The Joint Legislative Education Oversight Committee held its first meeting on December 4, 2007 at 10:00 a.m. in Room 544 of the Legislative Office Building. Chairman Douglas Yongue presided over the meeting. The following House members were present: Representatives Bell, Blackwood, Cotham, Fisher, Glazier, Jeffus, Johnson, Lucas, McLawhorn, Pate, Rapp, Tolson, and Warren. The following Senators attended: Co-Chair, Senator Swindell and fellow Senators Apodaca, Atwater, Dannelly, Dorsett, Goss, Hartsell, Nesbitt, Stevens, and Tillman. Please refer to *attachments 1, 2, and 3* for agenda, tab index, and visitor registration. Chairman Yongue convened the meeting at 10:00 a.m. and welcomed the committee, committee staff, visitors, and Sergeant-at-Arms.

Approval of Minutes

As the first order of business, Chairman Yongue asked for a motion to approve the minutes of January 17, 2007. With a motion from Representative Bell, the motion carried and the minutes were approved. Please refer to *attachment 4*.

Potential Topics

Chairman Yongue and fellow Co-Chair, Senator Swindell asked the committee to submit in writing any suggestions and concerns for potential agenda items in the future.

Committee Budget / Authorizing Legislation / Reports Due

Chairman Yongue presented the committee budget for review and approval. With a motion from Senator Dannelly, members of the committee voted unanimously to approve the committee budget. See *attachment 5*.

Dr. Shirley Iorio, Committee Staff, presented the authorizing legislation and discussed the reports due to the committee, by statute. She also presented the committee with a bound copy of all education legislation from the 2007 session, broken down by K-12, community college, and university related items, to be used as a reference guide. See *attachments 6, 7, 8*.

NC Wise Update

Chairman Yongue invited Mr. Peter Asmar, Associate Superintendent, Technology and Information Services, Department of Public Instruction, to update the committee on the progress of NC Wise across the state. NC Wise, the Student Information System (SIS), allows us to collect data including students' scores and attendance records, tracking students, etc. The LEA, state, and federal agencies can then access this date for the purposes of monitoring and tracking strengths and weaknesses to better inform public policy, to better inform instruction design, and to serve the purposes of our state's accountability program. As this is a massive undertaking, the

implementation continually progresses in waves. Mr. Asmar reported that the scheduled June, 2009 completion of Wave 3, mandated by the State Board of Education, is on target. Wave 2 was implemented by DPI in 2007. Experience gained in Wave 2 allowed DPI to learn some valuable lessons, according to Mr. Asmar; lessons that will be carried over in the Wave 3 implementation. During the previous year, Mr. Asmar noted, 800-900 teachers responded to a survey and indicated their satisfaction. Since the 81% satisfaction rate of November, 2006, that rate has increased to 91% by November, 2007. Mr. Asmar provided members with a state map indicating the implementation phase/wave of each LEA. He then presented the financial costs of NCWISE. Chairman Yongue opened the floor to questions from the committee. Please see Power Point presentation and Summary of Project Costs in *Attachments 9, 10*. For responses to unanswered questions posed by Senator Atwater and Representative Pate, see the attached email which includes a response from Mr. Asmar (*Attachment 11*).

Dr. Bert L'Homme, Superintendent, Franklin County Schools presented his experience in the LEA with the success of NCWISE. Dr. L'Homme also serves as Co-Chair of the NCWISE Executive Steering Committee. He presented survey results and assured committee members that progress is continual with gaining confidence and support. Please see *attachment 12* for his comments. Following his remarks, Chairman Yongue thanked Mr. Asmar and Dr. L'Homme and invited the next presenter.

Eckerd Wilderness Camps

Mr. Dave Hardesty, Vice-President of Operations, Eckerd Youth Alternatives (EYA) spoke to the committee first about the history of the program. This initiative, as he explained, is a private, non-profit founded by Jack and Ruth Eckerd, founder of the Eckerd Drug Store chain and his wife. Since the onset of an interagency partnership in 1977 in North Carolina, Eckerd Youth began its work in Hendersonville, North Carolina. By opening the state's first outdoor therapeutic program. Since then, additional camps have opened in Candor, Newport, Lowgap, Elizabethtown, Manson, and Boomer. The organization serves children who often fall through the cracks, including special education students, and students who have been expelled, suspended, placed in alternative schools due to behavioral problems, and dropouts. The organization has contracted with the Department of Juvenile Justice and Delinquency Prevention. The following agencies refer youth to EYA : Department of Public Instruction (DPI), Department of Juvenile Justice and Delinquency Prevention (DJJDP), Department of Health and Human Services (DHHS), as well as some private psychologist / psychiatrists. Mr. Hardesty noted that funding comes from three sources: Per youth per Diem from DJJDP, Title I (federal dollars), and IDEA funds. Mr. Hardesty invited Dr. Jane Young, Superintendent, NC DJJDP to speak to the committee. Dr. Young provides oversight of the DJJDP and IDEA funds. Please see *attachment 13* for the presentations in their entirety. Following the presentation, there were questions. Please also see *attachment 11* for answers to questions to which Mr. Hardesty could not answer during the meeting sent via email to staff. Also see *attachment 14*, a spreadsheet noting the reasons for all students currently attending an Eckerd Youth Camp in NC and their source of referral. Following questions from members, Chairman Yongue asked for committee members to submit their interests or ideas for future meeting in writing within one full week. The committee broke for lunch.

The committee reconvened at 1:30, at which time Chairman Yongue introduced the next presenter.

Middle School Literacy Coaches

At the request of Governor Easley's budget recommendations to the legislature, the 2006 state budget created 100 literacy coaches, who were then sent to 100 schools with the lowest average eighth grade end-of-grade reading test scores. This average, according to Ms. Ann McArthur, Office of the Governor, was comprised of data, collected by the National Governors' Association, from the previous most recent three years. The cost of these 100 unique positions was approximately $4.8 million, with an additional $1 million, non-recurring dollars, for 2 years training. The State Board of Education would define the selection process, while the NC Teacher Academy would administer training to these literacy coaches. With positive feedback within the first year, the 2007-2008 state budget funded an additional 100 literacy coach positions at a cost of $5 million, as well as, $2 million in recurring dollars to support the mandatory training of literacy coaches. The goal of a literacy coach is to provide professional development to teachers and work onsite to increase literacy among middle school students, thus improving high school graduation rates. Through the professional development offered by literacy coaches, teachers would incorporate these methods into all core classes – math, science, English, history, etc. Ms. McArthur presented positive feedback from LEAs, parents, and students. Since 2006, there have been minor policy changes involving the use of literacy coaches in order to maximize their effectiveness. Please see *attachments 15-21* for handouts and presentation remarks in their entirety.

Ms. McArthur introduced Ms. Retha Smith, Literacy Coach, Bertie Middle School to speak to the effectiveness of literacy coaches. Ms. Smith noted that she has seen much success in Bertie Middle School. To prove her results, she introduced two students, Ms. Precious VonWolfolk and Mr. Pierce Bryant, two former eighth graders at Bertie Middle School. Both students spoke confidently and enthusiastically about reading. Both students experienced higher scores and admitted to being more engaged in all areas of study at school. Finally, Mr. David Lowe, Literacy Coach, East Middle School, Montgomery County Schools presented his experience. Mr. Lowe was confident that his job was making a difference in Montgomery County eighth graders. Following Mr. Lowe's remarks, Chairman Yongue opened the floor to questions from the committee. Members were impressed with these presentations and complimented them on their efforts. Please refer to *attachment 11* for a response to a question posed by Representative Rapp, sent by Ms. McArthur at a later time.

Junior Reserve Officer Training Corps (JROTC)

Colonel Thomas Finnerty, Senior Naval Science Instructor, Cary High School, presented his success in JROTC. Please refer to his presentation in its entirety in *attachment 22.* The next presenter was Major Ernest Albritton, Senior Aerospace Instructor, Northern Nash High School. Major Albritton teaches Air Force ROTC at Northern Nash High. To see his remarks, please see attachment 23 for this presentation in its entirety. With these JROTC programs in high demand across the state, members of the committee thanked Colonel Finnerty and Major Albritton for

their diligent work. With no real way to quantify the successes they've seen, both gentlemen insisted that JROTC programs do prevent students from dropping out of school.

With no further committee business, Chairman Yongue adjourned the meeting at 4:05 p.m.

Respectfully submitted,

_____   _____
Katie Stanley, Committee Clerk   Douglas Y. Yongue, Co-Chair

The Joint Legislative Education Oversight Committee met on Wednesday, December 5, 2007 in Room 544 of the Legislative Office Building. Senator A. B. Swindell presided. In addition to the Chairman, senate members in attendance were: Senators Apodaca, Goss, Hartsell, Stevens, and Tillman. House members in attendance were Cochair Douglas Yongue; Representatives Bell; Blackwood; Cotham; Fisher; Jeffus; Johnson; Lucas; McLawhorn; Pate; Rapp, and Tolson.

Chairman Swindell called the meeting to order at 10:05 a.m. and welcomed members and visitors to the meeting. He began the agenda and recognized State Superintendent of the Department of Public Instruction June Atkinson. The Chairman further noted that prior to being appointed as state superintendent, Ms. Atkinson served as director of vocational education with the Department, and her experience in career and technical education spanned more than 20 years.

Career and Technical Education, NC Department of Public Instruction

In her opening remarks, Ms. Atkinson stated that career technical education not only contributed to economic opportunities for students, but it also contributed to the economic development of the state. She shared a success story about four Caldwell County career technical students who recently participated in a national competition called "Skills USA." The "US Teamworks" event required that students have prior OSHA certification. The competition required the team to analyze a project drawing; write an action plan for building something; professionally present their project; and, last perform work in electricity, masonry, plumbing, and residential carpentry within a two-day time period. Superintendent Atkinson stated their skills, coupled with their teamwork and decision-making abilities, earned them a perfect score. Superintendent Atkinson said this was an excellent example of how academic and career technical skills are combined to prepare students for the 21st Century.

Superintendent Atkinson reviewed with a power point presentation (Attachment 1) Enrollment Trends in both middle and high schools for the years 2001 through 2007 and noted an increase in enrollment growth in the program areas of Allied Health Science and Career Management. She also reviewed the guiding principles of Career Technical instruction as project-based learning (e.g. participating in a community building project); relevancy tied to future job market demands; and community involvement. She stated career technical education was a vehicle to keep students in school and was an integral part of the changing face of high school reform and redesign. Following her presentation, the chair recognized members for comments and questions.

The Chair next recognized Deputy School Superintendent J. B. Buxton, who updated the committee on the state's efforts to improve its K-16 education system and develop an economy supportive of innovation through Career and Technical Education (CTE) and

high school reform (Attachment 2). He stated that Career and Technical Education was driving many of the efforts in North Carolina and nationally to provide "rigor" throughout the curriculum, improve student achievement in traditional academics, as well as in CTE areas, better prepare students for further education and training, and lead to employment in high-paying, high-skill and high-demand 21st Century jobs. He also stated that CTE accountability data provided analysis of student enrollment and achievement data and generated reports that guided improvement efforts.

Deputy Superintendent Buxton identified the reform initiatives as: the Career and Technical Student Organizations (CTSOs); Career Clusters; High Schools That Work (HSTW); academies and redesigned schools; and, Learn and Earn schools. Sen. Apodaca was recognized and asked how many students were enrolled in the Learn and Earn program. Following the meeting, staff researched data which indicated that 5,183 students were currently enrolled in Learn and Earn. Following questions and comments, the Chairman thanked Deputy Superintendent for his presentation.

The Chairman next recognized Rebecca Payne, Director of Career and Technical Education at the Department of Public Instruction, who informed the committee that the purpose of the Carl D. Perkins Career and Technical Education Act of 2006 was to provide continuing support for rigorous Career and Technical Education (CTE) programs that prepare students in the 21st Century. She provided historical background about the Act and explained how the federal and state and monies were distributed (Attachment 2). She advised the Act required that North Carolina (1) strengthen connections between secondary and postsecondary education; (2) enhance Tech Prep programs and business and industry partnerships; (3) improve academic achievement of CTE students; and, (4) increase state and local accountability. She also reviewed the performance indicators as follows: (1) academic attainment – reading/language arts; (2) academic attainment – mathematics; (3) technical skill attainment; (4) secondary school completion; (5) student graduation rates; (6) secondary placement; (7) nontraditional participation; and, (8) nontraditional completion. In closing, Director Payne pointed out the changes in the Perkins legislation and noted that Career and Technical Student Organizations (CTSOs) was incorporated into the 2006 Act. Rep. Cotham was recognized and asked what was being done to address the problems high schools faced with staffing the career and technical positions. Director Payne advised that the State Board of Education recently approved an alternative licensing route which would assist in this area. Chairman Yongue commented that Career and Technical Education was critical for improving the school dropout problem and at the conclusion of her report, the Chairman thanked Director Payne for her presentation.

Assistance Redesign Project, NC Department of Public Instruction

The Chair next called on Mr. Robert Logan, Associate State Superintendent for Innovation and School Transformation at DPI, for a status update on the Assistance Redesign Project. Mr. Logan shared that he was formerly a school superintendent with the Asheville-Buncombe County School System, and he joined the Department of Public Instruction to work on the Assistance Redesign Project. The Associate Superintendent stated that in response to a mandate from the General Assembly, North Carolina had

undertaken a bold, innovated initiative to create a comprehensive framework to develop a higher quality system of support for school systems and with the assistance of resources from the Gates Foundation, and in April 2007, the Department contracted with The Boston Consulting Group to develop the framework for this project.

Associate Superintendent presented a power point presentation (Attachment 3) and identified the key objectives of the project and the guiding principles identified by the consulting team for designing the framework of this project. He stated that because it was still in the early stages of being developed, the framework would continue to evolve and be modified over the next several months and he expressed hope that when completed, it would become a model for other states to follow. He presented the five guiding principles of the framework as (1) theory of action; (2) screen; (3) assess; (4) support; and, (5) monitoring. He further explained how personnel would coordinate and provide in-field support services to school districts and he gave examples of how district transformation coaches would assist with under-performing school districts. He advised that two roundtables would be developed. A Strategic Roundtable, which would focus on key statewide initiatives, as well as the Department's resource allocation, and an Operational Roundtable, which would coordinate support resources and services within the regions. Following his presentation, the Chair recognized Rep. Glazier who inquired about the cost of this program and the Superintendent responded that presently they did not have a firm figure to present to the General Assembly, but they expected to be presenting a budget request. Additional questions were raised and responded to.

The Chair next called on Pat Ashley, Director of Comprehensive Support, DPI. Director Ashley directed members to the handout entitled, "School and District Assistance, 2007-08" (Attachment 4) and stated that as they transitioned, the Department would be providing some of the customization features that they hoped to ensure in the new support system that would be the pilot program in January. She reported they were currently serving 77 high schools, 36 middle schools and 20 elementary schools, totaling 133 schools and 27 districts, and she advised that the districts were either low performing, were in difficulty with NCLB or in corrective action or had a performance composite below 60%. She explained the chart and reported that Lexington City and Columbus County Schools were selected to participate in the New Schools pilot program, which would begin in January.

The Chair next called on Mr. Dan Strickland, Columbus County School Superintendent, who shared some of the positive strides made, and acknowledged there were many challenges facing Columbus County schools and he expressed excitement and appreciation at being selected to participate in the New Schools Pilot Program. The chair thanked Superintendent Strickland for his attendance and remarks.

ABC Bonus Discrepancies, NC Department of Public Instruction

Chairman Swindell next called on Deputy State Superintendent Buxton. Before his presentation, he introduced Christine Minard, recently appointed by the Department as the state legislative liaison on education issues. He also thanked both Pat Ashley and

Robert Logan for their previous presentations and commended them for their accomplishments on the state and national level.

Deputy Superintendent Buxton next explained that discrepancies were made in the distribution of ABC Bonuses to teachers. He advised that in the counties of Burke, Cleveland and Wake money was distributed as bonuses, which actually had not been earned and this money would be recouped. He further stated that in the counties of Martin, Pender Randolph and Robeson teachers actually earned bonuses, but they were not initially identified as recipients. He advised that the Department was responsible for the programming error and after explaining how the discrepancies were made, advised that steps were in place to avoid this from occurring in the future. Further, he said the Department was working with the various counties for repayment. After consideration discussion, one committee member suggested that bonuses be eliminated and teacher salaries be increased. The Chairman thanked the Deputy Superintendent for his frank explanation of the error.

Sustaining Traditional and Growing Technical Education and Health Technologies, NCCCS

The Chair next recognized Kennon, Briggs, Vice President for Business and Finance with the North Carolina Community College System. Vice President Briggs informed members that based on labor market studies and Employment Security Commission published reports, it had been predicted that in the next decade, North Carolina would not have the supply of skilled labor in high-demand, good paying occupations to meet the demands of business and industry to stay productive and viable.

Vice President Briggs advised that Dr. Gordon Burns, President, Wilkes Community College and Dr. Scott Ralls, President, Craven Community College, were present at the meeting and would be informing the committee about increased costs of operating technical programs a their community colleges.

The Chairman recognized Dr. Burns and he provided a handout, entitled, "New Respiratory Therapy Program Earning/Costs," (Attachment 5). He reviewed the handout and reviewed the costs of initiating and operating their new respiratory therapy program. He also reviewed the costs for operating the nursing program and pointed out that over the past three years, they had operated with a significant deficit in both these programs and that in order to prepare a greater number of credentialed health practitioners, the $32 million gap needed to be addressed.

Dr. Scott Ralls, President, Craven Community College, was recognized and shared similar concerns about increasing costs involved with providing machinery and equipment necessary for training students in the technical education programs at Craven Community College. He also informed the committee that they, too, were operating with significant deficits in their technical education programs. Following consideration discussion in which questions were raised and answered, Vice President Briggs was recognized and urged the committee to look closely at these programs developing their

recommendations for the short session. He said high-demand, good paying jobs were waiting for graduates from these important programs.

The Chairman announced that the next meeting would be January 8 and 9, 2008. The meeting was adjourned at 12:20 a.m.

Respectfully submitted,

_____
Sen. A. B. Swindell, Chairman

ATTEST:

_____
Mo Hudson, Committee Assistant

2007 Reports/Studies by Education Oversight

Citation	Issue	Shall/May	Date Due
S.L. 2007-275 HB 232	Strategies for Recovering Textbook Costs	Shall	March 31, 2008
S.L. 2007-323 Sec. 8.6	Study Community College Access	Shall	April 30, 2008

STRATEGIES FOR RECOVERING TEXTBOOK COSTS (S.L. 2007-275, HB 232)
 SECTION 1. The Joint Legislative Education Oversight Committee shall study strategies for recovering costs due to damaged and lost textbooks. In the course of the study, the Committee shall consider the scope of the problem and strategies for recouping the replacement costs. The Committee shall report the results of this study to the General Assembly by March 31, 2008.

STUDY COMMUNITY COLLEGE ACCESS (S.L. 2007-323, Sec. 8.6, HB 1473)
 SECTION 8.6. The Joint Legislative Education Oversight Committee shall conduct a study to determine whether the North Carolina Community College System is appropriately organized to provide adequate geographic access, while minimizing overhead costs. Specifically, the Committee shall review the organization and structure of the Community College System, the number of colleges and satellite campuses within the System, and the location and size of the colleges. The Committee shall also study the State Board of Community Colleges' policy and procedure for approving new programs and whether the State could realize any savings from consolidating high-cost programs at regional locations.

 This study shall determine the appropriateness of the current process and criteria outlined in State Board policy for approving multicampus center designations. The Joint Legislative Education Oversight Committee shall specifically consider whether the establishment of additional multicampuses should be subject to General Assembly approval.

 The Joint Legislative Education Oversight Committee shall report the results of the study to the General Assembly prior to April 30, 2008.

2007-2008 Reports to the
Joint Legislative Education Oversight Committee

June 2007

1	**Due date:**	June 15, 2007 (biannually)
	From:	State Board of Community Colleges
	Description:	Expenditures from the Board Reserve Fund to be used for feasibility studies, pilot projects, and start-up of new programs
	Chapter:	G.S. 115D-5(j)
	Contact(s):	Kennon Briggs

July 2007

2	**Due date:**	July 15, 2007 (Quarterly)
	From:	State Board of Community Colleges
	Description:	Projects funded from community college general obligation bonds
	Chapter:	S.L. 2000-3, sec. 1.2
	Contact(s):	Kennon Briggs

August 2007

3	**Due date:**	August 1, 2007 (Quarterly)
	From:	Community Colleges System Office
	Description:	Use of Funds for the College Information System Project
	Chapter:	S.L. 2007-323, sec 8.1(c), S.L. 2006-52, sec. 7/S.L. 2006-66, sec. 8.3, S.L. 2005-276, sec. 8.1, S.L. 2004-124, sec. 8.1
	Contact(s):	Saundra Williams

September 2007

4	**Due date:**	September 2007 (biennially)
	From:	UNC BOG
	Description:	Continue Academic Common Market Program
	Chapter:	S.L. 2005-276, sec. 9.24
	Contact(s):	Harold Martin
5	**Due date:**	September 2007 (annually)
	From:	UNC Board of Governors
	Description:	2000 Higher Education Bond Program/UNC capital facilities maintenance, repairs & renovations
	Chapter:	S.L. 2000-3, secs. 1.1 & 6
	Contact(s):	Rob Nelson

2007-2008 Reports to the
Joint Legislative Education Oversight Committee

September 2007 (continued)

6	Due date: From: Description: Chapter: Contact(s):	September 1, 2007 (annually) UNC/NCCCS UNC/NCCCS Joint Initiative for Teacher Education and Recruitment S.L. 2005-276, sec. 9.3 Alan Mabe, Delores Parker	
7	Due date: From: Description: Chapter: Contact(s):	September 1, 2007 (annually) State Board of Community Colleges Customized Industry Training Program S.L. 2005-276, sec. 8.4 Willa Dickens	
8	Due Date: From: Description Chapter: Contact(s)	September 1, 2007 (annually) State Board of Community Colleges Expenditures for the New and Expanding Industry Program (Modified Reporting Requirement) S.L. 2004-124, sec. 8.4, S.L. 1997-443, sec. 9.5, G.S. 115D-5(I) Willa Dickens	
9	Due date: From: Description: Chapter: Contact(s):	September 15, 2007 (annually) State Board of Education High School Workforce Development Program S.L. 2004-124, sec. 7.22 JB Buxton, Robert Logan, Tony Habit	

October 2007

10	**Due Date:** **From:** **Description** **Chapter:** **Contact(s)**	**October 1, 2007** **State Board of Education** **Encourage schools to offer American Sign Language classes in high schools as a modern foreign language** **S.L. 2007-154, sec. 1(b), HB 915** **Kathy Sullivan**	
11	**Due Date:** **From:** **Description** **Chapter:** **Contact(s)**	**October 1, 2007** **State Board of Community Colleges** **Encourage community colleges to offer courses in American Sign Language** **S.L. 2007-154, sec. 2(b), HB 915** **Judith Mann**	

October 2007 (continued)

12	**Due Date:** **From:** **Description** **Chapter:** **Contact(s)**	**October 1, 2007** **UNC BOG** **Encourage constituent institutions to offer courses in American Sign Language** **S.L. 2007-154, sec. 3(b), HB 915** **Alan Mabe**	
13	**Due Date:** **From:** **Description** **Chapter:** **Contact(s)**	October 1, 2007 (annually) NC Teacher Academy Teacher Academy Transfer S.L. 2006-66, sec. 9.17 Carolyn McKinney/Julia Kron	
14	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 1, 2007 (annually) State Board of Community Colleges Umstead Act/Community Colleges Facilities S.L. 2005-247 Kennon Briggs, Sharon Rosado	
15	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 1, 2007 (annually) State Board of Education Schools of Education performance reports S.L. 2000-67, sec. 9.2(a) Kathy Sullivan	
16	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 1, 2007 (annually) State Education Assistance Authority Aid to students attending private colleges S.L. 2007-323, sec. 9.13(b), S.L. 2003-429, HB 150; 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* Steve Brooks	
17	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 1, 2007 (annually) UNC Board of Governors Progress of Health Professional Schools in increasing the number of NC Graduates Entering Primary Care S.L. 1995-507, sec. 23A.5(d) Alan Mabe	
18	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 1, 2007 (annually) State Education Assistance Authority Legislative Tuition Grant/State Contractual Scholarship Fund S.L. 2001-424, sec. 31.1(a) and (b) Steve Brooks	

Studies/reports in bold are from the 2007 Session

October 2007 (continued)

19	**Due Date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 3, 2007 (annually) State Board of Education Impact of mentor program on retention of teachers S.L. 2001-424, sec. 28.18(b) Kathy Sullivan	
20	**Due Date:** **From:** **Description** **Chapter:** **Contact(s)**	**October 15, 2007 (Draft Proposed Framework)** **State Board of Education** **Reaching One's Potential for Excellence (ROPE)** **Scholars Pilot Program** **S.L. 2007-277, SB 1030** **Philip Price, Robert Logan**	
21	**Due Date:** **From:** **Description** **Chapter:** **Contact(s)**	**October 15, 2007 (and each year of the biennium)** **State Board of Education** **Characteristics of mentor programs** **S.L. 2007-323, sec. 7.17(c), S.L. 2005-276, sec. 7.21(c)** **Philip Price, Danny Holloman**	
22	**Due Date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 15, 2007 (annually) State Board of Education Special Education/Educational Performance of Children With Disabilities S.L. 2006-69 Mary Watson	
23	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 15, 2007 (annually) State Board of Education & Governing Boards Evaluation of student success in cooperative innovative education programs S.L. 2005-276, sec. 7.33, S.L. 2003-277, Sec. 2 (codified as G.S. 115C-238.55) Robert Logan, Antonio Jordan, Tim McDowell, Harold Martin	
24	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 15, 2007 (Quarterly) State Board of Community Colleges Projects funded from community college general obligation bonds S.L. 2000-3, sec. 1.2 Kennon Briggs	
25	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 15, 2007 (annually) State Board of Education ABCs Report S.L. 1997-18, sec. 15(a), G.S. 115C-12(25) JB Buxton, Robert Logan, Lou Fabrizio	

2007-2008 Reports to the
Joint Legislative Education Oversight Committee

October 2007 (continued)

26	Due date: From: Description: Chapter: Contact(s):	October 15, 2007 (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) JB Buxton, Robert Logan, Lou Fabrizio	*Part of the ABCs Report*	
27	Due date: From: Description: Chapter: Contact(s):	October 31, 2007 (annually) State Board of Education Expenditure of Supplemental Funds for Low-Wealth Counties S.L. 2005-276, sec. 7.60 Philip Price		
28	Due date: From: Description: Chapter: Contact(s):	October 31, 2007 (annually) State Board of Education New Accountability for the Use of Funds in the At-Risk and Improving Student Acct. Allotments S.L. 2005-276, sec. 7.61 Philip Price		

November 2007

29	Due date: From: Description: Chapter: Contact(s):	November 1, 2007 State Board of Education Implementation of State Board's School Counselors' Policy S.L. 2006-176, sec. 2 Robert Logan		
30	Due date: From: Description: Chapter: Contact(s):	November 1, 2007 (Quarterly) Community Colleges System Office Use of Funds for the College Information System Project S.L. 2007-323, sec 8.1(c), S.L. 2006-52, sec. 7/S.L. 2006-66, sec. 8.3, S.L. 2005-276, sec. 8.1, S.L. 2004-124, sec. 8.1 Saundra Williams		
31	Due date: From: Description: Chapter: Contact(s):	November 15, 2007 (Annually) UNC Board of Governors Focused Growth Pilot Program S.L. 2002-126, sec. 9.9 Harold Martin, Rob Nelson		

2007-2008 Reports to the
Joint Legislative Education Oversight Committee

December 2007

32	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	December 1, 2007 (annually) UNC Board of Governors Teacher Assistant Scholarship Fund S.L. 2006-95, sec. 2.2, S.L. 2001-424, sec. 31.5, G.S. 116-209.35 Bobby Kanoy	
33	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	December 1, 2007 (annually) UNC BOG Teacher Scholarship Funds S.L. 2006-95, sec. 2.5, S.L. 2005-276, sec. 9.11 Steve Brooks	
34	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	December 1, 2007 (annually) State Education Assistance Authority Physical Education/Coaching Scholarship Loans S.L. 2006-95, sec. 2.4, S.L. 2005-276, sec. 9.31 Steve Brooks	
35	**Due date:** **From:** **Description:** **Chapter:** **Contact(s)**	December 1, 2007 (annually) NC Teaching Standards Commission Activities and recommendations for improving the teaching profession G.S. 115C-295.2(c) Carolyn McKinney	
36	**Due date:** **From:** **Description:** **Chapter:** **Contact(s)**	December 1, 2007 (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	
37	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	December 1, 2007 (annually) State Board of Education Evaluation of initiatives to assist high-priority schs. S.L. 2003-284, sec. 7.10(c), S.L. 2001-424, sec. 29.6(d) Priscilla Maynor, Ken Gattis	
38	**Due Date:** **From:** **Description** **Chapter:** **Contact(s)**	**December 15, 2007 (& each year of the biennium)** **State Board of Education** **Effectiveness of a representative sample of local** **mentor programs** **S.L. 2007-323, sec. 7.17(c), S.L. 2005-276, sec. 7.21(d)** **Philip Price, Danny Holloman**	

2007-2008 Reports to the
Joint Legislative Education Oversight Committee

December 2007 (continued)

39	**Due Date:** **From:** **Description** **Chapter:** **Contact(s)**	**December 15, 2007 (Final Proposal)** **State Board of Education** **Reaching One's Potential for Excellence (ROPE)** **Scholars Pilot Program** **S.L. 2007-277, SB 1030** **Philip Price, Robert Logan**	
40	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	December 15, 2007 State Board of Education LEA Assistance Program S.L. 2005-276, sec. 7.24 Robert Logan	
41	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	December 15, 2007 (final report) State Board of Education Recycling efforts of the public schools S.L. 2001-512, sec. 11 Philip Price, Ben Matthews	Committee shall recommend legislation to 2008 session to continue the reporting requirement if significant progress has not been made by January 1, 2008.
42	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	December 20, 2007 (annually) State Board of Community Colleges Regional program offerings in community colleges S.L. 2002-126, sec. 8.2 Judith Mann	

January 2008

43	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	January 2008 (1st Friday) (annually) Business and Education Technology Alliance Education technology in the public schools S.L. 2002-126, sec. 7.27(f)(6) Peter Asmar, BETA	
44	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	January 2008 (annually) UNC Board of Governors Teacher education programs through distance ed. S.L. 2001-424, sec. 31.7(b) Harold Martin	
45	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	**January 1, 2008 (annually)** **Education Cabinet** **School Connectivity Initiative (Progress towards developing the plan)** **S.L. 2007-323, sec. 7.28(g)** **JB Buxton, Peter Asmar**	

January 2008 (continued)

46	Due date: From: Description: Chapter: Contact(s):	**January 15, 2008 (annually)** **State Board of Education** **School Connectivity Initiative (Progress towards developing the plan)** **S.L. 2007-323, sec. 7.28(d)** **JB Buxton, Peter Asmar**	
47	Due date: From: Description: Chapter: Contact(s):	**January 15, 2008 (annually)** **State Board of Education** **Disadvantaged Student Supplemental Funding** **S.L. 2007-323, sec. 7.8(b), S.L. 2005-276, sec. 7.8** **Philip Price**	
48	Due date: From: Description: Chapter: Contact(s):	**January 15, 2008** **State Board of Education** **Funds to Implement the ABCs of Public Ed** **S.L. 2007-323, sec. 7.18(b)** **Robert Logan**	
48	Due date: From: Description: Chapter: Contact(s):	**January 15, 2008 (annually)** **State Board of Education** **Learn and Earn High Schools** **S.L. 2007-323, sec. 7.19(d), S.L. 2005-276, sec. 7.32** **JB Buxton**	
50	Due date: From: Description: Chapter: Contact(s):	**January 15, 2008 (annually)** **State Board of Education** **Small Restructured High Schools** **S.L. 2007-323, sec. 7.21** **Philip Price, Priscilla Maynor, Ken Gattis, Lou Fabrizio**	
51	Due date: From: Description: Chapter: Contact(s):	**January 15, 2008** **State Board of Education** **High-Need Schools/Additional Support** **S.L. 2007-445, SB 1479** **Philip Price**	
52	Due date: From: Description: Chapter: Contact(s):	January 15, 2008 (annually) Education Cabinet Activities to create cooperative innovative education initiatives between secondary schools and higher ed. S.L. 2003-277, sec. 1, codified as G.S. 116C-4(c) Education Cabinet, JB Buxton	

Studies/reports in bold are from the 2007 Session

January 2008 (continued)

53	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	January 15, 2008 (Quarterly) Department of Public Instruction NC Wise Positions S.L. 2006-66, sec. 7.12 Peter Asmar	
54	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	January 15, 2008 (Quarterly) State Board of Community Colleges Projects funded from community college general obligation bonds S.L. 2000-3, sec. 1.2 Kennon Briggs	
55	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	January 15, 2008 (biannually) State Board of Community Colleges Report on expenditures from the Board Reserve Fund to be used for feasibility studies, pilot projects, and start-up of new programs G.S. 115D-5(j) Kennon Briggs	

February 2008

56	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	**February 1, 2008** **Department of Public Instruction** **More At Four & Office of School Readiness** **S.L. 2007-323, sec. 7.24(c)** **JB Buxton, John Pruette**	
57	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	February 1, 2008 (Quarterly) Community Colleges System Office Use of Funds for the College Information System Project S.L. 2007-323, sec 8.1(c), S.L. 2006-52, sec. 7/S.L. 2006-66, sec. 8.3, S.L. 2005-276, sec. 8.1, S.L. 2004-124, sec. 8.1 Saundra Williams	
58	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	February 15, 2008 (annually) UNC Board of Governors Exchange of information among public schools and institutions of higher education (NC High School Feedback Report) G.S. 116-11(10a) Harold Martin	

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Joint Legislative Education Oversight Committee

March 2008

59	**Due Date:** **From:** **Description** **Chapter:** **Contact(s)**	**March 1, 2008** **Department of Public Instruction** **Delivery of educational and other services to students with disabilities at the high school level** **S.L. 2007-295, HB 17** **Robert Logan**	
60	**Due Date:** **From:** **Description** **Chapter:** **Contact(s)**	**March 1, 2008** **NCCCS** **Distance Learning and Online Capabilities** **S.L. 2007-323, sec. 8.4** **Dr. Bill Randall**	
61	**Due Date:** **From:** **Description** **Chapter:** **Contact(s)**	**March 1, 2008** **UNC BOG** **UNC Faculty Workload** **S.L. 2007-323, Sec. 9.2(a)** **Harold Martin**	
62	Due Date: From: Description Chapter: Contact(s)	March 1, 2008 (annually) UNC Board of Governors Amount and use of overhead receipts for The University System S.L. 2001-424, sec. 31.14 Rob Nelson	
63	Due Date: From: Description Chapter: Contact(s)	March 1, 2008 (annually) Office of the President, UNC-GA Strategic Initiatives Reserve Joint Conference Comm. Report on the Cont., Expansion and Capital Budgets – 9/19/01 Rob Nelson	
64	Due date: From: Description: Chapter: Contact(s):	March 1, 2008 (annually) UNC Board of Governors Supply and demand of school administrators S.L. 2005-276, sec. 9.23, G.S. 116-74.21 Harold Martin	
65	Due date: From: Description: Chapter: Contact(s):	March 1, 2008 (annually) State Board of Community Colleges Implementation of performance budgeting S.L. 1999-237, sec. 9.2 Keith Brown	

Studies/reports in bold are from the 2007 Session

March 2008 (continued)

66	Due date: From: Description: Chapter: Contact(s):	**March 15, 2008** **Teaching Fellows Program** **Administrative Funding for the Teaching Fellows Program** **S.L. 2007-323, sec. 7.25(c)** **JoAnn Norris**	
67	Due Date: From: Description Chapter: Contact(s)	March 15, 2008 (annually) State Board of Education Dropout rates S.L. 2001-424, sec. 28.30(f) Priscilla Maynor, Ken Gattis	
68	Due date: From: Description: Chapter: Contact(s):	**March 24, 2008** **UNC BOG** **UNC/SPA Task Force Review** **S.L. 2007-413, SB 1353** **Leslie Winner**	

April 2008

69	Due Date: From: Description Chapter: Contact(s)	**April 1, 2008** **SBE, UNC BOG** **Principals' Executive Progam** **S.L. 2007-323, sec. 9.10(c)** **Kathy Sullivan, Harold Martin**	
70	Due date: From: Description: Chapter: Contact(s):	April 1, 2008 (annually) State Board of Education/State Board of Community Colleges Community colleges may train lateral entry teachers S.L. 2005-198 Kathy Sullivan, Judith Mann	
71	Due date: From: Description: Chapter: Contact(s):	April 1, 2008 (annually) Communities in Schools Operation and effectiveness of its program S.L. 2005-276, sec. 16.3, S.L. 2003-284, Sec. 15.3(c), S.L. 2001-424, sec. 24.3(c) Jackie Decker (jdecker@cisnc.org)	
72	Due date: From: Description: Chapter: Contact(s):	**April 15, 2008** **SBE, UNC, NCCCS** **Learn and Earn Online** **S.L. 2007-323, sec. 7.27(h)** **Adam Levinson, Harold Martin, Alan Mabe, Kennon Briggs**	

Studies/reports in bold are from the 2007 Session

April 2008 (continued)

73	Due Date: From: Description Chapter: Contact(s)	**April 15, 2008** **Fiscal Research Division** **Study of FTE Funding Formula** **S.L. 2007-323, sec. 8.8** **Jennifer Haygood**	
74	Due Date: From: Description Chapter: Contact(s)	April 15, 2008 (annually) State Board of Education Suspensions, expulsions, and alternative placements S.L. 2001-424, sec. 28.30(f) Priscilla Maynor, Ken Gattis	
75	Due date: From: Description: Chapter: Contact(s):	April 15, 2008, (Quarterly) Department of Public Instruction NC Wise Positions S.L. 2006-66, sec. 7.12 Peter Asmar	
76	Due date: From: Description: Chapter: Contact(s):	April 15, 2008 (Quarterly) State Board of Community Colleges Projects funded from community college general obligation bonds S.L. 2000-3, sec. 1.2 Kennon Briggs	

May 2008

77	Due date: From: Description: Chapter: Contact(s):	**May 2008** **Child Nutrition Services Section/DPI** **Child Nutrition** **S.L. 2007-323, sec. 7.36A(c)** **Philip Price**	
78	Due date: From: Description: Chapter: Contact(s):	May 2008 (annually) Child Nutrition Services Section/DPI Child Nutrition Standards S.L. 2005-457 Philip Price	
79	Due Date: From: Description Chapter: Contact(s)	**May 2008** **State Board of Education** **Charter School Evaluation** **S.L. 2007-323, sec. 7.16(b)** **Jack Moyer**	

Studies/reports in bold are from the 2007 Session

80	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	May 1, 2008 (biennially) UNC Board of Governors Evaluation of distance education programs S.L. 1998-212, sec. 11.7 James Sadler	
81	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	May 1, 2008 (Quarterly) Community Colleges System Office Use of Funds for the College Information System Project S.L. 2007-323, sec 8.1(c), S.L. 2006-52, sec. 7/S.L. 2006-66, sec. 8.3, S.L. 2005-276, sec. 8.1, S.L. 2004-124, sec. 8.1 Saundra Williams	
82	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	**May 1, 2008 (annually)** **State Board of Education** **Use of low-wealth funds for Level I or II students; whether counties supplanted** S.L. 2007-323, sec. 7.6(b), 7.6(i), S.L. 2005-276, sec. 7.6(b), 7.6(i), S.L. 2003-284, sec. 7.6(b), 7.6(i), S.L. 2002-126, sec. 7.17(a), (Sec. 28.6(i) of S.L. 2001-424) **Philip Price, Paul LeSieur**	
83	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	**May 1, 2008 (annually)** **State Board of Education** **Use of small school funds for Level I or II students; whether counties supplanted** S.L. 2007-323, sec. 7.7(e), 7.7(f), S.L. 2005-276, sec. 7.7(e), 7.7(f), S.L. 2003-284, sec. 7.7(e), 7.7(f), S.L. 2002-126, sec. 7.17(b), (Sec. 28.7(e) of S.L. 2001-424) **Philip Price, Paul LeSieur**	
84	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	**May 1, 2008 (Interim Report)** **Joint Legislative Commission on Dropout Prevention and High School Graduation** **Dropout Prevention** **S.L. 2007-323, sec. 7.32(f)**	Final Report of findings and recommendations to the 2009 Session
85	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	May 1, 2008 (annually) Community Colleges System Office & Employment Security Commission Expenditure of ESC training & employment funds S.L. 1999-237, sec. 9.11 (HB 275) Kennon Briggs	

May 2008 (continued)

86	**Due Date:**	**May 15, 2008**	
	From:	**UNC BOG**	
	Description	**Efficacy of the preparation of teachers to teach students with disabilities**	
	Chapter:	**S.L. 2007-284, HB 26**	
	Contact(s)	**Alan Mabe, Alisa Chapman**	
87	**Due date:**	May 15, 2008 (biennially)	
	From:	UNC Board of Governors	
	Description:	Efforts to strengthen primary health care	
	Chapter:	S.L. 1995-507, sec. 23A.5(a), (b), (b1)	
	Contact(s):	Alan Mabe	

June 2008

88	**Due date:**	**June 1, 2008 (annually)**	
	From:	**State Education Assistance Authority**	
	Description:	**Establish the John B. McLendon Leadership Awards**	
	Chapter:	**S.L. 2007-323, sec. 9.18(a)**	
	Contact(s):	**Steve Brooks**	
89	**Due date:**	June 1, 2008 (annually)	
	From:	State Education Assistance Authority	
	Description:	Scholarship Administration for the State Lottery	
	Chapter:	S.L. 2005-344, HB 1023	
	Contact(s):	Steve Brooks	
90	**Due date:**	June 15, 2008 (biannually)	
	From:	State Board of Community Colleges	
	Description:	Report on expenditures from the Board Reserve Fund to be used for feasibility studies, pilot projects, and start-up of new programs	
	Chapter:	G.S. 115D-5(j)	
	Contact(s):	Kennon Briggs	

July 2008

91	**Due date:**	July 15, 2008 (Quarterly)	
	From:	Department of Public Instruction	
	Description:	NC Wise Positions	
	Chapter:	S.L. 2006-66, sec. 7.12	
	Contact(s):	Peter Asmar	

Studies/reports in bold are from the 2007 Session

July 2008 (continued)

92	**Due date:**	July 15, 2008 (Quarterly)	
	From:	State Board of Community Colleges	
	Description:	Projects funded from community college general obligation bonds	
	Chapter:	S.L. 2000-3, sec. 1.2	
	Contact(s):	Kennon Briggs	

August 2008

93	**Due date:**	August 1, 2008 (Quarterly)	
	From:	Community Colleges System Office	
	Description:	Use of Funds for the College Information System Project	
	Chapter:	S.L. 2007-323, sec 8.1(c), S.L. 2006-52, sec. 7/S.L. 2006-66, sec. 8.3, S.L. 2005-276, sec. 8.1, S.L. 2004-124, sec. 8.1	
	Contact(s):	Saundra Williams	

September 2008

94	**Due date:**	September 1, 2008 (annually)	
	From:	UNC/NCCCS	
	Description:	UNC/NCCCS Joint Initiative for Teacher Education and Recruitment	
	Chapter:	S.L. 2005-276, sec. 9.3	
	Contact(s):	Alan Mabe, Delores Parker	
95	**Due date:**	September 1, 2008 (annually)	
	From:	State Board of Community Colleges	
	Description:	Customized Industry Training Program	
	Chapter:	S.L. 2005-276, sec. 8.4	
	Contact(s):	Willa Dickens	
96	**Due Date:**	September 1, 2008 (annually)	
	From:	State Board of Community Colleges	
	Description	Expenditures for the New and Expanding Industry Program (Modified Reporting Requirement)	
	Chapter:	S.L. 1997-443, sec. 9.5, G.S. 115D-5(I), S.L. 2004-124, sec. 8.4	
	Contact(s)	Willa Dickens	

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September 2008 (continued)

97	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	**September 15, 2008 (annually)** **Financial Services Section/DPI** **Alternative Teacher Salary Plans/Pilot Program** **(Number of districts that have submitted plans &** **Monitor implementation of the business plans)** **S.L. 2007-453, HB 966** **Philip Price**	
98	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	September 15, 2008 (annually) State Board of Education High School Workforce Development Program S.L. 2004-124, sec. 7.22 JB Buxton, Robert Logan, Tony Habit	

October 2008

99	**Due Date:** **From:** **Description** **Chapter:** **Contact(s)**	October 1, 2008 (annually) NC Teacher Academy Teacher Academy Transfer S.L. 2006-66, sec. 9.17 Carolyn McKinney/Julia Kron	
100	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 1, 2008 (annually) State Board of Community Colleges Umstead Act/Community Colleges Facilities S.L. 2005-247 Kennon Briggs, Sharon Rosado	
101	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 1, 2008 (annually) State Board of Education Schools of Education performance reports S.L. 2000-67, sec. 9.2(a) Kathy Sullivan	
102	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 1, 2007 (annually) State Education Assistance Authority Aid to students attending private colleges S.L. 2007-323, sec. 9.13(b), S.L. 2003-429, HB 150; 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* Steve Brooks	

103	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 1, 2008 (annually) State Education Assistance Authority Legislative Tuition Grant/State Contractual Scholarship Fund S.L. 2001-424, sec. 31.1(a) and (b) Steve Brooks	
104	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 1, 2008 (annually) UNC Board of Governors Progress of Health Professional Schools in increasing the number of NC Graduates Entering Primary Care S.L. 1995-507, sec. 23A.5(d) Alan Mabe	
105	**Due Date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 3, 2008 (annually) State Board of Education Impact of mentor program on retention of teachers S.L. 2001-424, sec. 28.18(b) Kathy Sullivan	
106	**Due Date:** **From:** **Description** **Chapter:** **Contact(s)**	**October 15, 2008 (and each year of the biennium)** **State Board of Education** **Characteristics of mentor programs** **S.L. 2007-323, sec. 7.17(c), S.L. 2005-276, sec. 7.21(c)** **Philip Price, Danny Holloman**	
107	**Due Date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 15, 2008 (annually) State Board of Education Special Education/Educational Performance of Children With Disabilities S.L. 2006-69 Mary Watson	
108	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 15, 2008 (annually) State Board of Education & Governing Boards Evaluation of student success in cooperative innovative education programs S.L. 2005-276, sec. 7.33, S.L. 2003-277, Sec. 2 (codified as G.S. 115C-238.55) Robert Logan, Antonio Jordan, Tim McDowell, Harold Martin	

109	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 15, 2008 (annually) State Board of Education ABCs Report S.L. 1997-18, sec. 15(a), G.S. 115C-12(25) Janice Davis, Lou Fabrizio, Elsie Leak	
110	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 15, 2008 (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	*Part of the ABCs Report*
111	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 15, 2008 (Quarterly) Department of Public Instruction NC Wise Positions S.L. 2006-66, sec. 7.12 Peter Asmar	
112	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 15, 2008 (Quarterly) State Board of Community Colleges Projects funded from community college general obligation bonds S.L. 2000-3, sec. 1.2 Kennon Briggs	
113	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 31, 2008 (annually) State Board of Education Expenditure of Supplemental Funds for Low-Wealth Counties S.L. 2005-276, sec. 7.60 Philip Price	
114	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	October 31, 2008 (annually) State Board of Education New Accountability for the Use of Funds in the At-Risk and Improving Student Acct. Allotments S.L. 2005-276, sec. 7.61 Philip Price	

Studies/reports in bold are from the 2007 Session

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November 2008

115	Due date: From: Description: Chapter: Contact(s):	November 1, 2008 (Quarterly) Community Colleges System Office Use of Funds for the College Information System Project S.L. 2007-323, sec 8.1(c), S.L. 2006-52, sec. 7/S.L. 2006-66, sec. 8.3, S.L. 2005-276, sec. 8.1, S.L. 2004-124, sec. 8.1 Saundra Williams	
116	Due date: From: Description: Chapter: Contact(s):	November 15, 2008 (Annually) UNC Board of Governors Focused Growth Pilot Program S.L. 2002-126, sec. 9.9 Harold Martin, Rob Nelson	

December 2008

117	Due date: From: Description: Chapter: Contact(s):	December 1, 2008 (annually) UNC Board of Governors Teacher Assistant Scholarship Fund S.L. 2006-95, sec. 2.3, S.L. 2001-424, sec. 31.5, G.S. 116-209.35 Bobby Kanoy	
118	Due date: From: Description: Chapter: Contact(s):	December 1, 2008 (annually) UNC BOG Teacher Scholarship Funds S.L. 2006-95, sec. 2.5, S.L. 2005-276, sec. 9.11 Steve Brooks	
119	Due date: From: Description: Chapter: Contact(s):	December 1, 2008 (annually) State Education Assistance Authority Physical Education/Coaching Scholarship Loans S.L. 2006-95, sec. 2.4, S.L. 2005-276, sec. 9.31 Steve Brooks	
120	Due date: From: Description: Chapter: Contact(s)	December 1, 2008 (annually) NC Teaching Standards Commission Activities and recommendations for improving the teaching profession G.S. 115C-295.2(c) Carolyn McKinney	

December 2008 (continued)

121	**Due date:** **From:** **Description:** **Chapter:** **Contact(s)**	December 1, 2008 (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	
122	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	December 1, 2008 (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	
123	**Due Date:** **From:** **Description** **Chapter:** **Contact(s)**	**December 15, 2008 (& each year of the biennium)** **State Board of Education** **Effectiveness of a representative sample of local mentor programs** **S.L. 2007-323, sec. 7.17(c), S.L. 2005-276, sec. 7.21(d)** **Philip Price/Danny Holloman**	
124	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	December 20, 2008 (annually) State Board of Community Colleges Regional program offerings/Curriculum Program Approvals in community colleges S.L. 2002-126, sec. 8.2, GS 115D-5(f) Judith Mann	

January 2009

125	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	January 1, 2009 (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 Peter Asmar, Frances Bradburn	
126	**Due date:** **From:** **Description:** **Chapter:** **Contact(s):**	January 15, 2009 (biannually) State Board of Community Colleges Report on expenditures from the Board Reserve Fund to be used for feasibility studies, pilot projects, and start-up of new programs G.S. 115D-5(j) Kennon Briggs	

Studies/reports in bold are from the 2007 Session

12/3/2007 (Public)

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127	Due date:	January 15, 2009 (Quarterly)	
	From:	State Board of Community Colleges	
	Description:	Projects funded from community college general obligation bonds	
	Chapter:	S.L. 2000-3, sec. 1.2	
	Contact(s):	Kennon Briggs	

February 2009

128	Due date:	February 1, 2009 (Quarterly)	
	From:	Community Colleges System Office	
	Description:	Use of Funds for the College Information System Project	
	Chapter:	S.L. 2007-323, sec 8.1(c), S.L. 2006-52, sec. 7/S.L. 2006-66, sec. 8.3, S.L. 2005-276, sec. 8.1, S.L. 2004-124, sec. 8.1	
	Contact(s):	Saundra Williams	

March 2009

129	**Due date:**	**March 15, 2009**	
	From:	**State Board of Education**	
	Description:	**Funds for School Technology Pilot**	
	Chapter:	**S.L. 2007-323, sec. 7.39(a)**	
	Contact(s):	**Robert Logan, Peter Asmar**	

April 2009

130	Due date:	April 1, 2009(annually)	
	From:	State Board of Education/State Board of Community Colleges	
	Description:	Community colleges may train lateral entry teachers	
	Chapter:	S.L. 2005-198	
	Contact(s):	Kathy Sullivan, Judith Mann	

September 2009

131	**Due date:**	September 2009 (biennially)	
	From:	UNC BOG	
	Description:	Continue Academic Common Market Program	
	Chapter:	S.L. 2005-276, sec. 9.24	
	Contact(s):	Harold Martin	

Studies/reports in bold are from the 2007 Session

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December 2009

132	**Due Date:**	**December 1, 2009 (annually)**	
	From:	**State Education Assistance Authority**	
	Description	**Establish the Education Access Rewards North Carolina Scholars Fund (EARN)**	
	Chapter:	**S.L. 2007-323, Sec. 9.7(a)**	
	Contact(s)	**Steve Brooks**	

May 2010

133	**Due date:**	May 1, 2010 (biennially)	
	From:	UNC Board of Governors	
	Description:	Evaluation of distance education programs	
	Chapter:	S.L. 1998-212, sec. 11.7	
	Contact(s):	James Sadler	
134	**Due date:**	May 15, 2010 (biennially)	
	From:	UNC Board of Governors	
	Description:	Efforts to strengthen primary health care	
	Chapter:	S.L. 1995-507, sec. 23A.5(a), (b), (b1)	
	Contact(s):	Alan Mabe	

June 2010

135	**Due date:**	**June 30, 2010**	
	From:	**DPI/State Board of Education**	
	Description:	**Alternative Teacher Salary Plans/Pilot Program (Effectiveness and performance of all pilots)**	
	Chapter:	**S.L. 2007-453, HB 966**	
	Contact(s):	**Philip Price**	

October 2010

136	**Due date:**	**October 15, 2010**	
	From:	**State Board of Education**	
	Description:	**Pilot Program for Lateral Entry Teachers**	
	Chapter:	**S.L. 2007-376, SB 1115**	
	Contact(s):	**Philip Price**	

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Reports With No Statutory Due Date

137	**Due date:**	Before implementing success centers or ALPs in New Hanover County	
	From:	State Board of Education	
	Description:	Alternative Learning Programs/New Hanover Board of Education	
	Chapter:	S.L. 2005-446	
	Contact(s):	Robert Logan, Marvin Pittman	
138	**Due date:**	No Date	
	From:	UNC Board of Governors	
	Description:	Actual Enrollment Increases for Fall 2005	
	Chapter:	2005 Joint Conference Committee Report – 8/8/05	
	Contact(s):	Alan Mabe	
139	**Due date:**	Annually on compliance	
	From:	State Board of Education	
	Description:	School Calendar Changes (Rate of Pay, Pay Cycles)	
	Chapter:	S.L. 2004-180, HB 1464	
	Contact(s):		
141	**Due date:**	No Date	
	From:	UNC Board of Governors	
	Description:	Feasibility of establishing a School of Dentistry at East Carolina University	
	Chapter:	S.L. 2001-424, sec. 31.10(d)	
	Contact(s):		
142	**Due date:**	(As needed) 30 days before the regularly scheduled meeting of the Board of Governors	
	From:	UNC Board of Governors	
	Description:	(New or revised) Management flexibility policies, procedures, and rules for special responsibility constituent institutions	
	Chapter:	S.L. 2001-424, sec. 31.11(a), G.S. 116-40.23	
	Contact(s):	Boards of Trustees	
143	**Due date:**	Prior to awarding contract	
	From:	State Board of Education	
	Description:	Study of the current certification programs	
	Chapter:	S.L. 2002-126, sec. 7.18(d)	
	Contact(s):	Kathy Sullivan	

North Carolina Windows of Information on Student Education (NCWISE)

Summary of Project Costs
as of November 20, 2007

Name & brief description of the project

The NCWISE project is designed to do the following:

- Replace the obsolete, vendor-unsupported Student Information Management System (SIMS) before the system ceases to function. (It was implemented in 1985)
- Improve upon the capability of SIMS in order to meet increased and more varied demands for student data (e.g., for the State's accountability program and to inform instructional design and policy-making decisions at various levels). Most of this increased functionality has been included in the project at the request of the local education agencies (LEAs).
- Operate in all 117 LEAs and 100 charter schools; provide all teachers, administrators, and instructional support staff with direct access to student data in order to facilitate more individualized instruction.

Initial/original, estimated total project cost

The original PriceWaterhouseCoopers (PwC) contract was $54.4 million, but did not reflect a total cost of ownership estimate for the project. Using estimates developed since that time, however, it is possible to retroactively establish an "original" estimate of the total cost of ownership for the project of **$172.5 million**. This estimate is made simply to facilitate comparison with current cost estimates so that a true "growth in project cost" can be estimated. The original total cost breaks down as follows:

NCWISE Original (1999) Total Cost of Ownership Estimate

Project Component	Cost (in $ millions)
Initial PWC contract (software development & licenses, pilot in 22 schools, and partial rollout process):	54.4
DPI cost – labor (12.4 FTE over 11 years; indirect costs not charged directly to the project), materials ($1.2 million):	12.5
LEA and Charter School costs (upgrades to meet minimum requirements for connectivity and equipment):	63.8
Support Contracts (management, quality assurance, help desk, and technical support):	8.0
Oracle Licenses (for data transfer/communications):	9.6
Equipment (servers and computers for storing/manipulating data):	24.2
Total Cost:	172.5 *

* Note that this total cost does not include the cost of full, statewide rollout. According to DPI staff, it is practically impossible to retroactively determine how much rollout would have been accomplished by the initial PWC contract (the initial contract included $14.8 million for rollout-activities, but this was always understood to be insufficient for statewide implementation). It is

therefore also practically impossible to estimate the amount not included in the initial contract. As a result, the best guess "original" cost estimate is understated by some significant but indeterminate amount.

Current, estimated total project cost (project still on-going)
As of November 20, 2007, the current estimated total cost of ownership, including local school system upgrades (at least partially at local cost), is approximately **$253.9 million.** These costs break out as follows:

NCWISE Current (11/20/2007) Total Cost of Ownership Estimate

Project Component	Cost (in $ millions)
Actual Cost to date - application development, pilot phase, Wave 1, and Wave 2 rollout (Jan. 1998- Jun. 2007):	133.2[1]
Implementation Cost – Remaining Wave 3, including local costs (July 2007 - June 2010):	120.7[2]
Total Cost:	**253.9**
Original Estimated Total Cost:	172.5
Difference:	**81.4[3]**

[1]The total number of schools using NC WISE is 1,075.
[2]This is for implementation of 1,211 schools.
[3]The additional $81.4 million is broken out below:

- $4.2 million is a project contingency budget that has been added at the recommendation of the ITS

- $38.9 million revision to the PWC (now IBM) contract to account for project scope changes (conversion to web-based system, added functionality; estimated additional $9.4 million), an extended pilot (additional 188 schools: estimated $13.1 million) and total statewide rollout (estimated $16.4 million).

- $23.6 million support of system (48 additional DPI personnel which were not originally included in the cost estimates)

- $14.7 million for hosting and support software licenses.

Estimated or actual completion date
NCWISE is anticipated to be fully operational in all LEAs and charter schools by the end of the 2008-09 fiscal year.

Bert L'Homme, Ph.D.
Superintendent, Franklin County Schools
Executive Steering Committee (ESC), Co-Chair

My name is Bert L'Homme, and I'm the "very new" co-chair of the NCWISE
Executive Steering Committee. Thank you for giving me the opportunity to speak
with you this morning.

**At the risk of being repetitive, I would like to highlight the following critical
NCWISE benchmarks:**

- NCWISE client surveys conducted every six months continue to show that
  more than 80% of 1,000 people surveyed are satisfied or somewhat
  satisfied with NCWISE.

- NCWISE team is client focused and continually strives to improve service
  levels. The difference is the team listens to the users.

- NCWISE is stable, only two service outages in the past 20 months.

- NCWISE Year-End Processing has gone off without a hitch for the past
  two springs. Two springs ago, records were lost, and school business
  was disrupted.

- Wave 2 was completed last summer, and DPI began Wave 3 - which will
  be completed no later than June 2009.

**In order to paint a more "personal" picture, I asked several Franklin County
Schools' teachers, principals, and our NCWISE Coordinator this question,
"What do you think of NCWise?"**

1. Overall, people said, "We love it!"
2. "People who don't have it don't know what they're missing."
3. "Our people would never go back to SIMS."
4. "Transfers between counties with NCWISE are a breeze."
5. "We are working with today's data; it's Web-based."
6. "Our NCWISE coordinator does not have to leave her desk at Central
   Office to help teachers."
7. "The bottom line is, get every school system on NCWISE."
8. One teacher from another system stated, "I've got to say that, being a
   computer programming teacher, I think you've done a great job under
   difficult circumstances."
9. An FCS teacher stated, "I loved NCWISE for grades, interim reports, and
   attendance reporting."

Considering that FCS paints from a small system perspective, I called Terry Williams, IT Director for Cumberland County Schools (CCS) to give the large system perspective:

1. "NC Wise is great for Cumberland County Schools."
2. "Teachers love NCWISE."
3. "The data is current, not true with SIMS."
4. "Parents have access to attendance data, grades, and tardies. This would be impossible without NCWISE."
5. "Right now, our one goal must be to get every school system on board for easier transfers and easier assistance with college admissions."
6. "It's important that we plan for the next generation NCWISE, but everyone must be on board now."

However, FCS and CCS reported the following concerns and difficulties:

1. Extracting test scores from SIMS was easier.
2. For NCWise to work properly, users need program knowledge and higher level computer skills.
3. Although there has been great progress, DPI must get all reports and software compatible (i.e. CTE, ECP, and Child Nutrition).
4. NCWISE must be able to better respond to changing school needs (e.g. Learn and Earn and Virtual High School).
5. NCWISE is expensive. Every teacher must have an XP computer, and school systems must have the capacity to service all these computers.

Lastly, I would like to report on the 9.1 Upgrade:

1. The 9.1 Upgrade has been difficult.
2. There were unexpected problems when grades were due.
3. Teachers reported that the program froze at the most inopportune time.
4. There were some problems with printing reports.
5. But, the DPI Help Desk was wonderful.
6. The Help Desk quickly responded and successfully resolved problems.
7. There is a great deal of confidence that DPI will get the job done.

More than ever, my sense is that NCWISE is a work in progress, and the progress is continual and in the right direction. The difference is that NCWISE is getting better and better with each passing day. There is enormous confidence in the NCWISE leadership at DPI. People believe that when the inevitable glitch occurs, DPI will respond and resolve the issue. Users are confident that they will get the help they need to make NCWISE work.

Again, thank you for giving me the opportunity to speak with you this morning, and I will be happy to answer your questions.

Middle School Literacy Coaches for 2006-2007 (Cohort I) - updated 11/8/07

#	District	School	#	District	School
1	Alamance-Burlington	Broadview Middle	31	Halifax County	Enfield Middle
2	Alamance-Burlington	Graham Middle	32	Halifax County	William R. Davie Middle
3	Alexander County	East Alexander Middle	33	Hertford County	Hertford County Middle
4	Anson County	Anson Middle	34	Hoke County	West Hoke Middle
5	Asheboro City	North Asheboro Middle	35	Jackson County	Smokey Mountain Elementary
6	Beaufort County	P. S. Jones Middle	36	Lee County	East Lee Middle
7	Beaufort County	SW Snowden	37	Lenoir County	Rochelle Middle
8	Bertie County	Bertie Middle	38	Lexington City Schools	Lexington Middle
9	Bladen County	Elizabethtown Middle	39	Montgomery County	East Middle
10	Charlotte/Mecklenburg	Albemarle Road Middle	40	Nash-Rocky Mount	Nash Central Middle
11	Charlotte /Mecklenburg	Cochrane Middle	41	Nash-Rocky Mount	Southern Nash Middle
12	Charlotte/Mecklenburg	Coulwood Middle	42	New Hanover County	DC Virgo Middle
13	Charlotte/Mecklenburg	Eastway Middle	43	Northampton County	Conway Middle
14	Charlotte/Mecklenburg	J. T. Williams Middle	44	Northampton County	Gaston Middle
15	Charlotte/Mecklenburg	James Martin Middle	45	Pitt County	Bethel Elem K-8
16	Charlotte/Mecklenburg	Kennedy Middle	46	Pitt County	Wellcome Middle
17	Charlotte/Mecklenburg	McClintock Middle	47	Randolph County	Randleman Middle
18	Charlotte /Mecklenburg	Northridge Middle	48	Richmond County	Ellerbe Junior High
19	Charlotte /Mecklenburg	Quail Hollow Middle	49	Richmond County	Hamlet Junior High
20	Charlotte/Mecklenburg	Ranson Middle	50	Robeson County	Fairgrove Middle
21	Charlotte/Mecklenburg	Sedgefield Middle	51	Robeson County	Fairmont Middle
22	Charlotte /Mecklenburg	Spaugh Middle	52	Robeson County	Littlefield Middle
23	Charlotte/Mecklenburg	Wilson Middle	53	Robeson County	Lumberton Junior High
24	Columbus County	Boys and Girls Home	54	Robeson County	Magnolia Elementary
25	Columbus County	Cerro Gordo	55	Robeson County	Orrum Middle
26	Columbus County	Tabor City Middle	56	Robeson County	Parkton Elementary
27	Cumberland County	Jeralds Middle	57	Robeson County	Red Springs Middle
28	Cumberland County	Spring Lake Middle	58	Robeson County	Rowland Middle
29	Cumberland County	Westover Middle	59	Robeson County	St Pauls Middle
30	Duplin County	Beulaville Elementary	60	Robeson County	Townsend Middle

Middle School Literacy Coaches for 2006-2007 (Cohort I) - updated 11/8/07

	District	School
61	Duplin County	Charity Middle
62	Duplin County	E E Smith Middle
63	Duplin County	Warsaw Middle
64	Durham County	Chewning Middle
65	Durham County	Lowe's Grove Middle
66	Durham County	Neal Middle
67	Durham County	Sherwood Githens Middle
68	Edgecombe County	C. B. Martin Middle
69	Edgecombe County	Phillips Middle
70	Franklin County	Cedar Creek Middle
71	Franklin County	Terrell Lane Middle
72	Gaston County	Bessemer City Middle
73	Gaston County	Southwest Middle
74	Gaston County	W P Grier Middle
75	Gaston County	York Chester Middle
76	Guilford County	Ferndale Middle
77	Guilford County	Jackson Middle
78	Guilford County	Otis Hairston Sr. Middle
79	Guilford County	Welborn Middle
80	Halifax County	Brawley Middle
81	Halifax County	Eastman Middle
82	Rowan-Salisbury	Knox Middle
83	Scotland County	Carver Middle
84	Thomasville City Schools	Thomasville Middle
85	Union County	Monroe Middle
86	Vance County	Eaton Johnson Middle
87	Vance County	Henderson Middle
88	Wake County	North Garner Middle
89	Warren County	Warren Co. Middle
90	Washington County	Creswell High
91	Wayne County	Brogden Middle
92	Wayne County	Dillard Middle
93	Wayne County	Mount Olive Middle
94	Weldon City Schools	Weldon Middle
95	Whiteville City Schools	Central Middle
96	Winston-Salem/Forsyth	Hanes Middle
97	Winston-Salem/Forsyth	Hill Magnet Middle
98	Winston-Salem/Forsyth	Mineral Springs Middle
99	Winston-Salem/Forsyth	Philo Middle
100	Winston-Salem/Forsyth	Wiley Middle
101	Yadkin County	East Bend Elementary
102	Washington County	Washington County Union

NOTE: four small schools shared two coaches therefore there are 100 coaches for 2006-07 serving 102 schools

Middle School Literacy Coaches for 2007-2008 (Cohort II) - Updated 11/8/07

#	District	School	#	District	School
103	Alamance-Burlington	Turrentine Middle	133	Jones	Jones Middle
104	Beaufort	Chocowinity Middle School	134	Kannapolis	Kannapolis Middle
105	Bladen	Tar Heel Middle	135	Lenoir	E B Frink
106	Brunswick	Leland Middle	136	Lenoir	Savannah Middle
107	Brunswick	Shallotte Middle	137	Lincoln	Lincolnton Middle
108	Brunswick	South Brunswick Middle	138	Lincoln	West Lincoln Middle
109	Brunswick	Waccamaw Elementary	139	Madison	Madison Middle
110	Buncombe	A C Reynolds Middle School	140	Martin	Williamston Middle
111	Buncombe	Enka Middle	141	McDowell	East McDowell Jr High
112	Buncombe	North Buncombe	142	McDowell	West McDowell Junior High
113	Caldwell	Gamewell Middle	143	Montgomery	West Montgomery Middle
114	Caldwell	Hudson Middle	144	Nash/Rocky Mount	J W Parker Middle
115	Catawba	Harry Arndt Middle	145	Nash/Rocky Mount	Red Oak Middle
116	Catawba	Maiden Middle	146	New Hanover	Charles Murray
117	Catawba	River Bend Middle	147	Pender	Cape Fear Middle
118	Charlotte/Mecklenburg	J M Alexander	148	Perquimans	Perquimans Middle
119	Cherokee	Andrews Middle	149	Pitt	C M Eppes Middle
120	Cleveland	Burns Middle	150	Randolph	Archdale-Trinity
121	Clinton City	Sampson Middle	151	Randolph	Northeastern Randolph
122	Columbus	Chadbourn Middle	152	Randolph	Southeastern Randolph
123	Craven	H J MacDonald Middle	153	Randolph	Southwestern Randolph Middle
124	Cumberland	Anne Chesnutt Middle	154	Randolph	Uwharrie Middle
125	Cumberland	Douglas Byrd Middle	155	Richmond	Rockingham Junior High
126	Cumberland	Gray's Creek Middle	156	Richmond	Rohanen Junior High
127	Cumberland	Lewis Chapel Middle	157	Robeson	Pembroke Middle
128	Cumberland	Pine Forest Middle	158	Rockingham	Reidsville Middle
129	Davidson	Central Davison Middle	159	Rockingham	Western Rockingham Middle
130	Davidson	South Davison Middle	160	Rowan-Salisbury	Corriher Lipe Middle
131	Davie	South Davie Middle	161	Rowan-Salisbury	North Rowan Middle
132	Durham	Brogden Middle	162	Rutherford	Chase Middle

Middle School Literacy Coaches for 2007-2008 (Cohort II) - Updated 11/8/07

	District	School
163	Durham	George L Carrington
164	Edenton/Chowan	Chowan Middle
165	Edgecombe	South Edgecombe Middle
166	Edgecombe	West Edgecombe Middle
167	Elizabeth City/Pasquotank	River Road Middle
168	Gaston	Holbrook Middle
169	Gaston	William C Friday Middle
170	Guilford	Eastern Guilford Middle
171	Guilford	Kiser Middle
172	Guilford	Southern Guilford Middle
173	Harnett	Coates Erwin
174	Harnett	Dunn Middle
175	Harnett	Western Harnett Middle
176	Haywood	Bethel Middle
177	Hoke	East Hoke Middle
178	Iredell	East Iredell Middle
179	Iredell	North Iredell Middle
180	Iredell	Statesville Middle
181	Iredell	West Iredell Middle
182	Johnston	Selma Middle School
183	Rutherford	East Rutherford Middle
184	Rutherford	R S Middle
185	Sampson	Roseboro-Salemburg
186	Sampson	Union Middle
187	Scotland	Sycamore Lane Middle
188	Stanley	Albemarle Middle
189	Surry	Meadowview Middle
190	Union	East Union Middle
191	Union	Sun Valley Middle

	District	School
192	Wake	East Garner Middle
193	Wake	East Wake Middle
194	Wayne	Norwayne Middle
195	Wayne	Spring Creek High
196	Wilkes	North Wilkes Middle
197	Wilson	Speight Middle
198	Winston Salem/ Forsyth	Clemmons Middle
199	Winston-Salem/ Forsyth	Northwest Middle
200	Yadkin	Yadkinville Elementary

THE NEED FOR MIDDLE GRADES LITERACY COACHES
AND EFFECTIVE TRAINING IN NORTH CAROLINA SCHOOLS

WHAT RESEARCH SHOWS

1) **The need for instructional supports for struggling middle school readers and their teachers is critical.** In addition to an intuitive understanding that students who struggle to comprehend what they read or have other reading difficulties are more likely to fall behind in academics and most at-risk for dropping out of high school, data underscores the detrimental effects of poor reading performance. A few indicators of note:

   - The ability to read proficiently is linked not only to academic and workplace success but to overall quality of life and public health (Lyon, 1997, Lyon and Chabra, 2004 and Thompson, 2001; see Lyon presentation at http://www.nga.org/Files/pdf/0609MIDLITERACYSUMM.PDF).

   - Reading difficulties are not self-correcting, but they can be reversed (Hirsch, 1996; see Lyon presentation at http://www.nga.org/Files/pdf/0609MIDLITERACYSUMM.PDF).

   - The lowest-performing readers are most at risk of dropping out of high school. In fact, those achieving in the lowest quartile are 3.5 times more likely to drop out than students in the next highest quarter of academic achievement, and 20 times more likely to drop out than top-performing students (Alliance for Excellent Education, http://www.all4ed.org/whats_at_stake/crisis.html).

   - Sixth graders who fail English have a 1 in 8 chance of making it to the 12th grade on time, and only 16 percent graduate on time or with one extra year, according to a study of high-poverty Philadelphia middle schoolers. (Johns Hopkins University and Philadelphia Education Fund Research, see http://www.csos.jhu.edu/pubs/edweek/dropoutresearch_4.06.ppt#256,1,Keeping Middle Grades Students On Track to Graduation).

   - North Carolina eighth grade students, on average, perform worse than the nation, and the achievement gap between black and white student reading performance has widened over the past seven years (National Assessment of Educational Progress, 2005).

2) **Literacy coaching—a form of highly targeted professional development—can be a potent vehicle for improving reading skills.** When well delivered, it includes features identified as part of effective professional development. See the *Standards for Middle and High School Literacy Coaches* from the International Reading Association. http://www.reading.org/resources/issues/reports/coaching.html In addition, the National Staff Development Council standards for professional development include references to research and expert opinion about the most effective adult learning approaches (see http://www.nsdc.org/standards/index.cfm). **The NC Teacher Academy is providing this first-in-the-nation high quality professional development on a weekly basis, using the national standards for literacy coaches.** National experts have been brought in to develop the best methods and training, creating a national model for delivery.

3) **Some of the state and district-level initiatives that have realized definitive results (Alabama, Florida, Boston, North Carolina) include placing literacy coaches in schools as a key component of their improvement approach.** Defining the role as well as the skills and knowledge required of literacy coaches is essential to their effectiveness. For recommendations, see the IRA Literacy Coaching Standards and *The Literacy Coach: A Key to Improving Teaching and Learning in Secondary Schools* (Alliance for Excellent Education) http://www.all4ed.org/publications/LiteracyCoach.pdf

4) **Anecdotal evidence and some preliminary research indicate the promise of literacy coaching.** The following article does a nice job of summarizing some of the anecdotal evidence on the usefulness of the literacy coach approach: *The New Drill: On-site Coaches Focus on Teachers, Not Students, in the Battle to Boost Literacy* http://www.edutopia.org/magazine/ed1article.php?id=Art_1447&issue=feb_06

Support for NC's high school agenda: Without a focus on the literacy needs of middle school students, ninth graders will not begin their high school careers prepared to graduate college and work ready.

From Session Law 2007-323

21ST CENTURY LITERACY COACHES

SECTION 7.23.(a) Funds are appropriated in this act to support the

selection and hiring of new literacy coaches for middle schools or other public schools

with an eighth grade class. No more than one literacy coach shall be placed in each

such school. The State Board of Education, in consultation with the North Carolina

Teacher Academy, shall develop a site selection process including formal criteria. The

site must receive formal approval by the State Board of Education to receive funds for

this purpose. To be selected schools must:

(1) Contain an eighth grade class, and

(2) Ensure that literacy coaches will have no administrative

responsibilities in the schools in which they are placed.

SECTION 7.23.(b) National Board for Professional Teaching Standards

(NBPTS) certified teachers serving in these positions shall be exempt from the

requirements in G.S. 115C-296.2(b)(2)d. and shall remain on the NBPTS teacher salary

schedule.

From Session Law 2006-66 LITERACY COACHES

SECTION 7.13. Funds are appropriated in this act to support the selection and hiring of
100 literacy coaches. The State Board of Education shall allocate these positions to the
100 schools with the lowest average scores on the eighth grade end-of-grade reading test
over the most recent three years for which data is available.

EXECUTIVE SUMMARY

Title: <u>Revision of Allotment Policy for Literacy Coaches</u>

Type of Executive Summary:
☐ Action   ☒ Action on First Reading   ☐ Discussion   ☐ Information

Policy Implications:
☐ Constitution _____
☐ General Statute #_____
☐ SBE Policy #
☐ SBE Policy Amendment
☐ SBE Policy (New)
☐ APA #_____
☐ APA Amendment
☐ APA (New)
☐ Other _____

Presenter(s):   Mr. Philip Price (Associate Superintendent, Financial and Business Services) and Ms. Carolyn McKinney (Executive Director, NC Professional Teaching Standards Commission)

Description:
The 2007-08 budget contained funding for an additional 100 literacy coaches and a provision to allow National Board Certified teachers serving as literacy coaches to remain on the NBPTS teacher salary schedule. The allotment policy manual is being updated to reflect these changes. Revisions are being proposed to the allotment policy for literacy coaches that would require schools accepting the state literacy coach funding: 1) to agree to abide by a memorandum of understanding; 2) to implement the 21st Century literacy model designed by the NC Teacher Academy; and 3) that the individual employed as the literacy coach will complete all training prescribed by the NC Teacher Academy. Additionally, a revision to the policy to allow the reallocation of the position for another school to participate in the literacy coach program if it is not filled within five weeks is proposed.

Resources:
NA

Input Process:
The proposed revisions reflect discussions with the NC Teacher Academy and the NC Professional Teaching Standards Commission.

Stakeholders:
LEAs, Teachers

Timeline For Action:
The proposed changes are presented for Action on First Reading. They will become effective upon State Board of Education approval.

Recommendations:
It is recommended that the proposed revisions be approved.

Audiovisual equipment requested for the presentation:

☐   Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify:_____

☐   Audio Requirements (computer or other, except for PA system which is provided)
Specify:_____

☐   Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____   Seconded By: _____

Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: ___Philip Price (807-3600)___

LITERACY COACHES

PROGRAM REPORT CODE: 052
UNIFORM CHART OF ACCOUNTS CODE: XXXX-052-XXX
STATUTORY REFERENCE: SB 1741, Section 7.13

TYPE: Position

TERM: 10 month, July 1 through June 30

PURPOSE: Provides funding for 200 literacy coaches.

ELIGIBILITY: The 100 schools with the lowest average scores on the eighth grade end-of-grade reading test over the most recent three years for which data is available and 100 middle schools that were selected based on a rubric/application used to evaluate the schools with the greatest need.

FORMULA: Each school is allotted one position at the statewide average teacher salary including benefits.

SPECIAL PROVISIONS:

1. LEAs cannot exceed their allotted position(s).
2. Funding can only be used to pay salaries of literacy coaches at the eligible schools designated by the State Board of Education.
3. In accepting funding, the school agrees to abide by a memorandum of understanding, to implement the 21st Century Literacy Coach Model designed by the NC Teacher Academy, and that the individual employed in the position will complete all training prescribed by the NC Teacher Academy.
4. Any teaching area except restricted workforce development and JROTC. Reading K-12 (license 190) is preferred.
5. Literacy Coaches are eligible for the NBPTS differential pay as part of their certified salary.
5. If a qualified school is not able to employ a qualified literacy coach within five weeks of the allocation, the allotment for that school shall be removed and reallocated to the next school not funded per the rubric that can employ the literacy coach. All positions allotted must be approved by the State Board of Education.

Reading has place in all lesson plans

Literacy coach Iris Sutton, center, works with Lauren Grant on a peer review in an advanced language arts class for eighth-graders at North Garner Middle School. In the foreground, Tarahji Reid, left, and Te'Arrow Hoggard review one another's papers.
Staff Photo by Juli Leonard

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TODD SILBERMAN, Staff Writer

A year ago, Iris Sutton was helping students at North Garner Middle School who struggled with reading. Now she is teaching teachers how to do the same thing -- even if the subjects they teach are math, science and social studies.

Usually considered the province of elementary schools, reading instruction is becoming a critical part of the middle school day in North Carolina. Sutton is one of nearly 100 new "literacy coaches" in the state spreading the gospel of reading, writing and clear thinking regardless of the topic being studied.

All of the coaches receive intensive twice-monthly training in two-day sessions through the N.C. Teacher Academy, a state-funded professional development program.

When Sutton started teaching 18 years ago in a Halifax County middle school, she said she was on her own to figure out how best to reach her students.

"It would have been marvelous to have someone stop by my room and say, 'I'm here, let me tell you what's available.' " she said.

Today, on-the-job teacher training has become important in many classrooms as schools struggle against increasing retirements of experienced teachers, frequent turnover and heightened expectations for student success. And even for seasoned teachers in middle and high schools, the teaching of reading generally isn't something they learned in college. The focus instead is on the content of their subject.

Yet test results show that middle school students continue to struggle with reading. Less than one-third of eighth-graders in North Carolina and across the country were measured as proficient readers in 2005 on the National Assessment of Educational Progress, also known as the Nation's Report Card. At the same time, reading levels of eighth-graders on the state's end-of-grade tests barely have changed in the past few years. Significant gaps in performance remain between white and minority students.

Gov. Mike Easley pushed for the middle school literacy positions as a way to change that trend, beginning this year in

about 100 schools with the lowest passing rates among eighth-graders. In addition to North Garner Middle in Wake County, positions also have been created at four middle schools in Durham: Chewning, Githens, Lowe's Grove and Neal. The state is spending $6 million on the effort this year for salaries and training.

Spreading the method

Sheryn Waterman, a coach at Lowe's Grove, spent a recent morning meeting with one eighth-grade science teacher about planning a lesson for the following week and sitting in on the class of a first-year science teacher.

"This might have a chance to work," Waterman said. "The training is some of the best I've ever had. It's research-based and presented in such a way that it's accessible and easily translated into the school."

Although the goal is better readers, the coaches also help teachers strengthen their classroom instruction so students better comprehend the lesson. Teachers are given suggestions on how to engage students by drawing on what they already know about a subject, how to organize the lesson in ways that helps students organize material themselves, and finally how to help students comprehend and summarize.

By following those four steps, coaching experts say, teachers help students develop better reading skills. Struggling readers in middle school often can "call" or read aloud words correctly, but they fail to comprehend what they are reading.

"If they don't have good comprehension, they can't hope to score well on tests, they can't be good problem-solvers in math or other subjects," said Julia Kron, director of the N.C. Teacher Academy. "It just gets to be insurmountable for a lot of students. We need to make better readers of everyone."

For Chris Cook, a social studies teacher at North Garner Middle who began teaching several years ago without education training, Sutton's coaching has made a difference. "I'm always looking for new ways to reach the kids," he said.

Sutton helped Cook come up with strategies to incorporate in his lesson planning for varied groups of students.

"If you stick with one thing with these kids," he said, "that can make for a boring and long year."

And hopefully, better instruction will translates into better reading.

"I have taken it for granted that everyone can read," Cook said. "We've got to make sure that they really are grasping what they're reading."

809 Robert Street

Windsor, NC 27983

February 26, 2007

Governor Michael F. Easley

Office of the Governor

20301 Mail Center Service

Raleigh, NC 27699-0301

Dear Governor Easley:

My name is Retha Smith and I am one of the state's new middle school literacy coaches. Since this was one of the education projects that you so strongly supported last year, I wanted to thank you for your efforts and share some of my excitement about the new program.

I have taught for 31 years in Bertie County. As you know, our county is very impoverished and our schools have been unable to meet the goals that the state and nation would like to see us achieve. In accepting the position of literacy coach, I hope to help the students in middle school improve in their reading and math skills and in turn lower the high school dropout rate.
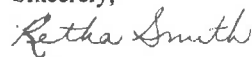
My teachers have been very receptive to the strategies and ideas that I have brought back to them from my training at the Teacher Academy. The ideas and materials that I am able to prepare for them are a godsend in their limited time. Having been a classroom teacher myself, I can identify with the tight schedules they have.

Besides helping the teachers, I am also able to make school a much more interesting place for our students. At one of the Teacher Academy meetings, I found out about the Bluford books published by Townsend Press. These books are very relevant to African American middle and high school students. In researching these books, I discovered that students could write personal letters to Townsend and receive 3 free books. I told my two groups in eighth grade who are really struggling with the end of grade tests about

this and discussed how to write a letter to a business. The thrill of Jarvis rushing into the library to show me his three books which he had received in the mail at his home made me realize why teaching has been my love for all these years. Many of these students are probably getting some of the first books in their homes that were not borrowed from the library. I am enclosing a picture of some of the students enjoying their books. I am also enclosing a note that a seventh grader added to her weekly school wide test so that I could meet with her about the Bluford books. While the note has many errors, the desire to read was evident. With reading, her writing skills will improve. She was extremely smart and creative to think about contacting me on her test. This note (which I discovered while grading the papers) reassured me that my position was needed. Another picture that I have enclosed is a picture of a student presenting a verbal-visual representation of a science word that he now has "ownership" of in his vocabulary. This is a strategy that we acquired at Teacher Academy which has proved successful in improving vocabulary acquisition. This child happens to be very artistic so he was eager to present his word. Most of the time he does not volunteer answers in class. The media coordinator and I have also worked together on several projects to encourage reading. This month we are celebrating Black History month by bringing in three successful community leaders to encourage students to strive for their best. Our first speaker was The Honorable Cy Grant, Resident Superior Court Judge, who inspired the students with his readings and life stories. I have also enclosed a picture of Judge Grant with several of our students. I think these pictures really fit the saying "a picture is worth a thousand words."

In my heart, I sincerely believe that literacy coaches can make a difference in the middle school. Thank you for your support. The faculty and students at Southwestern Middle School are making every effort to improve this year.

Sincerely,

Retha Smith

Retha Smith
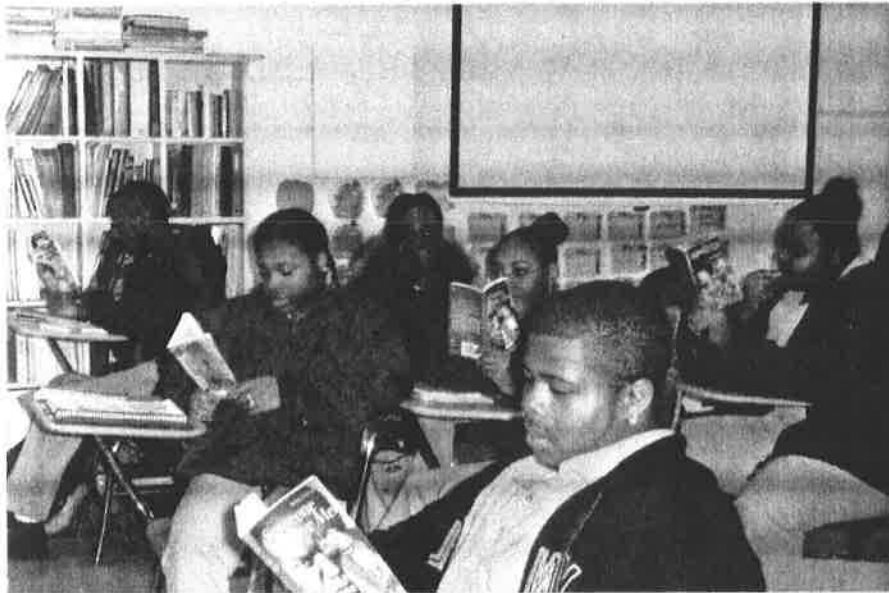
466 responses received.

Q-1 AFJROTC produces better citizens (466 responses)

Strongly Agree	Somewhat Agree
424/91%	42/9%

Q-2 AFJROTC instills the value of service to the United States (466 responses)

Strongly Agree	Somewhat Agree
416/89%	47/10%

Q-3 AFJROTC instills the value of personal responsibility (466 responses)

Strongly Agree	Somewhat Agree
428/92%	36/8%

Q-4 AFJROTC instills a sense of accomplishment (465 responses)

Strongly Agree	Somewhat Agree
413/89%	50/11%

Q-5 AFJROTC encourages school attendance (465 responses)

Strongly Agree	Somewhat Agree
378/81%	79/17%

Q-6 AFJROTC encourages high school graduation (466 responses)

Strongly Agree	Somewhat Agree
406/87%	55/12%

Q-7 AFJROTC contributes to a lower suspension rate (463 responses)

Strongly Agree	Somewhat Agree
322/70%	122/26%

Q-8 AFJROTC contributes to fewer discipline problems (465 responses)

Strongly Agree	Somewhat Agree
333/72%	117/25%

Q-9 AFJROTC reduces substance abuse and disruptive/destructive behavior (fight, steal, cheat) (466 responses)

Strongly Agree	Somewhat Agree
315/68%	134/29%

Q-10 AFJROTC academic curriculum effectively contributes to accomplishing program objectives (465 responses).

Strongly Agree	Somewhat Agree
387/83%	73/16%

Q-11 AFJROTC encourages students to improve their grades in all subjects and continue their education beyond high school. (466 responses)

Strongly Agree	Somewhat Agree
398/85%	64/14%

Q-12 AFJROTC encourages active participation in the local community/school (466 responses)

Strongly Agree	Somewhat Agree
419/90%	45/10%

Q-13 AFJROTC cadets demonstrate increased community pride (465 responses)

Strongly Agree	Somewhat Agree
389/84%	73/16%

Q-14 AFJROTC instructors play an important role in their communities (449 responses)

Strongly Agree	Somewhat Agree
400/89%	47/10%

Q-15 AFJROTC promotes a positive relationship between host communities and the Air Force (446 responses)

Strongly Agree	Somewhat Agree
415/93%	29/7%

5 May 2004

MEMORANDUM FOR PRINCIPALS

FROM: HQ AFOATS/JR
551 EAST MAXWELL BLVD
MAXWELL AFB AL 36112

SUBJECT: Principal Survey

1. The results of the Air Force Junior ROTC Principals Survey are attached and, as you can see, are overwhelmingly positive. We had so few neutral and negative responses that we didn't clutter this report with those statistics; however, my staff is following up with each principal who submitted a neutral or negative response.

2. Thank you all for your contributions to the program and, in particular, to those who responded to this survey.

SAMUEL J. BARR, Colonel, USAF
Director, Air Force Junior ROTC

Attachment:
1. Survey Results

cc:
AOSD (FMP)
HQ AFOATS CC/CV/SD/XP/CR
U.S. Army Cadet Command (ATCC-HS)
MCCDC (C462R)
CNET (NJROTC)
AFJROTC Instructors

High Schools in North Carolina with
Junior Reserve Officers' Training Corp Programs
by Service Branch

Air Force	
Ashbrook High School	Northside High School
Asheboro High School	Northside High School
Ben L. Smith High School	Northwest Cabarrus High School
Bunker Hill High School	Northwest Halifax High School
Burns High School	Parkwood High School
Central Cabarrus High School	Pasquotank High School
Crest High School	Piedmont High School
Currituck High School	Pine Forest High School
Dalton L. McMichael High School	Pinecrest High School
Dudley High School	Ragsdale High School
E. E. Smith High School	Ralph L. Fike High School
East Henderson High School	Riverside High School
East Mecklenburg High School	Rockingham County High School
East Montgomery High School	Rocky Mount Senior High
Eastern Wayne High School	Ronald Reagan High School
Emsley A. Laney High School	Salisbury High School
Enka High School	Seventy-First Senior High School
Independence Senior High School	South Johnston High School
James B. Hunt Jr High School	Southeast Halifax High School
Jay M. Robinson High School	Southern Nash Senior High School
Jesse O. Sanderson High School	Southern Wayne High School
Jones Senior High School	SouthWest Edgecombe High School
Lincolnton High School	Surry Central High School
Louisburg High School	Swain High School
Maiden High School	T.C. Roberson High School
Monroe High School	Tarboro High School
Mount Pleasant High School	Terry Sanford High School
Needham B. Broughton High School	Trinity High School
North Davidson High School	Tuscola High School
North Forsyth High School	Warren County High School
North Henderson High School	West Craven High School
North Johnston High School	West Mecklenburg High School
North Mecklenburg	West Montgomery High School
North Surry High School	West Stanly High School
North Wilkes High School	Wilkes Central High School
Northeastern High School	Zebulon Vance High School
Northern Durham High School	
Northern Nash Senior High	
Northern Vance High School	

Army

AC Reynolds High School	John M Morehead High School	Wallace Rose Hill High School
Anson Senior High School	Kinston High School	Washington High School
Ashe County High School	Lakewood High School	Weldon High School
Avery County High School	Lee County Senior High School	West Bladen High School
Ayden Grifton High School	Lexington Senior High School	West Brunswick High School
Bandys High School	Lumberton High School	West Charlotte Senior H
Bertie High School	Madison High School	West Columbus High School
Butler High School	Mount Tabor High School	West Forsyth High School
Carver High School	Mountain Heritage High School	West Henderson
Central Davidson Senior High School	Myers Park High School	West Iredell High School
Charles B Aycock High School	New Hanover Senior High School	West Johnston High School
Charles D Owen High School	North Brunswick High School	West Rowan High School
Cherokee High School	North Edgecombe Magnet High School	Western Harnett High School
Clyde A Erwin High School	North Iredell High School	Westover High School
Creswell High School	North Pitt High School	Whiteville High School
Davie High School	North Rowan High School	
DH Conley High School	Northampton High East	
Douglas Byrd Shigh School	Northampton High West	
E E Waddell High School	Oak Ridge Military Academy	
E T Beddingfield Jhigh School	Olympic Senior High School	
East Bladen High School	Overhills High School	
East Burke High School	Parkland High School	
East Columbus High School	Pender High School	
East Duplin High School	Person High School	
East Forsyth Senior High School	Phillip O Berry Academy of Tech	
East Rowan High School	Plymouth High School	
East Surry High School	Purnell Swett High School	
Eastern Randolph High School	R J Reynolds High School	
Elkin High School	Randleman High School	
Fairmont High School	Red Springs High School	
Farmville Central High School	Richmond Senior High School	
Forbush High School	Robert B Glenn High School	
Fred T Foard High School	Rosewood High School	
Freedom High School	Scotland High School	
Garinger High School	Simon G Atkins High School	
Goldsboro High School	South Brunswick High School	
Greene Central High School	South Central High School	
Grimsley High School	South Columbus High School	
Harnett Central High School	South Granville High School	
Harry P Harding High School	South Robeson High School	
Heide Trask High School	South Rowan High School	
Hertford County High School	South View High School	
Hickory High School	Southern Lee High School	
Hillside High School	Southwestern Randolph High School	
Hoke County High School	St Pauls High School	
Hopewell High School	Statesville High School	
Hunter Huss High School	Thomasville High School	
J F Webb High School	Triton High School	
Jack Britt High School	Union High School	
James Kenan High School	Wake Forest Rolesville High School	
JH Rose High School		
John A Holmes High School		

Source: https://www.usarmyjrotc.com

Marines	
Asheville High School	Reidsville High School
East Gaston High School	R. S. Central High School
High Point Central High School	South Iredell High School
Lejeune High School	South Stokes High School

Source: http://www.mcjrotc.org/units/MCJROTC%20Units.aspx

Navy	
Alexander Central High School	Page Senior High School
Ashley High School	Pamlico County High School
Bartlett-Yancey High School	Pisgah Senior High School
Brown High School	Providence Senior High School
Cape Fear High School	Smithfield Selma High School
Cary High School	South Caldwell High School
Clayton High School	South Mecklenburg High School
Forest Hills High School	South Point High School
Grays Creek High School	Southeast Guilford High School
Havelock High School	St Stephens High School
Hoggard High School	Sun Valley High School
McDowell High School	Union Pines High School
Mooresville Senior High School	West Caldwell High School
New Bern High School	West Carteret High School
Newton-Conover High School	West Lincoln High School
North Buncombe High School	Western Alamance High School
Northeast Guilford Senior High School	

Source: https://www.njrotc.navy.mil/hostschools.cfm#North%20Carolina

Junior Reserve Officers' Training Corps Federal Authorizing Legislation

TITLE 10--ARMED FORCES

Subtitle A--General Military Law

PART III--TRAINING AND EDUCATION

CHAPTER 102--JUNIOR RESERVE OFFICERS' TRAINING CORPS

Sec. 2031. Junior Reserve Officers' Training Corps

(a)(1) The Secretary of each military department shall establish and maintain a Junior Reserve Officers' Training Corps, organized into units, at public and private secondary educational institutions which apply for a unit and meet the standards and criteria prescribed pursuant to this section. The President shall promulgate regulations prescribing the standards and criteria to be followed by the military departments in selecting the institutions at which units are to be established and maintained and shall provide for the fair and equitable distribution of such units throughout the Nation, except that more than one such unit may be established and maintained at any military institute.

(2) It is a purpose of the Junior Reserve Officers' Training Corps to instill in students in United States secondary educational institutions the values of citizenship, service to the United States, and personal responsibility and a sense of accomplishment.

(b) No unit may be established or maintained at an institution unless--

(1) the number of physically fit students in such unit who are in a grade above the 8th grade and are citizens or nationals of the United States, or aliens lawfully admitted to the United States for permanent residence, is not less than (A) 10 percent of the number of students enrolled in the institution who are in a grade above the 8th grade, or (B) 100, whichever is less;

(2) the institution has adequate facilities for classroom instruction, storage of arms and other equipment which may be furnished in support of the unit, and adequate drill areas at or in the immediate vicinity of the institution, as determined by the Secretary of the military department concerned;

(3) the institution provides a course of military instruction of not less than three academic years' duration, as prescribed by the Secretary of the military department concerned;

(4) the institution agrees to limit membership in the unit to students who maintain acceptable standards of academic achievement and conduct, as prescribed by the Secretary of the military department concerned; and

(5) the unit meets such other requirements as may be established by the Secretary of the military department concerned.

(c) The Secretary of the military department concerned shall, to support the Junior Reserve Officers' Training Corps program--

(1) detail officers and noncommissioned officers of an armed force under his jurisdiction to institutions having units of the Corps as administrators and instructors;

(2) provide necessary text materials, equipment, and uniforms and, to the extent considered appropriate by the Secretary concerned, such additional resources (including transportation and billeting) as may be available to support activities of the program; and

(3) establish minimum acceptable standards for performance and achievement for qualified units.

(d) Instead of, or in addition to, detailing officers and noncommissioned officers on active duty under subsection (c)(1), the Secretary of the military department concerned may authorize qualified institutions to employ, as administrators and instructors in the program, retired officers and noncommissioned officers, and members of the Fleet Reserve and Fleet Marine Corps Reserve, whose qualifications are approved by the Secretary and the institution concerned and who request such employment, subject to the following:

(1) A retired member so employed is entitled to receive the member's retired or retainer pay without reduction by reason of any additional amount paid to the member by the institution concerned. In the case of payment of any such additional amount by the institution concerned, the Secretary of the military department concerned shall pay to that institution the amount equal to one-half of the amount paid to the retired member by the institution for any period, up to a maximum of one-half of the difference between the member's retired or retainer pay for that period and the active duty pay and allowances which the member would have received for that period if on active duty. Notwithstanding the limitation in the preceding sentence, the Secretary concerned may pay to the institution more than one-half of the additional amount paid to the retired member by the institution if (as determined by the Secretary) the institution is in an educationally and economically deprived area and the Secretary determines that such action is in the national interest. Payments by the Secretary concerned under this paragraph shall be made from funds appropriated for that purpose.

(2) Notwithstanding any other provision of law, such a retired member is not, while so employed, considered to be on active duty or inactive duty training for any purpose.

Sec. 2032. Responsibility of the Secretaries of the military departments to maximize enrollment and enhance efficiency

(a) Coordination.--The Secretary of each military department, in establishing, maintaining, transferring, and terminating Junior Reserve Officers' Training Corps units under section 2031 of this title, shall do so in a coordinated manner that is designed to maximize enrollment in the Corps and to enhance administrative efficiency in the management of the Corps.

(b) Consideration of New School Openings and Consolidations.--In carrying out subsection (a), the Secretary of a military department shall take into consideration--

(1) openings of new schools;

(2) consolidations of schools; and

(3) the desirability of continuing the opportunity for participation in the Corps by participants whose continued participation would otherwise be adversely affected by new school openings and consolidations of schools.

North Carolina Career and Technical Education

Overview of Career and Technical Education

Mission

Career and Technical Education (CTE) courses provided a strong foundation for 560,843 North Carolina young people in 2006-2007 in grades 6-12, setting them on a path to exciting and rewarding careers. Whether students plan to further their education in community colleges, technical schools, or four-year colleges and universities, receive on-the-job training, or pursue careers in the military, secondary CTE can be the first step in a pathway toward productive employment and citizenship.

The mission of CTE in North Carolina is to empower students for effective participation in the international economy as world-class workers and citizens. Career and Technical Education programs are designed to contribute to:
- The broad educational achievement of students including basic skills
- Their ability to work independently and as part of a team
- Think creatively and solve problems
- Utilize technology in the thinking and problem solving process

Description

North Carolina secondary CTE offers:
- 156 courses to students in grades 6-12 in 115 school systems
- Transition to postsecondary CTE by a focused course of study in partnership with 58 community colleges.
- College Tech Prep programs with college credit for selected high school courses
- Postsecondary CTE credits via Huskins Bill courses or via concurrent enrollment at community colleges.

Work-based learning plays an important role in CTE. Work-based learning opportunities include internships, cooperative education, and apprenticeships. The number of students involved in work-based learning opportunities has remained relatively constant over the past five years. In 2002-2003, the first year for which a work-based learning enrollment report is available, 20,988 students were enrolled in courses that focused on this instructional strategy. In 2006-2007, 20,306 students were enrolled in these same courses.

CTE Enrollment

The total enrollment in grades 6-12 for 2006-2007 was:
- 560,843 unduplicated (students counted once)
- 896,176 duplicated (students counted every time they enroll in a CTE course)
- 60.4% high school
- 39.6% middle school

The postsecondary credits earned were:
- 729 during 2001-2002
- 9,100 during 2006-2007

NC Career and Technical Education (continued)

Overview of Career and Technical Education

CTE Enrollment (continued)

Chart 1 illustrates the trends in secondary and middle school enrollment 2002-2007. Chart 2 shows the 2006-2007 NC CTE enrollments by program area.

Chart 1: NC CTE Enrollment Trends, High School and Middle School, 2002-2007
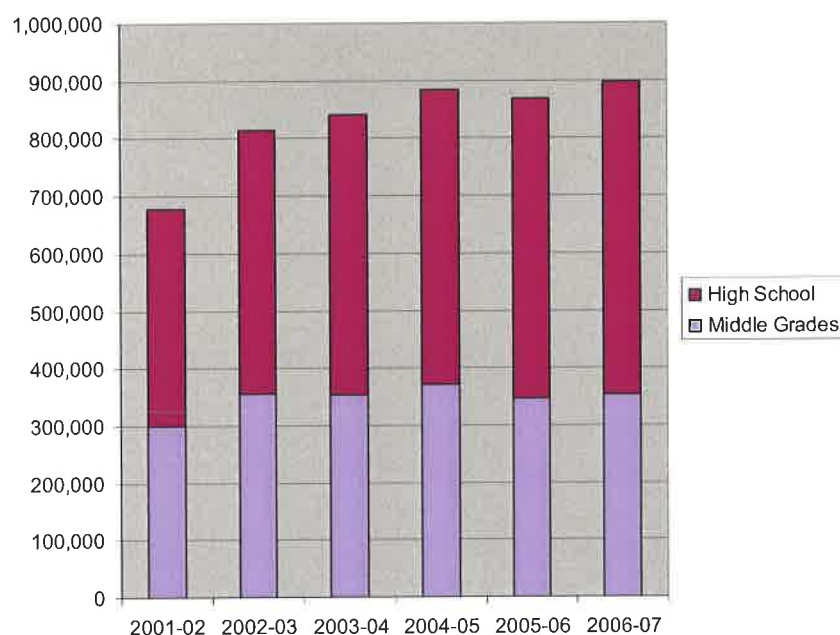
Chart 2: NC CTE Enrollments by Program Area, 2006-2007
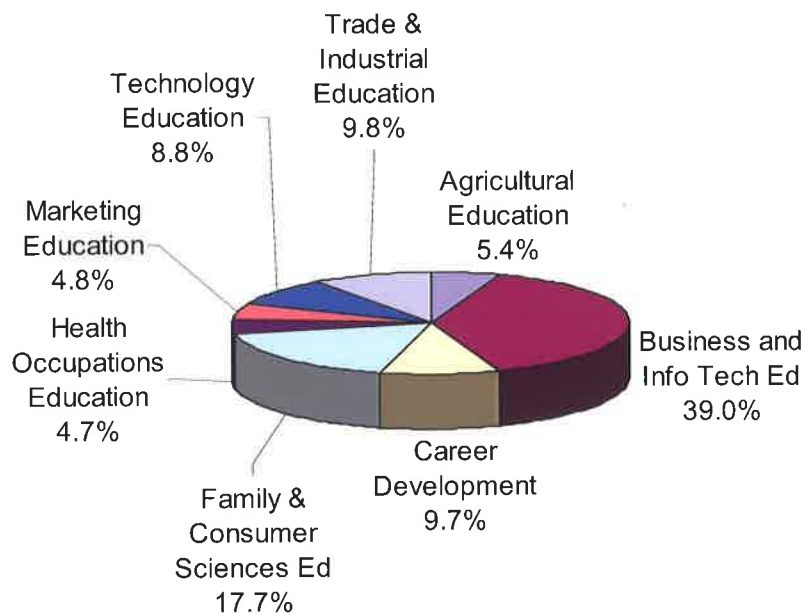
SOURCE: CTE Accountability Data, 2001-2007

NC Career and Technical Education (continued)

Overview of Career and Technical Education

**CTE
Enrollment
(continued)**

Chart 3 shows the growth in enrollment in all program areas between 2001-2002 and 2006-2007. Chart 4 shows the differences in enrollment growth among selected programs between 2001-2002 and 2006-2007

Chart 3: Growth in Enrollment by Program Area between 2001-2002 and 2006-2007
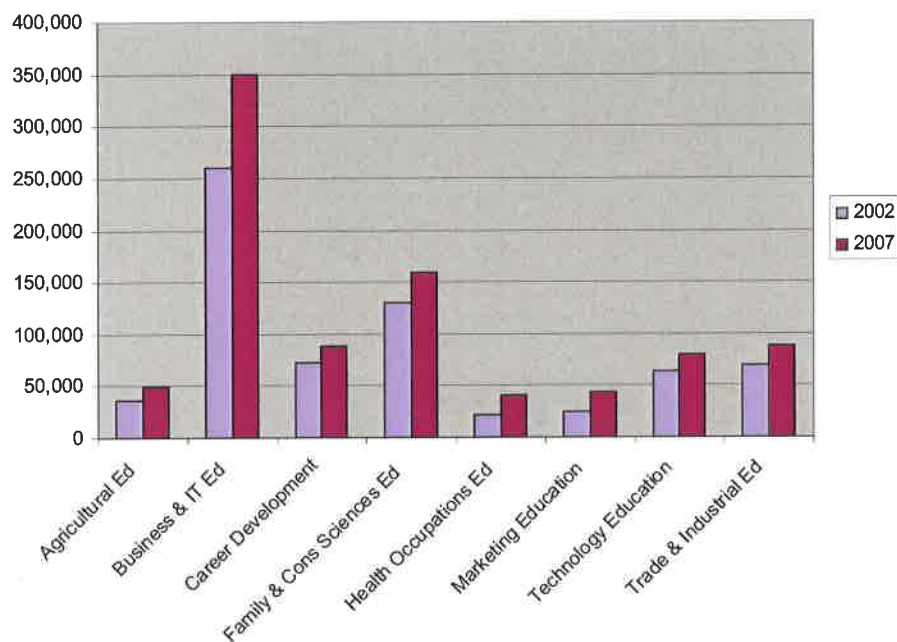
SOURCE: CTE Accountability Data, 2001-2007

Chart 4: Enrollment Growth in Selected Programs, 2001 – 2002 and 2006 – 2007
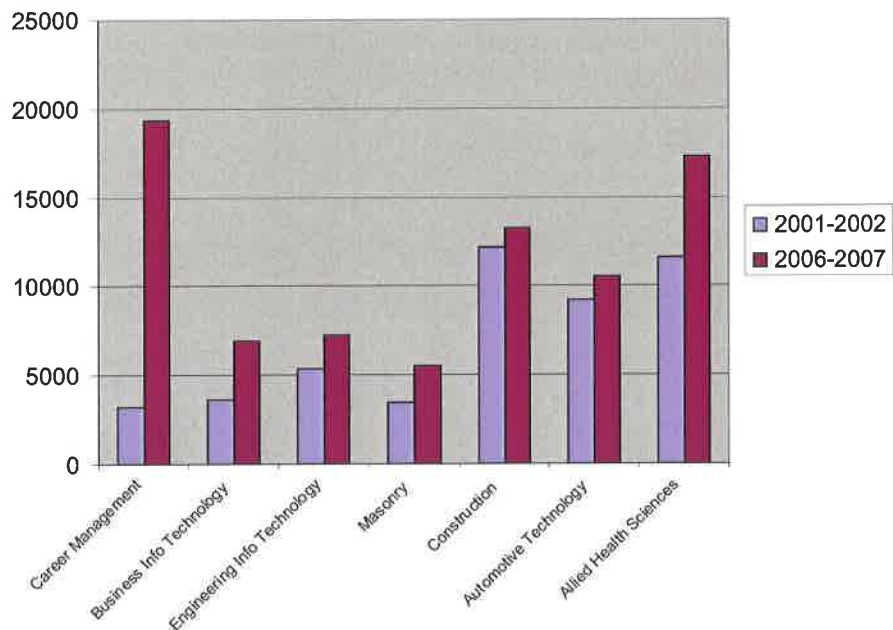
SOURCE: CTE Accountability Data, 2001-2007

Overview of Career and Technical Education

Staff

The number of Career and Technical Education educators in North Carolina in 2005-2006 was:
- 5,531 certified Career and Technical Education teachers
- 545 administrators and support personnel

Courses of Study

Chart 5 illustrates the courses of study earned by North Carolina's 2007 high school graduates. Of these 80,606 graduates:
- 55.0 percent completed a technical sequence of four CTE courses
  - 22.0 percent completed the requirements to be both College Tech Prep AND College/University Prep
  - 24.9 percent completed the requirements for College Tech Prep alone
  - 8.1 percent completed Career Prep
- 1.5 percent completed the Occupational Course of Study for Exceptional Children
- 43.5 percent completed the requirements for College/University Prep

It is important to note that most graduates take at least one CTE course during their high school career and that one CTE credit is required to be a North Carolina Scholar.
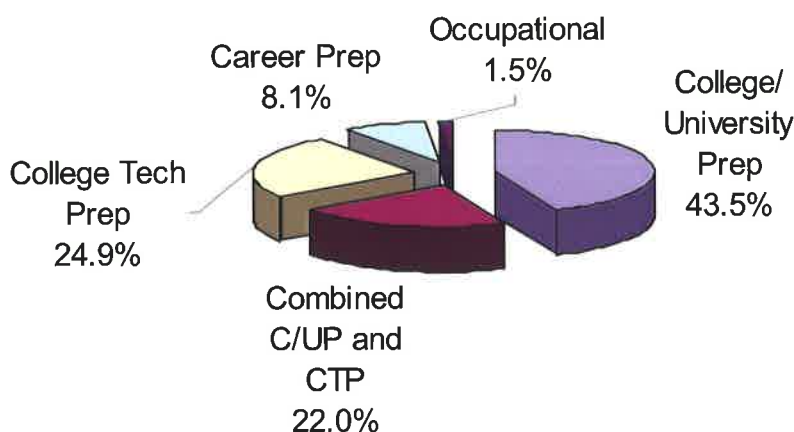
Chart 5:
Course of Study
of 2007 NC High
School Graduates

SOURCE: HS Graduation Survey, 2006-07

NC Career and Technical Education (continued)

Overview of Career and Technical Education

Courses of Study (continued)

Chart 6 illustrates the percentage of high school graduates who met the requirements for each course of study 2000-2007. Overall, 90.4 percent of the students achieved a course of study of College/University Prep, College Tech Prep, or both, up from 71.5 percent in 2000.

Chart 6:
NC High School
Graduates
Achieved Course
of Study,
2000-2007

Legend:
- Occupational
- Career Prep
- College Tech Prep
- Combined C/UP and CTP
- College/University Prep

This chart shows that the course of study with the most growth is College Tech Prep, which has increased from 2.3 percent of the high school graduates in 2000 to 24.9 percent in 2007. To meet the requirements for College Tech Prep, students must complete a sequence of four CTE credits. They must also earn at least three mathematics credits, which may include Technical Mathematics until the State Board of Education's new graduation requirements become effective for entering freshmen in 2009-2010. Presently, about half of the students who met the requirements for College Tech Prep also met the requirements for College/University Prep, which means they met the new mathematics graduation requirements.

Note that the Occupational Course of Study became available beginning with the freshman class in 2000. However, the Occupational Course of Study results were not included in this report until 2007.

NC Career and Technical Education (continued)

How does Career and Technical Education support high school reform?

CTE and High School Reform

Career and Technical Education (CTE) "rests at the nexus of governors' efforts to improve their states' K-16 education system and develop an economy supportive of innovation" (NGA, 2007). Rather than being left behind, CTE is driving many of the efforts in North Carolina and nationally to provide rigor throughout the curriculum, improve student achievement in traditional academics as well as CTE areas, better prepare students for further education and training, and lead to employment in high-wage, high-skill, and high-demand 21st Century jobs.

The changing face of CTE

CTE is no longer best represented by an employee entering the workforce directly after high school graduation. According to CTE Accountability Data, of the 2006 NC high school graduates who qualified as concentrators (took a sequence of four related technical courses), 80.6 percent completed course work required for admission into institutions in the NC's university or community college systems. Surveyed six months after graduation, 71.9 percent of the 2006 CTE concentrator graduates reported they were currently enrolled in a two-year or four-year college or university to continue necessary preparation for their careers. Only 19.4 percent went directly into full-time employment. (Some young people are employed full time and simultaneously attend postsecondary institutions.)

Comprehensive Support to Districts and Schools

The CTE accountability system provides analysis of student enrollment and achievement data and generates reports that guide improvement efforts. Focused intervention in school systems with low performance in CTE courses has resulted in dramatic improvement in Technical Attainment scores during the duration of Perkins III. CTE programs with academic rigor and non-CTE courses with relevant applications have the potential of leading improvements in education across the state.

In followup surveys of CTE concentrators, students have consistently reported that their CTE courses were a major reason they stayed in school.
- 2006 CTE concentrators, surveyed in 2007   56.4%
- 2005 CTE concentrators, surveyed in 2006   53.4%
- 2004 CTE concentrators, surveyed in 2005   55.3%

How does Career and Technical Education support high school reform?

High School Reform

CTSOs

CTE has addressed "redefined rigor" throughout the curriculum, as well as through the related Career and Technical Student Organizations (CTSOs). Students learn 21st Century skills and content in the classroom, and then apply them through their participation in a CTSO. Leadership activities expose students to high-skill, high-wage and high-demand occupations. More in-depth application can be obtained by student participation in apprenticeships and co-operative learning experiences. Appendix A contains more information about CTSOs.

Career Clusters

The States' Sixteen Career Clusters and their Pathways (Appendix B) provide an organizing tool for schools, small learning communities, academies and magnet schools. A Career Cluster is a grouping of occupations and broad industries based on commonalities from entry through professional levels of occupations.

High Schools That Work

High Schools That Work (HSTW) specifically addresses the need for academic rigor in CTE courses as well as in traditional core academic courses. According to a HSTW study on rigor, relevance, and relationships, "The primary challenge for high schools is preparing students for postsecondary education and careers. High-achieving schools teach all students a rigorous academic core, (and) show students the relationship between high school studies and future success." There are 54 HSTW sites in North Carolina this year 2007-2008.

Academies and Redesigned Schools

Academies are focused courses of study where courses relate to a theme and career areas. Teachers work together to provide a collaborative thematic course of study. Examples are Central Academy of Technology and Arts, Union County, to include pre-engineering; Pitt County Health Sciences Academy, Pitt County; and Highland School of Technology, Gaston County, to include communication and information technology.

In the New Schools projects, there are 34 redesigned high schools in 23 school districts offering thematic courses of study. Students have access to CTE electives and/or focus on CTE themes. Examples are Atkins Academic and Technology High School, Winston-Salem Forsyth County Schools, to include School of Technology; J.F. Webb School of Health and Life Sciences, Granville County; and Scotland High School, Scotland County, with six themed high schools to include the School of Business, Finance, and Marketing.

NC Career and Technical Education (continued)

How does Career and Technical Education support high school reform?

**High School
Reform
(continued)**

Learn and Earn

Learn and Earn schools offer secondary students the opportunity to earn credit at selected postsecondary institutions that can be used to earn an associate degree or transfer credits. There are 42 Learn and Earn programs in North Carolina. Learn and Earn sites at 32 community colleges have requested community college courses for high school students. 34 different CTE Learn and Earn schools are offering such courses as:

- Agricultural Education: Animal Science, Aquaculture
- Business and IT Education: Accounting or Business Law
- Family and Consumer Sciences Education: Food and Beverage Service, Early Childhood Education
- Health Occupations Education: Health Care Technology, Medical Terminology
- Marketing Ed: Principles of Marketing, Visual Merchandising
- Technology Education: Engineering Graphics, Technology and Society
- Trade and Industrial Education: Aviation, Blueprint Reading-Construction

Increased rigor

Rigor is cited as a critical component of the high school curriculum by high school reform initiatives, Perkins IV legislation, demands of increasing globalization, and business and industry partners. CTE courses must continue to provide rigor for students to be globally competitive for work and postsecondary education and prepared for 21st Century life.

Perkins IV cites the need for CTE courses and programs of study that lead to an industry-recognized credential or certificate. Courses in the programs of study lead to industry certification in all areas of CTE. This rigor is critical to the success of our students, our business partners, and our economy.

One initiative involving rigor is Project Lead the Way (PLTW). PLTW is a pre-engineering program that integrates science, mathematics, and technology instruction. It allows secondary students to earn college credit as they prepare for careers in engineering problem-solving. In North Carolina there are 25 high schools and three middle schools participating in this program.

The rapid pace of technological changes and the ubiquitous nature of the Internet require students to pursue rigorous courses of study to meet the demands of the global workplace. Technology skills are integrated throughout CTE. These skills, combined with rigorous technical and academic content, prepare students to be globally competitive in an ever-changing world.

NC Career and Technical Education (continued)

Carl D. Perkins Career and Technical Education Act of 2006

Purpose

The purpose of the Carl D. Perkins Career and Technical Education Act of 2006 is to provide continuing support for rigorous Career and Technical Education (CTE) programs that prepare students for success in the 21st Century. This includes preparation in the 21st Century Skills, preparation for postsecondary education and preparation for entry into the competitive workforce. The Act envisions that all students will achieve challenging academic and technical standards and be prepared for high skill, high wage, high demand and/or emerging occupations.

The Act requires that North Carolina:
- Strengthen connections between secondary and postsecondary education
- Enhance Tech Prep programs and business and industry partnerships
- Improve academic achievement of CTE students
- Increase state and local accountability

Proposed Perkins IV Performance Indicators

The indicators for Perkins IV legislation are as follows:
- Academic Attainment – Reading/Language Arts
- Academic Attainment – Mathematics
- Technical Skill Attainment
- Secondary School Completion
- Student Graduation Rates
- Secondary Placement
- Nontraditional Participation
- Nontraditional Completion

NC Career and Technical Education (continued)

Carl D. Perkins Career and Technical Education Act of 2006

Changes in the 2006 Perkins Legislation

1. Increase academic rigor in CTE courses and the influence of relevance of non-CTE courses.

2. Report in 16 Career Clusters. (See Appendix B.)

3. Continued emphasis on preparation for postsecondary education training.

4. Focus on high skill, high wage, or high demand occupations.

5. Connect education to economic growth industries and emerging occupations.

6. Continued focus on accountability with provisions for rewards and sanctions.

7. Increased emphasis on "all aspects of the industry."
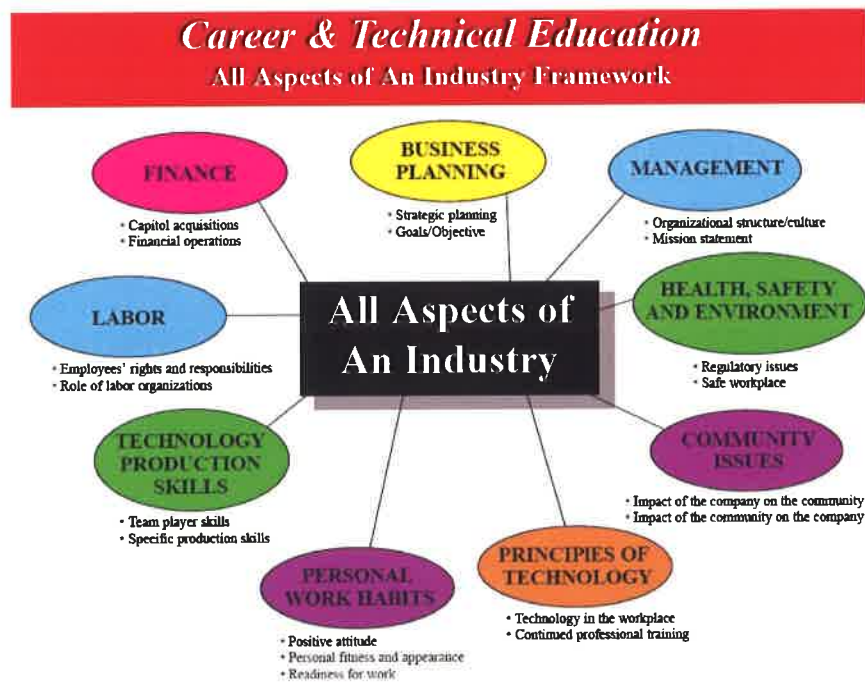
Appendix A

CAREER AND TECHNICAL EDUCATION CAREER AND TECHNICAL STUDENT ORGANIZATIONS				
Number of Competitive Events				
Organizations	**Skill Development Events**		**Leadership Development Events**	
	High School	**Middle School**	**High School**	**Middle School**
DECA	35	0	35	0
FBLA	42	13	15	4
FCCLA	21	17	23	17
FFA	38	42	50	50
HOSA	26	0	12	0
SkillsUSA	58	0	28	0
TSA	28	26	6	6

Student Membership		
	High School Membership	**Middle School Membership**
DECA	4,864	0
FBLA	5,350	1,347
FCCLA	3,507	227
FFA	17,411	524
HOSA	8,101	0
SkillsUSA	2,806	0
TSA	1,956	1,307
Total	43,995	3,405

Most Significant Service or State Project
DECA: Collected over $32,000 for the Muscular Dystrophy Association to be used for summer camp. Conduct food drives, coat drives, and scholarship funds to benefit their local communities.
FBLA: March of Dimes is the state and national charity, with more than $4,000 raised. Students participated in Pennies for Babies Walk as part of the March of Dimes.
FCCLA: "Feed the Children" (FTC) is the National Outreach Project. Funds secure food and other essentials for 18 percent of the population (13 million children in the United States alone).
FFA: Collect goods for the NC Food Bank, give 25,000 hours in community service, provide hay to farmers in drought-stricken NC.
HOSA: Autism Speaks is the national HOSA project. Recognized at the 2007 national HOSA conference for making the top financial contribution (more than $20,000) to Autism Speaks.
SkillsUSA: Conduct six statewide community service projects. Local chapters do more than 235 community service projects. Projects include building homes for Habitat for Humanity, building wheel chair ramps, and preparing food baskets for needy families.
TSA: American Cancer Society State and National Service Project. Relay for Life is sponsored by local chapters for additional financial contributions.

Appendix B
The 16 Career Clusters

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business, Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing, Sales & Service

Science, Technology, Engineering & Mathematics

Transportation, Distribution & Logistics

The 16 Career Clusters

Agriculture, Food & Natural Resources	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
Architecture & Construction	Careers in designing, planning, managing, building and maintaining the built environment.
Arts, A/V Technology & Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
Business, Management & Administration	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
Education & Training	Planning, managing and providing education and training services, and related learning support services.
Finance	Planning, services for financial and investment planning, banking, insurance, and business financial management.
Government & Public Administration	Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.
Health Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
Hospitality & Tourism	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
Human Services	Preparing individuals for employment in career pathways that relate to families and human needs.
Information Technology	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.

Law, Public Safety, Corrections & Security	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
Manufacturing	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
Marketing, Sales & Service	Planning, managing, and performing marketing activities to reach organizational objectives.
Science, Technology, Engineering & Mathematics	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
Transportation, Distribution & Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

School and District Assistance
2007-08

School Code	LEA	Schools	Level	Leadership Facilitator	Professional Development for Leadership	Framework for Action	Instructional Facilitators	HS Reform Model	Curriculum Alignment or CSLD Training
010	Alamance		D						X
010303	Alamance	Alamance-Burlington Middle College	H	X	CSLD	X	X	X	
010310	Alamance	Broadview Middle	M	X	CSLD	X	X		
010326	Alamance	Eastlawn Elementary	E		CSLD	X	X		
010360	Alamance	Hugh M Cummings High	H	X	McREL	X	X	Alternate	X
040	Anson		D						
								New Schools America's Choice	
040306	Anson	Anson High	H	X	McREL	X	X		
040309	Anson	Anson Middle	M	X	CSLD	X	X		
040311	Anson	Wadesboro Primary	E		CSLD	X	X		
050330	Ashe	Mountain View Elementary	E		CSLD	X	X		
070329	Beaufort	Northeast Elementary	E		CSLD	X	X		X
080	Bertie		D						
080310	Bertie	Bertie Middle	M	X	CSLD	X	X		
080312	Bertie	Bertie High	H	X	McREL	X	X	New Schools	
080356	Bertie	West Bertie Elementary	E	X	CSLD	X	X		
090	Bladen		D						X
090330	Bladen	East Bladen High	H	X	CSLD	X	X	X	
090368	Bladen	West Bladen High	H	X	CSLD	X	X	X	
100302	Brunswick	Belville Elementary	E		CSLD	X	X		
100326	Brunswick	North Brunswick High	H	X	CSLD	X	X	X	
110	Buncombe		D						X
130	Cabarrus		D						X
140	Caldwell		D						X
170316	Caswell	Bartlett Yancey High	H	X	CSLD	X	X	X	X
190	Chatham		D						X
821	Clinton		D						X
821-304	Clinton City	Butler Avenue	E		CSLD	X	X		
821-316	Clinton City	Langdon C. Kerr Elementary	E		CSLD	X	X		X
240	Columbus		D						
240330	Columbus	Chadbourn Middle	M	X	CSLD	X	X		

School Code	LEA	Schools	Level	Leadership Facilitator	Professional Development for Leadership	Framework for Action	Instructional Facilitators	HS Reform Model	Curriculum Alignment or CSLD Training
240332	Columbus	Chadbourn Elementary	E	X	CSLD	X	X		
240334	Columbus	East Columbus High	H	X	CSLD	X	X	X	
240380	Columbus	West Columbus High	H	X	McREL	X	X	X	
240388	Columbus	Williams Township Elementary	E		CSLD	X	X		
260322	Cumberland	Douglas Byrd High	H	X	CSLD	X	X	X	
260357	Cumberland	Gray's Creek High School	H	X	CSLD	X	X	X	
260359	Cumberland	E E Smith High	H	X	McREL	X	X	X	
260408	Cumberland	Pine Forest High	H	X	CSLD	X	X	X	
260428	Cumberland	Spring Lake Middle	M	X	CSLD	X	X		
260455	Cumberland	Westover High	H	X	McREL	X	X	X	X
310	Duplin		D						
310336	Duplin	Warsaw Elementary	E	X	CSLD	X	X		
310396	Duplin	Warsaw Middle	M	X	CSLD	X	X		
310352	Duplin	James Kenan High	H	X	McREL	X	X	New Schools	X
320	Durham		D						
320314	Durham	Chewning Middle	M	X	CSLD	X	X		
320325	Durham	Hillside High	H	X	McREL	X	X	New Schools	
320346	Durham	Lowes Grove Middle	M	X	CSLD	X	X		
320355	Durham	Neal Middle	M	X	CSLD	X	X		
320356	Durham	Northern Durham High	H	X	CSLD	X	X	X	
320368	Durham	Southern High	H	X	McREL	X	X	New Schools	
210	Edenton/Chowan		D						
330326	Edgecombe	Edgecombe Early College High	H	X	NSP	X	X	X	X
340	Forsyth		D						X
340330	Forsyth	Carver High	H	X	McREL	X	X	New Schools	
340396	Forsyth	Hill Middle	M	X	CSLD	X	X		
340452	Forsyth	Mineral Springs Middle	M	X	CSLD	X	X		
340492	Forsyth	Philo Middle	M	X	CSLD	X	X		
340486	Forsyth	Parkland High	H	X	McREL	X	X	Alternate	
340351	Forsyth	Cook Elementary	E	X	CSLD	X	X		
340376	Forsyth	Forest Park Elementary	E	X	CSLD	X	X		
340700	Forsyth	School of Computer Technology - Atkins High	H	NSP	NSP	NSP	X		

School Code	LEA	Schools	Level	Leadership Facilitator	Professional Development for Leadership	Framework for Action	Instructional Facilitators	HS Reform Model	Curriculum Alignment or CSLD Training
340701	Forysth	School of Biotechnology - Atkins High	H	NSP	NSP	NSP	X		
340702	Forysth	School of Pre-Engineering - Atkins High	H	NSP	NSP	NSP	X		
350308	Franklin	Bunn High	H	X	CSLD	X	X	X	
350321	Franklin	Franklinton High	H	X	CSLD	X	X	X	
350336	Franklin	Louisburg High	H	X	CSLD	X	X	X	
360	Gaston		D						X
360428	Gaston	Hunter Huss High	H	X	CSLD	X	X	X	
360470	Gaston	North Gaston High	H	X	CSLD	X	X	X	
360484	Gaston	Rhyne Elementary	E	X	CSLD	X	X		
360336	Gaston	Bessemer City High	H	X	McREL	X	X	New Schools	X
390	Granville		D						
410355	Guilford	Dudley High	H	X	McREL	X	X	Talent Development	
410367	Guilford	Ferndale Middle	M	X	Horizons	X	X		
410399	Guilford	GTCC East Middle College High	H	X	CSLD	X	X		
410402	Guilford	Otis L Hairston Sr Middle	M	X	Horizons	X	X		
410407	Guilford	Academy at High Point Central	H	X	Horizons	X	X		
410408	Guilford	High Point GTCC Middle College	H	X	CSLD	X	X		
410415	Guilford	Jackson Middle	M	X	Horizons	X	X		
410484	Guilford	Northeast Guilford High	H	X	Horizons	X	X	X	
410544	Guilford	Ben L Smith High	H	X	McREL	X	X	Talent Development	
410319	Guilford	T Wingate Andrews High	H	X	McREL	X	X	Talent Development	
410326	Guilford	Middle College Bennett	H	X	McREL	X	X	New Schools	
410483	Guilford	Middle College NC A&T	H	X	McREL	X	X	New Schools	
420312	Halifax	Brawley Middle	M	X	CSLD	X	X		
420324	Halifax	Enfield Middle	M	X	CSLD	X	X		
420346	Halifax	Northwest Halifax High	H	X	McREL	X	X		
420358	Halifax	Southeast Halifax High	H	X	McREL	X	X		
420376	Halifax	William Davie Middle	M	X	CSLD	X	X		
430371	Harnett	Overhills High School	H	X	McREL	X	X	America's Choice	X
450	Hertford		D						
460318	Hertford	Hertford Middle	M	X	CSLD	X	X		
460320	Hertford	Hertford County High	H	X	McREL	X	X	Talent Development	

School and District Assistance
2007-08

School Code	LEA	Schools	Level	Leadership Facilitator	Professional Development for Leadership	Framework for Action	Instructional Facilitators	HS Reform Model	Curriculum Alignment or CSLD Training
470	Hoke		D						X
470312	Hoke	Hoke County High	H	X	McREL	X	X	Alternate	
470330	Hoke	South Hoke/Hawkeye Elementary	E		CSLD	X	X		
520320	Jones	Jones Senior High	H	X	CSLD	X	X	X	X
540	Lenoir		D						X
540306	Lenoir	C H Bynum Elementary	E	X	CSLD	X	X		
540315	Lenoir	Kinston High	H	X	CSLD	X	X	X	
291336	Lexington City	Lexington Senior High	H	X	McREL	X	X	America's Choice	
291332	Lexington City	Lexington Middle	M	X	CSLD	X	X		
580344	Martin	Roanoke High	H	X	CSLD	X	X	X	
600341	Mecklenburg	Cochrane Middle	M	X	CSLD	X	X		
600376	Mecklenburg	E E Waddell High	H	X	McREL	X	X	Alternate	
600381	Mecklenburg	Eastway Middle	M	X	CSLD	X	X		
600396	Mecklenburg	Garinger High	H	X	McREL	X	X	New Schools	
600428	Mecklenburg	James Martin Middle	M	X	CSLD	X	X		
600448	Mecklenburg	ML King Middle	M	X	CSLD	X	X		
600481	Mecklenburg	Northridge Middle	M	X	CSLD	X	X		
600509	Mecklenburg	Quail Hollow Middle	M	X	CSLD	X	X		
600514	Mecklenburg	Ranson Middle	M	X	CSLD	X	X		
600520	Mecklenburg	Sedgefield Middle	M	X	CSLD	X	X		
600527	Mecklenburg	Shamrock Gardens Elementary	E		CSLD	X	X		
600541	Mecklenburg	Spaugh Middle	M	X	CSLD	X	X		
600553	Mecklenburg	Thomasboro Elementary	E	X	CSLD	X	X		
600576	Mecklenburg	West Charlotte High	H	X	McREL	X	X	Alternate	
600577	Mecklenburg	Westerly Hills Elementary	E		CSLD	X	X		
600579	Mecklenburg	West Mecklenburg High	H	X	McREL	X	X	Alternate	
600581	Mecklenburg	JT Williams Middle	M	X	CSLD	X	X		
600585	Mecklenburg	Wilson Middle	M	X	CSLD	X	X		
600405	Mecklenburg	Harding University High	H	X	McREL	X	X	Alternate	
600496	Mecklenburg	Phillip O Berry Academy	H	X	McREL	X	X	Alternate	
640	Nash-Rocky Mount		D						X

School and District Assistance
2007-08

School Code	LEA	Schools	Level	Leadership Facilitator	Professional Development for Leadership	Framework for Action	Instructional Facilitators	HS Reform Model	Curriculum Alignment or CSLD Training
640354	Nash-Rocky Mount	O R Pope Elementary	E	X	CSLD	X	X		
660324	Northampton	Northampton High-West	H	X	McREL	X	X	New Schools	
660336	Northampton	Northampton High-East	H	X	CSLD	X	X	X	X
670	Onslow		D						X
700319	Pasquotank	Pasquotank County High	H	X	CSLD	X	X	X	
720316	Perquimans	Perquimans County High	H	X	CSLD	X	X	X	
770	Richmond		D						X
770348	Richmond	Richmond Senior High	H	X	CSLD	X	X	X	
780	Robeson		D						X
780301	Robeson	Technology High School	H	X	NSP	X	X	New Schools	
780391	Robeson	Red Springs High	H	X	CSLD	X	X	X	
780393	Robeson	Red Springs Middle	M	X	CSLD	X	X		
780402	Robeson	South Robeson High	H	X	CSLD	X	X	X	
780420	Robeson	Purnell Swett High	H	X	CSLD	X	X	X	
790366	Rockingham	Reidsville High	H	X	CSLD	X	X	Alternate	
790374	Rockingham	Reidsville Middle	M	X	CSLD	X	X		
800	Rowan		D						X
800376	Rowan	North Rowan High	H	X	CSLD	X	X	X	
830701	Scotland	Scotland High School of Engineering	H	NSP	NSP	NSP	NSP	New Schools	
830702	Scotland	Scotland High School of Visual Arts	H	NSP	NSP	NSP	NSP	New Schools	
830703	Scotland	Scotland High School of Business	H	NSP	NSP	NSP	NSP	New Schools	
830704	Scotland	Scotland High School of Leadership	H	NSP	NSP	NSP	NSP	New Schools	
910364	Vance	Southern Vance High	H	X	CSLD	X	X	X	
910370	Vance	Northern Vance High	H	X	CSLD	X	X	X	
930352	Warren	Warren County High	H	X	McREL	X	X	New Schools	
940316	Washington	Plymouth High	H	X	McREL	X	X	America's Choice	
940328	Washington	Washington County Union	M	X	CSLD	X	X		X
960	Wayne		D						
960326	Wayne	Dillard Middle	M	X	CSLD	X	X		

School and District Assistance
2007-08

School Code	LEA	Schools	Level	Leadership Facilitator	Professional Development for Leadership	Framework for Action	Instructional Facilitators	HS Reform Model	Curriculum Alignment or CSLD Training
960335	Wayne	Goldsboro High	H	X	McREL	X	X	New Schools America's Choice	
960390	Wayne	North Drive Elementary	E		McREL	X	X		
422	Weldon City		D				X		X
422318	Weldon City	Weldon Middle	M	X	CSLD	X	X		
422324	Weldon City	Weldon High	H	X	McREL	X	X	New Schools	
241	Whiteville		D						X
980318	Wilson	Beddingfield High	H	X	CSLD	X	X	X	

KEY

Level

D	District
H	High School
M	Middle School
E	Elementary School

Professional Development for Leadership

CSLD	Center for School Leadership Development
McREL	Mid-Continent Research for Education & Learning
NSP	New Schools Project

Sustaining Traditional and Growing Technical Ed. and Health Technologies, NCCCS – Dr. Gordon Burns
12/5/07

- The college's service area of Wilkes, Ashe and Allegany Counties in NWNC is being discovered and becoming both a tourist destination and a second home location for many.
- This necessitates expanded health care services and increased numbers of credentialed and licensed health care practitioners.
- Members of the health care industry, chambers of commerce, regional developers and others are requesting that Wilkes Community College expand current health care offerings and add new health technology programs to meet the growing demands.
- Specifically, we have been asked to place high priority on providing an evening and weekend option in our registered nursing program and adding respiratory therapy, physical therapy, radiography, and EMT programs.
- While the need, as documented by Pappas and other studies, is real, community colleges are limited in their fiscal ability to respond to the requests of our communities and state for providing more health care practitioners for the workforce.
- The operating costs of health technology programs, exclusive of equipment and facility requirements (which are significant), are 1.47 times what is generated through FTEs to financially support them. To operate any of these programs requires diverting funds earned and justifiably needed by other programs.

- I have two examples to share with you – our ongoing registered nursing program and our new respiratory therapy program.
- Registered Nursing - Our operating loss (FTE earnings vs. actual instructional salary costs) in registered nursing ranged from $112K to $137K for the past 3 years. (Handout)
- Respiratory Therapy – After delaying several years due to the lack of financial resources, at the continuing request of area hospitals and the receipt of a one-time $260K NCCCS competitive grant for program start-up (mostly equipment), the respiratory therapy program was started this fall semester. The operating expense deficit for the first year is $132K and is projected to be $99K for the second year and $57K for every year thereafter. (Handout)
- You can see quickly that from a business perspective, one would never start health technology programs knowing in advance that colleges are not able to generate sufficient funds through our funding formula to operationally support them.
- The statewide the deficit is $31.6M.
- We applaud your recognition of the problem and additional allocation of $1M statewide ($14K for WCC) for the 2006-07 year in Nursing, and your $5.6M statewide ($87K for WCC) for 2007-08 to begin closing the gap in all allied health programs.
- If the state desires that community colleges prepare greater numbers of credentialed health practitioners, it must address the $32M funding gap. We stand ready to serve!

Ongoing Nursing Program
Instructional Funds Earned vs. Expended

	2006-07	2005-06	2004-05	2003-04
FTE (excludes summer)	96.330	89.340	87.970	91.530
FTE Earnings	293,732	274,188	269,906	266,822
Instructional Costs	415,694	396,649	369,108	348,148
FTE Earnings Over (Under) Costs	(121,962)	(122,461)	(99,202)	(81,326)
Supplemental funding	14,045			
Net program earnings (loss)	(107,917)	(122,461)	(99,202)	(81,326)
Cost Per FTE	4,315.31	4,439.77	4,195.84	3,803.65

FTE funding is calculated on previous year FTE

New Respiratory Therapy Program Earnings/Costs

	Accreditation period	Year 1	Year 2		Year 3	
		Freshman	Freshman	Sophomore	Freshman	Sophomore
Number of Students*	None	8.5	8.5	7	8.5	7
Contact hours		43	43	58	43	58
Budget FTE		11.421875	11.421875	12.6875	11.421875	12.6875
FTE earnings - instructional**				39,430.48	41,308.12	45,885.36
FTE earnings - both classes				39,430.48		87,193.48
Costs						
Instructional salaries/benefits	28,016.16	121,956.25		128,054.06		134,456.77
Supplies/Travel	11,380.83	10,000.00		10,000.00		10,000.00
Instructional equipment	216,385.50					
Program earnings (deficit)**	(255,782.49)	(131,956.25)		(98,623.58)		(57,263.28)
Administrative support FTE earnings				15,998.62		35,378.10

*Based upon national average of 30% attrition.

**Budget FTE earnings trails program enrollment by one year.

Assumes 5% salary increse and 5% FTE value increase in each year.

PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*
DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*
WWW.NCPUBLICSCHOOLS.ORG

January 8, 2008

To: Members of Education Oversight Committee

From: Rebecca Payne
         Director, Career and Technical Education

CAREER AND TECHNICAL EDUCATION DATA

This packet includes specific data the Education Oversight Committee requested. The material is presented by school system in alphabetical order. The data includes the following:

- Gender data by:
  - Career and Technical Education Enrollment
  - School System Enrollment
  - Career and Technical Education Enrollment by Program Area
- Ethnicity data by:
  - Career and Technical Education Enrollment
  - School System Enrollment
  - Career and Technical Education Enrollment by Program Area
- Gender and Ethnicity data by all courses offered in the school system

Thank you for the support you give to Career and Technical Education and the opportunity to present this program to you.

010 Alamance-Burlington Schools
Gender
Grades 9-12
Career and Technical Education

2006-2007 CTE Enrollment by Gender

48.74%   51.26%
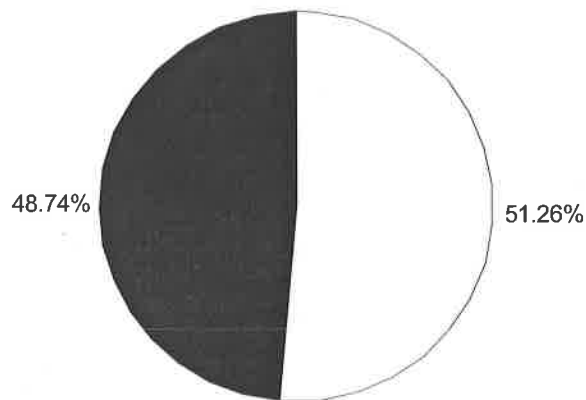
2006-2007	
Gender of all LEA Students	
Male	51.17%
Female	48.83%
Gender of LEA CTE Participants	
Male	51.26%
Female	48.74%

2006-2007 CTE Enrollment by Gender and Program Area
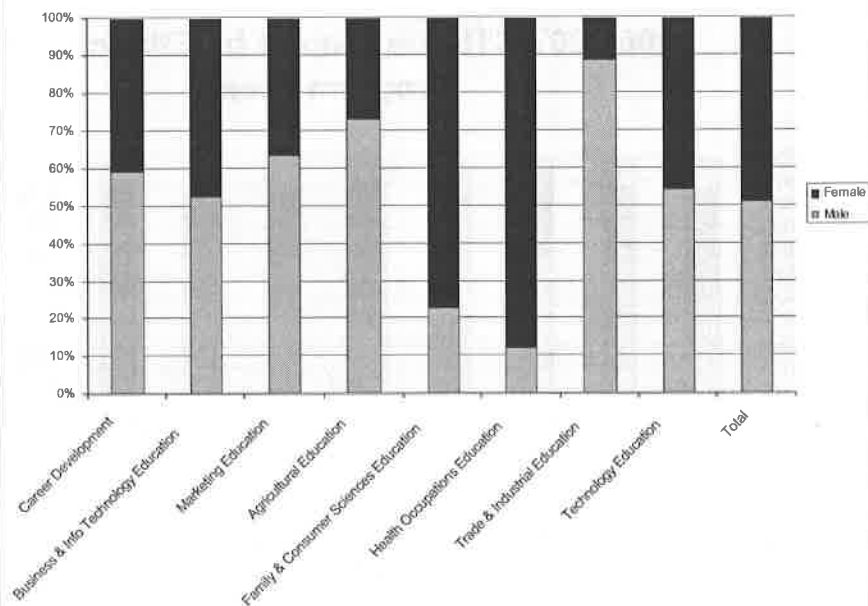
010 Alamance-Burlington Schools
Ethnicity
Grades 9-12
Career and Technical Education

2006-2007 CTE Enrollment by Ethnicity

Asian, 1.08%
American Indian, 0.20%
Hispanic, 9.90%
Black, 30.35%
White, 58.46%
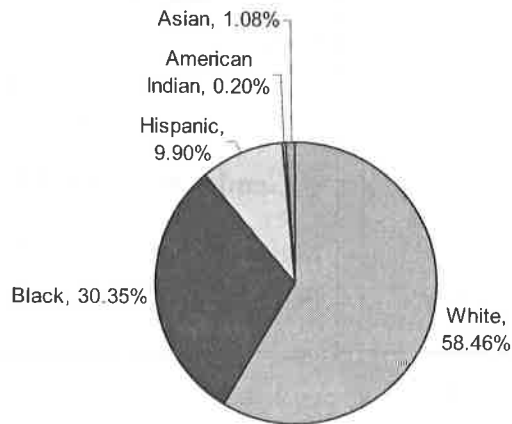
2006-2007	
Ethnicity of all LEA Students	
American Indian	0.33%
Asian	1.31%
Black	26.31%
Hispanic	15.50%
White	56.55%
Ethnicity of LEA CTE Participants	
American Indian	0.20%
Asian	1.08%
Black	30.35%
Hispanic	9.90%
White	58.46%

2006-2007 CTE Enrollment by Ethnicity and Program Area

Legend: Asian, American Indian, Hispanic, Black, White

Categories: Career Development, Business & Info Technology Education, Marketing Education, Agricultural Education, Family & Consumer Sciences Education, Health Occupations Education, Trade & Industrial Education, Technology Education, Total
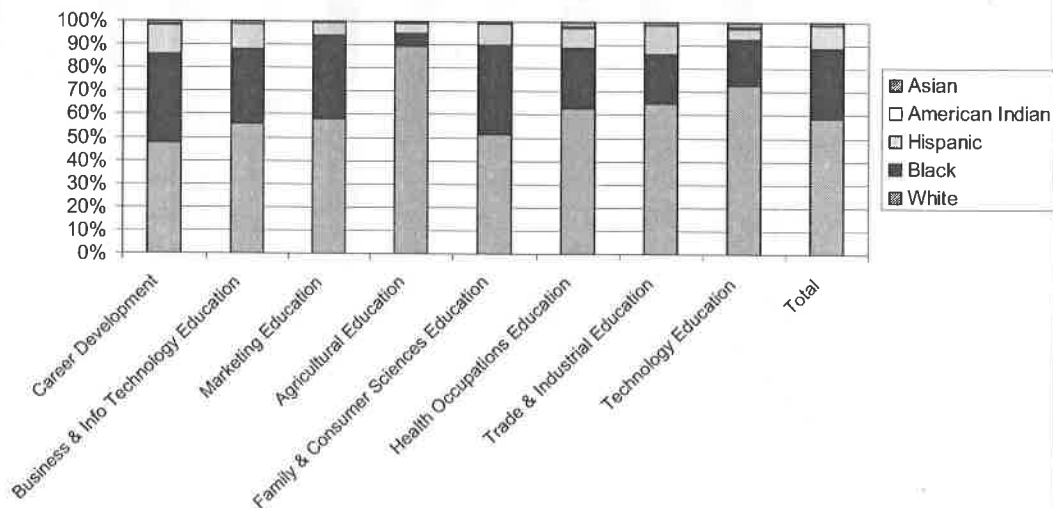
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LEA NAME "Alamance-Burlington Schools"

ETHNICITY

LEA	INDIAN	ASIAN	HISPANIC	BLACK	WHITE	INDIAN_PCT	ASIAN_PCT	HISP_PCT	BLACK_PCT	WHITE_PCT
"010"	75	293	3477	5902	12684	.33	1.31	15.5	26.31	56.55

GENDER

LEA	MALE	FEMALE	MALE_PCT	FEMALE_PCT
"010"	11478	10953	51.17	48.83

CTE ENROLLMENT BY COURSE GENDER & ETHNICITY

LEA	LEA_NAME	COURSE	PROGRAM AREA	COURSE NAME	ENROLLMENT	MALE PCT	FEMALE PCT	AM INDIAN PCT	ASIAN PCT	BLACK PCT	HISP PCT	MULTIRACIAL	WHITE PCT
"010"	"Alamance-Burlington Schools"	"6810"	"Agricultural Education"	"Agriscience Applications"	77	70.13	29.87	0	0	0	3.9	0	95.1
"010"	"Alamance-Burlington Schools"	"6831"	"Agricultural Education"	"Agr Mechanics I"	62	88.71	11.29	0	0	0	3.23	0	96.77
"010"	"Alamance-Burlington Schools"	"6832"	"Agricultural Education"	"Agr Mechanics II"	42	88.1	11.9	0	0	0	4.76	2.38	92.86
"010"	"Alamance-Burlington Schools"	"6841"	"Agricultural Education"	"Horticulture I"	53	77.36	22.64	1.89	0	0	5.66	0	92.45
"010"	"Alamance-Burlington Schools"	"6842"	"Agricultural Education"	"Horticulture II"	28	71.43	28.57	0	0	0	3.57	0	96.43
"010"	"Alamance-Burlington Schools"	"6843"	"Agricultural Education"	"Horticulture II - Turf Grass"	22	54.55	45.45	0	0	0	4.55	0	95.45
"010"	"Alamance-Burlington Schools"	"6896"	"Agricultural Education"	"Agriculture Apprenticeship Method"	4	75	25	0	0	0	0	0	100
"010"	"Alamance-Burlington Schools"	"6898"	"Agricultural Education"	"Agricultural Internship"	6	83.33	16.67	0	0	0	0	0	100
"010"	"Alamance-Burlington Schools"	"6999"	"Agricultural Education"	"Community College Agriculture"	60	51.67	48.33	0	3.33	30	6.67	1.67	58.33
"010"	"Alamance-Burlington Schools"	"6200"	"Business and Information Technology"	"Principles of Business & Personal Finance - BE"	150	52.67	47.33	0	0	24.67	5.33	.67	69.33
"010"	"Alamance-Burlington Schools"	"6208"	"Business and Information Technology"	"Exploring Business Technologies"	1	100	0	0	0	100	0	0	0
"010"	"Alamance-Burlington Schools"	"6311"	"Business and Information Technology"	"Computerized Accounting I"	158	49.37	50.63	0	1.27	21.52	5.06	1.27	70.89
"010"	"Alamance-Burlington Schools"	"6312"	"Business and Information Technology"	"Computerized Accounting II"	40	37.5	62.5	0	2.5	27.5	7.5	5	57.5
"010"	"Alamance-Burlington Schools"	"6334"	"Business and Information Technology"	"NAF Academy of Finance I - BE"	18	33.33	66.67	0	0	44.44	0	5.56	50
"010"	"Alamance-Burlington Schools"	"6335"	"Business and Information Technology"	"NAF Academy of Finance II - BE"	14	50	50	0	7.14	21.43	14.29	0	57.14
"010"	"Alamance-Burlington Schools"	"6411"	"Business and Information Technology"	"Computer Applications I"	1115	53.63	46.37	.45	1.43	31.21	10.67	2.51	53.72
"010"	"Alamance-Burlington Schools"	"6412"	"Business and Information Technology"	"Computer Applications II"	523	45.89	54.11	0	.57	28.68	9.94	2.68	58.13
"010"	"Alamance-Burlington Schools"	"6415"	"Business and Information Technology"	"e-Commerce I"	43	58.14	41.86	0	4.65	20.93	2.33	2.33	69.77

"010"	LEA	Code	Program Area	Course	4	25	75	0	0	75	0	0	25
"010"	"Alamance-Burlington Schools"	"6416"	"Business and Information Technology"	"e-Commerce II"	4	25	75	0	0	75	0	0	25
"010"	"Alamance-Burlington Schools"	"6421"	"Business and Information Technology"	"Computer Programming I - VB NET"	14	92.86	7.14	0	7.14	0	0	0	92.86
"010"	"Alamance-Burlington Schools"	"6451"	"Business and Information Technology"	"Database Programming I - Oracle Academy"	17	94.12	5.88	0	11.76	5.88	0	5.88	76.47
"010"	"Alamance-Burlington Schools"	"6452"	"Business and Information Technology"	"Database Programming II - Oracle Academy"	10	90	10	0	0	0	0	0	100
"010"	"Alamance-Burlington Schools"	"6514"	"Business and Information Technology"	"Digital Communication Systems"	393	59.29	40.71	.76	.51	37.91	19.34	2.8	38.68
"010"	"Alamance-Burlington Schools"	"6596"	"Business and Information Technology"	"Apprenticeship Program"	5	20	80	0	0	20	0	0	80
"010"	"Alamance-Burlington Schools"	"6597"	"Business and Information Technology"	"Business Cooperative Program"	15	60	40	0	0	13.33	26.67	0	60
"010"	"Alamance-Burlington Schools"	"6598"	"Business and Information Technology"	"Business Internship"	38	18.42	81.58	0	0	5.26	0	2.63	92.11
"010"	"Alamance-Burlington Schools"	"6145"	"Career Development"	"Career Management"	418	61.24	38.76	.24	1.2	35.17	13.4	4.31	45.69
"010"	"Alamance-Burlington Schools"	"6198"	"Career Development"	"Career Development Internship"	21	14.29	85.71	0	4.76	9.52	0	0	85.71
"010"	"Alamance-Burlington Schools"	"7009"	"Family & Consumer Sciences Education"	"Consumer H. E. Pilot Program"	166	30.72	69.28	0	.6	13.86	3.61	1.81	80.12
"010"	"Alamance-Burlington Schools"	"7015"	"Family & Consumer Sciences Education"	"Teen Living"	294	27.89	72.11	0	.68	43.54	11.56	1.7	42.52
"010"	"Alamance-Burlington Schools"	"7035"	"Family & Consumer Sciences Education"	"Apparel Devel I"	86	3.49	96.51	0	0	17.44	4.65	1.16	76.74
"010"	"Alamance-Burlington Schools"	"7036"	"Family & Consumer Sciences Education"	"Apparel Devel II"	16	0	100	0	0	0	6.25	0	93.75
"010"	"Alamance-Burlington Schools"	"7045"	"Family & Consumer Sciences Education"	"Foods I - Fundamentals"	584	33.56	66.44	.17	.68	39.55	9.25	2.57	47.77
"010"	"Alamance-Burlington Schools"	"7046"	"Family & Consumer Sciences Education"	"Foods II - Advanced"	288	27.78	72.22	0	1.04	44.79	7.99	2.43	43.75
"010"	"Alamance-Burlington Schools"	"7055"	"Family & Consumer Sciences Education"	"Housing & Interiors I"	88	19.32	80.68	0	1.14	19.32	17.05	1.14	61.36
"010"	"Alamance-Burlington Schools"	"7065"	"Family & Consumer Sciences Education"	"Parenting and Child Development"	390	11.79	88.21	0	.51	45.9	12.31	1.79	39.49
"010"	"Alamance-Burlington Schools"	"7085"	"Family & Consumer Sciences Education"	"Life Management"	70	28.57	71.43	0	0	21.43	4.29	2.86	71.43
"010"	"Alamance-Burlington Schools"	"7111"	"Family & Consumer Sciences Education"	"Early Childhood Education I"	125	.8	99.2	.8	.8	25.6	8	4.8	60
"010"	"Alamance-Burlington Schools"	"7112"	"Family & Consumer Sciences Education"	"Early Childhood Education II"	70	2.86	97.14	0	2.86	38.57	8.57	4.29	45.71
"010"	"Alamance-Burlington Schools"	"7196"	"Family & Consumer Sciences Education"	"Family & Consumer Sciences Apprenticeship"	1	0	100	0	0	100	0	0	0
"010"	"Alamance-Burlington Schools"	"7197"	"Family & Consumer Sciences Education"	"Family & Consumer Sciences Co-Op"	14	35.71	64.29	0	0	21.43	7.14	0	71.43
"010"	"Alamance-Burlington Schools"	"7198"	"Family & Consumer Sciences Education"	"Family & Consumer Sciences Internship"	16	18.75	81.25	0	0	6.25	0	0	93.75
"010"	"Alamance-Burlington Schools"	"7200"	"Health Occupations Education"	"Biomedical Technology"	62	16.13	83.87	0	6.45	22.58	14.52	1.61	54.84
"010"	"Alamance-Burlington Schools"	"7209"	"Health Occupations Education"	"Health Occupations Pilot Program"	3	66.67	33.33	0	0	0	0	0	100
"010"	"Alamance-Burlington Schools"	"7210"	"Health Occupations Education"	"Health Team Relations"	161	13.66	86.34	0	.62	17.39	9.94	3.11	68.94

					157	10.19	89.81	.64	2.55	27.39	6.37	1.91	61.15
"010"	"Alamance-Burlington Schools"	"Health Occupations Education"	"7211"	"Allied Health Sciences I"	61	9.84	90.16	0	1.64	26.23	9.84	1.64	60.66
"010"	"Alamance-Burlington Schools"	"Health Occupations Education"	"7212"	"Allied Health Sciences II"	6	0	100	0	0	83.33	0	0	16.67
"010"	"Alamance-Burlington Schools"	"Health Occupations Education"	"7222"	"Medical Sciences II"	15	13.33	86.67	0	6.67	13.33	6.67	0	73.33
"010"	"Alamance-Burlington Schools"	"Health Occupations Education"	"7298"	"Health Careers Internship"	1	0	100	0	0	0	0	0	100
"010"	"Alamance-Burlington Schools"	"Health Occupations Education"	"7299"	"Health Science Advanced Studies"	21	4.76	95.24	0	0	38.1	0	4.76	57.14
"010"	"Alamance-Burlington Schools"	"Health Occupations Education"	"7399"	"Community College Health"	73	53.42	46.58	0	2.74	19.18	4.11	2.74	71.23
"010"	"Alamance-Burlington Schools"	"Marketing Education"	"6615"	"Small Business/Entrepreneurship - ME"	131	53.44	46.56	0	0	30.53	6.11	.76	62.6
"010"	"Alamance-Burlington Schools"	"Marketing Education"	"6621"	"Marketing"	192	78.13	21.88	0	.52	40.1	5.21	2.08	52.08
"010"	"Alamance-Burlington Schools"	"Marketing Education"	"6670"	"Sports & Entertainment Marketing I"	56	73.21	26.79	0	0	60.71	1.79	3.57	33.93
"010"	"Alamance-Burlington Schools"	"Marketing Education"	"6671"	"Sports & Entertainment Marketing II"	66	43.94	56.06	0	0	19.7	7.58	1.52	71.21
"010"	"Alamance-Burlington Schools"	"Marketing Education"	"6697"	"Marketing Cooperative Program"	3	33.33	66.67	0	0	0	33.33	0	66.67
"010"	"Alamance-Burlington Schools"	"Marketing Education"	"6698"	"Marketing Internship"	6	100	0	0	0	0	16.67	0	83.33
"010"	"Alamance-Burlington Schools"	"Technology Education"	"8005"	"Technology Advanced Studies"	21	95.24	4.76	4.76	0	4.76	0	0	90.48
"010"	"Alamance-Burlington Schools"	"Technology Education"	"8011"	"Principles of Technology I"	27	92.59	7.41	3.7	0	14.81	3.7	0	77.78
"010"	"Alamance-Burlington Schools"	"Technology Education"	"8110"	"Fundamentals of Technology"	23	69.57	30.43	0	0	17.39	0	0	82.61
"010"	"Alamance-Burlington Schools"	"Technology Education"	"8125"	"Communications Systems"	3	100	0	0	0	0	0	0	100
"010"	"Alamance-Burlington Schools"	"Technology Education"	"8198"	"Technology Internship Method"	219	42.47	57.53	0	2.74	21.92	5.48	1.37	68.49
"010"	"Alamance-Burlington Schools"	"Technology Education"	"8999"	"Community College Technology Education"	94	100	0	1.06	0	28.72	10.64	1.06	58.51
"010"	"Alamance-Burlington Schools"	"Trade & Industrial Education"	"7400"	"Intro. to Trade & Industrial Education"	243	91.36	8.64	.41	0	13.99	13.17	1.23	71.19
"010"	"Alamance-Burlington Schools"	"Trade & Industrial Education"	"7511"	"Automotive Service Technology I"	91	94.51	5.49	0	2.2	14.29	6.59	2.2	74.73
"010"	"Alamance-Burlington Schools"	"Trade & Industrial Education"	"7512"	"Automotive Service Technology II"	59	98.31	1.69	0	1.69	8.47	10.17	1.69	77.97
"010"	"Alamance-Burlington Schools"	"Trade & Industrial Education"	"7513"	"Automotive Service Technology III"	75	96	4	0	0	30.67	28	2.67	38.67
"010"	"Alamance-Burlington Schools"	"Trade & Industrial Education"	"7521"	"Collision Repair Tech I"	30	100	0	0	0	40	13.33	0	46.67
"010"	"Alamance-Burlington Schools"	"Trade & Industrial Education"	"7522"	"Collision Repair Technology II"	8	87.5	12.5	0	12.5	37.5	0	0	50
"010"	"Alamance-Burlington Schools"	"Trade & Industrial Education"	"7523"	"Collision Repair Technology III"	29	82.76	17.24	0	0	3.45	0	0	96.55
"010"	"Alamance-Burlington Schools"	"Trade & Industrial Education"	"7621"	"Furniture and Cabinetmaking I"	255	92.55	7.45	0	.78	16.47	16.08	.78	65.88
"010"	"Alamance-Burlington Schools"	"Trade & Industrial Education"	"7721"	"Construction Technology I"	105	96.19	3.81	0	0	16.19	13.33	1.9	68.57
"010"	"Alamance-Burlington Schools"	"Trade & Industrial Education"	"7722"	"Construction Technology II"	25	96	4	0	4	8	12	0	76
"010"	"Alamance-Burlington Schools"	"Trade & Industrial Education"	"7723"	"Construction Technology III"	119	57.98	42.02	0	.84	52.1	24.37	0	22.69
"010"	"Alamance-Burlington Schools"	"Trade & Industrial Education"	"7911"	"Printing Graphics I"									

LEA	Program Name	Course Code	Course Name										
"010"	"Trade & Industrial Education"	"7912"	"Printing Graphics II"	30	50	50	0	6.67	43.33	13.33	3.33	33.33
"010"	"Trade & Industrial Education"	"7913"	"Printing Graphics III"	4	100	0	0	0	0	50	0	50
"010"	"Trade & Industrial Education"	"7921"	"Drafting I"	206	82.52	17.48	0	1.94	19.42	11.65	2.91	64.08
"010"	"Trade & Industrial Education"	"7962"	"Drafting - Architectural II"	80	93.75	6.25	0	1.25	16.25	8.75	0	73.75
"010"	"Trade & Industrial Education"	"7963"	"Drafting - Architectural III"	34	94.12	5.88	0	0	11.76	0	0	88.24
"010"	"Trade & Industrial Education"	"7972"	"Drafting - Engineering II"	32	81.25	18.75	0	0	12.5	3.13	0	84.38
"010"	"Trade & Industrial Education"	"7973"	"Drafting - Engineering III"	21	80.95	19.05	0	9.52	4.76	9.52	0	76.19
"010"	"Trade & Industrial Education"	"7991"	"Computer Engineering Technology I"	24	100	0	0	4.17	4.17	0	0	91.67
"010"	"Trade & Industrial Education"	"7992"	"Computer Engineering Technology II"	12	100	0	0	0	0	0	0	100
"010"	"Trade & Industrial Education"	"7996"	"Apprenticeship Program"	14	92.86	7.14	0	0	0	0	0	100
"010"	"Trade & Industrial Education"	"7997"	"Trade & Industrial Co-Operative Method"	8	87.5	12.5	0	0	12.5	0	0	87.5
"010"	"Trade & Industrial Education"	"7998"	"Trade & Industrial Internship"	16	93.75	6.25	0	0	12.5	0	0	87.5
"010"	"Trade & Industrial Education"	"7999"	"Trade & Industrial Advanced Studies"	1	100	0	0	0	0	0	0	100

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MIDDLE SCHOOL

LEA	Program Name	Course Code	Course Name	Total
010	"CAREER DEVELOPMENT"	"6158"	Exploring Career Decisions	1500
010	"BUSINESS AND INFO TECHNOLOGY"	"6208"	Exploring Business Technologies	2953
010	"BUSINESS AND INFO TECHNOLOGY"	"6400"	Business Computer Technology	0
010	"BUSINESS AND INFO TECHNOLOGY"	"6511"	Keyboarding	0
010	"AGRICULTURAL EDUCATION"	"6828"	Exploring Biotechnology	287
010	"FAMILY AND CONSUMER SCIENCES"	"7018"	Exploring Life Skills	1811
010	"TECHNOLOGY EDUCATION"	"8108"	Exploring Technology Systems	1834

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020 Alexander County Schools
Gender
Grades 9-12
Career and Technical Education

2006-2007 CTE Enrollment by Gender

48.69%   51.31%

2006-2007	
Gender of all LEA Students	
Male	51.97%
Female	48.03%
Gender of LEA CTE Participants	
Male	51.31%
Female	48.69%

2006-2007 CTE Enrollment by Gender and Program Area

020 Alexander Schools
Ethnicity
Grades 9-12
Career and Technical Education

2006-2007 CTE Enrollment by Ethnicity

- Asian, 3.96%
- American Indian, 0.14%
- Hispanic, 5.16%
- Black, 6.68%
- White, 84.06%
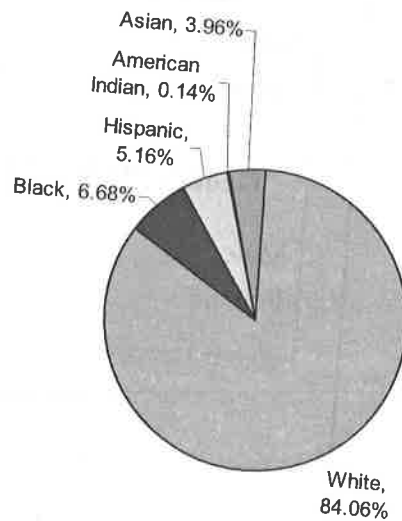
2006-2007
Ethnicity of all LEA Students

American Indian	0.07%
Asian	2.77%
Black	6.27%
Hispanic	5.60%
White	85.28%

Ethnicity of LEA CTE Participants

American Indian	0.14%
Asian	3.96%
Black	6.68%
Hispanic	5.16%
White	84.06%

2006-2007 CTE Enrollment by Ethnicity and Program Area

Program areas: Career Development, Business & Info Technology Education, Marketing Education, Agricultural Education, Family & Consumer Sciences Education, Health Occupations Education, Trade & Industrial Education, Technology Education, Total

Legend: Asian, American Indian, Hispanic, Black, White
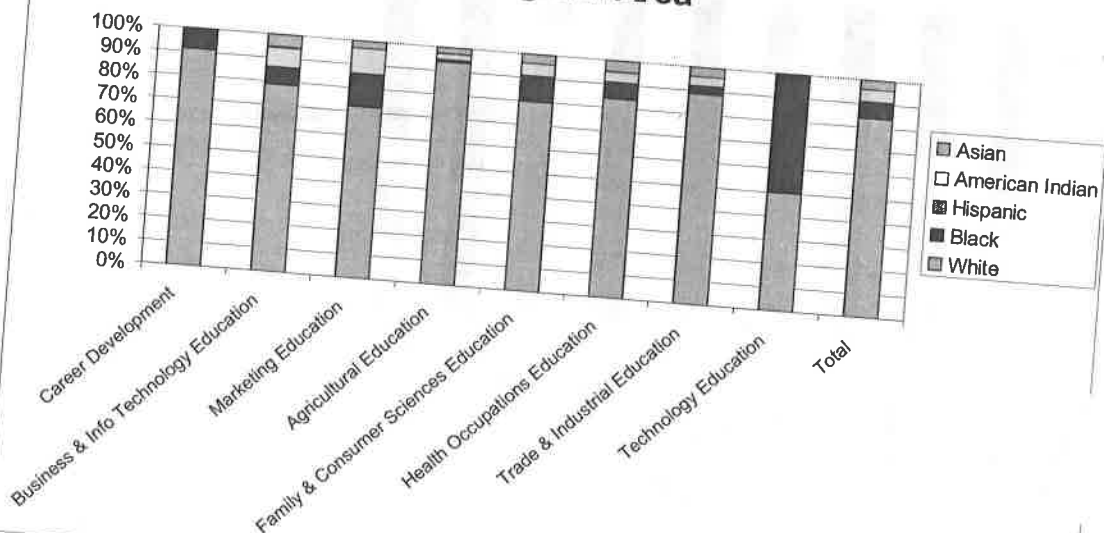
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LEA NAME "Alexander County Schools"

ETHNICITY

LEA	INDIAN	ASIAN	HISPANIC	BLACK	WHITE	INDIAN_PCT	ASIAN_PCT	HISP_PCT	BLACK_PCT	WHITE_PCT
"020"	4	158	319	357	4856	.07	2.77	5.6	6.27	85.28

GENDER

LEA	MALE	FEMALE	MALE_PCT	FEMALE_PCT
"020"	2959	2735	51.97	48.03

CTE ENROLLMENT BY COURSE GENDER & ETHNICITY

LEA	LEA_NAME	COURSE	PROGRAM AREA	COURSE NAME	ENROLLMENT	MALE PCT	FEMALE PCT	AM INDIAN PCT	ASIAN PCT	BLACK PCT	HISP PCT	MULTIRACIAL	WHITE PCT
"020"	"Alexander County Schools"	"7742"	"Trade & Industrial Education"	"Electrical Trades II"	10	100	0	0	0	10	0	0	90
"020"	"Alexander County Schools"	"7743"	"Trade & Industrial Education"	"Electrical Trades III"	10	100	0	0	0	10	10	0	80
"020"	"Alexander County Schools"	"7921"	"Trade & Industrial Education"	"Drafting I"	36	91.67	8.33	0	5.56	0	5.56	0	88.89
"020"	"Alexander County Schools"	"7962"	"Trade & Industrial Education"	"Drafting - Architectural II"	29	93.1	6.9	0	13.79	6.9	3.45	0	75.86
"020"	"Alexander County Schools"	"7963"	"Trade & Industrial Education"	"Drafting - Architectural III"	19	100	0	0	0	10.53	0	0	89.47
"020"	"Alexander County Schools"	"7991"	"Trade & Industrial Education"	"Computer Engineering Technology I"	24	95.83	4.17	0	12.5	0	8.33	0	79.17
"020"	"Alexander County Schools"	"7992"	"Trade & Industrial Education"	"Computer Engineering Technology II"	13	100	0	0	7.69	0	7.69	0	84.62
"020"	"Alexander County Schools"	"7997"	"Trade & Industrial Education"	"Trade & Industrial Co-Operative Method"	76	56.58	43.42	0	3.95	3.95	0	0	92.11
"020"	"Alexander County Schools"	"7999"	"Trade & Industrial Education"	"Trade & Industrial Advanced Studies"	25	100	0	0	8	0	4	0	88
"020"	"Alexander County Schools"	"6810"	"Agricultural Education"	"Agriscience Applications"	125	80	20	.8	3.2	1.6	3.2	0	91.2
"020"	"Alexander County Schools"	"6821"	"Agricultural Education"	"Animal Science I"	21	42.86	57.14	0	4.76	0	0	0	95.24
"020"	"Alexander County Schools"	"6822"	"Agricultural Education"	"Animal Science II"	17	29.41	70.59	0	5.88	0	0	0	94.12
"020"	"Alexander County Schools"	"6825"	"Agricultural Education"	"Equine Science I"	8	12.5	87.5	0	0	0	0	0	100
"020"	"Alexander County Schools"	"6831"	"Agricultural Education"	"Agr Mechanics I"	39	89.74	10.26	0	2.56	0	0	0	97.44
"020"	"Alexander County Schools"	"6832"	"Agricultural Education"	"Agr Mechanics II"	36	94.44	5.56	0	0	0	2.78	0	97.22

		Code	Category	Course	Enroll								
"020"	"Alexander County Schools"	"6833"	"Agricultural Education"	"Agr Mechanics II - Small Engines"	17	88.24	11.76	0	0	0	5.88	0	94.12
"020"	"Alexander County Schools"	"6841"	"Agricultural Education"	"Horticulture I"	39	69.23	30.77	0	2.56	0	2.56	0	94.87
"020"	"Alexander County Schools"	"6842"	"Agricultural Education"	"Horticulture II"	21	76.19	23.81	0	0	0	4.76	0	95.24
"020"	"Alexander County Schools"	"6843"	"Agricultural Education"	"Horticulture II - Turf Grass"	5	100	0	0	0	20	0	0	80
"020"	"Alexander County Schools"	"6897"	"Agricultural Education"	"Agricultural Co-Op"	2	50	50	0	0	0	0	0	100
"020"	"Alexander County Schools"	"6899"	"Agricultural Education"	"Agricultural Advanced Studies"	6	83.33	16.67	0	0	0	0	0	100
"020"	"Alexander County Schools"	"6200"	"Business and Information Technology"	"Principles of Business & Personal Finance - BE"	55	49.09	50.91	0	3.64	9.09	9.09	0	78.18
"020"	"Alexander County Schools"	"6235"	"Business and Information Technology"	"Small Business/Entrepreneurship - BE"	48	62.5	37.5	0	6.25	6.25	16.67	0	70.83
"020"	"Alexander County Schools"	"6411"	"Business and Information Technology"	"Computer Applications I"	58	51.72	48.28	0	5.17	6.9	6.9	0	81.03
"020"	"Alexander County Schools"	"6412"	"Business and Information Technology"	"Computer Applications II"	22	59.09	40.91	0	4.55	4.55	13.64	0	77.27
"020"	"Alexander County Schools"	"6415"	"Business and Information Technology"	"e-Commerce I"	11	90.91	9.09	0	45.45	18.18	0	0	36.36
"020"	"Alexander County Schools"	"6514"	"Business and Information Technology"	"Digital Communication Systems"	230	56.09	43.91	.87	3.91	6.09	6.52	1.3	81.3
"020"	"Alexander County Schools"	"6597"	"Business and Information Technology"	"Business Cooperative Program"	6	33.33	66.67	0	0	0	0	0	100
"020"	"Alexander County Schools"	"6145"	"Career Development"	"Career Management"	23	47.83	52.17	0	0	8.7	0	0	91.3
"020"	"Alexander County Schools"	"7015"	"Family & Consumer Sciences Education"	"Teen Living"	191	23.04	76.96	0	4.19	7.33	4.19	0	84.29
"020"	"Alexander County Schools"	"7035"	"Family & Consumer Sciences Education"	"Apparel Devel I"	42	4.76	95.24	0	2.38	7.14	2.38	4.76	83.33
"020"	"Alexander County Schools"	"7036"	"Family & Consumer Sciences Education"	"Apparel Devel II"	49	4.08	95.92	0	8.16	8.16	0	2.04	81.63
"020"	"Alexander County Schools"	"7045"	"Family & Consumer Sciences Education"	"Foods I - Fundamentals"	98	22.45	77.55	0	1.02	15.31	10.2	1.02	72.45
"020"	"Alexander County Schools"	"7046"	"Family & Consumer Sciences Education"	"Foods II - Advanced"	69	31.88	68.12	0	1.45	15.94	7.25	1.45	73.91
"020"	"Alexander County Schools"	"7065"	"Family & Consumer Sciences Education"	"Parenting and Child Development"	99	3.03	96.97	0	4.04	9.09	6.06	0	80.81
"020"	"Alexander County Schools"	"7111"	"Family & Consumer Sciences Education"	"Early Childhood Education I"	17	0	100	0	5.88	11.76	5.88	0	76.47

LEA	School	Program	Code	Course	Count								
"020"	"...chools"	"Family & Consumer Sciences Education"	"7112"	"Early Childhood Education II"	18	0	100	0	0	11.11	0	0	88.89
"020"	"Alexander County Schools"	"Family & Consumer Sciences Education"	"7199"	"Family & Consumer Sciences Advanced Studies"	17	11.76	88.24	0	23.53	0	0	0	76.47
"020"	"Alexander County Schools"	"Health Occupations Education"	"7210"	"Health Team Relations"	71	19.72	80.28	0	4.23	4.23	5.63	4.23	81.69
"020"	"Alexander County Schools"	"Health Occupations Education"	"7211"	"Allied Health Sciences I"	62	9.68	90.32	0	3.23	6.45	1.61	1.61	87.1
"020"	"Alexander County Schools"	"Health Occupations Education"	"7212"	"Allied Health Sciences II"	34	5.88	94.12	0	5.88	2.94	8.82	0	82.35
"020"	"Alexander County Schools"	"Health Occupations Education"	"7222"	"Medical Sciences II"	20	15	85	0	10	5	0	0	85
"020"	"Alexander County Schools"	"Marketing Education"	"6670"	"Sports & Entertainment Marketing I"	44	63.64	36.36	0	4.55	11.36	11.36	0	72.73
"020"	"Alexander County Schools"	"Marketing Education"	"6671"	"Sports & Entertainment Marketing II"	21	76.19	23.81	0	0	19.05	9.52	0	71.43
"020"	"Alexander County Schools"	"Technology Education"	"8999"	"Community College Technology Education"	2	0	100	0	0	50	0	0	50
"020"	"Alexander County Schools"	"Trade & Industrial Education"	"7711"	"Masonry I"	59	96.61	3.39	0	0	3.39	1.69	0	94.92
"020"	"Alexander County Schools"	"Trade & Industrial Education"	"7712"	"Masonry II"	19	84.21	15.79	0	0	5.26	5.26	0	89.47
"020"	"Alexander County Schools"	"Trade & Industrial Education"	"7713"	"Masonry III"	13	100	0	0	0	0	7.69	0	92.31
"020"	"Alexander County Schools"	"Trade & Industrial Education"	"7721"	"Construction Technology I"	50	94	6	0	0	2	6	0	92
"020"	"Alexander County Schools"	"Trade & Industrial Education"	"7722"	"Construction Technology II"	21	100	0	0	0	0	9.52	0	90.48
"020"	"Alexander County Schools"	"Trade & Industrial Education"	"7723"	"Construction Technology III"	8	100	0	0	0	0	0	0	100
"020"	"Alexander County Schools"	"Trade & Industrial Education"	"7741"	"Electrical Trades I"	40	97.5	2.5	0	5	5	7.5	0	82.5

MIDDLE SCHOOL

LEA	Program Name	Course Code	Course Name	Total
020	"CAREER DEVELOPMENT"	"6158"	Exploring Career Decisions	437
020	"BUSINESS AND INFO TECHNOLOGY"	"6208"	Exploring Business Technologies	160
020	"BUSINESS AND INFO TECHNOLOGY"	"6400"	Business Computer Technology	423
020	"BUSINESS AND INFO TECHNOLOGY"	"6511"	Keyboarding	417

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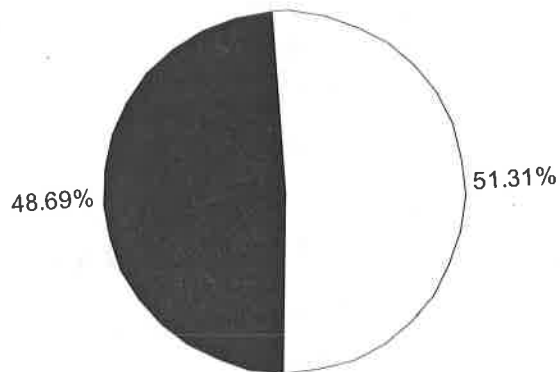Career and Technical Education 2006-2007 Enrollment

"020" "Alexander County"

030 Alleghany County Schools
Gender
Grades 9-12
Career and Technical Education
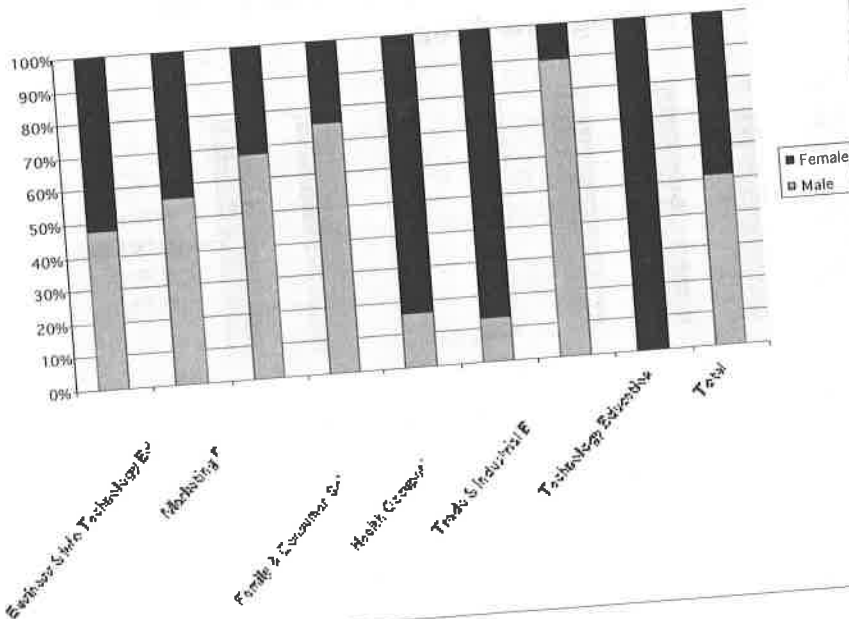
2006-2007 CTE Enrollment by Gender

46.77%   53.23%

2006-2007	
Gender of all LEA Students	
Male	50.80%
Female	49.20%
Gender of LEA CTE Participants	
Male	53.23%
Female	46.77%

2006-2007 CTE Enrollment by Gender and Program Area
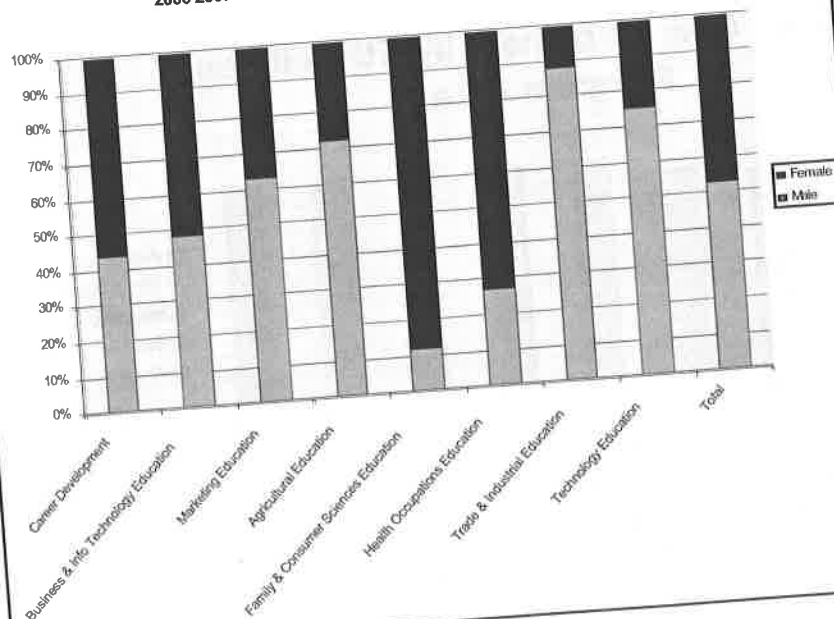
030 Alleghany Schools
Ethnicity
Grades 9-12
Career and Technical Education

2006-2007 CTE Enrollment by Ethnicity

American Indian, 0.00%

Asian, 0.00%

Hispanic, 9.69%

Black, 2.67%
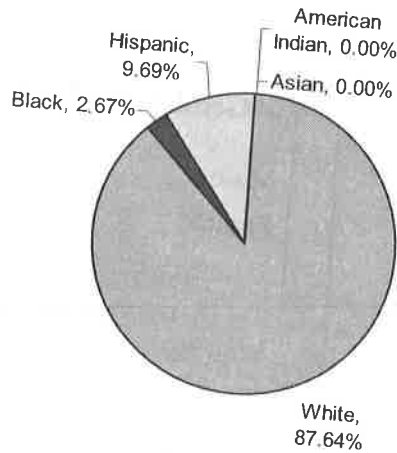
White, 87.64%

2006-2007
Ethnicity of all LEA Students

American Indian	0.00%
Asian	0.06%
Black	3.06%
Hispanic	11.28%
White	85.60%

Ethnicity of LEA CTE Participants

American Indian	0.00%
Asian	0.00%
Black	2.67%
Hispanic	9.69%
White	87.64%

2006-2007 CTE Enrollment by Ethnicity and Program Area

Legend:
- Asian
- American Indian
- Hispanic
- Black
- White

Categories:
- Career Development
- Business & Info Technology Education
- Marketing Education
- Agricultural Education
- Family & Consumer Sciences Education
- Health Occupations Education
- Trade & Industrial Education
- Technology Education
- Total
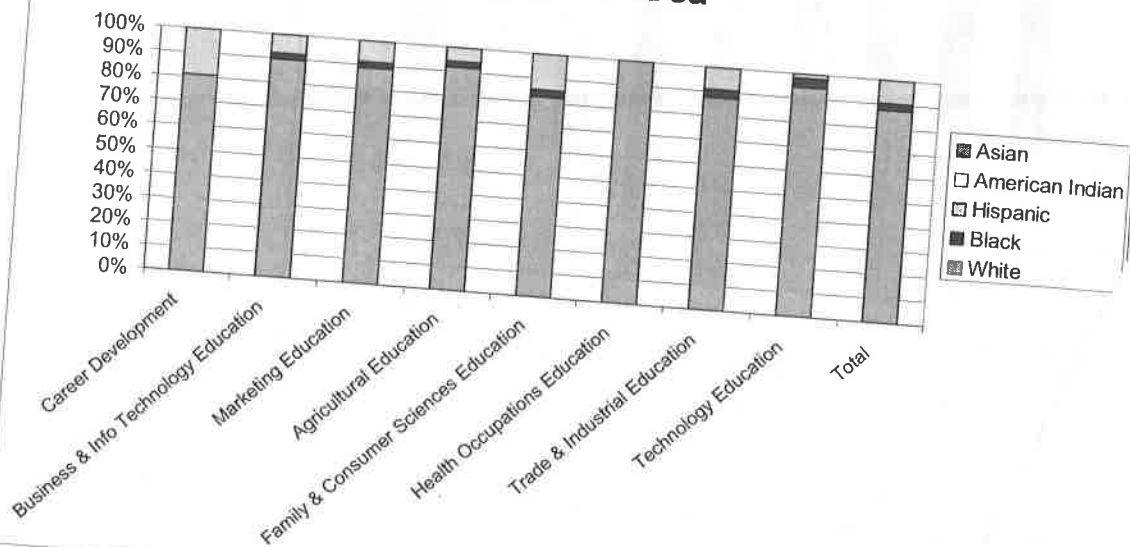
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LEA NAME "Alleghany County Schools"

ETHNICITY

LEA	INDIAN	ASIAN	HISPANIC	BLACK	WHITE	INDIAN_PCT	ASIAN_PCT	HISP_PCT	BLACK_PCT	WHITE_PCT
"030"	0	1	177	48	1343	0	.06	11.28	3.06	85.6

GENDER

LEA	MALE	FEMALE	MALE_PCT	FEMALE_PCT
"030"	797	772	50.8	49.2

CTE ENROLLMENT BY COURSE GENDER & ETHNICITY

LEA	LEA_NAME	COURSE	PROGRAM AREA	COURSE NAME	ENROLLMENT	MALE PCT	FEMALE PCT	AM INDIAN PCT	ASIAN PCT	BLACK PCT	HISP PCT	MULTIRACIAL	WHITE PCT
"030"	"Alleghany County Schools"	"6810"	"Agricultural Education"	"Agriscience Applications"	36	72.22	27.78	0	0	.03	8.33	0	88.89
"030"	"Alleghany County Schools"	"6825"	"Agricultural Education"	"Equine Science I"	9	55.56	44.44	0	0	0	0	0	100
"030"	"Alleghany County Schools"	"6826"	"Agricultural Education"	"Equine Science II"	2	0	100	0	0	0	0	0	100
"030"	"Alleghany County Schools"	"6831"	"Agricultural Education"	"Agr Mechanics I"	25	92	8	0	0	0	4	4	92
"030"	"Alleghany County Schools"	"6832"	"Agricultural Education"	"Agr Mechanics II"	3	100	0	0	0	0	0	0	100
"030"	"Alleghany County Schools"	"6841"	"Agricultural Education"	"Horticulture I"	25	68	32	0	0	0	8	4	88
"030"	"Alleghany County Schools"	"6842"	"Agricultural Education"	"Horticulture II"	1	100	0	0	0	0	0	0	100
"030"	"Alleghany County Schools"	"6896"	"Agricultural Education"	"Agriculture Apprenticeship Method"	1	0	100	0	0	0	0	0	100
"030"	"Alleghany County Schools"	"6898"	"Agricultural Education"	"Agricultural Internship"	3	0	100	0	0	0	0	0	100
"030"	"Alleghany County Schools"	"6899"	"Agricultural Education"	"Agricultural Advanced Studies"	3	100	0	0	0	0	0	0	100
"030"	"Alleghany County Schools"	"6215"	"Business and Information Technology"	"Business Law"	24	41.67	58.33	0	0	0	16.67	0	83.33
"030"	"Alleghany County Schools"	"6411"	"Business and Information Technology"	"Computer Applications I"	74	45.95	54.05	0	0	.01	10.81	1.35	86.49
"030"	"Alleghany County Schools"	"6412"	"Business and Information Technology"	"Computer Applications II"	35	57.14	42.86	0	0	0	0	0	100
"030"	"Alleghany County Schools"	"6514"	"Business and Information Technology"	"Digital Communication Systems"	74	52.7	47.3	0	0	.01	6.76	2.7	89.19
"030"	"Alleghany County Schools"	"6596"	"Business and Information Technology"	"Apprenticeship Program"	3	0	100	0	0	0	0	0	100

"030"	School	Code	Category	Course	Count								
"030"	"Alleghany County Schools"	"6598"	"Business and Information Technology"	"Business Internship"	3	0	100	0	0	0	0	0	100
"030"	"Alleghany County Schools"	"6145"	"Career Development"	"Career Management"	37	54.05	45.95	0	0	0	27.03	0	72.97
"030"	"Alleghany County Schools"	"6158"	"Career Development"	"Exploring Career Decisions"	15	20	80	0	0	0	0	0	100
"030"	"Alleghany County Schools"	"7015"	"Family & Consumer Sciences Education"	"Teen Living"	73	13.7	86.3	0	0	0	10.96	4.11	84.93
"030"	"Alleghany County Schools"	"7035"	"Family & Consumer Sciences Education"	"Apparel Devel I"	17	0	100	0	0	0	17.65	5.88	76.47
"030"	"Alleghany County Schools"	"7036"	"Family & Consumer Sciences Education"	"Apparel Devel II"	15	0	100	0	0	0	13.33	0	86.67
"030"	"Alleghany County Schools"	"7045"	"Family & Consumer Sciences Education"	"Foods I - Fundamentals"	51	23.53	76.47	0	0	0	15.69	3.92	80.39
"030"	"Alleghany County Schools"	"7046"	"Family & Consumer Sciences Education"	"Foods II - Advanced"	7	14.29	85.71	0	0	0	0	0	100
"030"	"Alleghany County Schools"	"7065"	"Family & Consumer Sciences Education"	"Parenting and Child Development"	33	0	100	0	0	0	21.21	0	78.79
"030"	"Alleghany County Schools"	"7198"	"Family & Consumer Sciences Education"	"Family & Consumer Sciences Internship"	8	25	75	0	0	0	12.5	0	87.5
"030"	"Alleghany County Schools"	"7199"	"Family & Consumer Sciences Education"	"Family & Consumer Sciences Advanced Studies"	1	0	100	0	0	0	100	0	0
"030"	"Alleghany County Schools"	"7298"	"Health Occupations Education"	"Health Careers Internship"	11	27.27	72.73	0	0	0	0	0	100
"030"	"Alleghany County Schools"	"6615"	"Marketing Education"	"Small Business/Entrepreneurship - ME"	32	71.88	28.13	0	0	0	18.75	3.13	78.13
"030"	"Alleghany County Schools"	"6621"	"Marketing Education"	"Marketing"	33	57.58	42.42	0	0	0	3.03	0	96.97
"030"	"Alleghany County Schools"	"6622"	"Marketing Education"	"Marketing Management"	13	61.54	38.46	0	0	0	0	7.69	92.31
"030"	"Alleghany County Schools"	"6698"	"Marketing Education"	"Marketing Internship"	1	0	100	0	0	0	0	0	100
"030"	"Alleghany County Schools"	"8011"	"Technology Education"	"Principles of Technology I"	9	88.89	11.11	0	0	0	0	0	100
"030"	"Alleghany County Schools"	"8012"	"Technology Education"	"Principles of Technology II"	7	85.71	14.29	0	0	0	0	0	100
"030"	"Alleghany County Schools"	"8110"	"Technology Education"	"Fundamentals of Technology"	37	70.27	29.73	0	0	.03	2.7	2.7	91.89
"030"	"Alleghany County Schools"	"7400"	"Trade & Industrial Education"	"Intro. to Trade & Industrial Education"	77	84.42	15.58	0	0	0	11.69	3.9	84.42
"030"	"Alleghany County Schools"	"7511"	"Trade & Industrial Education"	"Automotive Service Technology I"	35	85.71	14.29	0	0	.03	8.57	0	88.57

"030"	"Alleghany County Schools"	"Trade & Industrial Education"	"Automotive Service Technology II"	"7512"	14	85.71	14.29	0	0	0	7.14	0	92.86
"030"	"Alleghany County Schools"	"Trade & Industrial Education"	"Masonry I"	"7711"	34	94.12	5.88	0	0	0	8.82	2.94	88.24
"030"	"Alleghany County Schools"	"Trade & Industrial Education"	"Masonry II"	"7712"	13	100	0	0	0	0	0	0	100
"030"	"Alleghany County Schools"	"Trade & Industrial Education"	"Masonry III"	"7713"	4	100	0	0	0	0	0	25	75

1 - 40

MIDDLE SCHOOL

LEA	Program Name	Course Code	Course Name	Total
030	"CAREER DEVELOPMENT"	"6158"	Exploring Career Decisions	29
030	"BUSINESS AND INFO TECHNOLOGY"	"6208"	Exploring Business Technologies	118
030	"BUSINESS AND INFO TECHNOLOGY"	"6400"	Business Computer Technology	113
030	"BUSINESS AND INFO TECHNOLOGY"	"6511"	Keyboarding	108
030	"AGRICULTURAL EDUCATION"	"6828"	Exploring Biotechnology	0
030	"TECHNOLOGY EDUCATION"	"8108"	Exploring Technology Systems	13

row(s) 1 - 6 of 6

040 Anson County Schools
Gender
Grades 9-12
Career and Technical Education

2006-2007 CTE Enrollment by Gender

51.18%   48.82%
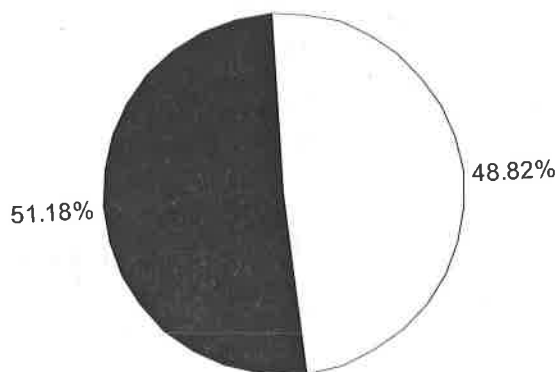
2006-2007	
Gender of all LEA Students	
Male	50.63%
Female	49.37%
Gender of LEA CTE Participants	
Male	48.82%
Female	51.18%

2006-2007 CTE Enrollment by Gender and Program Area
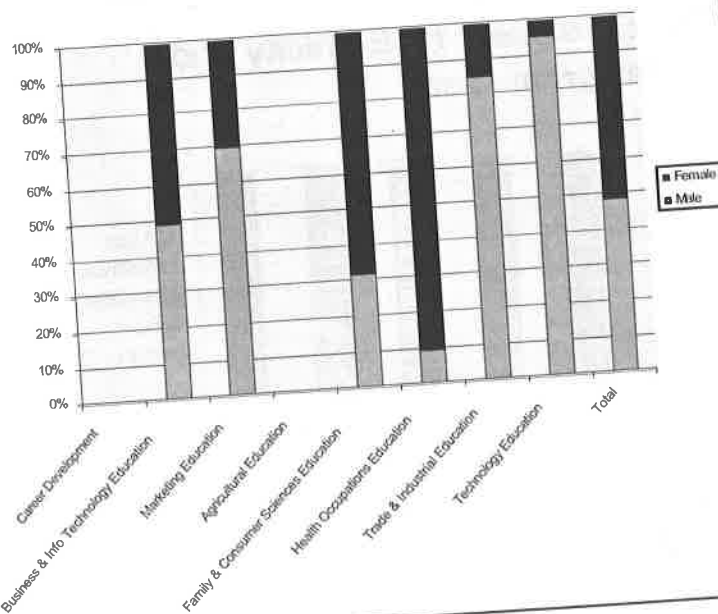
040 Anson Schools
Ethnicity
Grades 9-12
Career and Technical Education

2006-2007 CTE Enrollment by Ethnicity

Asian, 2.21%
American Indian, 0.46%
Hispanic, 0.36%
White, 31.57%
Black, 65.40%
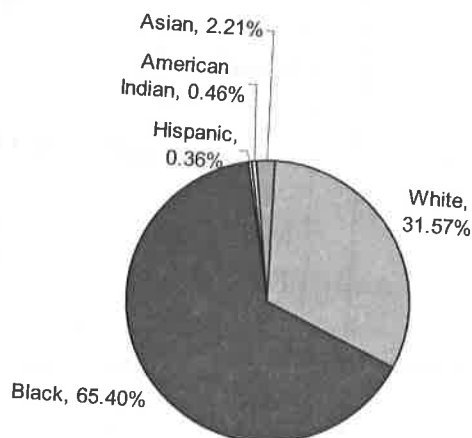
2006-2007
Ethnicity of all LEA Students

American Indian	0.33%
Asian	2.27%
Black	62.65%
Hispanic	1.72%
White	33.03%

Ethnicity of LEA CTE Participants

American Indian	0.46%
Asian	2.21%
Black	65.40%
Hispanic	0.36%
White	31.57%

2006-2007 CTE Enrollment by Ethnicity and Program Area

Legend:
- Asian
- American Indian
- Hispanic
- Black
- White

Program areas (x-axis):
Career Development, Business & Info Technology Education, Marketing Education, Agricultural Education, Family & Consumer Sciences Education, Health Occupations Education, Trade & Industrial Education, Technology Education, Total
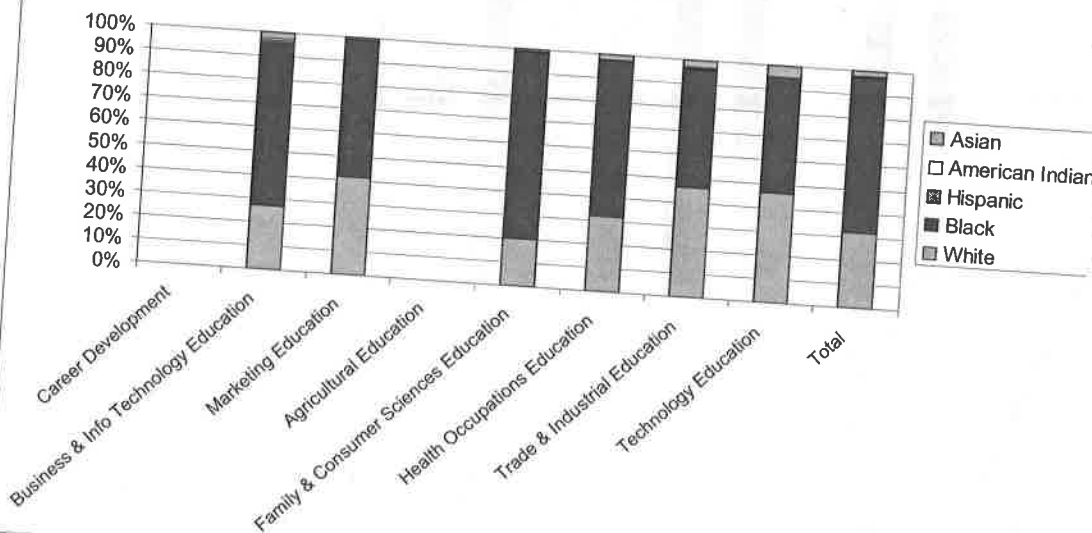
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LEA NAME "Anson County Schools"

ETHNICITY

LEA	INDIAN	ASIAN	HISPANIC	BLACK	WHITE	INDIAN_PCT	ASIAN_PCT	HISP_PCT	BLACK_PCT	WHITE_PCT
"040"	14	95	72	2623	1383	.33	2.27	1.72	62.65	33.03

GENDER

LEA	MALE	FEMALE	MALE_PCT	FEMALE_PCT
"040"	2120	2067	50.63	49.37

CTE ENROLLMENT BY COURSE GENDER & ETHNICITY

LEA	LEA_NAME	COURSE	PROGRAM AREA	COURSE NAME	ENROLLMENT	MALE PCT	FEMALE PCT	AM INDIAN PCT	ASIAN PCT	BLACK PCT	HISP PCT	MULTIRACIAL	WHITE PCT
"040"	"Anson County Schools"	"6200"	"Business and Information Technology"	"Principles of Business & Personal Finance - BE"	61	54.1	45.9	1.64	3.28	.8	1.64	0	15.11
"040"	"Anson County Schools"	"6225"	"Business and Information Technology"	"Business Management & Applications"	20	60	40	0	0	.8	0	0	20
"040"	"Anson County Schools"	"6235"	"Business and Information Technology"	"Small Business/Entrepreneurship - BE"	10	60	40	10	0	.9	0	0	0
"040"	"Anson County Schools"	"6311"	"Business and Information Technology"	"Computerized Accounting I"	19	68.42	31.58	0	0	.58	5.26	0	36.84
"040"	"Anson County Schools"	"6411"	"Business and Information Technology"	"Computer Applications I"	353	49.29	50.71	1.42	3.4	.66	.57	0	28.61
"040"	"Anson County Schools"	"6412"	"Business and Information Technology"	"Computer Applications II"	126	38.89	61.11	0	.79	.72	0	0	26.98
"040"	"Anson County Schools"	"6514"	"Business and Information Technology"	"Digital Communication Systems"	61	55.74	44.26	0	1.64	.66	0	0	32.79
"040"	"Anson County Schools"	"7015"	"Family & Consumer Sciences Education"	"Teen Living"	39	43.59	56.41	0	2.56	.79	2.56	0	15.38
"040"	"Anson County Schools"	"7045"	"Family & Consumer Sciences Education"	"Foods I - Fundamentals"	114	37.72	62.28	0	.88	.74	0	0	25.44
"040"	"Anson County Schools"	"7055"	"Family & Consumer Sciences Education"	"Housing & Interiors I"	60	25	75	0	0	.78	0	0	21.67
"040"	"Anson County Schools"	"7065"	"Family & Consumer Sciences Education"	"Parenting and Child Development"	80	26.25	73.75	0	1.25	.81	0	1.25	16.25
"040"	"Anson County Schools"	"7085"	"Family & Consumer Sciences Education"	"Life Management"	52	30.77	69.23	0	0	.83	0	0	17.31
"040"	"Anson County Schools"	"7199"	"Family & Consumer Sciences Education"	"Family & Consumer Sciences Advanced Studies"	65	27.69	72.31	0	1.54	.8	0	0	18.46
"040"	"Anson County Schools"	"7200"	"Health Occupations Education"	"Biomedical Technology"	73	6.85	93.15	0	4.11	.55	0	0	41.1
"040"	"Anson County Schools"	"7210"	"Health Occupations Education"	"Health Team Relations"	125	11.2	88.8	0	3.2	.66	.8	0	29.6

		Code	Category	Course										
"040"	"Anson County Schools"	"7211"	"Health Occupations Education"	"Allied Health Sciences I"	60	11.67	88.33	0	0	0	.65	0	0	35
"040"	"Anson County Schools"	"7299"	"Health Occupations Education"	"Health Science Advanced Studies"	63	7.94	92.06	0	0	0	.76	0	1.59	22.22
"040"	"Anson County Schools"	"6615"	"Marketing Education"	"Small Business/Entrepreneurship - ME"	19	63.16	36.84	0	5.26	0	.74	0	0	21.05
"040"	"Anson County Schools"	"6621"	"Marketing Education"	"Marketing"	30	66.67	33.33	0	0	0	.5	0	0	50
"040"	"Anson County Schools"	"6622"	"Marketing Education"	"Marketing Management"	7	57.14	42.86	0	0	0	.29	0	0	71.43
"040"	"Anson County Schools"	"6670"	"Marketing Education"	"Sports & Entertainment Marketing I"	31	83.87	16.13	0	0	0	.81	0	0	19.35
"040"	"Anson County Schools"	"6697"	"Marketing Education"	"Marketing Cooperative Program"	22	63.64	36.36	0	0	0	.32	0	0	68.18
"040"	"Anson County Schools"	"8011"	"Technology Education"	"Principles of Technology I"	33	96.97	3.03	0	3.03	0	.45	0	0	51.52
"040"	"Anson County Schools"	"8012"	"Technology Education"	"Principles of Technology II"	10	90	10	0	10	0	.6	0	0	30
"040"	"Anson County Schools"	"7511"	"Trade & Industrial Education"	"Automotive Service Technology I"	38	94.74	5.26	0	7.89	0	.37	0	0	55.26
"040"	"Anson County Schools"	"7512"	"Trade & Industrial Education"	"Automotive Service Technology II"	29	96.55	3.45	0	3.45	0	.24	0	0	72.41
"040"	"Anson County Schools"	"7711"	"Trade & Industrial Education"	"Masonry I"	69	86.96	13.04	1.45	1.45	0	.7	0	0	27.54
"040"	"Anson County Schools"	"7712"	"Trade & Industrial Education"	"Masonry II"	19	100	0	0	0	0	.32	0	0	68.42
"040"	"Anson County Schools"	"7721"	"Trade & Industrial Education"	"Construction Technology I"	88	84.09	15.91	1.14	1.14	0	.64	0	0	34.09
"040"	"Anson County Schools"	"7722"	"Trade & Industrial Education"	"Construction Technology II"	23	100	0	0	0	0	.43	0	0	56.52
"040"	"Anson County Schools"	"7911"	"Trade & Industrial Education"	"Printing Graphics I"	22	36.36	63.64	0	0	0	.73	0	0	27.27
"040"	"Anson County Schools"	"7912"	"Trade & Industrial Education"	"Printing Graphics II"	9	44.44	55.56	0	0	0	.67	0	0	33.33
"040"	"Anson County Schools"	"7921"	"Trade & Industrial Education"	"Drafting I"	79	88.61	11.39	0	7.59	0	.41	1.27	0	50.63
"040"	"Anson County Schools"	"7962"	"Trade & Industrial Education"	"Drafting - Architectural II"	20	75	25	0	5	0	.2	0	0	75
"040"	"Anson County Schools"	"7972"	"Trade & Industrial Education"	"Drafting - Engineering II"	13	92.31	7.69	0	0	0	.31	0	0	69.23

MIDDLE SCHOOL

LEA	Program Name	Course Code	Course Name	Total
040	"BUSINESS AND INFO TECHNOLOGY"	"6208"	Exploring Business Technologies	0
040	"BUSINESS AND INFO TECHNOLOGY"	"6511"	Keyboarding	285
040	"AGRICULTURAL EDUCATION"	"6828"	Exploring Biotechnology	144
040	"FAMILY AND CONSUMER SCIENCES"	"7018"	Exploring Life Skills	209
040	"TECHNOLOGY EDUCATION"	"8108"	Exploring Technology Systems	208

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050 Ashe County Schools
Gender
Grades 9-12
Career and Technical Education

2006-2007 CTE Enrollment by Gender
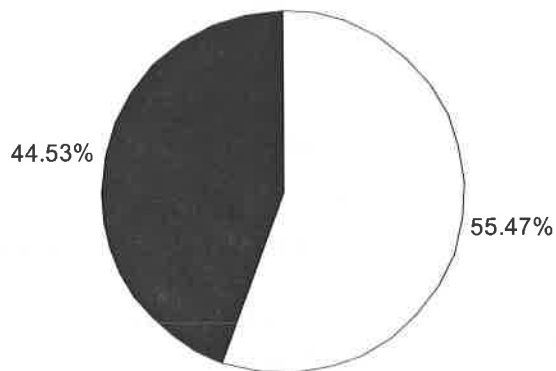
44.53%

55.47%

2006-2007	
Gender of all LEA Students	
Male	51.16%
Female	48.84%
Gender of LEA CTE Participants	
Male	55.47%
Female	44.53%

2006-2007 CTE Enrollment by Gender and Program Area

Career Development, Business & Info Technology Education, Marketing Education, Agricultural Education, Family & Consumer Sciences Education, Health Occupations Education, Trade & Industrial Education, Technology Education, Total

■ Female
■ Male
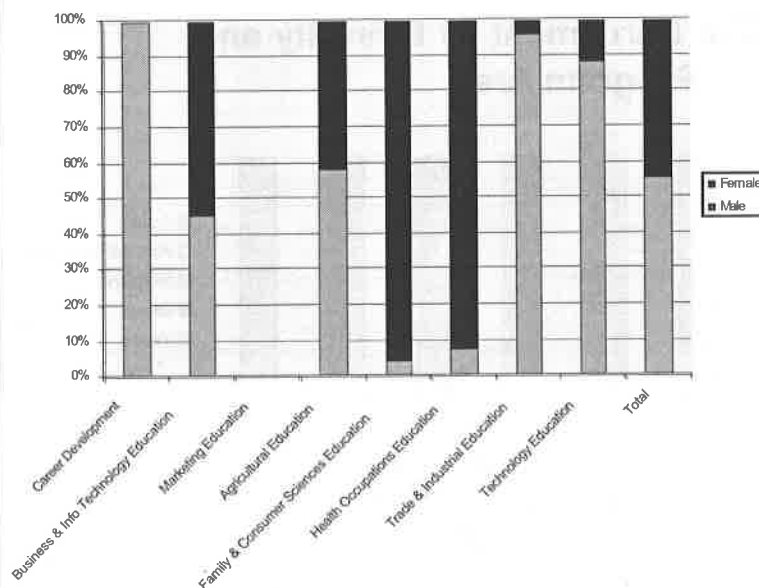
050 Ashe Schools
Ethnicity
Grades 9-12
Career and Technical Education

2006-2007 CTE Enrollment by Ethnicity

Asian, 0.51%

American Indian, 0.37%

Hispanic, 1.54%

Black, 0.66%
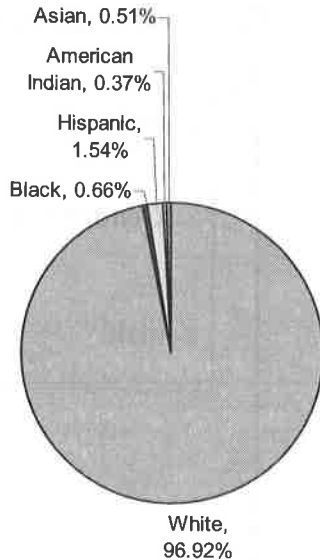
White, 96.92%

2006-2007	
Ethnicity of all LEA Students	
American Indian	0.30%
Asian	0.15%
Black	1.97%
Hispanic	4.32%
White	93.26%
Ethnicity of LEA CTE Participants	
American Indian	0.37%
Asian	0.51%
Black	0.66%
Hispanic	1.54%
White	96.92%

2006-2007 CTE Enrollment by Ethnicity and Program Area

Career Development, Business & Info Technology Education, Marketing Education, Agricultural Education, Family & Consumer Sciences Education, Health Occupations Education, Trade & Industrial Education, Technology Education, Total

Legend:
- Asian
- American Indian
- Hispanic
- Black
- White
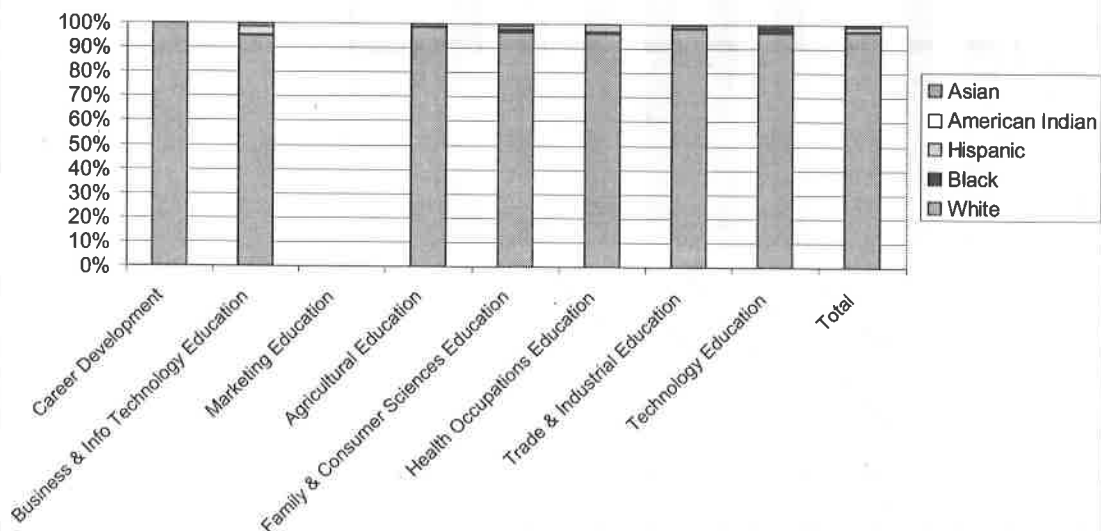
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LEA NAME "Ashe County Schools"

ETHNICITY

LEA	INDIAN	ASIAN	HISPANIC	BLACK	WHITE	INDIAN_PCT	ASIAN_PCT	HISP_PCT	BLACK_PCT	WHITE_PCT
"050"	10	5	143	65	3084	.3	.15	4.32	1.97	93.26

GENDER

LEA	MALE	FEMALE	MALE_PCT	FEMALE_PCT
"050"	1692	1615	51.16	48.84

CTE ENROLLMENT BY COURSE GENDER & ETHNICITY

LEA	LEA_NAME	COURSE	PROGRAM AREA	COURSE NAME	ENROLLMENT	MALE PCT	FEMALE PCT	AM INDIAN PCT	ASIAN PCT	BLACK PCT	HISP PCT	MULTIRACIAL	WHITE PCT
"050"	"Ashe County Schools"	"6822"	"Agricultural Education"	"Animal Science II"	18	55.56	44.44	0	0	0	0	0	100
"050"	"Ashe County Schools"	"6825"	"Agricultural Education"	"Equine Science I"	21	28.57	71.43	0	0	0	0	0	100
"050"	"Ashe County Schools"	"6826"	"Agricultural Education"	"Equine Science II"	11	18.18	81.82	0	0	0	0	0	100
"050"	"Ashe County Schools"	"6841"	"Agricultural Education"	"Horticulture I"	45	68.89	31.11	0	0	0	0	2.22	97.78
"050"	"Ashe County Schools"	"6842"	"Agricultural Education"	"Horticulture II"	22	86.36	13.64	0	0	0	0	0	100
"050"	"Ashe County Schools"	"6898"	"Agricultural Education"	"Agricultural Internship"	2	100	0	0	0	0	0	0	100
"050"	"Ashe County Schools"	"6899"	"Agricultural Education"	"Agricultural Advanced Studies"	5	40	60	0	0	0	0	0	100
"050"	"Ashe County Schools"	"6999"	"Agricultural Education"	"Community College Agriculture"	25	60	40	4	0	0	0	0	96
"050"	"Ashe County Schools"	"6215"	"Business and Information Technology"	"Business Law"	11	36.36	63.64	0	0	0	9.09	0	90.91
"050"	"Ashe County Schools"	"6311"	"Business and Information Technology"	"Computerized Accounting I"	17	35.29	64.71	0	11.76	0	0	0	88.24
"050"	"Ashe County Schools"	"6411"	"Business and Information Technology"	"Computer Applications I"	62	56.45	43.55	0	1.61	.02	3.23	0	93.55
"050"	"Ashe County Schools"	"6412"	"Business and Information Technology"	"Computer Applications II"	13	46.15	53.85	0	0	0	15.38	0	84.62
"050"	"Ashe County Schools"	"6514"	"Business and Information Technology"	"Digital Communication Systems"	109	43.12	56.88	0	0	0	3.67	0	96.33
"050"	"Ashe County Schools"	"6596"	"Business and Information Technology"	"Apprenticeship Program"	1	0	100	0	0	0	0	0	100

		Code	Category	Course									
"050"	"Ashe County Schools"	"6598"	"Business and Information Technology"	"Business Internship"	42	45.24	54.76	0	0	0	0	0	0	100
"050"	"Ashe County Schools"	"6599"	"Business and Information Technology"	"Business Advanced Studies"	11	27.27	72.73	0	0	0	9.09	0	90.91
"050"	"Ashe County Schools"	"6198"	"Career Development"	"Career Development Internship"	1	100	0	0	0	0	0	0	100
"050"	"Ashe County Schools"	"7015"	"Family & Consumer Sciences Education"	"Teen Living"	42	0	100	0	0	0	2.38	0	97.62
"050"	"Ashe County Schools"	"7035"	"Family & Consumer Sciences Education"	"Apparel Devel I"	16	0	100	0	6.25	.06	0	0	87.5
"050"	"Ashe County Schools"	"7036"	"Family & Consumer Sciences Education"	"Apparel Devel II"	18	0	100	0	0	0	0	0	100
"050"	"Ashe County Schools"	"7045"	"Family & Consumer Sciences Education"	"Foods I - Fundamentals"	42	9.52	90.48	0	2.38	0	4.76	0	92.86
"050"	"Ashe County Schools"	"7046"	"Family & Consumer Sciences Education"	"Foods II - Advanced"	23	8.7	91.3	0	0	0	4.35	0	95.65
"050"	"Ashe County Schools"	"7055"	"Family & Consumer Sciences Education"	"Housing & Interiors I"	15	0	100	0	0	0	0	0	100
"050"	"Ashe County Schools"	"7065"	"Family & Consumer Sciences Education"	"Parenting and Child Development"	41	0	100	0	0	0	0	0	100
"050"	"Ashe County Schools"	"7111"	"Family & Consumer Sciences Education"	"Early Childhood Education I"	16	0	100	0	0	.06	0	0	93.75
"050"	"Ashe County Schools"	"7112"	"Family & Consumer Sciences Education"	"Early Childhood Education II"	12	0	100	0	0	.08	0	0	91.67
"050"	"Ashe County Schools"	"7198"	"Family & Consumer Sciences Education"	"Family & Consumer Sciences Internship"	36	16.67	83.33	0	0	0	0	0	100
"050"	"Ashe County Schools"	"7200"	"Health Occupations Education"	"Biomedical Technology"	41	7.32	92.68	0	0	0	7.32	2.44	90.24
"050"	"Ashe County Schools"	"7211"	"Health Occupations Education"	"Allied Health Sciences I"	37	8.11	91.89	0	0	0	2.7	0	97.3
"050"	"Ashe County Schools"	"7212"	"Health Occupations Education"	"Allied Health Sciences II"	15	0	100	0	0	0	0	0	100
"050"	"Ashe County Schools"	"7298"	"Health Occupations Education"	"Health Careers Internship"	8	0	100	0	0	0	0	0	100
"050"	"Ashe County Schools"	"7299"	"Health Occupations Education"	"Health Science Advanced Studies"	8	0	100	0	0	0	0	0	100
"050"	"Ashe County Schools"	"7399"	"Health Occupations Education"	"Community College Health"	21	19.05	80.95	0	0	0	0	0	100
"050"	"Ashe County Schools"	"8005"	"Technology Education"	"Technology Advanced Studies"	8	75	25	0	0	0	0	0	100

"050"	"Ashe County Schools"	"8110"	"Technology Education"	"Fundamentals of Technology"	29	96.55	3.45	0	0	0	0	3.45	96.55
"050"	"Ashe County Schools"	"8115"	"Technology Education"	"Manufacturing Systems"	15	86.67	13.33	0	6.67	0	0	0	93.33
"050"	"Ashe County Schools"	"8126"	"Technology Education"	"Transportation Systems"	27	96.3	3.7	0	0	.04	0	0	96.3
"050"	"Ashe County Schools"	"8141"	"Technology Education"	"Structural Systems"	10	80	20	0	0	.1	0	0	90
"050"	"Ashe County Schools"	"8999"	"Technology Education"	"Community College Technology Education"	23	78.26	21.74	0	0	0	0	0	100
"050"	"Ashe County Schools"	"7400"	"Trade & Industrial Education"	"Intro. to Trade & Industrial Education"	75	92	8	0	0	0	0	0	100
"050"	"Ashe County Schools"	"7511"	"Trade & Industrial Education"	"Automotive Service Technology I"	40	100	0	0	0	0	0	0	100
"050"	"Ashe County Schools"	"7512"	"Trade & Industrial Education"	"Automotive Service Technology II"	30	100	0	0	0	0	0	0	100
"050"	"Ashe County Schools"	"7521"	"Trade & Industrial Education"	"Collision Repair Tech I"	34	100	0	2.94	0	0	0	0	97.06
"050"	"Ashe County Schools"	"7522"	"Trade & Industrial Education"	"Collision Repair Technology II"	31	100	0	0	0	0	0	0	100
"050"	"Ashe County Schools"	"7661"	"Trade & Industrial Education"	"Welding Technology I"	34	97.06	2.94	0	0	0	2.94	0	97.06
"050"	"Ashe County Schools"	"7662"	"Trade & Industrial Education"	"Welding Technology II"	14	92.86	7.14	0	0	0	0	0	100
"050"	"Ashe County Schools"	"7711"	"Trade & Industrial Education"	"Masonry I"	31	96.77	3.23	0	0	0	0	0	100
"050"	"Ashe County Schools"	"7712"	"Trade & Industrial Education"	"Masonry II"	25	100	0	0	0	0	0	0	100
"050"	"Ashe County Schools"	"7721"	"Trade & Industrial Education"	"Construction Technology I"	39	100	0	2.56	0	0	2.56	0	94.87
"050"	"Ashe County Schools"	"7722"	"Trade & Industrial Education"	"Construction Technology II"	22	95.45	4.55	4.55	0	0	0	0	95.45
"050"	"Ashe County Schools"	"7921"	"Trade & Industrial Education"	"Drafting I"	47	91.49	8.51	0	2.13	0	2.13	0	95.74
"050"	"Ashe County Schools"	"7962"	"Trade & Industrial Education"	"Drafting - Architectural II"	12	75	25	8.33	0	0	0	0	91.67
"050"	"Ashe County Schools"	"7996"	"Trade & Industrial Education"	"Apprenticeship Program"	4	100	0	0	0	0	0	0	100
"050"	"Ashe County Schools"	"7998"	"Trade & Industrial Education"	"Trade & Industrial Internship"	4	100	0	0	0	0	0	0	100

"050"	"Ashe County Schools"	"7999"	"Trade & Industrial Education"	"Trade & Industrial Advanced Studies"	2	100	0	0	0	0	0	0	0	100

1 - 55

MIDDLE SCHOOL

LEA	Program Name	Course Code	Course Name	Total
050	"CAREER DEVELOPMENT"	"6158"	Exploring Career Decisions	209
050	"BUSINESS AND INFO TECHNOLOGY"	"6208"	Exploring Business Technologies	0
050	"BUSINESS AND INFO TECHNOLOGY"	"6400"	Business Computer Technology	262
050	"BUSINESS AND INFO TECHNOLOGY"	"6511"	Keyboarding	248
050	"FAMILY AND CONSUMER SCIENCES"	"7018"	Exploring Life Skills	223

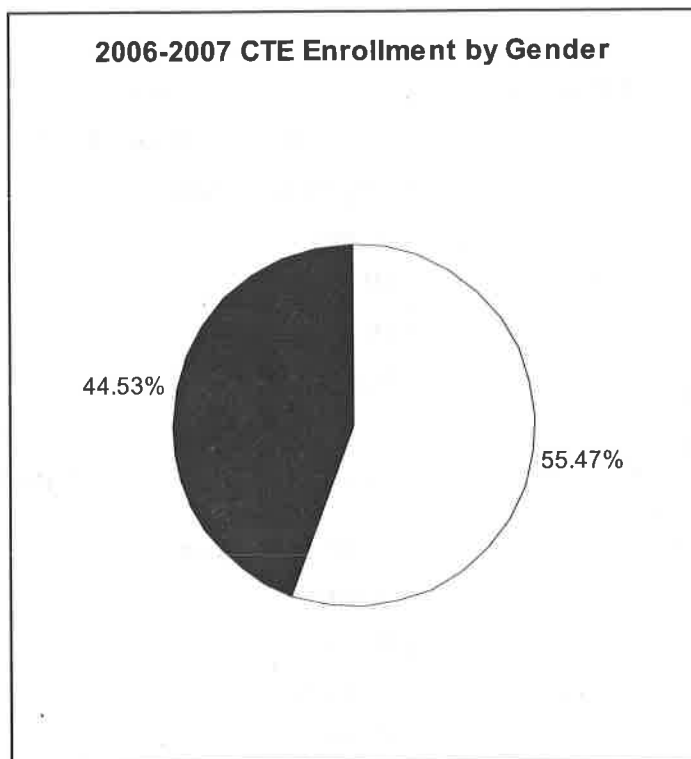row(s) 1 - 5 of 5

060 Avery County Schools
Gender
Grades 9-12
Career and Technical Education

2006-2007 CTE Enrollment by Gender

44.53%

55.47%

2006-2007	
Gender of all LEA Students	
Male	51.40%
Female	48.60%
Gender of LEA CTE Participants	
Male	58.35%
Female	41.65%

2006-2007 CTE Enrollment by Gender and Program Area
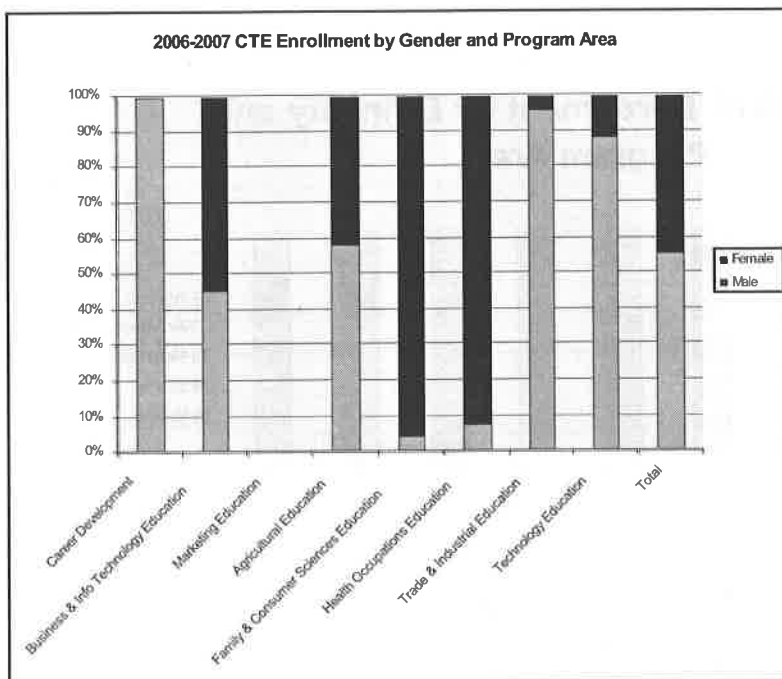
060 Avery Schools
Ethnicity
Grades 9-12
Career and Technical Education

2006-2007 CTE Enrollment by Ethnicity

Asian, 0.31%

American Indian, 0.00%

Hispanic, 1.86%

Black, 1.09%

White, 96.74%

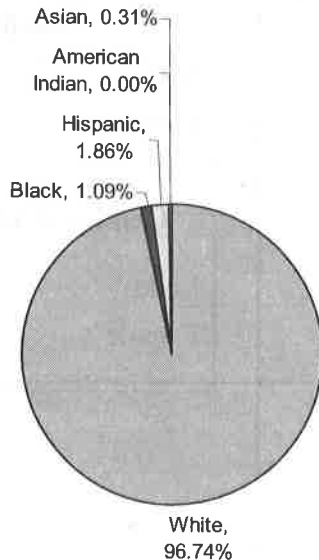| 2006-2007	
Ethnicity of all LEA Students	
American Indian	0.43%
Asian	0.39%
Black	1.12%
Hispanic	4.96%
White	93.10%
Ethnicity of LEA CTE Participants	
American Indian	0.00%
Asian	0.31%
Black	1.09%
Hispanic	1.86%
White	96.74%

2006-2007 CTE Enrollment by Ethnicity and Program Area

Legend: Asian, American Indian, Hispanic, Black, White

Categories: Career Development, Business & Info Technology Education, Marketing Education, Agricultural Education, Family & Consumer Sciences Education, Health Occupations Education, Trade & Industrial Education, Technology Education, Total
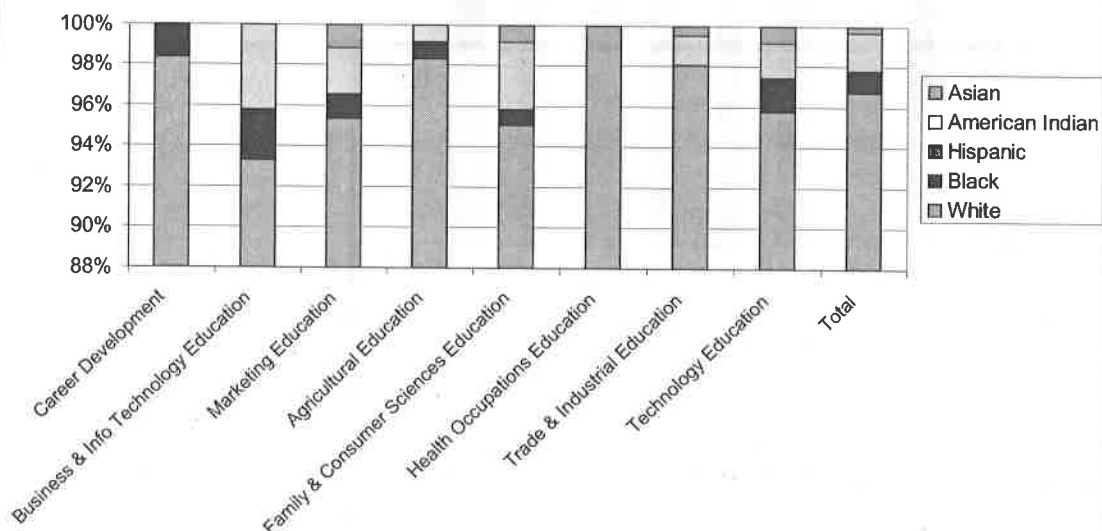
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LEA NAME "Avery County Schools"

ETHNICITY

LEA	INDIAN	ASIAN	HISPANIC	BLACK	WHITE	INDIAN_PCT	ASIAN_PCT	HISP_PCT	BLACK_PCT	WHITE_PCT
"060"	10	9	115	26	2159	.43	.39	4.96	1.12	93.1

GENDER

LEA	MALE	FEMALE	MALE_PCT	FEMALE_PCT
"060"	1192	1127	51.4	48.6

CTE ENROLLMENT BY COURSE GENDER & ETHNICITY

LEA	LEA_NAME	COURSE	PROGRAM AREA	COURSE NAME	ENROLLMENT	MALE PCT	FEMALE PCT	AM INDIAN PCT	ASIAN PCT	BLACK PCT	HISP PCT	MULTIRACIAL	WHITE PCT
"060"	"Avery County Schools"	"6841"	"Agricultural Education"	"Horticulture I"	189	54.5	45.5	0	0	0	.53	.53	98.94
"060"	"Avery County Schools"	"6842"	"Agricultural Education"	"Horticulture II"	84	66.67	33.33	0	0	0	2.38	2.38	95.24
"060"	"Avery County Schools"	"6843"	"Agricultural Education"	"Horticulture II - Turf Grass"	41	75.61	24.39	0	0	0	0	0	100
"060"	"Avery County Schools"	"6882"	"Agricultural Education"	"Horticulture II - Landscape Const"	24	91.67	8.33	0	0	0	0	0	100
"060"	"Avery County Schools"	"6898"	"Agricultural Education"	"Agricultural Internship"	5	100	0	0	0	0	0	0	100
"060"	"Avery County Schools"	"6899"	"Agricultural Education"	"Agricultural Advanced Studies"	13	100	0	0	0	0	0	0	100
"060"	"Avery County Schools"	"6999"	"Agricultural Education"	"Community College Agriculture"	1	0	100	0	0	0	0	0	100
"060"	"Avery County Schools"	"6200"	"Business and Information Technology"	"Principles of Business & Personal Finance - BE"	56	46.43	53.57	0	0	0	3.57	3.57	92.86
"060"	"Avery County Schools"	"6311"	"Business and Information Technology"	"Computerized Accounting I"	12	8.33	91.67	0	0	0	0	8.33	91.67
"060"	"Avery County Schools"	"6312"	"Business and Information Technology"	"Computerized Accounting II"	8	25	75	0	0	0	0	0	100
"060"	"Avery County Schools"	"6411"	"Business and Information Technology"	"Computer Applications I"	63	41.27	58.73	0	0	0	3.17	1.59	95.24
"060"	"Avery County Schools"	"6514"	"Business and Information Technology"	"Digital Communication Systems"	100	45	55	0	0	.01	6	1	92
"060"	"Avery County Schools"	"6145"	"Career Development"	"Career Management"	62	54.84	45.16	0	0	0	0	1.61	98.39
"060"	"Avery County Schools"	"7045"	"Family & Consumer Sciences Education"	"Foods I - Fundamentals"	52	44.23	55.77	0	1.92	0	3.85	1.92	92.31