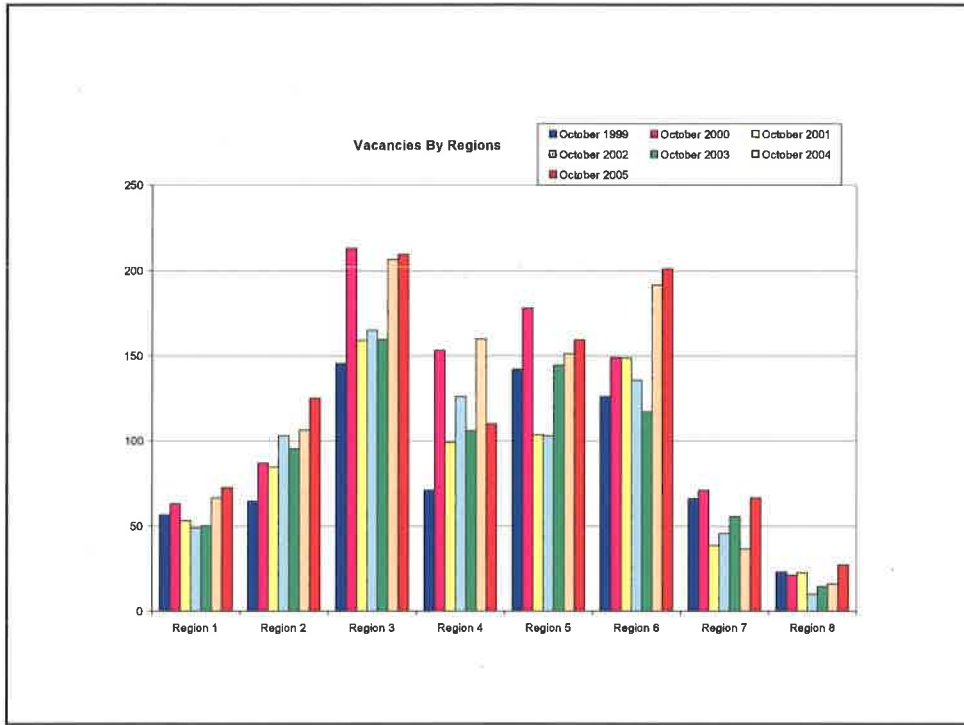




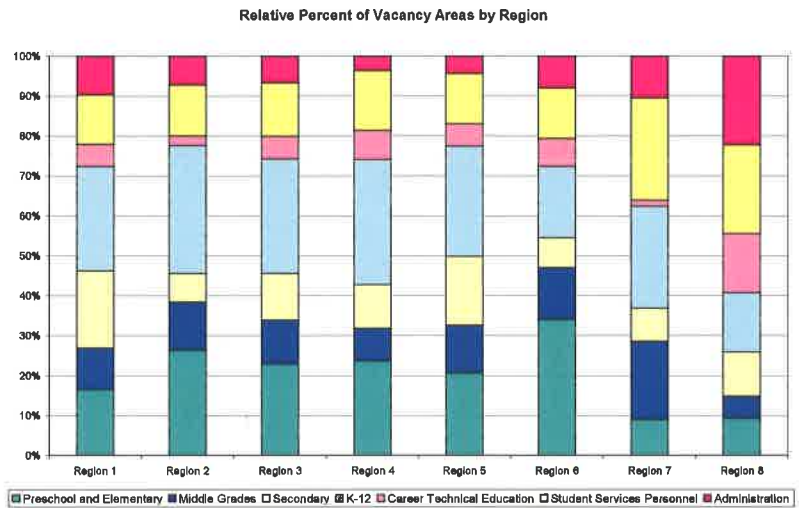
## October 2005 vs 2004

- LEAs reported a 4% ( $n = 36$ ) increase in the number of vacancies in October 2005 as compared to October 2004.
- Forty (40) LEAs reported fewer vacancies in 2005 than in 2004; 19 reported the same number; 56 reported more vacancies in 2005 than 2004.
- In looking at the license areas in which vacancies were reported, there were more vacancies at the preschool/elementary level and in the instructional/student support service areas. The increase in this latter category was caused by a 90% increase in the number of vacant speech-language pathology positions (from 30 vacancies in this area in 2004 to 57 vacancies in this area in 2005).
- It is worth noting that while there were 36 more vacancies in October 2005 than in October 2004, LEAs were provided an additional 1,058 teaching positions in the initial 2005-06 allotments than they were provided in the 2004-05 allotments.







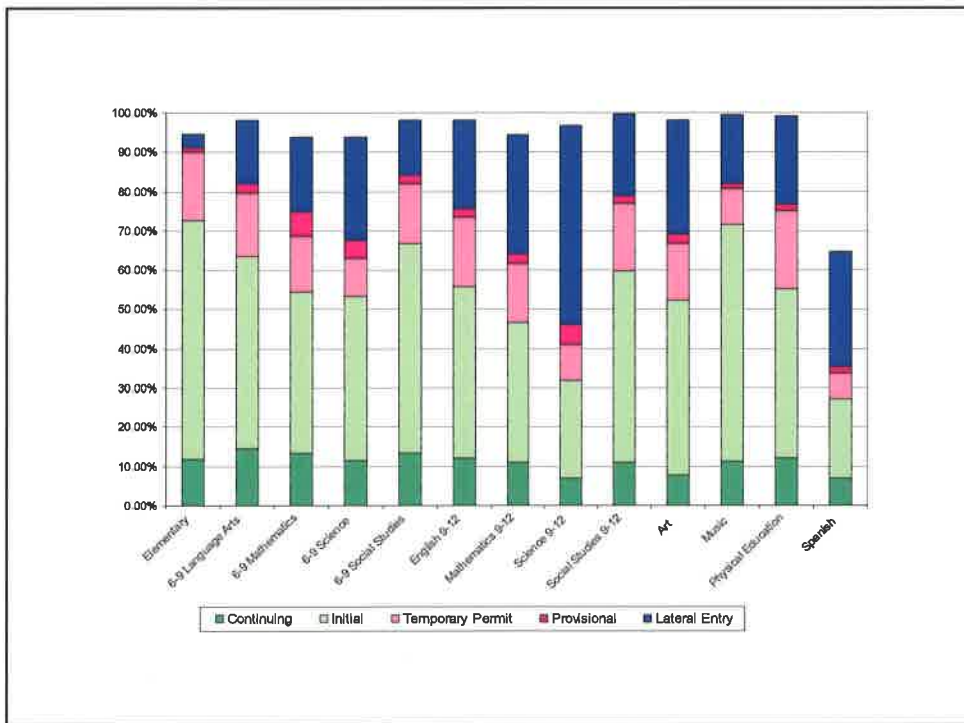
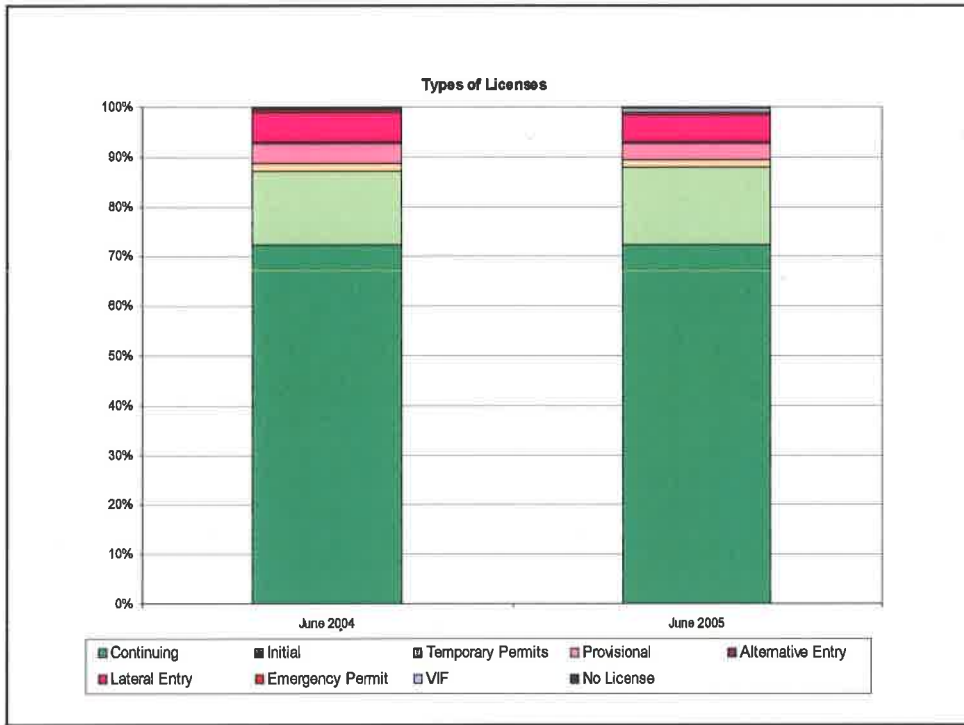


## Types of Licenses

Pages 9-22









## Highly Qualified

Pages 3 - 8

## Top 15 HQ Percentages

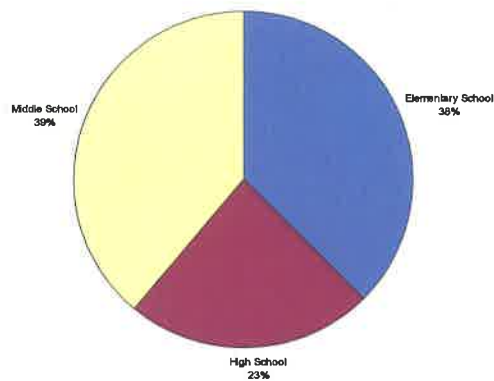
LEAName	HQPercent
CAMDEN COUNTY	100%
POLK COUNTY	97.51%
YANCEY COUNTY	97.29%
MCDOWELL COUNTY	97.25%
EDENTON/CHOWAN	97.01%
ELKIN CITY	96.72%
CHEROKEE COUNTY	96.63%
COLUMBUS COUNTY	96.53%
ORANGE COUNTY	96.17%
PERQUIMANS COUNTY	96.02%
GRANVILLE COUNTY	95.56%
SAMPSON COUNTY	95.47%
TRANSYLVANIA COUNTY	95.33%
WHITEVILLE CITY	95.26%
WATAUGA COUNTY	94.11%



## Lowest 15 HQ Percentages

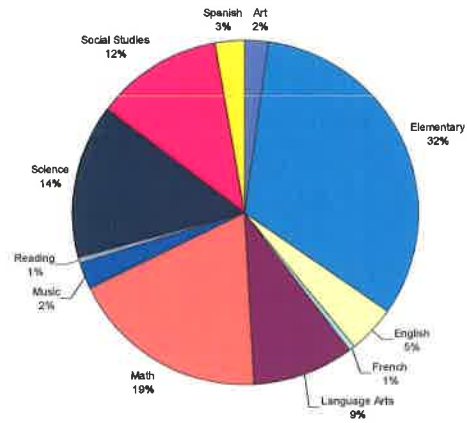
LENOIR COUNTY	83.30%
MONTGOMERY COUNTY	82.97%
STANLY COUNTY	82.50%
ANSON COUNTY	82.42%
PASQUOTANK COUNTY	82.01%
RICHMOND COUNTY	79.55%
ROBESON COUNTY	77.89%
BERTIE COUNTY	76.73%
CASWELL COUNTY	76.12%
VANCE COUNTY	75.42%
NORTHAMPTON COUNTY	74.79%
SCOTLAND COUNTY	73.77%
JONES COUNTY	72.41%
HYDE COUNTY	72.25%
WELDON CITY	69.62%

Not HQ by School Level

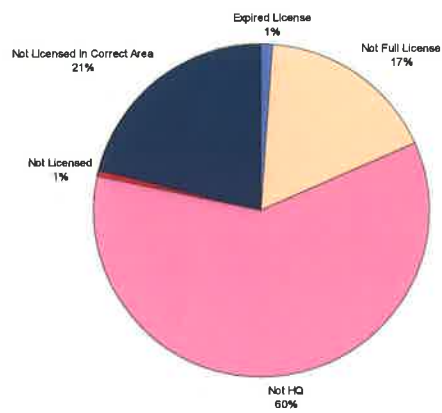




Not HQ by License Areas



Not HQ by Reason







## **Most Difficult Areas**

Pages 1 & 2

## **Conclusions**

- The shortage varies across the state.  
Shortages vary across and within regions.
- Secondary Math, Secondary Science, Middle Grades Math, Middle Grades Science, and Exceptional Children are the most critical shortage areas.



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**Teacher Vacancy Report**

**Fall 2005**

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**Prepared by**

**Department of Public Instruction  
Division of Human Resource Management  
Fall 2005**



## **Teacher Vacancy Report Fall 2005**

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Annually since October 1999, LEAs have been asked to report on the number of vacant positions they have on October 20<sup>th</sup> (or the last working day prior to this date). The data submitted by the LEAs in October 2005 are reported in the following pages. The data have been summarized across years and across regions.

Pages 2 - 4 reflect the number of vacancies by LEA.

Pages 5 - 13 depict vacancies by regions. (Please note: The scales used on these graphs are not the same from region to region.)

Page 14 provides summary data on vacancies by license area.

Pages 15 – 20 depict vacancies by license area.

Across the state, 971 vacancies were reported. This represents a 4% (n = 36) increase from the number reported in October 2004. Forty (40) LEAs reported fewer vacancies in 2005 than in 2004; 19 reported the same number; 56 reported more vacancies in 2005 than 2004. In looking at the license areas in which vacancies were reported, there were more vacancies at the preschool/elementary level and in the instructional/student support service areas. The increase in this latter category was caused by a 90% increase in the number of vacant speech-language pathology positions (from 30 vacancies in this area in 2004 to 57 vacancies in this area in 2005).

It is worth noting that while there were 36 more vacancies in October 2005 than in October 2004, LEAs were provided an additional 1,058 teaching positions in the initial 2005-06 allotments than they were provided in the 2004-05 allotments.



### Vacancies by LEA

System	October 1999	October 2000	October 2001	October 2002	October 2003	October 2004	October 2005
Alamance-Burlington	30	29	8	17	17.3	7	14
Alexander	NR	0	0	0	3	2	3
Alleghany	0	0	0	0	2	1	2
Anson	5	3	3	5	3	1	6
Ashe	3	1	0	0	1	0	0
Avery	1	5	2	0	1	1	1
Beaufort	4	8	3.5	3	1	0	6
Bertie	8	8	12	11	9	5	14
Bladen	NR	2	0	3	1.5	6	10
Brunswick	4.5	5	2	4	2	7	4
Buncombe	NR	1	0.5	2	3.5	2	2.5
Asheville City	9	3	0	1	0	0	4
Burke	11	9	2	8	7	7	9
Cabarrus	21	12	3	3	7	4	12
Kannapolis City	17.5	3	6	5	4	1	8
Caldwell	12	2	0	1.5	3	1	1
Camden	1.5	0	2	0	2	0	2
Carteret	2	2	0	0	5	0	4
Caswell	1	3	1	4	4	3	0
Catawba	NR	9	9	2	10	1	1
Hickory City	2	2	0	1	1	0	0
Newton-Conover	6	3	2	1	2	1	0
Chatham	5	5	9	4	3	10	6
Cherokee	NR	5	0	0	0	0	0
Chowan	1	1	1	1	0	2	4
Clay	0	0	0	0	0	0	0
Cleveland	4	3	4	2	0	6	4
Kings Mtn. Dist.	1	0	0	0	1	Merged	Merged
Shelby City	1	2	1	0	0	Merged	Merged
Columbus	1	1	0	2	1	1	9
Whiteville City	3	2	1	0	0	0	0
Craven	2	1	6	12	10	5	18
Cumberland	NR	50	44	29	28.5	51	30
Currituck	1	1	2	1	0	3	5
Dare	NR	2	2	2	2	2	1
Davidson	10	7	4	2	3	12.5	12
Lexington City	1	3	3	1	1	1	2
Thomasville City	1	1	2	0	1	0	2
Davie	3	1	0	0	1	1	0
Duplin	4	7	9	8	7	18	0
Durham Public	36.4	29	22	21	31	26	62
Edgecombe	2	17	9	10	8	29	21
Forsyth	7	27	13.5	12	18.1	22.7	29.4
Franklin	12	11	14	9	10	13	11
Gaston	4	2	8	2	9	9	15





System	October 1999	October 2000	October 2001	October 2002	October 2003	October 2004	October 2005
Gates	NR	0	1	0	1	0	1
Graham	0	0	0	0	0	0	1
Granville	6	6	9	5	10.5	7	9
Greene	3	2	2	1	3	0	1
Guilford	51.1	66	34.5	33.5	63.6	52	47
Halifax	7	6	13.5	8	7	4	8
Roanoke Rapids City	3	1	1	3	2	4	3
Weldon City	4	1	8	1	2	1	3
Harnett	15	13	17	23	19	24	17
Haywood	0	0	0	0	1	2	1
Henderson	3	0	4	1	0	1	0
Hertford	19	17	8	18	13	13	7
Hoke	12	20	4	22	21	14	9
Hyde	2	0	0	2	3	0	2
Iredell	7	2	3	7	3	2	13
Mooresville City	4	0	1	0	1.5	1.5	1
Jackson	0	1	3	0	4	4	1.5
Johnston	12.5	6	10	10	15	17	17.5
Jones	1	1	0	1	0	1	0
Lee	4	7	6	7	3	5	6
Lenoir	5	16	6	27	14	12	22
Lincoln	2	2	6	1	4	2	2
Macon	1	1	5	1	0	0	0
Madison	4	2	2	3	0	0	2
Martin	4	11	6	2	5	8	5
McDowell	2	1	2	0	0	3	7
Char.-Mecklenburg	54.5	104	97.5	111.5	81	156.5	131
Mitchell	3	0	0	0	0	0	0
Montgomery	4	4	2	9	3	4	2
Moore	0	6	1	0	6	6	6
Nash	29	24	16	6	10	9	14
New Hanover	12	9	12	8.5	11.5	10	13
Northampton	NR	11	7	16	9	12	7
Onslow	7	4	0.5	5	14	18	30
Orange	3	3	6	0	4	3	6
Chapel Hill-Carrboro	5.5	7	5	3	9	10	10.5
Pamlico	3	1	0	0	1	2	2
Pasquotank	3	3	4	3.5	4	9	9
Pender	7	10	4	5.5	8	8	10
Perquimans	0	0	0	0	0	3	1
Person	5	2	8	2	5	4	0
Pitt	6	7	7.5	4.5	9	17.5	11.5
Polk	0	2	1	0	1	1	0
Randolph	1.5	4	4	6	3	5.5	10.5
Asheboro City	5	4	1	1	4	3.5	1
Richmond	3	5	3	0	1	0	8

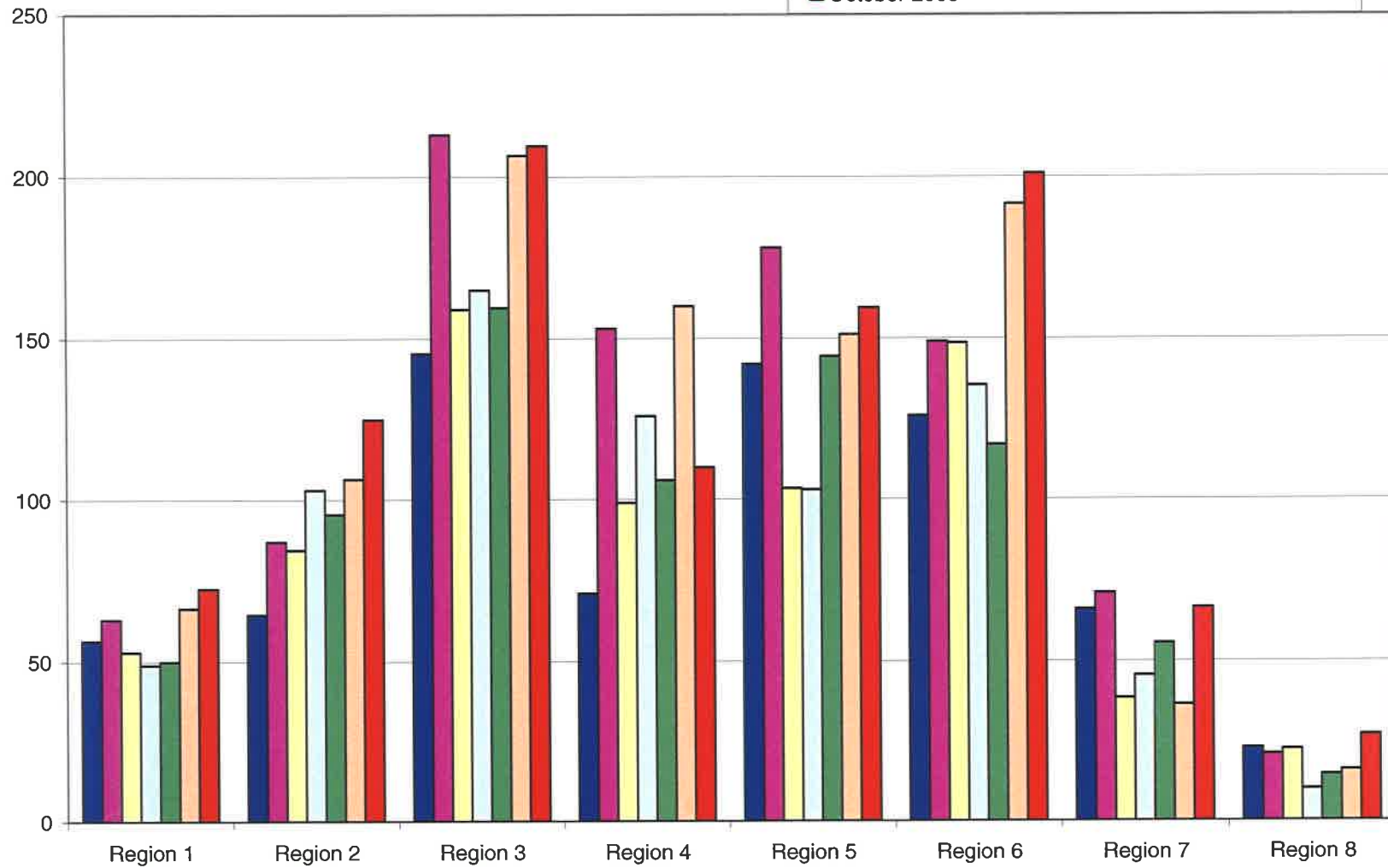


<b>System</b>	<b>October 1999</b>	<b>October 2000</b>	<b>October 2001</b>	<b>October 2002</b>	<b>October 2003</b>	<b>October 2004</b>	<b>October 2005</b>
Robeson	25	37	20	31	21	47	11
Rockingham	0	9	0.5	4.5	3.5	17	12
Rowan	2	18	6	14	6	10	15.5
Rutherford	0	2	2	0	1	0	0
Sampson	4	2	2	8	3	5	4
Clinton City	4	2	1	3	1	0	1
Scotland	4	6	1	0	1	2	2
Stanly-Albemarle	1	10	3	0	1	1	4
Stokes	16	8	4	13	5	0	7
Surry	4	4	3	1	3	0	5
Elkin City	0	2	0	0	0	0	1
Mt. Airy City	0	0	1	0	0	0	1
Swain	0	2	0	0	1	2	0
Transylvania	1	1	1	2	2	1	1
Tyrrell	1	2	1	0	0	2	2
Union	15	8	17	6	7	11	19
Vance	10	5	11	17	12	16	10
Wake	7.5	68	19.5	37	30	42.5	21
Warren	4	18	7	11	4	16	7
Washington	6	3	3	1	1	2	2
Watauga	5	3	2	3	3	4	1
Wayne	6	25	40	20	16	20.5	16
Wilkes	2	6	3.5	6	8	3	9
Wilson	12	10	12	11	9	10	16
Yadkin	4	4	4	1	0	1	3
Yancey	0	0	2	0	1	0	7
<b>Total</b>	<b>694.5</b>	<b>935</b>	<b>708.5</b>	<b>737</b>	<b>742.5</b>	<b>934.7</b>	<b>970.9</b>

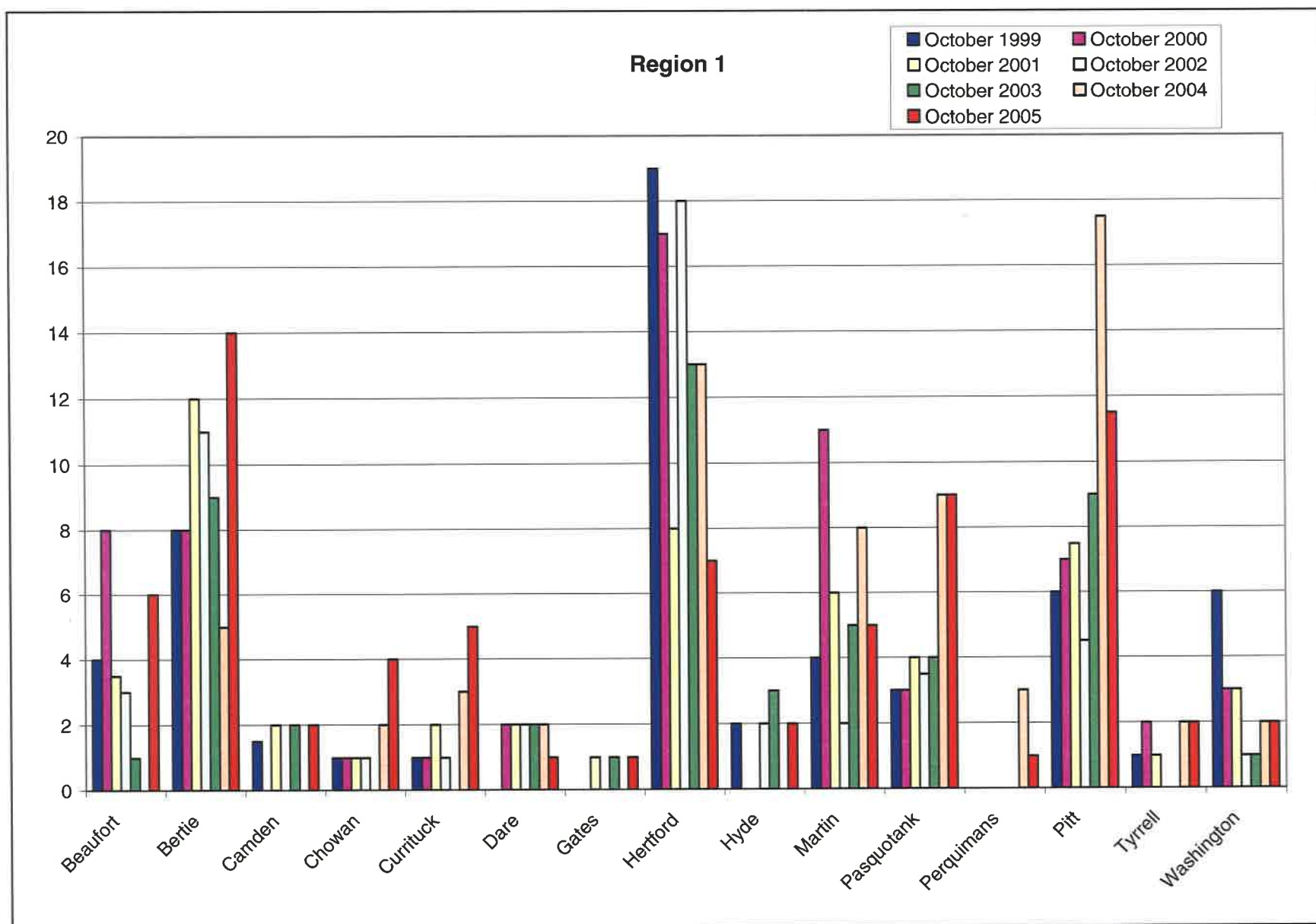


# Vacancies By Regions

■ October 1999    ■ October 2000    □ October 2001  
 □ October 2002    ■ October 2003    ■ October 2004  
 ■ October 2005



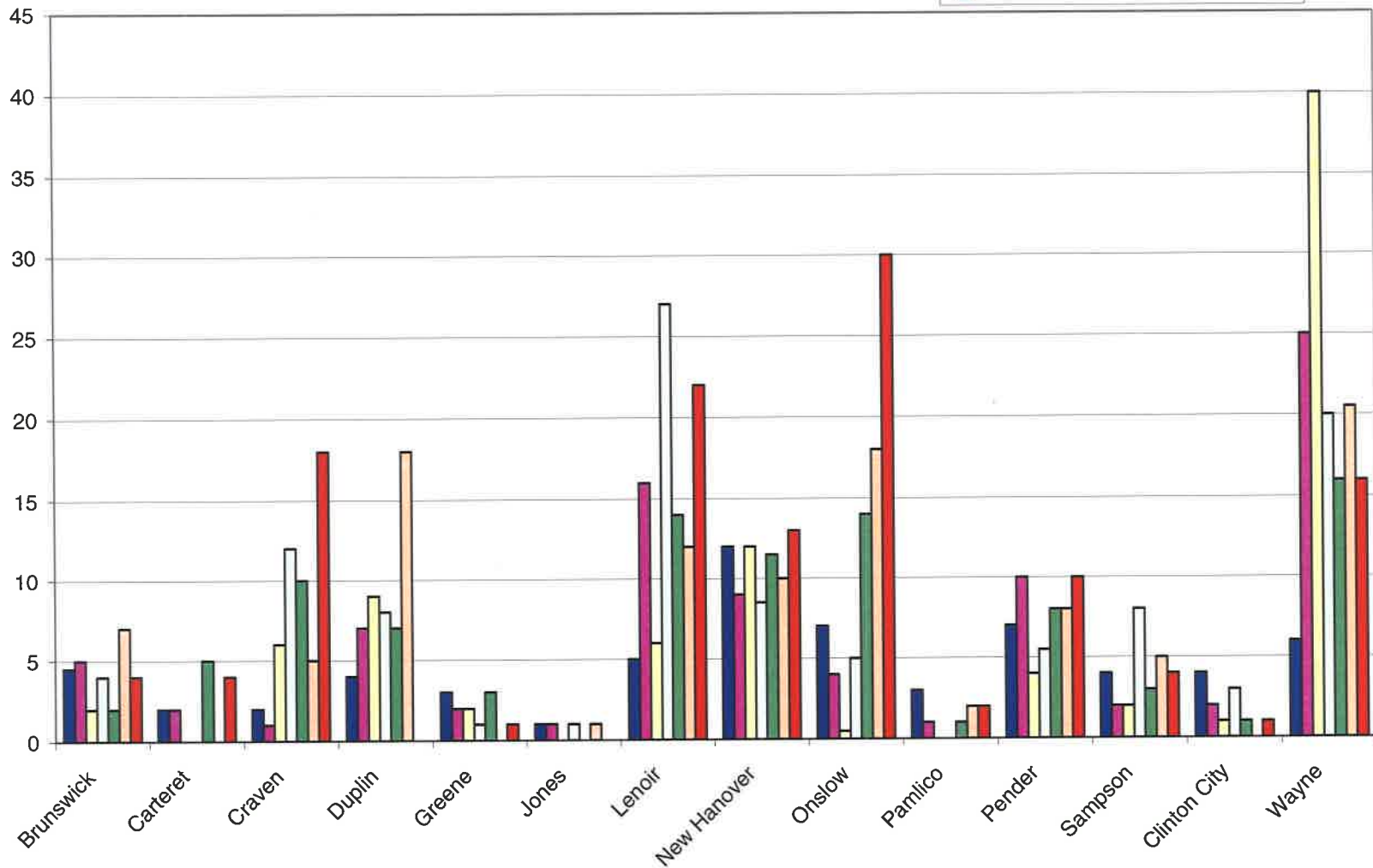
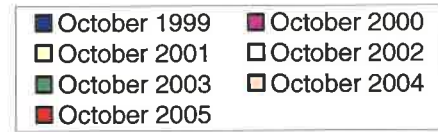






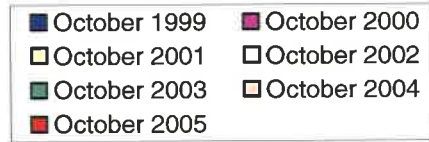


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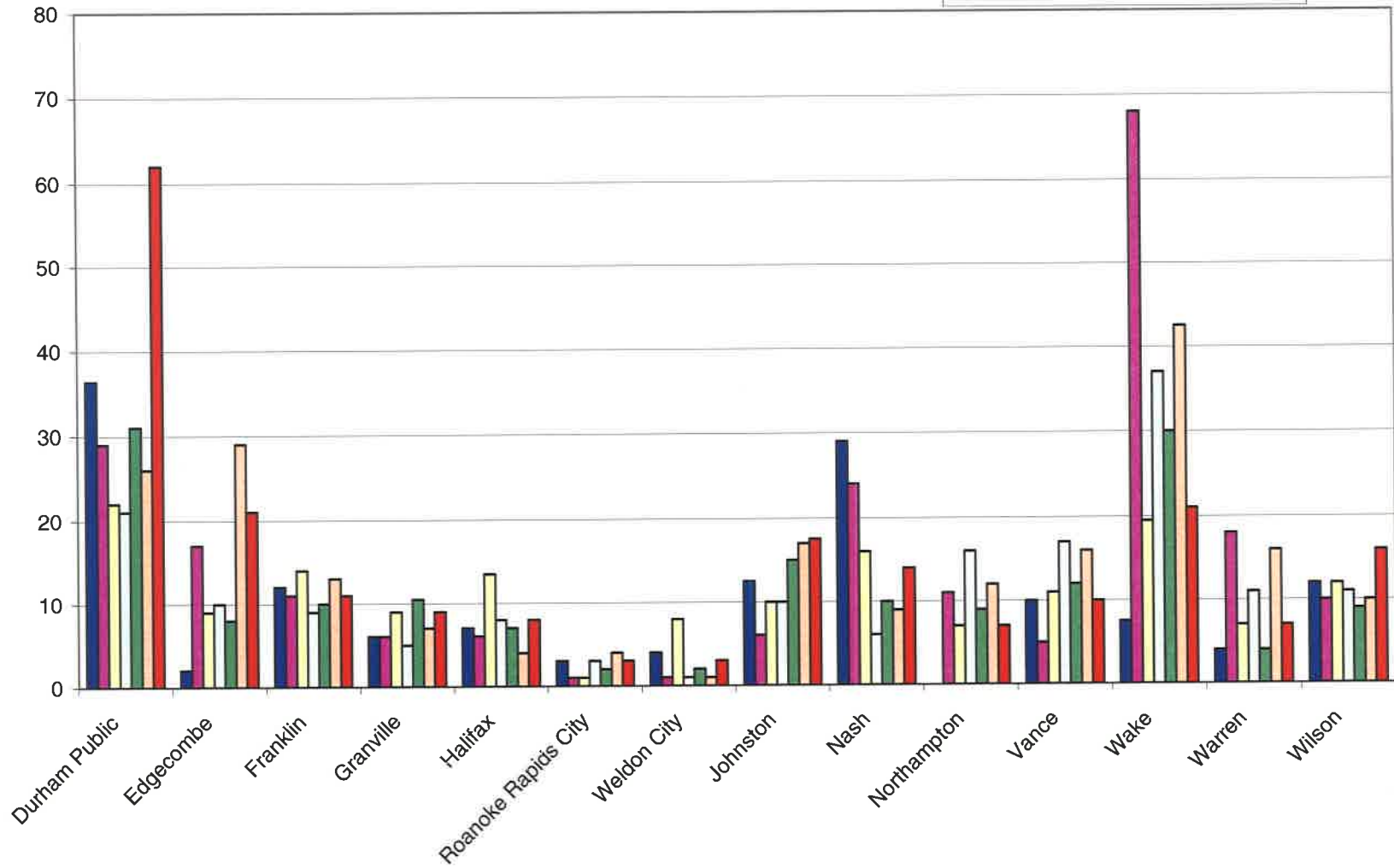




### Region 3

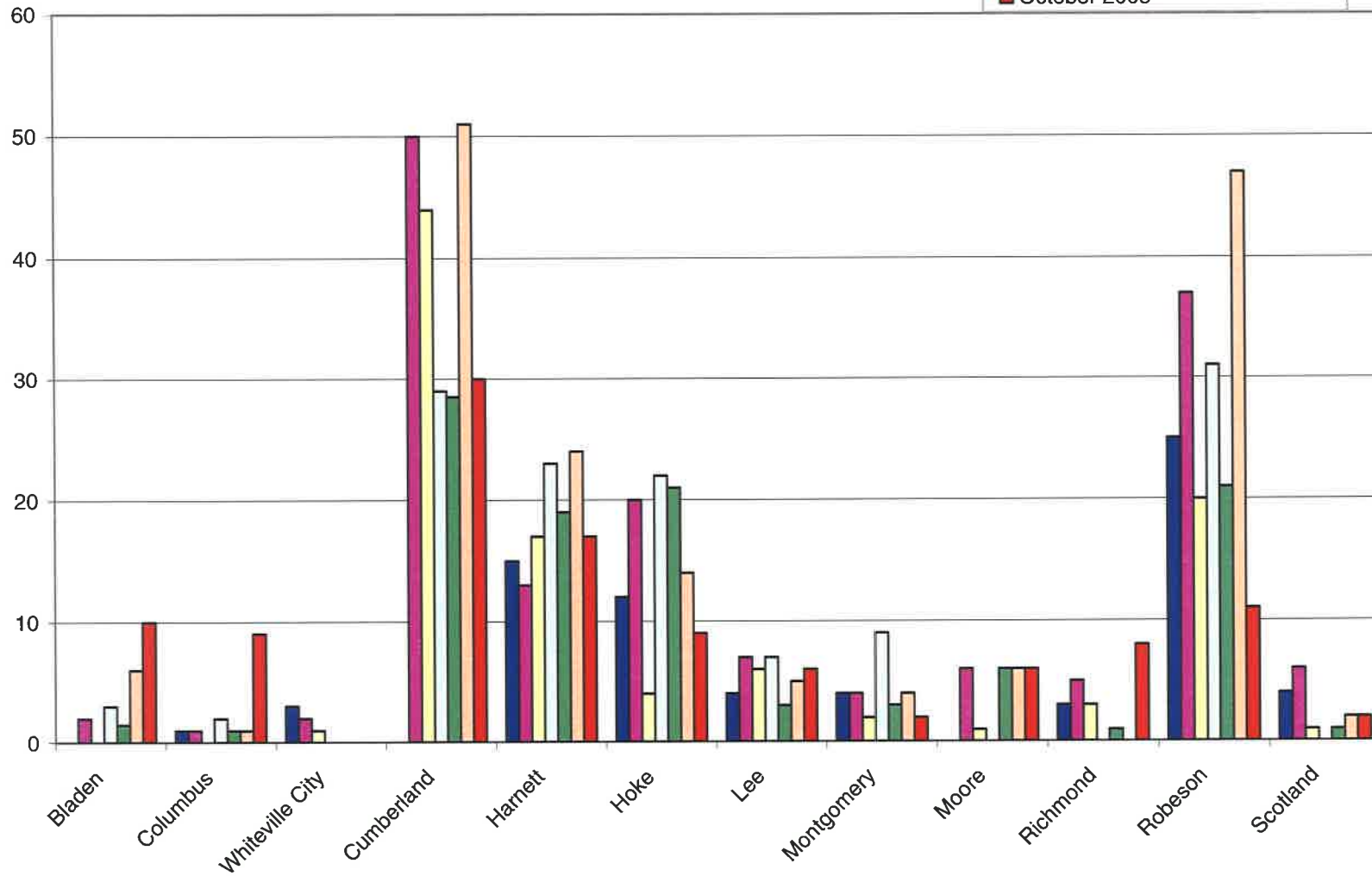
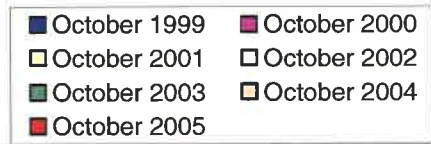


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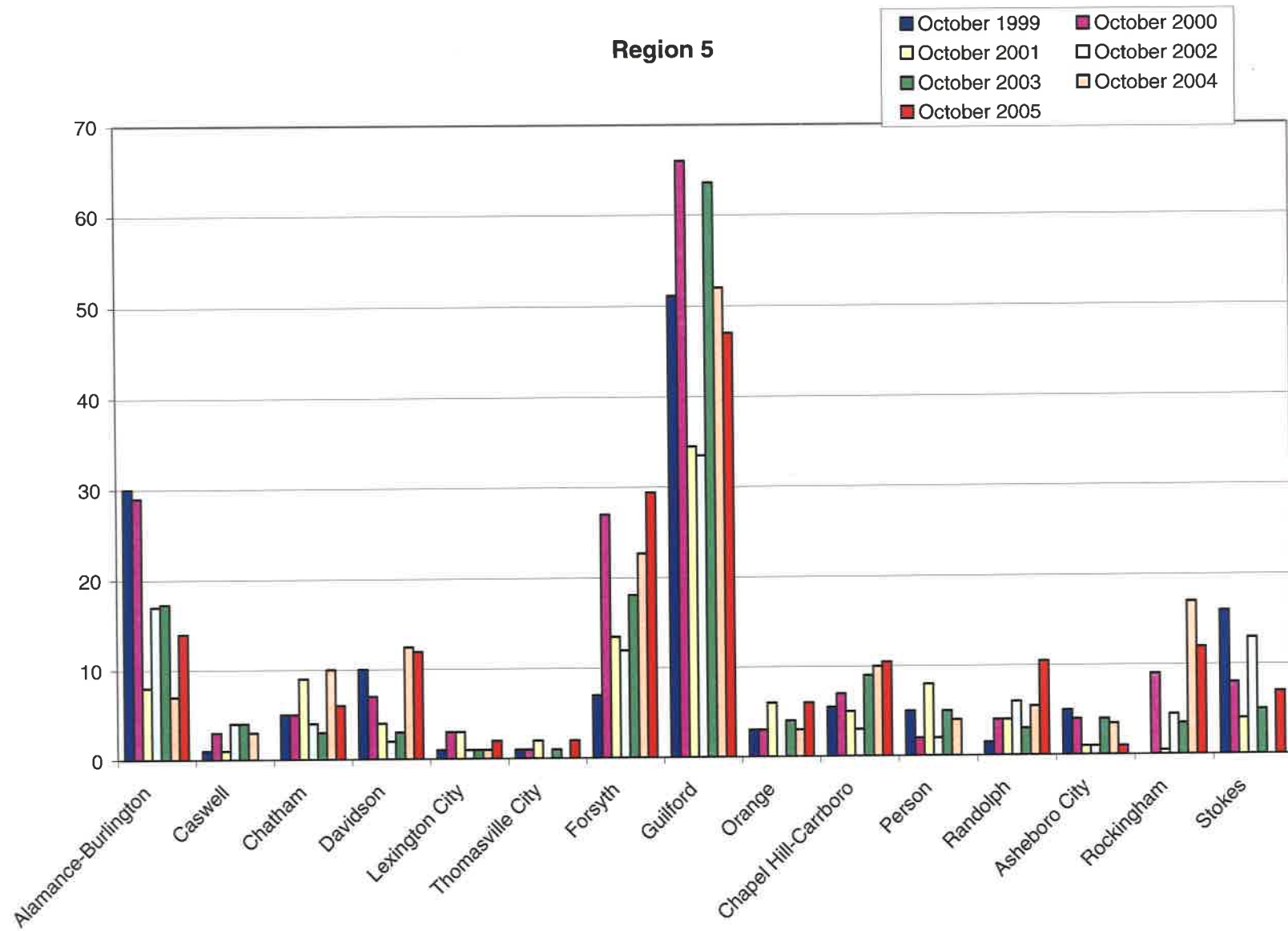


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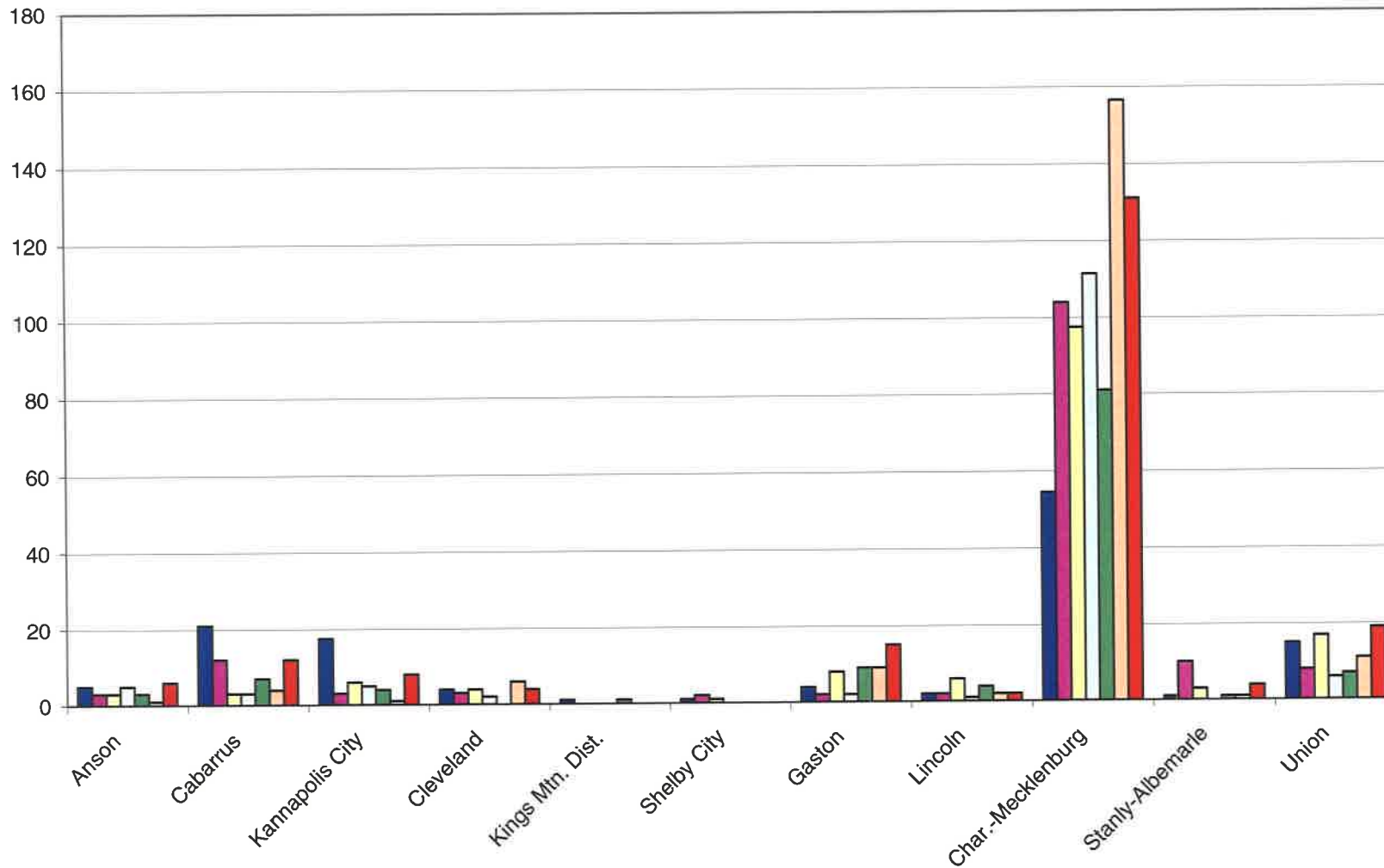
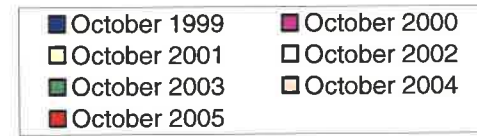
### Region 5





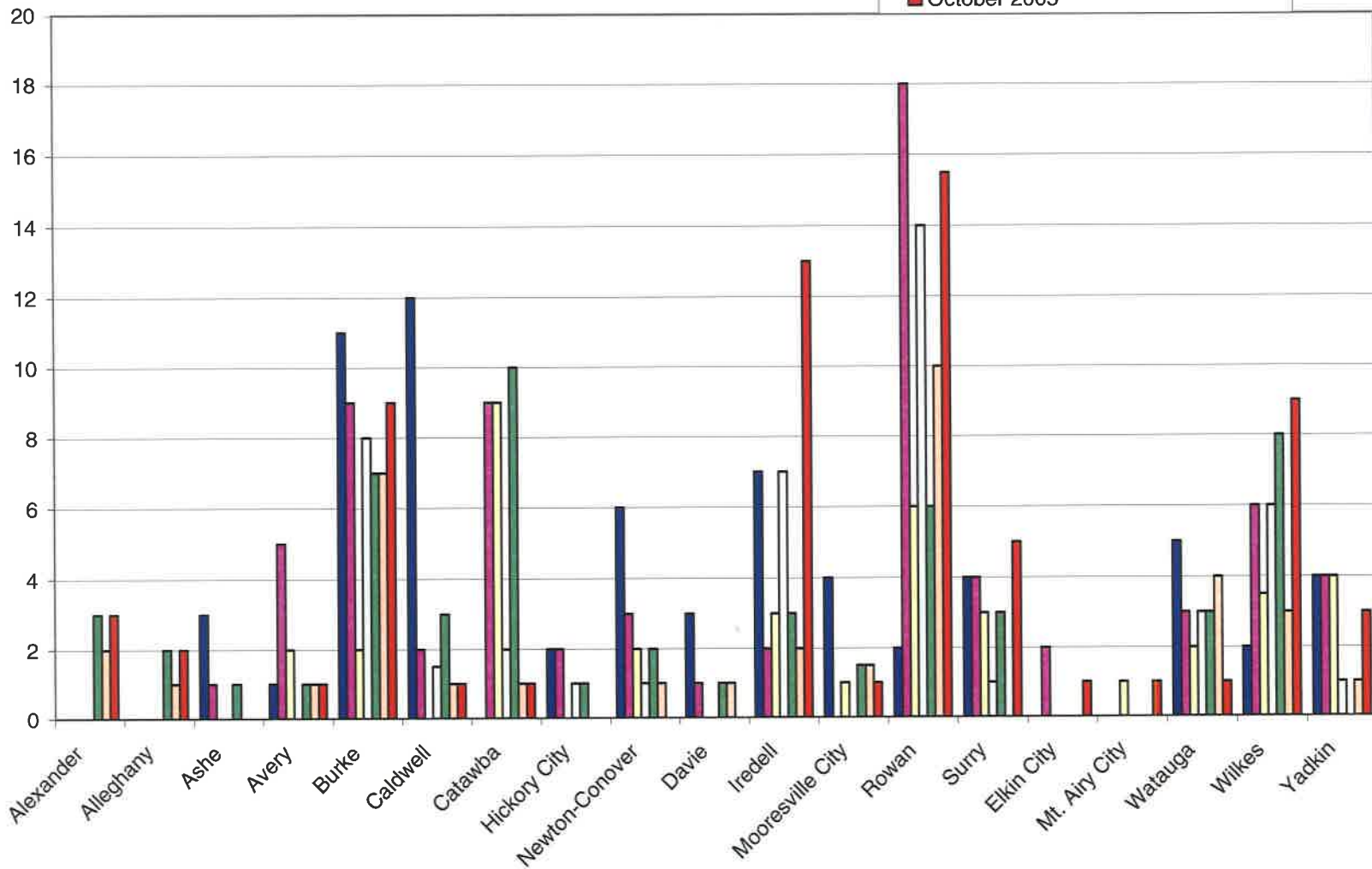
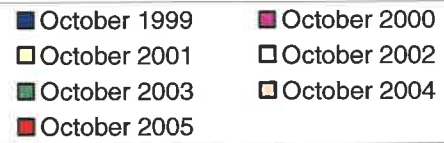


# Region 6



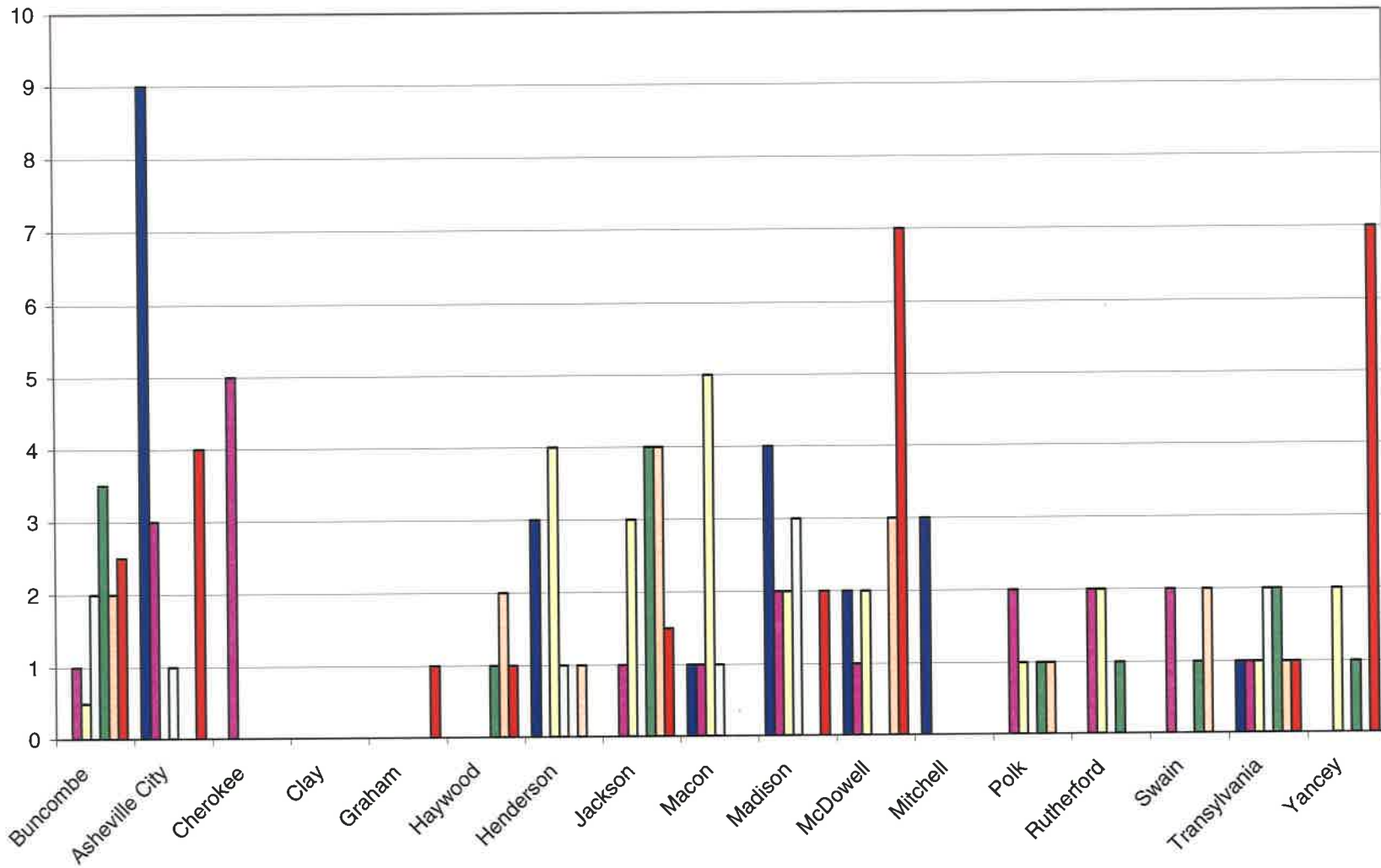
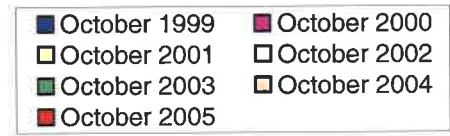


# Region 7





# Region 8





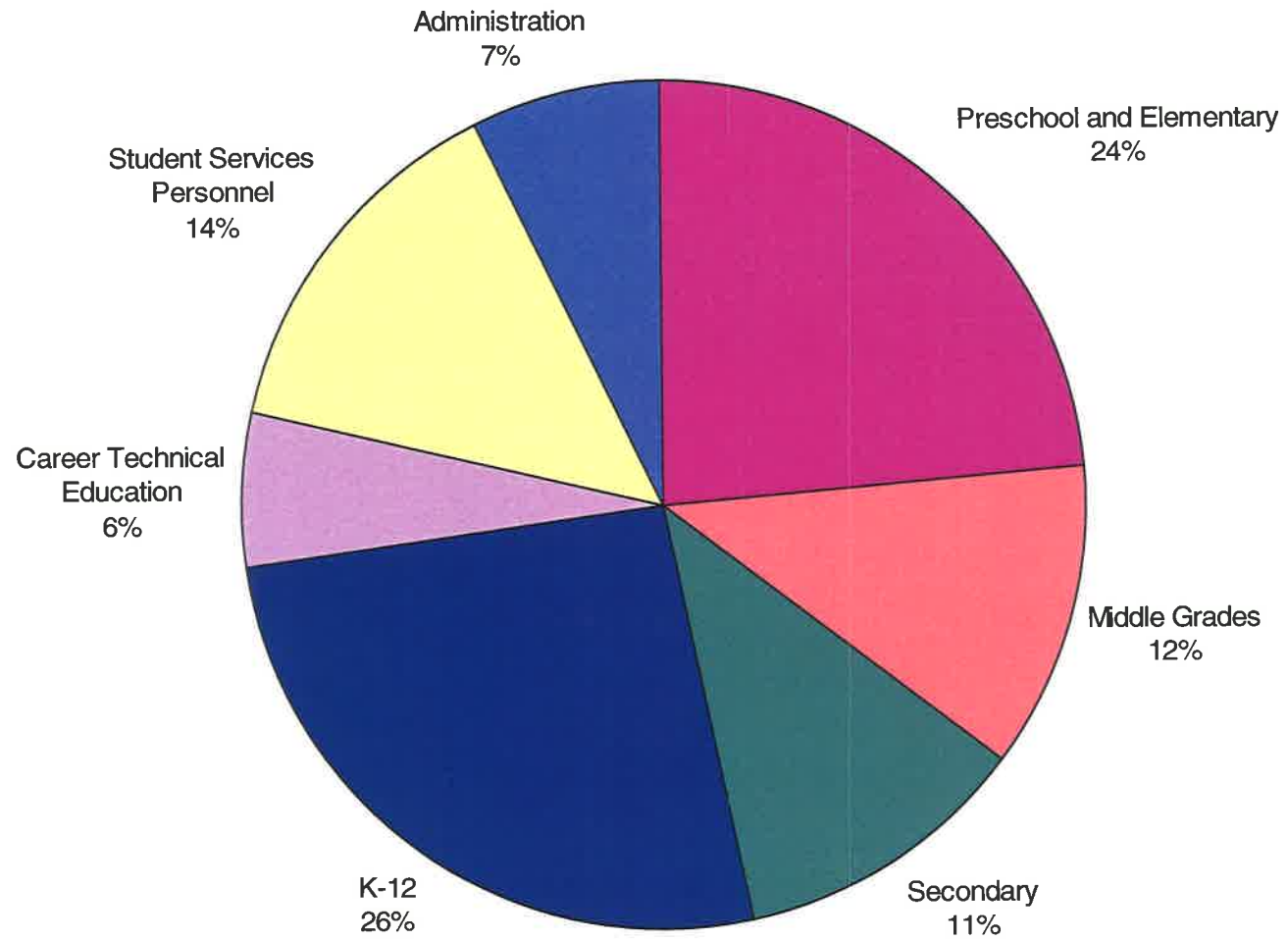
### Vacancies Reported by Licensure Area

LICENSURE AREA	October 2000	October 2001	October 2002	October 2003	October 2004	October 2005
<b>Preschool &amp; Elementary</b>	<b>195</b>	<b>189.5</b>	<b>172.6</b>	<b>137.5</b>	<b>206.5</b>	<b>229</b>
B-K	18	15	32	12	18	25
K-6	177	174.5	140.6	125.5	188.5	204
<b>Middle Grades</b>	<b>124</b>	<b>104</b>	<b>101.5</b>	<b>96.5</b>	<b>117.5</b>	<b>114</b>
Language Arts 6-9	36	27.5	24	28.5	33.5	27
Social Studies 6-9	10	13.5	10	9	20.5	11.5
Math 6-9	39	29.5	36	32.5	32.5	36.5
Science 6-9	31	19.5	19	20.5	21.5	23.5
Other 6-9	8	14	12.5	6	9.5	15.5
<b>Secondary</b>	<b>95</b>	<b>61.5</b>	<b>66.5</b>	<b>111.8</b>	<b>103.5</b>	<b>110.5</b>
English 9-12	15	14	13.5	15	18.5	16
Social Studies 9-12	8	5	7	7.5	7	10
Math 9-12	29	25	25	44.5	45	48
Science 9-12	18	9.5	9	21	17.5	25
Other 9-12	25	8	12	23.8	15.5	11.5
<b>K-12</b>	<b>270</b>	<b>183.5</b>	<b>246.4</b>	<b>208.9</b>	<b>282.2</b>	<b>254.4</b>
Exceptional Children K-12	156	108	169	126.2	163	171
Art K-12	12	18	10.5	11	18	3.5
Music K-12	27	13	18.9	18.5	19	14
Physical Education K-12	28	17.5	21.5	16.1	21	18
Health K-12	2	0	3.5	0.5	2	0
Foreign Language K-12	20	12	11.5	19.6	33.7	18.4
English as a Second Language	25	15	11.5	17	25.5	29.5
<b>Career Technical Education</b>	<b>42</b>	<b>33.5</b>	<b>35</b>	<b>34.7</b>	<b>50</b>	<b>55</b>
Agriculture	1	0	0	3	1	2
Family & Consumer Sciences	9	7.5	5	8.5	14	15.5
Marketing	1	1	4	0	2	2
Business	6	9	7.5	6	6	5
Technology	12	12	4	8	6	10.5
Trade & Industrial Education	4	1	1	3	6	5
Other (Career Technical Ed.)	9	3	13.5	6.2	15	15
<b>Student Services Personnel</b>	<b>103</b>	<b>63</b>	<b>64.5</b>	<b>85.6</b>	<b>104</b>	<b>138</b>
Media	9	19	16	14	22	27
School Counselor	37	13.5	24	33.5	29	29
Psychologist	17	14.5	12.5	11.6	13	17.5
Social Worker	11	2	3	8.5	5.5	4.5
Audiologist	3	1	0	0	2.5	0
Speech-Language Pathologist	19	13	9	18	30	57
Other	7	0	0	0	2	3
<b>Administration</b>	<b>106</b>	<b>73.5</b>	<b>50.5</b>	<b>67.5</b>	<b>71</b>	<b>70</b>
Assistant Principal	27	18	14	13	21	19
Principal	12	11	4	11	3	8
Central Office Other	67	44.5	32.5	43.5	47	43
<b>Total</b>	<b>935</b>	<b>708.50</b>	<b>737</b>	<b>742.5</b>	<b>934.7</b>	<b>970.9</b>

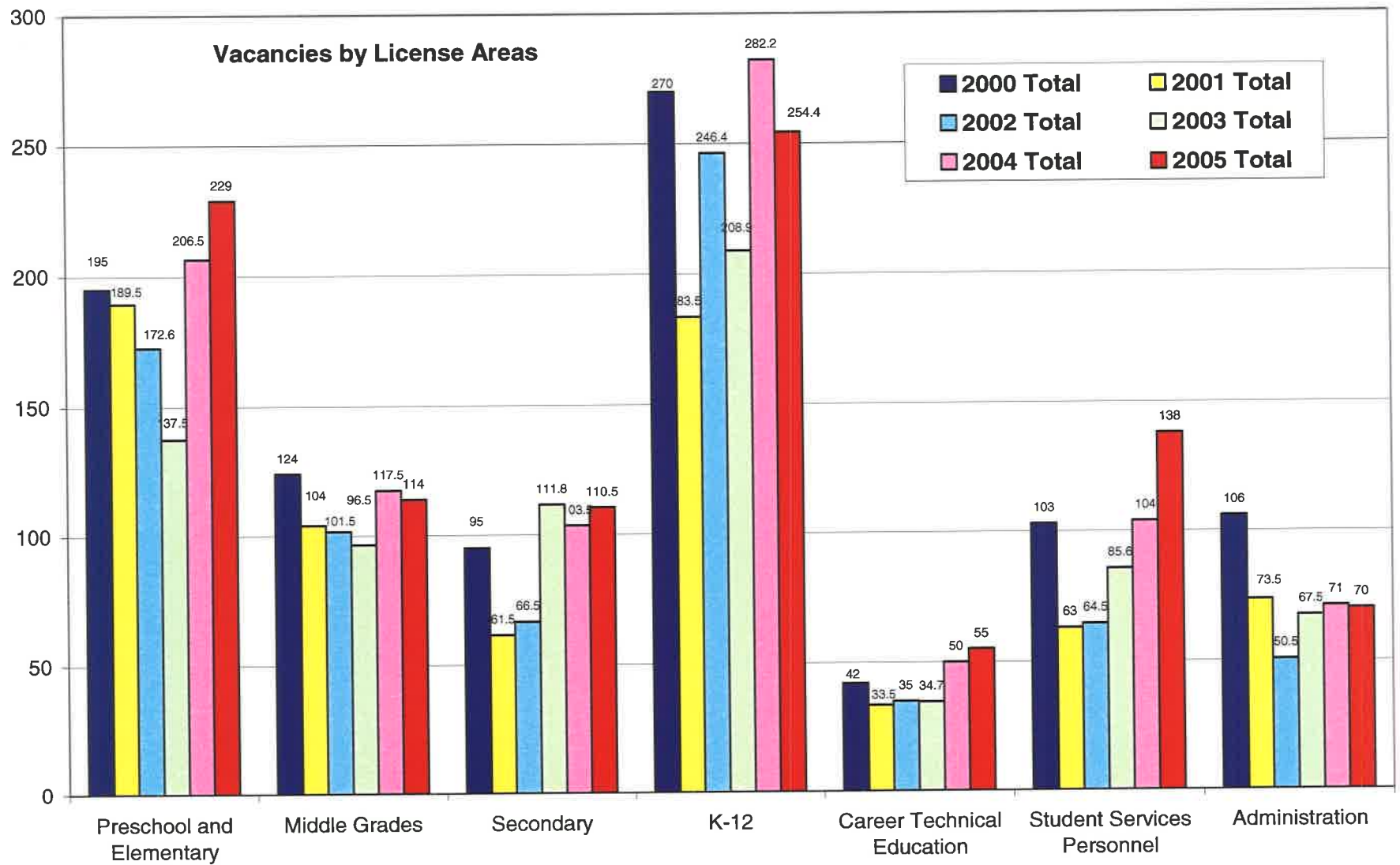




### Vacancies by Licensure Area October 2005

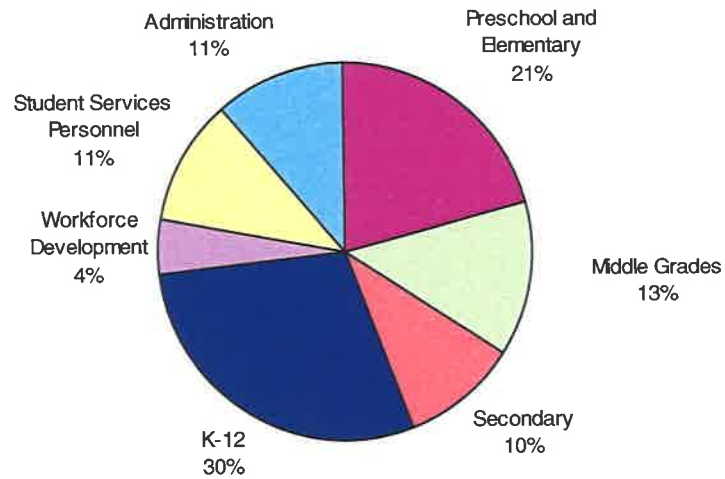




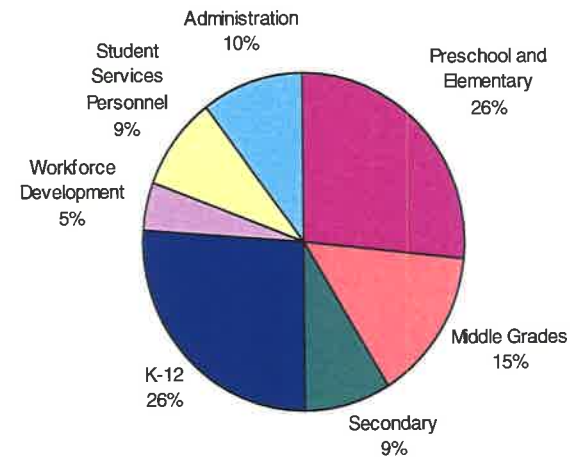




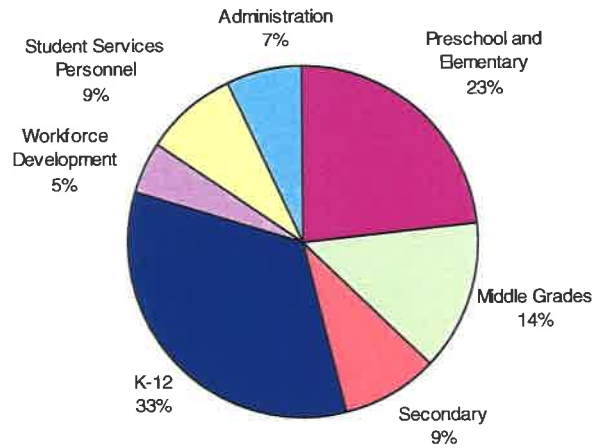
**Vacancies by Licensure Areas October 2000**



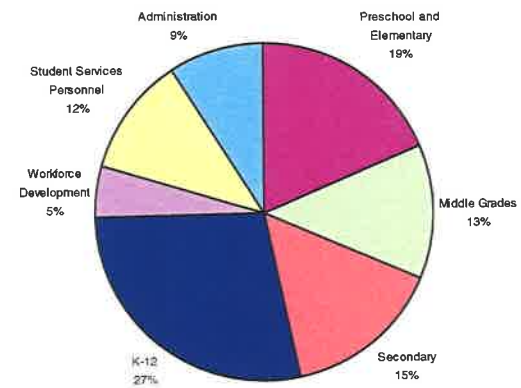
**Vacancies by Licensure Areas October 2001**



**Vacancies by Licensure Areas October 2002**

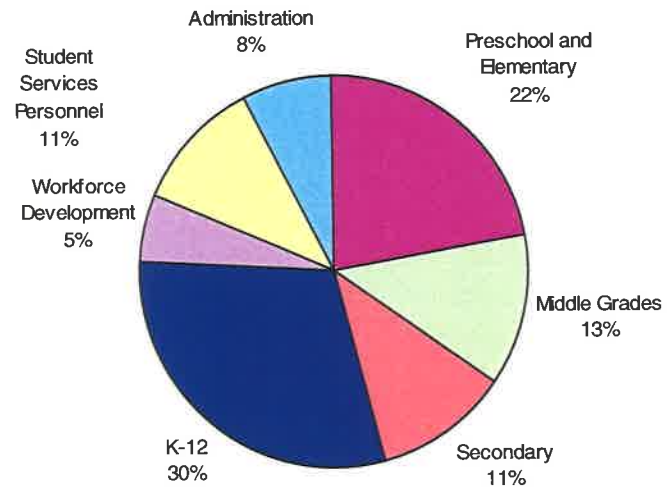


**Vacancies by Licensure Areas October 2003**

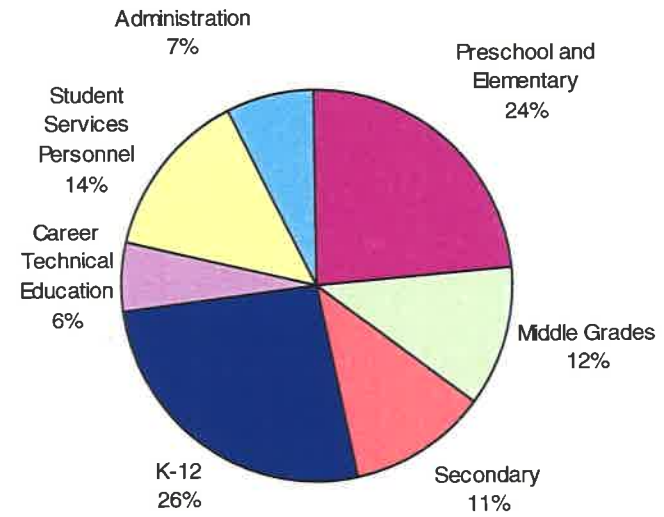




**Vacancies by Licensure Areas October 2004**



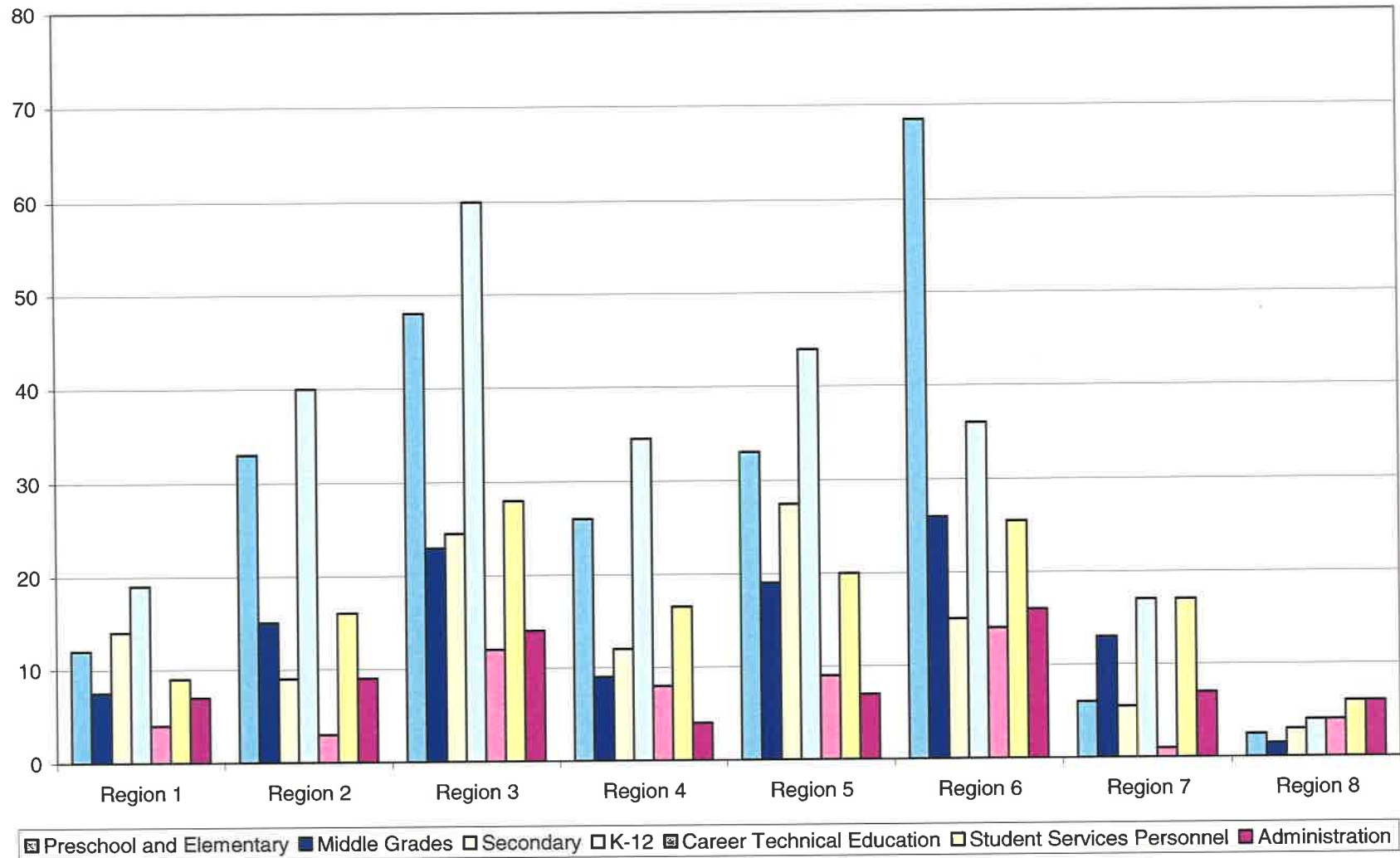
**Vacancies by Licensure Area October 2005**





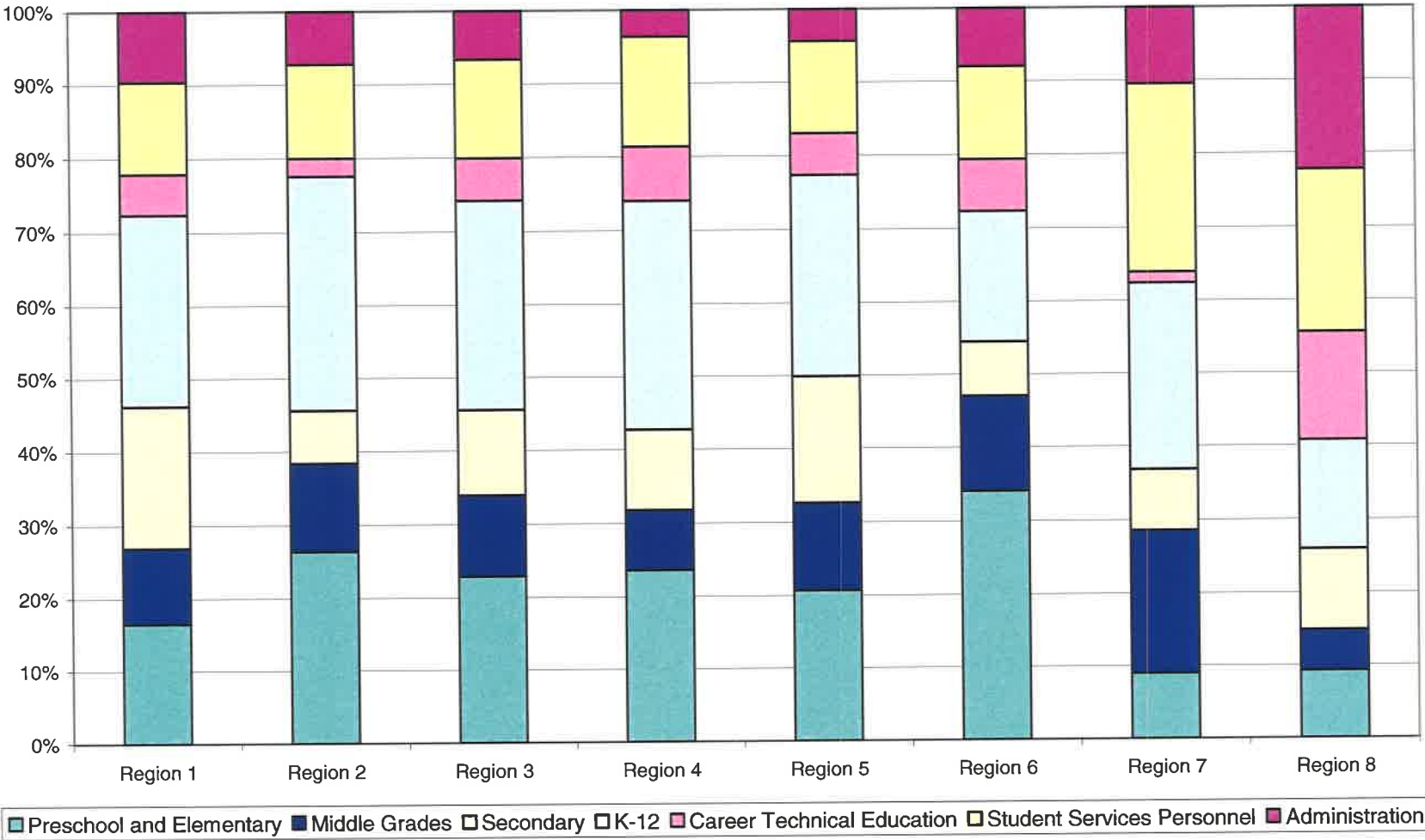


# Vacancy Areas by Region





Relative Percent of Vacancy Areas by Region





### Teachers with 0-2 Years of Teaching Experience

Elementary and Exceptional Children's Teachers who complete a NC teacher education program	+	Praxis II	=	<b>Standard Professional 1 License</b>	+	3 years of teaching + LEA recommendation + Any PD requirements prescribed by LEA	=	<b>Standard Professional 2 License</b>
Middle School, High School, and K-12 Special Subject Area Teachers who complete a NC teacher education program	=	<b>Standard Professional 1 License</b>			+	3 years of teaching + LEA recommendation + Any PD requirements prescribed by LEA + NC testing requirements or Completion of NC HOUSSE or Successful evaluations in most recent year of employment in North Carolina, which verifies the ability to positively impact student learning (SBE must approve by 4/6/06) AND verification of the LEA intent to offer re-employment to the teacher for the following year	=	<b>Standard Professional 2 License</b>
Elementary, Exceptional Children's, Middle School, High School, and K-12 Special Subject Area Teachers who complete an approved teacher education program in another state	=	<b>Standard Professional 1 License</b>			+	3 years of teaching + LEA recommendation + Any PD requirements prescribed by LEA + NC testing requirements or Completion of NC HOUSSE or Successful evaluations in most recent year of employment in North Carolina, which verifies the ability to positively impact student learning (SBE must approve by 4/6/06) AND verification of the LEA intent to offer re-employment to the teacher for the following year	=	<b>Standard Professional 2 License</b>



**Most Difficult Areas of Licensure  
for which to find Licensed Teachers  
(from the 2004-05 Teacher Turnover Report)**

2002-03		2003-04		2004-2005	
Number of LEAs Responding to Question = 110		Number of LEAs Responding to Question = 115		Number of LEAs Responding to Question = 112	
License Area	# Identifying	License Area	# Identifying	License Area	# Identifying
9-12 Mathematics	99	9-12 Mathematics	89	9-12 Mathematics	89
9-12 Science	70	Sp. Ed.: General Curriculum	83	Sp. Ed.: General Curriculum	83
6-9 Mathematics	69	9-12 Science	71	9-12 Science	71
6-9 Science	59	6-9 Mathematics	64	6-9 Mathematics	64
Behavioral/Emotional Disabilities	26	6-9 Science	51	6-9 Science	51
Cross Categorical	24	Sp. Ed.: Adapted Curriculum	43	Sp Ed.: Adapted Curriculum	43
Exceptional Children	24	Cross Categorical	42	Cross Categorical	42
6-9 Language Arts	23	Behavior/Emotionally Disabled	39	Behavioral/Emotional Disabilities	39
Learning Disabilities	19	Learning Disabilities	34	Learning Disabilities	34
Second Languages	19	Second Languages	34	Second Languages	34
ESL	14	Severely/Profoundly Disabled	26	Severely/Profoundly Disabled	26
Mental Disabilities	14	Mental Disabilities	25	Mental Disabilities	25
Elementary Education	11	Speech Language Pathologist	15	Speech Language Pathologist	15
9-12 English	11	ESL	15	ESL	15
Severe/Profound Disabilities	9	6-9 Language Arts	14	6-9 Language Arts	14
Counselor	8	Family/Consumer Sciences 6-12	10	Family/Consumer Sciences 6-12	10
Media Coordinator	8	Media Coordinator	10	Media Coordinator	10
6-9 Social Studies	8	Elementary Education	9	Elementary Education	9





2002-03		2003-04		2004-2005	
Number of LEAs Responding to Question = 110		Number of LEAs Responding to Question = 115		Number of LEAs Responding to Question = 112	
License Area	# Identifying	License Area	# Identifying	License Area	# Identifying
Birth-Kindergarten	6	9-12 English	9	9-12 English	9
Workforce Development	5	Birth-Kindergarten	8	Birth-Kindergarten	8
Technology Education	5	Business Education	8	Business Education	8
		Counselor	6	Counselor	6
		Hearing Impaired	6	Hearing Impaired	6

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

<sup>2</sup> Spanish was the Second Language most often identified.



**Percent of Teachers who are Highly Qualified (2004-05 School Year)**  
**Descending Order**

LEA	LEAName	Class	HQClass	HQPercent	# FTE Teachers Not
150	CAMDEN COUNTY	72	72	100%	0
750	POLK COUNTY	134	130.66	97.51%	3.34
995	YANCEY COUNTY	135	131.34	97.29%	3.66
590	MCDOWELL COUNTY	334	324.83	97.25%	9.17
210	EDENTON/CHOWAN	117	113.5	97.01%	3.5
861	ELKIN CITY	61	59	96.72%	2
200	CHEROKEE COUNTY	198	191.33	96.63%	6.67
240	COLUMBUS COUNTY	365	352.32	96.53%	12.68
680	ORANGE COUNTY	330	317.36	96.17%	12.64
720	PERQUIMANS COUNTY	87	83.54	96.02%	3.46
390	GRANVILLE COUNTY	374	357.4	95.56%	16.6
820	SAMPSON COUNTY	402	383.8	95.47%	18.2
880	TRANSYLVANIA COUNTY	195	185.9	95.33%	9.1
241	WHITEVILLE CITY	114	108.6	95.26%	5.4
950	WATAUGA COUNTY	262	246.57	94.11%	15.43
690	PAMLICO COUNTY	94	88.25	93.88%	5.75
400	GREENE COUNTY	137	128.34	93.68%	8.66
110	BUNCOMBE COUNTY	1140	1067.47	93.64%	72.53
180	CATAWBA COUNTY	779	729.11	93.60%	49.89
490	IREDELL-STATESVILLE	921	861.2	93.51%	59.8
410	GUILFORD COUNTY	3061	2851.82	93.17%	209.18
510	JOHNSTON COUNTY	1205	1122.24	93.13%	82.76
650	NEW HANOVER COUNTY	1045	972.47	93.06%	72.53
530	LEE COUNTY	384	356.54	92.85%	27.46
130	CABARRUS COUNTY	1093	1013.87	92.76%	79.13
450	HENDERSON COUNTY	583	539.93	92.61%	43.07
681	CHAPEL HILL-CARRBORO	565	523.15	92.59%	41.85
491	MOORESVILLE CITY	202	186.97	92.56%	15.03
560	MACON COUNTY	210	193.15	91.98%	16.85
800	ROWAN-SALISBURY	978	899.45	91.97%	78.55
300	DAVIE COUNTY	282	259	91.84%	23
280	DARE COUNTY	247	226.3	91.62%	20.7
190	CHATHAM COUNTY	387	354.15	91.51%	32.85
710	PENDER COUNTY	337	308.15	91.44%	28.85
860	SURRY COUNTY	428	391.23	91.41%	36.77
120	BURKE COUNTY	718	655.96	91.36%	62.04
670	ONslow COUNTY	1016	927.65	91.30%	88.35
890	TYRRELL COUNTY	44	40.17	91.30%	3.83
20	ALEXANDER COUNTY	261	238.26	91.29%	22.74
181	HICKORY CITY	216	197	91.20%	19
980	WILSON COUNTY	579	527.25	91.06%	51.75
370	GATES COUNTY	106	96.48	91.02%	9.52
132	KANNAPOLIS CITY	236	214.5	90.89%	21.5
111	ASHEVILLE CITY	222	201.05	90.56%	20.95
790	ROCKINGHAM COUNTY	682	616.61	90.41%	65.39
550	LINCOLN COUNTY	591	532.59	90.12%	58.41
610	MITCHELL COUNTY	143	128.77	90.05%	14.23
380	GRAHAM COUNTY	66	59.4	90%	6.6
310	DUPLIN COUNTY	397	357.06	89.94%	39.94
421	ROANOKE RAPIDS CITY	143	128.6	89.93%	14.4
440	HAYWOOD COUNTY	385	345.91	89.85%	39.09



**Percent of Teachers who are Highly Qualified (2004-05 School Year)**  
**Descending Order**

970	WILKES COUNTY	517	464.17	89.78%	52.83
940	WASHINGTON COUNTY	116	103.8	89.48%	12.2
330	EDGEcombe COUNTY	336	300.44	89.42%	35.56
761	ASHEBORO CITY	218	194.5	89.22%	23.5
821	CLINTON CITY	139	124	89.21%	15
250	CRAVEN COUNTY	689	612.8	88.94%	76.2
320	DURHAM COUNTY	1459	1292.66	88.60%	166.34
600	MECKLENBURG COUNTY	5378	4764.56	88.59%	613.44
230	CLEVELAND COUNTY	905	801.69	88.58%	103.31
10	ALAMANCE-BURLINGTON	1030	911.31	88.48%	118.69
160	CARTERET COUNTY	448	396.26	88.45%	51.74
862	MOUNT AIRY CITY	98	86.67	88.44%	11.33
960	WAYNE COUNTY	905	799.85	88.38%	105.15
810	RUTHERFORD COUNTY	452	398.32	88.12%	53.68
630	MOORE COUNTY	573	504.44	88.03%	68.56
50	ASHE COUNTY	165	145.1	87.94%	19.9
430	HARNETT COUNTY	761	668.99	87.91%	92.01
60	AVERY COUNTY	135	118.5	87.78%	16.5
850	STOKES COUNTY	365	320.19	87.72%	44.81
140	CALDWELL COUNTY	647	566.01	87.48%	80.99
182	NEWTON-CONOVER	118	103.23	87.48%	14.77
730	PERSON COUNTY	273	238.58	87.39%	34.42
270	CURRITUCK COUNTY	192	167.66	87.32%	24.34
100	BRUNSWICK COUNTY	504	439.33	87.17%	64.67
290	DAVIDSON COUNTY	882	768.75	87.16%	113.25
90	BLADEN COUNTY	286	248.79	86.99%	37.21
640	NASH-ROCKY MOUNT	858	746.21	86.97%	111.79
740	PITT COUNTY	1070	929.93	86.91%	140.07
292	THOMASVILLE CITY	129	112	86.82%	17
220	CLAY COUNTY	66	57.05	86.44%	8.95
990	YADKIN COUNTY	292	251.95	86.28%	40.05
870	SWAIN COUNTY	106	91.14	85.98%	14.86
260	CUMBERLAND COUNTY	2582	2218.66	85.93%	363.34
291	LEXINGTON CITY	154	132.33	85.93%	21.67
420	HALIFAX COUNTY	254	218.07	85.85%	35.93
930	WARREN COUNTY	146	125.2	85.75%	20.8
350	FRANKLIN COUNTY	422	360.75	85.49%	61.25
760	RANDOLPH COUNTY	840	717.72	85.44%	122.28
900	UNION COUNTY	1337	1141.45	85.37%	195.55
460	HERTFORD COUNTY	164	139.37	84.98%	24.63
70	BEAUFORT COUNTY	371	315.2	84.96%	55.8
360	GASTON COUNTY	1450	1229	84.76%	221
580	MARTIN COUNTY	248	209.95	84.66%	38.05
340	FORSYTH COUNTY	2547	2152.61	84.52%	394.39
920	WAKE COUNTY	5256	4438.87	84.45%	817.13
30	ALLEGHANY COUNTY	81	68.4	84.44%	12.6
570	MADISON COUNTY	134	113.1	84.40%	20.9
500	JACKSON COUNTY	190	160.09	84.26%	29.91
470	HOKE COUNTY	303	252.58	83.36%	50.42
540	LENOIR COUNTY	477	397.36	83.30%	79.64
620	MONTGOMERY COUNTY	218	180.88	82.97%	37.12
840	STANLY COUNTY	478	394.34	82.50%	83.66
40	ANSON COUNTY	233	192.05	82.42%	40.95



**Percent of Teachers who are Highly Qualified (2004-05 School Year)**  
**Descending Order**

700	PASQUOTANK COUNTY	306	250.95	82.01%	55.05
770	RICHMOND COUNTY	407	323.76	79.55%	83.24
780	ROBESON COUNTY	1093	851.37	77.89%	241.63
80	BERTIE COUNTY	180	138.11	76.73%	41.89
170	CASWELL COUNTY	164	124.83	76.12%	39.17
910	VANCE COUNTY	410	309.21	75.42%	100.79
660	NORTHAMPTON COUNTY	160	119.67	74.79%	40.33
830	SCOTLAND COUNTY	378	278.84	73.77%	99.16
520	JONES COUNTY	87	63	72.41%	24
480	HYDE COUNTY	59	42.63	72.25%	16.37
422	WELDON CITY	53	36.9	69.62%	16.1





**Percent of Teachers who are Highly Qualified (2004-05 School Year)**

**Alphabetical Order by LEA**

LEA	LEAName	Class	HQClass	HQPercent	# FTE Teachers Not
10	ALAMANCE-BURLINGTON	1030	911.31	88.48%	118.69
20	ALEXANDER COUNTY	261	238.26	91.29%	22.74
30	ALLEGHANY COUNTY	81	68.4	84.44%	12.6
40	ANSON COUNTY	233	192.05	82.42%	40.95
50	ASHE COUNTY	165	145.1	87.94%	19.9
60	AVERY COUNTY	135	118.5	87.78%	16.5
70	BEAUFORT COUNTY	371	315.2	84.96%	55.8
80	BERTIE COUNTY	180	138.11	76.73%	41.89
90	BLADEN COUNTY	286	248.79	86.99%	37.21
100	BRUNSWICK COUNTY	504	439.33	87.17%	64.67
110	BUNCOMBE COUNTY	1140	1067.47	93.64%	72.53
111	ASHEVILLE CITY	222	201.05	90.56%	20.95
120	BURKE COUNTY	718	655.96	91.36%	62.04
130	CABARRUS COUNTY	1093	1013.87	92.76%	79.13
132	KANNAPOLIS CITY	236	214.5	90.89%	21.5
140	CALDWELL COUNTY	647	566.01	87.48%	80.99
150	CAMDEN COUNTY	72	72	100%	0
160	CARTERET COUNTY	448	396.26	88.45%	51.74
170	CASWELL COUNTY	164	124.83	76.12%	39.17
180	CATAWBA COUNTY	779	729.11	93.60%	49.89
181	HICKORY CITY	216	197	91.20%	19
182	NEWTON-CONOVER	118	103.23	87.48%	14.77
190	CHATHAM COUNTY	387	354.15	91.51%	32.85
200	CHEROKEE COUNTY	198	191.33	96.63%	6.67
210	EDENTON/CHOWAN	117	113.5	97.01%	3.5
220	CLAY COUNTY	66	57.05	86.44%	8.95
230	CLEVELAND COUNTY	905	801.69	88.58%	103.31
240	COLUMBUS COUNTY	365	352.32	96.53%	12.68
241	WHITEVILLE CITY	114	108.6	95.26%	5.4
250	CRAVEN COUNTY	689	612.8	88.94%	76.2
260	CUMBERLAND COUNTY	2582	2218.66	85.93%	363.34
270	CURRITUCK COUNTY	192	167.66	87.32%	24.34
280	DARE COUNTY	247	226.3	91.62%	20.7
290	DAVIDSON COUNTY	882	768.75	87.16%	113.25
291	LEXINGTON CITY	154	132.33	85.93%	21.67
292	THOMASVILLE CITY	129	112	86.82%	17
300	DAVIE COUNTY	282	259	91.84%	23
310	DUPLIN COUNTY	397	357.06	89.94%	39.94
320	DURHAM COUNTY	1459	1292.66	88.60%	166.34
330	EDGEcombe COUNTY	336	300.44	89.42%	35.56
340	FORSYTH COUNTY	2547	2152.61	84.52%	394.39
350	FRANKLIN COUNTY	422	360.75	85.49%	61.25
360	GASTON COUNTY	1450	1229	84.76%	221
370	GATES COUNTY	106	96.48	91.02%	9.52
380	GRAHAM COUNTY	66	59.4	90%	6.6
390	GRANVILLE COUNTY	374	357.4	95.56%	16.6
400	GREENE COUNTY	137	128.34	93.68%	8.66
410	GUILFORD COUNTY	3061	2851.82	93.17%	209.18
420	HALIFAX COUNTY	254	218.07	85.85%	35.93
421	ROANOKE RAPIDS CITY	143	128.6	89.93%	14.4
422	WELDON CITY	53	36.9	69.62%	16.1
430	HARNETT COUNTY	761	668.99	87.91%	92.01



**Percent of Teachers who are Highly Qualified (2004-05 School Year)**  
**Alphabetical Order by LEA**

LEA	LEAName	Class	HQClass	HQPercent	# FTE Teachers Not
440	HAYWOOD COUNTY	385	345.91	89.85%	39.09
450	HENDERSON COUNTY	583	539.93	92.61%	43.07
460	HERTFORD COUNTY	164	139.37	84.98%	24.63
470	HOKE COUNTY	303	252.58	83.36%	50.42
480	HYDE COUNTY	59	42.63	72.25%	16.37
490	IREDELL-STATESVILLE	921	861.2	93.51%	59.8
491	MOORESVILLE CITY	202	186.97	92.56%	15.03
500	JACKSON COUNTY	190	160.09	84.26%	29.91
510	JOHNSTON COUNTY	1205	1122.24	93.13%	82.76
520	JONES COUNTY	87	63	72.41%	24
530	LEE COUNTY	384	356.54	92.85%	27.46
540	LENOIR COUNTY	477	397.36	83.30%	79.64
550	LINCOLN COUNTY	591	532.59	90.12%	58.41
560	MACON COUNTY	210	193.15	91.98%	16.85
570	MADISON COUNTY	134	113.1	84.40%	20.9
580	MARTIN COUNTY	248	209.95	84.66%	38.05
590	MCDOWELL COUNTY	334	324.83	97.25%	9.17
600	MECKLENBURG COUNTY	5378	4764.56	88.59%	613.44
610	MITCHELL COUNTY	143	128.77	90.05%	14.23
620	MONTGOMERY COUNTY	218	180.88	82.97%	37.12
630	MOORE COUNTY	573	504.44	88.03%	68.56
640	NASH-ROCKY MOUNT	858	746.21	86.97%	111.79
650	NEW HANOVER COUNTY	1045	972.47	93.06%	72.53
660	NORTHAMPTON COUNTY	160	119.67	74.79%	40.33
670	ONslow COUNTY	1016	927.65	91.30%	88.35
680	ORANGE COUNTY	330	317.36	96.17%	12.64
681	CHAPEL HILL-CARRBORO	565	523.15	92.59%	41.85
690	PAMLICO COUNTY	94	88.25	93.88%	5.75
700	PASQUOTANK COUNTY	306	250.95	82.01%	55.05
710	PENDER COUNTY	337	308.15	91.44%	28.85
720	PERQUIMANS COUNTY	87	83.54	96.02%	3.46
730	PERSON COUNTY	273	238.58	87.39%	34.42
740	PITT COUNTY	1070	929.93	86.91%	140.07
750	POLK COUNTY	134	130.66	97.51%	3.34
760	RANDOLPH COUNTY	840	717.72	85.44%	122.28
761	ASHEBORO CITY	218	194.5	89.22%	23.5
770	RICHMOND COUNTY	407	323.76	79.55%	83.24
780	ROBESON COUNTY	1093	851.37	77.89%	241.63
790	ROCKINGHAM COUNTY	682	616.61	90.41%	65.39
800	ROWAN-SALISBURY	978	899.45	91.97%	78.55
810	RUTHERFORD COUNTY	452	398.32	88.12%	53.68
820	SAMPSON COUNTY	402	383.8	95.47%	18.2
821	CLINTON CITY	139	124	89.21%	15
830	SCOTLAND COUNTY	378	278.84	73.77%	99.16
840	STANLY COUNTY	478	394.34	82.50%	83.66
850	STOKES COUNTY	365	320.19	87.72%	44.81
860	SURRY COUNTY	428	391.23	91.41%	36.77
861	ELKIN CITY	61	59	96.72%	2
862	MOUNT AIRY CITY	98	86.67	88.44%	11.33
870	SWAIN COUNTY	106	91.14	85.98%	14.86
880	TRANSYLVANIA COUNTY	195	185.9	95.33%	9.1
890	TYRRELL COUNTY	44	40.17	91.30%	3.83



**Percent of Teachers who are Highly Qualified (2004-05 School Year)**  
**Alphabetical Order by LEA**

LEA	LEAName	Class	HQClass	HQPercent	# FTE Teachers Not
900	UNION COUNTY	1337	1141.45	85.37%	195.55
910	VANCE COUNTY	410	309.21	75.42%	100.79
920	WAKE COUNTY	5256	4438.87	84.45%	817.13
930	WARREN COUNTY	146	125.2	85.75%	20.8
940	WASHINGTON COUNTY	116	103.8	89.48%	12.2
950	WATAUGA COUNTY	262	246.57	94.11%	15.43
960	WAYNE COUNTY	905	799.85	88.38%	105.15
970	WILKES COUNTY	517	464.17	89.78%	52.83
980	WILSON COUNTY	579	527.25	91.06%	51.75
990	YADKIN COUNTY	292	251.95	86.28%	40.05
995	YANCEY COUNTY	135	131.34	97.29%	3.66



### Percent of Individuals by License Types

		March 2004		June 2004		March 2005		June 2005	
<b>Alternative entry Licenses (SB 1124)</b>	Issued to individuals with valid out-of-state teaching licenses, college or university teaching experience, or three years of relevant experience. To employ individuals on alternative entry licenses, the LEA must determine there is or anticipate there will be a shortage of licensed teacher in a particular license area and have in place a plan for evaluating the performance of the teacher. This evaluation must include the performance of the teacher's students. Teachers licensed by this policy can receive a clear license after one year of successful teaching and re-employment by the LEA.	326	.36%	207	.23%	275	.30%	138	.15%
<b>Continuing license</b>	Issued to individuals who have satisfactorily completed the Initial Licensure Program and individuals completing teacher preparation programs in other states who begin teaching in North Carolina with four or more years teaching experience. This is a renewable, five-year license.	64,531	71%	65,551	72.3%	66,363	71.3%	67,486	72.5%
<b>Emergency permit</b>	Issued to individuals who hold at least a bachelor's degree but do not have the equivalent of a college major in the area they are assigned to teach or do not have the required grade point average to qualify for a license based on any other licensure policy. Emergency permits are valid for one year and are not renewable.	583	.64%	539	.59%	477	.51%	468	.50%
<b>Initial license</b>	Issued to teachers with three or fewer years of teaching experience. This license is valid for three years of practice. The beginning teacher must complete the Initial Licensure Program to be granted a continuing license.	12,140	13.4%	13,419	14.8%	12,854	13.8%	14,402	15.5%
<b>Lateral Entry license</b>	Issued to individuals who hold at least a bachelor's degree from a regionally accredited institution with the equivalent of a college major in the area they are assigned to teach. Individuals employed on lateral entry licenses affiliate with colleges and universities with approved teacher education programs to complete prescribed course work. The first lateral entry license is issued for two years. It may be re-issued for an additional year. Individuals employed on lateral entry licenses must complete at least 6 semester hours of course work each year and satisfy Praxis II testing requirements before the end of the second year.	5,918	6.5%	5,381	5.9%	5,705	6.1%	5,141	5.5%





		March 2004		June 2004		March 2005		June 2005	
<b>Provisional license</b>	Issued to individuals who are licensed in one or more areas, but assigned to teach in an area in which they are not licensed. For example, an individual with a license in elementary education may be assigned to teach exceptional children. This individual would be issued a provisional license in the appropriate exceptional children's area (e.g., learning disabilities, mentally handicapped, etc.). Individuals employed with provisional licenses affiliate with colleges and universities with approved teacher education programs to complete prescribed course work. Individuals employed on provisional licenses must complete at least 6 semester hours of course work each year. The license can be renewed annually for up to two more years (three years total). The Praxis II subject test(s) for the area must be completed upon completion of required course work.	4,145	4.6%	3,570	3.9%	4,007	4.3%	3,238	3.5%
<b>Temporary permit</b>	Issued to individuals have not yet satisfied Praxis testing requirements, but otherwise meet all requirements for a "clear" license. Temporary permits are valid for two years, provided that the individual at least takes the required Praxis exams during the first year of employment.	2,204	2.4%	1,536	1.7%	2,024	2.2%	1,297	1.4%
<b>No License</b>	No licensure data was found for the individual social security number	516	.57%	147	.16%	629	.68%	155	.17%



LEA Name	Percent Retained from 03-04 to 04-05	2004-05 Tchrs	NBPTS	License Types								
				Continuing	Initial	Temporary Permit	Provisional	Lateral Entry	SB 1124	Emergency Permit	VIF	No License
Alamance-Burlington Schools	83.6	1,527	98	66.01%	17.68%	0.46%	5.24%	6.48%	0.00%	1.44%	2.69%	0.00%
Alexander County Schools	87.5	353	27	71.10%	19.55%	0.57%	3.97%	3.68%	0.00%	0.85%	0.00%	0.28%
Alleghany County Schools	89.3	131	20	74.05%	11.45%	0.76%	6.87%	4.58%	0.00%	0.76%	0.00%	1.53%
Anson County Schools	84.4	299	14	71.91%	13.38%	3.34%	2.34%	6.69%	0.00%	0.33%	2.01%	0.00%
Ashe County Schools	90.9	245	40	82.86%	12.65%	0.41%	3.27%	0.82%	0.00%	0.00%	0.00%	0.00%
Avery County Schools	90.1	190	11	84.74%	11.05%	0.53%	3.16%	0.53%	0.00%	0.00%	0.00%	0.00%
Beaufort County Schools	87.5	527	39	80.27%	12.33%	0.38%	2.09%	4.17%	0.19%	0.00%	0.57%	0.00%
Bertie County Schools	78.1	233	6	64.38%	11.59%	2.15%	6.87%	11.59%	0.43%	2.15%	0.86%	0.00%
Bladen County Schools	84.8	386	20	75.39%	11.40%	0.52%	4.66%	4.66%	0.26%	0.78%	2.33%	0.00%
Brunswick County Schools	82.3	743	57	73.08%	16.55%	1.21%	5.11%	3.77%	0.00%	0.00%	0.13%	0.13%
Buncombe County Schools	87.1	1,646	200	80.19%	14.03%	0.49%	2.67%	2.07%	0.00%	0.36%	0.12%	0.06%
Asheville City Schools	81.0	320	48	74.06%	11.88%	1.56%	5.31%	6.56%	0.31%	0.00%	0.00%	0.31%
Burke County Schools	87.3	1,045	101	73.21%	13.97%	0.77%	4.69%	5.84%	0.29%	1.15%	0.10%	0.00%
Cabarrus County Schools	86.2	1,537	132	73.78%	17.37%	0.85%	3.06%	3.77%	0.00%	0.13%	1.04%	0.00%
Kannapolis City Schools	87.3	343	34	65.89%	26.53%	1.17%	3.21%	2.33%	0.00%	0.87%	0.00%	0.00%
Caldwell County Schools	88.0	865	34	77.23%	12.25%	1.04%	3.58%	5.43%	0.00%	0.35%	0.00%	0.12%
Camden County Schools	88.9	111	93	82.88%	13.51%	0.90%	1.80%	0.00%	0.90%	0.00%	0.00%	0.00%
Carteret County Public Schools	86.3	646	8	85.45%	10.68%	0.62%	1.86%	1.39%	0.00%	0.00%	0.00%	0.00%
Caswell County Schools	86.4	231	75	80.95%	7.36%	1.30%	4.76%	3.46%	0.00%	0.00%	2.16%	0.00%
Catawba County Schools	90.3	1,072	18	80.88%	11.57%	0.47%	2.05%	2.89%	0.00%	0.19%	1.96%	0.00%
Hickory City Schools	85.3	313	122	73.16%	15.34%	1.92%	3.19%	5.11%	0.00%	0.64%	0.64%	0.00%
Newton Conover City Schools	80.1	227	26	70.93%	21.15%	1.32%	4.85%	1.32%	0.00%	0.00%	0.44%	0.00%
Chatham County Schools	81.9	516	13	69.96%	17.25%	1.36%	4.07%	5.81%	0.58%	0.00%	0.97%	0.00%
Cherokee County Schools	90.9	282	35	79.79%	14.89%	0.35%	3.90%	1.06%	0.00%	0.00%	0.00%	0.00%
Edenton/Chowan Schools	82.1	178	38	82.58%	11.80%	1.69%	2.81%	1.12%	0.00%	0.00%	0.00%	0.00%
Clay County Schools	89.9	99	34	86.87%	9.09%	1.01%	1.01%	2.02%	0.00%	0.00%	0.00%	0.00%
Cleveland County Schools	86.6	1,224	9	74.10%	16.18%	0.65%	3.51%	4.33%	0.00%	0.49%	0.49%	0.25%
Columbus County Schools	86.9	479	136	81.84%	9.81%	0.42%	2.71%	4.18%	0.21%	0.00%	0.84%	0.00%
Whiteville City Schools	84.7	188	29	86.17%	6.38%	0.53%	4.79%	1.60%	0.00%	0.53%	0.00%	0.00%
Craven County Schools	86.1	1,004	10	78.78%	12.25%	0.70%	2.89%	5.38%	0.00%	0.00%	0.00%	0.00%
Cumberland County Schools	81.1	3,659	108	66.08%	17.38%	2.08%	3.74%	7.82%	0.03%	1.07%	1.72%	0.08%
Currituck County Schools	83.0	262	141	72.52%	14.50%	5.34%	1.91%	5.73%	0.00%	0.00%	0.00%	0.00%
Dare County Schools	87.1	391	34	79.28%	9.72%	2.30%	5.88%	1.28%	0.51%	0.51%	0.00%	0.51%
Davidson County Schools	86.0	1,227	29	77.42%	13.61%	0.57%	3.50%	4.07%	0.49%	0.16%	0.08%	0.08%
Lexington City Schools	81.5	235	86	64.68%	17.45%	2.55%	4.68%	7.23%	0.00%	2.55%	0.85%	0.00%
Thomasville City Schools	77.3	192	13	60.94%	19.27%	3.65%	2.60%	7.81%	0.00%	3.13%	1.56%	1.04%
Davie County Schools	86.0	409	14	77.75%	13.45%	1.47%	2.93%	3.42%	0.00%	0.49%	0.00%	0.49%
Duplin County Schools	82.3	622	43	72.03%	14.63%	1.29%	4.02%	6.11%	0.32%	0.32%	1.29%	0.00%
Durham Public Schools	80.3	2,286	34	68.02%	19.16%	1.36%	3.50%	7.35%	0.39%	0.13%	0.04%	0.04%



LEA Name	License Types											
	Percent Retained	2004-05										
	from 03-04 to 04-05	Tchrs	NBPTS	Continuing	Initial	Temporary Permit	Provisional	Lateral Entry	SB 1124	Emergency Permit	VIF	No License
Edgecombe County Schools	76.3	508	133	69.09%	17.32%	3.35%	2.76%	6.50%	0.00%	0.98%	0.00%	0.00%
Forsyth County Schools	88.8	3,723	36	77.46%	11.79%	0.54%	3.14%	4.65%	0.27%	0.86%	0.75%	0.54%
Franklin County Schools	77.2	532	200	61.47%	17.11%	1.88%	4.51%	14.29%	0.75%	0.00%	0.00%	0.00%
Gaston County Schools	85.4	2,010	9	73.78%	12.94%	2.04%	4.18%	5.67%	0.15%	0.10%	1.09%	0.05%
Gates County Schools	83.2	151	122	85.43%	5.30%	0.66%	4.64%	3.31%	0.00%	0.66%	0.00%	0.00%
Graham County Schools	88.2	91	9	81.32%	15.38%	1.10%	1.10%	0.00%	0.00%	1.10%	0.00%	0.00%
Granville County Schools	83.1	554	12	70.94%	17.33%	0.90%	2.53%	7.58%	0.36%	0.36%	0.00%	0.00%
Greene County Schools	81.8	225	23	70.67%	23.56%	1.78%	0.89%	3.11%	0.00%	0.00%	0.00%	0.00%
Guilford County Schools	83.3	4,657	17	69.70%	15.91%	1.67%	3.78%	6.36%	0.13%	0.32%	2.04%	0.09%
Halifax County Schools	74.8	352	326	66.48%	6.82%	0.57%	2.56%	20.45%	0.00%	3.13%	0.00%	0.00%
Roanoke Rapids City Schools	85.9	195	11	86.15%	9.23%	0.00%	1.03%	2.05%	0.00%	1.54%	0.00%	0.00%
Weldon City Schools	69.0	84	26	53.57%	3.57%	2.38%	5.95%	22.62%	11.90%	0.00%	0.00%	0.00%
Harnett County Schools	79.8	1,146	2	66.23%	16.58%	1.40%	3.58%	8.64%	0.00%	0.26%	3.32%	0.00%
Haywood County Schools	89.2	568	42	76.58%	16.02%	1.23%	3.17%	2.64%	0.00%	0.35%	0.00%	0.00%
Henderson County Schools	87.7	840	62	78.33%	14.52%	0.60%	3.93%	2.26%	0.00%	0.12%	0.00%	0.24%
Hertford County Schools	75.4	246	104	67.48%	12.60%	2.85%	2.03%	12.20%	2.44%	0.41%	0.00%	0.00%
Hoke County Schools	76.5	432	7	60.65%	15.74%	3.70%	4.63%	9.49%	0.00%	0.46%	4.86%	0.46%
Hyde County Schools	75.0	73	7	61.64%	17.81%	2.74%	12.33%	5.48%	0.00%	0.00%	0.00%	0.00%
Iredell-Statesville Schools	87.8	1,293	3	70.61%	17.32%	0.70%	4.87%	5.10%	0.00%	0.85%	0.39%	0.15%
Mooresville City Schools	88.4	287	102	84.32%	6.97%	0.35%	4.53%	3.14%	0.70%	0.00%	0.00%	0.00%
Jackson County Schools	87.0	266	38	74.06%	19.17%	0.75%	3.38%	1.50%	0.00%	0.00%	0.00%	1.13%
Johnston County Schools	82.9	1,891	24	71.39%	16.29%	1.43%	2.91%	5.61%	0.00%	0.26%	2.12%	0.00%
Jones County Schools	81.7	117	119	67.52%	15.38%	0.85%	2.56%	11.97%	0.00%	1.71%	0.00%	0.00%
Lee County Schools	87.0	589	13	76.91%	11.21%	2.21%	2.04%	5.43%	0.00%	1.02%	0.85%	0.34%
Lenoir County Public Schools	84.2	693	37	72.01%	12.12%	0.72%	4.33%	8.37%	0.00%	1.15%	1.30%	0.00%
Lincoln County Schools	86.1	764	41	74.74%	14.79%	0.13%	4.19%	4.58%	0.00%	1.44%	0.00%	0.13%
Macon County Schools	91.3	301	64	81.40%	10.96%	1.99%	2.33%	2.99%	0.00%	0.33%	0.00%	0.00%
Madison County Schools	84.6	194	24	64.43%	16.49%	4.64%	5.67%	6.70%	0.00%	0.00%	0.00%	2.06%
Martin County Schools	83.4	330	3	76.67%	13.64%	0.91%	2.12%	5.76%	0.00%	0.61%	0.30%	0.00%
McDowell County Schools	85.6	448	12	72.54%	17.63%	0.00%	3.13%	5.80%	0.00%	0.89%	0.00%	0.00%
Charlotte-Mecklenburg Schools	82.6	8,013	34	64.73%	20.23%	1.88%	3.14%	7.91%	0.24%	0.27%	1.24%	0.35%
Mitchell County Schools	89.6	162	715	83.33%	9.88%	0.00%	5.56%	1.23%	0.00%	0.00%	0.00%	0.00%
Montgomery County Schools	83.2	322	10	68.63%	13.35%	2.17%	2.48%	8.07%	0.00%	1.86%	2.48%	0.93%
Moore County Schools	85.9	805	24	79.50%	10.93%	0.99%	4.84%	3.23%	0.12%	0.25%	0.00%	0.12%
Nash-Rocky Mount Schools	83.4	1,230	60	74.23%	12.20%	0.73%	2.85%	7.07%	0.81%	0.16%	1.71%	0.24%
New Hanover County Schools	85.6	1,479	62	75.19%	19.00%	0.88%	2.91%	2.03%	0.00%	0.00%	0.00%	0.00%
Northampton County Schools	74.1	224	164	63.39%	7.59%	3.57%	4.46%	16.52%	0.89%	3.13%	0.45%	0.00%
Onslow County Schools	84.9	1,417	6	69.58%	19.41%	1.06%	4.09%	5.79%	0.07%	0.00%	0.00%	0.00%
Orange County Schools	83.6	500	129	81.40%	14.60%	1.20%	1.00%	1.40%	0.20%	0.00%	0.20%	0.00%



LEA Name	Percent Retained from 03-04 to 04-05	2004-05 Tchrs	NBPTS	License Types								
				Continuing	Initial	Temporary Permit	Provisional	Lateral Entry	SB 1124	Emergency Permit	VIF	No License
Chapel Hill-Carrboro Schools	83.9	867	69	74.16%	18.34%	2.31%	2.19%	1.15%	0.00%	0.12%	1.50%	0.23%
Pamlico County Schools	84.9	141	150	82.98%	8.51%	0.71%	3.55%	2.84%	0.71%	0.00%	0.71%	0.00%
Pasquotank County Schools	81.2	430	14	71.16%	11.40%	5.12%	3.95%	6.05%	1.86%	0.23%	0.23%	0.00%
Pender County Schools	82.5	490	34	72.04%	21.43%	0.82%	2.24%	3.27%	0.20%	0.00%	0.00%	0.00%
Perquimans County Schools	87.2	129	57	82.17%	7.75%	0.78%	3.88%	2.33%	1.55%	1.55%	0.00%	0.00%
Person County Schools	84.2	405	28	70.37%	18.02%	1.73%	3.70%	5.93%	0.00%	0.00%	0.25%	0.00%
Pitt County Schools	84.9	1,589	37	72.62%	15.92%	1.70%	4.34%	4.53%	0.13%	0.19%	0.50%	0.06%
Polk County Schools	90.1	198	181	80.81%	15.15%	0.51%	0.51%	3.03%	0.00%	0.00%	0.00%	0.00%
Randolph County Schools	86.1	1,208	24	70.20%	13.25%	1.82%	4.06%	7.28%	0.00%	2.15%	1.08%	0.17%
Asheboro City Schools	84.5	314	100	75.48%	14.97%	1.59%	1.59%	5.41%	0.00%	0.00%	0.96%	0.00%
Richmond County Schools	89.4	561	31	74.33%	9.63%	0.36%	3.57%	10.87%	0.00%	0.71%	0.36%	0.18%
Robeson County Schools	84.2	1,511	26	71.01%	14.49%	2.12%	1.46%	8.27%	0.07%	0.00%	2.45%	0.13%
Rockingham County Schools	88.0	989	64	80.18%	9.00%	1.72%	3.13%	5.16%	0.00%	0.00%	0.71%	0.10%
Rowan-Salisbury Schools	86.3	1,412	125	75.71%	11.47%	1.42%	4.18%	4.53%	0.07%	1.06%	1.13%	0.42%
Rutherford County Schools	91.0	661	118	80.64%	11.50%	0.61%	3.63%	3.33%	0.00%	0.15%	0.00%	0.15%
Sampson County Schools	84.1	548	38	73.91%	15.69%	0.18%	2.55%	6.93%	0.00%	0.36%	0.36%	0.00%
Clinton City Schools	86.2	201	21	79.60%	8.96%	0.00%	2.49%	6.97%	0.00%	1.49%	0.50%	0.00%
Scotland County Schools	84.0	539	11	69.20%	10.95%	0.93%	5.19%	9.28%	0.00%	3.71%	0.19%	0.56%
Stanly County Schools	87.2	678	42	75.52%	12.09%	0.88%	5.16%	5.75%	0.00%	0.44%	0.00%	0.15%
Stokes County Schools	84.1	504	91	75.20%	14.29%	0.00%	3.17%	5.36%	0.00%	0.20%	1.19%	0.60%
Surry County Schools	91.1	604	28	74.01%	16.39%	0.00%	6.13%	3.15%	0.00%	0.33%	0.00%	0.00%
Elkin City Schools	88.4	90	51	88.89%	8.89%	0.00%	1.11%	0.00%	0.00%	0.00%	0.00%	1.11%
Mount Airy City Schools	84.6	139	7	72.66%	14.39%	0.72%	6.47%	2.88%	0.00%	1.44%	0.72%	0.72%
Swain County Schools	84.8	154	6	72.08%	19.48%	0.65%	4.55%	3.25%	0.00%	0.00%	0.00%	0.00%
Transylvania County Schools	90.0	274	15	82.85%	11.31%	0.00%	4.38%	1.09%	0.00%	0.00%	0.00%	0.36%
Tyrrell County Schools	79.7	59	24	81.36%	10.17%	0.00%	3.39%	5.08%	0.00%	0.00%	0.00%	0.00%
Union County Public Schools	84.4	1,909	3	65.27%	19.96%	1.73%	4.50%	5.13%	0.16%	1.05%	1.47%	0.73%
Vance County Schools	75.8	584	156	57.88%	10.96%	2.23%	2.91%	20.21%	0.34%	3.94%	1.03%	0.51%
Wake County Schools	86.7	7,864	25	72.86%	18.01%	2.43%	3.00%	3.01%	0.04%	0.23%	0.37%	0.05%
Warren County Schools	75.9	207	818	58.45%	8.70%	0.97%	1.93%	23.19%	2.42%	1.45%	2.42%	0.48%
Washington County Schools	86.3	175	7	76.00%	13.14%	0.57%	4.00%	5.14%	0.00%	0.00%	1.14%	0.00%
Watauga County Schools	87.8	378	5	81.75%	12.70%	0.79%	3.97%	0.79%	0.00%	0.00%	0.00%	0.00%
Wayne County Public Schools	86.5	1,320	39	75.76%	13.64%	0.53%	3.48%	5.23%	0.00%	0.30%	1.06%	0.00%
Wilkes County Schools	83.8	676	115	76.33%	17.60%	0.30%	3.40%	2.37%	0.00%	0.00%	0.00%	0.00%
Wilson County Schools	84.4	818	45	75.06%	14.18%	1.47%	3.42%	5.26%	0.00%	0.37%	0.24%	0.00%
Yadkin County Schools	89.2	381	51	76.90%	11.55%	0.79%	2.36%	6.04%	0.00%	1.84%	0.26%	0.26%
Yancey County Schools	88.4	178	25	81.46%	10.11%	0.00%	3.37%	4.49%	0.00%	0.00%	0.56%	0.00%
		93,140	7,542	72.48%	15.47%	1.39%	3.48%	5.52%	0.15%	0.50%	0.86%	0.16%





## Years of Experience

LEA Name	0-3 Years		4-10 Years		10+ Years	
Alamance-Burlington Schools	457	29.93%	417	27.31%	653	42.76%
Alexander County Schools	94	26.63%	96	27.20%	163	46.18%
Alleghany County Schools	20	15.27%	30	22.90%	81	61.83%
Anson County Schools	64	21.40%	64	21.40%	171	57.19%
Ashe County Schools	33	13.47%	60	24.49%	152	62.04%
Avery County Schools	24	12.63%	43	22.63%	123	64.74%
Beaufort County Schools	88	16.70%	129	24.48%	310	58.82%
Bertie County Schools	48	20.60%	52	22.32%	133	57.08%
Bladen County Schools	79	20.47%	87	22.54%	220	56.99%
Brunswick County Schools	144	19.38%	207	27.86%	392	52.76%
Buncombe County Schools	280	17.01%	428	26.00%	938	56.99%
Asheville City Schools	59	18.44%	100	31.25%	161	50.31%
Burke County Schools	237	22.68%	311	29.76%	497	47.56%
Cabarrus County Schools	378	24.59%	470	30.58%	689	44.83%
Kannapolis City Schools	128	37.32%	106	30.90%	120	34.99%
Caldwell County Schools	171	19.77%	239	27.63%	455	52.60%
Camden County Schools	17	15.32%	36	32.43%	58	52.25%
Carteret County Public Schools	83	12.85%	165	25.54%	398	61.61%
Caswell County Schools	22	9.52%	47	20.35%	162	70.13%
Catawba County Schools	189	17.63%	288	26.87%	595	55.50%
Hickory City Schools	68	21.73%	89	28.43%	156	49.84%
Newton Conover City Schools	56	24.67%	61	26.87%	110	48.46%
Chatham County Schools	126	24.42%	130	25.19%	260	50.39%
Cherokee County Schools	57	20.21%	67	23.76%	158	56.03%
Edenton/Chowan Schools	30	16.85%	46	25.84%	102	57.30%
Clay County Schools	9	9.09%	23	23.23%	67	67.68%
Cleveland County Schools	256	20.92%	336	27.45%	632	51.63%
Columbus County Schools	76	15.87%	96	20.04%	307	64.09%
Whiteville City Schools	20	10.64%	39	20.74%	129	68.62%
Craven County Schools	174	17.33%	260	25.90%	570	56.77%
Cumberland County Schools	1,142	31.21%	937	25.61%	1,580	43.18%
Currituck County Schools	63	24.05%	80	30.53%	119	45.42%
Dare County Schools	54	13.81%	112	28.64%	225	57.54%
Davidson County Schools	239	19.48%	327	26.65%	661	53.87%
Lexington City Schools	71	30.21%	64	27.23%	100	42.55%
Thomasville City Schools	58	30.21%	57	29.69%	77	40.10%
Davie County Schools	88	21.52%	106	25.92%	215	52.57%
Duplin County Schools	144	23.15%	157	25.24%	321	51.61%
Durham Public Schools	568	24.85%	670	29.31%	1,048	45.84%



## Years of Experience

LEA Name	0-3 Years		4-10 Years		10+ Years	
Edgecombe County Schools	137	26.97%	112	22.05%	259	50.98%
Forsyth County Schools	709	19.04%	1,022	27.45%	1,992	53.51%
Franklin County Schools	163	30.64%	137	25.75%	232	43.61%
Gaston County Schools	426	21.19%	495	24.63%	1,089	54.18%
Gates County Schools	23	15.23%	39	25.83%	89	58.94%
Graham County Schools	12	13.19%	21	23.08%	58	63.74%
Granville County Schools	134	24.19%	148	26.71%	272	49.10%
Greene County Schools	65	28.89%	51	22.67%	109	48.44%
Guilford County Schools	1,227	26.35%	1,229	26.39%	2,201	47.26%
Halifax County Schools	99	28.13%	68	19.32%	185	52.56%
Roanoke Rapids City Schools	20	10.26%	55	28.21%	120	61.54%
Weldon City Schools	16	19.05%	31	36.90%	37	44.05%
Harnett County Schools	348	30.37%	312	27.23%	486	42.41%
Haywood County Schools	116	20.42%	142	25.00%	310	54.58%
Henderson County Schools	140	16.67%	217	25.83%	483	57.50%
Hertford County Schools	55	22.36%	63	25.61%	128	52.03%
Hoke County Schools	146	33.80%	117	27.08%	169	39.12%
Hyde County Schools	18	24.66%	13	17.81%	42	57.53%
Iredell-Statesville Schools	323	24.98%	342	26.45%	628	48.57%
Mooresville City Schools	36	12.54%	88	30.66%	163	56.79%
Jackson County Schools	52	19.55%	66	24.81%	148	55.64%
Johnston County Schools	494	26.12%	553	29.24%	844	44.63%
Jones County Schools	29	24.79%	23	19.66%	65	55.56%
Lee County Schools	118	20.03%	144	24.45%	327	55.52%
Lenoir County Public Schools	144	20.78%	182	26.26%	367	52.96%
Lincoln County Schools	168	21.99%	235	30.76%	361	47.25%
Macon County Schools	42	13.95%	82	27.24%	177	58.80%
Madison County Schools	51	26.29%	54	27.84%	89	45.88%
Martin County Schools	71	21.52%	68	20.61%	191	57.88%
McDowell County Schools	113	25.22%	118	26.34%	217	48.44%
Charlotte-Mecklenburg Schools	2,464	30.75%	2,468	30.80%	3,081	38.45%
Mitchell County Schools	28	17.28%	41	25.31%	93	57.41%
Montgomery County Schools	81	25.16%	86	26.71%	155	48.14%
Moore County Schools	134	16.65%	230	28.57%	441	54.78%
Nash-Rocky Mount Schools	219	17.80%	318	25.85%	693	56.34%
New Hanover County Schools	337	22.79%	402	27.18%	740	50.03%
Northampton County Schools	59	26.34%	48	21.43%	117	52.23%
Onslow County Schools	372	26.25%	410	28.93%	635	44.81%
Orange County Schools	101	20.20%	139	27.80%	260	52.00%



Years of Experience						
LEA Name	0-3 Years		4-10 Years		10+ Years	
Chapel Hill-Carrboro Schools	198	22.84%	251	28.95%	418	48.21%
Pamlico County Schools	13	9.22%	43	30.50%	85	60.28%
Pasquotank County Schools	93	21.63%	124	28.84%	213	49.53%
Pender County Schools	132	26.94%	152	31.02%	206	42.04%
Perquimans County Schools	18	13.95%	46	35.66%	65	50.39%
Person County Schools	105	25.93%	105	25.93%	195	48.15%
Pitt County Schools	365	22.97%	400	25.17%	824	51.86%
Polk County Schools	43	21.72%	49	24.75%	106	53.54%
Randolph County Schools	306	25.33%	310	25.66%	592	49.01%
Asheboro City Schools	77	24.52%	79	25.16%	158	50.32%
Richmond County Schools	113	20.14%	125	22.28%	323	57.58%
Robeson County Schools	399	26.41%	326	21.58%	786	52.02%
Rockingham County Schools	168	16.99%	240	24.27%	581	58.75%
Rowan-Salisbury Schools	308	21.81%	373	26.42%	731	51.77%
Rutherford County Schools	98	14.83%	158	23.90%	405	61.27%
Sampson County Schools	135	24.64%	150	27.37%	263	47.99%
Clinton City Schools	39	19.40%	49	24.38%	113	56.22%
Scotland County Schools	131	24.30%	164	30.43%	244	45.27%
Stanly County Schools	141	20.80%	198	29.20%	339	50.00%
Stokes County Schools	105	20.83%	143	28.37%	256	50.79%
Surry County Schools	130	21.52%	156	25.83%	318	52.65%
Elkin City Schools	10	11.11%	22	24.44%	58	64.44%
Mount Airy City Schools	31	22.30%	40	28.78%	68	48.92%
Swain County Schools	35	22.73%	35	22.73%	84	54.55%
Transylvania County Schools	38	13.87%	84	30.66%	152	55.47%
Tyrrell County Schools	6	10.17%	16	27.12%	37	62.71%
Union County Public Schools	544	28.50%	540	28.29%	825	43.22%
Vance County Schools	202	34.59%	125	21.40%	257	44.01%
Wake County Schools	1,888	24.01%	2,362	30.04%	3,614	45.96%
Warren County Schools	62	29.95%	45	21.74%	100	48.31%
Washington County Schools	39	22.29%	38	21.71%	98	56.00%
Watauga County Schools	58	15.34%	90	23.81%	230	60.85%
Wayne County Public Schools	262	19.85%	386	29.24%	672	50.91%
Wilkes County Schools	141	20.86%	174	25.74%	361	53.40%
Wilson County Schools	161	19.68%	207	25.31%	450	55.01%
Yadkin County Schools	80	21.00%	116	30.45%	185	48.56%
Yancey County Schools	27	15.17%	43	24.16%	108	60.67%
	<b>21,905</b>	<b>23.52%</b>	<b>25,365</b>	<b>27.23%</b>	<b>45,881</b>	<b>49.26%</b>



LEA Name	Percent Retained from 02-03 to 03-04	2003-04 Tchrs	NBPTS	License Types								
				Continuing	Initial	Temporary Permit	Provisional	Lateral Entry	SB 1124	Emergency Permit	VIF	No License
Alamance-Burlington	83.7	1,472	61	66.98%	16.71%	1.97%	3.53%	7.61%	0.00%	1.90%	1.29%	0.00%
Alexander	84.9	344	18	71.80%	18.02%	1.16%	3.20%	4.65%	0.00%	0.87%	0.00%	0.29%
Alleghany	84.9	122	15	76.23%	11.48%	0.82%	5.74%	5.74%	0.00%	0.00%	0.00%	0.00%
Anson	83.5	302	12	70.86%	11.26%	2.65%	2.98%	9.93%	0.00%	0.66%	1.66%	0.00%
Ashe	87.0	241	33	81.74%	12.03%	0.41%	4.56%	1.24%	0.00%	0.00%	0.00%	0.00%
Avery	91.0	192	11	84.38%	12.50%	0.52%	2.08%	0.52%	0.00%	0.00%	0.00%	0.00%
Beaufort	89.5	530	32	80.75%	10.57%	0.75%	3.02%	4.15%	0.00%	0.38%	0.38%	0.00%
Bertie	78.5	237	6	63.29%	9.70%	2.53%	5.91%	15.61%	1.27%	1.69%	0.00%	0.00%
Bladen	85.4	387	20	74.42%	11.37%	1.03%	5.68%	7.24%	0.26%	0.00%	0.00%	0.00%
Brunswick	86.3	736	44	73.64%	13.04%	1.36%	5.98%	5.43%	0.00%	0.41%	0.00%	0.14%
Buncombe	87.9	1,600	146	82.69%	12.69%	0.38%	2.69%	1.38%	0.00%	0.13%	0.06%	0.00%
Asheville City	82.7	315	40	76.19%	11.75%	2.22%	4.76%	3.81%	0.32%	0.32%	0.00%	0.63%
Burke	87.9	1,050	74	72.76%	15.14%	0.86%	3.24%	7.05%	0.00%	0.86%	0.00%	0.10%
Cabarrus	86.0	1,465	107	74.61%	17.06%	0.61%	3.75%	3.07%	0.00%	0.61%	0.00%	0.27%
Kannapolis City	87.3	335	23	61.79%	25.07%	2.09%	2.99%	4.78%	0.00%	0.30%	0.00%	2.99%
Caldwell	88.2	848	73	77.24%	12.26%	0.83%	4.01%	4.95%	0.00%	0.59%	0.00%	0.12%
Camden	93.5	99	8	82.83%	9.09%	2.02%	3.03%	1.01%	2.02%	0.00%	0.00%	0.00%
Carteret	89.3	644	77	86.65%	8.70%	0.62%	1.55%	2.17%	0.00%	0.00%	0.16%	0.16%
Caswell	88.8	235	16	80.85%	6.38%	2.13%	3.40%	4.26%	0.00%	0.00%	2.55%	0.43%
Catawba	87.8	1,046	94	80.50%	11.76%	0.67%	2.39%	3.54%	0.00%	0.19%	0.76%	0.19%
Hickory City	82.5	307	23	73.62%	15.31%	2.28%	2.93%	5.54%	0.00%	0.33%	0.00%	0.00%
Newton-Conover City	79.8	226	12	68.14%	21.24%	3.98%	3.10%	3.54%	0.00%	0.00%	0.00%	0.00%
Chatham	81.2	509	27	69.55%	15.91%	1.96%	4.32%	8.06%	0.20%	0.00%	0.00%	0.00%
Cherokee	89.0	274	35	76.64%	15.33%	1.46%	4.74%	1.82%	0.00%	0.00%	0.00%	0.00%
Chowan	84.2	180	30	79.44%	15.56%	0.56%	2.78%	1.11%	0.56%	0.00%	0.00%	0.00%
Clay	95.7	99	8	87.88%	8.08%	1.01%	2.02%	1.01%	0.00%	0.00%	0.00%	0.00%
Cleveland	84.8	678	60	70.50%	18.73%	1.62%	4.42%	4.13%	0.00%	0.44%	0.15%	0.00%
Kings Mtn. Dist.	90.8	297	23	77.78%	10.10%	0.67%	2.36%	8.08%	0.34%	0.67%	0.00%	0.00%
Shelby City	83.1	241	30	73.44%	12.45%	0.83%	5.39%	7.47%	0.00%	0.41%	0.00%	0.00%
Columbus	87.8	472	24	82.20%	8.90%	0.85%	4.66%	2.97%	0.00%	0.00%	0.42%	0.00%
Whiteville City	86.6	196	9	86.22%	8.16%	0.51%	2.55%	2.04%	0.00%	0.00%	0.00%	0.51%
Craven	87.5	989	81	77.65%	12.44%	1.01%	3.44%	5.06%	0.30%	0.10%	0.00%	0.00%
Cumberland	82.5	3,566	117	66.46%	16.10%	3.39%	3.70%	8.78%	0.06%	0.79%	0.70%	0.03%
Currituck	90.2	253	29	79.45%	11.86%	1.19%	2.77%	3.95%	0.40%	0.40%	0.00%	0.00%
Dare	89.9	373	22	83.38%	9.12%	1.07%	4.02%	1.61%	0.00%	0.54%	0.00%	0.27%
Davidson	87.7	1,223	73	77.19%	12.51%	0.82%	4.33%	4.09%	0.57%	0.49%	0.00%	0.00%
Lexington City	75.8	232	9	56.90%	21.12%	1.29%	6.47%	12.07%	0.00%	0.86%	1.29%	0.00%
Thomasville City	77.4	185	11	62.16%	15.68%	1.08%	7.03%	12.43%	0.00%	0.54%	1.08%	0.00%
Davie	88.3	406	39	75.12%	16.01%	1.23%	2.71%	3.69%	0.49%	0.74%	0.00%	0.00%
Duplin	85.5	609	23	70.61%	12.48%	1.81%	5.09%	8.70%	0.49%	0.66%	0.16%	0.00%

