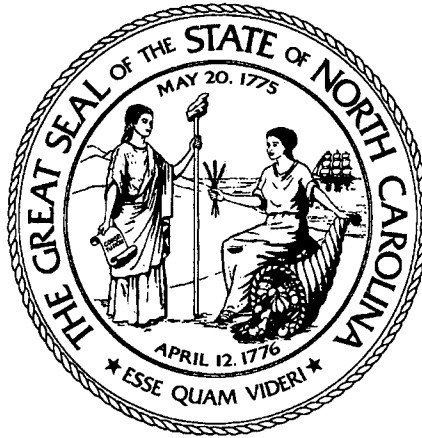


2006

**HOUSE SELECT
COMMITTEE ON
HIGH SCHOOL
GRADUATION & DROP
OUT RATES**

MINUTES



**HOUSE SELECT COMMITTEE ON
HIGH SCHOOL GRADUATION
AND
DROP OUT RATES**

Rep. Earline Parmon, Co-chair
Rep. Thomas Wright, Co-chair

MINUTES
Interim Session 2006

Pat Christmas, Committee Assistant
Jamilah Sabir-Calloway, Committee Assistant

**HOUSE SELECT COMMITTEE ON
HIGH SCHOOL GRADUATION AND DROP OUT RATES**

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NORTH CAROLINA GENERAL ASSEMBLY
HOUSE SELECT COMMITTEE ON
HIGH SCHOOL GRADUATION AND DROP OUT RATES
2006 INTERIM SESSION



Rep. Earline Parmon
Co-Chair



Rep. Thomas E. Wright
Co-Chair



Rep. Bernard Allen



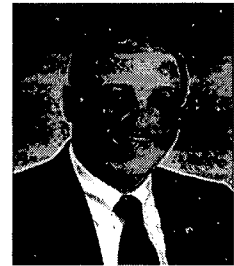
Rep. Larry Bell



Rep. Jean Farmer-Butterfield



Rep. Susan Fisher



Rep. Rick Glazier



Rep. Melanie Goodwin



Rep. Julia Howard



Rep. Maggie Jeffus



Rep. Edward Jones



Rep. Mary McAllister



Rep. Marion McLawhorn



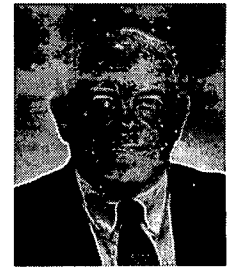
Rep. Louis Pate



Rep. Drew Saunders



Rep. Ray Rapp



Rep. Joe Tolson



Rep. Tracy Walker



Rep. Edith Warren



Rep. Jennifer Weiss



Rep. Laura Wiley

**James B. Black
Speaker**



**Office of the Speaker
North Carolina House of Representatives
Raleigh, North Carolina 27601-1096**

**HOUSE SELECT COMMITTEE ON HIGH SCHOOL GRADUATION AND DROP
OUT RATES**

**TO THE HONORABLE MEMBERS OF THE NORTH CAROLINA
HOUSE OF REPRESENTATIVES**

Section 1. The House Select Committee on High School Graduation and Drop Out Rates (hereinafter "Select Committee") is established by the Speaker of the House of Representatives pursuant to G.S. 120-19.6 and Rule 26(a) of the Rules of the House of Representatives of the 2005 General Assembly.

Section 2. The Select Committee shall be composed of the eighteen members listed below and appointed by the Speaker of the House of Representatives.

Representative Earline Parmon, Co-Chair
Representative Thomas Wright, Co-Chair
Representative Bernard Allen
Representative Larry Bell
Representative Jean Farmer-Butterfield
Representative Susan Fisher
Representative Rick Glazier
Representative Maggie Jeffus
Representative Ed Jones
Representative Mary McAllister
Representative Marian McLawhorn
Representative Louis Pate
Representative Ray Rapp
Representative Joe Tolson
Representative Tracy Walker
Representative Edith Warren
Representative Jennifer Weiss
Representative Laura Wiley

Section 3. The Select Committee shall study the need to raise the compulsory school attendance age. In connection with this study, the Committee may study:

1. The impact of dropping out on the student.
2. The capacity of a 16-year-old to understand the social and economic consequences of dropping out of school.
3. The emergence of major high school reform efforts, including Learn and Earn Programs, the New Schools Initiative, and 21st Century Schools, and the impact they may have on teenagers who remain in school longer.
4. The importance to the entire State of every student leaving high school prepared to enter the workforce or succeed in higher education.
5. Research on factors related to students' success in school.
6. Strategies, programs, and support services that should be provided if the compulsory school attendance age is raised to enable students to graduate from high school, and time lines for implementing those strategies, programs, and support services.
7. Related laws and policies that must be addressed to ensure the availability of support services for students.
8. The fiscal impact of raising the compulsory attendance age.
9. Possible exemptions from the law for certain students, including those students who fulfill their graduation requirements early and receive a diploma, complete an alternative education program, or whose parents consent to their leaving school before they graduate or reach the maximum compulsory school attendance age.
10. The fiscal impact on the Department of Juvenile Justice and Delinquency Prevention and the Department of Correction.
11. The law in other states and the experience of other states that have raised the compulsory school attendance age.
12. Input on the issue from school personnel, dropouts, and students at risk of dropping out.

Section 4. The Select Committee shall meet upon the call of its Chair. A quorum of the Select Committee shall be a majority of its members, including the Chair.

Section 5. Members of the Select Committee shall receive per diem, subsistence, and travel allowance as provided in G.S. 120-3.1. The expenses of the Select Committee including per diem, subsistence, travel allowances for Select Committee members, and contracts for professional or consultant services shall be paid upon the written approval of the Speaker of the House of Representatives pursuant to G.S. 120-32.02(c) and G.S. 120-35 from funds available to the House of Representatives for its operations. Individual expenses of \$5,000 or less, including per diem, travel, and subsistence expenses of members of the Select Committee, and clerical expenses shall be paid upon the authorization of the Chair of the Select Committee. Individual expenses in excess of \$5,000 shall be paid upon the written approval of the Speaker of the House of Representatives.

Section 6. The members of the Select Committee serve at the pleasure of the Speaker of the House of Representatives. The Speaker of the House of Representatives shall fill vacancies and may dissolve the Select Committee at any time.

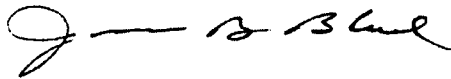
Section 7. The Legislative Services Officer shall assign professional and clerical staff to assist the Select Committee in its work. The Director of Legislative Assistants of the House of Representatives shall assign clerical support staff to the Select Committee.

Section 8. The Select Committee, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and Article 5A of Chapter 120 of the General Statutes. The Select Committee may contract for professional, clerical, or consultant services as provided by G.S. 120-32.02.

Section 9. The Select Committee may meet at various locations around the State in order to promote greater public participation in its deliberations. The Legislative Services Commission shall grant adequate meeting space to the Select Committee in the State Legislative Building or the Legislative Office Building.

Section 10. The Select Committee may submit a final report on the results of its study, including any proposed legislation, to the members of the House of Representatives, on or before December 31, 2006, by filing a copy of the report with the Office of the Speaker of the House of Representatives and the Legislative Library. The Select Committee shall terminate on December 31, 2006, or upon the filing of its final report, whichever occurs first.

Effective this 28th day of September, 2006.



James B. Black
Speaker

OFFICE OF THE SPEAKER

North Carolina House of Representatives

James B. Black

2304 State Legislative Building

Raleigh, NC 27601-3451

(919) 733-3451

FOR IMMEDIATE RELEASE

October 9, 2006

Contact: Julie Robinson, (919) 733-5462 or (919) 271-3490

SPEAKER JIM BLACK ANNOUNCES HOUSE COMMITTEE ON HIGH SCHOOL GRADUATION AND DROP OUT RATES

*"State and local leaders, educators and parents must find better ways to reduce drop out rates so we can keep our kids in the classroom, not on the streets,"
says Black*

RALEIGH – N.C. House Speaker Jim Black (D-Mecklenburg) today announced the creation of a new legislative committee that will spend the next several months studying North Carolina's drop out rate and recommend ways to keep students in school to ensure they receive a quality education, graduate, and go onto college and good paying jobs.

The House Select Committee on High School Graduation and Drop Out Rates will be chaired by Reps. Earline Parmon (D-Forsyth) and Thomas Wright (D-New Hanover). Other members of the committee include Reps. Bernard Allen (D-Wake), Larry Bell (D-Sampson), Jean Farmer-Butterfield (D-Edgecombe), Susan Fisher (D-Buncombe), Rick Glazier (D-Cumberland), Maggie Jeffus (D-Guilford), Ed Jones (D-Halifax), Mary McAllister (D-Cumberland), Marian McLawhorn (D-Pitt), Louis Pate (R-Wayne), Ray Rapp (D-Madison), Joe Tolson (D-Edgecombe), Tracy Walker (R-Wilkes), Edith Warren (D-Pitt), Jennifer Weiss (D-Wake) and Laura Wiley (R-Guilford).

"Education must be our state's number one priority," said Speaker Black. "We have to remain vigilant to ensure that every child in North Carolina comes to school ready to learn and stays in school until graduation. Our schools are losing too many students due to discipline problems, gangs, long-term suspensions, or simply because they turn 16. State and local leaders, educators and parents must find better ways to reduce drop out rates so we can keep our kids in the classroom, not on the streets."

The House Select Committee on High School Graduation and Drop Out Rates will study:

- The impact of dropping out of school on the student;
- The fiscal impact of raising the compulsory attendance age above the current 16 years old;
- The capacity of a 16-year-old to understand the social and economic consequences of dropping out of school;
- The law in other states and the experience of other states that have raised the compulsory age;
- The emergence of major high school reform efforts, including *Learn and Earn* Programs, the New Schools Initiative, and 21st Century Schools, and the impact they have on teenagers who remain in school longer;
- The importance to the entire State of every student leaving high school prepared to enter the workforce or succeed in higher education;
- Research on factors related to students' success in school;
- Strategies, programs and support services that should be provided if the compulsory school attendance age is raised to enable students to graduate from high school, and time lines for implementing those strategies, programs and support services;
- Related laws and policies that must be addressed to ensure the availability of support services for students;
- Possible exemptions from the law for certain students, including those who fulfill their graduation requirements early and receive a diploma, complete an alternative education program, or whose parents consent to their leaving school before they graduate or reach the maximum compulsory age;
- The fiscal impact on the Department of Juvenile Justice and Delinquency Prevention and the Department of Correction; and
- Input on the issue from school personnel, dropouts, and students at risk of dropping out of school.

"A student who graduates from high school is less likely to grow up and live in poverty and has a much greater chance at a prosperous and rewarding future," said Rep. Earline Parmon (D-Forsyth), who will co-chair the new committee. "I'm hopeful this Committee will discover how to increase graduation rates and, by association, how to improve the lives of the young people of North Carolina."

"Our state's drop out numbers are unacceptable," said Rep. Thomas Wright (D-New Hanover), who will co-chair the new committee. "We need to find out why our students are leaving school and how to keep them there."

State Board of Education Chairman Howard Lee has called on the General Assembly to change the state's compulsory age law, which currently allows a student to drop out of school at 16 years old. "We do students a disservice to send the message that it is acceptable to drop out of school when they are 16 years old," Chairman Lee said in March in response to the release of the latest drop out statistics. "A high school diploma is a minimum requirement for future success, and we will continue to press for changing the compulsory school attendance age." Raising the compulsory age is one issue that the House Select Committee will examine in the coming months.

Education Week Magazine recently cited a national study showing North Carolina's high school graduation rate at 66 percent. Among African American males it is 49 percent and Hispanic males graduate only 47 percent. North Carolina's high school dropout rate, already too high, may be even worse this year, the state's top-ranking education official warned last week. State Superintendent of Public Instruction June Atkinson said the state's annual report on high school dropouts is due to be released in December. School officials shouldn't expect encouraging news, she said during a speech in Elizabeth City.

During the 2004-05 school year, approximately one out of every 20 North Carolina high school students dropped out of school thus jeopardizing their potential for future success, according to the Annual Dropout Event Report presented to the State Board of Education in March. This equates to an annual high school drop out rate of 4.7 percent. State law requires that school officials record the reason for a student's decision to drop out of school. In 2004-05, 60 percent of students dropped out due to attendance issues. Other key issues included enrollment in a community college (10 percent) and "moved, school status unknown" (8 percent). Nearly 5 percent of dropouts were related to student suspension and incarceration.

North Carolina is ranked 45th in the nation in the percent of ninth graders who graduate four years later, with only 41 percent entering college and 19 percent graduating with an associate or bachelor degree within six years. (Source: *National Center for Public Policy and Higher Education*, 2004)

Furthermore, our state's dropout rate has a tremendous impact on our economy and society. A high school dropout in 2000 had less than a 50 percent chance of getting a job. That figure drops to 25 percent for African-American students. The dropout's job will earn less than half of what the same job earned 20 years ago. Wages are increasing only for those with at least a college education, and a lack of education is increasingly correlated with incarceration and a dependence on welfare. (Source: *School Redesign Network*, 2002)

State legislators and Governor Mike Easley have initiated several new programs in recent years aimed at increasing high school graduation rates and encouraging more students to attend college. The *Learn and Earn* early college high schools initiative provides high school students the opportunity to graduate in five years with a high school diploma and an associate's degree or two years of college credit. Legislators have approved funding for 33 *Learn and Earn* high schools that are currently in operation across the state. Twenty additional *Learn and Earn* schools are slated to open in 2007.

During this year's session, legislators approved an extra \$27 million for the Disadvantaged Students Supplemental Fund, \$42 million for low-wealth schools, and restored \$44 million in discretionary cuts approved during the state's economic recession and budget shortfalls in recent years. This new funding, coupled with more than \$150 million provided during the last several years to these schools, will help struggling students stay in school and increase our graduation rate.

In September 2003, with the support of the Bill & Melinda Gates Foundation, North Carolina launched the New Schools Project to assist in the creation of small, economic development-themed high schools across the state. The smaller high schools focus on growing economies and job sectors by offering classes in health care, computer technology, biotech and engineering based on a student's interests and possible future career. Currently, 25 new schools are open across the state with plans to open 10 more in 2007. The Bill & Melinda Gates Foundation has awarded more than \$20 million in grants to fund this new program.

Last month, Easley launched a statewide effort to conduct performance audits in all 115 school districts to ensure accountability and the smart, targeted use of resources in the state's public high schools. The State Board of Education and the N.C. Department of Public Instruction are working with the UNC-Chapel Hill School of Education to examine student achievement data and spending patterns from high schools across the state. The information will be used to contrast the resources in low-performing high schools with higher performing schools that educate similar populations of students. Researchers will then conduct site visits in districts with low-performing high schools to identify how they can better use resources to increase student achievement.

The House Select Committee on High School Graduation and Drop Out Rates will hold numerous meetings between now and the start of the 2007 session, which convenes on January 24. The Committee, which includes former school teachers and principals, will present its legislative recommendations to the full House of Representatives at the start of the 2007 session. Legislators are expected to hold meetings in Raleigh and in other cities across the state as they study the state's high school graduation and drop out rates and look at possible solutions.

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Office of Speaker Jim Black
Director of Communications & Member Relations
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ATTENDANCE

HOUSE SELECT COMMITTEE ON HIGH SCHOOL GRADUATION AND DROP OUT RATES 2006 Interim Session

DATES	10-17-06	10-24-06	Public Forum 11-02-06	Public Forum 12-13-06	12-20-06
PARMON, Earline Co-Chair	X	X	X		X
WRIGHT, Thomas Co-Chair	X	X	X	X	X
ALLEN, Bernard					
BELL, Larry	X	X	X		X
FARMER-BUTTERFIELD, Jean	X				
FISHER, Susan	X				X
GLAZIER, Rick					X
GOODWIN, Melanie					
HOWARD, Julia		X	X		
JEFFUS, Maggie	X	X	X	X	
JONES, Ed	X		X		X
MCALLISTER, Mary					X
MCLAWHORN, Marion		X			X
PATE, Louis	X	X			X
RAPP, Ray		X	X	X	X
SAUNDERS, Drew		X	X		X
TOLSON, Joe	X	X			X
WALKER, Tracy	X	X	X	X	X
WARREN, Edith	X	X			X
WEISS, Jennifer	X				X
WILEY, Laura	X	X	X		X
IORIO, Shirley Leg. Analyst	X	X		X	X
CHAUHAN, Drupti Staff Attorney	X	X	X	X	X
KAMPRATH, Sara Leg. Analyst	X	X	X	X	X
ATKINSON, Dee Research Asst		X	X		
LEVINSON, Adam Fiscal	X	X	X		X
EMERSON, Diane House Ed. Director	X	X		X	X

DATES	10-17-06	10-24-06	Public Forum 11-02-06	Public Forum 12-13-06	12-20-06
MCCRAW, Kara.....Research				X	X
CHRISTMAS, Pat Comm. Asst	X	X	X	X	X
SABIR-CALLOWAY, J. Comm. Asst		X	X	X	
Rep. Cunningham			X		
Senator Snow				X	

MINUTES

HOUSE SELECT COMMITTEE ON HIGH SCHOOL GRADUATION AND DROP OUT RATES

Tuesday, October 17, 2006

11:00 A.M.

Room 544, Legislative Office Building

The House Select Committee on High School Graduation and Drop Out Rates met on Tuesday, October 17, 2006, at 11:00 a.m. in Room 544, at the Legislative Office Building. Representative Earline Parmon, presiding Co-Chair called the meeting to order and welcomed everyone. She introduced the staff and asked each committee member to introduce themselves. Representative Thomas Wright, Co-Chair was recognized for comments. The following members were present: Representatives Bell, Farmer-Butterfield, Fisher, Jeffus, Ed Jones, Pate, Tolson, Walker, Warren, Weiss and Wiley. Representative Parmon expressed sympathy is the passing of Representative Bernard Allen and held a moment of silence in memory of him. The Visitor Registration Sheet (*Exhibit 1*) is attached hereto and incorporated into the minutes. With this being an organizational meeting for information gathering and discussion, there was no formal agenda.

Representative Parmon stated that the committee will move at a fast pace in order to have a report in December, 2006. Public hearings will be held across the state to gain input from citizens. Legislative Analyst Dr. Shirley Iorio was recognized to give an overview of the committee's purpose and its direction

Dr. Iorio referred to items in the Committee Notebook and reviewed the appointment letter from Speaker James Black which states that the Committee is established to study the need to raise the compulsory school attendance age. Dr. Iorio reviewed the twelve items that the committee may study regarding the state's drop out and graduation rates.

Insert these items:

Representative Parmon asked each member to state their items of interest in connection with the study and suggestions regarding future agenda items.

Representative Fisher stated that in light of the short amount of time to work through this issue, she would find it helpful to know what other states have done in raising the compulsory attendance age and what supporting programs they may have.

Representative Parmon agreed that this information is needed and advised that the staff had been requested to start gathering this data.

Representative Pate first, expressed a need to conduct interviews with recent drop-outs and get their impressions of how their lives have been affected by dropping out of school. Secondly, he felt that the committee should not only consider recommendations to keep students in school to ensure that they receive a quality education, graduate and go on to college; but, also to consider students who may need vocational education to prepare for a trade after graduation. "These students may be dropping out because they need to earn a living and do not feel a need to go to college", he said.

Representative Weiss would like to look at schools in this state and other states where there are high graduation rates and what contributes to their successes. She would also like to use some of the research received from former Gov. Hunt's recent forum on crisis in middle schools; and, what improvements can be made in middle school to pave the way for better graduation rates in high school.

Representative Wiley would like to concentrate on the following areas:

- the over representation of minorities in this drop out rate;
- children involved in the juvenile justice system and what can be done to ensure their success in finishing high school; and,
- is there a greater rate of special education students dropping out of school?

Representative Wiley would like special emphasis given to these populations.

Representative Bell stated that the situation needs to be looked at long before high school and the things that cause students to drop out.

Representative Farmer-Butterfield would like to obtain information per county on the drop out rate and suspensions. She would also like to look at the "Learn and Earn" programs across the state to determine their success and any other programs that are successfully addressing this issue.

Representative Jones stated that dropping out of school should not be an option. He felt that students should be placed some where else and there should be an ordinance that they cannot be on the streets during school hours.

Representative Tolson expressed that technology in the classroom may cause students to become excited about learning. "They may be turned off with teacher lecturing", he said. He also raised the question as to how the drop out rate is counted. Students who drop out of public school, attend a community college and receive a GED or Adult High School Diploma may be counted in the drop out rate and consequently the drop out rate may not be that high. There is a need to capture these numbers to see the true picture.

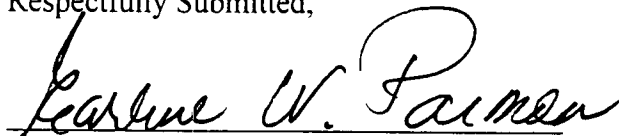
Representative Parmon advised that she and Rep. Wright have requested staff to gather data on how the drop out rate is determined. She informed the committee that since its inception many individuals and organizations have offered their assistance


Representative Parmon recognized the staff from Governor Easley's office and Dr. Diane Emerson, House Education Director. She announced that the next meeting will be held on October 24, 2006 at 9:00 AM at the Legislature. A public hearing will be held tentatively on November 1, 2006 in Mecklenburg County. Plans are to hold a public hearing in a rural county and a medium size county before final recommendations are made.

Representative Wright recognized his intern, Ivey Brown who has published two books, graduated from the University of North Carolina at Chapel Hill with a law degree, passed the bar and will start his new position at Winston-Salem State University as Assistant Legal Counsel.

There being no further business, the meeting adjourned at 11:40 AM.

Respectfully Submitted,


Representative Earline W. Parmon, Chair


Pat Christmas, Committee Assistant

Attachments:

Visitor Registration (*Exhibit 1*)

VISITOR REGISTRATION SHEET

HOUSE SELECT COMMITTEE ON HIGH SCHOOL
GRADUATION AND DROP OUT RATES

Tuesday, October 17, 2006

Name of Committee

Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME

FIRM OR AGENCY AND ADDRESS

Katherine Joyce	NCA SA
Sam Greaves	PENC
Evelyn Hawke	CISNC
Theresa	ACFSS
Tom Field for KEN GATTIS	NC DPI
Trishara McKendall	YA10
Jeffy Walton	YA10
Gann Langston	High Five
Michael Haley	Dept. of Juvenile Justice
Kim Shropshire	NC DPI
Berkeley Yorken	Action for Children

VISITOR REGISTRATION SHEET

HOUSE SELECT COMMITTEE ON HIGH SCHOOL
GRADUATION AND DROP OUT RATES

Tuesday, October 17, 2006

Name of Committee

Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME

FIRM OR AGENCY AND ADDRESS

Chris Harris	Civitas
Rita L. Joyner	SBE
Dennis Patterson	OSC
Colleen Flores	Public Safety Council
Michael Flores	NRAE
Allyson	
Shirley Carraway	Orange County School's
Mark	
J B Butk	Gov's office

MINUTES

HOUSE SELECT COMMITTEE ON HIGH SCHOOL GRADUATION & DROP OUT RATES

Tuesday, October 24, 2006

9:00 A.M. / Room 544 LOB

Representative Thomas Wright Presiding Co-Chair

The House Select Committee on High School Graduation & Drop Out Rates met on Tuesday, October 24, 2006, in Room 544 of the Legislative Office Building at 9:00 a.m. The following members were present: Co-chairman Thomas Wright, Co-chairman Earline Parmon, Representatives Bell, Fisher, Howard, Jeffus, McLawhorn, Pate, Rapp, Saunders, Tolson, Walker, Warren, and Wiley. Shirley Iorio, Drupti Chauhan, Sara Kamprath, Dee Atkins and Adam Levinson Staff Counselors, and Jamilah Sabir-Calloway and Patricia Christmas Committee Assistants were in attendance. A Visitor Registration list is attached and made part of these minutes.

Co-chairman Wright called the meeting to order and recognized Pages, Sergeant-at-Arms, Staff and visitors. He recognized Dr. June Atkinson, State Superintendent of Public Instruction.

Dr. Atkinson stated that she is focused on the charge to reduce the State's drop-out rate and to increase the State's graduation rate. Recently the State Board of Education adopted a new guiding mission "that all students will graduate from High School globally competitive for work and further education in life in the 23rd century." She stated that our graduation and drop out rates are not acceptable. As a state we must set high benchmarks to reach the 100% graduation rate that is now a part of our State Board of Education's mission.

As she has traveled across the State she is encouraged by the work of some of our school districts and has encouraged our superintendents and principals to set the benchmark of at least 85% of our students graduating within the next three years. Some districts are aggressively addressing the drop out rate and graduation rates; others need to move more quickly. Our efforts to reduce our drop out rates and increase our graduations rates include such things as the New Schools Project, Learn and Earn; efforts in Wake County called High Five. Many of our schools are about the business of redesigning our high schools. Many schools are about focusing on reading, a foundation skill that is needed in order to reduce our drop out rate and increase our graduation rate. Many schools are working with the area of relevancy and having engaging learning. Some schools are using technology in meaningful ways for the sight and sound generation that we have today.

Our most pressing need is to look at the ninth grade level where we see many of our drop outs. We also know from experience and research why students drop out of school. We know that students that have an option to take courses in career technical or vocation education and arts are reasons why students stay in school. The State Board of Education recently raised the bar for mathematics achievement. In addressing the low graduation rates and high drop out rates we must have multiple strategies. We must change the ninth grade experience. We must have system of extra help and assistance. We must have relevant engaging instruction for our students. We must have caring concerned adults in the lives of every student, both in school and out of school. We must exam our laws and policies to determine whether unintentionally, we are contributing to our high drop out rate and our low graduation rate.

She proceeded to define drop out rate and graduation rate for the committee. Our drop out rate is that of events that happen yearly. For example if I am a student, I enroll in a high school; I decide

in November that I no longer want to attend and I drop out. I am counted once. If I decide to come back in January and enroll again and then I drop out in March then I am counted twice. That is our drop out rate.

The graduation rate is calculated on the students who begin in any year at the 9th grade and finish four years later. She stated that staff will give the committee additional information about how we are calculating our graduation rate for the first time this year. We anticipate that it will not be a pretty picture and that our graduation rate will be somewhere in the 60s or low 70s. She encouraged the committee to look at multiple strategies as to how to address this issue. Our challenge is to make sure that all of our students graduate from high school prepared for the world they are going to face. "I envision the day that while traveling I-40, I-95 and the back roads of North Carolina, in addition to the "Fasten your seat belt" sign, there will be signs that say "100% of our students graduated from high school." She stated that the work of this committee is critical to the students of North Carolina in making sure that our teachers and our administrators are supported and have the resources and tools to make that sign a possibility.

Question from the Chair. "Did I understand you to say that between 30% & 40% of our students are not graduating from high school?"

Dr. Atkinson replied that they anticipate that that is the case and will know for sure what our graduation rate was for our students last year in November. One of her staff members will give the committee additional details about the calculation.

Follow up from the Chair: "Can you offer any creative concepts or ideas of how we should work towards keeping our children in school to ensure that they graduate?"

Dr. Atkinson replied:

- #1, we need to take full advantage of technology. Our students are sight and sound generation students. Having lectures by teachers without that engaging technology is not in the best interest.
- #2, We also must continue to expand our efforts in professional development so that our teachers will become aware of cultural differences so that they can teach all children.
- #3, we must have a system of extra help and assistance for our students who may learn at different rates than others.
- #4, we must look at our school day to be more than 8am-3pm. We must expand our school day – give that extra help.
- #5, We must continue our efforts to expand Learn and Earn and our New Schools projects and
- #6, we must make sure that every single high school in our state addresses the ninth grade transition. We must have smaller learning communities for them and
- #7, we must as a State and as policy makers "We must afflict the comfortable and comfort the afflicted" ... and that includes our citizens to raise an awareness of where we are and at the same time work in making sure that we improve public education.

Chairman Wright opened the floor for questions from the committee. He recognized Reps. Tolson, Pate, and then Rapp.

Rep. Tolson asked how we can address the issue of counting a student more than one time in a year, as it skews the drop out rate.

Dr. Atkinson stated that they are using a standard method that is recommended by the Federal Government in computing the drop out rate so that they have consistency with other states. That may be an issue that the committee may want to look at. She recommends that the committee focus more on the graduation rate because if we can get those students back and get them to graduate from high school we will have accomplished our major goal.

Rep. Tolson asked if Dr. Atkinson had a feel for whether technology is helping the drop out rate. Dr. Atkinson stated that we know that dropping out of school is not an event that just happens on one day. That it occurs over time. We know that that in our federal impact schools where we have received federal dollars, where they have had money to buy technology we are seeing more engaged students and seeing more students staying in school. It is too early in some cases to see

its impact on graduation rate but we see the impact on student achievement. And certainly student achievement would be one indicator of students being able to graduate.

Rep. Pate: Did I hear you say that the problem begins in the ninth grade or can we agree that it occurs much earlier in life due to a whole host of problems in that child's life. What can we do to get at the root cause of what affects a child's graduation rate?

Dr. Atkinson: The ninth grade is where we need to do some short-term work. I agree that a drop out does not just wait until the ninth grade to say forget about school. It means that we need to be vigilant in every single grade to make sure that the students develop dreams. We know that when students develop dreams, they are more likely to stay in school. We also know that addressing the entire issue of reading is very important. We know that guardians and parents play an important role as well.

Rep. Rapp: posed three questions from teachers in his district.

1. He asked Dr. Atkinson if she is familiar with longitudinal studies that have been done suggesting that we can identify by third grade students on track for drop outs by ninth grade.

Dr. Atkinson stated that she is not familiar with a particular study that says we can identify a student that may drop out or not graduate. She said that she feels that at an early age we can see students who may be at risk through their inability to learn responsibility or to take responsibility through the student falling or lagging behind in reading or other subject matter. She knows that students who may be identified as at risk who can receive the extra help that they may need, the caring adult in their lives, that competent teacher can turn around that at-risk situation to where that student does have a goal, that student does have dreams.

2. Rep. Rapp asked how we within the charge of this committee systematize that.

Dr. Atkinson stated that one piece of legislation that was passed deals with the personalized education plan. All students through the eighth grade, if they are not being successful academically are to have a personalized education plan. I believe that is a forward step in identifying the problem when the student is having problems. You may need to look at whether that legislation needs to be expanded to the high school level also.

3. Rep. Rapp stated that "Now when a student gets a GED he/she is counted as a drop out. What do other states do about the GED and can it be considered a transfer?"

Dr. Atkinson stated that in looking at the number of students who enroll in the GED program and who get GED, we see a very, very small percentage. So it is her opinion that if we added GEDs as a part of a transfer, we would not have a huge impact on the drop out rate. However we can address through the Learn and Earn and through the articulation agreements with our community colleges and universities, we can address having a different option for students who cannot find a place where a student fits in at a high school. She encourages that we look at those options for students where they would continue to have options to go to our community colleges or to our universities where they may not be able to find a place that is most appropriate for them in our high schools. The GED is certainly a wonderful option, especially for adults who dropped out of school for whatever reason and who have come back. I would like us to see if we can keep those students on track or on the path through articulation agreements and through Learn and Earn and other initiatives with community colleges.

4. Rep. Rapp read a comment from a high school guidance counselor talking about the need for good and appropriate remedial reading level programs at the high school level.

Dr. Atkinson stated she agreed and that putting reading literacy coaches at our middle schools is a step in the right direction. We need to expand that effort to have literacy coaches at the high school level. She stated that the trouble from her experience is not a matter of the student not being able to read, per se, but it is the trouble of the students not understanding

what they are reading. She gave a quick example: She stated that she read an article in an orthodontic journal. She could read with fluency, she could say every word, but when she got to the end she did not know what she had read. And so in many instances and student will come to a science, history or math class and the language is foreign. So consequently our teachers need additional help that can be given them through a literacy coach in high school about how to address vocabulary, how to address comprehension. That would be within the context of what the student is learning in a particular science class.

Rep. Rapp asked if Dr. Atkinson's staff could assist craft what that might look like regarding the aforementioned coaches on the secondary level so that the committee might include that in the record and consider it for legislation.

Dr. Atkinson stated that she would be happy to do so.

Chairman Wright recognized Rep. Jeffus who asked if there was an exit discussion or interview with students who drop out. She stated that we might learn something that we are not looking at if we speak with them.

Dr. Atkinson stated that in their looking at drop out data they do have information about why students say they drop out of school. In addition for approximately 10 years they have surveyed high school students through a reform effort with the Southern Region Education Board. Also through career technical education for the students who complete a course sequence in career technical education or vocational education we have surveyed students who have graduated one year after high school and we ask them the question "Why did you stay in school." That's where I got the statistic about students having options or having electives at the high school level. In addition we have done some focus groups with students that have enrolled in community colleges and we asked them why did they leave high school and come to this program. Those surveys have common threads:

- 1) "We are here because we didn't feel we fitted in at the high school"
- 2) "We have people who really care about us at this school" - because in many cases they are working with a smaller group.
- 3) "We are treated as adults here" - so that's why we have to continue to look at the New Schools Project, the Learn and Earn, etc.; about having the same teachers working with the students throughout the high school career. The feed back from those students give us indications on how we need to change our schools.

Chairman Wright recognized Rep. Tolson who asked if many of the potential drop outs end up in the Learn and Earn or Middle Colleges. Dr. Atkinson stated that the goal of Learn and Earn and the New Schools Project is not to address just the student who is at risk but to have cross section of students. Those initiatives are about giving students options where they can find the relevancy and rigor in relationships that would be need for them to stay in school. There are several strategies that can be used in addition to those two initiatives.

Rep. Howard was recognized and stated that in Davie County they are getting ready to look a school bonds because of the need of new facilities one of the concepts is a ninth-grade academy which is a totally separate campus. "Do you have detailed information of results?" Dr. Atkinson stated that she would provide the Committee data on a few studies that have been done. One study has been through the Southern Region Education Board High Schools at Work and they have identified effective practices that work at the ninth-grade academy. We have approximately 60% of our high schools moving toward a ninth-grade transition program or are implementing a transition program. There are a few counties that are separating ninth graders in a separate campus.

Chairman Wright stated that one of the charges of this Committee is to increase the compulsory age of the student to stay in school. What is your official opinion on that for the record? Dr. Atkinson stated that the State Board of Education and she both support raising the compulsory

attendance age to 18. She added that that alone will not fix our problem so there must be other strategies in place.

Chairman Wright called on Mr. Eddie Davis, President, NC Association of Educators (NCAE.) Mr. Davis stated that he would like to share the thoughts of the members of his organization as well as share some of the thinking that they have shared through committee work with colleagues across the nation at the National Education Association. He distributed handouts of information that came from a recent press conference that was held by Reginald Weaver, President of NEA. There is a 12-point plan with NEA with consultation with affiliates around the nation have put forth. The first one of the recommendations is controversial. It goes to the mandatory compulsory attendance age at 21. The NCAE believes that there should be a graduated process that would allow for the compulsory attendance age to go from 16 to 17 then to 18 as recommended by Superintendent Atkinson and the State Board of Education. NCAE also feels there should be some place for students who have already dropped out. They feel that early intervention in identifying youth that are at risk for dropping out should be implemented working with their parents. There ought to be new programs where we can reclaim those young people who will perhaps not be the kind of contributors to our society that we would want them to be unless we reach out. We think that maybe from age 17 until 21 there ought to be ways that we can establish some centers to reclaim those young people, many times who have matured and understand that life is going to be relatively rough for them if they don't get more education and provide better training for themselves and their families. The NCAE also believes that the best thing is to insure that every single child has a caring, competent, culturally sensitive teacher and other school officials working with him or her every single day. Folks who understand and appreciate what young people are going through in their lives.

We know that the children who are most likely to drop out are the ones who have those challenges in their lives right now and we should be doing things to try to compensate for those challenges that they have. We also need to make sure that we work with children who have had brushes with the law; who have been incarcerated or arrested or had issues in their lives that would cause them to fall behind academically as well as socially. We are not to give up on them; we must develop ways that we can reach out to them.

We also need to look at ways that we might be able to engage children who might not be headed to Harvard or Howard. We need to make sure that those young people have ways that they can engage in using the most modern technology, and low tech vocational skill options. We need to reach out and act early through ways that we can get them the ability to read and comprehend what they are reading through the literacy coaches and other new programs that the General Assembly has approved. We think that one of the key factors is to reach out to families. We think that there should be a national standard for what a drop out is. Governor Easley has been working closely with the national Governor's Association to define "drop out" on a national level so that we don't end up varying ways of defining what a drop out is. We must make sure that we make high school graduation a priority.

Rep. Pate: "Is it not true that children who have been into the juvenile justice system their records are probably not available to an individual classroom teacher so that they know that a particular child has had a brush with the law and needs a special incentive to stay in school. How do you see that coming about if we go forward from here with a more open effort on the part of the teaching team to save these children?"

Mr. Davis – This gets to be controversial with some teachers because they fear and feel that sometimes students that have had major brushes with the law and may have been incarcerated and released back into the school and sometimes through court orders are require to return to school – sometimes we need to know ... but the legal confidentiality issues are there. We do ask that if

there can be competent administrators who can without revealing and without breaching the confidentiality, that there can be extra efforts given to students who can be identified who need it.

Rep. Rapp commented on the quote from the handout, *"Drop outs are more likely to end up in the criminal justice system and 80% of individuals in prison do not have a high school diploma."* I wonder if we step back from that and if we were to include raising the compulsory age how we might systematically start addressing that through the existing system in the prisons themselves.

Mr. Davis – I believe one of the things we can do is to have special centers for these children. If we are going to have a compulsory age that is higher than 16 that we might be able to have special programs in those schools and other places. Obviously there are programs for children who are incarcerated right now and we must work directly with the juvenile justice programs in our State to make sure that we can bridge some of those issues.

Rep. Wiley – One of the first signs that we get is excessive absenteeism often in the middle grades. Do we have anything in place presently, when we start seeing that pattern developing of excessive absenteeism that we can address it? Are we holding parents accountable for excessive absenteeism early on?

Mr. Davis – Many of our school improvement plans at the individual building level that have to be approved by the school districts and school boards recognize that problem of absenteeism and they try to make sure they have addressed it. Some school districts still have drop out prevention coordinators and in some cases people who might be what we used to refer to as truant officers. I believe that we need to begin to hold parents accountable for the behavior of their children, the academic success of their children, as well as for the attendance of their children. I'm not beyond the idea when there is a habitual situation to say to the parents we need you to come and to monitor what your child is doing in our schools.

Co-chairman Parmon stated that she agreed with much of the plan of the NEA and asked if there are any models of the drop-out centers for those students 19-21 for the basis of data for the suggestion for increasing the compulsory age to 19-21?

Mr. Davis – Does not have that information at this time.

Rep. Fisher – asked about alternatives for students who are in the 9th or 10th grade and have their own families to support or find themselves as the breadwinner in their family when a parent or caregiver is no longer present? She stated that programs like "Community in Schools" where you bring the resources to the campus that the students need to help them with the stresses of everyday life. Do you hear any new ideas of bringing any more of those kinds of resources to students?

Mr. Davis – We hear often that the "Community in Schools" program works and that there should be a higher proliferation of the commingling of services from the community as well as the schools. We also hear that there needs to be more counselors in the lower grades serving fewer students and doing less of the administrative testing type programs.

Co-chairman Wright – What are the tools needed to get educators to become more "caring, competent and sensitive?"

Mr. Davis – Our student body has become much more diverse. We not only have issues of race and culture but we also have issues of language and economics in a changing economy; we must be able to make sure that the people that we have in front of those children as teachers, counselors, administrators, school board members understand this new society in which we live and the students that are coming to our schools. I believe we must be able to equip people who

often have middle-class values themselves. Often there is a disconnect between the lives of the educators and the students. We need to get parents involved; even to meet in clusters in neighborhoods.

There was further discussion. Rep. Wiley stated that in Guilford County parents are being taught how to advocate for their children. Co-chair Parmon made reference to family involvement pilot program in Forsythe County. Rep. Pate brought up the issue of addressing retention and the vast age difference in a class caused by retention.

Mr. Davis – spoke to a question posed by Rep. Howard to the Hispanic population within our schools. He also stated “We have to develop ways to serve the student that has been retained possibly through pull outs or other avenues, but we must serve that student so that we can keep that student on pace. He stated that we allow too many discipline issues that are unchecked by parents. There are some hard decisions that schools and parents have to make about the environment we are going to have in our public schools.”

Chairman Wright recognized Dr. Christopher Cobitz, Reporting Section Chief, Accountability Services, Department of Public Instruction. A handout “Cohort Graduation Rate” was distributed and is attached and made part of these minutes.

Dr. Cobitz stated since the advent of No Child Left Behind North Carolina has been required to report a graduation rate divided up by the different groups required by No Child Left Behind. North Carolina was not in a position to report a true graduation rate as required by No Child Left Behind. So for the past several years, North Carolina has been using a surrogate which is the percent of graduates who graduated within four years of entering High School. Beginning with the 2006-2007 school year, North Carolina will use its true High School graduation rate. Within 2½ weeks we will begin to be able to report the percent of 9th graders, who began their career for the first time in the 9th grade in the 2002-2003 school year who graduated prior to June 30, 2006, in the same cohort. On the handout there are three different calculations because school calculations have to be done separate from school district calculations, separate from State-level calculations because a student may transfer out of one school fed into another school but still be retained by the school district. In the same way a student may transfer from a school in one district to a school in another district and still count for the State. This plan was laid out four years ago. Within the past year some changes have been made; most particularly for students who transfer into a school that are on track to graduate with their cohort. This came about in the spring of this past year, primarily due to the National Governor’s Association putting together a compact where almost all of the States will use the same calculations or cohort graduation rates.

What this does is to help schools that have a high transient rate recover from students moving out prior to graduating. A student who is reported as a drop out who does not later enroll in a North Carolina high school on track with the rest of their cohort remains as a non-graduate.

Rep. Rapp – What happens if a student becomes a home-schooler in this process? How is that student treated?

Dr. Cobitz stated that this is one of the issues that is causing us to have to delay the release. We were hoping to have this already calculated. Students that are home schooled are currently being treated as if they had transferred to either a private school or a school outside of the State. They come out of the calculations because they are no longer in the purview of the public schools system of the State.

Rep. Rapp – Is there follow up on whether they graduate or meet their course requirements?

Dr. Cobitz - If they transfer back into a North Carolina public school and they are on track to graduate with their original cohort then we include them back into calculations for the rest of the public schools in the State.

Rep. Rapp – Who is keeping track of the home schoolers?

Dr. Cobitz stated that he did not have that information and would get that information back to the Committee.

Rep. Bell was recognized and stated that he had exit conferences for students who dropped out. Is this included in your tracking plan?

Rep. Wiley – Does Special Ed students that are still pursuing their high school diplomas pass four years [because of their IEP they've got a longer length of time,] how are they calculated in this?

Dr. Cobitz – Currently No Child Left Behind requires us to report a graduation rate for students who graduate within the normally allocated length of time. North Carolina at the moment normally allocates four years. We do know that beginning with the 2006-2007 school year there are several programs, including the Learn and Earn programs where the standard length of time is five years and so that will hopefully taken into account by the time we report the 2006-2007 numbers. At the moment the exceptional children who have IEPs that require them to have more than five years are counting against the 2005-2006 cohort-graduation rate. That is because we are trying to get a handle on which students are anticipated to take more than four years at an early onset and separate those students from those students who at the very end of their program the decision is made to extend the length of time.

Chairman Wright recognized Ken Gattis, Sr. Research and Evaluation Coordinator, Agency Operations and Management, Department of Public Instruction (DPI.)

Ken Gattis stated that his unit "Operations & Management" is responsible for collecting the drop out data and doing the reporting for DPI. A handout of "DPI Dropout and Suspension Information" was distributed to the members and is attached and made part of these minutes. He proceeded to present the following issues as outlined.

Dropout definition and rate calculation
Dropout Rate for 2005/06 =

$$\frac{\text{Total Number of Dropouts}}{[(20^{\text{th}} \text{ Day Membership } 2005-06 - \text{FM20s} + 20^{\text{th}} \text{ Day Membership } 2006-07) / 2] + \text{Total Number of Dropouts}}$$

The numerator is the total number of dropouts. The denominator is an average of 20th day membership from 2005-06 and 2006-07 and subtracting out a very small fraction of students called initial enrollees that happened to have been enrolled on the 20th day in 2005-06 [we subtract those out because we have an exclusion for those students – we don't have to count those in our count.] To get the average we divide by 2 and add back in the total number of dropouts that we have in the numerator. This will give us the full number of students that were enrolled.

- Change in definition in 1998-99
- A "dropout" is an individual who
- was enrolled in school at some time during the reporting year;
 - was not enrolled on day 20 of the current year;

- has not graduated from high school or completed a state or district approved educational program; and

- does not meet any of the following reporting exclusions:

1. transferred to another public school district, private school, home school or state/district, approved educational program,
2. temporarily absent due to suspension or school, approved illness, or
3. death.

Prior to 1998-99 we used an unduplicated rate meaning that once a student was counted as a dropout they were never counted again. Now we use a duplicated rate. Students who left to get their GED's were counted as transfers and not dropouts.

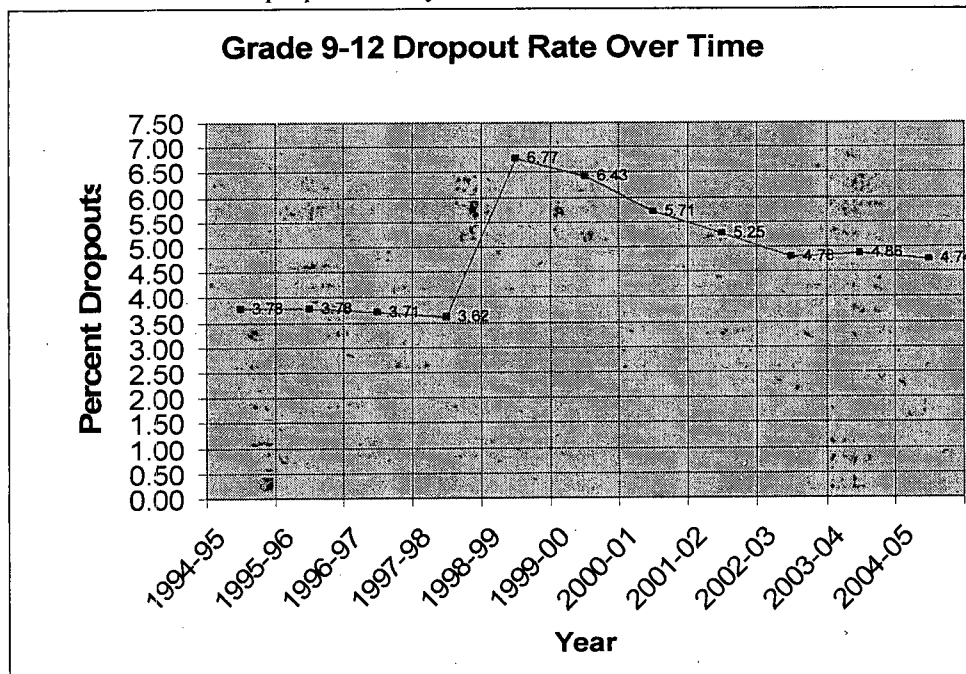
If a student drops out twice within the same calendar year, they are not counted twice.

(Correcting the Superintendent's testimony, earlier.)

- Dropout rates over the last ten years

1994-95	1995-96	1996-97	1997-98			
3.78	3.78	3.71	3.62			
1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
6.77	6.43	5.71	5.25	4.78	4.86	4.74

- Gender and racial proportionality



- Dropout by LEA, gender, and race

Males are overrepresented in percentage of dropouts (59.2%) compared to their proportion of the grade 9-12 population (50.5%). Likewise, Blacks, Hispanics, and American Indians are overrepresented. Whites and Asians are underrepresented.

Note actual dropout rates for each group also shown. Rates range from 2.5% for Asians to 8.5% for Hispanics.

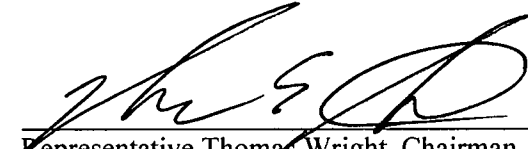
Referring to Section 4 in handout, since 1999-2000, proportion of male dropouts has increased slightly. Proportion of Hispanic dropouts have increased substantially. Proportion of Black dropouts have decreased slightly (about a percent), but numbers have decreased by 16.8%. White dropouts have decreased by 19.7% over the same period. Section 5 and 8 of the handout compare gender and ethnicity proportions of grade 9-12 dropout rates for any LEA across three reporting years: 2004-2005, 1999-2000, and 1995-96. For comparison purposes, Section 8 shows the racial composition of the total school population in each LEA for 2004-2005.

- Long-term suspensions by LEA


Section 8 shows number of LT Suspensions, Final ADM, and LT Suspension Rate for each LEA in 2004-2005.

Chairman Wright thanked Dr. Cobitz for his presentation and a brief discussion followed. Chairman Wright announced that the next meeting would be a Public Hearing on November 2nd in Charlotte. Rep. Rapp asked that the Committee invite high school drop outs. It was stated that the Educational Alliance in Charlotte was taking care of letting the public know of the Public Hearing.

There being no further business, the meeting was adjourned.



Representative Thomas Wright, Chairman



Jamilah Sabir-Calloway, Committee Assistant

**HOUSE SELECT COMMITTEE
ON HIGH SCHOOL GRADUATION & DROP-OUT RATES
AGENDA**

October 24, 2006

9:00 A.M., ROOM 544 Legislative Office Building

Representative Parmon, Co-Chair

Representative Wright, Co-Chair

Welcome/Introductions

Representative Parmon

Representative Wright

Approval of Minutes

High School Drop-Out Rates

Dr. June Atkinson, State Superintendent of Public Instruction

Eddie Davis, President, NC Association of Educators (NCAE)

Christopher Cobitz, Ph.D, Reporting Section Chief, Accountability Services,
Department of Public Instruction

Dr. Kenneth Gattis, Senior Research and Evaluation Coordinator, Agency
Operations and Management, Department of Public Instruction

Nation's Educators Sound the Alarm on School Dropout Crisis

NEA's Plan for Reducing School Dropouts

NEA and its 3.2 million members believe every child in America should attend a great public school. It is a basic right of every American. The mission of NEA is to unite our members and the nation to fulfill the promise of public education that prepares every student to succeed in a global society.

We also believe that providing great public schools for every child is the shared responsibility of NEA and its 3.2 million members/educators, as well as parents, families, communities, businesses, and government at the national, state, and local levels.

NEA has developed 12 action steps to address the nation's school dropout crisis. While there are many ways to address this problem, NEA has chosen steps that are the most promising based on a wide range of experience and data.

NEA's 12 Dropout Action Steps:

- . Mandate high school graduation or equivalency as compulsory for everyone below the age of 21.** Just as we established compulsory attendance to the age of 16 or 17 in the beginning of the 20th century, it is appropriate and critical to eradicate the idea of "dropping out" before achieving a diploma. To compete in the 21st century, all of our citizens, at minimum, need a high school education.
- . Establish high school graduation centers for students 19-21 years old** to provide specialized instruction and counseling to all students in this older age group who would be more effectively addressed in classes apart from younger students.
- . Make sure students receive individual attention** in safe schools, in smaller learning communities within large schools, in small classes (18 or fewer students), and in programs during the summer, weekends, and before and after school that provide tutoring and build on what students learn during the school day.
- . Expand students' graduation options** through creative partnerships with community colleges in career and technical fields and with alternative schools so that students have another way to earn a high school diploma. For students who are incarcerated, tie their release to high school graduation at the end of their sentences.
- . Increase career education and workforce readiness programs in schools** so that students see the connection between school and careers after graduation. To ensure that students have the skills they need for these careers, integrate 21st century skills into the curriculum and provide all students with access to 21st century technology.

- . **Act early so students do *not* drop out** with high-quality, universal preschool and full-day kindergarten; strong elementary programs that ensure students are doing grade-level work when they enter middle school; and middle school programs that address causes of dropping out that appear in these grades and ensure that students have access to algebra, science, and other courses that serve as the foundation for success in high school and beyond.
- . **Involve families in students' learning at school and at home** in new and creative ways so that all families-single-parent families, families in poverty, and families in minority communities-can support their children's academic achievement, help their children engage in healthy behaviors, and stay actively involved in their children's education from preschool through high school graduation.
- . **Monitor students' academic progress in school** through a variety of measures during the school year that provide a full picture of students' learning and help teachers make sure students do not fall behind academically.
- . **Monitor, accurately report, and work to reduce dropout rates** by gathering accurate data for key student groups (such as racial, ethnic, and economic), establishing benchmarks in each state for eliminating dropouts, and adopting the standardized reporting method developed by the National Governors Association.
- . **Involve the entire community in dropout prevention** through family-friendly policies that provide release time for employees to attend parent-teacher conferences; work schedules for high school students that enable them to attend classes on time and be ready to learn; "adopt a school" programs that encourage volunteerism and community-led projects in school; and community-based, real-world learning experiences for students.
- . **Make sure educators have the training and resources they need to prevent students from dropping out** including professional development focused on the needs of diverse students and students who are at risk of dropping out; up-to-date textbooks and materials, computers, and information technology; and safe modern schools.
- . **Make high school graduation a federal priority** by calling on Congress and the president to invest \$10 billion over the next 10 years to support dropout prevention programs and states who make high school graduation compulsory.

###

NEA:National Education Association

Great Public Schools for Every Child

CONTACT: Will Potter (202) 822-7823

October 3, 2006

Educators Announce Joint Action Plan to Address School Dropout Crisis

NEA releases 12-point plan for parents, educators, business leaders and lawmakers to reduce high school dropout rate



NEA President Reg Weaver unveils 12-point action plan on school dropouts at a National Press Club news conference.

Photo by Charles Votaw

WASHINGTON -- Recognizing that approaches singularly focused on only one contributing cause of dropouts have failed to curb the nation's growing dropout crisis, the National Education Association announced a 12-point plan today that combines the efforts of parents, teachers, business leaders and lawmakers using tactics tried through research and professional experience.

"We've identified the crisis, and it will take everyone sharing responsibility to correct it," said Reg Weaver, NEA president, at a press conference today in Washington, D.C. "This is no longer about students slipping through the cracks of our educational system. Those cracks are now craters."

Despite a number of targeted efforts, the nation's high school dropout rate remains high. Some experts say that nearly one third of all public school students fail to graduate with their class. According to "The Silent Epidemic: Perspectives of High School Dropouts," the national graduation rate is between 68 percent and 71 percent; the graduation rate for Black, Hispanic and Native American students is about 50 percent, while "graduation rates for Whites and Asians hover around 75 percent to 77 percent, respectively."

Dropping out of high school places students at a long-term disadvantage. A high school dropout earns \$260,000 less over his or her lifetime than a high school graduate and is 72 percent more likely to be unemployed.

"In the Hispanic community, we have struggled with high dropout rates, and low graduation rates for a very long time, but with little national attention, and even less action," said U.S. Representative Rubén Hinojosa, a Democrat from Texas. "Today, however, I am hopeful that with the NEA initiative and our efforts in Congress, we will find the will to put in place the policies and investments necessary to ensure that all of our students are able to attain a high school diploma, preparing them for postsecondary education and careers."

Dropouts are more likely to end up in the criminal justice system: 80 percent of individuals in prison do not have a high school diploma. And

For more information:

[Nation's Educators Sound the Alarm on School Dropout Crisis](#)

[NEA's Action Plan](#)

[Case for Reducing Dropout Rates](#)

[Action Plan Responsibilities](#)

[Dropout Fact Sheet](#)

[Tips for Educators, Administrators](#)

[Tips for Parents, Families](#)

[Tips for Policymakers, Elected Officials](#)

[Tips for Business, Community](#)

[State Compulsory Attendance Laws](#)

[Video of Reg Weaver - Dropout Press Conference Broadband, 56k](#)

[Reg Weaver - Dropout Press Conference - Soundbite one](#)

[Reg Weaver - Dropout Press Conference - Soundbite two](#)

[Reg Weaver - Dropout](#)

students who drop out are less likely to be engaged in the political process, as college graduates are three times more likely to vote than Americans without a high school diploma.

**Press Conference
Soundbite three**

Weaver was joined by Hinojosa; Jan Harp Domene, national president-elect of the PTA; John Bridgeland, author of a research report on dropouts; and Kathryn Brown, senior vice president of Verizon.

NEA outlined a 12-point plan to stem dropout rates, including:

- Mandatory high school graduation or equivalency for everyone below the age of 21
- Workplace options that allow parents to participate in their child's education
- Early intervention through high-quality universal preschool and full-day kindergarten programs.

"When a student drops out of school, we all pay," Bridgeland said. "And when public schools are strong, we all benefit, through a stronger economy and a democracy made up of more informed and engaged citizens."

#

The National Education Association is the nation's largest professional employee organization, representing 3.2 million elementary and secondary teachers, higher education faculty, education support professionals, school administrators, retired educators and students preparing to become teachers.

A+ for Rigor

States are learning that students not only do better when they are challenged in school, but also stay to graduate.

If you make high schools tougher with more rigorous math and English classes, fewer students will drop out and more will graduate and go on to college.

Can this be true?

It is in Indiana where a rigorous core curriculum has been getting results for more than a decade.

The state's Core 40 program, developed with input from business and higher education leaders, prepares students for college and careers by making sure they take the right classes in English, math, science and social studies. Since 1994, participation in the Core 40 has been voluntary, but in 2005 legislators voted to require it for all students. Core 40 becomes Indiana's required high school curriculum in the fall of 2007. To opt out requires parental consent.

Core 40 includes academically rigorous courses in language arts, mathematics, science and social studies, physical education/health and wellness, and electives including world

languages, technical and fine arts. In addition, students can earn Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

With the loss of manufacturing jobs in Indiana, students must be ready to go on to college or prepared to enter the workforce with better skills for success," says Representative Greg Porter.

The percentage of students earning a Core 40 or more rigorous Academic Honors diploma rose from 13 percent in the 1993-94 academic year to 65 percent in 2003-04. Since the 1980s, when this work began, Indiana has moved from 40th to 10th in the nation in the percentage of high school graduates going to college.



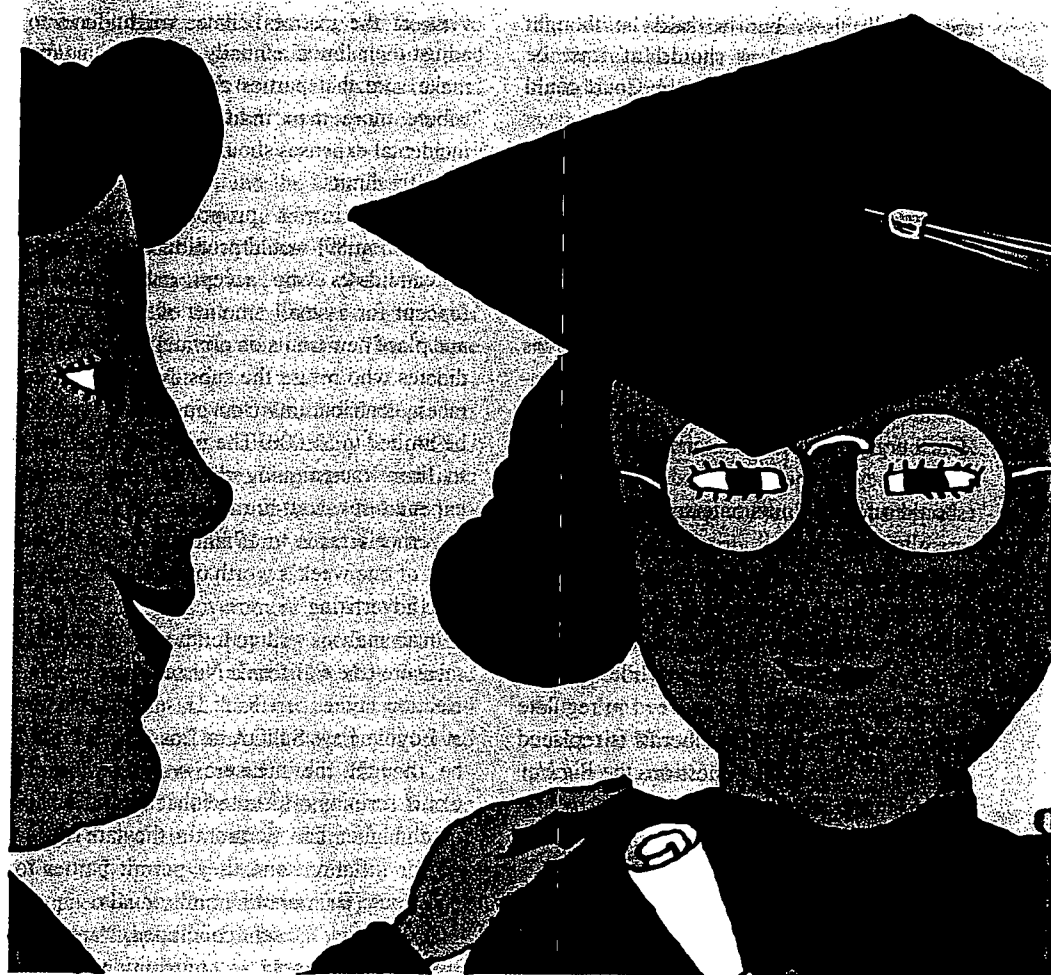
**REPRESENTATIVE
GREG PORTER
INDIANA**

Indiana also is aggressively fighting its dropout problem. Until 2005, the state had

reported a graduation rate of approximately 90 percent, a figure that didn't include students who dropped out between school years. Researchers estimated that the state's actual graduation rate was closer to 72 percent.

In 2005, the General Assembly passed a bill that required calculating dropouts by using the number of incoming freshman and comparing that to the number of seniors graduating four years later. Now, graduation rates are reported at a little better than 70 percent.

"We needed to get a true handle on how many young people were dropping out of the system," says Representative Luke Messer. "As in most states, our graduation rate was vastly over-reported."



Sunny Deye tracks high school requirements and graduation rates for NCSL.



**REPRESENTATIVE
LUKE MESSER
INDIANA**

One solution in Indiana was to raise the dropout age from 16 to 18, and tighten restrictions on reasons students can leave school.

"The 16-year-old dropout age was based on a set of assumptions that are out of date," Messer says. "Maybe 30 years ago you could still get a manufacturing job and make enough money to live and raise a family. But today, high school dropouts are much more likely to be on public assistance. Over their lifetime, they each cost the state about a half million dollars," he says. "We felt it was important to say to the community that outside of certain extreme exceptions, every

student should be in school until age 18."

Indiana now requires potential dropouts to go through an exit interview. Students and parents must talk with the principal about the economic consequences of dropping out. Students who drop out without the permission of their parents and principal can lose their driver's licenses and work permits. Messer says the requirement also makes principals more accountable for dropout rates.

Large numbers of students in Indiana and nationally drop out because of boredom in class, inability to see the relevance of school work to life after high school, and low expectations from teachers and school administrators.

Now high schools must report suspensions and the number of freshmen not earning enough credits to become sophomores. Students most at risk of dropping out will get yearly reviews of their credits and help catching up if they are not on target. The new law also allows students to earn credit toward associate's degrees while still in high school, at no charge to low-income students. It sets up high school completion programs at community college so dropouts can earn regular high school diplomas instead of GEDs.

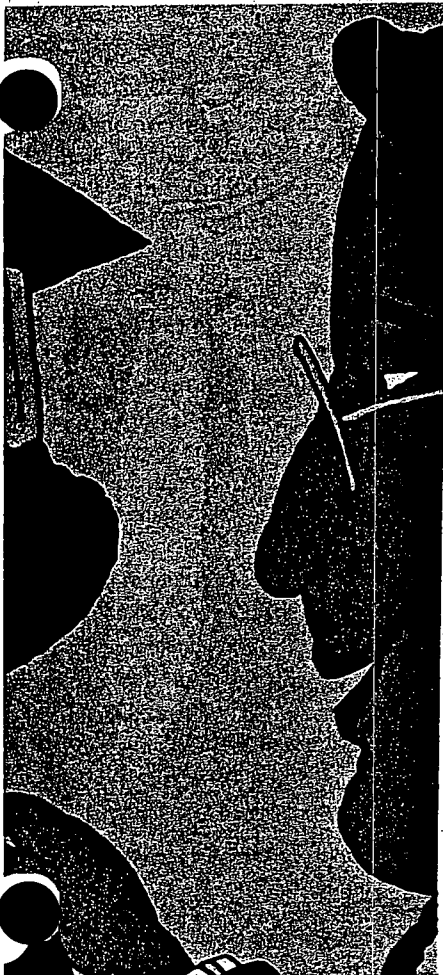
SETTING CLEAR EXPECTATIONS

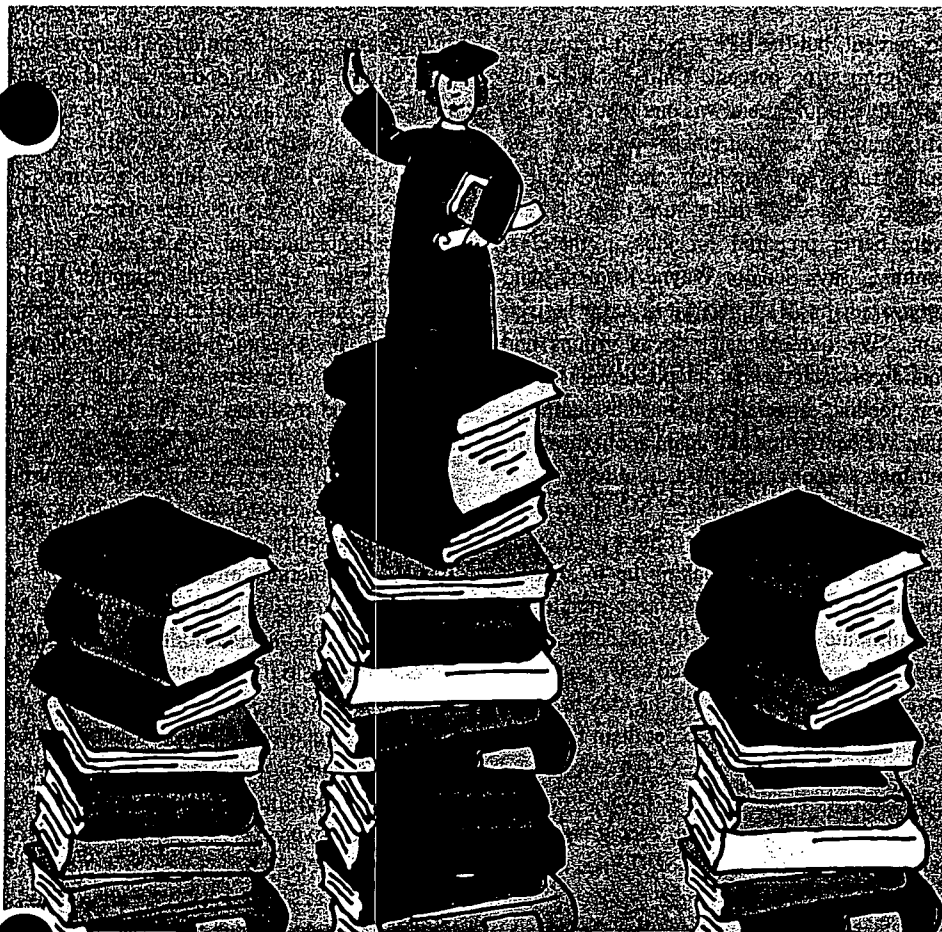
Indiana involved the business community in designing the Core 40 program because lawmakers believe that high school students planning to enter the workforce should know as much as students going on to college.

"The knowledge and skills necessary for high school graduates to enter and succeed in college courses, especially with regard to English, language arts and math, are very similar to the skills necessary to hold jobs that pay a decent wage and have potential for promotion and advancement," says Mike Cohen, president of Achieve Inc., a bipartisan, nonprofit organization that helps states raise academic standards, improve assessments and strengthen accountability.

"We want high schools to equip young people with the ability to make choices and control their own destiny and to reach a high level after they leave high school," he says.

The social and economic costs of dropping out of high school are staggering. The American Youth Policy Forum's report, "Whatever it Takes," reports that the earning power of dropouts has been in almost contin-





decline over the past three decades. In 1971, male dropouts earned \$35,087 (in 2002 dollars), but this had fallen to \$23,903 in 2002. Earnings for female dropouts fell from \$19,888 to \$17,114. High school dropouts, on average, earn \$9,200 less per year than high school graduates, and about \$1 million less over a lifetime than college graduates, according to the report "The Silent Epidemic: Perspectives of High School Dropouts." In addition, dropouts are much more likely than high school graduates to be unemployed, live in poverty, receive public assistance, or be in prison.

Although more than 70 percent of high school graduates enter two- and four-year colleges, 28 percent need remedial help and fewer than half get a degree. For Latino and African-American students, the college preparation rate is even lower—only 16 percent of Latino and 20 percent of African-American students leave high school prepared for college.

Six states—Colorado, Iowa, Massachusetts, Michigan, Minnesota and Pennsylvania—had a new requirement in the 2005-06 school year for the number of total credits required

for high school graduation, leaving those decisions to local school districts. Minnesota passed legislation this session that requires a minimum of 21.5 credits for the class of 2008. Iowa and Michigan plan to phase in a minimum number of required credits for the class of 2011. Iowa will require 13 credits and Michigan, 16 (jumping to 18 for 2016). Other state graduation requirements range from a low of 13 credits required in California, Wisconsin and Wyoming to a high of 24 credits in Alabama, Florida, South Carolina and West Virginia.

A year ago, only Arkansas and Texas had graduation requirements for all students at the level of rigor that Achieve considers college and work ready—four years of rigorous English and four years of math through at least Algebra II. This year, Indiana, Kentucky, Michigan, New York, Oklahoma and South Dakota joined the list. Most of these states allow parents to opt their children out of the college- and work-ready courses by signing a waiver acknowledging the risks. This approach puts the responsibility on students and parents and allows states to monitor and evaluate the reasons students choose

Defining the Problem

Many states have adopted the practice of allowing parents to opt their children out of rigorous college- and work-ready courses. This approach puts the responsibility on students and parents and allows states to monitor and evaluate the reasons students choose to opt out. However, this practice can also lead to a decline in the rigor of the curriculum, which can harm the long-term success of the students. States should consider the impact of this practice on the quality of the education and the future success of the students.

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Who Graduates?

National Graduation Rates
by Race and Gender, 2002-03

Race/Ethnicity	Female	Male
American Indian	75.5	72.5
Asian	79.6	73.1
Hispanic	59.9	50.1
White	77.3	72.2
All	72.7%	65.2%



**SENATOR
WAYNE KUIPERS
MICHIGAN**

not to take the core curriculum.

Michigan's move to raise graduation requirements is especially noteworthy because of its strong tradition of local control and its higher than average dropout rate. In 2002-03, Michigan reported a graduation rate of

85 percent, but the EPE Research Center put the figure at 66 percent. Until last year, the only state requirement was one unit of civics. Michigan's new requirements will start with ninth graders entering high school next fall.

"We wanted to make sure that students were better prepared for jobs in the 21st century," says Senator Wayne Kuipers, who sponsored the Michigan Merit Core legislation. "We did extensive focus groups and found consistently that people thought more was needed, especially the business community. We heard time and again about the skills our high school graduates did not have."

According to the senator, Michigan honored its tradition of local control by leaving much of the decision-making up to schools and districts, holding them accountable for the ultimate success of the students. "We tried to leave it as open-ended as we could, by saying here's what we want the kids to learn, now you figure out how to get them there."

TOUGH PAYS OFF

Regardless of the method, adding rigor and relevance to the high school experience is gain-

ing momentum in the nation's statehouses.

"You don't do any good for a child by cutting slack as far as curriculum. When they get into the work place, no one will cut them slack," says Bob Wise, former governor of West Virginia and the president of the Alliance for Excellent Education. "A mechanic working on a modern vehicle needs computer skills, high level math and high language comprehension skills. It's a technical field—just pick up a car repair manual, and you realize that college-readiness and readiness for the modern work world are one and the same."

It's not only lawmakers and educators who are concerned about how well-prepared students are to compete in the global marketplace. The American public is concerned too, according to a 2005 poll commissioned by the Alliance for Excellent Education. "Today, people feel this right in their gut," Wise says. "People equate the high school diploma to economic success and they understand that the high school diploma means a quality education behind it."

"We have to be asking more of our students and our teachers."

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Cohort Graduation Rate
House Select Committee on High School Graduation and Drop Out Rates
October 24, 2006

The rate for a school will be calculated as follows:

Students who graduated with a diploma prior to June 30, 2006
(and are included below)

Students in the school in the 9th grade in 2002-03*
Plus students who transferred into the school in the grade
appropriate to the cohort**
Minus students who transferred out of the school and
students who are deceased***

The rate for an LEA will be calculated as follows:

Students who graduated with a diploma prior to June 30, 2006
(and are included below)

Students in the LEA in the 9th grade in 2002-03*
Plus students who transferred into the LEA in the grade
appropriate to the cohort**
Minus students who transferred out of the LEA
and students who are deceased***

The rate for the state will be calculated as follows:

Students who have graduated with a diploma prior to June 30, 2006
(and are included below)

Students in the state in the 9th grade in 2002-03*
Plus students who transferred into the state in the grade
appropriate to the cohort**
Minus students who transferred out of the state
and students who are deceased***

Notes:

* Only includes those students who are in the 9th grade for the first time.

** Students who were in 8th grade in 2001-02 and transfer in as a
9th grader in 2002-03
10th grader in 2003-04
11th grader in 2004-05
12th graders in 2005-06

*** Students who transfer out are those who have not been reported as having dropped out and the school has received a records request from an educational institution, public or private in North Carolina or another state.

Dropout students count as non-graduates unless they enroll in another school on track at some point.

The state rate is not the average of the LEA or school rates.

**DPI Dropout and Suspension Information
for
House Select Committee on High School Graduation and Dropout Rates**

October 24, 2006

1. Dropout Rates and Changes to the Dropout Definition
2. Grade 9-12 Dropout Rate Over Time
3. 2004-05 Grade 9-12 Dropout Rates by Gender and Ethnicity
4. Gender and Racial Proportions of Grade 9-12 Dropouts
5. 2004-2005 Grade 9-12 Dropouts by LEA, Gender, and Ethnicity
6. 1999-2000 Grade 9-12 Dropouts by LEA, Gender, and Ethnicity
7. 1995-1996 Grade 9-12 Dropouts by LEA, Gender, and Ethnicity
8. Race and Gender By LEAs (All Grades), 2004-05
9. 2004-05 Long-Term Suspensions and Rates by LEA

Dropout Rates and Changes to the Dropout Definition

Before 1998-99, schools were not required to count as dropouts students who were in GED programs or similar Community College programs. Schools also reported an “unduplicated” dropout rate. Below are the reported dropouts and rates from this period:

1994-95		1995-96		1996-97		1997-98	
#	Rate	#	Rate	#	Rate	#	Rate
19987	3.78	20044	3.78	18676	3.71	18493	3.62

Beginning in the 1998-99 school year, schools had to report students in Community College programs as dropouts. The “duplicated” dropout rate became the official state rate. “Duplicated” means that individual students may be counted as dropouts in more than one school year. Below are the reported dropouts and rates from this period:

1998-99		1999-00		2000-01		2001-02		2002-03		2003-04		2004-05	
#	Rate	#	Rate	#	Rate	#	Rate	#	Rate	#	Rate	#	Rate
24440	6.77	23597	6.43	21368	5.71	20202	5.25	18964	4.78	20035	4.86	20175	4.74

The current definition of a dropout is as follows:

A "dropout" is an individual who

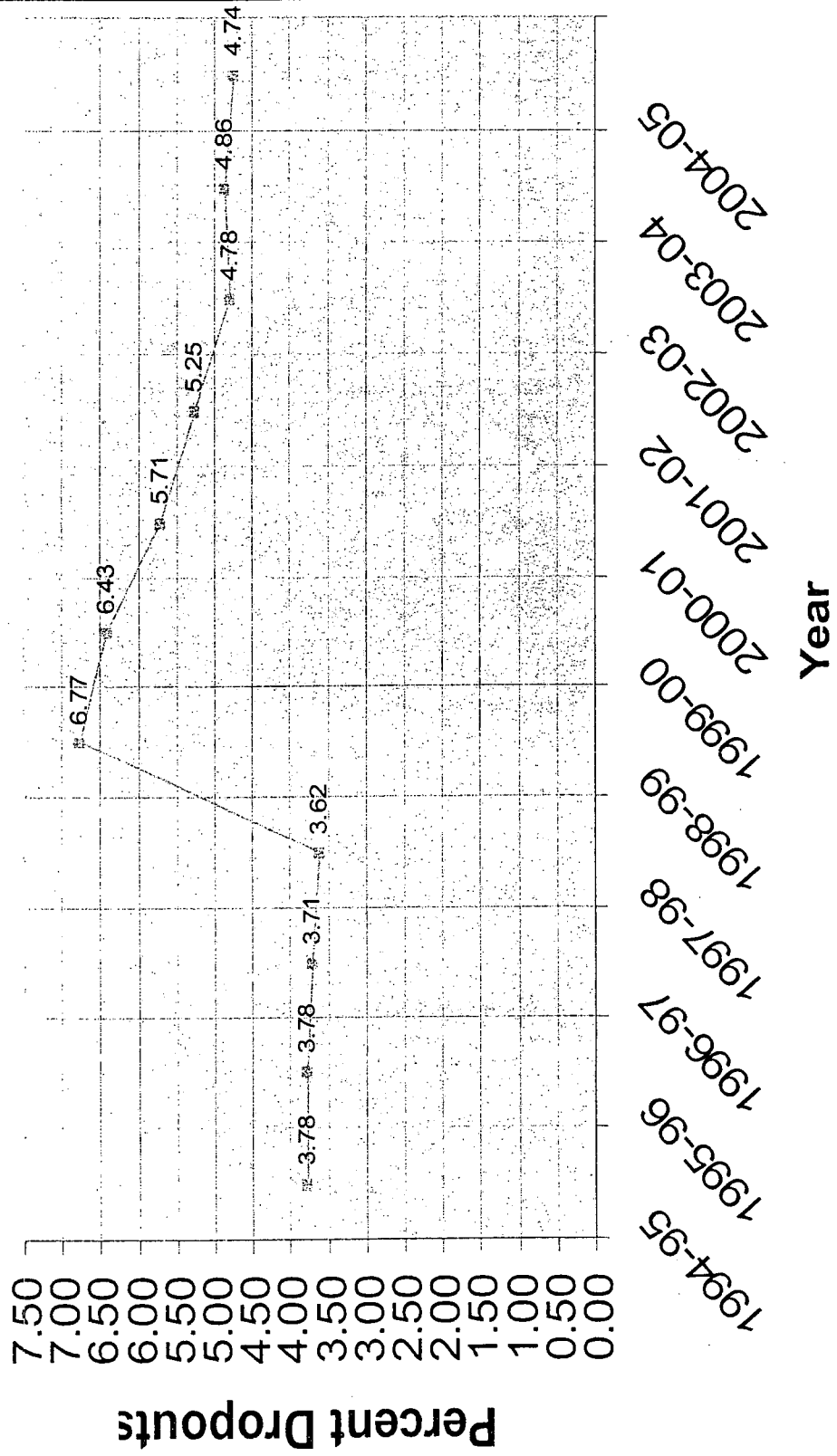
- was enrolled in school at some time during the reporting year;
- was not enrolled on day 20 of the current year;
- has not graduated from high school or completed a state or district approved educational program; and does not meet any of the following reporting exclusions:
 1. transferred to another public school district, private school, home school or state/district approved educational program,
 2. temporarily absent due to suspension or school approved illness, or
 3. death.

The same basic dropout rate calculation has been used for the last ten years. The formula below will be used to calculate 2005-06 dropout rates. In this calculation 2005-06 is the “reporting year” and 2006-07 is the “current year.”

$$\frac{\text{Total Number of Dropouts}}{[(20\text{th Day Membership } 2005-06 - \text{FM20s}^* + 20\text{th Day Membership } 2006-07) / 2] + \text{Total Number of Dropouts}}$$

*FM20s = Initial Enrollees in Membership on Day 20 of 2005-06 school year

Grade 9-12 Dropout Rate Over Time



2004-05 Grade 9-12 Dropout Rates by Gender and Ethnicity

	Totals	Male	% Male	Female	% Female
Dropouts	20,175	11,939	59.2%	8,236	40.8%
All	399,226	201,570	50.5%	197,656	49.5%
Dropout rate	5.05%	5.92%		4.17%	

	White	% White	Black	% Black	Am. Indian	% Am. Indian	Hispanic	% Hispanic	Asian	% Asian	Multi/Other	% Multi/Other
Dropouts	10,559	52.3%	6,859	34.0%	509	2.5%	1,716	8.5%	206	1.0%	326	1.6%
All	241,678	60.5%	123,757	31.0%	5,341	1.3%	20,234	5.1%	8,216	2.1%		
Dropout rate	4.37%		5.54%		9.53%		8.48%		2.51%			

Gender and Racial Proportions of Grade 9-12 Dropouts

School Year	Total	Male	Female	
1999-00	23377	13637	9740	41.7%
2000-01	20971	12261	8710	41.5%
2001-02	20175	11840	8335	41.3%
2002-03	18948	11193	7755	40.9%
2003-04	20031	11767	8264	41.3%
2004-05	20166	11935	8231	40.8%

School Year	Total	White	Black	Am Indian	Hispanic	Asian	Multiracial	
1999-00	23377	13139	8249	618	933	283	155	0.7%
2000-01	20971	11721	7165	576	1042	300	167	0.8%
2001-02	20175	11093	7028	459	1134	261	200	1.0%
2002-03	18948	10562	6239	486	1211	229	221	1.2%
2003-04	20031	10594	6958	513	1493	202	271	1.4%
2004-05	20166	10554	6856	509	1715	206	326	1.6%

Source: Beyond 20/20 DPI Data Base. Note this database slightly underreports authoritative DPI data due to the method that missing data elements are handled.

2004-2005 Grade 9-12 Dropouts by LEA, Gender, and Ethnicity

Table 4. Dropout Events in North Carolina by LEA, Gender, and Ethnicity in Grades 9 through 12, 2004-05

Unit #	Name	All	Male	% Male	Female	% Female	White	% White	Black	% Black	Am. Indian	% Am. Indian	Hispanic	% Hispanic	Asian	% Asian	Other	% Other
010	Alamance-Burlington Schools	390	231	59.23%	159	40.77%	209	53.59%	123	31.54%	1	0.26%	43	11.03%	1	0.26%	13	3.33%
01A	Lakeside School	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
01B	River Mill Academy	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
01C	Clover Garden	1	0	0.00%	1	100.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
01D	New Century Charter High	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
020	Alexander County Schools	78	50	64.10%	28	35.90%	65	83.33%	5	6.41%	0	0.00%	6	7.69%	2	2.56%	0	0.00%
030	Alleghany County Schools	25	15	60.00%	10	40.00%	22	88.00%	0	0.00%	0	0.00%	3	12.00%	0	0.00%	0	0.00%
040	Anson County Schools	74	44	59.46%	30	40.54%	27	36.49%	45	60.81%	0	0.00%	0	0.00%	1	1.35%	1	1.35%
050	Ashe County Schools	44	22	50.00%	22	50.00%	41	93.18%	1	2.27%	1	2.27%	1	2.27%	0	0.00%	0	0.00%
060	Avery County Schools	40	29	72.50%	11	27.50%	36	90.00%	0	0.00%	0	0.00%	4	10.00%	0	0.00%	0	0.00%
06A	Grandfather Academy	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
06B	Crossnore Academy	1	1	100.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
070	Beaufort County Schools	163	93	57.06%	70	42.94%	73	44.79%	69	42.33%	0	0.00%	17	10.43%	1	0.61%	3	1.84%
080	Bertie County Schools	48	26	54.17%	22	45.83%	8	16.67%	39	81.25%	0	0.00%	1	2.08%	0	0.00%	0	0.00%
090	Bladen County Schools	102	56	54.90%	46	45.10%	51	50.00%	44	43.14%	2	1.96%	4	3.92%	0	0.00%	1	0.98%
100	Brunswick County Schools	206	130	63.11%	76	36.89%	161	78.16%	33	16.02%	3	1.46%	4	1.94%	2	0.97%	3	1.46%
110	Buncombe County Schools	423	243	57.45%	180	42.55%	352	83.22%	35	8.27%	2	0.47%	19	4.49%	5	1.18%	10	2.36%
111	Asheville City Schools	75	50	66.67%	25	33.33%	28	37.33%	44	58.67%	0	0.00%	3	4.00%	0	0.00%	0	0.00%
120	Burke County Schools	329	187	56.84%	142	43.16%	280	85.11%	21	6.38%	1	0.30%	12	3.65%	11	3.34%	4	1.22%
130	Cabarrus County Schools	375	207	55.20%	168	44.80%	218	58.13%	84	22.40%	3	0.80%	61	16.27%	2	0.53%	7	1.87%
132	Kannapolis City Schools	82	53	64.63%	29	35.37%	49	59.76%	18	21.95%	0	0.00%	13	15.85%	2	2.44%	0	0.00%
140	Caldwell County Schools	279	165	59.14%	114	40.86%	237	84.95%	25	8.96%	1	0.36%	11	3.94%	1	0.36%	4	1.43%
150	Camden County Schools	20	12	60.00%	8	40.00%	16	80.00%	4	20.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
160	Carteret County Public Schools	97	60	61.86%	37	38.14%	75	77.32%	12	12.37%	0	0.00%	8	8.25%	0	0.00%	2	2.06%
16A	Cape Lookout Marine Sci	40	27	67.50%	13	32.50%	33	82.50%	6	15.00%	0	0.00%	1	2.50%	0	0.00%	0	0.00%
170	Caswell County Schools	64	32	50.00%	32	50.00%	37	57.81%	21	32.81%	0	0.00%	4	6.25%	0	0.00%	2	3.13%
180	Catawba County Schools	195	105	53.85%	90	46.15%	159	81.54%	12	6.15%	2	1.03%	14	7.18%	6	3.08%	2	1.03%
181	Hickory City Schools	111	69	62.16%	42	37.84%	47	42.34%	41	36.94%	1	0.90%	13	11.71%	5	4.50%	4	3.60%
182	Newton-Conover City Schools	29	19	65.52%	10	34.48%	18	62.07%	3	10.34%	0	0.00%	7	24.14%	0	0.00%	1	3.45%
190	Chatham County Schools	108	65	60.19%	43	39.81%	56	51.85%	29	26.85%	1	0.93%	20	18.52%	0	0.00%	2	1.85%
19B	Woods Charter	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Table 4. Dropout Events in North Carolina by LEA, Gender, and Ethnicity in Grades 9 through 12, 2004-05

Unit #	Name	All	Male	% Male	Female	% Female	White	% White	Black	% Black	Am. Indian	% Am. Indian	Hispanic	% Hispanic	Asian	% Asian	Other	% Other
200	Cherokee County Schools	52	23	44.23%	29	55.77%	48	92.31%	1	1.92%	3	5.77%	0	0.00%	0	0.00%	0	0.00%
210	Edenton/Chowan Schools	37	24	64.86%	13	35.14%	17	45.95%	18	48.65%	0	0.00%	1	2.70%	0	0.00%	1	2.70%
220	Clay County Schools	12	8	66.67%	4	33.33%	11	91.67%	0	0.00%	0	0.00%	1	8.33%	0	0.00%	0	0.00%
230	Cleveland County Schools	304	172	56.58%	132	43.42%	181	59.54%	112	36.84%	0	0.00%	6	1.97%	2	0.66%	3	0.99%
240	Columbus County Schools	115	67	58.26%	48	41.74%	53	46.09%	40	34.78%	12	10.43%	6	5.22%	0	0.00%	4	3.48%
241	Whiteville City Schools	39	21	53.85%	18	46.15%	19	48.72%	19	48.72%	1	2.56%	0	0.00%	0	0.00%	0	0.00%
250	Craven County Schools	240	118	49.17%	122	50.83%	133	55.42%	99	41.25%	0	0.00%	6	2.50%	1	0.42%	1	0.42%
260	Cumberland County Schools	556	324	58.27%	232	41.73%	220	39.57%	250	44.96%	23	4.14%	43	7.73%	6	1.08%	14	2.52%
270	Currituck County Schools	74	36	48.65%	38	51.35%	68	91.89%	4	5.41%	0	0.00%	1	1.35%	0	0.00%	1	1.35%
280	Dare County Schools	46	31	67.39%	15	32.61%	39	84.78%	3	6.52%	0	0.00%	1	2.17%	0	0.00%	3	6.52%
290	Davidson County Schools	299	179	59.87%	120	40.13%	266	88.96%	9	3.01%	3	1.00%	9	3.01%	8	2.68%	4	1.34%
291	Lexington City Schools	55	35	63.64%	20	36.36%	28	50.91%	14	25.45%	1	1.82%	6	10.91%	5	9.09%	1	1.82%
292	Thomasville City Schools	29	22	75.86%	7	24.14%	13	44.83%	11	37.93%	1	3.45%	3	10.34%	0	0.00%	1	3.45%
300	Davie County Schools	68	38	55.88%	30	44.12%	51	75.00%	7	10.29%	0	0.00%	10	14.71%	0	0.00%	0	0.00%
310	Duplin County Schools	134	75	55.97%	59	44.03%	51	38.06%	50	37.31%	1	0.75%	29	21.64%	0	0.00%	3	2.24%
320	Durham Public Schools	566	332	58.66%	234	41.34%	76	13.43%	375	66.25%	3	0.53%	106	18.73%	0	0.00%	6	1.06%
32D	Kestrel Heights Sch	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
32J	Ann Atwater Community	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
330	Edgecombe County Schools	144	86	59.72%	58	40.28%	69	47.92%	74	51.39%	0	0.00%	1	0.69%	0	0.00%	0	0.00%
340	Forsyth County Schools	760	454	59.74%	306	40.26%	290	38.16%	309	40.66%	3	0.39%	142	18.68%	4	0.53%	12	1.58%
34D	C G Woodson Sch Of Challenge	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
350	Franklin County Schools	110	63	57.27%	47	42.73%	53	48.18%	41	37.27%	1	0.91%	12	10.91%	0	0.00%	3	2.73%
360	Gaston County Schools	531	295	55.56%	236	44.44%	397	74.76%	108	20.34%	1	0.19%	17	3.20%	5	0.94%	3	0.56%
36B	Piedmont Community Charter	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
370	Gates County Schools	29	17	58.62%	12	41.38%	24	82.76%	4	13.79%	0	0.00%	0	0.00%	0	0.00%	1	3.45%
380	Graham County Schools	24	17	70.83%	7	29.17%	21	87.50%	0	0.00%	3	12.50%	0	0.00%	0	0.00%	0	0.00%
390	Granville County Schools	144	99	68.75%	45	31.25%	67	46.53%	74	51.39%	0	0.00%	1	0.69%	0	0.00%	2	1.39%
400	Greene County Schools	60	39	65.00%	21	35.00%	14	23.33%	34	56.67%	0	0.00%	12	20.00%	0	0.00%	0	0.00%
410	Guilford County Schools	644	402	62.42%	242	37.58%	180	27.95%	382	59.32%	9	1.40%	36	5.59%	22	3.42%	15	2.33%
41C	Guilford Preparatory	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
420	Halifax County Schools	106	84	79.25%	22	20.75%	7	6.60%	85	80.19%	14	13.21%	0	0.00%	0	0.00%	0	0.00%

Table 4. Dropout Events in North Carolina by LEA, Gender, and Ethnicity in Grades 9 through 12, 2004-05

Unit #	Name	All	Male	% Male	Female	% Female	White	% White	Black	% Black	Am. Indian	% Am. Indian	Hispanic	% Hispanic	Asian	% Asian	Other	% Other
421	Roanoke Rapids City Schools	62	34	54.84%	28	45.16%	50	80.65%	12	19.35%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
422	Weldon City Schools	16	9	56.25%	7	43.75%	0	0.00%	16	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
430	Harnett County Schools	305	171	56.07%	134	43.93%	135	44.26%	127	41.64%	5	1.64%	20	6.56%	3	0.98%	15	4.92%
440	Haywood County Schools	176	88	50.00%	88	50.00%	164	93.18%	4	2.27%	1	0.57%	6	3.41%	1	0.57%	0	0.00%
450	Henderson County Schools	137	75	54.74%	62	45.26%	111	81.02%	3	2.19%	0	0.00%	22	16.06%	0	0.00%	1	0.73%
460	Hertford County Schools	64	40	62.50%	24	37.50%	14	21.88%	49	76.56%	1	1.56%	0	0.00%	0	0.00%	0	0.00%
470	Hoke County Schools	111	63	56.76%	48	43.24%	32	28.83%	54	48.65%	14	12.61%	10	9.01%	0	0.00%	1	0.90%
480	Hyde County Schools	1	1	100.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
490	Iredell-Statesville Schools	260	166	63.85%	94	36.15%	171	65.77%	67	25.77%	0	0.00%	18	6.92%	3	1.15%	1	0.38%
491	Mooreville City Schools	63	38	60.32%	25	39.68%	38	60.32%	17	26.98%	0	0.00%	2	3.17%	3	4.76%	3	4.76%
500	Jackson County Schools	90	51	56.67%	39	43.33%	72	80.00%	1	1.11%	11	12.22%	4	4.44%	0	0.00%	2	2.22%
510	Johnston County Schools	325	198	60.92%	127	39.08%	169	52.00%	93	28.62%	1	0.31%	57	17.54%	2	0.62%	3	0.92%
520	Jones County Schools	36	18	50.00%	18	50.00%	21	58.33%	15	41.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
530	Lee County Schools	207	128	61.84%	79	38.16%	92	44.44%	56	27.05%	1	0.48%	52	25.12%	1	0.48%	5	2.42%
53A	Provisions Academy	2	2	100.00%	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
540	Lenoir County Public Schools	179	105	58.66%	74	41.34%	60	33.52%	105	58.66%	0	0.00%	11	6.15%	0	0.00%	3	1.68%
550	Lincoln County Schools	166	108	65.06%	58	34.94%	132	79.52%	15	9.04%	1	0.60%	14	8.43%	0	0.00%	4	2.41%
55A	Lincoln Charter	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
560	Macon County Schools	79	45	56.96%	34	43.04%	74	93.67%	1	1.27%	2	2.53%	0	0.00%	0	0.00%	2	2.53%
570	Madison County Schools	44	27	61.36%	17	38.64%	44	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
580	Martin County Schools	85	56	65.88%	29	34.12%	31	36.47%	51	60.00%	0	0.00%	2	2.35%	1	1.18%	0	0.00%
590	McDowell County Schools	157	94	59.87%	63	40.13%	145	92.36%	4	2.55%	1	0.64%	2	1.27%	4	2.55%	1	0.64%
600	Charlotte-Mecklenburg Schools	1108	665	60.02%	443	39.98%	341	30.78%	555	50.09%	9	0.81%	155	13.99%	38	3.43%	10	0.90%
60C	Kennedy Charter	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
60H	Crossroads Charter High	10	5	50.00%	5	50.00%	0	0.00%	10	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
610	Mitchell County Schools	36	15	41.67%	21	58.33%	35	97.22%	0	0.00%	0	0.00%	1	2.78%	0	0.00%	0	0.00%
620	Montgomery County Schools	64	38	59.38%	26	40.63%	34	53.13%	15	23.44%	0	0.00%	15	23.44%	0	0.00%	0	0.00%
630	Moore County Schools	101	61	60.40%	40	39.60%	54	53.47%	40	39.60%	2	1.98%	4	3.96%	0	0.00%	1	0.99%
640	Nash-Rocky Mount Schools	349	227	65.04%	122	34.96%	98	28.08%	220	63.04%	1	0.29%	24	6.88%	3	0.86%	3	0.86%
64A	Rocky Mount Preparatory	9	6	66.67%	3	33.33%	8	88.89%	1	11.11%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
650	New Hanover County Schools	414	235	56.76%	179	43.24%	239	57.73%	142	34.30%	1	0.24%	16	3.86%	7	1.69%	9	2.17%

Table 4. Dropout Events in North Carolina by LEA, Gender, and Ethnicity in Grades 9 through 12, 2004-05

Unit #	Name	All	Male	% Male	Female	% Female	White	% White	Black	% Black	Am. Indian	% Am. Indian	Hispanic	% Hispanic	Asian	% Asian	Other	% Other
660	Northampton County Schools	59	33	55.93%	26	44.07%	14	23.73%	45	76.27%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
670	Onslow County Schools	313	187	59.74%	126	40.26%	215	68.69%	68	21.73%	3	0.96%	10	3.19%	2	0.64%	15	4.79%
680	Orange County Schools	109	63	57.80%	46	42.20%	69	63.30%	38	34.86%	0	0.00%	1	0.92%	0	0.00%	1	0.92%
681	Chapel Hill-Carrboro Schools	54	32	59.26%	22	40.74%	19	35.19%	15	27.78%	1	1.85%	17	31.48%	0	0.00%	2	3.70%
68N	Pace Academy	11	11	100.00%	0	0.00%	6	54.55%	3	27.27%	0	0.00%	2	18.18%	0	0.00%	0	0.00%
690	Pamlico County Schools	34	20	58.82%	14	41.18%	23	67.65%	9	26.47%	1	2.94%	0	0.00%	0	0.00%	1	2.94%
700	Pasquotank County Schools	112	73	65.18%	39	34.82%	43	38.39%	63	56.25%	1	0.89%	3	2.68%	1	0.89%	1	0.89%
710	Pender County Schools	107	59	55.14%	48	44.86%	65	60.75%	32	29.91%	1	0.93%	6	5.61%	1	0.93%	2	1.87%
720	Perquimans County Schools	36	18	50.00%	18	50.00%	29	80.56%	7	19.44%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
730	Person County Schools	99	61	61.62%	38	38.38%	49	49.49%	42	42.42%	2	2.02%	5	5.05%	0	0.00%	0	0.00%
740	Pitt County Schools	454	281	61.89%	173	38.11%	151	33.26%	275	60.57%	1	0.22%	21	4.63%	0	0.00%	6	1.32%
750	Polk County Schools	48	25	52.08%	23	47.92%	42	87.50%	3	6.25%	1	2.08%	1	2.08%	0	0.00%	1	2.08%
760	Randolph County Schools	313	174	55.59%	139	44.41%	261	83.39%	12	3.83%	2	0.64%	30	9.58%	2	0.64%	6	1.92%
761	Asheboro City Schools	66	36	54.55%	30	45.45%	40	60.61%	10	15.15%	1	1.52%	13	19.70%	0	0.00%	2	3.03%
770	Richmond County Schools	108	57	52.78%	51	47.22%	64	59.26%	40	37.04%	3	2.78%	1	0.93%	0	0.00%	0	0.00%
780	Robeson County Schools	525	316	60.19%	209	39.81%	97	18.48%	139	26.48%	281	53.52%	4	0.76%	0	0.00%	4	0.76%
790	Rockingham County Schools	301	177	58.80%	124	41.20%	189	62.79%	97	32.23%	1	0.33%	10	3.32%	0	0.00%	4	1.33%
800	Rowan-Salisbury Schools	374	217	58.02%	157	41.98%	263	70.32%	75	20.05%	1	0.27%	25	6.68%	4	1.07%	6	1.60%
810	Rutherford County Schools	151	93	61.59%	58	38.41%	124	82.12%	18	11.92%	1	0.66%	8	5.30%	0	0.00%	0	0.00%
81A	Thomas Jefferson Class Acad.	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
820	Sampson County Schools	145	88	60.69%	57	39.31%	71	48.97%	37	25.52%	5	3.45%	32	22.07%	0	0.00%	0	0.00%
821	Clinton City Schools	51	29	56.86%	22	43.14%	15	29.41%	27	52.94%	2	3.92%	6	11.76%	1	1.96%	0	0.00%
830	Scotland County Schools	91	51	56.04%	40	43.96%	36	39.56%	31	34.07%	22	24.18%	1	1.10%	0	0.00%	1	1.10%
83A	Laurinburg Charter	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
83B	The Laurinburg Homework Ctr	25	15	60.00%	10	40.00%	12	48.00%	8	32.00%	5	20.00%	0	0.00%	0	0.00%	0	0.00%
840	Stanly County Schools	104	63	60.58%	41	39.42%	65	62.50%	29	27.88%	2	1.92%	3	2.88%	3	2.88%	2	1.92%
84B	Gray Stone Day	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
850	Stokes County Schools	117	63	53.85%	54	46.15%	108	92.31%	3	2.56%	2	1.71%	3	2.56%	0	0.00%	1	0.85%
860	Surry County Schools	138	75	54.35%	63	45.65%	117	84.78%	2	1.45%	0	0.00%	16	11.59%	0	0.00%	3	2.17%
861	Elkin City Schools	10	7	70.00%	3	30.00%	10	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
862	Mount Airy City Schools	19	9	47.37%	10	52.63%	15	78.95%	1	5.26%	0	0.00%	2	10.53%	0	0.00%	1	5.26%

Table 4. Dropout Events in North Carolina by LEA, Gender, and Ethnicity in Grades 9 through 12, 2004-05

Unit #	Name	All	Male	% Male	Female	% Female	White	% White	Black	% Black	Am.Indian	% Am. Indian	Hispanic	% Hispanic	Asian	% Asian	Other	% Other
870	Swain County Schools	43	20	46.51%	23	53.49%	31	72.09%	0	0.00%	11	25.58%	1	2.33%	0	0.00%	0	0.00%
880	Transylvania County Schools	55	35	63.64%	20	36.36%	47	85.45%	4	7.27%	0	0.00%	1	1.82%	0	0.00%	3	5.45%
890	Tyrrell County Schools	14	8	57.14%	6	42.86%	5	35.71%	6	42.86%	0	0.00%	2	14.29%	0	0.00%	1	7.14%
900	Union County Public Schools	322	202	62.73%	120	37.27%	158	49.07%	105	32.61%	1	0.31%	53	16.46%	0	0.00%	5	1.55%
910	Vance County Schools	192	117	60.94%	75	39.06%	67	34.90%	114	59.38%	1	0.52%	6	3.13%	3	1.56%	1	0.52%
920	Wake County Schools	1274	769	60.36%	505	39.64%	424	33.28%	586	46.00%	5	0.39%	195	15.31%	28	2.20%	36	2.83%
92C	Baker Charter High	50	43	86.00%	7	14.00%	6	12.00%	38	76.00%	0	0.00%	6	12.00%	0	0.00%	0	0.00%
92D	Magellan Charter	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
92F	Franklin Academy	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
92G	East Wake Academy	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
92K	Raleigh Charter High	4	3	75.00%	1	25.00%	4	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
92P	Community Partners Charter	9	6	66.67%	3	33.33%	5	55.56%	3	33.33%	0	0.00%	1	11.11%	0	0.00%	0	0.00%
930	Warren County Schools	55	31	56.36%	24	43.64%	13	23.64%	38	69.09%	3	5.45%	0	0.00%	0	0.00%	1	1.82%
93A	Haliwa-Saponi Tribal School	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
940	Washington County Schools	17	8	47.06%	9	52.94%	4	23.53%	13	76.47%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
950	Watauga County Schools	51	31	60.78%	20	39.22%	47	92.16%	1	1.96%	0	0.00%	1	1.96%	0	0.00%	2	3.92%
95A	Two Rivers Community School	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
960	Wayne County Public Schools	304	187	61.51%	117	38.49%	103	33.88%	163	53.62%	0	0.00%	28	9.21%	3	0.99%	7	2.30%
970	Wilkes County Schools	223	127	56.95%	96	43.05%	194	87.00%	12	5.38%	0	0.00%	12	5.38%	0	0.00%	5	2.24%
980	Wilson County Schools	229	125	54.59%	104	45.41%	74	32.31%	132	57.64%	0	0.00%	19	8.30%	0	0.00%	4	1.75%
990	Yadkin County Schools	76	44	57.89%	32	42.11%	57	75.00%	3	3.95%	1	1.32%	15	19.74%	0	0.00%	0	0.00%
995	Yancey County Schools	50	29	58.00%	21	42.00%	47	94.00%	0	0.00%	0	0.00%	3	6.00%	0	0.00%	0	0.00%
999	STATE TOTAL	20,175	11,939	59.18%	8,236	40.82%	10,559	52.34%	6,859	34.00%	509	2.52%	1,716	8.51%	206	1.02%	326	1.62%

NOTE: These data are self-reported by LEAs and charter schools, and NCDPI does not conduct audits to validate accuracy. This table was created from the data that were initially released in past years. Any manual corrections to numbers or rates that were made after the initial release of data in any given year are not reflected here.

1999-2000 Grade 9-12 Dropouts by LEA, Gender, and Ethnicity

1999-2000 Grades 9-12 Dropout Events in North Carolina by LEA, Gender and Ethnicity

Unit #	Name	All	Male	% Male	Female	0.00%	White	% White	Black	% Black	Am.Indian	% Indian	Hispanic	% Hispanic	Asian	% Asian	Other	% Other
010	ALAMANCE-BURLINGTON	436	261	59.86%	175	40.14%	265	60.78%	134	30.73%	1	0.23%	27	6.19%	7	1.61%	2	0.46%
01A	LAKESIDE SCHOOL	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
01B	RIVER MILL CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
020	ALEXANDER COUNTY SCHOOLS	104	67	64.42%	37	35.58%	94	90.38%	4	3.85%	0	0.00%	1	0.96%	5	4.81%	0	0.00%
030	ALLEGHANY COUNTY SCHOOLS	28	16	57.14%	12	42.86%	27	96.43%	0	0.00%	0	0.00%	1	3.57%	0	0.00%	0	0.00%
040	ANSON COUNTY SCHOOLS	119	77	64.71%	42	35.29%	22	18.49%	95	79.83%	2	1.68%	0	0.00%	0	0.00%	0	0.00%
050	ASHE COUNTY SCHOOLS	84	41	48.81%	43	51.19%	79	94.05%	0	0.00%	0	0.00%	5	5.95%	0	0.00%	0	0.00%
060	AVERY COUNTY SCHOOLS	54	35	64.81%	19	35.19%	54	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
06A	GRANDFATHER ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
06B	CROSSNORE ACADEMY	5	5	100.00%	0	0.00%	5	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
070	BEAUFORT COUNTY SCHOOLS	154	96	62.34%	58	37.66%	79	51.30%	71	46.10%	0	0.00%	3	1.95%	0	0.00%	1	0.65%
07A	WASHINGTON MONTESSORI	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
080	BERTIE COUNTY SCHOOLS	70	46	65.71%	24	34.29%	5	7.14%	65	92.86%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
090	BLADEN COUNTY SCHOOLS	75	40	53.33%	35	46.67%	32	42.67%	41	54.67%	1	1.33%	1	1.33%	0	0.00%	0	0.00%
100	BRUNSWICK COUNTY SCHOOLS	253	158	62.45%	95	37.55%	181	71.54%	65	25.69%	1	0.40%	5	1.98%	0	0.00%	1	0.40%
10A	CHARTER DAY SCHOOL	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
110	BUNCOMBE COUNTY SCHOOLS	537	296	55.12%	241	44.88%	481	89.57%	38	7.08%	1	0.19%	10	1.86%	2	0.37%	5	0.93%
111	ASHEVILLE CITY SCHOOLS	75	48	64.00%	27	36.00%	22	29.33%	49	65.33%	0	0.00%	1	1.33%	1	1.33%	2	2.67%
	EVERGREEN COMMUNITY																	
11A	CHART	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
11K	F DELANY NEW SCH FOR CHIL	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
120	BURKE COUNTY SCHOOLS	289	164	56.75%	125	43.25%	237	82.01%	14	4.84%	3	1.04%	6	2.08%	28	9.69%	1	0.35%
130	CABARRUS COUNTY SCHOOLS	305	166	54.43%	139	45.57%	212	69.51%	73	23.93%	1	0.33%	13	4.26%	5	1.64%	1	0.33%
132	KANNAPOLIS CITY SCHOOLS	73	41	56.16%	32	43.84%	44	60.27%	26	35.62%	0	0.00%	2	2.74%	0	0.00%	1	1.37%
140	CALDWELL COUNTY SCHOOLS	227	123	54.19%	104	45.81%	209	92.07%	9	3.96%	3	1.32%	2	0.88%	2	0.88%	2	0.88%
150	CAMDEN COUNTY SCHOOLS	38	19	50.00%	19	50.00%	34	89.47%	4	10.53%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
160	CARTERET COUNTY PUBLIC SC	176	101	57.39%	75	42.61%	157	89.20%	15	8.52%	0	0.00%	2	1.14%	0	0.00%	2	1.14%
16A	CAPE LOOKOUT MARINE SCI H	37	15	40.54%	22	59.46%	34	91.89%	2	5.41%	0	0.00%	1	2.70%	0	0.00%	0	0.00%
16B	TILLER SCHOOL	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
170	CASWELL COUNTY SCHOOLS	81	49	60.49%	32	39.51%	40	49.38%	38	46.91%	0	0.00%	3	3.70%	0	0.00%	0	0.00%
180	CATAWBA COUNTY SCHOOLS	286	153	53.50%	133	46.50%	249	87.06%	24	8.39%	1	0.35%	8	2.80%	4	1.40%	0	0.00%
181	HICKORY CITY SCHOOLS	138	82	59.42%	56	40.58%	64	46.38%	56	40.58%	0	0.00%	4	2.90%	12	8.70%	2	1.45%
	NEWTON CONOVER CITY																	
182	SCHOO	23	15	65.22%	8	34.78%	17	73.91%	3	13.04%	0	0.00%	1	4.35%	1	4.35%	1	4.35%
18B	ENGELMANN SCH OF ART & SC	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
190	CHATHAM COUNTY SCHOOLS	157	94	59.87%	63	40.13%	84	53.50%	38	24.20%	1	0.64%	33	21.02%	0	0.00%	1	0.64%

1999-2000 Grades 9-12 Dropout Events in North Carolina by LEA, Gender and Ethnicity

Unit #	Name	All	Male	% Male	Female	0.00%	White	% White	Black	% Black	Am.Indian	% Indian	Hispanic	% Hispanic	Asian	% Asian	Other	% Other
19A	CHATHAM CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
19B	WOODS CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
200	CHEROKEE COUNTY SCHOOLS	60	33	55.00%	27	45.00%	52	86.67%	2	3.33%	4	6.67%	2	3.33%	0	0.00%	0	0.00%
20A	THE LEARNING CENTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
210	EDENTON/CHOWAN SCHOOLS	43	22	51.16%	21	48.84%	17	39.53%	25	58.14%	0	0.00%	1	2.33%	0	0.00%	0	0.00%
220	CLAY COUNTY SCHOOLS	36	20	55.56%	16	44.44%	36	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
230	CLEVELAND COUNTY SCHOOLS	136	76	55.88%	60	44.12%	105	77.21%	28	20.59%	0	0.00%	2	1.47%	0	0.00%	1	0.74%
231	KINGS MOUNTAIN DISTRICT	96	58	60.42%	38	39.58%	62	64.58%	31	32.29%	0	0.00%	2	2.08%	0	0.00%	1	1.04%
232	SHELBY CITY SCHOOLS	53	36	67.92%	17	32.08%	10	18.87%	42	79.25%	0	0.00%	1	1.89%	0	0.00%	0	0.00%
240	COLUMBUS COUNTY SCHOOLS	175	109	62.29%	66	37.71%	86	49.14%	75	42.86%	14	8.00%	0	0.00%	0	0.00%	0	0.00%
241	WHITEVILLE CITY SCHOOLS	51	23	45.10%	28	54.90%	24	47.06%	26	50.98%	1	1.96%	0	0.00%	0	0.00%	0	0.00%
250	GRAVEN COUNTY SCHOOLS	288	191	66.32%	97	33.68%	150	52.08%	127	44.10%	0	0.00%	8	2.78%	1	0.35%	2	0.69%
260	CUMBERLAND COUNTY SCHOOLS	765	455	59.48%	310	40.52%	323	42.22%	359	46.93%	36	4.71%	34	4.44%	3	0.39%	10	1.31%
26A	OMA'S INC CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
26B	ALPHA ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
270	CURRITUCK COUNTY SCHOOLS	89	52	58.43%	37	41.57%	80	89.89%	8	8.99%	0	0.00%	1	1.12%	0	0.00%	0	0.00%
280	DARE COUNTY SCHOOLS	82	47	57.32%	35	42.68%	75	91.46%	5	6.10%	0	0.00%	1	1.22%	0	0.00%	1	1.22%
290	DAVIDSON COUNTY SCHOOLS	314	193	61.46%	121	38.54%	306	97.45%	3	0.96%	2	0.64%	1	0.32%	1	0.32%	1	0.32%
291	LEXINGTON CITY SCHOOLS	60	35	58.33%	25	41.67%	20	33.33%	28	46.67%	0	0.00%	6	10.00%	6	10.00%	0	0.00%
292	THOMASVILLE CITY SCHOOLS	33	20	60.61%	13	39.39%	11	33.33%	17	51.52%	0	0.00%	4	12.12%	1	3.03%	0	0.00%
300	DAVIE COUNTY SCHOOLS	90	43	47.78%	47	52.22%	74	82.22%	13	14.44%	1	1.11%	2	2.22%	0	0.00%	0	0.00%
310	DUPLIN COUNTY SCHOOLS	126	63	50.00%	63	50.00%	49	38.89%	53	42.06%	0	0.00%	24	19.05%	0	0.00%	0	0.00%
320	DURHAM PUBLIC SCHOOLS	502	289	57.57%	213	42.43%	123	24.50%	334	66.53%	4	0.80%	31	6.18%	3	0.60%	7	1.39%
32A	MAUREEN JOY CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
32B	HEALTHY START ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
32C	CARTER COMMUNITY CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
32D	KESTREL HEIGHTS SCH	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
32E	TURNING POINT ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
32F	PARTNERSHIP ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
32G	OMUTEKO GWAMAZIIMA	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
32H	RESEARCH TRIANGLE CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
32I	SUCCESS ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
330	EDGEcombe COUNTY SCHOOLS	201	112	55.72%	89	44.28%	61	30.35%	127	63.18%	0	0.00%	13	6.47%	0	0.00%	0	0.00%
340	FORSYTH COUNTY SCHOOLS	813	466	57.32%	347	42.68%	418	51.41%	307	37.76%	3	0.37%	71	8.73%	5	0.62%	9	1.11%
34A	LIFT ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

1999-2000 Grades 9-12 Dropout Events in North Carolina by LEA, Gender and Ethnicity

Unit #	Name	All	Male	% Male	Female	0.00%	White	% White	Black	% Black	Am. Indian	% Indian	Hispanic	% Hispanic	Asian	% Asian	Other	% Other
34B	QUALITY EDUCATION ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
34C	DOWNTOWN MIDDLE	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
34D	C G WOODSON SCH OF CHALLE	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
34E	EAST WINSTON PRIMARY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
34F	FORSYTH ACADEMIES	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
350	FRANKLIN COUNTY SCHOOLS	188	128	68.09%	60	31.91%	95	50.53%	83	44.15%	2	1.06%	7	3.72%	0	0.00%	1	0.53%
360	GASTON COUNTY SCHOOLS	674	414	61.42%	260	38.58%	532	78.93%	121	17.95%	2	0.30%	10	1.48%	7	1.04%	2	0.30%
36A	HIGHLAND CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
36B	PIEDMONT COMMUNITY CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
370	GATES COUNTY SCHOOLS	50	31	62.00%	19	38.00%	33	66.00%	17	34.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
380	GRAHAM COUNTY SCHOOLS	19	12	63.16%	7	36.84%	18	94.74%	0	0.00%	1	5.26%	0	0.00%	0	0.00%	0	0.00%
390	GRANVILLE COUNTY SCHOOLS	174	101	58.05%	73	41.95%	79	45.40%	87	50.00%	0	0.00%	7	4.02%	0	0.00%	1	0.57%
400	GREENE COUNTY SCHOOLS	68	42	61.76%	26	38.24%	22	32.35%	39	57.35%	0	0.00%	7	10.29%	0	0.00%	0	0.00%
410	GUILFORD COUNTY SCHOOLS	1070	638	59.63%	432	40.37%	443	41.40%	542	50.65%	16	1.50%	20	1.87%	31	2.90%	18	1.68%
41A	IMANI INSTITUTE CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
41B	GREENSBORO ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
41D	PHOENIX ACADEMY INC	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
420	HALIFAX COUNTY SCHOOLS	133	85	63.91%	48	36.09%	11	8.27%	108	81.20%	14	10.53%	0	0.00%	0	0.00%	0	0.00%
421	ROANOKE RAPIDS CITY SCHOO	47	29	61.70%	18	38.30%	38	80.85%	9	19.15%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
422	WELDON CITY SCHOOLS	15	6	40.00%	9	60.00%	2	13.33%	13	86.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
430	HARNETT COUNTY SCHOOLS	352	205	58.24%	147	41.76%	204	57.95%	115	32.67%	9	2.56%	19	5.40%	1	0.28%	4	1.14%
43A	HARNETT EARLY CHILDHOOD	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
440	HAYWOOD COUNTY SCHOOLS	142	87	61.27%	55	38.73%	134	94.37%	4	2.82%	1	0.70%	1	0.70%	0	0.00%	2	1.41%
450	HENDERSON COUNTY SCHOOLS	204	120	58.82%	84	41.18%	161	78.92%	19	9.31%	2	0.98%	21	10.29%	0	0.00%	1	0.49%
45A	THE MOUNTAIN COMMUNITY SC	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
460	HERTFORD COUNTY SCHOOLS	109	71	65.14%	38	34.86%	20	18.35%	86	78.90%	0	0.00%	2	1.83%	0	0.00%	1	0.92%
470	HOKE COUNTY SCHOOLS	159	94	59.12%	65	40.88%	44	27.67%	79	49.69%	30	18.87%	5	3.14%	0	0.00%	1	0.63%
480	HYDE COUNTY SCHOOLS	28	16	57.14%	12	42.86%	15	53.57%	13	46.43%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
490	IREDELL-STATESVILLE SCHOO	326	188	57.67%	138	42.33%	229	70.25%	80	24.54%	1	0.31%	14	4.29%	1	0.31%	1	0.31%
491	MOORESVILLE CITY SCHOOLS	58	33	56.90%	25	43.10%	39	67.24%	18	31.03%	0	0.00%	0	0.00%	1	1.72%	0	0.00%
49A	AMERICAN RENAISSANCE CHAR	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
49B	AMERICAN RENAISSANCE MIDD	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
49C	DEVELOPMENTAL DAY SCHOOL	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
49D	SUCCESS INSTITUTE CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
500	JACKSON COUNTY SCHOOLS	67	42	62.69%	25	37.31%	58	86.57%	0	0.00%	8	11.94%	0	0.00%	1	1.49%	0	0.00%

1999-2000 Grades 9-12 Dropout Events in North Carolina by LEA, Gender and Ethnicity

Unit #	Name	All	Male	% Male	Female	0.00%	White	% White	Black	% Black	Am.Indian	% Indian	Hispanic	% Hispanic	Asian	% Asian	Other	% Other
50A	SUMMIT CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
510	JOHNSTON COUNTY SCHOOLS	336	198	58.93%	138	41.07%	197	58.63%	107	31.85%	4	1.19%	25	7.44%	1	0.30%	2	0.60%
520	JONES COUNTY SCHOOLS	24	18	75.00%	6	25.00%	23	95.83%	1	4.17%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
530	LEE COUNTY SCHOOLS	166	111	66.87%	55	33.13%	83	50.00%	57	34.34%	1	0.60%	21	12.65%	1	0.60%	3	1.81%
53A	PROVISIONS ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
54A	LENOIR COUNTY PUBLIC SCHO	234	120	51.28%	114	48.72%	79	33.76%	147	62.82%	1	0.43%	2	0.85%	1	0.43%	4	1.71%
54A	CHILDREN'S VILLAGE ACADEM	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
550	LINCOLN COUNTY SCHOOLS	247	129	52.23%	118	47.77%	202	81.78%	25	10.12%	2	0.81%	16	6.48%	1	0.40%	1	0.40%
55A	LINCOLN CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
560	MACON COUNTY SCHOOLS	89	53	59.55%	36	40.45%	83	93.26%	1	1.12%	1	1.12%	1	1.12%	2	2.25%	1	1.12%
570	MADISON COUNTY SCHOOLS	37	20	54.05%	17	45.95%	37	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
580	MARTIN COUNTY SCHOOLS	107	70	65.42%	37	34.58%	33	30.84%	70	65.42%	0	0.00%	3	2.80%	0	0.00%	1	0.93%
590	MCDOWELL COUNTY SCHOOLS	132	73	55.30%	59	44.70%	123	93.18%	4	3.03%	1	0.76%	2	1.52%	2	1.52%	0	0.00%
	CHARLOTTE-MECKLENBURG																	
600	SCH	1981	1194	60.27%	787	39.73%	711	35.89%	1076	54.32%	14	0.71%	85	4.29%	88	4.44%	7	0.35%
60A	COMMUNITY CHARTER SCHOOL	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
60B	SUGAR CREEK CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
60C	KENNEDY CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
60D	LAKE NORMAN CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
60F	METROLINA REG SCHOLARS AC	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
610	MITCHELL COUNTY SCHOOLS	25	17	68.00%	8	32.00%	25	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	MONTGOMERY COUNTY																	
620	SCHOOLS	109	60	55.05%	49	44.95%	49	44.95%	42	38.53%	0	0.00%	17	15.60%	1	0.92%	0	0.00%
630	MOORE COUNTY SCHOOLS	168	99	58.93%	69	41.07%	79	47.02%	72	42.86%	5	2.98%	11	6.55%	1	0.60%	0	0.00%
63A	MAST SCHOOL INC	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
63B	SANDHILLS THEATRE ARTS RE	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
640	NASH-ROCKY MOUNT SCHOOLS	399	219	54.89%	180	45.11%	119	29.82%	256	64.16%	2	0.50%	21	5.26%	1	0.25%	0	0.00%
64A	ROCKY MOUNT CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	NEW HANOVER COUNTY																	
650	SCHOOL	390	244	62.56%	146	37.44%	219	56.15%	161	41.28%	2	0.51%	3	0.77%	0	0.00%	5	1.28%
65A	CAPE FEAR CENTER FOR INQU	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	NORTHAMPTON COUNTY																	
660	SCHOOL	83	54	65.06%	29	34.94%	11	13.25%	71	85.54%	0	0.00%	1	1.20%	0	0.00%	0	0.00%
670	ONSLOW COUNTY SCHOOLS	429	231	53.85%	198	46.15%	277	64.57%	99	23.08%	6	1.40%	24	5.59%	7	1.63%	16	3.73%
67A	PHASE ACADEMY OF JACKSONV	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
680	ORANGE COUNTY SCHOOLS	82	47	57.32%	35	42.68%	52	63.41%	28	34.15%	0	0.00%	0	0.00%	1	1.22%	1	1.22%

1999-2000 Grades 9-12 Dropout Events in North Carolina by LEA, Gender and Ethnicity

Unit #	Name	All	Male	% Male	Female	0.00%	White	% White	Black	% Black	Am. Indian	% Indian	Hispanic	% Hispanic	Asian	% Asian	Other	% Other
681	CHAPEL HILL-CARRBORO SCHO	32	22	68.75%	10	31.25%	16	50.00%	8	25.00%	0	0.00%	8	25.00%	0	0.00%	0	0.00%
68A	ORANGE COUNTY CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
68B	NEW CENTURY CHARTER HIGH	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
68K	VILLAGE CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
690	PAMLICO COUNTY SCHOOLS	34	24	70.59%	10	29.41%	22	64.71%	11	32.35%	0	0.00%	0	0.00%	0	0.00%	1	2.94%
69A	ARAPAHOE CHARTER SCHOOL	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	PASQUOTANK COUNTY SCHOOLS	124	83	66.94%	41	33.06%	59	47.58%	64	51.61%	0	0.00%	1	0.81%	0	0.00%	0	0.00%
710	PENDER COUNTY SCHOOLS	142	78	54.93%	64	45.07%	81	57.04%	57	40.14%	0	0.00%	4	2.82%	0	0.00%	0	0.00%
	PERQUIMANS COUNTY SCHOOLS	52	33	63.46%	19	36.54%	32	61.54%	20	38.46%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
730	PERSON COUNTY SCHOOLS	103	67	65.05%	36	34.95%	65	63.11%	34	33.01%	0	0.00%	4	3.88%	0	0.00%	0	0.00%
73A	BETHEL HILL CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
740	PITT COUNTY SCHOOLS	433	251	57.97%	182	42.03%	164	37.88%	257	59.35%	1	0.23%	10	2.31%	1	0.23%	0	0.00%
74A	RIGHT STEP ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
750	POLK COUNTY SCHOOLS	19	11	57.89%	8	42.11%	16	84.21%	1	5.26%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
760	RANDOLPH COUNTY SCHOOLS	385	219	56.88%	166	43.12%	341	88.57%	24	6.23%	3	0.78%	17	4.42%	0	0.00%	0	0.00%
761	ASHEBORO CITY SCHOOLS	83	43	51.81%	40	48.19%	58	69.88%	17	20.48%	0	0.00%	6	7.23%	1	1.20%	1	1.20%
770	RICHMOND COUNTY SCHOOLS	151	88	58.28%	63	41.72%	86	56.95%	61	40.40%	2	1.32%	1	0.66%	1	0.66%	0	0.00%
780	ROBESON COUNTY SCHOOLS	719	406	56.47%	313	43.53%	152	21.14%	193	26.84%	364	50.63%	9	1.25%	1	0.14%	0	0.00%
78A	CIS ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	ROCKINGHAM COUNTY SCHOOLS	228	122	53.51%	106	46.49%	162	71.05%	60	26.32%	1	0.44%	5	2.19%	0	0.00%	0	0.00%
79A	BETHANY COMMUNITY MIDDLE	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
800	ROWAN-SALISBURY SCHOOLS	398	233	58.54%	165	41.46%	277	69.60%	103	25.88%	0	0.00%	15	3.77%	1	0.25%	2	0.50%
80A	ROWAN ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	RUTHERFORD COUNTY SCHOOLS	270	139	51.48%	131	48.52%	226	83.70%	37	13.70%	0	0.00%	6	2.22%	0	0.00%	1	0.37%
81A	THOMAS JEFFERSON CLASS AC	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
820	SAMPSON COUNTY SCHOOLS	78	43	55.13%	35	44.87%	39	50.00%	34	43.59%	0	0.00%	3	3.85%	1	1.28%	1	1.28%
821	CLINTON CITY SCHOOLS	56	34	60.71%	22	39.29%	19	33.93%	29	51.79%	3	5.36%	3	5.36%	0	0.00%	2	3.57%
830	SCOTLAND COUNTY SCHOOLS	159	84	52.83%	75	47.17%	79	49.69%	58	36.48%	19	11.95%	0	0.00%	2	1.26%	1	0.63%
83A	LAURINBURG CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	THE LAURINBURG HOMEWORK C	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
840	STANLY COUNTY SCHOOLS	149	82	55.03%	67	44.97%	101	67.79%	38	25.50%	0	0.00%	4	2.68%	6	4.03%	0	0.00%
84A	STANLY CMYTY OUTREACH CHAR	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

1999-2000 Grades 9-12 Dropout Events in North Carolina by LEA, Gender and Ethnicity

Unit #	Name	All	Male	% Male	Female	0.00%	White	% White	Black	% Black	Am. Indian	% Indian	Hispanic	% Hispanic	Asian	% Asian	Other	% Other
850	STOKES COUNTY SCHOOLS	144	87	60.42%	57	39.58%	133	92.36%	2	1.39%	2	1.39%	4	2.78%	1	0.69%	2	1.39%
860	SURRY COUNTY SCHOOLS	162	100	61.73%	62	38.27%	135	83.33%	7	4.32%	0	0.00%	18	11.11%	1	0.62%	1	0.62%
861	ELKIN CITY SCHOOLS	6	2	33.33%	4	66.67%	5	83.33%	1	16.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
862	MOUNT AIRY CITY SCHOOLS	14	11	78.57%	3	21.43%	12	85.71%	2	14.29%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
86A	MILLENNIUM CHARTER ACADEM	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
870	SWAIN COUNTY SCHOOLS	33	18	54.55%	15	45.45%	22	66.67%	0	0.00%	11	33.33%	0	0.00%	0	0.00%	0	0.00%
880	TRANSYLVANIA COUNTY SCHOO	83	50	60.24%	33	39.76%	74	89.16%	6	7.23%	1	1.20%	1	1.20%	0	0.00%	1	1.20%
88A	BREVARD ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
890	TYRRELL COUNTY SCHOOLS	4	2	50.00%	2	50.00%	4	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
900	UNION COUNTY PUBLIC SCHOO	326	195	59.82%	131	40.18%	214	65.64%	90	27.61%	0	0.00%	22	6.75%	0	0.00%	0	0.00%
90A	UNION ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
910	VANCE COUNTY SCHOOLS	178	107	60.11%	71	39.89%	64	35.96%	108	60.67%	0	0.00%	3	1.69%	2	1.12%	1	0.56%
91A	VANCE CHARTER SCHOOL	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
920	WAKE COUNTY SCHOOLS	1097	641	58.43%	456	41.57%	531	48.40%	458	41.75%	7	0.64%	66	6.02%	24	2.19%	11	1.00%
92B	EXPLORIS	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
92C	BAKER CHARTER HIGH	33	32	96.97%	1	3.03%	3	9.09%	30	90.91%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
92D	MAGELLAN CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
92E	STERLING MONTESSORI ACADE	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
92F	FRANKLIN ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
92G	EAST WAKE ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
92H	SANKORE SCHOOL	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
92I	SPARC ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
92K	RALEIGH CHARTER HIGH	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
92L	NE RALEIGH CHARTER ACADEM	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
92M	PREEMINENT CHARTER	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
92N	QUEST ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
92N	COMMUNITY PARTNERS	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
92P	CHARTE	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
930	WARREN COUNTY SCHOOLS	112	59	52.68%	53	47.32%	24	21.43%	86	76.79%	2	1.79%	0	0.00%	0	0.00%	0	0.00%
93A	HALIWA-SAPONI TRIBAL SCHO	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
940	WASHINGTON COUNTY SCHOOLS	28	16	57.14%	12	42.86%	7	25.00%	21	75.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
950	WATAUGA COUNTY SCHOOLS	98	66	67.35%	32	32.65%	95	96.94%	2	2.04%	1	1.02%	0	0.00%	0	0.00%	0	0.00%
960	WAYNE COUNTY PUBLIC SCHOOL	281	160	56.94%	121	43.06%	135	48.04%	135	48.04%	0	0.00%	11	3.91%	0	0.00%	0	0.00%
96C	DILLARD ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
96D	WAYNE TECHNICAL ACADEMY	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
970	WILKES COUNTY SCHOOLS	205	106	51.71%	99	48.29%	185	90.24%	8	3.90%	0	0.00%	10	4.88%	1	0.49%	1	0.49%
97D	BRIDGES CHARTER SCHOOL	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

1999-2000 Grades 9-12 Dropout Events in North Carolina by LEA, Gender and Ethnicity																		
Unit #	Name	All	Male	% Male	Female	0.00%	White	% White	Black	% Black	Am Indian	% Indian	Hispanic	% Hispanic	Asian	% Asian	Other	% Other
980	WILSON COUNTY SCHOOLS	285	171	60.00%	114	40.00%	87	30.53%	178	62.46%	1	0.35%	16	5.61%	2	0.70%	1	0.35%
98A	SALLIE B HOWARD SCHOOL	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
990	YADKIN COUNTY SCHOOLS	91	47	51.65%	44	48.35%	75	82.42%	2	2.20%	0	0.00%	12	13.19%	0	0.00%	2	2.20%
995	YANCEY COUNTY SCHOOLS	44	21	47.73%	23	52.27%	43	97.73%	0	0.00%	0	0.00%	1	2.27%	0	0.00%	0	0.00%
999	NORTH CAROLINA	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
999	STATE TOTAL	23597	13803	58.49%	9794	41.51%	13231	56.07%	8366	35.45%	623	2.64%	940	3.98%	281	1.19%	156	0.66%

1995-1996 Grade 9-12 Dropouts by LEA, Gender, and Ethnicity

1995-1996 Grades 9-12 Dropout Events in North Carolina by LEA, Gender and Ethnicity																		
Unit #	Name	All	Male	% Male	Female	0.00%	White	% White	Black	% Black	Am.Indian	% Indian	Hispanic	% Hispanic	Asian	% Asian	Other	% Other
010	Alamance-Burlington Schools	302	182	60.26%	120	39.74%	190	62.91%	101	33.44%	0	0.00%	9	2.98%	2	0.66%	0	0.00%
020	Alexander County Schools	100	59	59.00%	41	41.00%	91	91.00%	9	9.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
030	Alleghany County Schools	19	10	52.63%	9	47.37%	18	94.74%	1	5.26%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
040	Anson County Schools	86	48	55.81%	38	44.19%	21	24.42%	64	74.42%	1	1.16%	0	0.00%	0	0.00%	0	0.00%
050	Ashe County Schools	80	54	67.50%	26	32.50%	79	98.75%	0	0.00%	0	0.00%	1	1.25%	0	0.00%	0	0.00%
060	Avery County Schools	17	10	58.82%	7	41.18%	17	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
070	Beaufort County Schools	125	80	64.00%	45	36.00%	51	40.80%	73	58.40%	1	0.80%	0	0.00%	0	0.00%	0	0.00%
080	Bertie County Schools	20	18	90.00%	2	10.00%	0	0.00%	20	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
090	Bladen County Schools	114	72	63.16%	42	36.84%	50	43.86%	62	54.39%	2	1.75%	0	0.00%	0	0.00%	0	0.00%
100	Brunswick County Schools	112	80	71.43%	32	28.57%	86	76.79%	24	21.43%	1	0.89%	0	0.00%	0	0.00%	1	0.89%
110	Buncombe County Schools	501	282	56.29%	219	43.71%	467	93.21%	29	5.79%	0	0.00%	3	0.60%	1	0.20%	1	0.20%
111	Asheville City Schools	85	58	68.24%	27	31.76%	27	31.76%	56	65.88%	1	1.18%	0	0.00%	1	1.18%	0	0.00%
120	Burke County Schools	233	134	57.51%	99	42.49%	204	87.55%	16	6.87%	0	0.00%	3	1.29%	10	4.29%	0	0.00%
130	Cabarrus County Schools	258	152	58.91%	106	41.09%	199	77.13%	48	18.60%	1	0.39%	9	3.49%	1	0.39%	0	0.00%
132	Kannapolis City Schools	76	44	57.89%	32	42.11%	61	80.26%	14	18.42%	0	0.00%	0	0.00%	1	1.32%	0	0.00%
140	Caldwell County Schools	232	136	58.62%	96	41.38%	204	87.93%	26	11.21%	1	0.43%	1	0.43%	0	0.00%	0	0.00%
150	Camden County Schools	3	2	66.67%	1	33.33%	2	66.67%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
160	Carteret County Public Schools	125	82	65.60%	43	34.40%	95	76.00%	26	20.80%	1	0.80%	1	0.80%	1	0.80%	1	0.80%
170	Caswell County Schools	74	42	56.76%	32	43.24%	36	48.65%	38	51.35%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
180	Catawba County Schools	267	163	61.05%	104	38.95%	225	84.27%	25	9.36%	1	0.37%	8	3.00%	7	2.62%	1	0.37%
181	Hickory City Schools	93	55	59.14%	38	40.86%	50	53.76%	32	34.41%	0	0.00%	4	4.30%	7	7.53%	0	0.00%
182	Newton Conover City Schools	37	25	67.57%	12	32.43%	28	75.68%	9	24.32%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
190	Chatham County Schools	99	68	68.69%	31	31.31%	64	64.65%	23	23.23%	1	1.01%	10	10.10%	1	1.01%	0	0.00%
200	Cherokee County Schools	42	20	47.62%	22	52.38%	39	92.86%	2	4.76%	1	2.38%	0	0.00%	0	0.00%	0	0.00%
210	Edenton/Chowan Schools	37	30	81.08%	7	18.92%	9	24.32%	28	75.68%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
220	Clay County Schools	10	7	70.00%	3	30.00%	10	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
230	Cleveland County Schools	117	65	55.56%	52	44.44%	85	72.65%	32	27.35%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
231	Kings Mountain District	45	25	55.56%	20	44.44%	27	60.00%	15	33.33%	0	0.00%	0	0.00%	3	6.67%	0	0.00%
232	Shelby City Schools	37	22	59.46%	15	40.54%	15	40.54%	22	59.46%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
240	Columbus County Schools	79	57	72.15%	22	27.85%	38	48.10%	37	46.84%	4	5.06%	0	0.00%	0	0.00%	0	0.00%
241	Whiteville City Schools	34	20	58.82%	14	41.18%	18	52.94%	16	47.06%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
250	Craven County Schools	166	95	57.23%	71	42.77%	74	44.58%	88	53.01%	0	0.00%	3	1.81%	1	0.60%	0	0.00%
260	Cumberland County Schools	815	486	59.63%	329	40.37%	374	45.89%	361	44.29%	32	3.93%	33	4.05%	13	1.60%	2	0.25%
270	Currituck County Schools	40	25	62.50%	15	37.50%	31	77.50%	9	22.50%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
280	Dare County Schools	51	35	68.63%	16	31.37%	46	90.20%	4	7.84%	0	0.00%	1	1.96%	0	0.00%	0	0.00%
290	Davidson County Schools	257	163	63.42%	94	36.58%	244	94.94%	6	2.33%	1	0.39%	4	1.56%	2	0.78%	0	0.00%
291	Lexington City Schools	43	30	69.77%	13	30.23%	22	51.16%	19	44.19%	0	0.00%	0	0.00%	2	4.65%	0	0.00%
292	Thomasville City Schools	27	15	55.56%	12	44.44%	13	48.15%	14	51.85%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
300	Davie County Schools	52	32	61.54%	20	38.46%	47	90.38%	2	3.85%	0	0.00%	3	5.77%	0	0.00%	0	0.00%
310	Duplin County Schools	83	52	62.65%	31	37.35%	31	37.35%	43	51.81%	0	0.00%	9	10.84%	0	0.00%	0	0.00%

1995-1996 Grades 9-12 Dropout Events in North Carolina by LEA, Gender and Ethnicity

Unit #	Name	All	Male	% Male	Female	0.00%	White	% White	Black	% Black	Am.Indian	% Indian	Hispanic	% Hispanic	Asian	% Asian	Other	% Other
320	Durham Public Schools	596	356	59.73%	240	40.27%	141	23.66%	429	71.98%	3	0.50%	14	2.35%	4	0.67%	5	0.84%
330	Edgecombe County Schools	138	88	63.77%	50	36.23%	51	36.96%	85	61.59%	0	0.00%	2	1.45%	0	0.00%	0	0.00%
340	Forsyth County Schools	587	343	58.43%	244	41.57%	291	49.57%	262	44.63%	3	0.51%	28	4.77%	3	0.51%	0	0.00%
350	Franklin County Schools	135	74	54.81%	61	45.19%	73	54.07%	62	45.93%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
360	Gaston County Schools	369	212	57.45%	157	42.55%	285	77.24%	79	21.41%	0	0.00%	2	0.54%	3	0.81%	0	0.00%
370	Gates County Schools	20	13	65.00%	7	35.00%	9	45.00%	11	55.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
380	Graham County Schools	26	12	46.15%	14	53.85%	23	88.46%	0	0.00%	3	11.54%	0	0.00%	0	0.00%	0	0.00%
390	Granville County Schools	71	48	67.61%	23	32.39%	28	39.44%	43	60.56%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
400	Greene County Schools	34	20	58.82%	14	41.18%	7	20.59%	26	76.47%	0	0.00%	1	2.94%	0	0.00%	0	0.00%
410	Guilford County Schools	664	393	59.19%	271	40.81%	269	40.51%	341	51.36%	11	1.66%	15	2.26%	23	3.46%	5	0.75%
420	Hallfax County Schools	91	63	69.23%	28	30.77%	10	10.99%	75	82.42%	6	6.59%	0	0.00%	0	0.00%	0	0.00%
421	Roanoke Rapids City Schools	33	20	60.61%	13	39.39%	28	84.85%	5	15.15%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
422	Weldon City Schools	15	7	46.67%	8	53.33%	2	13.33%	13	86.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
430	Harnett County Schools	145	94	64.83%	51	35.17%	73	50.34%	59	40.69%	6	4.14%	6	4.14%	1	0.69%	0	0.00%
440	Haywood County Schools	131	72	54.96%	59	45.04%	130	99.24%	0	0.00%	1	0.76%	0	0.00%	0	0.00%	0	0.00%
450	Henderson County Schools	178	111	62.36%	67	37.64%	147	82.58%	20	11.24%	2	1.12%	9	5.06%	0	0.00%	0	0.00%
460	Hertford County Schools	53	36	67.92%	17	32.08%	10	18.87%	43	81.13%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
470	Hoke County Schools	105	72	68.57%	33	31.43%	17	16.19%	56	53.33%	29	27.62%	1	0.95%	2	1.90%	0	0.00%
480	Hyde County Schools	12	5	41.67%	7	58.33%	8	66.67%	4	33.33%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
490	Iredell-Statesville Schools	257	145	56.42%	112	43.58%	195	75.88%	56	21.79%	0	0.00%	6	2.33%	0	0.00%	0	0.00%
491	Mooresville City Schools	58	31	53.45%	27	46.55%	38	65.52%	19	32.76%	0	0.00%	0	0.00%	1	1.72%	0	0.00%
500	Jackson County Schools	72	45	62.50%	27	37.50%	65	90.28%	0	0.00%	7	9.72%	0	0.00%	0	0.00%	0	0.00%
510	Johnston County Schools	284	157	55.28%	127	44.72%	181	63.73%	94	33.10%	2	0.70%	7	2.46%	0	0.00%	0	0.00%
520	Jones County Schools	27	16	59.26%	11	40.74%	14	51.85%	13	48.15%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
530	Lee County Schools	99	55	55.56%	44	44.44%	45	45.45%	38	38.38%	0	0.00%	16	16.16%	0	0.00%	0	0.00%
540	Lenoir County Public Schools	166	101	60.84%	65	39.16%	44	26.51%	120	72.29%	1	0.60%	1	0.60%	0	0.00%	0	0.00%
550	Lincoln County Schools	121	68	56.20%	53	43.80%	90	74.38%	23	19.01%	1	0.83%	7	5.79%	0	0.00%	0	0.00%
560	Macon County Schools	84	52	61.90%	32	38.10%	84	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
570	Madison County Schools	41	30	73.17%	11	26.83%	41	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
580	Martin County Schools	85	50	58.82%	35	41.18%	38	44.71%	46	54.12%	0	0.00%	0	0.00%	1	1.18%	0	0.00%
590	Mcdowell County Schools	143	92	64.34%	51	35.66%	133	93.01%	8	5.59%	0	0.00%	2	1.40%	0	0.00%	0	0.00%
600	Charlotte-Mecklenburg Schools	1938	1129	58.26%	809	41.74%	747	38.54%	1093	56.40%	13	0.67%	38	1.96%	46	2.37%	1	0.05%
610	Mitchell County Schools	14	10	71.43%	4	28.57%	14	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
620	Montgomery County Schools	52	34	65.38%	18	34.62%	27	51.92%	22	42.31%	0	0.00%	3	5.77%	0	0.00%	0	0.00%
630	Moore County Schools	122	90	73.77%	32	26.23%	79	64.75%	40	32.79%	2	1.64%	1	0.82%	0	0.00%	0	0.00%
640	Nash-Rocky Mount Schools	275	177	64.36%	98	35.64%	88	32.00%	177	64.36%	1	0.36%	7	2.55%	2	0.73%	0	0.00%
650	New Hanover County Schools	368	232	63.04%	136	36.96%	207	56.25%	159	43.21%	0	0.00%	1	0.27%	1	0.27%	0	0.00%
660	Northampton County Schools	51	31	60.78%	20	39.22%	13	25.49%	38	74.51%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
670	Onslow County Schools	216	124	57.41%	92	42.59%	151	69.91%	53	24.54%	1	0.46%	6	2.78%	5	2.31%	0	0.00%
680	Orange County Schools	68	47	69.12%	21	30.88%	45	66.18%	20	29.41%	0	0.00%	3	4.41%	0	0.00%	0	0.00%

1995-1996 Grades 9-12 Dropout Events in North Carolina by LEA, Gender and Ethnicity																		
Unit #	Name	All	Male	% Male	Female	0.00%	White	% White	Black	% Black	Am.Indian	% Indian	Hispanic	% Hispanic	Asian	% Asian	Other	% Other
681	Chapel Hill-Carrboro Schools	37	23	62.16%	14	37.84%	14	37.84%	23	62.16%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
690	Pamlico County Schools	22	13	59.09%	9	40.91%	16	72.73%	6	27.27%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
700	Pasquotank County Schools	56	33	58.93%	23	41.07%	20	35.71%	36	64.29%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
710	Pender County Schools	114	71	62.28%	43	37.72%	76	66.67%	34	29.82%	0	0.00%	4	3.51%	0	0.00%	0	0.00%
720	Perquimans County Schools	7	5	71.43%	2	28.57%	4	57.14%	3	42.86%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
730	Person County Schools	81	43	53.09%	38	46.91%	48	59.26%	31	38.27%	0	0.00%	2	2.47%	0	0.00%	0	0.00%
740	Pitt County Schools	476	287	60.29%	189	39.71%	155	32.56%	314	65.97%	2	0.42%	3	0.63%	1	0.21%	1	0.21%
750	Polk County Schools	30	23	76.67%	7	23.33%	22	73.33%	7	23.33%	0	0.00%	1	3.33%	0	0.00%	0	0.00%
760	Randolph County Schools	301	164	54.49%	137	45.51%	277	92.03%	15	4.98%	2	0.66%	7	2.33%	0	0.00%	0	0.00%
761	Asheboro City Schools	88	41	46.59%	47	53.41%	63	71.59%	19	21.59%	0	0.00%	6	6.82%	0	0.00%	0	0.00%
770	Richmond County Schools	79	53	67.09%	26	32.91%	28	35.44%	49	62.03%	1	1.27%	1	1.27%	0	0.00%	0	0.00%
780	Robeson County Schools	481	308	64.03%	173	35.97%	77	16.01%	139	28.90%	259	53.85%	5	1.04%	1	0.21%	0	0.00%
790	Rockingham County Schools	273	166	60.81%	107	39.19%	186	68.13%	80	29.30%	1	0.37%	6	2.20%	0	0.00%	0	0.00%
800	Rowan-Salisbury Schools	400	217	54.25%	183	45.75%	266	66.50%	128	32.00%	3	0.75%	1	0.25%	2	0.50%	0	0.00%
810	Rutherford County Schools	176	119	67.61%	57	32.39%	150	85.23%	25	14.20%	0	0.00%	0	0.00%	0	0.00%	1	0.57%
820	Sampson County Schools	42	24	57.14%	18	42.86%	20	47.62%	21	50.00%	0	0.00%	1	2.38%	0	0.00%	0	0.00%
821	Clinton City Schools	27	17	62.96%	10	37.04%	10	37.04%	13	48.15%	3	11.11%	1	3.70%	0	0.00%	0	0.00%
830	Scotland County Schools	157	85	54.14%	72	45.86%	51	32.48%	81	51.59%	24	15.29%	0	0.00%	0	0.00%	1	0.64%
840	Stanly County Schools	87	56	64.37%	31	35.63%	73	83.91%	8	9.20%	1	1.15%	2	2.30%	3	3.45%	0	0.00%
841		33	18	54.55%	15	45.45%	17	51.52%	14	42.42%	2	6.06%	0	0.00%	0	0.00%	0	0.00%
850	Stokes County Schools	121	67	55.37%	54	44.63%	114	94.21%	5	4.13%	0	0.00%	1	0.83%	1	0.83%	0	0.00%
860	Surry County Schools	203	118	58.13%	85	41.87%	184	90.64%	12	5.91%	0	0.00%	7	3.45%	0	0.00%	0	0.00%
861	Elkin City Schools	8	4	50.00%	4	50.00%	6	75.00%	1	12.50%	0	0.00%	0	0.00%	1	12.50%	0	0.00%
862	Mount Airy City Schools	17	11	64.71%	6	35.29%	15	88.24%	2	11.76%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
870	Swain County Schools	52	25	48.08%	27	51.92%	34	65.38%	0	0.00%	18	34.62%	0	0.00%	0	0.00%	0	0.00%
880	Transylvania County Schools	56	43	76.79%	13	23.21%	53	94.64%	3	5.36%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
890	Tyrrell County Schools	7	5	71.43%	2	28.57%	4	57.14%	2	28.57%	0	0.00%	1	14.29%	0	0.00%	0	0.00%
900	Union County Public Schools	188	115	61.17%	73	38.83%	134	71.28%	48	25.53%	2	1.06%	4	2.13%	0	0.00%	0	0.00%
910	Vance County Schools	183	107	58.47%	76	41.53%	45	24.59%	138	75.41%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
920	Wake County Schools	1154	685	59.36%	469	40.64%	563	48.79%	542	46.97%	6	0.52%	33	2.86%	8	0.69%	2	0.17%
930	Warren County Schools	85	62	72.94%	23	27.06%	10	11.76%	68	80.00%	7	8.24%	0	0.00%	0	0.00%	0	0.00%
940	Washington County Schools	26	15	57.69%	11	42.31%	7	26.92%	19	73.08%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
950	Watauga County Schools	73	48	65.75%	25	34.25%	71	97.26%	2	2.74%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
960	Wayne County Public Schools	249	164	65.86%	85	34.14%	129	51.81%	107	42.97%	0	0.00%	11	4.42%	2	0.80%	0	0.00%
970	Wilkes County Schools	222	133	59.91%	89	40.09%	211	95.05%	9	4.05%	0	0.00%	2	0.90%	0	0.00%	0	0.00%
980	Wilson County Schools	192	112	58.33%	80	41.67%	50	26.04%	135	70.31%	0	0.00%	7	3.65%	0	0.00%	0	0.00%
990	Yadkin County Schools	70	41	58.57%	29	41.43%	58	82.86%	8	11.43%	0	0.00%	4	5.71%	0	0.00%	0	0.00%
995	Yancey County Schools	56	38	67.86%	18	32.14%	54	96.43%	2	3.57%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
999	STATE TOTAL	18866	11349	60.16%	7517	39.84%	10644	56.42%	7176	38.04%	472	2.50%	388	2.06%	164	0.87%	22	0.12%

Race and Gender By LEAs (All Grades), 2004-05

	Total	White	Black	Hispanic	Am Indian	Asian
ALAMANCE-BURLINGTON	21614	12805	5711	2731	12.6%	297
RIVER MILL CHARTER	404	331	64	2	0.5%	4
CLOVER GARDEN SCHOOL	366	333	30	1	0.3%	2
NEW CENTURY CHARTER SCH	91	60	23	0	0.0%	0
ALEXANDER COUNTY	5680	4822	378	286	5.0%	188
ALLEGHANY COUNTY	1508	1351	36	120	8.0%	0
ANSON COUNTY	4382	1514	2721	65	1.5%	70
ASHE COUNTY	3208	3027	52	107	3.3%	8
AVERY COUNTY	2322	2192	22	93	4.0%	8
GRANDFATHER ACADEMY	41	36	4	0	0.0%	0
CROSSNORE ACADEMY	77	66	7	4	5.2%	0
BEAUFORT COUNTY	7224	3716	2987	499	6.9%	20
WASHINGTON MONTESSOR	227	178	32	14	6.2%	3
BERTIE COUNTY	3349	446	2850	28	0.8%	8
BLADEN COUNTY	5726	2474	2852	336	5.9%	8
BRUNSWICK COUNTY	10932	7715	2616	506	4.6%	23
CHARTER DAY SCHOOL	515	437	48	7	1.4%	0
BUNCOMBE COUNTY	25255	21248	2325	1314	5.2%	249
ASHEVILLE CITY	3883	1954	1697	179	4.6%	46
EVERGREEN CMTY CHART	364	304	45	6	1.6%	5
THE ARTSPACE CENTER	252	235	10	3	1.2%	4
F DELANY NEW SCHOOL	144	97	35	6	4.2%	6
BURKE COUNTY	14581	11280	1305	694	4.8%	1279
NEW DIMENSIONS SCHOOL	77	50	21	6	7.8%	0
CABARRUS COUNTY	22446	16256	3914	1889	8.4%	303
KANNAPOLIS CITY	4608	2377	1444	698	15.1%	77
CAROLINA INTERNATIONAL SCH	329	251	48	5	1.5%	24
CALDWELL COUNTY	13029	11208	1165	538	4.1%	103
CAMDEN COUNTY	1674	1380	259	15	0.9%	19
CARTERET COUNTY	8218	6992	929	207	2.5%	70
CAPE LOOKOUT HIGH	121	93	23	2	1.7%	1
TILLER SCHOOL	176	165	11	0	0.0%	0
CASWELL COUNTY	3346	1765	1444	127	3.8%	6
CATAWBA COUNTY	16981	13051	1527	1122	6.6%	1231

	Total	White	Black	Hispanic	Am Indian	Asian
HICKORY CITY	4429	2280	1299	534	7	309
NEWTON-CONOVER	2815	1597	609	410	5	194
ENGELMANN ART/SCI	71	38	33	0	0	0
CHATHAM COUNTY	7404	4333	1609	1408	21	33
CHATHAM CHARTER	277	193	77	7	0	0
WOODS CHARTER	200	181	16	1	2	0
CHEROKEE COUNTY	3641	3388	115	61	55	22
THE LEARNING CENTER	81	69	7	0	4	1
EDENTON/CHOWAN	2436	1229	1159	42	3	3
CLAY COUNTY	1288	1257	16	6	3	6
CLEVELAND COUNTY	17250	11523	5214	363	20	130
COLUMBUS COUNTY	6917	3450	2781	281	401	4
WHITEVILLE CITY	2730	1344	1276	69	30	11
CRAVEN COUNTY	14635	8535	5292	618	37	153
CUMBERLAND COUNTY	52521	20804	26679	3197	928	913
ALPHA ACADEMY	90	14	76	0	0	0
CURRITUCK COUNTY	3867	3369	404	69	13	12
DARE COUNTY	4889	4360	255	228	13	33
DAVIDSON COUNTY	19608	18228	627	532	60	161
LEXINGTON CITY	3092	847	1421	649	7	168
THOMASVILLE CITY	2541	781	1261	469	9	21
DAVIE COUNTY	6229	5141	605	449	8	26
DUPLIN COUNTY	8887	3859	2939	2061	18	10
DURHAM COUNTY	30704	8164	18184	3602	82	672
MAUREEN JOY CHARTER	233	2	227	3	0	1
HEALTHY START ACADEM	306	0	306	0	0	0
CARTER COMMUNITY	118	4	109	5	0	0
KESTREL HEIGHTS SCH	165	42	98	25	0	0
OMUTEKO GWAMAZIIMA	92	0	92	0	0	0
RESEARCH TRI CHARTER	690	180	476	16	0	18
ANN ATWATER COMMUNITY SCH	90	33	55	1	1	0
CENTRAL PARK SCHOOL	156	87	60	4	1	4
EDGECOMBE COUNTY	7625	2806	4400	396	7	16
FORSYTH COUNTY	48299	23530	18004	5976	116	673
QUALITY EDUC ACADEMY	183	0	167	16	0	0
DOWNTOWN MIDDLE	334	113	208	9	2	2

	Total	White	Black	Hispanic	Am Indian	Asian
WOODSON SCH OF CHAL	339	0	275	64	0	0
EAST WINSTON PRIMARY	74	0	70	4	0	0
FORSYTH ACADEMIES	563	201	310	47	1	4
ARTS-BASED EDUCATION	218	117	80	19	0	2
FRANKLIN COUNTY	7916	4099	3110	649	26	32
A CHILD'S GARDEN SCHOOL	273	227	45	0	0	1
GASTON COUNTY	31695	22835	6682	1663	59	456
HIGHLAND CHARTER	123	0	122	1	0	0
PIEDMONT COMMITY CHAR	543	411	114	12	2	4
GATES COUNTY	1949	1117	804	18	3	7
GRAHAM COUNTY	1221	1065	9	3	144	0
GRANVILLE COUNTY	8674	4664	3454	481	14	61
GREENE COUNTY	3179	1060	1605	506	0	8
GUILFORD COUNTY	67130	29961	29780	4050	392	2947
IMANI INSTITUTE	143	4	129	0	7	3
GREENSBORO ACADEMY	728	660	47	3	0	18
GUILFORD-SABIS CENTER	274	34	233	7	0	0
PHOENIX ACADEMY INC	323	234	77	2	0	10
HALIFAX COUNTY	5139	264	4516	50	306	3
ROANOKE RAPIDS CITY	2984	2217	650	59	15	43
WELDON CITY	1058	26	1025	3	3	1
HARNETT COUNTY	16988	9533	5614	1601	164	76
HAYWOOD COUNTY	7903	7428	184	198	59	34
HENDERSON COUNTY	12520	9970	917	1458	44	131
MOUNTAIN GMTY SCH	159	147	7	5	0	0
HERTFORD COUNTY	3522	595	2841	44	30	12
HOKE COUNTY	6756	2007	3163	571	953	62
HYDE COUNTY	647	318	286	43	0	0
IREDELL-STATESVILLE	19431	14136	3445	1307	39	504
MOORESVILLE CITY	4452	3444	762	144	12	90
AMERICAN RENAISSANCE	303	236	60	3	1	3
AM RENAISSANCE MID	176	154	20	1	1	0
SUCCESS INSTITUTE	92	4	88	0	0	0
JACKSON COUNTY	3594	2989	85	112	385	23
SUMMIT CHARTER	178	172	2	2	0	2
JOHNSTON COUNTY	26159	17012	5849	3079	108	111

	Total	White	Black	Hispanic	Am Indian	Asian
JONES COUNTY	1367	566	748	45	3	5
LEE COUNTY	9158	4666	2495	1873	47	77
PROVISIONS ACADEMY	64	19	40	4	1	0
LENOIR COUNTY	9864	4270	4995	539	17	43
CHILDREN'S ACADEMY	103	0	101	1	1	0
KINSTON CHARTER ACADEMY	295	3	279	13	0	0
LINCOLN COUNTY	11454	9333	1125	914	32	50
LINCOLN CHARTER	538	491	22	20	4	1
MACON COUNTY	4177	3862	85	170	20	40
MADISON COUNTY	2629	2543	24	48	8	6
MARTIN COUNTY	4443	1886	2440	101	7	9
MCDOWELL COUNTY	6503	5678	326	365	17	117
MECKLENBURG COUNTY	118517	47060	53453	12360	662	4982
COMMUNITY CHARTER SC	87	29	58	0	0	0
SUGAR CREEK CHARTER	525	2	514	4	0	5
KENNEDY CHARTER	95	9	86	0	0	0
LAKE NORMAN CHARTER	630	595	15	8	0	12
METROLINA REG SCH AC	133	79	17	8	0	29
QUEEN'S GRANT COMMUNITY	643	577	36	9	2	19
CROSSROADS CHARTER HIGH	237	3	218	7	0	9
CHILDREN'S COMMUNITY SCH	315	287	14	8	2	4
MITCHELL COUNTY	2296	2164	12	114	2	4
MONTGOMERY COUNTY	4523	2222	1234	943	2	122
MOORE COUNTY	12002	8115	2867	818	122	80
MAST SCHOOL INC	57	32	24	0	1	0
STARS CHARTER	145	56	75	3	11	0
NASH-ROCKY MOUNT	18233	6951	9907	1081	71	223
ROCKY MOUNT CHARTER	888	313	550	7	8	10
NEW HANOVER COUNTY	23245	15127	6910	808	99	301
CAPE FEAR CTR INQUIR	327	270	49	3	1	4
NORTHAMPTON COUNTY	3177	567	2562	41	6	1
GASTON COLLEGE PREP.	255	18	233	2	2	0
ONSLOW COUNTY	22212	13949	6577	1173	186	327
ORANGE COUNTY	6672	4642	1607	340	26	57
CHAPEL HILL-CARRBORO	10719	6554	2065	891	32	1177
ORANGE CO CHARTER	181	148	28	3	1	1

	Total	White	Black	Hispanic	Am Indian	Asian
PACE ACADEMY	76	43	25	8	0	0
PAMLICO COUNTY	1662	1085	533	29	9	6
ARAPAHOE CHARTER	344	300	20	20	2	2
PASQUOTANK COUNTY	5977	2795	3020	116	11	35
PENDER COUNTY	7160	4666	1992	459	20	23
PERQUIMANS COUNTY	1698	1064	608	16	4	6
PERSON COUNTY	5846	3337	2254	203	31	21
BETHEL HILL CHARTER	318	277	37	1	3	0
PITT COUNTY	21593	9015	11237	1031	34	276
POLK COUNTY	2436	2007	245	170	7	7
RANDOLPH COUNTY	18287	15357	1235	1469	82	144
ASHEBORO CITY	4522	2399	790	1225	8	100
RICHMOND COUNTY	8296	4114	3439	356	319	68
ROBESON COUNTY	24268	4879	7380	1435	10461	113
CIS ACADEMY	111	7	6	1	97	0
ROCKINGHAM COUNTY	14667	9828	3993	756	35	55
BETHANY CMTY MIDDLE	104	98	5	0	1	0
ROWAN-SALISBURY	20825	14324	4827	1336	59	279
ROWAN ACADEMY	64	5	55	4	0	0
RUTHERFORD COUNTY	9990	7813	1790	343	7	37
THOMAS JEFFERSON ACA	361	335	17	9	0	0
SAMPSON COUNTY	8287	4029	2525	1593	117	23
CLINTON CITY	2815	1065	1314	300	108	28
SCOTLAND COUNTY	6823	2574	3270	67	851	61
LAURINBURG CHARTER	98	0	98	0	0	0
LAURINBURG HOMEWORK	99	37	49	1	12	0
STANLY COUNTY	9693	7300	1593	374	22	404
GRAY STONE DAY SCHOOL	199	191	4	1	1	2
STOKES COUNTY	7316	6669	487	124	22	14
SURRY COUNTY	8736	7199	411	1060	11	55
ELKIN CITY	1206	971	64	163	0	8
MOUNT AIRY CITY	1832	1349	253	151	2	77
MILLENNIUM CHARTER	232	214	14	3	1	0
SWAIN COUNTY	1794	1321	16	37	415	5
MOUNTAIN DISCOVERY SCHOOL	116	102	5	0	9	0
TRANSYLVANIA COUNTY	3804	3356	343	64	10	31

	Total	White	Black	Hispanic	Am Indian	Asian
BREVARD ACADEMY	198	163	26	3	0	6
TYRRELL COUNTY	645	312	265	66	0	2
UNION COUNTY	28608	20781	4852	2589	91	295
UNION ACADEMY	600	495	91	10	2	2
VANCE COUNTY	8134	2236	5342	530	6	20
VANCE CHARTER SCHOOL	342	312	25	0	0	5
WAKE COUNTY	114068	64868	34404	9388	308	5100
EXPLORIS	181	141	34	5	0	1
BAKER CHARTER HIGH	61	6	47	8	0	0
MAGELLAN CHARTER	328	281	27	7	0	13
STERLING MONTESSORI	485	286	93	12	5	89
FRANKLIN ACADEMY	887	805	62	7	3	10
EAST WAKE ACADEMY	631	467	138	23	3	0
SPARC ACADEMY	201	0	193	5	2	1
RALEIGH CHARTER HIGH	498	465	21	5	1	6
NE RALEIGH CHART ACA	151	0	149	1	1	0
PREEMINENT CHARTER	565	4	550	7	1	3
QUEST ACADEMY	126	115	5	1	1	4
COMMUNITY PARTNERS	115	94	15	2	1	3
HOPE ELEMENTARY SCHOOL	110	0	110	0	0	0
CASA ESPERANZA MONTESSORI	193	120	44	25	0	4
WARREN COUNTY	3081	592	2257	92	139	1
HALIWA-SAPONI TRIBAL	149	6	12	0	131	0
WASHINGTON COUNTY	2132	472	1613	44	0	3
WATAUGA COUNTY	4556	4283	142	84	4	43
WAYNE COUNTY	19306	9109	8361	1561	29	246
DILLARD ACADEMY	90	0	90	0	0	0
WILKES COUNTY	10077	8752	646	604	4	71
BRIDGES CHARTER SCH	149	136	12	1	0	0
WILSON COUNTY	12557	4876	6570	977	12	122
SALLIE B HOWARD SCH	671	15	444	210	0	2
YADKIN COUNTY	6062	4940	281	803	13	25
YANCEY COUNTY	2537	2353	45	128	5	6
STATE TOTAL	1372327	790027	431962	102173	20181	27984

2004-05 Long-Term Suspensions and Rates by LEA

LEA #	LEA Name	Long-Term Suspensions	Final ADM	Long-Term Suspension Rate (LTS per hundred students)
010	Alamance-Burlington	15	21435	0.0700
020	Alexander County	3	5650	0.0531
030	Alleghany County	0	1489	0.0000
040	Anson County	17	4305	0.3949
050	Ashe County	1	3176	0.0315
060	Avery County	0	2258	0.0000
070	Beaufort County	4	7127	0.0561
080	Bertie County	2	3307	0.0605
090	Bladen County	0	5636	0.0000
100	Brunswick County	6	10788	0.0556
110	Buncombe County	40	24942	0.1604
111	Asheville city	2	3789	0.0528
120	Burke County	3	14392	0.0208
130	Cabarrus County	134	22279	0.6015
132	Kannapolis city	2	4593	0.0435
140	Caldwell County	3	12850	0.0233
150	Camden County	2	1662	0.1203
160	Carteret County	7	8103	0.0864
170	Caswell County	2	3281	0.0610
180	Catawba County	0	16803	0.0000
181	Hickory city	0	4372	0.0000
182	Newton-Conover city	1	2790	0.0358
190	Chatham County	20	7374	0.2712
200	Cherokee County	0	3606	0.0000
210	Edenton-Chowan	7	2432	0.2878
220	Clay County	2	1266	0.1580
230	Cleveland County	7	17035	0.0411
240	Columbus County	4	6830	0.0586
241	Whiteville city	1	2662	0.0376
250	Craven County	10	14377	0.0696
260	Cumberland County	231	51663	0.4471
270	Currituck County	1	3854	0.0259
280	Dare County	1	4830	0.0207
290	Davidson County	6	19520	0.0307
291	Lexington city	11	2998	0.3669
292	Thomasville city	0	2522	0.0000
300	Davie County	0	6234	0.0000
310	Duplin County	5	8759	0.0571
320	Durham County	60	30307	0.1980
330	Edgecombe County	3	7495	0.0400
340	Winston-Salem/Forsyth	49	47800	0.1025
350	Franklin County	77	7870	0.9784
360	Gaston County	12	31289	0.0384
370	Gates County	0	1959	0.0000
380	Graham County	0	1196	0.0000
390	Granville County	5	8580	0.0583

LEA #	LEA Name	Long-Term Suspensions	Final ADM	Long-Term Suspension Rate (LTS per hundred students)
400	Greene County	1	3139	0.0319
410	Guilford County	543	66367	0.8182
420	Halifax County	1	5053	0.0198
421	Roanoke Rapids city	1	2948	0.0339
422	Weldon city	0	1038	0.0000
430	Harnett County	16	16783	0.0953
440	Haywood County	19	7746	0.2453
450	Henderson County	3	12292	0.0244
460	Hertford County	1	3500	0.0286
470	Hoke County	42	6708	0.6261
480	Hyde County	0	640	0.0000
490	Iredell-Stateville	5	19291	0.0259
491	Mooresville city	0	4476	0.0000
500	Jackson County	0	3569	0.0000
510	Johnston County	30	26075	0.1151
520	Jones County	0	1349	0.0000
530	Lee County	3	9056	0.0331
540	Lenoir County	3	9788	0.0306
550	Lincoln County	1	11441	0.0087
560	Macon County	3	4120	0.0728
570	Madison County	0	2597	0.0000
580	Martin County	6	4400	0.1364
590	McDowell County	0	6364	0.0000
600	Charlotte-Mecklenburg	12	117179	0.0102
610	Mitchell County	0	2252	0.0000
620	Montgomery County	0	4459	0.0000
630	Moore County	2	11598	0.0172
640	Nash-Rocky Mount	16	17932	0.0892
650	New Hanover County	21	23020	0.0912
660	Northampton County	3	3158	0.0950
670	Onslow County	11	21947	0.0501
680	Orange County	2	6619	0.0302
681	Chapel Hill-Carrboro city	0	10705	0.0000
690	Pamlico County	13	1626	0.7995
700	Elizabeth City-Pasquotank	0	5884	0.0000
710	Pender County	10	7065	0.1415
720	Perquimmons County	0	1706	0.0000
730	Person County	1	5759	0.0174
740	Pitt County	159	21374	0.7439
750	Polk County	0	2396	0.0000
760	Randolph County	37	18073	0.2047
761	Asheboro city	1	4477	0.0223
770	Richmond County	0	8146	0.0000
780	Robeson County	37	23843	0.1552
790	Rockingham County	6	14392	0.0417
800	Rowan-Salisbury	20	20531	0.0974
810	Rutherford County	55	9882	0.5566
820	Sampson County	5	8138	0.0614
821	Clinton city	0	2789	0.0000

LEA #	LEA Name	Long-Term Suspensions	Final ADM	Long-Term Suspension Rate (LTS per hundred students)
830	Scotland County	10	6732	0.1485
840	Stanly County	14	9601	0.1458
850	Stokes County	3	7236	0.0415
860	Surry County	29	8622	0.3363
861	Elkin city	1	1205	0.0830
862	Mount Airy city	1	1809	0.0553
870	Swain County	0	1762	0.0000
880	Transylvania Country	7	3752	0.1866
890	Tyrrell County	8	615	1.3008
900	Union County	139	28535	0.4871
910	Vance County	36	7972	0.4516
920	Wake County	1001	113547	0.8816
930	Warren County	8	3035	0.2636
940	Washington County	0	2104	0.0000
950	Watauga County	2	4537	0.0441
960	Wayne County	2	18994	0.0105
970	Wilkes County	16	9898	0.1616
980	Wilson County	12	12344	0.0972
990	Yadkin County	0	6020	0.0000
995	Yancey County	1	2514	0.0398

House Pages

1. BE COMMITTEE ON HIGH SCHOOL
GRADUATION & DROP OUT
Name Of Committee: RATES

Date 24-OCT-2006

1. Name: _____

County: _____

Sponsor: _____

2. Name: _____

County: _____

Sponsor: _____

3. Name: _____

County: _____

Sponsor: _____

4. Name: _____

County: _____

Sponsor: _____

5. Name: _____

County: _____

Sponsor: _____

Sgt-At-Arms

1. Name: GERALD PERRY

2. Name: MARTHA GADISON

3. Name: JAMES WORTH

4. Name: THOMAS WILDER

5. Name: —

VISITOR REGISTRATION SHEET

HOUSE SELECT COMMITTEE ON HIGH SCHOOL
GRADUATION AND DROP OUT RATES

Tuesday, October 24, 2006

Name of Committee

Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Michael Houser	NCAE
EDDIE DAVIS	NCAE
Cecil Barber	NCAE
Zimmer Wilson	SBE
Rita J. Jones	SBE
Elizabeth Hovatter	OSBM
Geoff Coltrane	NC New Schools Project
Vann Langston	High Five Reg. Partnership
Louis M. Fabrizio	NCDPI
CHRISTOPHER COPEZ	NCDPI
Ken Feltus	NCDPI

VISITOR REGISTRATION SHEET

HOUSE SELECT COMMITTEE ON HIGH SCHOOL
GRADUATION AND DROP OUT RATES

Name of Committee

Tuesday, October 24, 2006

Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME

FIRM OR AGENCY AND ADDRESS

<i>Jeffery W. [Signature]</i>	YAIIO
Trishana McKendall	YAIIO
<i>[Signature]</i>	WCPSS
<i>[Signature]</i> (MAYNARD)	CMS
Emelyn Dawson	CISNC
Katherine Goye	NCASA
Shelley Matlock	Low Wealth Schools Consortium
Molly Ryan	NCBA
Ann McArthur	Governor's Office
Ann C. Graves	PERC

VISITOR REGISTRATION SHEET

HOUSE SELECT COMMITTEE ON HIGH SCHOOL
GRADUATION AND DROP OUT RATES

Name of Committee

Tuesday, October 24, 2006

Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME

FIRM OR AGENCY AND ADDRESS

Angela Dwyer

NAACP

Larry E. Eaton

NDPI, School Safety + Climate Section

House Select Committee on High School Graduation and Drop Out Rates

Thursday, November 2, 2006

6:00 PM

West Charlotte High School

2219 Senior Drive

Charlotte, NC 28216

The House Select Committee on High School Graduation and Drop Out Rates held a public hearing in Charlotte, North Carolina on Thursday, November 2, 2006 at West Charlotte High School. Representative Earline Parmon, presiding Co- chair opened the meeting and welcomed everyone. She introduced the committee members and staff. The following members were present: Co-chairs Representatives Parmon and Wright along with Representatives Bell, Howard, Jeffus, Jones, Rapp, Saunders, Walker and Wiley. Research and Fiscal staff Drupti Chauhan, Sara Kamprath, Dee Atkinson, Adam Levinson, and Committee Assistants Pat Christmas and Jamilah Sabir-Calloway were in attendance. The Agenda (*Exhibit 1*), Visitor Registration Sheet (*Exhibit 2*) and the Speakers Sign-In Sheet (*Exhibit 3*) are attached hereto and incorporated into the minutes.

Representative Parmon gave brief comments and held a moment of silence in memory of Representative Ruth Easterling. She introduced West Charlotte High School Principal, Mr. John Modest. Mr. Modest welcomed everyone to the public hearing and thanked the study committee for addressing the important issue of high school dropouts.

Representative Pete Cunningham, District 107, Charlotte was recognized to speak. He welcomed everyone and commended the committee for their work. He acknowledged that Speaker Jim Black could not attend the meeting because of a prior scheduled commitment. He thanked the public for their attendance.

Co-chair Thomas Wright was recognized to speak. He introduced the issue of high school dropouts and stressed the importance of this select committee. He stated that this was the first in a series of public hearings to be held across the state. Representative Wright explained that the Charlotte-Mecklenburg school system was the largest school system in the state and was an excellent choice to begin this series of hearings. He said that the purpose of the select committee was to research the possibility of raising the eligible dropout age from sixteen to eighteen years old. The public hearings would help the committee to determine public sentiments toward this proposal. As the committee moves forward with consideration of legislation to be enacted next year, Representative Wright asked the public to think about logistics and models that may factor into the equation of changing the drop out age.

Representative Parmon explained the order of the meeting. Speakers were as follows:

Ann Clark, Assistant Superintendent, Charlotte-Mecklenburg Schools –

Ms. Clark welcomed the committee members and the visitors to West Charlotte High School and said she was delighted to have the opportunity to host the public hearing. Ms. Clark introduced herself as the regional superintendent of high schools in Charlotte. She said that the Charlotte-Mecklenburg system has tried to create programs that foster choices among students and parents. The school system has also acknowledged that the comprehensive, traditional ninth to twelfth grade high schools are not models that work for many students, particularly those students in larger urban districts.

Ms. Clark previewed several programs initiated by the Charlotte-Mecklenburg school system. The first initiative, Garinger High School, is part of their small high school initiative. Two small high schools opened on the Garinger campus with ninth graders, which is the grade level where, traditionally, the largest number of students is lost in the transition to high school. Ms. Clark explained that the committee would hear from Garinger high school administrators, teachers, and parents as they would give their observances and findings from the initiative. The next initiative, the Performance Learning Center, is a small non-traditional, stand-alone high school that is a partnership between Charlotte-Mecklenburg Schools and Communities in Schools (CIS). Through this partnership, the Performance Learning Center (PLC) is considered a role model for successful dropout prevention programs. It is implemented in nine Charlotte-Mecklenburg high schools and several middle and elementary schools. Ms. Clark recognized the Midwood Alternative program, which has been successful, but she candidly explained that it is simply not enough in addressing dropout prevention in Mecklenburg County. Ms. Clark also recognized the Bright Beginnings Program, a unique dropout prevention program, for four year olds, which gears younger students towards a more successful path in their K-12 education.

On behalf of all the High School Principals in Charlotte, Ms. Clark urged the committee to look at and carefully review how students are coded as dropouts, particularly those students who go on to community colleges.

Jo Ella Ferrell, Principal, Garinger High School – Ms. Ferrell thanked the committee and welcomed them to Charlotte. Garinger High School has encountered tremendous growth and some challenges according to Ms. Ferrell. To address the challenges of dropouts, Garinger High School has the services of a case manager to help work with individual students. Ms. Ferrell introduced Case Manager Carol Rodd and asked her to speak about some of the students that she has personally worked with.

Carol Rodd, School Social Worker/Case Manager, Garinger High School – Ms. Rodd explained that her role was to provide intensive case management services at Garinger High School. Specifically, she takes a caseload of 50 students that are deemed “at-risk”, conducts needs assessments and provides intensive wrap around services. She gave an anecdotal account of two at-risk students that she had worked with who found success at Garinger. The first student was a third year repeat ninth grade student, who was exposed to gang activity and crime. Her family was from Mexico and very impoverished. She had been abusing drugs and became pregnant. She had touched all the

programs at Garinger for intervention. The school was able to provide an array of services to this young student such as healthcare, provided by a fulltime nurse and nurse practitioner; a referral to drug counseling; and on-going parent meetings. The student was referred to the Performance Learning Center, has completely turned her life around and is currently successful in the Performance Learning Center environment.

Ms. Rodd described her work with another at-risk student who was an eighteen year old resident alien with mental illness. He became homeless when his family put him out. Garinger High School's social services support team provided intensive case management services. He is now enrolled at Central Piedmont Community College and performing successfully.

Brian Freeland, Teacher, Garinger High School - Mr. Freeland explained his role at Garinger High as both a teacher and a coach. He said if the committee is seriously considering raising the compulsory attendance age, that is good. According to Mr. Freeland, Garinger High School has a high population of Hispanics, Africans, Bosnians, and Croatians that present a major language barrier. This language barrier is not being addressed because it takes a reader approximately five to seven years to purely grasp the language. Raising the attendance age would give students considerably more time to learn the language and therefore be able to meet the requirements of standardized testing in North Carolina. From an athletic perspective, raising the age requirement would give students further chances to grow and learn.

Mr. Freeland introduced Courtney Hoyer, a senior and national honor society student at Garinger High School.

Courtney Hoyer, Student, Garinger High School – Ms. Hoyer said that she is a participant of the Communities in Schools program (CIS) and the accelerated program at Garinger High School. CIS is beginning a volunteer tutoring program for ninth graders who need help with their academic work. Ms. Hoyer felt that more parent involvement and participation would help students to remain in school. She also felt that it would help if more teachers could stay after school to assist students. She agreed that the language barrier makes it hard for students to keep up.

Natasha Thompson, Principal, International Studies School at Garinger High School – Ms. Thompson said that her high school opened in August with an enrollment of eighty-five students. Of those students, ten were identified as “at-risk.” They were students who missed more than fifteen days of school in the eighth grade. Since their enrollment at Garinger High, these students have been present, engaged, and have performed very well. She believed that the components and characteristics of the small school have contributed to their success.

She explained three components of the small school environment that contribute to student success. First, a small school structure has more flexibility in scheduling, close interaction between students and faculty, and it provides an environment that allows teachers to plan together to create lessons that are relevant to the student. Second,

International Education allows students to see the relevance of how their learning relates to global issues that impact their lives. Not only do they learn the language, but they also learn about the culture. Lastly, the Garinger School is able to provide advisory that promotes relationship building. Advisory is administered twice a week for 30 minutes and facilitated by a teacher who helps students with both academic strategies for success such as study habits and social skills such as value and character building traits. Ms. Thompson concluded her remarks by stating that she is looking forward to the end of the year so that the Garinger High School can show everyone how successful the program has been.

Herman Gloster, Teacher, International Studies School at Garinger High School –

Mr. Gloster stated that he was excited about the possibility of raising the dropout requirement age from sixteen to eighteen, but challenged the committee to also raise the expectations of high school students. Mr. Gloster stated that among the various reasons that students drop out; perhaps the largest problem is that many students are not motivated to learn for their own good but because learning is expected of them by their teachers and parents. He believes that college should not be considered an option, but a necessity. He said that students need to overcome their own social stereotypes and change them by taking the steps to become successful. Lastly, he recommended that the committee ask students how to change the dropout rates.

LaPorsha Holt, Student, International Studies High School at Garinger High

School– Ms. Holt, a freshman student of the International Studies program, explained that she almost dropped out of school. She said that she had lost motivation because of a lack of support and poor performance in the classroom. Her family had a history of dropouts as two of her siblings had already dropped out of school. However, her current year at the International School had given Ms. Holt much more motivation to become successful. Smaller classes and personal interaction with her teachers had motivated her to become a better person and student.

Barry Blair, Principal, New Technology High School at Garinger High School –

Mr. Blair welcomed everyone to Charlotte and explained that his school, the New Technology High School, is one of the two high schools that opened on the Garinger campus earlier this year. Mr. Blair explained that at his high school, technology is used as a tool for improving instruction and student interest. Students focus on pursuing careers in the technology field. Each student has a computer and the curriculum is project-based learning.

Mr. Blair described several benefits of having a small school setting. First, the high school has a ‘family-like’ atmosphere, which welcomes students into a supportive environment. The small school setting also allows Garinger to involve the school social worker as well as all of the stakeholders in the community. The school also promotes hands-on experience, a technique that goes beyond reading and taking a test. Mr. Blair explained that this technique is particularly successful with young males who often need to learn kinesthetically; giving them the opportunity to move, using their hands and their minds as well.

Erica Luttschyn, Teacher, New Technology High School at Garinger High School –

Erica Luttschyn, World History Teacher at Garinger, explained that the small class size and the project-based learning style allow the faculty to monitor the students more closely. She has a class size of eighteen students. It allows her to closely monitor student attendance. Project-based learning requires students to work in groups. They are required to create a group contract with their home contact information and are responsible for contacting their own group members. Ms. Luttschyn stated that the process establishes more responsibility and accountability among the students. The New Technology School is also unique in that it is web-based, meaning that a student's progress and grades can be tracked online by both the students and their parents. Lastly, Ms. Luttschyn stressed that the New Technology School actively involves its parents and has strong relationships with them.

Basma Metwally, Student, New Technology High School at Garinger High School –

Ms. Metwally said that the small environments at the New Technology High School help students to get to classes faster, help them to bond with teachers and build close relationships with one another. After school tutorial helps students to improve their grades and parents are able to view progress on the computer. She believes that these aspects of the small school help to decrease the dropout rates.

Omneva Metwally, Adult Sister to Basma representing her mother, New Technology High School –

Ms. Metwally began by stating that she graduated from Garinger High School last year and had thought about dropping out many times during her high school years. She found it hard to be motivated because she was bored and could not understand the purpose of her current studies. After graduation, Ms. Metwally understood that her education connected her to the outside world and regretted not paying more attention while in school. Her recommendation to the committee was to listen to the students. She explained that if you ask students what they are interested in and what they want to learn, then you will have more motivated students in school.

Paulina Ameneyro, Student, New Technology High School at Garinger High School –

Ms. Ameneyro, a student at Garinger High School, talked about the dropout and attendance rate and how the New Technology High School will decrease dropout rates. The school has seven teachers for ninety-six students. Ms. Ameneyro stated that this small ratio gives teachers more one-on-one time with the students. Students need someone to talk to. She said that if teachers do not have time to listen to their students, they drop out. She used an example of North Mecklenburg High School, one of the largest high schools in the system, with over 3600 students. Schools like these do not give enough time for teachers to listen to their students. Ms. Ameneyro believes that the smaller classes at the New Technology High School will help increase the relationship between teachers and students and will decrease the dropout rate.

Representative Parmon recognized Representative Wright for a question. Representative Wright asked Principal Barry Blair of Garinger New Technology High School about the

racial composition of the school. Mr. Blair explained that the school is 64% African American, 21% Hispanic, 14% White, and 1% Asian. As a follow-up, Representative Wright asked if all students at the New Technology School had access to a computer. Mr. Blair explained that there is a 1 to 1 ratio of students to computer. However, not all students have a computer at home. Many of them have computers but do not have internet access. One solution to this problem is that the school's computer lab and tutorial program are open daily for student access. Representative Wright asked what percentage of the students' families need help with getting access to technology in the home. Mr. Blair estimated that 70% percent of the families would need help. The New Technology School is currently holding training sessions for parents so that if they are able to get technology in the home, they will know how to use it.

Representative Beverly Earle, District 101, Mecklenburg County arrived at the public forum and was recognized.

Sherry Sigmon, Principal, Performance Learning Center – Ms. Sigmon began with a short analogy in which she described a one-size fits all glove. She stated that the glove does not always fit and that that analogy can be applied to schools. Like the glove, Sigmon stated, many students do not fit in at their schools and drop out. She described the Performance Learning Center (PLC) and said that they got the idea from the state of Georgia. The Performance Learning Center, which partners with Communities in Schools, helps to provide nonacademic support for students who are having trouble at home. The school also believes in building relationships and being positive. Academically, the PLC charts student progress and individual plans and gives frequent progress reports. Each student is allowed to move at his or her own pace via the computer. Also, the small family environment at the PLC has given students the ability to encourage each other to come to school and excel.

Debbie Delong, Teacher, Performance Learning Center – Ms. Delong, a math teacher at the Performance Learning Center (PLC) said that the school is making history. It is the first performance learning center school outside of the state of Georgia. Many students at the PLC have come to the school with bad experiences such as poor self-esteem or high absenteeism in school. However, after coming to the Performance Learning Center (PLC), they leave with positive feelings everyday. Ms. Delong gave a short anecdote about a math student who had only been with the school for a few months, but is already excited about the prospect of attending college. Each student at the PLC has mentors and tutors. There are small classes with a maximum of fifteen students. Ms. Delong concluded her remarks by recommending that the committee watch the Channel 9 news and *Focus on the Family* because they will air a story highlighting the PLC program.

Tasha Sherrill, Teacher, Performance Learning Center – Ms. Sherrill, the business education teacher at the Performance Learning Center, stated that the students have embraced the goals of the PLC and have grown academically. Students enjoy the smaller class size and are not afraid to share their opinions and questions. She stated that the school encourages support from peers and staff. The PLC is known as a non-threatening, loving family environment.

LaTasha Harris, Student, Performance Learning Center – Ms. Harris, a student of the PLC, explained that the school truly promotes a family atmosphere. Compared to her old school, the PLC provided much smaller class sizes and better interaction with the faculty. The school is geared towards helping students go to college. Ms. Harris stated that she previously had a high level of absenteeism, but that the overwhelming support and interaction with teachers had encouraged her to come to school everyday. Ms. Harris concluded by stating that the PLC has encouraged her to attend college.

Matthew Brady, Student, Performance Learning Center – Mr. Brady introduced himself as a senior student at the PLC. Mr. Brady described the PLC as a Godsend, because it came at a time in his life when he needed motivation in school. During the previous year, in regular high school, he was distracted and had a lot of absences that led him to fail. At the PLC, he is currently taking thirteen classes that will allow him to graduate on time with all of his friends back at high school. Mr. Brady stated that the staff at PLC looks at their students as family members which help to motivate them to succeed.

Representative Parmon asked Principal Sherry Sigmon how many students attend the PLC. Ms. Sigmon stated that currently the school has eighty students and will be expanding to their capacity of one-hundred students. Representative Parmon then asked if the PLC was part of the public school system. Ms. Sigmon responded that PLC is a regular CMS high school, not just a nontraditional high school because they use computer-driven instruction with teachers as facilitators.

Representative Parmon asked the students, LaTasha Harris and Matthew Brady how they felt about raising the dropout age. Ms. Harris responded that raising the dropout age to eighteen would motivate students to finish high school. Mr. Brady stated that raising the dropout age requirement would give students two more years to grow and mature.

Representative Wright asked Principal Sigmon about the grade levels at the Performance Learning Center. Ms. Sigmon stated that the PLC does not take any new ninth graders because they first have to experience high school. The majority of the students at the PLC are repeaters, sometimes two and three year repeaters. The grade levels are nine through twelve.

Dr. Ricky Woods, Senior Minister, First Baptist Church -West, Charlotte, NC – Dr. Woods explained that his church, First Baptist Church -West, will celebrate 140 years of continual ministry in the local community. The church has become known as the 'education church' because of the numerous educators who attend and because of its history as the first normal school for freed slaves in 1867. Dr. Woods described a fourteen year volunteer tutorial program that began at Oaklawn Elementary School. The church is now moving forward with a new program that focuses on working with a number of elementary schools with high risk children. Dr. Woods explained that in 2003 the church formed a non-profit organization called First Baptist Church West Community Service Association to oversee their community-based operations. This process included

the involvement of area principals, community residents, church members and parents to find out what kind of programs they needed to provide to insure the success of their children. Dr. Woods described the creation of another program in 2003, an after school and summer program that focused on academics and fine arts. He recognized Ms. Patrice Thompson and Ms. Patsy Burkins who further described their programs. (*Exhibit 4, written comments are attached*).

Patrice Thompson, After School Director, First Baptist Church West, Charlotte, NC

Ms. Thompson explained the two programs that are offered: Music & Tutoring After-school and Clara H. Jones Summer Institute. Both programs are academic and fine arts based. (*Exhibit 5*).

Patsy Burkins, Executive Director of First Baptist Church West Community Service Association

– Ms. Burkins explained that the church has recently received a grant from the state DSS office to provide after school services for at-risk and foster children. The grant allows the program to use otherwise expensive services such as a licensed therapist and operate with a student teacher ratio of one to ten. (*Exhibit 6, written comments are attached*).

Representative Wright asked about the grade levels and how many students the after school program served. Dr. Woods responded that there are 60 in the after school and 135 in the summer program. Grade levels are kindergarten through eighth grade.

Representative Parmon asked if there was a fee for the program. Dr. Woods responded that the fee is \$50, but that the church absorbs the costs if the parents cannot pay. The fee covers lessons, instruments, remedial tutoring, and food.

Bobby Sutton, Associate Dean for Community Development, Central Piedmont Community College

– Mr. Sutton said that this department houses the basic skills programs which include GED and Adult High School (*Exhibit 7 and 8*). He stated that first and foremost they do not encourage anyone to drop out of school. He also felt that raising the dropout age from 16 to 18 would be a good idea. If that happens, Mr. Sutton requested the committee to consider removing the driver license law that the community colleges have to monitor.

Mr. Sutton gave an over view of the program at Central Piedmont Community College (*Exhibit 9*). The GED program requires that students be functioning at a ninth grade reading and math level. A student can take the course at the age of 16, but must be authorized by the CMS school system. In contrast, the adult high school program requires students to be 18 (*Exhibit 7*). Mr. Sutton personally thanked the committee and the Mecklenburg County Delegation: Representatives Earle, Cunningham, and Saunders for their support to the community college and the local school system.

J.J. McKeyhern, Associate Dean of Enrollment and Student Services, Central Piedmont Community College (CPCC)

– Mr. McKeyhern began by stating that there is a strong relationship between Central Piedmont Community College and the

Charlotte Mecklenburg School System. There are about twenty-five collaborative programs that he believes have impacted high school graduation and dropout rates. CPCC works extensively with concurrent enrollment, which allows students to enroll at CPCC and get college credit while still in high school. One other program, College Connection, is a program that speaks to high school English classes about career options, financial aid, and how to start the college enrollment process. Follow-up is provided in April and these students get to register for classes early.

Representative Parmon thanked the speakers and opened the meeting to the public. She explained the rules for speaking. The public speakers were as follows:

Ron Adams, Director of the Muhsin Muhammad Foundation – Mr. Adams said that of all the programs that were presented to reduce the dropout rate, there is a population of young people that are not being served. In the M2 Foundation For Kids, Mr. Adams stated that they had instituted several programs for young males including a math and English tutoring program, career development, and the PEP (Parent Empowerment Program). Since the creation of these programs, no student has dropped out of high school. Mr. Adams introduced Isral Franks, a participant in the Muhsin Muhammad Foundation. He asked Mr. Franks to answer three questions for the committee: 1. Do you know anyone who has dropped out of high school in the last three years? 2. Why did they drop out? 3. What are some changes that can be made in the school to keep teen-agers in high school?

Isral Franks, Student, West Charlotte High School – Mr. Franks introduced himself as a junior at West Charlotte High School. He answered the first question by stating that two of his friends and his sister dropped out. Mr. Franks stated that his sister had a lot of personal problems and became disinterested in school. His friends dropped out because they became active in gang and drug activity. As for what could be changed in the school, Mr. Frank's suggested that schools should have more one-on-one tutorials to personally help students with certain subjects. He also suggested that school rules should be enforced to stop students from engaging in bad behavior at schools.

Representative Parmon asked Mr. Frank his opinion of raising the dropout age. Mr. Franks stated that the committee should raise the age because it allows students to mature and realize the importance of high school.

Blanch Penn, West Charlotte Recreational Center – Ms. Penn stated that she did not know about the public hearing. She came to the meeting because she is in contact with many young people at the recreation center and tries to keep them in school. She was concerned about suspensions and the dropout rate. She referred to the brochure, "Winners Plus Agency", which describes another program that she is involved with (*Exhibit 10*). Ms. Penn stated that she has had problems with her son who dropped out of high school. He was a former honor student and dropped out of high school in the 12th grade after he got involved with the wrong crowd. Ms. Penn stated that she encouraged her son, who enrolled and graduated at Central Piedmont Community College, to complete his high school degree. Ms. Penn emphasized the influence of peer pressure on children and

particularly her experiences with her teen-age children. She stated that children need direction from the entire community.

Brother KoJo - Brother KoJo commended the speakers from Charlotte-Mecklenburg school system for the work that they are doing. However, he worked in a school that was not doing well. They had not heard about the public forum until two days prior and wondered why that had happened. He stated that even though the programs that were presented were doing well, there were many schools and students that were struggling. He worried that there is a resurgence of racism in the United States. He was especially concerned about inner city schools that are predominately one race and the students are lumped together with low performance, low self esteem, and low income. In these schools, teachers spend most of their time trying to control their class rather than teach those who want to learn. Brother KoJo stated that all children need to succeed and that schools need to accommodate students so that everyone can learn. He described the community in Charlotte as very racist, much divided and very political.

Representative Wright asked Brother KoJo if he had any recommendations. Brother KoJo said that the system needs to balance schools. Children do not need to be separated as far as education levels and income. Instead, Brother KoJo stated that if a struggling child was placed among children of positive attitudes, then the struggling child will emulate that positive behavior.

Representative Wright followed-up by asking Brother KoJo how he felt about raising the dropout age to eighteen. Brother KoJo agreed that the age should be changed. However, the committee would need to look at stronger truancy laws that would force children to go to school.

Representative Parmon asked principal Ferrell how students get referred to Garinger High School. Principal Ferrell responded that Garinger requires students to apply at one of the smaller high schools. The principal then makes sure that the demographics reflect general schools.

Representative Parmon followed up with the same question to the principal Sherry Sigmon of the Performance Learning Center. Ms. Sigmon stated that students are referred from other high schools. PLC conducts a baseline assessment test to find the students' needs in reading and math.

Representative Parmon asked if the school was an alternative school. Ms. Sigmon stated that the school is not alternative, but non-traditional. They teach traditional academics in a non-traditional way through computer based instruction.

Representative Jones asked whether traditional or year-round schools do better. Mr. Brian Freeland, teacher at Garinger High School, said that a year-round school would be helpful to some struggling students because it would give them more time to learn. Mr. Freeland said that it is also important to address the harmful popular culture of rap music.

Dr. Becka Tait, Pediatrician, Teen Health Connection – Dr. Tait introduced herself as a local pediatrician. She explained that medical research has found that during the years of adolescence, children's brains are still growing and maturing. She strongly advises raising the compulsory age to eighteen for biological reasons. Dr. Tait, also a member of the League of Women Voters, asked the committee to make a strong truancy mandate.

Representative Wright asked Dr. Tait to expand on her comments about truancy. Dr. Tait described young adolescents whom she had observed that had already made up their mind to drop out long before they were sixteen. She stated that a stronger truancy program with punishments and rewards would motivate students to be successful.

Representative Parmon asked if there were further comments from the audience.

Brother KoJo stated that North Carolina needed stronger truancy laws. Other states, such as Florida, punish the parents for poor student attendance. If students know that their parents will go to jail if they do not attend school, then they will go to school.

Ron Adams stated that the Muhsin Muhammad Foundation is presently working on strategic alliances with hip hop artists to try to reach out to young people. He stated that music can be used as a vehicle to help send a positive message to young adolescents.

Representative Parmon thanked the speakers. She assured the public that this committee is serious about its work and that it seeks input from all students, teachers, and administrators from across the state.

Representative Saunders stated that he was encouraged by the positive ideas and programs in Mecklenburg County. He thanked his fellow colleagues for attending.

There being no further business, the public hearing of the House Select Committee on High School Graduation and Drop Out Rates was adjourned.


Representative Earline W. Parmon, Chair


Pat Christmas, Committee Assistant

Attachments:

Agenda (*Exhibit 1*)
 Visitor Registration Sheet (*Exhibit 2*)
 Speakers Sign-In Sheet (*Exhibit 3*)
 Dr. Ricky Woods written comments (*Exhibit 4*)
 First Baptist Church-West handout (*Exhibit 5*)
 Patsy Burkins written comments (*Exhibit 6*)
 Central Piedmont Community College handout (*Exhibit 7*)
 Central Piedmont Community College handout (*Exhibit 8*)

Performance Indicators and Standards, CPCC (*Exhibit 9*)
Winners PLUS Agency (*Exhibit 10*)

Exhibit 1

**HOUSE SELECT COMMITTEE
ON HIGH SCHOOL GRADUATION & DROP-OUT RATES
AGENDA**

November 2, 2006

6:00 P.M., West Charlotte High School

Charlotte, NC

Representative Parmon, Co-Chair

Representative Wright, Co-Chair

Welcome/Introductions

Representative Parmon

Representative Wright

Approval of Minutes

Speakers

Ann Clark, Assistant Superintendent, Charlotte-Mecklenburg Schools

Jo Ella Ferrell, Principal, Garinger High School

Brian Freeland, Teacher, Garinger High School

Natasha Thompson, Principal, International Studies School at Garinger High School

Herman Gloster, Teacher, International Studies School at Garinger High School

LaPorsha Holt, Student, International Studies School at Garinger High School

Barry Blair, Principal, New Technology High School at Garinger High School

Erica Luttschyn, Teacher, New Technology High School at Garinger High School

Basma Metwally, Student, New Technology High School at Garinger High School

Omneya Metwally, Adult Sister to Basma representing her mother, New Technology High School at Garinger High School

Paulina Ameneiro, Student, New Technology High School at Garinger High School

Hilda Ramirez, Parent of Paulina, New Technology High School at Garinger High School

Dr. Ricky Woods, Senior Minister, First Baptist Church West, Charlotte, NC

Dr. Marcia Conston, Vice President for Enrollment and Student Services, Central Piedmont Community College, Charlotte, NC

VISITOR REGISTRATION SHEET

HOUSE SELECT COMMITTEE ON HIGH SCHOOL GRADUATION AND DROP OUT RATES

Name of Committee

Date 11-2-04VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME

FIRM OR AGENCY AND ADDRESS

Matthew Brady	PLC
Rita Brady	PLC
Patsy Burkins	First Baptist-West CSA
John Tate	State Bd of Ed
Ann Clark	Regional Supt for High Schools
Torre Jessup	Office of Rep. Mel Watt
Kenneth Ammon	"
Pauline Amoneyro	New Technology High School
BEVERLY G. LOGAN	1004 Greenleaf Avenue Charlotte NC 28202
Laura McClenzie	P.O. Box 3409, Char NC 28234

VISITOR REGISTRATION SHEET

HOUSE SELECT COMMITTEE ON HIGH SCHOOL GRADUATION AND DROP OUT RATES

Name of Committee

Date 11-2-06VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME

FIRM OR AGENCY AND ADDRESS

Bill Whitaker	CPRC
Scott Smijan	NC DJJ+AP
Richard Griffin	NC DJJDP 720 E. 4th Street, Suite 400 Charlotte NC 28202
STEPHEN WOOD	CMS-TV3
Jo Ella Ferrell	CMS
Judy Sima	CMS
Mark Kamparth	
Brenda Kendrick	CMS
Brian Parke	WSOC-TV
JP Maynard	CMS
CAROL RODD	School Safety Work Garinger High School - CMS

EXHIBIT 2

VISITOR REGISTRATION SHEET

HOUSE SELECT COMMITTEE ON HIGH SCHOOL GRADUATION AND DROP OUT RATES

Name of Committee

Date 11-2-06

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Molly Ryan	NCSBA Raleigh
Daniel (T.J.) McEachern	CPCC
Brad Broders	RWS H
Natasha Thompson	International Studies School @ Garinger
John D. Summers	Charlotte Observer
Becka Tait	Teen Health Connection
Erica Bales	Bank of America
Barry Blair	New Technology HS
Erica Lutterkamp	New Tech H.S.
Tasha Sherrill	Performance Learning Center Teacher

VISITOR REGISTRATION SHEET

HOUSE SELECT COMMITTEE ON HIGH SCHOOL GRADUATION AND DROP OUT RATES

Name of Committee

Date 11-22-06VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME

FIRM OR AGENCY AND ADDRESS

Debbie DeLong	Performance Learning Ctr. (Teacher)
Sherry Zignar	Performance Learning Ctr. (Principal)
Jatasha Harris	Performance Learning Ctr. (Student)
PublWork	First 13 Rptst Church-Well
Bessy Sutte	CPCC
Rita L. Joyner	SBE
Mary Klantz	League of Women Voters
Mary McCray	Charlotte Mecklenburg Assoc. of Educators
Terry Williams	NCAE STAFF
Crystal Beardin	NCDPI
Gardyn Gauthier	CMS

VISITOR REGISTRATION SHEET

HOUSE SELECT COMMITTEE ON HIGH SCHOOL GRADUATION AND DROP OUT RATES

Name of Committee

Date 11-2-06VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME

FIRM OR AGENCY AND ADDRESS

Teresa Smith	Oak Grove Baptist Church
Larry Bell, Jr	1480 Chabe Ct. Winston Salem
Blanchette	Winnere PLUS Agency Inc.
Ben K Finkel	Garinger H.S.
Courtney Hays	Garinger H.S.
Patrick Clancy	Speaker's Office
Brooks Nalanda Community	
Basma Metwally	New Technology High school
Smeyra Metwally	
Gloria Mims Evans	Superior Court
Patrice Thompson	First Baptist West - After School Director

SIGN- UP TO SPEAK DURING THE HEARING

Those who wish to speak during the hearing need to sign-up and will be called in the order they signed up. **You do not need to sign this list if you do not wish to speak.** Speakers will be allowed 5 minutes and are asked to furnish their comments in writing if possible. The Committee will use the information you share to guide them in making recommendations to the North Carolina House of Representatives.

Thank you for coming!

Your Name	ADDRESS & PHONE	Issue of Concern
1. Ron Adams ISRAEL FRANK (YOUTH)	28222 P.O. Box 221421	DROP-OUT RATE
2. Blanche Penn	2207 Century Oaks Lane Charlotte NC 28262	Drop-out Rate / Self
3.		
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EXHIBIT 3

Speaker List

2

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Introduction – Dr. Ricky A. Woods

- First Baptist Church-West will celebrate its 140th anniversary next year. Over the years we have become known as the “education church” because of the number of educators who are members.**
- For 14 years, we provided a volunteer tutoring program. For 8 years, we offered a summer reading program.**
- In 2003 we formed a separate nonprofit organization, the First Baptist-West Community Services Association, to oversee our community-based operations.**
- We talked to area principals, brought in church and community residents and parents on our board.**
- Three years ago, we introduced a re-vamped afterschool and summer program to focus on academics and fine arts.**

Programs – Patrice Thompson, Afterschool Director

- We offer two programs – the First Baptist-West Music & Tutoring Afterschool Program and the Clara H. Jones Summer Institute.**
- Both programs are academic and fine arts based. Both offer academic instruction, violin, piano and chorus classes. Our teachers are either licensed teachers and education majors in college.**
- Both programs separate children based on gender for academic instruction and we have a sizeable number of male instructors. They each offer character education along with CMS schools.**
- One highlight of the afterschool program is our partnership with a remedial tutoring program, Swan Learning Center, for children failing EOGS or courses. We believe that this is the only program BASED in West Charlotte. We also provide life-skills counseling sessions by a licensed therapist twice a month.**
- One highlight of our six-week Summer Institute is we recently implemented a math and science curriculum created through the NC School of Science and Math in Durham. Our children also took a field trip to visit the school.**
- The afterschool program serves up to 60 students and the Summer Institute serves up to 135 in grades K-8th.**

EXHIBIT 4

2
--Boy-3rd Grade: On Level 3 CAT test initial Math Computation
score was 1.8 Grade Equivalent at 6%...on Progress Test
5/2/05: 4.2 Grade Equivalent at 68% .



Students

Very Good

The First Baptist Church-West Afterschool Program and Summer Institute are all about excellence. Excellence for our students, our program, our staff.

The Music & Tutoring Afterschool Program is focused on academic and music instruction. We welcome students in grades K-8 providing one-on-one homework assistance for those in danger of failing. We guarantee success in our remedial tutoring. Add to all that an emphasis on the fine arts with violin, piano and choral lessons, chess and art.

During the Summer, we offer the Clara H. Jones Summer Institute. This six-week intensive program is aimed at developing fine arts skills while also targeting reading, math and science.

In all we do, we operate on the core belief that students — particularly those in need — deserve the very best in an affordable rate.

Academics

We provide one-on-one homework assistance with a teacher-student ratio of one teacher for every 10 students. Our teachers are licensed teachers, teachers' aides or education majors.

Se Habla Español

Violin/Piano/Chorus
Research shows that music aids critical thinking skills. We take that a step farther with weekly violin, piano and choral lessons courtesy of premier instructors.

Extra-

Curricular Activities

Chess, Art, Organ, IZED Games, Computers, Group Counseling, Science & math projects. Even an occasional etiquette class by Johnson & Wales students.

Remedial Tutoring

A select number of students scoring below grade level get the very best that education can offer through our partnership with Swan Learning Center. These students receive intensive remedial tutoring at the ONLY West Charlotte program of its kind. Best of all, we guarantee results!



CONNECTING THE CHURCH WITH THE COMMUNITY

The First Baptist Church-West Community Services Association (CSA) seeks to provide children and adults with academic, social, health and economic services. We are a faith-based, nonprofit organization.



Clara H. Jones Summer Institute Continues the Legacy!

For six weeks, 1st-8th grade students spend mornings taking violin or piano lessons, set design or opera composition. Afternoons are devoted to reading, math & science skills. And every week, there's a field trip. The Summer Institute provides a structured program for our students. The program is named in honor of acclaimed music teacher Clara H. Jones.



A History of Excellence:

"Education Church" Reaches Out For 14 years, First Baptist Church-West provided a volunteer tutoring program. For eight years, the church offered a summer reading program. Then came the two-year violin program.

In 2003, we put it all together. The church formed a separate nonprofit organization, the First Baptist Church-West Community Services Association. A year later, we revamped our Afterschool Program and Summer Institute to focus on academics and the fine arts.



Results

Our programs work and we have the results to prove it.

We consistently evaluate our academic & music programs because we want to know how we're doing.

Mind, Body & Soul

It's not enough to target a student's mind and body. We believe you must also target the soul. We offer devotions and character lessons, as well as life-skills counseling by a licensed therapist.

First-Class Facility

In the summer of 2004, First Baptist Church-West opened a new Family Life Center. This \$3.5 million facility features 16 classrooms, a library, computer room, professional kitchen, small chapel and multi-purpose hall. All rooms are handicap-accessible.



Music & Tutoring Afterschool PROGRAM HIGHLIGHTS

Homework Assistance 1:10 Teacher-Student Ratio
 Licensed Teachers/Education Majors Remedial Tutoring
 Violin, Piano, Choral Lessons Bible/Character Lessons
 Program Evaluations State-Of-The-Art Facility
 Computer Lab Chess & Art Activities
 K-6 Grades Accepted Christmas & Spring Performances
 2 p.m.—6 p.m. Follows CMS open/close schedule
 \$50 per week Financial Aid Available
 Remedial Tutoring in Partnership w/ Swan Learning Center
 Partnership with Community School of the Arts
 Co-Sponsored by NC Department of Social Services

Clara H. Jones Summer Institute

PROGRAM HIGHLIGHTS

Six-Week Intensive Program 1st-8th Grades
 Licensed Teachers/Education Majors Acclaimed Artists
 Fine Arts Instruction Reading, Math & Science Instruction
 Violin, Chorus Set Design, Piano
 Lunch & Two Snacks Weekly Field Trips
 Final Performance 7:30 am-6:30 p.m., Mon—Fri
 \$100 per week Limited Scholarships Available
 In Partnership With Opera Carolina &
 The NC School of Science & Math

This program was made possible, in part, through a
 Community Cultural Connections Grant from the Arts &
 Science Council and the Grassroots Program of the
 NC Arts Council (a state agency).



Meet Our Leaders

Board Officers

Dr. Ricky Woods, Chairman
 Ruby Houston, Vice Chair
 John Bulhard, Secretary
 Spencer Cochran, Treasurer

Board Members

Percell Bowser, Sr.
 Jeanne Brayboy
 Della Cautley
 Del Crowell
 Robert Dulin
 Aprelle Hill
 Maurice Hinton
 Gwendolyn Jackson
 Mary Jackson
 William Keith
 Dianne Mathewson
 Margaret Moreland
 Spencer Thompson

Management

Patsy Pressley Burkins, Exec. Dir.
 Patrice Thompson, Afterschool Dir.
 Angela Fritz, Summer Institute Dir.

**ARTS &
SCIENCE
COUNCIL**

Advancing Arts, Science & History

Location! Location!

Conveniently located near the inter-
 section of Beatties Ford Road and
 Oaklawn Avenue minutes from I-85
 and I-77. School bus transportation
 is provided from area and magnet
 schools. Limited afterschool mini-
 bus transportation is also available.
WWW.FBCWVES.ORG

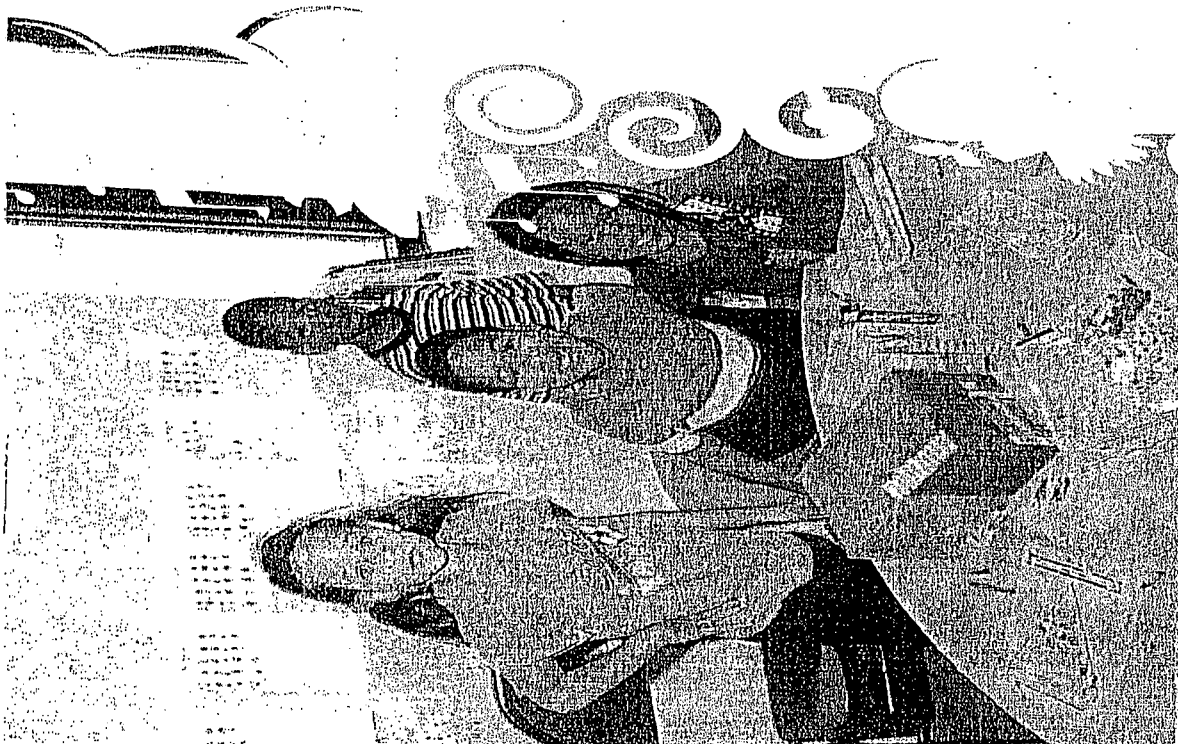
1801 Oaklawn Avenue
 Charlotte, NC 28216

(704) 372-3742

(704) 372-3309 fax

EXHIBIT 5

First Baptist Church-West
Music & Tutoring Afterschool
&
Clara H. Jones Summer Institute



Partnerships -- Patsy Burkins, FBC-W CSA Exec. Dir.

- Partnerships have been the hallmark of our program from its inception. One critical partnership has been with the Urban Restoration, another faith-based organization, for a grant from the state DSS Office to provide afterschool services to at-risk and foster children. We also recently were approved to get snack reimbursement through the state Adult and Child Care Food Program.**
- Mrs. Thompson has already mentioned our partnership with Swan Learning Center for Remedial services and the NC School of Science and Math.**
- But we also partner with Opera Carolina to have our summer students produce an original opera, Community School of the Arts, the Arts and Science Council just to name a few. CMS provides our summer students with free breakfast and lunch and the list goes on. In short, we could not do this without the help of others.**

Results -- Patsy Burkins

- Research has shown that one of the best dropout prevention, teen pregnancy and gang activity prevention tactics is the availability of quality afterschool safe havens for at-risk children.**
- Last year, 100% of our students passed to the next grade and their Reading EOGs.**
- For Swan, we found:**
 - Girl-4th Grade: On Level 4 CAT test initial Reading Comprehension score was 2.4 Grade Equivalent at 17%...on Progress Test 5/2/05: 5.8 Grade Equivalent at 73%.**
 - Girl-5th Grade: On Level 5 CAT test initial Reading Comprehension score was 2.4 Grade Equivalent at 5%...on Progress Test 5/2/05: 7.8 Grade Equivalent at 67% .**
 - Boy-5th Grade: On Level 5 CAT test initial Reading Comprehension score was 3.0 Grade Equivalent at 12%...on Progress Test 5/2/05: 5.2 Grade Equivalent at 41% .**

Basic Skills

GED

AHS

General Education Development

(in conjunction with GED Testing)

Age: 16 and older

Entry level 9.0 Reading & Math

CENTRAL PIEDMONT

COMMUNITY COLLEGE

Total Unduplicated Head-

count: 10,745

Adult High School and GED

Headcount: 3,460

GED Graduates 2005-06 = 667

AHS Graduates 2005-06 = 186

Opportunities

available through

the CPCC Basic

Skills Program

Adult High School

*(Offered per affiliation agreement with CMS)

Age: 18

Entry level 9.0 Reading

Official High School Transcript

Exhibit 7

Class Types

- Day and Evening Classes
- Self-paced Instruction
- Distance Learning
- 12 Hour Orientation
- Classes offered at every campus, numerous community locations
- Day Classes (2 Eight week sessions)
- Evening Classes (16 weeks)
- Self-paced Instruction
- Distance Learning
- 12 Hour Orientation
- Classes offered on 3 campuses

College Transition

Upon graduation from either program, students are encouraged to transition in to College Classes.

- Individualized transition service
- Financial Aid
- Scholarship Opportunities

College Transition

Upon graduation from either program, students are encouraged to transition in to College Classes.

- Group Transition Meetings
- Financial Aid
- Scholarship Opportunities

Adult High School
Adult Basic Literacy
GED Instruction

Convenient Locations

- Central Campus**
 1201 Elizabeth Ave.
 and Kings Dr.
 Near Center City
 704.330.6016
- Levine Campus**
 (Formerly South Campus)
 2800 Campus Ridge Rd.,
 Matthews
 Near Independence Blvd.
 and I-485
 704.330.4200
- North Campus**
 11930 Verhoeff Dr., Huntersville
 From Statesville Rd.
 or Highway 115
 704.330.4100
- Northeast Campus**
 8120 Grier Road
 at WT Harris Blvd.
 704.330.4801
- Southwest Campus**
 315 West Hebron St.,
 between Arrowood
 and Nations Ford Rd.
 I-77, Arrowood Exit
 704.330.4400
- West Campus**
 3210 CPCC West Campus Dr.
 Morris Field Dr. from
 Billy Graham Pkwy.
 or Wilkinson Blvd.
 704.330.4667

Other Sites

- Johnston YMCA**
 3025 N. Davidson Street
 704.716.6350
- Dowd YMCA**
 400 E. Morehead Street
 704.335.7323

For more information:

Adult High School

Call: 704.330.6864 or

E-Mail: linda.brownshield@cpcc.edu

GED, ABE, or ABE

Call: 704.330.6125 or

E-Mail: florence.patterson@cpcc.edu

VISION:

Central Piedmont Community College intends to become the national leader in workforce development.

Central Piedmont Community College is an equal opportunity/affirmative action institution. Auxiliary aids will be available for individuals with disabilities upon request 10 working days in advance of the event. (Call 704/330-6739.) CPCC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award associate degrees, diplomas, and certificates. 5,000 copies of this public document were printed at a cost of \$881.63, or \$0.18 per copy. CPCC #1614 09/30/03

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**CENTRAL PIEDMONT
 COMMUNITY COLLEGE**
 www.cpcc.edu
 Community Development
 P.O. Box 35009 • Charlotte, NC 28235-5009

EXHIBIT 8

Adult High School Diploma
General Education
Development Test
and Adult Basic Literacy

Community Development
Central Campus
Central High Building, Room 370
704.330.6125 or 704.330.6864

Smart for Life

**CENTRAL PIEDMONT
 COMMUNITY COLLEGE**

The GED Program — (General Education Development Test)

How should I prepare for the GED test?

Many adult education programs sponsored by local school districts, colleges and even community organizations, provide this instruction you may need for the tests. Instructors at the ABE Centers can help you decide whether you need to study for all of the tests, or if you only need to brush up your skills in a few areas.

For more information:

contact the GED office

704.330.6949 or 704.330.6125 or visit the website at

www.cpsc.edu

What are the benefits?

Get a better job

The overwhelming majority of jobs in this country require a high school diploma. A GED diploma is accepted by employers — just like a high school diploma.

Continue your education

A GED diploma is accepted at most colleges and universities across the country as proof that you have completed your high school education. Some colleges even have special scholarship programs for GED graduates.

Feel better about yourself

By earning their diploma, many GED graduates experience a remarkable improvement in how they feel about themselves and their lives. It makes a difference.

Increase your income

Income increases with your level of education. A better job usually means better pay.

Invest in the future

Educated parents have better educated children. Earning a GED diploma is not only an investment in yourself, but also an investment in the future of your children.

EXHIBIT 8

Adult High School Diploma Program — (AHS)

What is the Adult High School Program?

The Adult High School Program is designed to assist those persons 18 years of age or older who want to earn their high school diploma. The intake process begins with a placement test given to all interested students. The Intake office is located on CPCC's Central Campus.

For more information on test taking availability:

contact the Adult High School office

704.330.6129 or 704.330.6864 or visit the website at

www.cpsc.edu

How long do the classes last?

- Fall and spring day classes meet Monday through Thursday for 8 weeks.
- Fall and spring night classes meet 2 nights a week for 16 weeks.
- Summer day and night classes meet Monday through Thursday for 8 weeks.

AHS Graduation Requirements are:

- English 4 units
- Math 2 units
- Algebra 1 unit
- General Science 1 unit
- Biology 1 unit
- Environmental Science 1 unit
- US History 1 unit
- Economics/Government 1 unit
- World Culture 1 unit
- Health 1 unit
- Computer Literacy 1 unit
- Electives 5 units

Registration Requirements

- 18 years of age or older
- Transcript from last school attended
- Picture identification — driver's license or state identification card
- Placement Tests

College is an option

College counseling will be arranged for students interested in continuing their education at CPCC upon completion of their diploma.

Adult Basic Literacy (ABL)

The mission of Community Development is to maximize the educational potential of all adults, enabling them to be viable members of the workforce and contributing members of the community.

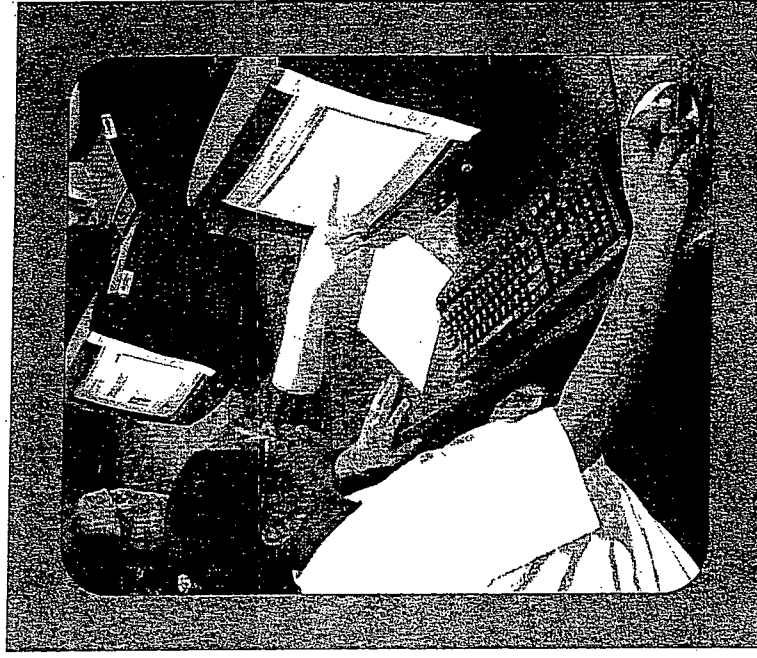
Two adult basic educational programs are offered through user-friendly centers:

Adult Basic Education (ABE)

The Adult Basic Education program is designed for persons who lack basic educational skills. The program provides basic reading, writing, and math instruction which serves as the foundation for additional studies.

Adult Basic Literacy Education (ABLE)

Adult Basic Literacy Education centers are located in the community to provide easy access and flexible schedules for instruction in ABE and GED preparation. Computer technology, tutors, and instruction are provided.



PERFORMANCE INDICATORS AND STANDARDS
 Central Piedmont Community College
 REPORT YEAR 2005-2006
 07/31/2006

Total students reported....10745

1. Learners demonstrate progress toward attainment of basic skills.

A. 100% of all students have an identifiable goal documented in their records.

Total number of students with goals.....	10745
Percentage of students with goals.....	100.00%
STATE GOAL.....	GOAL HAS BEEN MET

B. At least 60% of all students show progress based upon one or more of the following factors as appropriate for the students:

1. Progress based on test scores.

b. Students show growth on at least one post-test.	
Total number of students with at least one post-test....	4376
Percentage of students with at least one post-test.....	40.73%
Total number of students showing growth.....	3293
Percentage of students with growth.....	30.65%

c. Students passing at least one GED test or AHS unit.	
Total number of students.....	892
Percentage of students with growth....	8.30%

2. Portfolios of students' work which document improved student performance.

Total number of students with documented improvements....	3620
Percentage of students with growth.....	33.69%

3. Documentation of mastery of employability/life skills.

Total number of students with documentation....	1086
Percentage of students with growth.....	10.11%

4. Documented reports of student accomplishments.

Total number of students with accomplishments.... 9025
Percentage of students with growth..... 83.99%

Unduplicated number of students for this standard.....	9061
Percentage of students with growth.....	84.33%
STATE GOAL.....	60.00%
GOAL HAS BEEN MET.	

PERFORMANCE INDICATORS AND STANDARDS
Continued

Central Piedmont Community College

REPORT YEAR 2005-2006

07/31/2006

Total students reported....10745

2. Learners advance in the instructional program or complete program educational requirements that allow them to continue their education.

A. At least 55% of all students show progress or complete the initial level.
Total number of students showing progress..... 8202
Percentage of students showing progress..... 76.33% GOAL HAS BEEN MET.
STATE GOAL..... 55.00%

- B. At least 60% of the students completing levels of ABE, HSG, and ESL advance to a higher level of basic skills instruction during the year.

Total number of students completing a level..... 1846
Total number of students moving to a higher level..... 1481
Percentage of students moving to higher level..... 80.23% GOAL HAS BEEN MET.
STATE GOAL..... 60.00%

- C. At least 25% of the combined enrollments in GED and AHS programs complete the educational requirements for a diploma each year.

Total number of students in the GED and AHS programs..... 3460
Total number of students that completed GED and AHS..... 854
Percentage of students that completed the programs..... 24.68%
STATE GOAL..... 25.00%

- D. At least 15% of the students are referred to or enter other educational, training, or human service agency programs each year.

Total number of students referred..... 1730
Percentage of students referred..... 16.10% GOAL HAS BEEN MET.
STATE GOAL..... 15.00%

4. Students remain in the program long enough to meet their educational goals.

A. At least 60% of the students are retained in the program.

Total number of students retained.....	8202
Percentage of students retained.....	76.33% FEDERAL GOAL HAS BEEN MET. STATE GOAL HAS BEEN MET.

FEDERAL GOAL.....	60.00%
STATE GOAL.....	75.00%

Total number of students that completed a Goal..... 4519
Percentage of students that completed a goal..... 42.06%

Source: Literacy Education Information System (LEIS)

PERFORMANCE INDICATORS AND STANDARDS
Continued

Central Piedmont Community College
REPORT YEAR 2005-2006
07/31/2006

College Test Score Information

Total students reported....10745

Total number of students with out test scores...2141

Total number of students that were Unable to Test....6

Number of test taken once

Test	Comp	Number
Test Unknown	MATH	1
Test Unknown	NATS	1
ABLE Battery	READ	4
CASAS Life Skills Appraisal	MATH	3
CASAS Life Skills Appraisal	READ	34
CASAS Life Skills	LSTN	7
CASAS Life Skills	MATH	1082
CASAS Life Skills	READ	1200
CASAS Employability	READ	1
CASAS Special Populations	READ	6
CASAS Special Populations	SKIL	1
CASAS Work Place	READ	1
CASAS Employability Appraisal	MATH	13
CASAS Employability Appraisal	READ	15
CASAS ESL Appraisal	LSTN	147
CASAS ESL Appraisal	READ	1031
CASAS Work Place Appraisal	MATH	1
General Educational Dev Test	LITR	710
General Educational Dev Test	MATH	661
General Educational Dev Test	NATS	732
General Educational Dev Test	SOC	729
General Educational Dev Test	WRIT	678
GED Practice Test	LITR	941
GED Practice Test	MATH	736
GED Practice Test	NATS	879

GED Practice Test	SOCS	900
GED Practice Test	WRIT	699
TABE Locator	MATH	26
TABE Locator	READ	36
TABE Survey	LANG	104
TABE Survey	MATC	2
TABE Survey	MATH	1834
TABE Survey	READ	1816
TABE Survey	SPEL	88
Wrk-Based-Proj-Lrnrr/Other Test	READ	1

PERFORMANCE INDICATORS AND STANDARDS

Continued

Central Piedmont Community College

REPORT YEAR 2005-2006

07/31/2006

College Test Score Information

Average Test Score Growth

Test	Comp	Score Average Per 100 Hours	Grade Level Average Per 100 Hours
CASAS Life Skills Appraisal	READ	0.9514436	
CASAS Life Skills	LSTN	7.5862069	
CASAS Life Skills	MATH	3.7063363	
CASAS Life Skills	READ	2.9672599	
CASAS Special Populations	SKIL	0.0000000	
CASAS ESL Appraisal	LSTN	4.8706704	
CASAS ESL Appraisal	READ	6.7345526	
General Educational Dev Test	LITR	2.8594122	
General Educational Dev Test	MATH	14.9394347	
General Educational Dev Test	NATS	5.9692671	
General Educational Dev Test	SOCs	6.1111111	
General Educational Dev Test	WRIT	8.2872928	
GED Practice Test	LITR	8.7382118	
GED Practice Test	MATH	5.9451796	
GED Practice Test	NATS	8.3511320	
GED Practice Test	SOCs	7.6579836	
GED Practice Test	WRIT	15.7583595	
TABE Locator	MATH		12.1739130
TABE Locator	READ		6.7669173
TABE Survey	LANG		2.2409639
TABE Survey	MATH		2.5220214
TABE Survey	READ		2.1541538
TABE Survey	SPEL		0.2093023

Source: Literacy Education Information System (LEIS)

Parents on the Move.

The Winners PLUS Agency is a non-profit organization whose mission is to provide guidance, assistance, clarity and knowledge to parents in the co-education of their children. We are parents who advocate for parents through information, education and establishment of professional co-partnerships with the institutions that educate children. We believe that parents are the backbone to fostering an educated society.



Helping youth reach their goals and become successful in life.

Donate funds or items that you feel will assist these youth in becoming successful to **Winners PLUS Agency**
P.O. Box 16689, Charlotte, NC 28297-6689 or contact
Blanche Penn @ 704-890-4101,
Jackie McCullough @ 704-392-6639, or
DeShauna McLamb @ 704-568-7375.

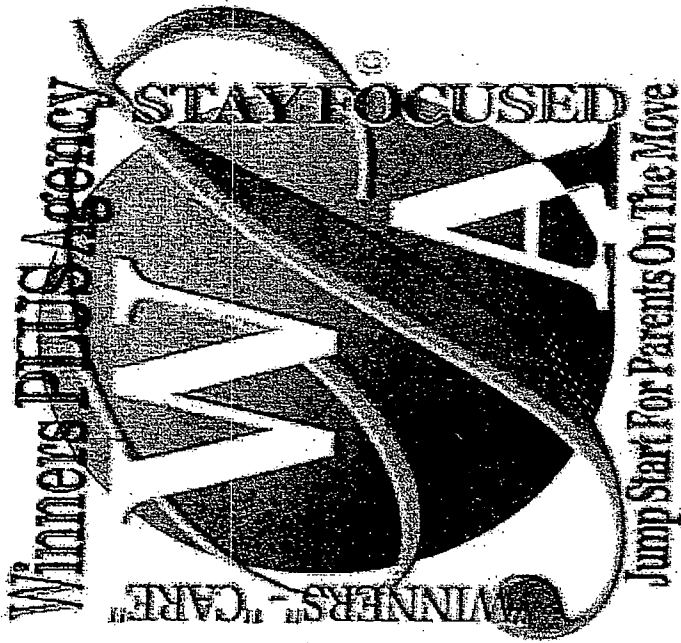
Winners PLUS

P. O. Box 16689
Charlotte, NC 28297-6689

Place
Stamp
Here

EXHIBIT 10

1



*We Pull Together
As ONE*

because

"AS WINNERS

WE CARE

SO WE ALL

STAY FOCUSED

On

Parents and Students

Winners PLUS

BACKGROUND AND HISTORY

"Does anybody care about my son?" - a tearful plea from the mother of a child disabled by Spina Bifida. Her son yearned to be involved in normal playful activities, like his brother and sisters. Eventually the mother found wheelchair basketball, enabling her son to excel, despite his leg braces. He gained self-esteem and confidence through his valuable performances, but the mother perceived there had to be more.

Through valiant efforts and determination for more, she ultimately founded **Winners PLUS**. The **Winners PLUS** pilot program, established in 1998, stemmed from a cultivating arts program geared especially for children with disabilities along with their siblings called *Winners On Wheels*. Since that time the organization has worked to build awareness and understanding of the needs for programs that support the growth and development of disabled youth.

PROJECT ABSTRACT

Youth with developmental disabilities and their siblings will be involved in an arts program that enhances independence, creativity, integration and their inclusion into the community. **Winners PLUS** will provide art based activities that directly benefit these youth.

The program's goals are:

- * To assist enhancing social and artistic development.
 - * To encourage more involvement in all aspects of the arts.
 - * To provide assistance and opportunities necessary to achieve full potential.
- The youth's future will be brighter as **Winners PLUS** adds a little love and support, allowing them to be all that they want to be and more.

CARE with a touch of HIGH LOVE

MISSION STATEMENT

Youth, parents, and teachers are committed to a program that enhances responsibility and opens a line of communication within the scope of things. CARE provides parents with particulars concerning an alternative to school suspension, and assist in due process procedures pertaining to CMS policy that directly influences youngsters' future.

Vision

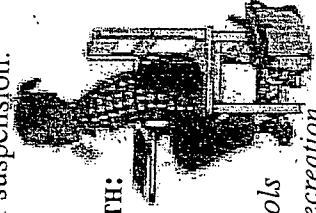
The impact of this program will bring a decrease in the out-of-school suspension rate.

PROGRAM GOALS:

- * Assist in clarity of procedures to allow the due process procedure to move expeditiously.
- * Open doors that promote involvement with the parent, teacher, and student.
- * Provide youth, parents, and teachers with opportunities necessary to achieve full potential via the benefit of a positive program.
- * To engage the entire family in the process of support and reinforcement by taking a stand, and developing a plan.
- * Offer workshops in lieu of suspension.

CARE IS IN PARTNERSHIP WITH:

Return Ministries
Reality
The Male's Place
Charlotte Mecklenburg Schools
Mecklenburg County Park & Recreation



STAY FOCUS

MISSION

A committed program of guidance and community services promoting responsibility, organizational skills, effective study habits and positive social skills.

GOALS

- * Develop organizational skills.
- * Provide opportunities for responsible work and study habits.
- * Provide opportunities that enhance respect for authority.
- * Promote a strong work ethic.
- * Provide opportunities that build self-esteem.

OUTCOME

Youth are provided an opportunity to demonstrate their achievements and take pride in their accomplishments and skills. They are able to set goals and apply their creative skills to their life long endeavors.

VISION

Students making appropriate choices for their future.

Stay Focus Club in Partnership with:

Fighting Back
Parent Voice
Mecklenburg County Park and Recreation
Charlotte Mecklenburg Schools
Exceptional Children Assistance Center
Youth & Family Services
The Charlotte Chapter of North Carolina State Law Enforcement Officers

MINUTES

PUBLIC HEARING

HOUSE SELECT COMMITTEE ON HIGH SCHOOL GRADUATION & DROP OUT RATES

Wednesday, December 13, 2006

**10:00 A.M. / Haywood County Education Center, Clyde, North Carolina
Representative Thomas Wright Presiding Co-Chair**

The House Select Committee on High School Graduation & Drop Out Rates held a public hearing on Wednesday, December 13, 2006, in the Haywood County Education Center on Broad Street in Clyde, North Carolina, at 10:00 a.m. The following members were present: Co-chairman Thomas Wright, Representatives Jeffus, Rapp, and Saunders. Shirley Iorio, Drupti Chauhan (Staff Counsel), Sara Kamprath, Kara McCraw, Staff, Diane Emerson, Education Director for Speaker Black, and Jamilah Sabir-Calloway and Patricia Christmas Committee Assistants were in attendance.

Chairman Wright called the meeting to order and extended "a gracious thank-you" to Rep. Rapp for extending and insisting that the Committee hold a public hearing in this part of North Carolina. He recognized Rep. Jeffus and Rep. Saunders who introduced themselves and thanked the School District for inviting the Committee to Haywood County.

Rep. Rapp welcomed and thanked everyone for coming out for this meeting. He gave special recognition to Dr. Anne Garrett, Superintendent of Haywood County Schools and CeCe Hipps from the Haywood County Chamber of Commerce for their assistance in pulling this meeting together. He thanked the House Members present for their vote for the \$247.5 million flood restoration monies after the 2004 floods.

Chairman Wright extended regrets for Co-chairman Earline Parmon who was not present because she had come down with a case of the flu. He then proceeded to recognize the Sergeant-at-Arms, Staff and visitors.

Chairman Wright then stated, "Without objection the Chair declares a quorum." It was without objection.

He recognized Dr. Anne Garrett, Superintendent of Haywood County Schools. Dr. Garrett began by welcoming the delegation to Haywood County School's Education Center. Her comments were as follows, "Representatives from our school system will share with you the dropout prevention and intervention programs that have proven to be very successful in Haywood County. Today you will be hearing from our teachers, parents, students, administrators and members of the board of education. Improving the education for all children is a very important goal for the Haywood County Schools.

In lieu of changing the dropout age, we will be recommending some very successful intervention strategies. These strategies are the result of the high school reform and we need to be allowed to continue these programs and monitor the progress made.

Our topics will include: alternative high school, early college, and gateway recovery. Also, we will be sharing our concerns about changing the compulsory attendance age and making several recommendations.

At this time, I would like to address two very important issues regarding dropout. In 1998-1999 the definition of a dropout changed significantly. Prior to this, students who left the public schools and attended a community college to obtain a GED or Adult High School diploma were not counted as dropouts. This change has made a very significant increase in the number of students who dropped out and our numbers peaked when this change was made. I recommend that the reporting change and the definition of a dropout be that if a student leaves public school and successfully enrolls in an accredited program such as a community college, which offers a GED or Adult diploma, these students not be counted as dropouts. For many students this is an attractive and proactive option that allows them to work during the traditional school day to help support their families while earning a high school diploma.

My second issue is the duplicated count. In our count we have been penalized because we believe in giving these 16 and 17 year olds another opportunity. Students who drop out of our high schools are counseled before leaving and then if they wish to return they are given that opportunity. The reporting needs to be changed because as it is presently conducted it is inaccurate because you have one student who may be counted twice or even three times. This change is an easy way to support the school systems as they work to recover dropouts – also, it's a more accurate count. Again, thank you for selecting the Haywood County Schools as your meeting place.”

Chairman. Wright recognized Dr. Bill Nolte, Associate Superintendent, Haywood County Schools who gave an overview of speakers who were to present and shared a couple of overriding themes for each one.

- *Phil Pressley, Principal of Central Haywood High School.* It is the very successful alternative high school. It has been successful because it is designed for students who are interested in earning a high school diploma. It is not an alternative to detention or long-term suspension or people who have committed felonies.
- *Dr. Doris Hipps is the Dean of the Haywood Early College.* It is a new program and affords an opportunity to earn a university track high school diploma and a two-year college degree in a five-year period. We enrolled 56 freshmen this year and intend to enroll one class each year for the next five years until we have a graduating class of students who have earned both a high school diploma and college degree. There are number of obstacles that we have worked through in that the trend of early colleges is a bit ahead of the community college legislation and high school legislation. One example of a challenge is that the high school calendar includes 180 instructional days, the college calendar is 160. So it took a lot of creativity and innovate thinking to work through that. There are other issues like that that you may be able to help us with.
- *Kyle Ledford is Manager of the WIA Gateway Recovery Youth Program.* It is a partnership between the college and the school system in which we share some credits. We have had challenges. The high school databases don't accept college credit numbers; but we have been able to make that happen and the legislature may be able to open some other doors for us. We have over 20 students that were drop outs who are back in the adult high school and we hope to graduate from Central Haywood High School either at the end of the first semester or at the end of the year.
- We have two students *Jason King and Ashley McCall* that will speak to you about their experiences.
- *Danny Miller, Principal of Pisgah High School, Dale McDonald, Principal of Tuscola High School and Donna Parris, CHHS Lead Teacher* will speak with you.

- A number of Board of Education members will then speak with you. *Robin Black the Board's Chairperson of Finance* will have some ideas for you in terms of how financially things might be organized differently to support graduation rates.
- *Michael Sorrells* will speak about buildings and grounds as it relates to graduation rates."

Dr. Nolte continued by requesting the Committee to convey to fellow members of the legislature to focus on removing barriers rather than imposing more restrictions. "In dealing with improving graduation rates we would like you to think about what road blocks can be removed? A few ideas:

Allowing students to transfer to the college in a legitimate high school graduation program or adult high school graduation program at a college or university and not calling them a drop out.

We also would like for you to make the transition in sharing course between colleges and high schools more accessible. We have the Huskins legislation and we also have new enrollment, but there are some obstacles there that we think keep us from graduating new students. For example, if we offer a course at Tuscola High School, the college cannot offer that course for us at Pisgah. That's a part of current legislation and we feel that is a road block. Our two traditional high schools are on different schedules. One's a seven period day- one's a block schedule, we like that. In terms of accountability they are one-tenth of a percent apart so they are both performing very well. We ask that you would allow us to form local partnerships; school systems with neighboring colleges and universities and allow the college/university and the school system to determine the courses that are appropriate for the graduation on both sides.

We would like to maintain the integrity of our alternative high school. It's a place where a student comes to complete their high school education and they are not burdened with someone sitting beside them who does not want to be there, who has a stream of criminal convictions or a long history of disruption. That is the problem we have with the automatic change of the legal age to drop out from 16 to 18.

We are currently tied to seat time for credits. To maintain the quality of a particular credit in a course, students have to sit there in that course for 135 hours. We would contend that there are a few students who would know enough about algebra or history or English to pass a competency (end of course) test without having to sit there all year long. So we ask for the Committee to take a look at that and allow us to move toward a credit basis that is based upon competency and understanding of the student rather than seat time. While all of our folks won't like that, we feel it is something that the nation will move to in the future and we want to be one of the first to move in that direction.

Lastly, in education, we have not been as diverse as other industries. In media and communications there has been lots of innovation. In North Carolina, we are taking away the career diploma track. We are removing options for students and we here in Haywood County believe we need more options. Certainly we want to have the university track diplomas, the college tech prep diplomas, but we also know in the real world that every child is not going to get a four-year degree and be a banker or lawyer or school teacher. We would like for the legislature to consider us moving toward the diploma tracks that are skill-based and would provide students with skills and knowledge that would allow them to be employed in the future."

Chairman Wright recognized Phil Pressley, Principal of Central Haywood High School (CHHS). A copy of his presentation is attached and made part of these minutes. Mr. Pressley began by sharing the mission of Central Haywood High School. "Central Haywood High School is dedicated to preparing all students to 1) earn a decent livelihood, 2) be a good citizen of the nation and the world, 3) make a good life for oneself." Their "Vision is Building a community of

Champions!” “Instructional Focus: Teaching the whole child and the five R’s Reading, Riting, Rithmetic, Respect and Responsibility.

Following is a summary of key points of his presentation.

Goals for ABC & AYP

Increase total composite score by 0.5%

Contact all parents/guardians at least 3 times during the school year.

Introduce CHHS students to a minimum of three community service organizations

How to achieve Goals

Post mission, vision and focus in all classrooms and hallways

Reaching the whole child and teaching the entire child

Teaching Respect & Responsibility

Shared Leadership with Staff and Administration Team

Small school; shared responsibilities; share ownership of school; staff meetings weekly to discuss and brainstorm ideas for the school, activities and student improvements or concerns

CHHS was recognized and received in October 2006 the “Alternative school to watch Award” It is one of two in the State of North Carolina with this recognition. Previous to that they were the #1 Alternative School in the State.

Culture & Climate:

Innovated Incentive program for EOC, Grades, Attendance

Individual recognition weekly in morning section

Fun activities for each three weeks-movies, games, socials, dancing, popcorn, snow cones, drinks

It is an inviting climate to motivate students. Our teachers get involved just like the students do.

Professional Development

Write grants and get money for Staff Development

Mentoring Program. In all phases; Tag Teaming with other high school teachers

Superintendent’s Roundtables; WRESA Workshops; art workshops; DPI workshops Mini staff development on Site

Parent/Community Involvement

Parent Contact logs every six weeks by staff

Teachers contact parent at least 3 times a semester

Thanksgiving Dinner for students, parents and Central Office

Faculty Ballgames

Partners in Education Rotary Students of the month

There is a Prom

Curriculum & Instruction

Reduce credit requirements to 22 units

Fast track when possible to get students graduated

NOVA net as course recovery

Alternative scheduling – run a 5th & 6th period block

Share with other high schools and let some of their students who need to catch up come down after school and pick up there

National Board certified teachers

Character education classes; horticulture; photography; quilting; construction class; greenhouse projects; memorial gardens

Monitoring & Assessment

TPAI Evaluations of staff

IGP's for each Staff members

Visible leader in classes daily

EOC's

VOCATS

Reward Systems: A Honor Role, A/B Honor Role, Perfect Attendance, PRIDE awards, letters to parents, calls to staff (Alert Now), Home visits

Mr. Pressley then thanked the Members for the money allocated by the NC General Assembly during the flood situation they had. The school was refurbished.

Chairman Wright asked for questions and comments from the Members.

Rep. Jeffus asked how many students were enrolled. Mr. Pressley stated that there were 85 students enrolled. I give the principals of Tuscola and Pisgah high schools opportunities to open slots. It is capped at 85 students to keep the student/teacher ratio low.

Rep. Jeffus: "Is there a certain criteria for them to be recommended? How are they selected?"

Mr. Pressley. "Usually they are the students that will do better in a smaller setting. They may have fallen behind in a credit or something but they would probably have a better opportunity if they were in an alternative school setting. The decision is made by the principal of the respective high schools. The intake process includes the parents; the student, alternative school principal, and guidance counselor meet and discuss the expectations including the dress code. Then a sheet listing the goals that the student and parent would like to achieve is signed and held in a folder. Periodically the goals are reviewed during the year to see how the student is progressing.

Rep. Rapp was recognized. He stated that he was deeply impressed with what was being done at the alternative school. He asked how many faculty were employed and the student/teacher ratio at the school.

Mr. Pressley stated that there are 14 certified staff members. They do share some instructors with Haywood Community College that instruct a couple of classes. They also share a couple of instructors with Pisgah. The student/teacher ratio is between 1 to10 and 1 to8.

Rep. Rapp asked about the issue of the elimination of some technical vocational tracks. How is that addressed in the alternative school? Are you working with the community college? How is that handled?

Mr. Pressley stated that they are fortunate in that they have horticulture & animal science as a career pathway taught by an instructor on staff. They have criminal justice that they receive through the community college. They have a teacher on staff that teaches the business career pathway. They have instruction which is offered through Haywood Community College who is also the school's resource officer. They share and piggyback with the community college to achieve their career pathways.

Chairman Wright stated that he was deviating from the agenda and called on Michael Sorrells, Haywood County School Board Member and member of the School & Grounds Committee.

Mr. Sorrells stated that he wanted to address need of additional resources if the dropout age is increased from age 16 to 18. "Locally we have worked hard to implement several programs to

decrease our number of dropouts. These efforts include Central Haywood High School, Haywood Early College and the Dropout Recovery Program. These efforts have resulted in a decrease in the number of dropouts. For example, two years ago we had 176 dropouts. Last year we decreased the number to 150. That is a 15% decrease in the number of dropouts.

Even with this significant improvement, we will need 8 additional classrooms and 8 additional teachers if the dropout age changes from 16 to 18.

This comes at a time when we still have not fully recovered from hurricanes Ivan and Francis. If you change the dropout age from 16 to 18, please make sure that we have the funding to provide additional classrooms and teachers to give the students what they need.”

Chairman Wright asked Mr. Sorrells what he felt the additional cost would be to their school system if the legal drop out age were increased to 18.

Mr. Sorrells, “Right now we are looking at some figures with the early college for some additional classrooms up there. Just for this county you’re looking at \$5-6 million dollars for the building and then the salaries and benefits for eight additional teachers.”

Chairman Wright recognized Shirley Iorio staff who asked if the alternative schools are not for the youth with discipline problems; do you have programs for students who have discipline problems?

Superintendent Anne Garrett stated that these students are generally enrolled in a special program called ASPIRE in Haywood County. Normally they are court appointed but it is also for a lot of students who are of our exceptional population who participate in the Nova Net program through the community college where the students come in after the school day and do catch up work.

Rep. Wright then introduced Dr. Doris Hipps, Dean/Principal of Haywood Early College. Dr. Hipps stated that Haywood Early College is the newest Haywood County Public School and is a part of the North Carolina High School Redesign Project. They are one of 30 Early Colleges located on Community College Campuses, across the state of North Carolina. Haywood Early College is a partnership between Haywood Community College and Haywood County Public Schools.

The school serves a population of students that are at risk. The students at the Early College were selected by application. The criteria is based on being successful in middle school, have no discipline record, have parents or guardians that have not been to college, and are below a family income of \$60,000. These students are very sharp, have the ability to go to college, but lack the support needed to complete high school and then go on to college.

The reform guidelines are based on a program of rigor, relationships and relevance. Research has proven that educational programs that are meaningful in student lives, result in students being more likely to graduate from high school, and possibly going on to college. The school offers the support system that will afford the students the opportunity to complete high school and also an AA degree from Haywood Community College, or transferable credit to a four-year college or university.

With 31 years of public school experience, working in dropout prevention programs, Dr. Hipps stated that she believes that many of the 16-18 year olds would be best served, if they are not successful in a traditional setting be afforded the opportunity to enroll in a transfer program to allow them to continue in an adult high school, without the stigma of being counted and labeled as a high school dropout.

Chairman Wright recognized Rep. Jeffus who asked Dr. Hipps to go over the criteria for being admitted to the Early College.

Dr. Hipps: "The start up grants for Early Colleges allows each site to set a particular criteria that they think is appropriate and important in their particular community. Here at Haywood Early College our application process – the students have to have a letter of recommendation from two people within their middle school program. We get a transcript of their grades. While the students may not be straight A students they have proven by State testing standards that they have a lot of ability; they come from homes whose parents did not complete a college degree and many of them did not complete a high school diploma. The students for the most part do not have a discipline file. They are well behaved and have an interest but really don't have the financial means to see a future in college.

Chairman Wright then recognized Mr. Steve Williams, Student Services Director for the WIA [Workforce Investment Act] Gateway Recovery Program. He stated that the many cases the traditional schools have been unsuccessful in keeping a child from dropping out. Students drop out for a number of reasons. State Board policy "Establishing Procedures for the Referral of Drop Outs" addresses the process that school districts should go through in order to properly provide services for students who have elected to drop out of school.

This program steps in when the schools have exhausted the opportunities to retain a student and keep them from actually dropping out.

The goals of the WIA Youth Program are to:

1. help students
2. address drop out rate; reduce the number of drop outs for our school district
3. increase number of students who graduate

Mr. Williams stated that he is responsible for tracking and reporting the statistical data for drop outs that's required each year for the school district to study. He and Kyle Ledford are former football coaches and they set out to help the drop out situation in their school district. Mr. Ledford has been doing this for more than 20 years and Mr. Williams has worked in many different capacities in the school system. They put together this program which is a recovery program. "We were fortunate enough to sit down with the guidelines and parameter that we have to work within and come up with a way that we think is certainly making some headway in reducing the number of drop outs. Those students that have chosen to drop out of school after we have exhausted all other efforts to encourage them to stay in – what can we do with them that will impact not only our school system but impact those students? So Gateway Recovery is a referral process where students are referred from traditional high schools where they've dropped out. They are in drop out status when received into this program, but we feel that they have a great opportunity to come back in under the school system and actually graduate. And that's the goal of the program."

Mr. Williams introduced Mr. Kyle Ledford, WIA Youth Program Manager. Mr. Ledford gave an overview of the WIA Gateway Recovery Program. Following is an outline of his comments.

The program is grant funded by the Workforce Investment Act of 1998 and implemented in June 2006. It is connected to the JobLink Career Center.

The primary purpose of the program is to

- Identify local student dropouts
- Provide alternative learning opportunity leading to the completion of graduation requirements or re entry to public school

The program is designed, implemented and operated in partnership with Haywood Community College Basic Skills / Adult High School program.

Course credit is awarded by Haywood Community College and accepted by local Board of Education for credit leading to graduation.

Instruction is *Traditional – Nova net – School-based – and Work-based*. We use all supportive services of the 15 departments of the JobLink Career Center which provides an enhanced ability for us to help students be successful and complete course work.

The WIA Gateway Recovery Program utilizes all support services available, as JobLink partner, to provide enhanced probability of student participation and completion.

Immediate Program Impact

- Increase graduation rate / 15 students graduated in December 2006
- Reduce local dropout events – 23 students have returned to public schools for reporting year 2005-2006

Mr. Ledford outlined the program's process as follows:

Identification of students:

Systematic referral process

1. Local High School
2. JobLink System
3. Community College

Students are case managed in very much the way that each student is assessed for reading and math ability, transcript evaluation, interests, aptitude, and values. Each student has an individual education / employment plan. Employment is talked about from the first day. We try to make the instruction relative to the student's career goal. We have a reading and math competency requirement that students are brought to grade-level before we allow them to go into the adult high school. Once in the adult high school they get credits toward their graduation requirements. Every student is allowed to make application to come back into the public school, but they have to earn their way back into the public school. They earn that by working hard, having good grades and attendance. Students are exited by returning to public school if that is the best situation; graduation if that is the best situation; in some cases students want to go on to get a GED. The students that have come through the program have to complete more credits to get a high school diploma that they would to get an adult high school diploma. All except two students have asked to do the increased credits.

Student recruitment:

- Personal interview
- Telephone
- Written

Student assessment:

- Transcript evaluation
- Tabe testing / pre and post
- Interest / aptitude / value assessments

Program Participation:

- Program orientation
- Individual education/employment plan

- Reading/math competency
- Entrance in to AHS
- Application of instructional/supportive services

Program Exit

Student application for re admittance t public school for graduation

Student application for re admittance to public school for completion of graduation requirements

Attainment of GED

Mr. Ledford further stated that the Gateway program is a partnership which exposes the dropout student to the services available through the JobLink Career system. Prior to Gateway, at each point of the process, a service, needed by the student dropout was being offered by one or more JobLink partners. The Gateway program allowed these services to be made available in sequence which best accommodates the needs of the student. Also, by managing the delivery process, the services are made available at a much reduced cost and a much reduced incidence of duplication. An added benefit has been the increase in student accountability as several partners seek to serve the same student.

Chairman Wright asked for questions or comments by the Members. Rep. Rapp asked, "As you look at the profiles of the students you have, what are the reasons students drop out?"

Mr. Ledford stated that kids drop out for many reasons. The ones that come to his program come because they have social problems, problems at home, or they have to work to support their families. They have teen pregnancy and teenage offenders. "We try to apply all the remedies that we have at our disposal to develop a plan to bring the kid from point A to point B and beyond. One of the things that we are very proud of is that 40% of the kids who leave high school go into remediation, less than 10% of ours have to.

Rep. Rapp asked what resources are needed. Mr. Ledford replied. "small classrooms." The smaller the teacher/student ratio, the smaller the atmosphere, the more case management exercises we can apply to each student, the better chance they have at being successful. The question of raising the drop out age to 18 national statistics that I've read says it's a good idea if you apply a vast amount of resources behind it in order to do the things like Gateway does. I feel like we are a young program but we are really going to grow. We have 25 kids today in a classroom and 33 kids that are in process.

Rep. Jeffus asked if a student is in a high school and wants to drop out and is referred to your program where are you housed.

Mr. Ledford: We are currently are provided alternative classrooms on a Community College site that is funded through the WIA. At times we run about 30 kinds an hour through a GED instruction program and about the same through the WIA Gateway program.

Rep. Jeffus: I understand that you have an individual case manager for each individual student and you work through this process. And while they are with you I believe you said that they had to master the reading and math competencies before they go back to the high school once they reach a certain level?

Mr. Ledford: I am the case manager. Typically when a student comes to us that is reading below grade level we have reading specialists that we have hired through the college. They are given intensive reading and math tutoring. They go to class daily only in those things until we can bring them up to a level where they can be successful in the adult high school. Only when they reach those levels are they allowed to enter the adult high school. That's where we lose some kids. Some kids don't put forth the effort to do that so they offer a GED. So we make that happen also.

The statistics tell you that kids who leave our high schools stay in our area. These are the kids that are going to live here, pay taxes, fix our cars, and build our homes, etc. so we try to facilitate even a GED. We push 'the next level' for our kids. The GED is a ticket to the next level.

Steve Williams stated that it is important for everyone to understand the definition of a drop out in North Carolina because it's not the same in all states. It's not the same as most states in the Southeast. "Right now we are reporting in North Carolina drop out data for the 05-06 school year. We've been working on this since the first of October. With all the requirements for properly reporting this it will probably be some time in late January or early February before all this is official. If a student drops out of school during the school year, and they do not re-enroll in a public school by the 20th day of the next school year, then they are counted as a drop out.

This program kicks in for those students who have actually physically dropped out of school. 95%-98% of what we are doing is 100% funded through his program. It's not costing our school district anything at this point. We do have some additional money set aside to support the program if we need it, but once these kids drop out and Kyle is notified and has a conversation with the school the recovery process begins. A lot of kids have a difficult time in large settings. They do better in small settings. The intent is to try to serve the students who have dropped out from our school district in the most appropriate way. Not every kid that drops out will be a candidate for Gateway Recovery Program. It might be that the GED program or the adult high school is a better track for them. Or we may be able to help them with some sort of job training and they decide to go to work. Those candidates that are identified as the students who would be likely to re-enter and have the credits and be on track to graduate then that's where Gateway Recovery steps in."

Chairman Wright – Thanked Mr. Ledford and Mr. Williams. "I think it takes that type of personality to corral all of these children and help them refocus their energies on where they need to be and to truly understand the message that 'here's your ticket, if you really want to go here.'"

How is the duplicated count affected by your program?

Mr. Williams: When they come to us they are actually counted as drop outs and they are not removed from the drop out list until or unless we put them back in school to graduate or re-enter. Once we do that, and they were to drop out again for some reason, they would be counted again. We haven't had that happen yet, but I'm sure with that population we will probably have a certain amount of that.

Rep. Wright asked regarding the funding component, "So your program is still offering traditional educational services to students who have decided they want to leave the larger educational setting, prior to them getting into a GED program or typical drop out program somewhere else. And it is funded through another source so we don't have to use existing dollars. – Do you think this model will work in some larger school settings across the State?"

Mr. Williams: In putting together this program we visited and looked at a lot of places. We looked at Mary E. Phillips High School in Raleigh. We looked at the Jacket Academy in Lexington, the One A group in Thomasville. We brought a lot of things that they were doing to what we do. We're different from them but the common theme was that the individual kid has to be at risk. I use the word "case-management approach" or 'one-on-one coaching' is the best way to work with this population. It seems to be the thing that this type of student has to have.

With that said, you asked about resources. If we had the resources available to place a kid in a situation where he can be successful, and then put the responsibility on him to be accountable; we are a place where a lot of the kids experience the only accountability they have in their life. When they buy into that, they do extremely well.

Chairman Wright then called on Ashley McCall, a student at Central Haywood High School. Ms. McCall testified that when she was in 10th grade she attended Pisgah High School. She has a problem with anxiety and it is difficult for her to stand in front of a lot of people and talk. She quit school in the 10th grade then realized that that was not what she wanted. Since she was 11 years old and wanted to be a nurse. When Ann Garrett told her about Central Haywood she was skittish about going at first because she heard some really bad things, like “bad kids” but she decided to block that out. When she met with the school she found the teachers were great. The classes were smaller so you can get more one-on-one with the teachers and understand things a lot better. The top three reasons I feel why kids drop out of school are

1. lack of parent encouragement and involvement
2. disabled students placed in large classrooms cannot be taught
3. troublemakers in the classroom prevent students that want to learn from learning

She stated pros and cons on changing the drop out age. “Some of pros are: most kids would finish and have their high school diploma before they are able to drop out. Because I’m only 17, I graduate this year I wouldn’t even be old enough to quit. Also regarding work-study programs; if they are not on the college-bound track, putting them in work places so they can realize ‘Do I want to work in McDonald’s or a small office – is that what I want.’ Some of the cons, School would become a teenage day care, basically. Kids that don’t want to be in school would rebel and be disruptive to the kids that want to learn. Fights and disruptive behavior would increase due to the fact that raising the age would make the kids that don’t want to be there mad. If we do a disservice to our students by saying you can drop out at age 18, “Are we also giving them extra allowances by saying you can stay in school until you are 21?” If age 18 is going to be the minimum age, I think it should be the cut off age. You shouldn’t be allowed to stay in school until you are 21. Central Haywood is a very good school. It has helped me in a lot of ways. If it wasn’t for Central Haywood, I can honestly say that I wouldn’t be graduating this year.”

Ms. McCall introduced Jason King, a student at Central Haywood High School. He entered CHHS second semester of last year. He stated that he had made some bad decision in the past and was unable to come back to Tuscola High School. When he first came to Central he didn’t like it because it was not what he was used to. The longer he was there, he started making friends and getting to know the teachers. He really enjoys it now because you are not just a number in the school. This year he will be able to graduate this semester, earlier than he would have originally. He stated that he felt that it will not help anything if we move the drop out age to 18. “It’s just going to make kids that would have already dropped out stuck in a classroom against their will. They are not going to learn. It will cost more money because if there are more kids in school that would have already been out then that means you will need more classrooms.”

Rep. Rapp thanked the students for coming and testifying and stated that it was brave of them and wanted to recognize and extend the Committee’s appreciation to them. The students were applauded.

Chairman Wright recognized Danny Miller, Principal of Pisgah High. Mr. Miller suggested that there be one single method to determine the drop out rate in the State. An example is in the press release that was giving out to announce this meeting this morning. In the press release it stated that North Carolina’s graduation rate is 66%, two sentences later it announced that North Carolina’s annual drop-out rate is 4.7%. When we get our North Carolina ABC report card and our No Child Left Behind data we also get two different stats for that. If we can identify one single way to do it, regardless what it is, we can make comparisons from year to year.

The second thing I would like to state is that in high school we are working in an every changing environment. I’m not talking just year to year but almost semester to semester. This is my sixth

year as a high school principal and in the time I have been there we have looked at graduation and exiting high school with the competency test which is started being given in eighth grade and we continue to give it through high school. We had the exit exam come along and we did give the exit exam and did fail testing for two or three years and then never did use the exam. We now operate under courses of study or diploma tracks – there are four of those – which will determine what diploma a student will be given at the end. We start exit criteria which is very similar to the elementary/middle school gateways where you must pass the end-of-course test to be promoted to the next grade. With that we are presently given a US History test that is normed for 40% plus failure. Not success but failure. We will have somewhere in the high 50s across North Carolina the number of students who will pass that test that is an exit criteria for them. Just recently I read that consideration is being given to require new additional requirements to the core curriculum which will include additional math classes and two foreign languages for every student. When we do that, we at Pisgah High School will never complain about raising the bar but when we do that we sacrifice stuff. We are going to have to take children out of programs which are vocational, ROTC, maybe physical education. The Arch program that allows students to make connections in smaller environments within big schools and those connections with adults that will keep them there. I ask that we please choose a research-based strategy that will be successful in reform and go with that strategy long enough to know if it is successful or not. And not the continual change.

Also I request that when we consider reform that we consider our special education students because these are the people who seem to get the short end of the stick. Those children want to feel successful and need to feel successful to be there. And if this is all about drop out prevention we need for you to consider those students if you would please. Drop out rate is not singularly a high school issue. I ask that you consider reform across the grades.

If we raise the drop out age to 18 we will have children there who don't want to be there and will be as disruptive as they can be. We have lots of alternatives for those students who need a smaller environment. I have talked with some of our students loosely about this and one of our boys pointed out the fact that "if I have to be here until I'm 18, what I'll do is bring a fire arm to school or communicate a bomb threat so you will suspend me for 365 days and I won't have to be here anyway." That was a ninth grader who is not 16 yet, by the way. The last request that I have is that this will require us to deal with many high maintenance students. Please don't give us another unfunded mandate. If we deal with these children we desperately need the resources.

Chairman Wright then recognized Dale McDonald, Principal of Tuscola High School. He stated that at Tuscola there are about 1248 students. They are a 3A schools as far as athletics are concerned. They run a seven period traditional schedule. They do have classes that are blocked. They have chemistry & biology classes as well as vocational classes that are blocked. The majority of the school's classes are 50 minutes, seven periods a day. This schedule works well for them. They have a tremendous arts program. With the new proposal to increase the drop out age to 18 they are afraid that you will limit students in their choices. They are afraid that students will not be offered the opportunities in the vocational classes. We would like to be able to offer the vocational classes sooner to our students. Students have very few choices because of the class requirements they have to have. The majority of the reasons for drop outs at Tuscola High School are either attendance problems or credit problems.

Once students have reached the number of days absent when they cannot get anymore credit their options are limited. They cannot come back second semester and start afresh because the school is on a year long schedule. With other new DPI requirements planned to be implemented this will restrict students to only having required courses and prevent them from being able to have vocational classes and other electives.

Mr. McDonald stated that his counselors don't have time to work with students on drop out issues because they are stretched thin with dealing with attendance and HS credit problems. There are three full-time guidance counselors servicing 1248 students. "They are doing everything from NCAA Clearinghouse to scholarships to pathways. They do a tremendous amount of work with SATs, with tests, cumulative folders, etc." One thing the counselors complain to him about is that students come in from the middle schools with many social problems. Their counselors don't have the time or resources to work individually or in small groups with the students on suicidal issues, peer-pressure issues, or other social issues. He stated that if we increase funding in those areas we could better deal with the drop out problems there. "We could become more family oriented with the students to give them the encouragement and the pat on the back they need and deserve and to tell them that we understand what they are going through. While we do have outside resources the counselors just don't have the time to deal with the students as they should."

Nova Net has been a very successful program in Haywood County. They work closely with the Gateway Recovery Program. He gave an example. "A young lady, 12th grader, came to me back in September to say she was going to drop out. She just lacked three credits to graduation but was having problems with other female students and said she couldn't stay there, she was dropping out. We were able to direct that student to the Gateway Recovery Program. She came back the other day and stated that she has already finished her graduation requirements and will graduate and walk the stage at Tuscola High School in May. She will start at AB Tech Community College this coming January." They have a strict dress code and discipline code in his school, however he fears that some of the changes proposed may tie the hands of high school administrators.

Rep. Jeffus: "You have a tough job and I know there are many requirements that you have to comply with. I am very pleased to hear about your arts program. I hope you will continue to try to have the arts in all of the schools because I think sometimes it does keep students in school; the music and arts programs. As far as I remember there has been a direct correlation between the success of students and the involvement in the arts."

Chairman Wright then recognized Donna Parris, CHHS Lead Teacher. Ms. Parris stated that one thing does not work for every student. "We have to look at every child as an individual and how we can best serve every child. To say that every child must stay in school until age 18 will not solve the problem." For 33 years she has taught at every level, coaching, sponsoring clubs, offering all sorts of programs. She's been at Central Haywood High School for the past 13 years. She recommended that lawmakers look at strengthening the alternatives. Money can be better spent offering alternatives. She stated that increasing the age to 18 will hurt every teacher who has tried their best to keep that student there. Striving to do the make up work for when they are not in school, because their attendance is going to be low. Doing their OSS make up work, piles of work to send home that they may or may not see; taking the teachers' special time from those kids who are there, who want to be there, who want an education. If that student is there and has not been suspended yet or is not staying at home hoping to get kicked out with bad attendance, then the teacher is dealing with the disruption in the classroom. She has a student that has a block on taking test that is very bright who has failed the competency test four times. He is threatening to drop out. She also recommended reducing competency tests requirements. "We need to keep kids in school and alleviate stressors. Don't force a higher age. It will add more problems to the lives of educators."

Chairman Wright: "It is not that the Representatives of this House Select Committee are determined to raise the compulsory age. We are asking the question, if we do so, then what?...or should we do so in conjunction with what? If we have a population of students who are leaving school at age 16 and are now becoming non-productive citizens because they don't have that key to success by completing their education even at the very basic level, how do we get them to do that?" What happens to those students who just drop out and never go back to pick up their GED

or High School equivalency? Now we have an uneducated population within this great State of ours who may not be able to do anything.”

“After our first meeting, one of our former press people came up to me (he now works for the State) and said, “I’m glad you all are having this discussion.” ...and he’s an upper middle-class guy. He said, “My son started having problems early on. My wife and I would go to the school and really try to work with the teachers, we had lesson plans, and we did everything we needed to do to work things out for him. But he got to the age when he was fourteen and decided he couldn’t do it anymore and said he would drop out when he was sixteen; and he left. His dad said he was shocked. His father told him OK, you’ve made this decision. You are an adult now. To stay in this house you must be in school or working. His son went out to try and find a job because no one is hiring sixteen-year-old drop outs. – Reality check. He comes home, depressed and says he doesn’t know what he can do at this point. He didn’t want to go back to school because he was too embarrassed to go back. His dad suggested that he go to Wake Tech and get his GED. The boy didn’t want to do that either. At church that Sunday, a member of the congregation that was a contractor over heard them speaking about this young man dropping out of high school. He gave him a job as a plumber’s assistant. He began making between \$400-\$500 a week at age sixteen.. But General Assembly had passed a law that stated, “unless you finish high school, you can’t drive.” As this kid was employed, making pretty good money couldn’t get his driver’s license, here was the carrot. The contractor told him if he went back to school to get his high school diploma, once you get your driver’s license, I’ll help you sit for the plumbing contractor’s exam.”

Addressing Ms. Parris, Rep. Wright asked, “If we raise the age, should we have comprehensive alternative programs to go with it? So that for the kids who are reaching that benchmark of sixteen who are determined that “the law won’t let me go but I’ll just stay and stir things up”, maybe we transition them out to an alternative program that works for them; whether it’s through the community college; the programs like the coaches have talked about; or something like that. We are not just looking for a stick, we need carrots to go with it to make sure that all North Carolinians have the advantage of being educated so that they can become productive and successful. Without that, they will not be contributing to the tax base at all; just costing us and draining the tax base. “Do we need a two-prong or multi-prong approach to raising the drop out age to 18?”

Ms. Parris stated, “Yes. Offer job skill training and give leeway to course training. We need to let students have real life experiences.” All of these alternatives we offer in Haywood County are through work. We have saved kids that have gone out and become productive citizens. That’s our goal. But I don’t think it’s necessary to start that two-prong thing from sixteen to eighteen. I think we should go back to those kids hitting 10, 11, 12, 13 and 14 and offer them some alternatives. Offer these kinds of extras and incentives and some job-skill training. Reduce some of these competencies in algebra and geometry and chemistry for the kids that are not going to go that track in life. Give us some leeway in our course offerings so we can give them some real life skills training and not be absorbed by having to meet all of these criteria and meet all of these tests so we can train these kids and give them some opportunities. We used to offer these things at Central Haywood but we can no longer do this because there are too many things to be met and too many tests to be taken and passed until our hands are tied. We can’t take them to have some real life experiences like we used to be able to do. And that’s hurt our progress. Giving them a chance to be in the community, giving some volunteer services, being on the jobs – doing a little bit of shadowing at the lower levels of school, instead of trying to meet all of the competencies, we could give them some reality checks earlier in life and you wouldn’t have worry about what age they need to be before they can quit school. They’d want to be here and wouldn’t want to drop out. And we would have them interested and engaged.”

Chairman Wright then recognized Robin Black, Finance Committee Chairperson for the Haywood County Board of Education. Ms. Black began by thanking the Committee for coming to Haywood County. Also she thanked the State for providing funds for flood relief, which allowed renovations to the Education Building and Central Haywood High School. She proceeded to address three issues regarding drop out prevention. Her testimony is as follows.

“The first item of importance is reducing the drop out rate by getting and retaining high quality teachers. Teachers have the single most important part in connecting with our students. Haywood County has increased teacher local supplements by .5% each year for the last 4 years in order to match other nearby systems. We have used the refund of sales tax for the last two years to fund the majority of this increase. This year we have not been able to budget this increase because of the removal of this revenue. We appreciate greatly the elimination of the discretionary cuts which provided an additional \$243,000 however by taking away the sales tax refund of \$167,000 we received a net increase of around \$76,000. Please consider reinstating the sales tax exemption for school systems similar to other local government and non-profit entities. While I dearly love NASCAR and am currently in NNROSD “No NASCAR Racing on Sunday Depression”, schools across the State need this exemption from a fiscal stand point far worse.

The second item important in reducing the drop out rate is reducing class size and allowing teachers more time with each student. In order to reduce class size, you need more teachers and classrooms. Haywood County currently is funding 3 classroom additions with a recently passed bond. Two of these additions are at new elementary schools that are already short of rooms. In order to reduce class size we need to build more classrooms. With the additional lottery proceeds for school construction, we could accrue enough for classroom additions a one site in 7½ years. However, if the distribution of these proceeds were based entirely on school enrollment, we would be able to build new classrooms much sooner. We believe the students west of I-70 are just as deserving as students east of I-70, and request equal funding. No school district in the Southern Appalachian Mountain Region of the State is scheduled to receive the additional funding based on tax rates while our percentage of people living in poverty is greater and the median household income lower than many wealthy receipt systems.

The third item is lottery proceeds for reducing class size in early grades and scholarship funding. As of yet we have received no information on how or when this money will be distributed. Low income students need to know if they work hard and stay in school they can further their education. Students are making decisions right now on which college they can attend. They need financial aid in the form of scholarships in order to continue their education and need to know when and how much they can expect from the State. Haywood County is making decisions on classroom additions and additional teachers, and we need to know what to expect. We request information regarding these disbursements as soon as possible so we can plan for our children’s future. We also request that these funds be additional funding and not supplanted by making other funding reductions to offset any increases.”

Ms. Black shared this story. “I have a unique perspective. I am the manager of our low-income public housing in Haywood County. I have 99 multi-family low-income units in 62 areas. I have fought to try to keep these kids in school. When I first started working there, I met a sixteen-year old girl who had dropped out of high school. She’s a smart kid with no discipline problem. I asked her to please go back to school or to get her GED, or go to Central Haywood – I pointed out many alternatives to her. I asked her, “don’t you want to get out of public housing.” She said, “The only way for me to get out of the projects is when I turn eighteen, to have a child and use a Section 8 voucher.” She’s nineteen now, and has two children. The State is providing all of her housing, all of her food, and all her medical care for a family of three. It is cheaper to provide alternative programs for these kids to help them become productive tax-payers in our State than to continue to provide for them in this way. We must break this cycle of poverty. The best way I’ve found to break the cycle is to get them back in school.

Ms. Black then stated, "I would again like to thank each and every member for taking the time to come to Haywood County and listen to our ideas and concerns. By making the effort to come to our county, you have shown us your commitment to the western part of the State. Sometimes we feel like we are being left out and efforts like this one makes us realize we are not. I appreciate your time and consideration of these items."

Rep. Wright recognized Rep. Jeffus.Did you receive and disadvantaged student funds?...
Answer We did for remediation.

The other question: "What was your question about the distribution of lottery funds?"

Answer. "We have not received information on the reducing of class size and scholarship proceeds. We don't have any information on what to expect, how it will be handled, what will be provided, what it can be used for, what it can not be used for, how much we are going to get, etc." We are planning to build additional classrooms, we've got questions about scholarships that students need, we've got students that need the help but we need the information"

Chair directed staff to gather the data from the Governor's budget folks or even the Lottery folks and report to the Committee on lottery proceeds; how much, criteria, when disbursements will be made.

Rep. Rapp stated, "The Lottery formula that was adopted in the legislation is something that Rep. Goforth and I tried to address in the Short Session. We were asked to defer that until the Long Session (148th General Assembly.) And so there is legislation that he and I will introduce which will equalize that formula on an ADS basis. So those with affected tax rate will get a little over \$800 per student under ADM. No one west of I-77 gets more than a little over \$400 per student ADM basis. The formula that we are suggesting, and of course it will go to committee for debate, would be that it would be roughly \$600 per student ADM, equally shared across the board with all school systems. That funding questions is one that I look forward to addressing in the upcoming session."

Chairman Wright then recognized parents in this order Judy Jones, Caroline Brown, Valerie Dyer and Debbie Inman. Each gave reasons why they feel that raising the age to 18 would be a mistake.

Judy Jones: "I am a parent and a retired school teacher. I'm here to represent the community, most importantly the students. I was lead teacher and Central Haywood High School before Ms. Parris." She pointed out that the picture chosen by the students and CHHS to represent their school was a picture taken at graduation. "Rather than increase the age to 18, I feel the taxpayer money could be better spent funding alternative programs."

Valerie Guyer: "I am the media coordinator at CHHS and a parent. As a parent of a student in Haywood County, I feel like if you raise the age to 18, the majority of those students are the ones that are causing problems. I don't want that to interfere with my child's education."

Caroline Brown: "My daughter graduated from Pisgah High School two years ago. If at that time the drop out age had been eighteen, I would have been very disturbed because I would have known that her educational environment would have interrupted. As a teacher I know how kids are when they don't want to be in school. They can be dangerous to the environment and very disruptive and that's not fair to the students who want to be there. I also would like to say "external motivators" is the key. There were programs at CHHS Project SOAR and Project Challenge. They were State-funded and may have been partially Federally-funded programs. Those programs no longer have the funds to be at our school. Many students stayed at CHHS and graduated from CHHS because of these programs. The boys went rock climbing, they went

camping, there were after-school activities, and there was community service. That was their external motivator. Because of those programs they developed self-esteem, they developed communications skills, they learned how to work with others, and they learned how to be a model citizen. I know that the success those programs had has enabled those students who are now young adults to be successful in life. Bring back programs like that please. That's what we need."

Debbie Inman: "I have two children still in school, one at Pisgah and one at Camp Middle. Can we have more funds for Central Haywood? I'm trying to get my son in CHHS but there is no room. He is eighteen. He already wants to quit. He's in the eleventh grade. I wish there was more funding for programs to help students like my son stay in school and get what they need to graduate. He works for the school system after school, but he's willing to go to Central after school to get his credits or drop out. He keeps failing the tests they give, but he can do the work on the computer. He's been tested. He has a learning disability. He can read it, but he doesn't understand what he read. You can read it to him, he understands it. If you put it on a computer – he's got it. He would be a great computer programmer. He can comprehend from the computer but not if it's on paper. If the teachers had not worked with him he would have dropped out at sixteen. There are many students who just need a little extra help, but without the funding for these resources we are losing them."

Rep. Wright then asked for any further comments from audience.

Sue Ann Lindford from Cherokee County Schools spoke. She stated there is a need for a comprehensive approach to addressing the drop out issues. "We need to begin at early grades 1st, 2nd, 3rd grades. For us to make sure they succeed in high school and not drop out, we are going to have to look at how we are dealing with those issues at the early levels. Right now we are not dealing with those issues well. We have a program in Cherokee County that is made up of a team consisting of a nurse, a social worker and a counselor who are working within the schools to identify problems early. We are identifying early predictors of drop outs. We've been meeting with many of our economic development commission people in the county through one of the programs that we have. 60% of our job applicants could not pass a drug screen to be employed. It doesn't matter how many jobs we recruit in an area, if 60% of our people cannot pass a drug screen [and it's not just Cherokee county, it's the whole western part of the State,] then what value is it going to be to recruit jobs. Of the 40% of those that can be hired, 5% of them, six months later are the only ones still on the job. That's an attendance issue. Those habits are learned early. It's a very important mixture there does have to be parent involvement and some type of punishment for parents that don't keep their children in school. This needs to be looked at in a very comprehensive manner. We have to look at it at the early age, we have to intervene in the middle school years, and we have to provide alternatives like the alternative schools and other programs in the later years. I encourage you to look at this very comprehensively beginning in the early years, because it is not just a high school problem."

Chairman Wright recognized Senator Snow. He thanked the chair for the recognition. He stated that he is looking at the change in the drop out age from another angle. The changing of the age is something that is being considered by the Governor's Crime Commission. He has a report to share with the Committee relating to his work with the Crime Commission.

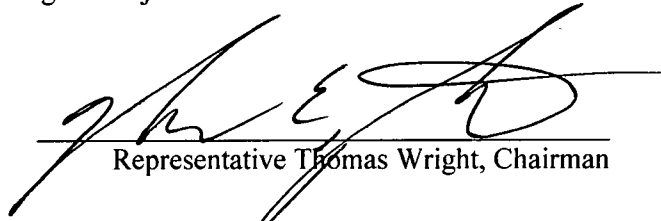
Chairman Wright stated that the recommendation to the staff from the Chair is to offer an interim report because there is no way we can offer a complete and final report and still have not had time to move across the State. This is the second public hearing and the Committee has only been in existence for 2½ months. One of the recommendations will be to continue the work of this House Select Committee and suggest a joint committee between the Senate and House so we can collectively begin to work on this issue and then to continue to move across the State to hear from other citizens to make sure we are hearing from the public and getting a comprehensive focus on

what it is we are expected to do. We are not rushing to judgment or rushing into action on this but we are taking a very deliberate look at it.

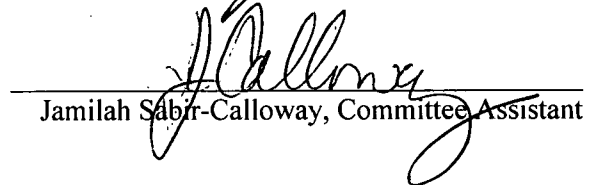
Chairman Wright asked for final comments from the Representatives present. Reps. Jeffus and Walker thanked the citizens and school representatives for their participation and testimonies. Rep. Rapp thanked the Chair and Committee Members for coming to Haywood County to hear first hand about the good things that were being done to address the graduation and drop out rates.

Chairman Wright extended a special thank you to the Haywood County Board of Education, Superintendent Anne Garrett, Rep. Rapp and the Haywood County Chamber of Commerce for the fine accommodations provided to the staff and Members. He thanked the citizens for sharing their time and genuine interest in this issue that is very important to all citizens of this State.

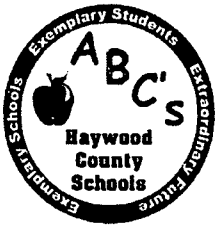
There being no further business, the public hearing was adjourned.



Representative Thomas Wright, Chairman



Jamilah Sabir-Calloway, Committee Assistant



Haywood County Schools

1230 North Main Street
Waynesville, NC 28786
828 456 2400

*Anne G. Garrett, Ed., D.
Superintendent*

Board of Education

Charles H. Francis, Chairman
Johnny Woody, Vice-Chairman
Robin Black
Charlene Carswell
Steven Kirkpatrick
Walt Leatherwood
Jimmy Rogers
Michael Sorrells
Bruce Sutton

Legislator Meeting 12-13-06

Welcome/Introductions

Dr. Anne Garrett
Superintendent

Overview of Speakers/Concerns

Dr. Bill Nolte
Associate Superintendent

Central Haywood High School

Phil Pressley
Principal

Haywood Early College

Dr. Doris Hipps
Dean/Principal

WIA Gateway Recovery

Kyle Ledford,
WIA Youth Program Manager

Steve Williams,
Student Services Director

Students

Jason King
Ashley McCall

Program Discussion

Danny Miller, Principal
Dale McDonald, Principal
Donna Parris, CHHS Lead Teacher

Parents

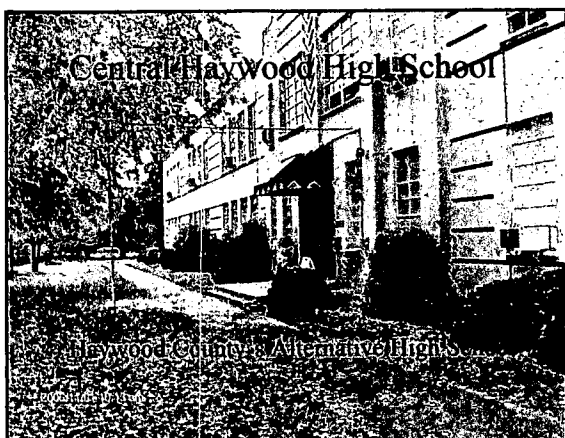

Haywood County Board of Education

Robin Black, Finance Comm. Chairperson
Michael Sorrells,
Bldg and Grounds Comm. Member

Lunch at the Education Center

Visit Central Haywood High School




MISSION

Central Haywood High School is dedicated to
Preparing all students to

1. Earn a decent livelihood
2. Be a good citizen of the nation and the world.
3. Make a good life for oneself



VISION

Building a community of Champions!

INSTRUCTIONAL FOCUS

Teaching the whole child
The five R's Reading, Riting, Rithmetic,
Respect and Responsibility.

GOALS FOR ABC & AYP

Goals for our school

1. Increase total composite score by 0.5%
2. Contact all parents/guardians at least 3 times during the school year
3. Introduce CHHS students to a minimum of three community service organizations

How to achieve our Goals?

- Post mission, vision and focus in all classrooms and hallways
- Reaching the whole child and teaching the entire child
- Teaching Respect & Responsibility



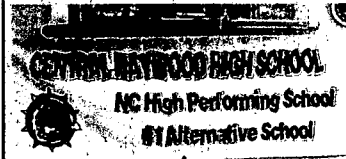
LEADERSHIP

Shared Leadership with Staff and Administration team

- Small school
- Share responsibilities
- Share ownership of school
- Staff meetings weekly to discuss and brainstorm ideas for the school, activities and student improvements or concerns

AWARDS/RECOGNITIONS

#1 Alternative School



Alternative school to watch Award

CULTURE AND CLIMATE

- Incentive program for EOC, Grades, Attendance
- Individual recognition weekly in morning section
- Fun activities for each three weeks-movies, games, socials, dancing, popcorn, snow cones, drinks
- An inviting Climate to motivate Students

CULTURE AND CLIMATE



PROFESSIONAL DEVELOPMENT

- Write grants to get money for Staff Development
- Mentoring Program. In all Phases
- Tag Teaming with other high schools teachers
- Superintendent's Roundtables
- WRESA Workshops
- Art Workshops
- DPI Workshops
- Mini Staff Development on Site

Professional Development



Teachers listening in on a meeting!



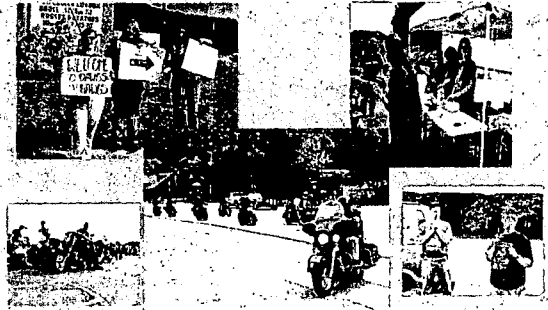
Teachers working on Technology credits and learning how to teach children to use the computers!



PARENT/COMMUNITY INVOLEMENT

- Parent Contact logs every six weeks by staff
- Teachers contact parent at least 3 times a semester
- Thanksgiving Dinner for students, parents and Central Office
- Faculty Ballgames
- Partners in Education
- Rotary Students of the month

DAWGS ON HAWGS



THANKSGIVING FEAST



PROM 2006



CURRICULUM & INSTRUCTION

- Reduce credit requirement to 22 units
- Fast track when possible to get students graduated
- Character Ed Classes
- New course offering like horticulture- for new pathway
- Course integration Photography- senior advisor making
- A Quilt display of seniors
- Construction class And Horticulture class working on projects
- Greenhouse projects
- Memorial garden
- Teach the whole Child

Character Education classes



Memorial Garden



Exploring in the creek



MONITORING & ASSESSMENT

- TPAI Evaluations of staff
- IGP's for each Staff members
- Visible leader in classes daily
- EOC's
- VOCATS
- Reward Systems: A Honor Role, A/B Honor Role, Perfect Attendance, PRIDE awards, letters to parents, calls to staff (Alert Now), Home visits

REWARDS AND RECOGNITION



QUESTIONS

- Any questions??????



CONTACT INFORMATION

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- Haywood County School System

Phil Pressley CHHS
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Clyde, NC 28721

Phone (828)627-9944

Website : www.chs.haywood.k12.nc.us

House Select Committee on High School Graduation and Drop Out Rates

Wednesday, December 20, 2006

10:00 AM

**544 State Legislative Office Building
300 N. Salisbury St.
Raleigh, NC 27603-5925**

The House Select Committee on High School Graduation and Drop Out Rates held a final committee meeting in Raleigh, North Carolina on Wednesday, December 20, 2006 in Room 544 of the State Legislative Office Building. Representative Earline Parmon, presiding Co-chair called the meeting to order and welcomed everyone. The committee members and staff were recognized to introduce themselves. The following members were present: Representatives Bell, Fisher, Glazier, Ed Jones, McAllister, McLawhorn, Pate, Rapp, Saunders, Tolson, Walker, Warren, Weiss, Wiley, Wright and Parmon. Research and Fiscal staff Shirley Iorio, Drupti Chauhan, Sara Kamprath, Kara McCraw, Adam Levinson, and Committee Assistant Pat Christmas were in attendance. The Visitor Registration Sheet (*Exhibit 1*) and the Agenda (*Exhibit 2*) are attached hereto and incorporated into the minutes.

Representative Parmon asked for a motion to adopt the minutes of the previous meetings. Representative Glazier moved adoption of the minutes. The motion carried unanimously.

Representative Parmon asked the committee staff to give a summary of the meetings and public hearings that were held across the state. Legislative Analyst Sara Kamprath reviewed and explained pages 7-9 of the draft committee report (*Exhibit 3*).

Representative Parmon then asked the committee for comments or discussion on the findings and recommendations contained in the report. Representative Fisher commented on the proposed legislation to be introduced in the 2007 General Assembly; page 13 of the report as it relates to Section 1(b), item 5. Representative Fisher wanted to add "or lack of success". She wanted to see research or more information on the factors that lead to student's lack of success. With no objection from the committee, Representative Parmon asked the staff to look into that issue.

Representative Tolson explained his support of the recommendation on page 10 that school systems need to take full advantage of technology to keep students engaged in the learning process.

Representative Rapp commented that based on his reflection from the Haywood County public hearing, the committee needs to look at a statewide standard for computing dropout rates to improve accuracy and consistency.

Representative Glazier posed a question about the proposed legislation. In reference to Section 1(b), he stated that a paragraph is needed to show that the committee is not only charged to study the need to raise the compulsory school attendance age; but, to also study the broader issue of high school graduation and drop out rates and the twelve items related to it.

Representative Parmon asked the staff to consider Representative Glazier's concern in revising the proposed legislation.

Representative Pate commented on page 10 about his support of early intervention programs as presented by Mr. Eddie Davis, President of NCAE. Representative Pate explained the need to emphasize such programs to help identify potential dropouts earlier, before ninth grade, so that services can be provided.

Representative Wiley said that the committee needed to employ strategies of tracking the attendance of seventh and eighth graders, which can be an accurate indicator of potential at-risk dropouts.

Representative Bell said that he would like to add a requirement that students receive professional services before suspensions. Also, upon entering alternative schools and exiting those schools to return to the regular school system, students should receive professional services. He further commented that students often had social and familial problems that went beyond the classroom that may cause them to want to leave school prematurely.

Co-chair Representative Wright explained his reflection of the Haywood County public hearing and how the issue of high school dropouts was, in fact, a state wide issue. There are a series of things that cause a child to drop out and that was made clear to him in Haywood County, in a system with very little racial diversity. The issues facing students are the same across the board regardless of where they come from or their racial background, according to Representative Wright. There were major issues of poverty in Haywood County. He said that the General Assembly would have to make recommendations that not only improve school attendance, but improve the quality of life as well.

Representative Parmon recognized Dr. Diane Emerson, the House Education Director and thanked her for her work on the committee. Dr. Emerson and her intern will be researching recommendations and findings of previous legislative study committees as they relate to the work of this committee.

Representative Parmon explained that the committee would not be able to conduct its previously scheduled Pitt County public hearing because the committee was not authorized to work after December 31, 2006. She said that even though they were anxious to continue the work and hold more meetings across the state, this was the last scheduled meeting.

Co-Chair Representative Wright concurred that two and a half months were not enough time to complete the work of the committee and commended Speaker Black for his vision to appoint the committee to study this very critical issue. He said that it was important to consider creating a joint legislative study commission so that their Senate counterparts may be included. Representative Wright moved adoption of the report of the House Select Committee on High School Graduation and Drop Out Rates and directed staff to make technical and necessary changes so that this work can continue should the Speaker agree to appoint the committee.

Representative Weiss asked that the written transcripts of the public hearings be attached to the Committee Report.

The motion carried unanimously to adopt the committee report as amended and reauthorization to continue.

Co-chair Representative Parmon thanked the committee members for their work and attendance.

There being no further business, the House Select Committee on High School Graduation and Drop Out Rates adjourned at 10:35 A.M.


Representative Earline W. Parmon, Chair


Pat Christmas, Committee Assistant

Attachments:

Visitor Registration Sheet (*Exhibit 1*)

Agenda (*Exhibit 2*)

Draft Report – House Select Study Committee on High
School Graduation and Drop Out Rates (*Exhibit 3*)

VISITOR REGISTRATION SHEET

HOUSE SELECT COMMITTEE ON HIGH SCHOOL GRADUATION AND DROP OUT RATES

Name of Committee

Date: December 20, 2006

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME

FIRM OR AGENCY AND ADDRESS

Elany Wilson	SBE
Kim Shropshire	NCDPI
Melanie Raeh Whitman	NC Center for Public Policy Research
Bill Farmer	Time Warner Cable / Charlotte, NC
Jeffery Walston	Child Advocate / GAI O
Rita L. Joyner	SBE
Ken Gaffis	DPI
John Carver	NC Policy Watch
Lou Fabrizio	NCDPI
JB	Gov's office
Todd Silverman	Near & Observer

**HOUSE SELECT COMMITTEE
ON HIGH SCHOOL GRADUATION & DROP-OUT RATES**

AGENDA

December 20, 2006

10:00 A.M., ROOM 544 Legislative Office Building

Welcome/Introductions

Representative Parmon, Co-Chair

Representative Wright, Co-Chair

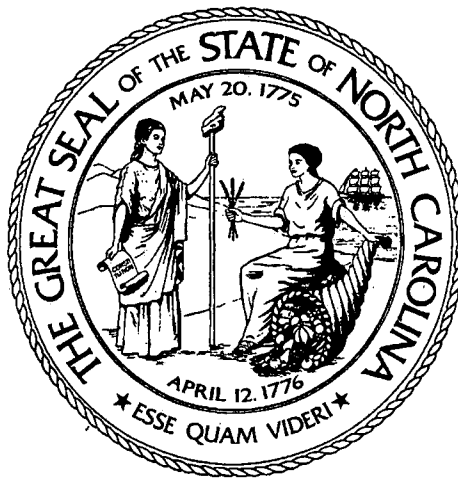
Approval of Minutes

**Discussion and Approval of Proposed Legislation to the 2007 General
Assembly**

Adjourn

DRAFT

**HOUSE SELECT STUDY COMMITTEE
ON
HIGH SCHOOL GRADUATION AND DROP OUT RATES**



**REPORT TO THE HOUSE OF REPRESENTATIVES
2007 NORTH CAROLINA GENERAL ASSEMBLY**

December 2006

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STATE OF NORTH CAROLINA



HOUSE SELECT STUDY COMMITTEE ON HIGH SCHOOL GRADUATION
AND DROP OUT RATES

December 2006

TO THE MEMBERS OF THE HOUSE OF REPRESENTATIVES OF THE 2007
GENERAL ASSEMBLY

Attached for your consideration is the final report to the House of Representatives of the 2007 General Assembly. This report was prepared by the House Select Committee on High School Graduation and Drop Out Rates pursuant to G.S. 120-19.6(a) and Rule 26(a) of the Rules of the House of Representatives of the 2005 General Assembly.

Respectfully submitted,

Representative Earline Parmon, Chair

Representative Thomas Wright, Chair

SPEAKER JIM BLACK ANNOUNCES HOUSE COMMITTEE ON HIGH SCHOOL GRADUATION AND DROP OUT RATES

*“State and local leaders, educators and parents must find better ways to reduce drop out rates so we can keep our kids in the classroom, not on the streets,”
says Black.*

RALEIGH – N.C. House Speaker Jim Black (D-Mecklenburg) today announced the creation of a new legislative committee that will spend the next several months studying North Carolina’s drop out rate and recommend ways to keep students in school to ensure they receive a quality education, graduate, and go onto college and good paying jobs.

The House Select Committee on High School Graduation and Drop Out Rates will be chaired by Reps. Earline Parmon (D-Forsyth) and Thomas Wright (D-New Hanover). Other members of the committee include Reps. Bernard Allen (D-Wake), Larry Bell (D-Sampson), Jean Farmer-Butterfield (D-Edgecombe), Susan Fisher (D-Buncombe), Rick Glazier (D-Cumberland), Maggie Jeffus (D-Guilford), Ed Jones (D-Halifax), Mary McAllister (D-Cumberland), Marian McLawhorn (D-Pitt), Louis Pate (R-Wayne), Ray Rapp (D-Madison), Joe Tolson (D-Edgecombe), Tracy Walker (R-Wilkes), Edith Warren (D-Pitt), Jennifer Weiss (D-Wake) and Laura Wiley (R-Guilford).

“Education must be our state’s number one priority,” said Speaker Black. “We have to remain vigilant to ensure that every child in North Carolina comes to school ready to learn and stays in school until graduation. Our schools are losing too many students due to discipline problems, gangs, long-term suspensions, or simply because they turn 16. State and local leaders, educators and parents must find better ways to reduce drop out rates so we can keep our kids in the classroom, not on the streets.”

The House Select Committee on High School Graduation and Drop Out Rates will study:

- The impact of dropping out of school on the student;
- The fiscal impact of raising the compulsory attendance age above the current 16 years old;
- The capacity of a 16-year-old to understand the social and economic consequences of dropping out of school;
- The law in other states and the experience of other states that have raised the compulsory age;
- The emergence of major high school reform efforts, including *Learn and Earn* Programs, the New Schools Initiative, and 21st Century Schools, and the impact they have on teenagers who remain in school longer;
- The importance to the entire State of every student leaving high school prepared to enter the workforce or succeed in higher education;
- Research on factors related to students’ success in school;

- Strategies, programs and support services that should be provided if the compulsory school attendance age is raised to enable students to graduate from high school, and time lines for implementing those strategies, programs and support services;
- Related laws and policies that must be addressed to ensure the availability of support services for students;
- Possible exemptions from the law for certain students, including those who fulfill their graduation requirements early and receive a diploma, complete an alternative education program, or whose parents consent to their leaving school before they graduate or reach the maximum compulsory age;
- The fiscal impact on the Department of Juvenile Justice and Delinquency Prevention and the Department of Correction; and
- Input on the issue from school personnel, dropouts, and students at risk of dropping out of school.

“A student who graduates from high school is less likely to grow up and live in poverty and has a much greater chance at a prosperous and rewarding future,” said Rep. Earline Parmon (D-Forsyth), who will co-chair the new committee. “I’m hopeful this Committee will discover how to increase graduation rates and, by association, how to improve the lives of the young people of North Carolina.”

“Our state’s drop out numbers are unacceptable,” said Rep. Thomas Wright (D-New Hanover), who will co-chair the new committee. “We need to find out why our students are leaving school and how to keep them there.”

State Board of Education Chairman Howard Lee has called on the General Assembly to change the state’s compulsory age law, which currently allows a student to drop out of school at 16 years old. “We do students a disservice to send the message that it is acceptable to drop out of school when they are 16 years old,” Chairman Lee said in March in response to the release of the latest drop out statistics. “A high school diploma is a minimum requirement for future success, and we will continue to press for changing the compulsory school attendance age.” Raising the compulsory age is one issue that the House Select Committee will examine in the coming months.

Education Week Magazine recently cited a national study showing North Carolina’s high school graduation rate at 66 percent. Among African American males it is 49 percent and Hispanic males graduate only 47 percent. North Carolina’s high school dropout rate, already too high, may be even worse this year, the state’s top-ranking education official warned last week. State Superintendent of Public Instruction June Atkinson said the state’s annual report on high school dropouts is due to be released in December. School officials shouldn’t expect encouraging news, she said during a speech in Elizabeth City.

During the 2004-05 school year, approximately one out of every 20 North Carolina high school students dropped out of school thus jeopardizing their potential for future success, according to the Annual Dropout Event Report presented to the State Board of Education in March. This equates to an annual high school drop out rate of 4.7 percent. State law requires that school officials record the reason for a student’s decision to drop out of school. In 2004-05, 60 percent of students dropped out due to attendance issues. Other

key issues included enrollment in a community college (10 percent) and “moved, school status unknown” (8 percent). Nearly 5 percent of dropouts were related to student suspension and incarceration.

North Carolina is ranked 45th in the nation in the percent of ninth graders who graduate four years later, with only 41 percent entering college and 19 percent graduating with an associate or bachelor degree within six years. (*Source: National Center for Public Policy and Higher Education, 2004*)

Furthermore, our state’s dropout rate has a tremendous impact on our economy and society. A high school dropout in 2000 had less than a 50 percent chance of getting a job. That figure drops to 25 percent for African-American students. The dropout’s job will earn less than half of what the same job earned 20 years ago. Wages are increasing only for those with at least a college education, and a lack of education is increasingly correlated with incarceration and a dependence on welfare. (*Source: School Redesign Network, 2002*)

State legislators and Governor Mike Easley have initiated several new programs in recent years aimed at increasing high school graduation rates and encouraging more students to attend college. The *Learn and Earn* early college high schools initiative provides high school students the opportunity to graduate in five years with a high school diploma and an associate’s degree or two years of college credit. Legislators have approved funding for 33 *Learn and Earn* high schools that are currently in operation across the state. Twenty additional *Learn and Earn* schools are slated to open in 2007.

During this year’s session, legislators approved an extra \$27 million for the Disadvantaged Students Supplemental Fund, \$42 million for low-wealth schools, and restored \$44 million in discretionary cuts approved during the state’s economic recession and budget shortfalls in recent years. This new funding, coupled with more than \$150 million provided during the last several years to these schools, will help struggling students stay in school and increase our graduation rate.

In September 2003, with the support of the Bill & Melinda Gates Foundation, North Carolina launched the New Schools Project to assist in the creation of small, economic development-themed high schools across the state. The smaller high schools focus on growing economies and job sectors by offering classes in health care, computer technology, biotech and engineering based on a student’s interests and possible future career. Currently, 25 new schools are open across the state with plans to open 10 more in 2007. The Bill & Melinda Gates Foundation has awarded more than \$20 million in grants to fund this new program.

Last month, Easley launched a statewide effort to conduct performance audits in all 115 school districts to ensure accountability and the smart, targeted use of resources in the state’s public high schools. The State Board of Education and the N.C. Department of Public Instruction are working with the UNC-Chapel Hill School of Education to examine student achievement data and spending patterns from high schools across the state. The information will be used to contrast the resources in low-performing high schools with higher performing schools that educate similar populations of students.

Researchers will then conduct site visits in districts with low-performing high schools to identify how they can better use resources to increase student achievement.

The House Select Committee on High School Graduation and Drop Out Rates will hold numerous meetings between now and the start of the 2007 session, which convenes on January 24. The Committee, which includes former school teachers and principals, will present its legislative recommendations to the full House of Representatives at the start of the 2007 session. Legislators are expected to hold meetings in Raleigh and in other cities across the state as they study the state's high school graduation and drop out rates and look at possible solutions.

STUDY COMMITTEE PROCEEDINGS

The House Select Committee on High School Graduation and Drop Out Rates met five times between October 17, 2006 and December 20, 2006.

October 17, 2006

At this organizational meeting, the House Select Committee on High School Graduation and Drop Out Rates reviewed the issues to be studied and heard suggestions from Committee members about future agenda items.

October 24, 2006

The House Select Committee heard first from Dr. June Atkinson, State Superintendent of Public Instruction. Dr. Atkinson stated that she is focused on the need to increase the high school graduation rate in North Carolina and that the current dropout rate is unacceptable.

She stated that the State needs to set high benchmarks in order to reach a 100% high school graduation rate. Many school districts are moving aggressively to address the dropout rate but many others need to move more quickly. Superintendents and principals have been encouraged to set a benchmark of having at least an 85% graduation rate in the next 3 years.

Many of the school districts are in the process of redesigning their high schools, focusing on remedial programs in high school to improve reading comprehension, providing engaging learning, and using technology in meaningful ways as strategies to address the dropout problem.

Dr. Atkinson explained to the Committee that the current drop out rate is really based on the total number of dropout events that occur during a year. If a student drops out multiple times then each time that the student drops out is counted as a separate event. Therefore, individual students may be counted as dropouts in more than one school year. A new cohort graduation rate will be used for the first time this year instead of the dropout rate. The cohort graduation rate is calculated based on the number of students who begin the ninth grade in any year and those who finish high school 4 years later. The anticipated 2002-03 cohort graduation rate is expected to be in the 60% to low 70% range.

Next, the Committee heard from Mr. Eddie Davis, President of the North Carolina Association of Educators (NCAE). Mr. Davis stated that NCAE believes that the compulsory attendance age should be gradually raised from 16 to 17 and then 17 to 18. Mr. Davis also presented the National Association of Educators' (NEA) 12-step plan to reduce school dropouts (See Appendix B). The NEA plan proposes to mandate high school graduation or its equivalency for everyone below the age of 21. The NEA also proposes the establishment of "high school graduation centers for students 19-21 years old to provide specialized instruction and counseling to all students in this older age group who would be more effectively addressed in classes apart from younger students."

Next, Dr. Chris Cobitz, Reporting Section Chief for Accountability Services. DPI explained the new cohort graduation rate (See Appendix C). Later this year, the State will be able to report the percentage of 9th graders who began in the 2002-03 school year and graduated before June 30, 2006. This is a standardized reporting method that will allow comparison with other states. Finally, Dr. Ken Gattis, Senior Research and Evaluation Coordinator, DPI explained the current definition of a dropout, how the dropout rate is calculated and information about the demographics of dropouts.

November 2, 2006

The House Select Committee on High School Graduation and Drop Out Rates held an evening meeting at West Charlotte High School. The Committee heard presentations from the speakers listed on the following agenda about restructuring a large high school into smaller schools within a school, the importance of nontraditional and alternative schools, a successful community-based program aimed at preventing drop outs, and the partnerships that the community college and local public schools have developed to address the dropout problem. Members of the public not listed on the agenda were invited to address the Committee with their concerns, especially about the need to raise the compulsory school attendance age.

AGENDA

November 2, 2006

**6:00 P.M., West Charlotte High School
Charlotte, NC**

Welcome/Introductions

Representative Parmon, Cochair

Representative Wright, Cochair

Approval of Minutes

Speakers

Ann Clark, Assistant Superintendent, Charlotte-Mecklenburg Schools

Jo Ella Ferrell, Principal, Garinger High School

Carol Rodd, Case Manager, Garinger High School

Brian Freeland, Teacher, Garinger High School

Natasha Thompson, Principal, International Studies School at Garinger High School

Herman Gloster, Teacher, International Studies School at Garinger High School

LaPorsha Holt, Student, International Studies School at Garinger High School

Barry Blair, Principal, New Technology High School at Garinger High School

Erica Luttschyn, Teacher, New Technology High School at Garinger High School

Basma Metwally, Student, New Technology High School at Garinger High School

Omneya Metwally, Adult Sister to Basma representing her mother, New Technology High School at Garinger High School
Paulina Amenityro, Student, New Technology High School at Garinger High School
Hilda Ramirez, Parent of Paulina, New Technology High School at Garinger High School

Sherry Sigmon, Principal, Performance Learning Center
Tasha Sherrill, Teacher, Performance Learning Center
Debbie DeLong, Teacher, Performance Learning Center
LaTasha Harris, Student, Performance Learning Center
Matthew Brady, Student, Performance Learning Center

Dr. Ricky Woods, Senior Minister, First Baptist Church West, Charlotte, NC

JJ McEachern, Associate Dean of Enrollment and Student Services, Central Piedmont Community College, Charlotte, NC

Bobby Sutton, Central Piedmont Community College, Charlotte, NC

December 13, 2006

The House Select Committee on High School Graduation and Drop Out Rates held a morning meeting at the Education Center and toured an alternative school, Central Haywood High School, in Clyde, North Carolina. The Committee heard presentations from the speakers listed on the following agenda about successful programs to address the dropout rate, including an alternative high school, an early college program and a community-based program that helps dropouts return to the public schools or pursue further education at the community college.

AGENDA December 13, 2006 10 A.M., Education Center Clyde, NC

Welcome/Introductions
Representative Parmon, Cochair
Representative Wright, Cochair

Approval of Minutes

Speakers

Welcome	Dr. Anne Garrett , Superintendent
Overview of Speakers/Concerns	Dr. Bill Nolte , Associate Superintendent
Central Haywood High School	Phil Pressley , Principal
Haywood Early College	Dr. Doris Hipps , Dean/Principal
WIA Gateway Recovery	Kyle Ledford , WIA Youth Program Manager

Steve Williams, Student Services Director

Students

Jason King
Ashley McCall

Program Discussion

Danny Miller, Principal
Dale McDonald, Principal
Donna Parris, CHHS Teacher

Parents

Haywood County Board of Education

Robin Black, Finance Comm. Chairperson
Michael Sorrells, Bldg and Grounds Comm.
Member

Lunch at the Education Center

Visit Central Haywood High School

December 20, 2006

The Committee held its final meeting and discussed the proposed recommendation and legislation. The Committee voted to adopt the final report.

FINDING AND RECOMMENDATION

FINDING:

At the October 24, 2006 meeting, Dr. June Atkinson, State Superintendent of Public Instruction, told the Committee that the State Board of Education believes that all students should graduate from high school and be prepared for work or to pursue further education in order to compete globally in the 21st century economy. The State Superintendent is encouraging all LEA's, in the next 3 years, to meet an 85% high school graduation rate.

The State Board of Education and the State Superintendent support raising the compulsory school attendance age to 18. Dr. Atkinson added that raising the compulsory age alone will not fix the problem of high school dropouts but should be one of multiple strategies used to address the problem. Dr. Atkinson provided the following ideas for ways to make sure that students stay in school until they graduate:

- Address the ninth grade transition to high school by providing smaller learning communities
- Take full advantage of technology to keep students engaged in the learning process
- Continue to expand professional development opportunities so that teachers know how to teach to all children
- Provide a system of extra help and assistance for students who learn at different rates than other students
- Expand the school day beyond 8 a.m. to 3 p.m. to provide extra assistance
- Provide relevant and engaging instruction, including options for taking courses in career technical or vocational education and arts education
- Continue efforts to redesign high school

Also at this meeting, Mr. Eddie Davis, President of NCAE, provided his organization's ideas for ways to make sure that students stay in school until they graduate and to help students who have already dropped out:

- Implement early intervention programs to identify youths at-risk of dropping out and provide strategies for parents to assist their children
- Provide competent and caring teachers and administrators for every student
- Make high school graduation a priority for all students, including students who are incarcerated or have already dropped out
- Provide instruction using the most modern technology and provide technical/vocational skills for students not going to college

At the meetings in Charlotte and Clyde, NC, the Committee heard from school administrators, teachers, parents and students on the importance of small class sizes, caring teachers and other school personnel, and the importance of having alternative schools as means for keeping students on track to graduation. At these meetings, the Committee also heard some of the pros and cons for raising the compulsory school attendance age. The Committee also heard about the necessity for additional vocational/technical education classes for students who would be going straight to work after graduation.

Due to the length of time that the Committee has been in existence, there was not adequate time to make a comprehensive examination of all the issues that the Committee was charged to study. The Committee had also only begun traveling across the State to gather public input on the issues and to learn about successful programs. Therefore, the Committee makes the following recommendation:

RECOMMENDATION: CREATE A JOINT LEGISLATIVE STUDY COMMITTEE ON HIGH SCHOOL GRADUATION AND DROP OUT RATES.

The House Select Committee on High School Graduation and Drop Out Rates encourages the General Assembly to enact legislation to establish a Joint Legislative Study Committee to continue to examine ways to improve high school graduation rates, the need for increasing the compulsory school attendance age, and ways to ensure that all North Carolina citizens are prepared for the world of work or to succeed in higher education. (See Legislative Proposal on Page 12.)

LEGISLATIVE PROPOSAL

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2007

H

D

BILL DRAFT 2007-SQ-1 [v.5] (11/13)

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)

11/21/2006 7:18:10 PM

Short Title: Joint Study High School Grad./Dropout Rates.

(Public)

Sponsors: Representative.

Referred to:

A BILL TO BE ENTITLED

AN ACT TO ESTABLISH THE JOINT LEGISLATIVE STUDY COMMISSION ON HIGH SCHOOL GRADUATION AND DROP OUT RATES.

The General Assembly of North Carolina enacts:

SECTION 1(a). There is created the Joint Legislative Study Committee on High School Graduation and Drop Out Rates. The Committee shall consist of 16 members. The Speaker of the House of Representatives shall appoint eight members and the President Pro Tempore of the Senate shall appoint eight members.

The Speaker of the House of Representatives shall appoint a cochair, and the President Pro Tempore of the Senate shall appoint a cochair for the Committee. The Committee may meet at any time upon the joint call of the cochairs. Vacancies on the Committee shall be filled by the same appointing authority as made the initial appointment.

The Committee, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and G.S. 120-19.1 through G.S. 120-19.4. The Committee may contract for professional, clerical, or consultant services as provided by G.S. 120-32.02.

Subject to the approval of the Legislative Services Commission, the Committee may meet in the Legislative Building or the Legislative Office Building. The Legislative Services Commission, through the Legislative Services Officer, shall assign professional staff to assist the Committee in its work. The House of Representatives' and the Senate's Supervisors of Clerks shall assign clerical support staff to the Committee, and the expenses relating to the clerical employees shall be borne by the Committee. Members of the Committee shall

receive subsistence and travel expenses at the rates set forth in G.S. 120-3.1, 138-5, or 138-6, as appropriate.

SECTION 1(b). The Committee shall study the need to raise the compulsory school attendance age. In connection with this study, the Committee may consider and report on:

- (1) The impact of dropping out on the student;
- (2) The capacity of a sixteen-year-old to understand the social and economic consequences of dropping out of school;
- (3) The emergence of major high school reform efforts, including Learn and Earn Programs, the New Schools Initiative, and 21st Century Schools, and the impact they may have on teenagers who remain in school longer;
- (4) The importance to the entire State of every student leaving high school prepared to enter the workforce or succeed in higher education;
- (5) Research on factors related to students' success in school;
- (6) Strategies, programs, and support services that should be provided if the compulsory school attendance age is raised to enable students to graduate from high school, and time lines for implementing those strategies, programs, and support services;
- (7) Related laws and policies that must be addressed to ensure the availability of support services for students;
- (8) The fiscal impact of raising the compulsory attendance age;
- (9) Possible exemptions from the law for certain students; including those students who fulfill their graduation requirements early and receive a diploma, complete an alternative education program, or whose parents consent to their leaving school before they graduate or reach the maximum compulsory school attendance age;
- (10) The fiscal impact on the Department of Juvenile Justice and Delinquency Prevention and the Department of Correction;
- (11) The law in other states and the experience of other states that have raised the compulsory school attendance age; and
- (12) Input from school personnel and from dropouts and students at risk of dropping out on the issue.

SECTION 1(c). The Committee shall submit a report of its findings and recommendations, including any legislative recommendations, to the 2008 Regular Session of the 2007 General Assembly or to the 2009 General Assembly upon its convening. The Committee shall terminate on the convening of the 2009 General Assembly.

SECTION 1(d). Of the funds appropriated to the General Assembly, the Legislative Services Commission shall allocate funds for the expenses of the Committee established by this section.

SECTION 2. This act is effective when it becomes law.

Appendix A

James B. Black
Speaker



Office of the Speaker
North Carolina House of Representatives
Raleigh, North Carolina 27601-1096

HOUSE SELECT COMMITTEE ON HIGH SCHOOL GRADUATION AND DROP OUT RATES

TO THE HONORABLE MEMBERS OF THE NORTH CAROLINA
HOUSE OF REPRESENTATIVES

Section 1. The House Select Committee on High School Graduation and Drop Out Rates (hereinafter "Select Committee") is established by the Speaker of the House of Representatives pursuant to G.S. 120-19.6 and Rule 26(a) of the Rules of the House of Representatives of the 2005 General Assembly.

Section 2. The Select Committee shall be composed of the eighteen members listed below and appointed by the Speaker of the House of Representatives.

Representative Earline Parmon, Co-Chair
Representative Thomas Wright, Co-Chair
Representative Bernard Allen
Representative Larry Bell
Representative Jean Farmer-Butterfield
Representative Susan Fisher
Representative Rick Glazier
Representative Maggie Jeffus
Representative Ed Jones
Representative Mary McAllister
Representative Marian McLawhorn
Representative Louis Pate
Representative Ray Rapp
Representative Joe Tolson
Representative Tracy Walker
Representative Edith Warren
Representative Jennifer Weiss
Representative Laura Wiley

Section 3. The Select Committee shall study the need to raise the compulsory school attendance age. In connection with this study, the Committee may study:

1. The impact of dropping out on the student.

2. The capacity of a 16-year-old to understand the social and economic consequences of dropping out of school.
3. The emergence of major high school reform efforts, including Learn and Earn Programs, the New Schools Initiative, and 21st Century Schools, and the impact they may have on teenagers who remain in school longer.
4. The importance to the entire State of every student leaving high school prepared to enter the workforce or succeed in higher education.
5. Research on factors related to students' success in school.
6. Strategies, programs, and support services that should be provided if the compulsory school attendance age is raised to enable students to graduate from high school, and time lines for implementing those strategies, programs, and support services.
7. Related laws and policies that must be addressed to ensure the availability of support services for students.
8. The fiscal impact of raising the compulsory attendance age.
9. Possible exemptions from the law for certain students, including those students who fulfill their graduation requirements early and receive a diploma, complete an alternative education program, or whose parents consent to their leaving school before they graduate or reach the maximum compulsory school attendance age.
10. The fiscal impact on the Department of Juvenile Justice and Delinquency Prevention and the Department of Correction.
11. The law in other states and the experience of other states that have raised the compulsory school attendance age.
12. Input on the issue from school personnel, dropouts, and students at risk of dropping out.

Section 4. The Select Committee shall meet upon the call of its Chair. A quorum of the Select Committee shall be a majority of its members, including the Chair.

Section 5. Members of the Select Committee shall receive per diem, subsistence, and travel allowance as provided in G.S. 120-3.1. The expenses of the Select Committee including per diem, subsistence, travel allowances for Select Committee members, and contracts for professional or consultant services shall be paid upon the written approval of the Speaker of the House of Representatives pursuant to G.S. 120-32.02(c) and G.S. 120-35 from funds available to the House of Representatives for its operations. Individual expenses of \$5,000 or less, including per diem, travel, and subsistence expenses of members of the Select Committee, and clerical expenses shall be paid upon the authorization of the Chair of the Select Committee. Individual expenses in excess of \$5,000 shall be paid upon the written approval of the Speaker of the House of Representatives.

Section 6. The members of the Select Committee serve at the pleasure of the Speaker of the House of Representatives. The Speaker of the House of Representatives shall fill vacancies and may dissolve the Select Committee at any time.

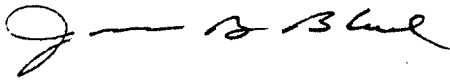
Section 7. The Legislative Services Officer shall assign professional and clerical staff to assist the Select Committee in its work. The Director of Legislative Assistants of the House of Representatives shall assign clerical support staff to the Select Committee.

Section 8. The Select Committee, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and Article 5A of Chapter 120 of the General Statutes. The Select Committee may contract for professional, clerical, or consultant services as provided by G.S. 120-32.02.

Section 9. The Select Committee may meet at various locations around the State in order to promote greater public participation in its deliberations. The Legislative Services Commission shall grant adequate meeting space to the Select Committee in the State Legislative Building or the Legislative Office Building.

Section 10. The Select Committee may submit a final report on the results of its study, including any proposed legislation, to the members of the House of Representatives, on or before December 31, 2006, by filing a copy of the report with the Office of the Speaker of the House of Representatives and the Legislative Library. The Select Committee shall terminate on December 31, 2006, or upon the filing of its final report, whichever occurs first.

Effective this 28th day of September, 2006.



James B. Black
Speaker

Appendix B

Nation's Educators Sound the Alarm on School Dropout Crisis

NEA's Plan for Reducing School Dropouts

NEA and its 3.2 million members believe every child in America should attend a great public school. It is a basic right of every American. The mission of NEA is to unite our members and the nation to fulfill the promise of public education that prepares every student to succeed in a global society.

We also believe that providing great public schools for every child is the shared responsibility of NEA and its 3.2 million members/educators, as well as parents, families, communities, businesses, and government at the national, state, and local levels.

NEA has developed 12 action steps to address the nation's school dropout crisis. While there are many ways to address this problem, NEA has chosen steps that are the most promising based on a wide range of experience and data.

NEA's 12 Dropout Action Steps:

1. **Mandate high school graduation or equivalency as compulsory for everyone below the age of 21.** Just as we established compulsory attendance to the age of 16 or 17 in the beginning of the 20th century, it is appropriate and critical to eradicate the idea of "dropping out" before achieving a diploma. To compete in the 21st century, all of our citizens, at minimum, need a high school education.
2. **Establish high school graduation centers for students 19-21 years old** to provide specialized instruction and counseling to all students in this older age group who would be more effectively addressed in classes apart from younger students.
3. **Make sure students receive individual attention** in safe schools, in smaller learning communities within large schools, in small classes (18 or fewer students), and in programs during the summer, weekends, and before and after school that provide tutoring and build on what students learn during the school day.
4. **Expand students' graduation options** through creative partnerships with community colleges in career and technical fields and with alternative schools so that students have another way to earn a high school diploma. For students who are incarcerated, tie their release to high school graduation at the end of their sentences.
5. **Increase career education and workforce readiness programs in schools** so that students see the connection between school and careers after graduation. To ensure that students have the skills they need for these careers, integrate 21st century skills into the curriculum and provide all students with access to 21st century technology.

6. **Act early so students do *not* drop out** with high-quality, universal preschool and full-day kindergarten; strong elementary programs that ensure students are doing grade-level work when they enter middle school; and middle school programs that address causes of dropping out that appear in these grades and ensure that students have access to algebra, science, and other courses that serve as the foundation for success in high school and beyond.
7. **Involve families in students' learning at school and at home** in new and creative ways so that all families-single-parent families, families in poverty, and families in minority communities-can support their children's academic achievement, help their children engage in healthy behaviors, and stay actively involved in their children's education from preschool through high school graduation.
8. **Monitor students' academic progress in school** through a variety of measures during the school year that provide a full picture of students' learning and help teachers make sure students do not fall behind academically.
9. **Monitor, accurately report, and work to reduce dropout rates** by gathering accurate data for key student groups (such as racial, ethnic, and economic), establishing benchmarks in each state for eliminating dropouts, and adopting the standardized reporting method developed by the National Governors Association.
10. **Involve the entire community in dropout prevention** through family-friendly policies that provide release time for employees to attend parent-teacher conferences; work schedules for high school students that enable them to attend classes on time and be ready to learn; "adopt a school" programs that encourage volunteerism and community-led projects in school; and community-based, real-world learning experiences for students.
11. **Make sure educators have the training and resources they need to prevent students from dropping out** including professional development focused on the needs of diverse students and students who are at risk of dropping out; up-to-date textbooks and materials, computers, and information technology; and safe modern schools.
12. **Make high school graduation a federal priority** by calling on Congress and the president to invest \$10 billion over the next 10 years to support dropout prevention programs and states who make high school graduation compulsory.

Appendix C

Cohort Graduation Rate

The rate for a school will be calculated as follows:

Students who graduated with a diploma prior to June 30, 2006
(and are included below)

Students in the school in the 9th grade in 2002-03*
Plus students who transferred into the school in the grade
appropriate to the cohort**
Minus students who transferred out of the school and
students who are deceased***

The rate for an LEA will be calculated as follows:

Students who graduated with a diploma prior to June 30, 2006
(and are included below)

Students in the LEA in the 9th grade in 2002-03*
Plus students who transferred into the LEA in the grade
appropriate to the cohort**
Minus students who transferred out of the LEA
and students who are deceased***

The rate for the state will be calculated as follows:

Students who have graduated with a diploma prior to June 30, 2006
(and are included below)

Students in the state in the 9th grade in 2002-03*
Plus students who transferred into the state in the grade
appropriate to the cohort**
Minus students who transferred out of the state
and students who are deceased***

Notes:

* Only includes those students who are in the 9th grade for the first time.

** Students who were in 8th grade in 2001-02 and transfer in as a
9th grader in 2002-03
10th grader in 2003-04
11th grader in 2004-05
12th graders in 2005-06

*** Students who transfer out are those who have not been reported as having
dropped out and the school has received a records request from an educational institution,
public or private in North Carolina or another state.

**Dropout students count as non-graduates unless they enroll in another school on
track at some point.**

The state rate is not the average of the LEA or school rates.

STATE OF NORTH CAROLINA



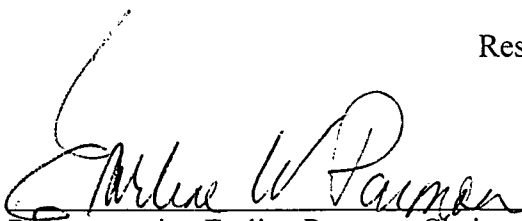
HOUSE SELECT STUDY COMMITTEE ON HIGH SCHOOL GRADUATION
AND DROP OUT RATES

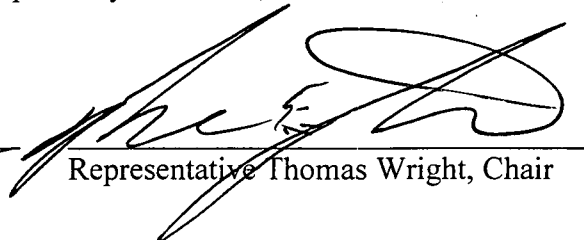
December 2006

TO THE MEMBERS OF THE HOUSE OF REPRESENTATIVES OF THE 2007
GENERAL ASSEMBLY

Attached for your consideration is the final report to the House of
Representatives of the 2007 General Assembly. This report was prepared by the
House Select Committee on High School Graduation and Drop Out Rates
pursuant to G.S. 120-19.6(a) and Rule 26(a) of the Rules of the House of
Representatives of the 2005 General Assembly.

Respectfully submitted,


Representative Earline Parmon, Chair


Representative Thomas Wright, Chair

SPEAKER JIM BLACK ANNOUNCES HOUSE COMMITTEE ON HIGH SCHOOL GRADUATION AND DROP OUT RATES

“State and local leaders, educators and parents must find better ways to reduce drop out rates so we can keep our kids in the classroom, not on the streets,” says Black.

RALEIGH – N.C. House Speaker Jim Black (D-Mecklenburg) today announced the creation of a new legislative committee that will spend the next several months studying North Carolina’s drop out rate and recommend ways to keep students in school to ensure they receive a quality education, graduate, and go onto college and good paying jobs.

The House Select Committee on High School Graduation and Drop Out Rates will be chaired by Reps. Earline Parmon (D-Forsyth) and Thomas Wright (D-New Hanover). Other members of the committee include Reps. Bernard Allen (D-Wake), Larry Bell (D-Sampson), Jean Farmer-Butterfield (D-Edgecombe), Susan Fisher (D-Buncombe), Rick Glazier (D-Cumberland), Maggie Jeffus (D-Guilford), Ed Jones (D-Halifax), Mary McAllister (D-Cumberland), Marian McLawhorn (D-Pitt), Louis Pate (R-Wayne), Ray Rapp (D-Madison), Joe Tolson (D-Edgecombe), Tracy Walker (R-Wilkes), Edith Warren (D-Pitt), Jennifer Weiss (D-Wake) and Laura Wiley (R-Guilford).

“Education must be our state’s number one priority,” said Speaker Black. “We have to remain vigilant to ensure that every child in North Carolina comes to school ready to learn and stays in school until graduation. Our schools are losing too many students due to discipline problems, gangs, long-term suspensions, or simply because they turn 16. State and local leaders, educators and parents must find better ways to reduce drop out rates so we can keep our kids in the classroom, not on the streets.”

The House Select Committee on High School Graduation and Drop Out Rates will study:

- The impact of dropping out of school on the student;
- The fiscal impact of raising the compulsory attendance age above the current 16 years old;
- The capacity of a 16-year-old to understand the social and economic consequences of dropping out of school;
- The law in other states and the experience of other states that have raised the compulsory age;
- The emergence of major high school reform efforts, including *Learn and Earn* Programs, the New Schools Initiative, and 21st Century Schools, and the impact they have on teenagers who remain in school longer;
- The importance to the entire State of every student leaving high school prepared to enter the workforce or succeed in higher education;
- Research on factors related to students’ success in school;

- Strategies, programs and support services that should be provided if the compulsory school attendance age is raised to enable students to graduate from high school, and time lines for implementing those strategies, programs and support services;
- Related laws and policies that must be addressed to ensure the availability of support services for students;
- Possible exemptions from the law for certain students, including those who fulfill their graduation requirements early and receive a diploma, complete an alternative education program, or whose parents consent to their leaving school before they graduate or reach the maximum compulsory age;
- The fiscal impact on the Department of Juvenile Justice and Delinquency Prevention and the Department of Correction; and
- Input on the issue from school personnel, dropouts, and students at risk of dropping out of school.

“A student who graduates from high school is less likely to grow up and live in poverty and has a much greater chance at a prosperous and rewarding future,” said Rep. Earline Parmon (D-Forsyth), who will co-chair the new committee. “I’m hopeful this Committee will discover how to increase graduation rates and, by association, how to improve the lives of the young people of North Carolina.”

“Our state’s drop out numbers are unacceptable,” said Rep. Thomas Wright (D-New Hanover), who will co-chair the new committee. “We need to find out why our students are leaving school and how to keep them there.”

State Board of Education Chairman Howard Lee has called on the General Assembly to change the state’s compulsory age law, which currently allows a student to drop out of school at 16 years old. “We do students a disservice to send the message that it is acceptable to drop out of school when they are 16 years old,” Chairman Lee said in March in response to the release of the latest drop out statistics. “A high school diploma is a minimum requirement for future success, and we will continue to press for changing the compulsory school attendance age.” Raising the compulsory age is one issue that the House Select Committee will examine in the coming months.

Education Week Magazine recently cited a national study showing North Carolina’s high school graduation rate at 66 percent. Among African American males it is 49 percent and Hispanic males graduate only 47 percent. North Carolina’s high school dropout rate, already too high, may be even worse this year, the state’s top-ranking education official warned last week. State Superintendent of Public Instruction June Atkinson said the state’s annual report on high school dropouts is due to be released in December. School officials shouldn’t expect encouraging news, she said during a speech in Elizabeth City.

During the 2004-05 school year, approximately one out of every 20 North Carolina high school students dropped out of school thus jeopardizing their potential for future success, according to the Annual Dropout Event Report presented to the State Board of Education in March. This equates to an annual high school drop out rate of 4.7 percent. State law requires that school officials record the reason for a student’s decision to drop out of school. In 2004-05, 60 percent of students dropped out due to attendance issues. Other

key issues included enrollment in a community college (10 percent) and “moved, school status unknown” (8 percent). Nearly 5 percent of dropouts were related to student suspension and incarceration.

North Carolina is ranked 45th in the nation in the percent of ninth graders who graduate four years later, with only 41 percent entering college and 19 percent graduating with an associate or bachelor degree within six years. (*Source: National Center for Public Policy and Higher Education, 2004*)

Furthermore, our state’s dropout rate has a tremendous impact on our economy and society. A high school dropout in 2000 had less than a 50 percent chance of getting a job. That figure drops to 25 percent for African-American students. The dropout’s job will earn less than half of what the same job earned 20 years ago. Wages are increasing only for those with at least a college education, and a lack of education is increasingly correlated with incarceration and a dependence on welfare. (*Source: School Redesign Network, 2002*)

State legislators and Governor Mike Easley have initiated several new programs in recent years aimed at increasing high school graduation rates and encouraging more students to attend college. The *Learn and Earn* early college high schools initiative provides high school students the opportunity to graduate in five years with a high school diploma and an associate’s degree or two years of college credit. Legislators have approved funding for 33 *Learn and Earn* high schools that are currently in operation across the state. Twenty additional *Learn and Earn* schools are slated to open in 2007.

During this year’s session, legislators approved an extra \$27 million for the Disadvantaged Students Supplemental Fund, \$42 million for low-wealth schools, and restored \$44 million in discretionary cuts approved during the state’s economic recession and budget shortfalls in recent years. This new funding, coupled with more than \$150 million provided during the last several years to these schools, will help struggling students stay in school and increase our graduation rate.

In September 2003, with the support of the Bill & Melinda Gates Foundation, North Carolina launched the New Schools Project to assist in the creation of small, economic development-themed high schools across the state. The smaller high schools focus on growing economies and job sectors by offering classes in health care, computer technology, biotech and engineering based on a student’s interests and possible future career. Currently, 25 new schools are open across the state with plans to open 10 more in 2007. The Bill & Melinda Gates Foundation has awarded more than \$20 million in grants to fund this new program.

Last month, Easley launched a statewide effort to conduct performance audits in all 115 school districts to ensure accountability and the smart, targeted use of resources in the state’s public high schools. The State Board of Education and the N.C. Department of Public Instruction are working with the UNC-Chapel Hill School of Education to examine student achievement data and spending patterns from high schools across the state. The information will be used to contrast the resources in low-performing high schools with higher performing schools that educate similar populations of students.

Researchers will then conduct site visits in districts with low-performing high schools to identify how they can better use resources to increase student achievement.

The House Select Committee on High School Graduation and Drop Out Rates will hold numerous meetings between now and the start of the 2007 session, which convenes on January 24. The Committee, which includes former school teachers and principals, will present its legislative recommendations to the full House of Representatives at the start of the 2007 session. Legislators are expected to hold meetings in Raleigh and in other cities across the state as they study the state's high school graduation and drop out rates and look at possible solutions.

Next, Dr. Chris Cobitz, Reporting Section Chief for Accountability Services. DPI explained the new cohort graduation rate (See Appendix C). Later this year, the State will be able to report the percentage of 9th graders who began in the 2002-03 school year and graduated before June 30, 2006. This is a standardized reporting method that will allow comparison with other states. Finally, Dr. Ken Gattis, Senior Research and Evaluation Coordinator, DPI explained the current definition of a dropout, how the dropout rate is calculated and information about the demographics of dropouts.

November 2, 2006

The House Select Committee on High School Graduation and Drop Out Rates held an evening meeting at West Charlotte High School. The Committee heard presentations from the speakers listed on the following agenda about restructuring a large high school into smaller schools within a school, the importance of nontraditional and alternative schools, a successful community-based program aimed at preventing drop outs, and the partnerships that the community college and local public schools have developed to address the dropout problem. Members of the public not listed on the agenda were invited to address the Committee with their concerns, especially about the need to raise the compulsory school attendance age.

AGENDA

November 2, 2006

**6:00 P.M., West Charlotte High School
Charlotte, NC**

Welcome/Introductions

Representative Parmon, Cochair

Representative Wright, Cochair

Approval of Minutes

Speakers

Ann Clark, Assistant Superintendent, Charlotte-Mecklenburg Schools

Jo Ella Ferrell, Principal, Garinger High School

Carol Rodd, Case Manager, Garinger High School

Brian Freeland, Teacher, Garinger High School

Natasha Thompson, Principal, International Studies School at Garinger High School

Herman Gloster, Teacher, International Studies School at Garinger High School

LaPorsha Holt, Student, International Studies School at Garinger High School

Barry Blair, Principal, New Technology High School at Garinger High School

Erica Luttschyn, Teacher, New Technology High School at Garinger High School

Basma Metwally, Student, New Technology High School at Garinger High School

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Erica Luttschyn, Teacher, New Technology High School at Garinger High School

Basma Metwally, Student, New Technology High School at Garinger High School

Omneya Metwally, Adult Sister to Basma representing her mother, New Technology High School at Garinger High School

Paulina Ameneiro, Student, New Technology High School at Garinger High School

Hilda Ramirez, Parent of Paulina, New Technology High School at Garinger High School

Sherry Sigmon, Principal, Performance Learning Center

Tasha Sherrill, Teacher, Performance Learning Center

Debbie DeLong, Teacher, Performance Learning Center

LaTasha Harris, Student, Performance Learning Center

Matthew Brady, Student, Performance Learning Center

Dr. Ricky Woods, Senior Minister, First Baptist Church West, Charlotte, NC

JJ McEachern, Associate Dean of Enrollment and Student Services, Central Piedmont Community College, Charlotte, NC

Bobby Sutton, Central Piedmont Community College, Charlotte, NC

December 13, 2006

The House Select Committee on High School Graduation and Drop Out Rates held a morning meeting at the Education Center and toured an alternative school, Central Haywood High School, in Clyde, North Carolina. The Committee heard presentations from the speakers listed on the following agenda about successful programs to address the dropout rate, including an alternative high school, an early college program and a community-based program that helps dropouts return to the public schools or pursue further education at the community college.

AGENDA

December 13, 2006

10 A.M., Education Center

Clyde, NC

Welcome/Introductions

Representative Parmon, Cochair

Representative Wright, Cochair

Approval of Minutes

Speakers

Welcome

Dr. Anne Garrett, Superintendent

Overview of Speakers/Concerns

Dr. Bill Nolte, Associate Superintendent

Central Haywood High School **Phil Pressley**, Principal

Haywood Early College

Dr. Doris Hipps, Dean/Principal

WIA Gateway Recovery

Kyle Ledford, WIA Youth Program Manager

Steve Williams, Student Services Director

Students

Jason King
Ashley McCall

Program Discussion

Danny Miller, Principal
Dale McDonald, Principal
Donna Parris, CHHS Teacher

Parents

Haywood County Board of Education

Robin Black, Finance Comm. Chairperson
Michael Sorrells, Bldg and Grounds Comm.
Member

Lunch at the Education Center

Visit Central Haywood High School

December 20, 2006

The Committee held its final meeting and discussed the proposed recommendation and legislation. The Committee voted to adopt the final report.

FINDING AND RECOMMENDATION

FINDING:

At the October 24, 2006 meeting, Dr. June Atkinson, State Superintendent of Public Instruction, told the Committee that the State Board of Education believes that all students should graduate from high school and be prepared for work or to pursue further education in order to compete globally in the 21st century economy. The State Superintendent is encouraging all LEA's, in the next 3 years, to meet an 85% high school graduation rate.

The State Board of Education and the State Superintendent support raising the compulsory school attendance age to 18. Dr. Atkinson added that raising the compulsory age alone will not fix the problem of high school dropouts but should be one of multiple strategies used to address the problem. Dr. Atkinson provided the following ideas for ways to make sure that students stay in school until they graduate:

- Address the ninth grade transition to high school by providing smaller learning communities
- Take full advantage of technology to keep students engaged in the learning process
- Continue to expand professional development opportunities so that teachers know how to teach to all children
- Provide a system of extra help and assistance for students who learn at different rates than other students
- Expand the school day beyond 8 a.m. to 3 p.m. to provide extra assistance
- Provide relevant and engaging instruction, including options for taking courses in career technical or vocational education and arts education
- Continue efforts to redesign high school

Also at this meeting, Mr. Eddie Davis, President of NCAE, provided his organization's ideas for ways to make sure that students stay in school until they graduate and to help students who have already dropped out:

- Implement early intervention programs to identify youths at-risk of dropping out and provide strategies for parents to assist their children
- Provide competent and caring teachers and administrators for every student
- Make high school graduation a priority for all students, including students who are incarcerated or have already dropped out
- Provide instruction using the most modern technology and provide technical/vocational skills for students not going to college

At the meetings in Charlotte and Clyde, NC, the Committee heard from school administrators, teachers, parents and students on the importance of small class sizes, caring teachers and other school personnel, and the importance of having alternative schools as means for keeping students on track to graduation. At these meetings, the Committee also heard some of the pros and cons for raising the compulsory school attendance age. The Committee also heard about the necessity for additional vocational/technical education classes for students who would be going straight to work after graduation.

Due to the length of time that the Committee has been in existence, there was not adequate time to make a comprehensive examination of all the issues that the Committee was charged to study. The Committee had also only begun traveling across the State to gather public input on the issues and to learn about successful programs. Therefore, the Committee makes the following recommendation:

RECOMMENDATION: CREATE A JOINT LEGISLATIVE STUDY COMMITTEE ON HIGH SCHOOL GRADUATION AND DROP OUT RATES.

The House Select Committee on High School Graduation and Drop Out Rates encourages the General Assembly to enact legislation to establish a Joint Legislative Study Committee to continue to examine ways to improve high school graduation rates, the need for increasing the compulsory school attendance age, and ways to ensure that all North Carolina citizens are prepared for the world of work or to succeed in higher education. (See Legislative Proposal on Page 12.)

LEGISLATIVE PROPOSAL

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2007

H

D

BILL DRAFT 2007-SQ-1 [v.5] (11/13)

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)

11/21/2006 7:18:10 PM

Short Title: Joint Study High School Grad./Dropout Rates.

(Public)

Sponsors: Representative.

Referred to:

A BILL TO BE ENTITLED

AN ACT TO ESTABLISH THE JOINT LEGISLATIVE STUDY COMMISSION ON HIGH SCHOOL GRADUATION AND DROP OUT RATES.

The General Assembly of North Carolina enacts:

SECTION 1(a). There is created the Joint Legislative Study Committee on High School Graduation and Drop Out Rates. The Committee shall consist of 16 members. The Speaker of the House of Representatives shall appoint eight members and the President Pro Tempore of the Senate shall appoint eight members.

The Speaker of the House of Representatives shall appoint a cochair, and the President Pro Tempore of the Senate shall appoint a cochair for the Committee. The Committee may meet at any time upon the joint call of the cochairs. Vacancies on the Committee shall be filled by the same appointing authority as made the initial appointment.

The Committee, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and G.S. 120-19.1 through G.S. 120-19.4. The Committee may contract for professional, clerical, or consultant services as provided by G.S. 120-32.02.

Subject to the approval of the Legislative Services Commission, the Committee may meet in the Legislative Building or the Legislative Office Building. The Legislative Services Commission, through the Legislative Services Officer, shall assign professional staff to assist the Committee in its work. The House of Representatives' and the Senate's Supervisors of Clerks shall assign clerical support staff to the Committee, and the expenses relating to the clerical employees shall be borne by the Committee. Members of the Committee shall

receive subsistence and travel expenses at the rates set forth in G.S. 120-3.1, 138-5, or 138-6, as appropriate.

SECTION 1(b). The Committee shall study the need to raise the compulsory school attendance age. In connection with this study, the Committee may consider and report on:

- (1) The impact of dropping out on the student;
- (2) The capacity of a sixteen-year-old to understand the social and economic consequences of dropping out of school;
- (3) The emergence of major high school reform efforts, including Learn and Earn Programs, the New Schools Initiative, and 21st Century Schools, and the impact they may have on teenagers who remain in school longer;
- (4) The importance to the entire State of every student leaving high school prepared to enter the workforce or succeed in higher education;
- (5) Research on factors related to students' success in school;
- (6) Strategies, programs, and support services that should be provided if the compulsory school attendance age is raised to enable students to graduate from high school, and time lines for implementing those strategies, programs, and support services;
- (7) Related laws and policies that must be addressed to ensure the availability of support services for students;
- (8) The fiscal impact of raising the compulsory attendance age;
- (9) Possible exemptions from the law for certain students; including those students who fulfill their graduation requirements early and receive a diploma, complete an alternative education program, or whose parents consent to their leaving school before they graduate or reach the maximum compulsory school attendance age;
- (10) The fiscal impact on the Department of Juvenile Justice and Delinquency Prevention and the Department of Correction;
- (11) The law in other states and the experience of other states that have raised the compulsory school attendance age; and
- (12) Input from school personnel and from dropouts and students at risk of dropping out on the issue.

SECTION 1(c). The Committee shall submit a report of its findings and recommendations, including any legislative recommendations, to the 2008 Regular Session of the 2007 General Assembly or to the 2009 General Assembly upon its convening. The Committee shall terminate on the convening of the 2009 General Assembly.

SECTION 1(d). Of the funds appropriated to the General Assembly, the Legislative Services Commission shall allocate funds for the expenses of the Committee established by this section.

SECTION 2. This act is effective when it becomes law.

Appendix A

James B. Black
Speaker



Office of the Speaker
North Carolina House of Representatives
Raleigh, North Carolina 27601-1096

HOUSE SELECT COMMITTEE ON HIGH SCHOOL GRADUATION AND DROP OUT RATES

TO THE HONORABLE MEMBERS OF THE NORTH CAROLINA
HOUSE OF REPRESENTATIVES

Section 1. The House Select Committee on High School Graduation and Drop Out Rates (hereinafter "Select Committee") is established by the Speaker of the House of Representatives pursuant to G.S. 120-19.6 and Rule 26(a) of the Rules of the House of Representatives of the 2005 General Assembly.

Section 2. The Select Committee shall be composed of the eighteen members listed below and appointed by the Speaker of the House of Representatives.

Representative Earline Parmon, Co-Chair
Representative Thomas Wright, Co-Chair
Representative Bernard Allen
Representative Larry Bell
Representative Jean Farmer-Butterfield
Representative Susan Fisher
Representative Rick Glazier
Representative Maggie Jeffus
Representative Ed Jones
Representative Mary McAllister
Representative Marian McLawhorn
Representative Louis Pate
Representative Ray Rapp
Representative Joe Tolson
Representative Tracy Walker
Representative Edith Warren
Representative Jennifer Weiss
Representative Laura Wiley

Section 3. The Select Committee shall study the need to raise the compulsory school attendance age. In connection with this study, the Committee may study:

1. The impact of dropping out on the student.

2. The capacity of a 16-year-old to understand the social and economic consequences of dropping out of school.
3. The emergence of major high school reform efforts, including Learn and Earn Programs, the New Schools Initiative, and 21st Century Schools, and the impact they may have on teenagers who remain in school longer.
4. The importance to the entire State of every student leaving high school prepared to enter the workforce or succeed in higher education.
5. Research on factors related to students' success in school.
6. Strategies, programs, and support services that should be provided if the compulsory school attendance age is raised to enable students to graduate from high school, and time lines for implementing those strategies, programs, and support services.
7. Related laws and policies that must be addressed to ensure the availability of support services for students.
8. The fiscal impact of raising the compulsory attendance age.
9. Possible exemptions from the law for certain students, including those students who fulfill their graduation requirements early and receive a diploma, complete an alternative education program, or whose parents consent to their leaving school before they graduate or reach the maximum compulsory school attendance age.
10. The fiscal impact on the Department of Juvenile Justice and Delinquency Prevention and the Department of Correction.
11. The law in other states and the experience of other states that have raised the compulsory school attendance age.
12. Input on the issue from school personnel, dropouts, and students at risk of dropping out.

Section 4. The Select Committee shall meet upon the call of its Chair. A quorum of the Select Committee shall be a majority of its members, including the Chair.

Section 5. Members of the Select Committee shall receive per diem, subsistence, and travel allowance as provided in G.S. 120-3.1. The expenses of the Select Committee including per diem, subsistence, travel allowances for Select Committee members, and contracts for professional or consultant services shall be paid upon the written approval of the Speaker of the House of Representatives pursuant to G.S. 120-32.02(c) and G.S. 120-35 from funds available to the House of Representatives for its operations. Individual expenses of \$5,000 or less, including per diem, travel, and subsistence expenses of members of the Select Committee, and clerical expenses shall be paid upon the authorization of the Chair of the Select Committee. Individual expenses in excess of \$5,000 shall be paid upon the written approval of the Speaker of the House of Representatives.

Section 6. The members of the Select Committee serve at the pleasure of the Speaker of the House of Representatives. The Speaker of the House of Representatives shall fill vacancies and may dissolve the Select Committee at any time.

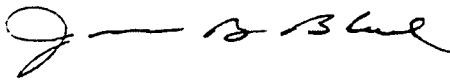
Section 7. The Legislative Services Officer shall assign professional and clerical staff to assist the Select Committee in its work. The Director of Legislative Assistants of the House of Representatives shall assign clerical support staff to the Select Committee.

Section 8. The Select Committee, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and Article 5A of Chapter 120 of the General Statutes. The Select Committee may contract for professional, clerical, or consultant services as provided by G.S. 120-32.02.

Section 9. The Select Committee may meet at various locations around the State in order to promote greater public participation in its deliberations. The Legislative Services Commission shall grant adequate meeting space to the Select Committee in the State Legislative Building or the Legislative Office Building.

Section 10. The Select Committee may submit a final report on the results of its study, including any proposed legislation, to the members of the House of Representatives, on or before December 31, 2006, by filing a copy of the report with the Office of the Speaker of the House of Representatives and the Legislative Library. The Select Committee shall terminate on December 31, 2006, or upon the filing of its final report, whichever occurs first.

Effective this 28th day of September, 2006.



James B. Black
Speaker

Appendix B

Nation's Educators Sound the Alarm on School Dropout Crisis

NEA's Plan for Reducing School Dropouts

NEA and its 3.2 million members believe every child in America should attend a great public school. It is a basic right of every American. The mission of NEA is to unite our members and the nation to fulfill the promise of public education that prepares every student to succeed in a global society.

We also believe that providing great public schools for every child is the shared responsibility of NEA and its 3.2 million members/educators, as well as parents, families, communities, businesses, and government at the national, state, and local levels.

NEA has developed 12 action steps to address the nation's school dropout crisis. While there are many ways to address this problem, NEA has chosen steps that are the most promising based on a wide range of experience and data.

NEA's 12 Dropout Action Steps:

1. **Mandate high school graduation or equivalency as compulsory for everyone below the age of 21.** Just as we established compulsory attendance to the age of 16 or 17 in the beginning of the 20th century, it is appropriate and critical to eradicate the idea of "dropping out" before achieving a diploma. To compete in the 21st century, all of our citizens, at minimum, need a high school education.
2. **Establish high school graduation centers for students 19-21 years old** to provide specialized instruction and counseling to all students in this older age group who would be more effectively addressed in classes apart from younger students.
3. **Make sure students receive individual attention** in safe schools, in smaller learning communities within large schools, in small classes (18 or fewer students), and in programs during the summer, weekends, and before and after school that provide tutoring and build on what students learn during the school day.
4. **Expand students' graduation options** through creative partnerships with community colleges in career and technical fields and with alternative schools so that students have another way to earn a high school diploma. For students who are incarcerated, tie their release to high school graduation at the end of their sentences.
5. **Increase career education and workforce readiness programs in schools** so that students see the connection between school and careers after graduation. To ensure that students have the skills they need for these careers, integrate 21st century skills into the curriculum and provide all students with access to 21st century technology.

6. **Act early so students do not drop out** with high-quality, universal preschool and full-day kindergarten; strong elementary programs that ensure students are doing grade-level work when they enter middle school; and middle school programs that address causes of dropping out that appear in these grades and ensure that students have access to algebra, science, and other courses that serve as the foundation for success in high school and beyond.
7. **Involve families in students' learning at school and at home** in new and creative ways so that all families-single-parent families, families in poverty, and families in minority communities-can support their children's academic achievement, help their children engage in healthy behaviors, and stay actively involved in their children's education from preschool through high school graduation.
8. **Monitor students' academic progress in school** through a variety of measures during the school year that provide a full picture of students' learning and help teachers make sure students do not fall behind academically.
9. **Monitor, accurately report, and work to reduce dropout rates** by gathering accurate data for key student groups (such as racial, ethnic, and economic), establishing benchmarks in each state for eliminating dropouts, and adopting the standardized reporting method developed by the National Governors Association.
10. **Involve the entire community in dropout prevention** through family-friendly policies that provide release time for employees to attend parent-teacher conferences; work schedules for high school students that enable them to attend classes on time and be ready to learn; "adopt a school" programs that encourage volunteerism and community-led projects in school; and community-based, real-world learning experiences for students.
11. **Make sure educators have the training and resources they need to prevent students from dropping out** including professional development focused on the needs of diverse students and students who are at risk of dropping out; up-to-date textbooks and materials, computers, and information technology; and safe modern schools.
12. **Make high school graduation a federal priority** by calling on Congress and the president to invest \$10 billion over the next 10 years to support dropout prevention programs and states who make high school graduation compulsory.

Appendix C

Cohort Graduation Rate

The rate for a school will be calculated as follows:

Students who graduated with a diploma prior to June 30, 2006
(and are included below)

Students in the school in the 9th grade in 2002-03*
Plus students who transferred into the school in the grade
appropriate to the cohort**
Minus students who transferred out of the school and
students who are deceased***

The rate for an LEA will be calculated as follows:

Students who graduated with a diploma prior to June 30, 2006
(and are included below)

Students in the LEA in the 9th grade in 2002-03*
Plus students who transferred into the LEA in the grade
appropriate to the cohort**
Minus students who transferred out of the LEA
and students who are deceased***

The rate for the state will be calculated as follows:

Students who have graduated with a diploma prior to June 30, 2006
(and are included below)

Students in the state in the 9th grade in 2002-03*
Plus students who transferred into the state in the grade
appropriate to the cohort**
Minus students who transferred out of the state
and students who are deceased***

Notes:

* Only includes those students who are in the 9th grade for the first time.

** Students who were in 8th grade in 2001-02 and transfer in as a
9th grader in 2002-03
10th grader in 2003-04
11th grader in 2004-05
12th graders in 2005-06

*** Students who transfer out are those who have not been reported as having
dropped out and the school has received a records request from an educational institution,
public or private in North Carolina or another state.

**Dropout students count as non-graduates unless they enroll in another school on
track at some point.**

The state rate is not the average of the LEA or school rates.