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Staying the Course **for** SUPERIOR SCHOOLS

2000-2001 Annual Report



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Staying the Course for
SUPERIOR SCHOOLS

2000-2001 Annual Report

Table of Contents

Message from the State Board of Education Chairman	2
Message from the State Superintendent of Public Instruction.....	3
Looking Toward the Future	4
North Carolina's Strategic Plan for Excellent Schools	5
Strategic Priority 1 High Student Performance.....	6
Strategic Priority 2 Safe, Orderly and Caring Schools.....	8
Strategic Priority 3 Quality Teachers, Administrators, and Staff.....	12
Strategic Priority 4 Strong Family, Community, and Business Support.....	16
Strategic Priority 5 Efficient and Effective Operations.....	18
State Board of Education Members	20

A Message From...



Phillip J. Kirk Jr.
Chairman,
State Board of Education

On Nov. 1, 2001, I had the privilege of participating in one of the most moving ceremonies that I have ever witnessed. On that day, the State Board of Education awarded high school diplomas to nearly 40 World War II veterans who had not

completed high school because of the war. Thanks to a partnership with the General Assembly, the Board was given the opportunity to present these diplomas.

Although the veterans we honored on that day had enjoyed many accomplishments throughout their lives, it clearly was meaningful to each of them to receive a high school diploma.

As the chairman of the State Board of Education, one of my goals is to ensure that the high school diploma remains meaningful – both to the students who earn them and to employers and colleges who work with our graduates after high school. Many efforts are underway to continue improving standards and learning for all students.

In 2001, North Carolina reached a milestone in school improvement by marking the fifth year of The ABCs of Public Education, the state's model for school improvement and accountability. This is the longest period of time in recent memory that North Carolina has maintained support for a single school improvement program.

The results of this sustained effort have been very positive.

- In 2000-01, 171 schools met the standards required to be Schools of Excellence. That includes having 90 percent or more of their students at or above grade level and meeting or exceeding their growth goals for student achievement. In the first year of the ABCs program, only 12 schools met these criteria.
- Nearly one-third of all schools had at least 80 percent of students at or above grade level in 2000-01. Fewer than 10 percent of all schools met these criteria for Schools of Distinction in 1996-97.

- The percentage of students who scored at grade level in both reading and mathematics has shown positive growth across all racial groups since the ABCs began, improving by as much as 17 points.
- Educators and students and their families are more focused on student achievement than ever before.

North Carolinians have noticed the new focus in our schools.

In November, school bond issues were approved in all seven of the counties with bond referendums on their ballots. For voters to overwhelmingly approve school bonds in a time of economic downturn and national uncertainty shows that their confidence in public schools is strong.

This fall's *Carolina Poll* conducted by the University of North Carolina at Chapel Hill School of Journalism and Mass Communication, saw an increase in the percentage of citizens giving public schools a grade of A or B. A total of 58.7 percent of those polled gave their schools these grades. In 1993, before the state had implemented a model to improve schools, only 42 percent of citizens felt that they would give public schools the highest grades.

These polling results are home grown validation for praise that outsiders have given North Carolina schools. Two United States presidents, *Education Week*, the National Education Goals Panel and many others have praised North Carolina's educational progress and school improvement. In my experience, it's much more challenging and more rewarding to earn high praise at home.

Everyone who is involved with public schools has been working very hard over the past five years to improve schools and improve learning. We intend to continue this forward momentum by continuing to raise expectations and provide focus for our public schools.

Phillip J. Kirk, Jr.

December 2001



Michael E. Ward
State Superintendent,
Department of Public Instruction

Before my terms as State Superintendent of Public Instruction, I was a teacher, a principal and a local superintendent. During those years, I did my best to serve students and the community, but some of the

issues I encountered really needed a statewide focus.

The five strategic priorities of the State Board of Education and Department of Public Instruction provide an excellent framework to help all North Carolinians who are involved with public education focus our efforts to address the “big picture” issues before us. Our five priorities are:

- high student performance;
- quality teachers, administrators and staff;
- safe, orderly and caring schools;
- strong family, community and business support; and
- effective and efficient operations.

Within this framework of priorities, North Carolina’s public school system has been diligently working to improve academic standards and achievement, boost the safety and supportiveness of school environments, and attract and keep qualified teachers and other staff. We have experienced significant success because of the focus provided by this strategic plan.

As a result, North Carolina now has statewide standards for student promotion at grades three, five, and eight, as well as for high school graduation. The ABCs of Public Education, in place since 1995, continues to be one of the most effective accountability models in the nation by focusing educators on growth in student achievement and by working to have a high percentage of students at or above grade level.

This school year, public schools were spared from the extensive cuts experienced by many state agencies. In fact, in a difficult budget climate, public education was fortunate to receive funding for important new initiatives.

The General Assembly provided significant resources for high priority schools, for reducing class size allotments for kindergarten, and for teacher recruitment. Additional funds were provided to help meet the needs of at-risk 4-year-olds, to close the educational achievement gaps between different groups of students, and to support schools that are continually low performing.

I have been privileged to co-chair Gov. Mike Easley’s Education First Task Force since it formed in June. The work of this group has focused on finding ways to meet the five strategic priorities, with special emphasis on understanding schools that are successful despite difficult odds, determining the most strategic use of resources, and ensuring that public school graduates are prepared for what lies ahead.

At its December meeting, the State Board of Education received the first report of the Advisory Commission on Raising Achievement and Closing Gaps. This group has made several recommendations for important changes in our schools, but “job one” must be to build and feed the belief that students, irrespective of race or poverty, can succeed in our schools. The Board and I are committed to ensuring that all children are educated to their highest potential.

North Carolina public schools are at a pivotal point in their history. While many schools have made significant gains and improvements, we have unmet challenges ahead. Our improvement efforts have been in place long enough that we can see, not only results, but also the most persistent needs and problems. It is now up to us to find ways to meet them.

A handwritten signature in blue ink that reads "Michael E. Ward". The signature is fluid and cursive.

December 2001

Looking Toward the Future...

Education First Task Force

Ensuring the academic success of all public school students will remain a top challenge for North Carolina public schools. The Governor's Education First Task Force recommendations will be used to develop an education system that goes far beyond "sound and basic" to one that is superior and competitive. Our ultimate goal is to lead the nation in education by 2010.

Student Accountability Standards

The state's accountability program has enabled us to identify students who could benefit from intervention so that they do not fall behind their peers. Implementation of statewide Student Accountability Standards in grades three and eight in the 2001-02 school year may present additional challenges to local school systems as they strive to meet the needs of at-risk students while challenging all students to higher levels of achievement.

Early Childhood – More at Four

The Governor's More at Four initiative, which is being piloted this year, will help at-risk 4-year-olds receive the educational start they need. Implementing this initiative will require local public schools, through partnerships with private and other public institutions, to focus on the needs of the state's youngest learners.

Continually Low-Performing Schools

Students in continually low-performing schools have their own specific needs, which will be addressed, in part, by funds allocated this year to provide for smaller class sizes and additional training for teachers. Schools that struggle with low performance have many challenges to meet, and providing them with adequate assistance will take creative partnerships and focus.

Closing Gaps

In 2002 the Board will review the recommendations of the Commission on Raising Achievement and Closing Gaps to determine the next steps in the state's effort to raise student achievement and close gaps among different groups of students. Although achievement gaps have been a problem nationally and in North Carolina for many years, our state leads the nation in efforts to address this impediment to high student achievement.

Quality Teachers

North Carolina has only recently reached the point where teacher salaries are on par with the national average. Although a variety of programs and efforts are underway to recruit quality teachers and retain the ones already teaching in North Carolina schools, this issue will continue to be important.

Limited English Proficient Students

North Carolina is experiencing rapid growth in the number of students for whom English is a second language, with more than 150 languages spoken in the state's classrooms. In the last 10 years (1991-2001) the percentage of Hispanic students has risen from less than 1 percent, or 8,530 students, to 4.4 percent or 56,232 students. These demographic changes have implications for instruction, testing and for community-building.

Facilities

The Department's 2001 five-year facility needs report clearly shows that the monetary gap needed for construction and renovation of schools is widening. How we address this continuing need will have far reaching implications on the state's ability to be first in education.

Strengthening Secondary Education

Improving the high school program and increasing high school completion rates are important goals. A special High School Task Force, as well as an association of high school educators, are working to address issues of curriculum, student support and achievement.

Technology

North Carolina's public schools currently operate on an information system – the Student Information Management (SIMS) system – that was installed in the 1980s and is insufficient to meet current needs in terms of connectivity, reporting requirements and instructional needs. A new student information management system, NC WISE: Window of Information on Student Education, has been developed to replace SIMS statewide. It has been piloted in three school systems and funds are being requested to expand it to all public schools in North Carolina over the next three years.

North Carolina's Strategic Plan for Excellent Schools

Mission: North Carolina's public schools will create a system that will be customer driven with local flexibility to achieve mastery of core skills with high levels of accountability in areas of student achievement.

North Carolina State Board of Education, April 10, 1996

STRATEGIC PRIORITY	STRATEGIC GOALS
High Student Performance	1.1 Every child ready to learn. 1.2 Rigorous and relevant academic standards and assessment systems for every student. 1.3 Every student masters essential knowledge and skills. 1.4 Every student prepared for continuous learning and career readiness.
Safe, Orderly, and Caring Schools	2.1 Learning environments inviting and supportive of high student performance. 2.2 Schools free of controlled and illegal substances and all harmful behavior. 2.3 Mutual respect of students, teachers, administrators and parents. 2.4 Adequate, safe education facilities that support high student performance.
Quality Teachers, Administrators, and Staff	3.1 Professional preparation aligned with state priorities. 3.2 A system to recruit, retain, and compensate a diverse corps of quality teachers, administrators, and staff. 3.3 A system to ensure high performance of teachers, administrators, and staff. 3.4 A system of continuous learning and professional development to support high performance of all employees. 3.5 High ethical and professional standards for all employees.
Strong Family, Community, and Business Support	4.1 State education priorities responsive to the needs of the family, community, and business customers. 4.2 A comprehensive and aligned system of support for the academic success and general well-being of all children that promotes: <ul style="list-style-type: none"> • Meaningful involvement in schools, • Interagency collaboration for health, nutrition, and social services, and • State and local partnerships. 4.3 A system to build the capacity of local districts to create, respond to, and sustain meaningful partnerships.
Effective and Efficient Operations	5.1 Components of the education system aligned to achieve high performance. 5.2 Decision making authority and control at the most appropriate level closest to the classroom. 5.3 Internal and external partnerships promoted and aligned to state goals. 5.4 Informational and accountability systems capable of reporting strategic and operational results. 5.5 A funding system that provides adequate and aligned financial and personnel resources to maximize educational achievement.

Strategic Priority 1

HIGH STUDENT PERFORMANCE

North Carolina's accountability program broadened its scope in 2000-01 as fifth grade students were officially included under statewide Student Accountability Standards. In 2001-02, the accountability standards expand to include third and eighth graders and incoming high school freshmen who will be required to pass a High School Exit Exam in order to receive a diploma upon graduation.

The State Board of Education passed the Student Accountability Standards policy on April 1, 1999. As a result, more students are receiving the intervention they need – when they need it – to ensure that they will possess the foundation skills to succeed at the next grade level.

Under the ABCs of Public Education, North Carolina's public schools have experienced sustained increases in the percentage of students achieving at or above grade level. This trend continued in 2000-01 as almost 72 percent of students in the third through eighth grades tested proficient in the essential skill areas of reading and mathematics. This number represents a 10 percent increase since 1996-97, the year when the ABCs program was first implemented for these grade levels.

Higher student achievement also is reflected in the state's average 2001 SAT score, which increased four points to 992, and in the performance of selected fourth and eighth grade students on the 2000 NAEP Mathematics Assessments where students surpassed the national and Southeast averages. On NAEP's 2000 science assessments, North Carolina's fourth and eighth grader's performance was consistent with the nation's and above the Southeast's.

The improved academic performance of public school students can be attributed to educators and community members who are ensuring that children are challenged in the classroom and receive appropriate intervention when they need help.

The hard work of administrators, teachers, students, parents and community members attributed greatly to the high number of students passing the fifth grade end-of-grade tests and the first gateway under statewide standards. Almost 93 percent of fifth grade students passed both the reading and mathematics end-of-grade assessments with only slightly more than 2 percent not meeting the standard (either state and/or local) and were thus retained. Some of the students who did not meet the standard but were promoted anyway had either been

retained previously, were limited English proficient or were determined to be ready for the next grade.

The public's confidence in the state's accountability program was shaken in 2000-01 due to low math end-of-grade test cut scores, which resulted in a higher passing rate and the promotion of students who may not have been ready for the next grade's mathematics work. The State Board of Education and State Superintendent took immediate action by calling for an independent, external audit of the state's testing and accountability program. The Panel found that North Carolina has a strong testing and accountability program but that the assessment program is not funded or staffed adequately and needs better communication.

Testing and accountability are important, but the overriding desire is improved student achievement. The success of the state's standards depends on the financial resources to fund the various intervention initiatives. Local school systems demonstrated creativity as they reviewed their budgets to redirect money to address support of struggling students. North Carolina's legislature assisted in this effort by providing over \$25 million to reduce kindergarten class size allotments, reduce class sizes in grades K-3 in chronically low-performing schools, add five staff development days for teachers in chronically low-performing schools, fund scholarships for teacher assistants and bonuses for teachers in high demand subject areas working in eligible middle and high schools. Our accountability program has reached the point where we can try bold, aggressive measures to assist these students and schools. The monies provided by the legislature will help accelerate student achievement in some of the schools that continue to struggle.

The legislature also provided monies to address gaps in achievement between groups of students. The state has made some progress in closing the achievement gap but the gaps are very persistent. In April 2000, State Superintendent Ward outlined 10 ways to address closing the achievement gap and challenging all students to reach higher levels of performance. These actions include establishing an advisory commission to address the issues of higher standards and closing performance gaps and establishing a section within DPI to provide technical assistance to schools and school systems.

In December, the Advisory Commission on Raising Achievement and Closing Gaps presented its first report to the State Board. While the Commission found that

closing existing gaps is a formidable challenge, they believe it can be done – but only if attitudes regarding minority achievement are changed. Included in the report are recommendations to reduce the number of minority students in special education programs; expose minority students to more rigorous courses; train and support educators to better instruct a diverse population; and hold local schools accountable for closing their achievement gaps.

The 2000-01 school year marked a significant milestone for North Carolina's accountability program as it marked the fifth year of the program's inception. It is a tribute to the integrity of the ABCs and the public confidence in this program that the state has been able to stick with the accountability program for five years and see success as a result.

"Parents are very appreciative of the extra time being spent on their children." Coleen Bush, principal, Woodward Middle School

Woodward Middle School's At-Risk Eighth Graders

Getting By With a Little Help from Their Friends

We all remember the Beatles hit song, "I'll Get By With a Little Help From My Friends." It's a song and phrase that Woodward Middle School, Wilkes County Schools, has taken to heart as staff mentor at-risk eighth graders and together strive for academic success.

Like most schools, Woodward Middle revised its School Improvement Plan to include strategies to ensure that its at-risk students, in this case eighth graders, had every opportunity to achieve academic success. This includes reviewing testing data to determine which students need intervention to strengthen their reading, writing and mathematics skills; staff meeting together to create, discuss and monitor students' Personal Education Plans; and communicating with parents to ensure that they are aware of their children's progress.

But Woodward Principal Coleen Bush felt something more was needed... at-risk students needed an advocate... and all staff needed to be involved – not just the eighth grade teachers. From this stream of consciousness a mentoring program was born.

"I wanted our at-risk students to know that someone believed in them and would be there for them if they ever had a problem or needed someone to talk to," Bush said. She said it also was important to involve all Woodward staff. "The success of these students isn't the sole responsibility of our eighth grade teachers. We all have a stake."

Currently, a little over 70 students are involved in the school's mentor program. Teachers, teacher assistants, and other professional staff meet with students before and after school and on Saturdays. At these sessions,

they follow-up on their student's tutoring, class assignments, test grades and any other areas of concern.

Although it's early, Bush said the mentoring program seems to be going well. "Parents are very appreciative of the extra time being spent on their children. They are a partner in their child's success so it's critical that they be informed and involved every step of the way."

Woodward Middle School Assistant Principal Wanda Hutchinson said that the mentor program drives home to students that people do care about how they are doing and are there to help them succeed. "I tell my student all the time that I am here to help and that we are going to do it and be successful. We don't discuss what will happen if we're not because we're both committed to success."



Spanish teacher Mayra Rondon discusses the week's work with an eighth grade student.

Strategic Priority 2

SAFE, ORDERLY AND CARING SCHOOLS

When parents send their children to school each day, their most basic expectation is that their children will be safe. This expectation and accompanying concerns about safety have only intensified in the wake of the Sept. 11 attacks on the World Trade Center and the Pentagon.

To that end, the promotion of safe, orderly, and caring schools is a key component of the State Board of Education and Department of Public Instruction's strategic plan for schools. State-sponsored efforts include a wide range of activities, such as collecting school crime statistics, providing local training on alternative learning programs, encouraging healthy school environments and providing support to local school psychologists and guidance counselors.

School Violence and Crime Report

The eighth *Annual Report on School Crime and Violence* showed that the number of reported incidents had increased slightly in the 2000-01 school year, although the number of incidents has remained flat over the past five years with small fluctuations annually. The number of incidents reported totaled 7,565 or 6.085 acts per 1,000 students. This is up from 7,229 incidents in 1999-2000, or 5.980 incidents per 1,000 students. Five years ago, in 1996-97, there were 8,141 reported incidents or 6.724 per 1,000 students.

The three highest-incidence acts from the beginning of annual reporting in 1993 continue to account for 88 percent of all reportable acts. These three acts are

Possession of a Weapon, Possession of Controlled Substances and Assault on School Personnel.

When schools are considered by grade level, elementary schools reported increases of 12.3 percent in the overall reported crimes. High school incidents increased 5.4 percent, and middle schools posted a smaller increase of 1.5 percent.

A total of 739 students were victims of school crime or violent acts in 2000-01. At the same time, 1,063 school staff were victims. The number of student victims declined by 8.5 percent and the number of staff victims declined by 6.34 percent over 1999-2000. A total of 5,664 regular students were reported as offenders, while 2,260 exceptional students were identified as offenders. Most of the incidents reported were serious enough to report to local law enforcement. The most common consequence of these acts to the offenders was suspension from school for 10 days or less.

Given the recent emphasis in schools on recognizing and intervening at the first warning signs of violence and crime, and immediately documenting such acts, it is possible that the increased numbers reflect a more concerted effort to detect and report crimes on school property. At the same time, any level of violence or crime in schools is too high. Increases in violent incidents are unacceptable, and a sign that efforts must be doubled to address safety issues.

PERCENT CHANGE IN INCIDENCE OF MOST OFTEN OCCURRING CRIMES

(a minus represents a reduction, a plus represents an increase)

1998-99 to 1999-00

Firearms	Sexual Assault	Assault w/Injury	Unarmed Robbery	Weapon Possession	Assault, Personnel	Sexual Offense	Assault, Weapon	Drug Possession
-40%	-18%	-18%	-16%	-7%	-7%	+23%	+6%	+5%

1999-00 to 2000-01

-1%	+8%	+4%	-23%	+4%	-3%	-20%	-14%	+12%
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Support Provided to Local Schools

North Carolina is fortunate in that it has not weathered a incident of terrorism or large-scale violence affecting schools. Nonetheless, on Sept. 11, all Americans recognized their vulnerability.

The Alternative and Safe Schools/Instructional Support Section at DPI stepped up its efforts in the aftermath of the terrorist attacks to provide resources for local guidance counselors, school psychologists and other educators. The section staff assembled a crisis Web site with a variety of resources, links and other materials to help educators and families cope with the events of this fall, and this Crisis Resources link will remain prominent on the Department's Web site, www.ncpublicschools.org, for as long as necessary.

Although Web-based outreach is able to provide services and support to a broad audience, the section's eight-member staff also provides on-going professional development and support to local school districts.

Partnerships to Provide Services

Creating and sustaining safe schools is a goal that requires cooperation among school officials, students, parents and communities and a variety of government agencies, including law enforcement. For this reason, the Safe Schools section collaborates with the Governor's Crime Commission on implementing additional Alternative Learning Program sites funded through Crime Commission grants. DPI and the Department of Crime Control and Public Safety also are working together to develop strategies for school-based and community-based programs to help long-term suspended youth.

New Legislation Focuses on Character Education

Although some local school systems in North Carolina already have character education components included in their instructional programs, legislation approved in 2001 will expand this statewide. *Teach North Carolina History in Elementary and Middle School and Enact the Student Citizen Act of 2001* requires instruction in civic and citizenship education. Every local board of education will be required to develop and implement character education instruction with involvement from the local community. Four specific responsibilities are to be taught: respect for school personnel, responsibility for school safety, service to others, and good citizenship.

A special legislative provision, also approved this year, commissioned the State Board of Education to use funds appropriated for character education to develop a model character education curriculum. A full-time character education consultant will be employed by DPI early in 2002 to conduct character education staff development, develop curriculum materials and resources, and provide technical assistance to local school districts.

A total of 739 students (out of 1.2 million) were victims of school crime in 2000-01.





Students at Carthage Elementary School, Moore County, prepare for a special patriotic assembly.

Together We

Stand!

9.11.01 – North Carolina Schools Respond

The attacks of Sept. 11, 2001, represented one of the worst events in American history. The responses to these events, however, represented the very best of American citizens. North Carolina public schools responded generously and sensitively after Sept. 11 to help their students cope and to help the victims of the terrorist attacks in New York and Washington, D.C.

To help children understand and deal with the events, schools provided counseling sessions, held special assemblies and provided information to students and their parents about ways to help with their emotions in the days and weeks following the attacks. While North Carolina itself was not threatened by this fall's events, many of the state's residents have connections to victims in New York and Washington, D.C. Also, the large military installations in North Carolina have meant that those communities have been affected by troop deployments. In the outpouring of patriotism, local school communities have found creative ways to express their solidarity and sympathy with the Sept. 11 victims and help in whatever ways they can.

Elementary school students collected pennies for public schools, coins for kids and teddy bears for children affected by the tragedy. In some cases, students who had planned fundraisers to finance class trips cancelled the trips and continued the fundraiser – with the proceeds going to relief efforts.

When President George Bush requested \$1 per child for the Afghan children, North Carolina schools continued to respond. In Alamance County, the school system

organized a system-wide campaign that culminated with a finale event where students from each school presented symbols of their donation and reported on all projects related to Sept. 11 at their school.

Students at Cool Spring Elementary in Iredell County directly "adopted" two families who lost their fathers in the Sept. 11 attacks. The students are working with the children's schools in New York City to provide support and help for their families. At the school's first Parent-Teacher Organization meeting of the year, students held a talent show and used admissions donations for this cause. Along with other fundraising activities, the school's goal is to raise \$3,000 for the two families.

Cool Spring Principal Don Hankins said that the students have responded well to this challenge. "We knew we couldn't help everyone, but we felt like we could help someone. Our students and parents like the idea of knowing where their money is going and who it will help."

In Asheboro, students worked together to make *Remember Sept. 11, 2001* buttons with the American flag. Proceeds from their sale went to the family of Sandy Bradshaw, the flight attendant from Greensboro who was on United Flight 93 when it crashed.

Displays of patriotism and support for American troops also have been popular with public school students. Handmade American flags, balloon releases bearing patriotic messages, and special "red, white and blue" days have been important ways for students to express their support for the victims and their families, as well as their support for firefighters, police officers and the armed forces.

Strategic Priority 3

QUALITY TEACHERS, ADMINISTRATORS AND STAFF

Test scores and rankings make headlines in education news, but quality teachers, principals and other staff are the key to North Carolina's continuing public school improvements and critical to parental satisfaction with schools.

This year, North Carolina local school districts hired approximately 10,000 new teachers. These new teachers represent approximately 12 percent of the total number of teachers in the state's 117 school systems and is nearly identical to the number of teachers hired last year. Because of the critical need for quality teachers and the large numbers of new teachers who are needed each school year, North Carolina's efforts in this strategic priority largely are focused on teacher recruitment and retention.

In 2000-01, 41 percent of the newly hired teachers were issued either initial licenses (for inexperienced teachers) or continuing licenses. Another 17 percent were issued temporary permits, pending completion of teacher testing requirements. Nineteen percent of last year's new teachers were given lateral entry from other professions.

In 2000-01, nearly 9 percent of newly hired teachers were issued emergency permits and nearly 11 percent were issued provisional licenses. Thirty-eight percent of new teachers were from outside North Carolina.

Over the past five years, the average teacher turnover rate was 12.94 percent. Most school systems reported turnover between 11 and 14 percent, although three systems – Weldon City, Hoke County and Warren County – had turnover of 20 percent or more. Most of the districts in the far western counties reported turnover of 10 percent or less.

The State Board and Department of Public Instruction have several initiatives under way to help in recruitment and retention of teachers:

- alternative entry licensure routes;
- the establishment of a center for teacher recruitment and retention;
- a three-year induction program and paid mentors for new teachers;

- the establishment of three regional alternative licensing centers in Mecklenburg County, Cumberland County and Nash County;
- overall salary increases to keep North Carolina teachers as close to the national average as possible or better;
- 12 percent pay increases for teachers with National Board of Professional Teaching Standards certification;
- 10 percent pay increases for teachers with master's degrees;
- special recognition and awards programs, such as the NC Teacher of the Year, the Milken Family Foundation National Educator awards, and the Christa McAuliffe Fellows Program;
- strengthened requirements for new teachers and continuing ones;
- teacher scholarship loans; and
- Project TEACH, to encourage students to consider a teaching career.

The typical North Carolina teacher is a 42-year-old white female, however the largest number of teachers are clustered around the late 40s and early 50s age range. Another similarly large number of teachers are clustered around their late 20s to early 30s.

The current teaching force is significantly less racially diverse than the students they are teaching. Thirty-eight percent of North Carolina students are racial minorities, while only 16 percent of the teachers are minorities.

The State Board of Education sets licensing standards for people who want to enter the teaching profession and for teachers to remain licensed. Most teachers have completed a four-year college teacher preparation program, although statewide, nearly 16 percent of teachers hold licenses that are provisional in some way.

The need to hire new teachers will continue at the same rate North Carolina has experienced over the past few years. In order to meet the need for qualified teachers and to meet the goal of high student achievement, a concentrated focus on teacher recruitment and retention will continue to be critical.

NC Continues to Top the Nation in National Board Certification

North Carolina continues to lead the nation in the number of teachers who have earned certification by the National Board of Professional Teaching Standards, the most accepted symbol of teaching excellence in the United States.

North Carolina has a total of 3,667 teachers who have earned the certification. In 1994, only eight North Carolina teachers received this important professional credential.

Achieving National Board Certification is a strong endorsement of teacher quality and it is encouraging that North Carolina has so many classroom teachers who seek the credential. The state supports these efforts by paying up front the \$2,300 assessment fee, provided that the teacher continues to teach in North Carolina in the following year. North Carolina also provides three paid release days from normal teacher responsibilities in order to develop portfolios, a 12 percent salary supplement to the teachers' regular salary (good for the 10-year life of the certification), and 15 continuing education units awarded for completing the Certification process.

The State Board of Education also awards a North Carolina teaching license to out-of-state teachers who possess National Board Certification.

National Board Certification assessments require teachers to demonstrate teaching practice, content knowledge and pedagogical-content knowledge. Nationally, approximately half of all applicants receive certification. It is available to teachers in 27 fields.



Quality is Important for Teacher Education Programs

When the US Department of Education began requiring states to prepare an annual report on the quality of teacher education programs, North Carolina was out front on this issue having already completed the first *NC Performance Report on Teacher Education Programs* in March 2000.

In 2001, when North Carolina's third performance report was released, seven of the state's 47 teacher education programs received an exemplary rating and one received a low-performing rating. The seven exemplary institutions are Appalachian State University, Duke University, East Carolina University, Salem College, University of North Carolina-Greensboro, University of North Carolina-Pembroke and Western Carolina University. Shaw University received a low-performing designation.

North Carolina's annual report rates teacher education programs according to three overall criteria: compliance with state and national accreditation standards, the quality of program completers and involvement with and service to public schools.

The State Board of Education has the authority to approve or close teacher education programs in North Carolina. Board members see *North Carolina's Performance Report on Teacher Education Programs*,

required under the 1997 Excellent Schools Act, as an incentive to encourage colleges and universities to improve program quality.

The complete report for North Carolina, including individual school reports are available online at http://www.ncpublicschools.org/IHE/IHE01/index_01.html.

SPECIAL RECOGNITIONS



North Carolina Teacher of the Year

Carmen Wilson, mathematics teacher, Ashe County High School, is the 2001-02 NC Teacher of the Year. The state's Teacher of the Year spends the school year traveling

the state as an ambassador for the teaching profession and serving as an advisor to the State Board of Education. She received a one-time \$7,500 stipend and a trip to a national conference. Also, the NC Automobile Dealers Association provided the Teacher of the Year with a 2001 Chrysler Sebring and the NC Center for International Understanding presented the state Teacher of the Year with the Carolyn Hunt Scholarship to pay for a trip abroad.



Wachovia Principal of the Year

Peggy Smith, principal of East Clayton Elementary School in Johnston County, is the 2001-02 Wachovia Principal of the Year. As recipient, she received a cash award of \$5,000 for her personal use and a

matching \$5,000 grant for her school. The Wachovia Principal of the Year program, now in its 18th year, recognizes public school principals throughout North Carolina and is co-sponsored by Wachovia Bank, N.A., and the NC Department of Public Instruction.



Christa McAuliffe Fellow

Loretta Langdon, a sixth-eighth grades mathematics and science teacher at Princeton High School in Johnston County, is the 2001-02 Christa McAuliffe Fellow. She received \$24,000 to implement

her program proposal, Scientists in Schools. A smaller grant of \$4,000 also was provided to Jayson Duncan, a fourth-sixth grade teacher at Pine Hall Elementary in Stokes County, to help expand his Pine Hall Space Shuttle Project. The Fellowships are administered by the Council of Chief State School Officers and state education department in memory of the first teacher in space.



Milken Award Winners

Three educators were named as Milken Family Foundation National Educator Award recipients for 2001-02. They are: Robert Freeman, the Initial Licensure Teacher Coordinator for Robeson County Schools and former sixth grade teacher; Dr. Patricia Legrand, a Guilford County schools' teacher at Middle College High School; and Cindy Moss, a biology teacher at Independence High School in Charlotte-Mecklenburg. The three were selected by an independent blue-ribbon committee appointed by DPI. Dubbed the "Oscars of Teaching," the Milken National Educator Awards were created by the Foundation to reward, retain

and attract professionals to our nation's schools. Recipients receive \$25,000 for their personal use as well as membership in a network of more than 1,700 past recipients nationally.

Action Greensboro Commits to Guilford County Schools and Teachers

If you're a new teacher in Guilford County, the local school system and its business partners offer many incentives to work in its schools.

Need help with classroom startup costs? The GCS Start Card is there to provide \$400 for the purchase of classroom supplies.

Need a new car? First year Guilford County teachers and administrators can contact one of the county's Deals on Wheels partners to purchase a vehicle at invoice price and a discount on services and parts for one year.

Need personal start-up money for the new year? If you're a teacher new to Guilford County, you can receive \$1,200 of your salary on the first day of employment just to help you get settled.

Need low-cost banking? The school system's financial services partner, BB&T provides free checking, no annual fee credit cards and other perks to teachers in the system.

In addition to these high-profile incentives, the school system provides special awards programs, scholarship/loans for teachers, and other programs to make the school district attractive to quality professionals.

This all started in the fall of 2000, when six Guilford County foundations funded *The McKinsey Report* to take a close look at Greensboro's future economic prospects. One result of this comprehensive report was the organization of Action Greensboro, a nonprofit organization established to coordinate work identified in the original report, including improving public schools.

From this was born the Commitment to Excellence initiative.

Local businesses pledged approximately \$2 million over the next three years to fund Commitment to Excellence programs. The Joseph M. Bryan Foundation, the Cemala Foundation, along with the United Way of Greater Greensboro and the Center for Creative Leadership, have committed approximately \$3 million.

"This program recognizes excellence in students and teachers, raises student performance in closing the achievement gap and strengthens the quality of beginning teachers," said Guilford County Schools Superintendent Terry B. Grier. "It demonstrates this community's genuine commitment to our children."

 Guilford County



"It demonstrates this community's genuine commitment to our children." Guilford County Schools Superintendent Terry B. Grier

Strategic Priority



STRONG FAMILY, COMMUNITY AND BUSINESS SUPPORT

The first full year of family, community and business support as a key priority began with the employment of an involvement specialist and wrapped up with the debut of a new Web site. With a focus on best practices, information-sharing and networking, the Department and State Board are finding more ways than ever before to collaborate with other agencies, partner with other organizations and promote meaningful involvement activities.

When the State Board of Education adopted strong family, community and business support for education as one of its five strategic priorities, it formally recognized the powerful impact of parents, community members and the business community on student achievement and school improvement. This priority promotes a broad view of involvement: within and outside school building walls.

Research supports meaningful involvement in education. The difference between the high and low scores on the 2000 NAEP eighth grade math test was attributed to three things that parents can control: school attendance, reading and reading materials in the home, and the number of television-watching hours. Schools with strong connections to parents and their communities are improving test scores and other measures of student and school success.

In February 2001, NCDPI, with the Principals' Executive Program, Communities In Schools and North Carolina's Promise, co-sponsored an instructional leadership symposium: Improving Student Learning Through Connections Between the School, Home and Community. Over 100 school and community participants gained innovative ideas and valuable contacts for their communities. State Board member Evelyn Monroe, who chairs this priority, was one of the featured speakers.

The first *Meet in the Middle* Conference was held in September. Meaningful involvement in education was spotlighted in best practices workshops, skill building sessions and networking opportunities. Over 350 people from across the state attended the event. *Meet in the Middle* was co-sponsored by the Public Schools of North Carolina, NC Business Committee for Education, Communities In Schools of NC, NCPTA, NC Partners, NC Association of Educators, JobReady, NC Association of Community Educators and NC Citizens for Business and Industry.

The Conference included the presentation of the Governor's Business Partnership Awards 2001 and the Governor's Outstanding Local Official Award 2001. The Partnership Award recognizes outstanding, sustained business and business alliance partnerships with schools or school districts that significantly improve student performance. Award winners met four award criteria: the partnership was aligned with school improvement plans or school system goals, it described activities that helped student performance, it included a method to measure, track and evaluate the effectiveness of the partnership and there was a framework or process for sustainability. Twenty-nine partnerships were recognized this year.

The Governor's Outstanding Local Official Award recognizes an individual elected official who has demonstrated bold leadership on behalf of youth and communities. This year, Charlotte Mayor Patrick McCrory received the award for the success of the Mayor's Mentoring Alliance and the Mayor's Corporate Council. State Board Chairman Phil Kirk, State Superintendent Mike Ward, and Education Advisor to the Governor J. B. Buxton made the award presentations.

A series of regional *Meet in the Middle* workshops have brought training to local communities from Watauga County to Tyrrell County. Building on the response and feedback from the conference, the workshops have focused on reaching all parents and the essentials of partnership development and sustainability. NCDPI will continue to offer regional training opportunities in 2002.

Meaningful involvement in education has many faces. Parents, community partnerships and business alliances provide human and other resources to schools and districts, opportunities for teacher enrichment, exposure to the world of work for students, volunteers for a myriad of projects and a rich source of intellectual capital.

Information, resources, research briefs and links are accessible through the new and developing Involvement Web site. Visit <http://www.ncpublicschools.org/involvement> for a growing compilation of good ideas, best practices and tools for involving the community in the education of all children.

Those interested in partnerships also have a new resource for communicating. Share your successes and get quick access to news and information by subscribing to the DPI Involvement email list.

Shop Till You Drop!

Belk, Inc. – Northern Division demonstrated strong business support by kicking off American Education Week with an “In Celebration of Education” event exclusively for all public school employees. In over 60 stores, educators were honored and appreciated for their dedication and commitment to the children and youth of North Carolina. The Nov. 11 event, expected to be statewide next year, attracted crowds of people from Durham to Wilmington. State Board of Education Chairman Phil Kirk joined Belk Northern Division Chairman Bob Greiner at Raleigh’s Belk Crabtree Valley Mall store to officially begin the recognition evening.

Kirk described the evening as “a great way for a business partner to recognize public school employees for their hard work.”

Public school employees received special savings on their purchases, free make-overs, refreshments and chances to win prizes in every department. Becky

Leonard, a kindergarten teacher at Weatherstone Elementary School in Cary, Wake County Schools, won a trip for four to DisneyWorld. Carroll Middle School in Robeson County won \$1,000.

Stella Shelton, communications director for Wake County Schools, said, “Before I could even get in the door on Monday, my co-workers were telling me what a great time they had. I’ve heard such great compliments – the refreshments, the prices, the surprises, the freebies and contests – the obvious high level of thoughtfulness and care put into the event. Our employees really felt honored.”

Sponsors of the event were Belk Inc. Northern Division Stores and the Public Schools of North Carolina (State Board of Education/Department of Public Instruction) in support of the Strong Family, Community and Business Support priority of the Board.



“...a great way for a business partner to recognize school employees...” Phil Kirk, Chairman, SBE



Strategic Priority

5

EFFECTIVE AND EFFICIENT OPERATIONS

Judge Howard E. Manning, Jr.'s third Leandro Court Ruling, issued last March, focused on whether the state allocates sufficient funds to local school systems to provide each child with the opportunity for a "sound basic education." Although there has been no final determination in response to Judge Manning's question, we do know one thing: the state is not interested in providing a sound basic education; but rather a superior education that leads to success for all public school graduates. This goal requires us to work carefully to use our resources effectively and efficiently.

During his second term in office, former Gov. Jim Hunt challenged the state to lead the nation in education by 2010. Gov. Mike Easley has accepted the challenge and created the Education First Task Force to develop the "road map for what constitutes a superior education system."

The Education First Task Force's goal is two-fold: to propose educational strategies that will close the achievement gap while ensuring that every student entering North Carolina public schools graduates with an education that will allow them to succeed in further education, the work force, or the military. Through its three subcommittees – The Hallmarks of Excellence, The Strategic Use of Resources, and Preparing Graduates of North Carolina Schools – the Task Force is expected to develop and release its blueprint for academic excellence in February 2002. The recommendations contained within the report will be used to develop an education system that goes far beyond "sound and basic" to one that is superior and competitive.

One initial focus for the Task Force has been early education and reaching children who are at risk before they enter public schools. Through Gov. Easley's More at Four pre-kindergarten program, which received \$6.5 in 2001 from the NC legislature, some of the state's youngest at-risk students – 4-year-olds – will receive the head start they need to succeed in school.

The More at Four pre-kindergarten program is a community-based, voluntary pre-kindergarten initiative designed to prepare at-risk four year olds in North Carolina for success in school. In its first year, More at Four funds will be made available to local communities for high quality pre-K programs that build on existing childhood services such as community-based child care centers and preschools and Head Start programs.

In addition to funding the More at Four initiative, the legislature also appropriated over \$12 million to reduce the state's kindergarten allocation ratio and K-3 class size in high priority and chronically low-performing schools. It's a financial commitment that is needed if at-risk students are to get the attention they need and deserve.

Charter Schools

In the five years that charter schools have operated in North Carolina, one thing is quite clear: instead of competing with public schools for students, charter schools have established their own niche, serving a population of students who, for the most part, have not thrived in the traditional public school setting.

Parents have embraced this alternative public education style primarily because the lower class sizes, a hallmark of charter schools, have resulted in the extra help, personal attention and flexible instruction they feel their children need to thrive.

A five-year evaluation of North Carolina's Charter Schools program submitted to the State Board in November found that although smaller class sizes yield positive instructional benefits for students, it also carries its own unique problems as charter schools struggle to "creatively balance enrollment and revenue." The report also found that charter school administrators worry about how to balance innovation with accountability. Administrators appear to be reluctant to stray dramatically from traditional classroom practice for fear of jeopardizing short-term results on statewide tests. Thus, practical considerations and original purposes often bump into one another.

The natural growing pains that are a part of any new initiative were used by the Department to develop a set of recommendations. The intent of the recommendations is to minimize the funding impact of charter schools on traditional schools, promote cooperation between charter schools and traditional schools, and address concerns raised regarding flexibility, innovation and transferable practices. The Department recommended to the State Board at its December meeting that North Carolina's Charter School Program be allowed to expand by as many as 10 charter schools per year with the number of schools allowed dictated by the availability of Department resources to serve the schools.

North Carolina Public School Facilities

Think about it. How much would you get done if you worked in an office where you had to walk sideways because your computer desk was right next to your coworkers? Or, you had to constantly wear a jacket in the winter because the furnace kept breaking? Or, you had to leave your building and walk to another building every time you had to go to the bathroom? This is not an ideal situation, but this is the situation in which we expect many public school students and employees to learn and work. In a number of communities across the state, the gap is widening between facility needs and dollars to fund them.

In 1996, North Carolina residents approved a \$1.8 billion state bond issue based on an earlier survey of public school facility needs. Five years later, a new survey has been conducted but, instead of showing diminishing needs, local school systems have identified \$6.2 billion in current and projected facility needs.

Why such significant needs? The answer can be summarized in two words: student population. North Carolina has experienced an increase of 84,680 students in the last five years. The K-12 student population enrollment is expected to increase by another 6.4 percent, or 79,990 students, in the next five years. Ten percent of all public school students are being taught in mobile classrooms and the number of mobile classrooms being used by school systems has increased 16.4 percent since 1996 to 5,627.

Almost 33 percent, or a little over \$2 billion is needed for new schools. For school additions, another \$1.8

billion is projected. To cover the costs of renovations of existing schools, \$1.7 billion is needed, with almost \$5 million needed to cover the costs of land acquisitions and furnishings and equipment. These numbers do not include recent changes by the legislature to reduce the state's kindergarten class size allotment or reduce K-3 class size in schools that are considered high priority or chronically low performing. Nor does the overall cost factor in regional cost differences or inflation.

On the bright side, voters have approved 29 bond referendums in 25 counties totaling \$2.7 billion since the statewide bond passed in 1996. This includes the overwhelming approval of seven bond referendums totaling \$465 million in November.

Although each of these counties had compelling school facility needs, approval of the bonds was not assured. The economy is weak. Many communities have lost large numbers of jobs, and state and local governments are counting every penny. Our country is at war and uncertainty is commonplace.

These votes represent more than the obvious "yes" to new school buildings and renovated facilities. They provide a vote of confidence in public schools, their performance and future.

If we want our public schools to provide a superior education, we must provide the financial resources to ensure that students have classrooms where they can learn and achieve. The \$6.2 billion doesn't provide for frills but the basics to stimulate learning: classes where desks aren't on top of each other, room temperatures don't distract, and facilities support the needs of all students.

Projected Student Enrollment Growth



State Board of Education Members



Phillip J. Kirk, Jr.,
Chairman
Member-at-large

PO Box 2508
 Raleigh, NC 27602-2508
 919.836.1407

Phil Kirk was appointed to the Board by Gov. James B. Hunt, Jr. in 1997 to fill an unexpired term. A native of Rowan County and a graduate of Catawba College, Mr. Kirk now serves as president and secretary of the NC Citizens for Business and Industry and the publisher of North Carolina Magazine. His extensive list of governmental positions includes serving as Chief of Staff for two former governors and a United States senator. He also served in the NC General Assembly and was the youngest state senator in history at the time of his election. A former English and journalism teacher, Mr. Kirk has a remarkable background in education, having been named Salisbury Teacher of the Year and having received the Friend of Education award by the Professional Educators of North Carolina. In addition, he served as the vice chair of the State Board of Community Colleges, treasurer of Smart Start, and the chair-elect of the Public School Forum of North Carolina. His term expires March 31, 2005.



Mike Ward
State Superintendent
and Secretary to the State Board

301 N. Wilmington Street
 Raleigh, NC 27601-2825
 919.807.3430

Dr. Michael E. Ward is State Superintendent of the Public Schools of North Carolina. Re-elected to a second term in November 2000, Dr. Ward is also a member of the Council of State which includes the Governor, Lieutenant Governor and eight other statewide elected officials. Prior to his election as State Superintendent, Dr. Ward served as Executive Director of the North Carolina Standards Board for Public School Administration, and superintendent of schools in Granville County, NC. He also served as a teacher and principal. A three time graduate of North Carolina State University, Dr. Ward received the University's Distinguished Alumnus Award in 1997.



Vice Chair Jane P. Norwood
6th Education District

7026 Ballentyne Court
 Charlotte, NC 28210
 704.554.9894

Jane Parler Norwood was appointed to the Board by Gov. Martin in September 1990 to fill an unexpired term. She was reappointed in March 1995 and again in April 1999 by Gov. Hunt. Dr. Norwood is a professor, Department of

Curriculum and Instruction, at Appalachian State University. She holds advanced degrees in Education/ Psychological Services – Reading from the University of South Carolina and a bachelors degree in Education from Coker College. Norwood's term expires March 31, 2007.



Beverly Eaves Perdue
Lieutenant Governor

Hawkins-Hartness House
 310 N. Blount Street
 Raleigh, NC 27699-0401
 919.733.7350

Lt. Gov. Beverly Eaves Perdue, elected to the office in 2000, is an ex officio member of the Board. A former classroom teacher, she comes into the second highest elected office in our state having served five terms in

the North Carolina Senate and two terms in the State House of Representatives. In 1999 she received the North Carolina Association of Educator's President Award for her work on such innovative education measures as the Excellent Schools Act, the Safe Schools Act and Gov. Hunt's Smart Start initiative for early childhood development. Lt. Gov. Perdue holds a Ph.D. and master's degree from the University of Florida at Gainesville.



Richard H. Moore
State Treasurer

Albemarle Building
 Raleigh, NC 27603-1388
 919.508.5176

State Treasurer Richard Moore serves as an ex officio member of the Board. A former federal prosecutor and member of the NC General Assembly, Mr. Moore was Secretary of the Department of Crime Control and Public

Safety for four years prior to his election as State Treasurer. He serves as chairman of the NC Local Government Commission, the NC Tax Review Board, the State Banking Commission and the Board of Trustees of the NC Retirement Systems. Mr. Moore serves on the NC Community College Board and the Council of State.



Kathy Taft
1st Education District

611 Queen Anne's Road
 Greenville, NC 27858
 252.355.7299

Kathy Taft was appointed by Gov. Hunt to the Board in April of 1995. She attended NC State University and East Carolina University, graduated from ECU cum laude with a bachelor of science degree in education and also pursued

graduate work in education. Ms. Taft has been a member and past vice chairperson of the Pitt County Board of Education and has been active in the NC School Boards Association, the Pitt County Boys and Girls Club, the Communities in Schools Executive Board, the PTA and numerous other civic organizations and is a member of the Women's Forum of NC. She served on the NC Medical Care Commission and two terms on the Board of the NC Governor's School. Ms. Taft's term expires March 31, 2003.



Michelle Howard-Vital
2nd Education District

UNC-Wilmington
 601 South College Street
 Wilmington, NC 28403-5613
 910.962.4138

Michelle Howard-Vital was appointed to the Board by Gov. Mike Easley in 2001. She has been involved in education for the past 26 years. She earned a doctorate in public policy analysis with an emphasis in educational policy from the University of Illinois at Chicago. Additionally, she has a graduate and an undergraduate degree in teaching English literature and language from the University of Chicago. In May, 2000, she was recognized with the Distinguished Alumnus Award from the University of Illinois' School of Education for her work in teaching, administration and scholarship. She is currently a professor in the School of Education at UNC-Wilmington and also serves as Vice Chancellor for Public Service and Extended Education and associate provost. Her term expires March 31, 2009.



Edgar D. Murphy, III
3rd Education District

PO Box 13010
 RTP, NC 27709
 Mail Stop D17/02/0F2
 919.977.3045

Edgar D. Murphy, III was appointed to the Board by Gov. Hunt in 1999. He is currently manager of Community Relations for Nortel Networks, RTP and is responsible for implementation of Nortel's strategic community relations program of which K-12 public education is a focus. He has served on the Durham Public Education Network Board of Directors, the Durham Workforce Partnership and the Center for Employment Training. Mr. Murphy earned his degree in industrial technology from NC A&T State University in 1972. Mr. Murphy's term expires March 31, 2007.



Evelyn B. Monroe
4th Education District
 525 Hardee Branch Road
 West End, NC 27376 910.295.5710

Evelyn Bruton Monroe was appointed by Gov. Hunt to the Board in August of 1995 to fill an unexpired term. Ms. Monroe is a graduate of UNC-Greensboro. She was a former teacher of math and science and vocational education. Ms. Monroe's extensive involvement in the public schools includes 14 years on Moore County school advisory councils. She served on the Moore County Vocational Education Advisory Council and the Study Committee for Gifted and Talented. She has been a trustee for Sandhills Community College and has served on the System Planning Committee for the State Board of Community Colleges. Her term expires March 31, 2005.



Ronald E. Deal
7th Education District
 1460 6th Street Circle NW
 Hickory, NC 28601 828.324.7466

Ron Deal, chairman of Wesley Hall, Inc., was appointed to fill an unexpired term in 1997 by Gov. Hunt. After graduation from Wake Forest University, Mr. Deal established a successful career in furniture manufacturing in Hickory while participating in numerous organizations. He is a trustee at Wake Forest University and a past president of the university's alumni association. His experience in education includes serving as a member of the NC State Board of Community Colleges. Currently, Mr. Deal serves on the Board of Directors for the BB&T Corporation and as a trustee for Catawba Memorial Hospital. His term expires March 31, 2003.



Patricia N. Willoughby
Member-at-large
 Meredith College
 3800 Hillsborough Street
 Raleigh, NC 27607-5237 919.760.2266

Patricia (Tricia) Nickens Willoughby was appointed to the State Board of Education by Gov. Mike Easley in May, 2001, to serve an eight-year term. She currently serves as an assistant professor of education at Meredith College in Raleigh, NC. She attended North Carolina public schools, received her A.B. degree in early childhood education from UNC-CH and a master's degree in education from Meredith College, specializing in reading. Ms. Willoughby is a former classroom teacher who has been involved with the Triangle Alliance and the Mentornet Project of Wake County. In addition, Ms. Willoughby has been an active member of the parent/teacher/ student associations at schools attended by her two daughters. Her term expires March 31, 2009.



Zoe Locklear
Member-at-large
 PO Box 1510
 Pembroke, NC 28372 910.521.6221

Zoe Woodell Locklear was appointed to the Board by Gov. Hunt in 1999 to fill an unexpired term as an at-large member. She received her doctorate and masters degrees in special education from UNC-Chapel Hill. Her bachelors degree is also in special education from UNC-Pembroke. Her extensive vita reflects service to both the public schools of North Carolina and to the state's university system as teacher, administrator and professor. Dr. Locklear is currently the dean of the School of Education at UNC-Pembroke. She is a member of Phi Delta Kappa, the Robeson County Partnership for Children, the American Association of University Women and the Council for Exceptional Children. Dr. Locklear's term expires March 31, 2003.



Maria Teresa U. Palmer
5th Education District
 1321 Airport Road
 Chapel Hill, NC 27514-6605 919.932.4818

Maria Teresa Palmer was appointed by Gov. Hunt in 1999 to fill an unexpired term. Ms. Palmer is currently the founding pastor of the Hispanic congregation at the Iglesia Unida de Cristo (United Church of Christ) in Orange County. Ms. Palmer is a graduate of Jacksonville State University in Alabama where she received a degree in education. She also attended the Southern Baptist Theological Seminary and the University of Louisville where she earned a masters in education. Ms. Palmer is currently pursuing her doctoral degree in education at UNC-Chapel Hill. Her professional experience also includes being a Spanish teacher, a multi-cultural counselor, and assistant director of the Center for Latin American Education at the University of Louisville. She has been actively involved as a parent representative and advocate for the Hispanic community with both the Chapel Hill-Carboro and Orange County school systems. Her term expires March 31, 2005.



Wayne McDevitt
8th Education District
 UNC-Asheville
 One University Heights Asheville, NC 28804-8503 CPO #1420 828.251.6742

Wayne McDevitt was appointed to the Board by Gov. Mike Easley in 2001. He currently serves as Vice Chancellor for Administration and Financial Affairs at his alma mater, UNC Asheville, where he graduated with distinction in political science and has been recognized with the university's Achievement Award, Distinguished Alumnus Award and the Chancellor's Medallion. Mr. McDevitt most recently served as Chief of Staff for Gov. Jim Hunt and, earlier, on the state's Executive Cabinet as Secretary of the Department of Environment and Natural Resources. His extensive record in public service led the Asheville Citizen-Times to recognize him as "one of Western North Carolina's 50 most influential people of the 20th century." Mr. McDevitt's advocacy for education and children includes service on numerous boards including NC Partnership for Children/Smart Start, NC PTA, Baptist Children's Homes, two university boards of trustees and the steering committee of the Community Colleges and Universities Bond Campaign. His term expires March 31, 2009.

Teacher of the Year Advisors



Ms. Carmen Wilson
 High School Teacher
 Ashe County High School
 Ashe County Schools
 Term: June 2001 - June 2002



Ms. Laura Bilbro-Berry
 Elementary Teacher
 John C. Tayloe Elementary School
 Beaufort County Schools
 Term: June 2000 - June 2002

Student Advisor



Tabitha Peacock, Senior
 Smithfield-Selma High School
 Johnston County
 Term: July 2000 - June 2002

North Carolina Education Districts



