

2000 2002

BIENNIAL REPORT

Taking the
Next
Step
to
Superior Schools



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A Message from



PHILLIP J. KIRK, JR.
Chairman, State Board of Education

As Chairman of the State Board of Education and President of North Carolina Citizens for Business and Industry, I have the opportunity to view public schools as both an insider and an outsider. What I see from both vantage points makes me optimistic.

For the past six years, North Carolina has stayed the course with the ABCs of Public Education, our state's school accountability model that rewards schools for both student growth and for the overall percentage of students scoring at the proficiency level. This year, more than 43 percent of all schools had at least 80 percent of their students at or above proficiency, or grade level, and the number of low-performing schools continued to decline to less than 1 percent. The new federal law, No Child Left Behind, will raise the bar for North Carolina, challenging us to bring all students to proficiency over the next 12 years.

Meeting this challenge will require strong efforts from teachers, principals, students and parents — and support from citizens statewide. The 2002 annual release of the Phi Delta Kappa/Gallup Poll on public attitudes toward public schools shows that public schools have a strong base of support. Forty-seven percent of all those surveyed rated their schools an A or B. In North Carolina, on the 2002 Carolina Poll, 56 percent of North Carolinians said they would give public schools in their communities a grade of A or B. Most Americans, 69 percent, believe that reforming the existing system of public schools is preferable to seeking an alternative system.

That kind of support has enabled us to be successful with the ABCs and is essential to our continued success. Beginning with the 2002-03 school year, the ABCs model has

been tweaked to incorporate incentives for meeting the federal requirements for annual progress. The State Board of Education believes strongly in meeting the challenges of No Child Left Behind while continuing the ABCs in North Carolina.

Over the past six years, we have refocused our schools on student achievement and performance. We have strengthened the high school curriculum to make the diploma more meaningful. We have provided citizens and educators with more information about their schools than ever before. In February, Gov. Mike Easley, in collaboration with the Department of Public Instruction and the North Carolina Education Research Council, will release extensive report cards for every school and district and for the state overall. This information is meant to give parents and community leaders information they need to further improve and support every school in every community.

A few months ago, my fellow State Board members elected me to my fourth term as State Board of Education chairman. I was gratified personally by this vote of confidence, but I know that much of the credit for our success must also go to the state's lawmakers and to Gov. Easley who have provided crucial financial and policy support for the exciting changes underway in North Carolina schools. The budget request at the end of this report represents the investments that will help us continue the momentum.

Phillip J. Kirk, Jr.

PHILLIP J. KIRK JR.
December 2002



MICHAEL E. WARD
State Superintendent, Department of Public Instruction

Throughout my career, I have believed in the importance of looking forward and planning to meet the challenges ahead. Over the past 18 months, I have been pleased to co-chair the Governor's Education First Task Force as we have sought to discern the next important steps for North Carolina to take as we build a system of superior public schools. This task force developed a strong list of recommendations designed to take advantage of short-term opportunities and long-term investments. It will take both in order for our state's success in school improvement to continue.

The State Board of Education and Department of Public Instruction have developed a budget request for the 2003-05 biennium that tries to take advantage of opportunities and investments. This request, listed at the end of this document, also seeks to keep the state's commitment to superior public schools. It is organized around the Board and Department's strategic priorities:

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

North Carolina, like many other states, is struggling to continue school improvement and raise student achievement while weathering very tough economic times. Over the past two years, North Carolina has tightened its fiscal belt, including modest cuts to public education, and carefully scrutinized all expenditures. Fortunately for public schools, the General Assembly and Gov. Mike Easley

continue to keep education at the top of the state's policy agenda and new funds were provided for reducing class sizes, maintaining the teacher salary schedule, ABCs incentive awards and other important priorities.

In 2003, North Carolina lawmakers again face a difficult fiscal year and a variety of competing needs. At the same time, North Carolina schools are working under new federal requirements and the challenges of No Child Left Behind. For the first time, all schools in all states will be evaluated for their success in meeting adequate yearly progress for every subgroup of students. This is just one of the new challenges ahead for public schools. While we have been working diligently for the past several years to address achievement gaps among groups of students, the new law raises the bar.

In November, I was elected as President of the Council of Chief State School Officers. This election by my peers in the other states was very gratifying for me as an educator. It also affirms the bold steps that North Carolina has taken as a state over the past decade. The ABCs of Public Education, North Carolina's accountability model, student accountability standards, and efforts to close achievement gaps are considered pioneering steps. The challenge for North Carolina is to build on these steps for superior schools.

MICHAEL E. WARD
December 2002



NORTH CAROLINA'S

Strategic Plan for Excellent Schools

STRATEGIC PRIORITY	STRATEGIC GOALS
HIGH STUDENT PERFORMANCE	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

High Student Performance

GOOD NEWS

State's Testing Program is Tops in the Nation

North Carolina's testing program is tops in the nation, according to a study released in June 2002 by The Princeton Review. States were ranked on 25 indicators in four criteria: test alignment to the states' curriculum standards, test quality, openness of the testing program to public scrutiny, and the extent to which the accountability system is used to support school improvement. North Carolina received a B+ for alignment, an A for test quality, a B for openness, and an A for policy.

Higher Academic Standards Paying Off In Community College

Higher academic standards for high school students are paying off with increased academic performance in the state's community colleges, according to an analysis conducted by the North Carolina Community College System's Planning and Research Division. The performance analysis of high school students who graduated in 2000 and enrolled full-time that fall at one of the state's community colleges found that students were better prepared for the rigors of higher education.

STRATEGIC PRIORITY

High Student Performance



Every public school student achieving at proficiency. In North Carolina it's no longer just a dream; it's quickly becoming a reality.

As a result of the State Board of Education's decision to make high academic achievement the focal point for all decisions, North Carolina public school students are making significant strides in achieving and exceeding academic proficiency. One need only to look at the state's key academic indicators to see the progress North Carolina students are making in the classroom.

The 2001-02 ABCs accountability report found that student proficiency in the foundation skills of reading and mathematics increased to 74.7 percent – up from 61.7 percent in 1996-97, the first year of the ABCs. Forty-three percent of all schools had at least 80 percent of their students at or above grade level. Ten percent of all schools were able to boast the same in 1996-97.

The most recent ABCs results also dispelled another significant myth that high achieving schools have a difficult time meeting their growth goals. In 2001-02, three-fourths of the Schools of Excellence also made High Growth and more than half of the Schools of Distinction achieved this goal. Beginning with the 2002-03 school year, the ABCs program will include changes in the incentive awards to recognize schools for achieving adequate yearly progress.

Inexplicably, scores on the NC Writing Assessment dropped in 2002 for fourth and seventh grades. Following review of input from educators, staff and other consultants, the State Board voted to drop the fourth and seventh grade writing scores from the 2001-02 ABCs accountability model. At the same time, the Board outlined a plan to fully reinstate the writing assessment as a component of the model by 2004-05.

Increased student performance also was found in the state's 2002 SAT results, which showed North Carolina's average total SAT score increasing six points in 2001-02, moving the state above the Southeast average for the first time. The national average score was unchanged in 2002. The 2001-02 scores are good news for the state as a whole as they show that students are taking these measures seriously and working hard to prepare themselves to be successful. Higher college admission scores also indicate an overall trend in our state's climate for education and achievement.

The 2002 First in America progress report found that North Carolina is well on the way to being first, not only in progress, but also in absolute performance. In 2001, three of the goals (school safety, quality teachers and strong support) earned overall grades of B or B-, and high student performance and children's readiness to learn earned C+ grades.

While many of the indicators of progress and success are very positive for North Carolina, there are achievement gaps that still exist as well as a significant block of students who are not yet performing at grade level. Although nearly 78 percent of our students, statewide, are at grade level or better across the five core end-of-course tests and more than 84 percent of elementary and middle school students are at grade level or better, there are still many students who are not at grade level. And, when these students are divided by ethnicity, the urgency of the problem is clarified. More than 40 percent of African American students are not yet performing where they need to be. Success under "No Child Left Behind" will depend on closing these gaps.

The 2001-02 school year marked the first time that all students at grades 3, 5 and 8 were included in statewide Student Accountability Standards. 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 – and not being left behind academically.

Not being left behind academically is what the federal education legislation, "No Child Left Behind," is all about. The State Board of Education has already begun to incorporate the federal requirements into North Carolina's already successful accountability model. Although the federal model was based in part on North Carolina's accountability program, there are enough new challenges in the federal model to raise the bar in North Carolina.

North Carolina's accountability program is all about high student achievement for every student. Because we already had a strong accountability model before No Child Left Behind, our goal is to find ways to be successful under No Child Left Behind while also continuing the main features of the accountability model that have proven successful at improving student achievement.



High Student Performance

Hallmarks of Excellence: How Successful Schools Succeed

The following is excerpted from “School Visit Findings of Governor Easley’s Education First Task Force” Spring 2002 report.

How do high-performing schools achieve superior results and can their efforts be duplicated by public schools across the state? This was the question Gov. Mike Easley asked a specially appointed Task Force to answer. The Task Force found, through site visits to a select number of elementary, middle and high schools, that the answer wasn’t cut and dried. What makes some schools successful doesn’t necessarily make others. The group did find that although these schools didn’t have to do everything well to succeed, they did have to do several things well. “Perfection may be beyond the reach of schools, but success on a handful of factors seems within the reach of most schools that make a strong and persistent effort.”

The Task Force found that “while specific success factors varied, a few broad generalizations do seem to hold across many of the schools.”

These factors include:

RESULTS ORIENTED • Successful schools go about their everyday business mindfully, with the full intention of achieving results and with the confident expectation that they will do so. If a given program or technique does not deliver the expected results, they modify or abandon it in favor of an approach that works.

HIGH EXPECTATIONS/GOOD RELATIONSHIPS • Teachers and administrators do not choose between warm personal relationships and high expectations; they combine them in the belief that neither is effective without the other.

CLEARLY DEFINED GOALS • All students are expected to succeed, and in most they are told exactly what they must do in order to do so.

A FAMILY FEELING • Teachers, administrators and other staff communicate the strong sense that “we are family, all of these are our kids, and we mean for all of them to succeed.” Teachers and other staff members pitch in to help each other even when they have no assigned responsibility for the students in question.

COLLABORATION AND SHARED PLANNING • Schedules are carefully constructed to afford teachers regular opportunities to plan together within and sometimes across grade levels.

PARENT INVOLVEMENT • Schools make active and successful efforts to involve parents in their children’s learning at home by reading to their children, checking homework, or signing off on recently-graded tests and papers.

ENJOYABLE ENVIRONMENTS • Most administrators and teachers do not see having fun and working hard as incompatible.

MAKING THE MOST OF RESOURCES • Schools make the most out of state and local resources and work hard to raise extra resources from state and federal grants, foundations, businesses, parents and other local citizens.

STRONG LEADERSHIP • Strong leadership is important but it can come from different places – teachers, principals, district administrators.

Safe, Orderly and Caring Schools

GOOD NEWS

Super Safe Schools Program

Each February, North Carolina public schools have the opportunity for a special recognition that notes their efforts to create and sustain safe, orderly and caring schools. In 2002, 30 local schools were named as "2001-02 Super Safe Schools" as part of the activities of the state's annual Safe, Orderly and Caring Schools Conference. These schools are recognized for going above and beyond expectations in their efforts to ensure the safety of students and staff. High student achievement goes hand-in-hand with a safe learning environment, and the Super Safe Schools have worked hard to build an optimum atmosphere for learning and working.

STRATEGIC PRIORITY

Safe, Orderly and Caring Schools



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 and support for alternative learning programs, encouraging healthy school environments and providing support to local school psychologists and guidance counselors.

The ninth Annual Report on School Crime and violence showed that the number of reported incidents increased in the 2001-02 school year. The 2001-02 Annual Report on School Crime and Violence showed a total of 9,921 incidents of crime and Violence in public schools. This reflected an increase of 31 percent over 2000-01. Half of this increase was due to three new reportable offenses included in the report for the first time in 2001. The total number of acts per 1,000 students is 7.709, up from 6.085 in 2000-01.

The three new reportable offenses included in the 2001-02 report are bomb threats, possession of alcoholic beverages and burning of school buildings. If these acts are excluded for comparison purposes, the total number of acts increased from 7,565 in 2000-01 to 8,728 in 2001-02. The acts per 1,000 students increased from 6.085 to 6.780 when considering only the original 14 acts that have been reported for the past five years.

As in previous years, three incidents continue to be most numerous: possession of controlled substance in violation of law, assault on school personnel not resulting in serious injury, and possession of a weapon excluding firearms and powerful explosives. These three offenses accounted for 75 percent of all of the 17 categories of reported acts.

Although North Carolina has focused increased attention on issues of school safety for the past decade, the issue is now capturing national interest. The federal No Child Left Behind Act requires identification of “persistently dangerous schools” and the offering of parental choice for students in schools identified as persistently dangerous. In North Carolina, the State Board of Education will identify persistently dangerous schools from among those that have had five or more violent criminal offenses committed per 1,000 students (0.5 or more per 100 students) for two consecutive years. A special consultation will be held with representatives of each identified school and its central office to determine if the school is persistently dangerous and whether it should be placed on probation or whether no additional interventions are needed. This new policy is in effect for the 2002-03 school year.

Many school districts in North Carolina have emphasized character education for several years, but all districts now are required to include character education in their instructional programs. The “Teach North Carolina History in Elementary and Middle Schools and Enact the Student Citizen Act of 2001” initiated this requirement. Curriculum materials, including a Character Education Handbook, have been developed by DPI for use in local schools. A full-time character education specialist also is employed by DPI to help guide local character education efforts.

Education is not the only field with a role to play in the safety of children and teenagers. DPI and the State Board have several strong partnerships with other agencies to help strengthen local efforts. DPI’s Safe Schools Section collaborates with the Governor’s Crime Commission on implementing additional Alternative Learning programs. In addition, DPI and the Department of Crime Control and Public Safety also are working on strategies to help young people who have received long-term suspensions from school.

North Carolina has been fortunate. Our schools are very safe places for teachers and students, and North Carolina has not endured large-scale violence of the sort that has made national headlines in recent years. With careful effort and diligence, our schools can become even safer environments for teaching and learning.



Safe, Orderly, and Caring Schools

Handbook Provides Ways to Incorporate Character Education into the Classroom

After more than one year's worth of work and collaboration, the Department of Public Instruction, in conjunction with the Governor's Office, released the North Carolina Character Education Handbook and Informational Guide on Oct. 25, 2002. The handbook was created to help North Carolina's public schools as they work to fully implement character education as required by the Student Citizen Act of 2001. This law requires that each local school system implement character education in all schools by the end of the 2002-03 school year.

The Character Education Informational Handbook & Guide is intended to be a tool for teachers and local curriculum leaders to provide character education instruction that is integrated with the state's Standard Course of Study. The teachers and others on the project team that developed the handbook noted that teachers already have a large amount of curriculum to cover and that there are many opportunities to provide character education within the regular subjects, so the goal of the handbook is to help integrate character education throughout the regular curriculum, rather than to provide another "stand-alone" course. The handbook is designed as a teacher-friendly document, stocked with information, ideas and connections to additional resources.

The handbook, also available on the DPI character education Web page, <http://www.nc-publicschools.org/charactereducation>, is actually provided in eight separate sections:

- The first section is a removable insert page that provides an elements chart linking character education to key educational standards in North Carolina, including the ABCs of Public Education, Closing the Achievement Gap and the Southern Association of Colleges and Schools standards.
- The next section provides definitions and examples of character education, service learning and civic education.
- An overview of the Student Citizen Act of 2001 follows in the third section.
- The true heart of the handbook follows in section four. This is made up of more than 50 pages of ideas for classroom and school implementation, K-12. With contributions from teachers and schools across the state and around the country, there are hundreds of ideas for teachers to adapt and use.
- Following that is an important section that provides assistance for parents and community members.
- The seventh section provides sample assessment tools that can be used with all members of the school community, and at all levels.
- The final section attempts to point teachers and schools in the right direction in their efforts to develop character, by sharing information about in-state resources; useful character development, service learning and civic education Web sites; and a sample bibliography.

Quality Teachers, Administrators and Staff

GOOD NEWS

Top Marks Given to North Carolina for Improving Teacher Quality

The highest mark given to any state for Improving Teacher Quality, B+, was once again given to North Carolina, according to Education Week's sixth annual 50-state report card on public education released in January 2002. This is the second year in a row that North Carolina has led the nation in this significant area. North Carolina also continues to lead the nation in the number of teachers achieving National Board Certification. North Carolina has a total of 5,137 teachers who have earned the certification, including 1,469 teachers who earned this certification in 2002. About 6 percent of North Carolina's teaching force has earned this prestigious honor.

STRATEGIC PRIORITY **3**

Quality Teachers, Administrators and Staff



Education is a people-intensive business. In fact, 83 percent of the North Carolina public schools' budget is devoted to salaries for teachers, principals, curriculum specialists and a host of other support staff whose work enables schools to run smoothly every day. Because of this, the quality of teachers, principals and other education personnel continues to be a major priority at every level.

The new federal education law, No Child Left Behind, requires new standards for teachers and paraprofessionals who work in the classroom. Under this law, all teachers are required to be fully licensed and teaching only in their area or areas of endorsement by Dec. 31, 2005. This means no emergency credentials and other "stop-gap" measures to fill teaching positions. All federal Title I teachers must meet this requirement by 2002-03.

Teacher assistants, also, are required to meet more rigorous standards through formal skill assessments or through postsecondary training by 2005-06. Title I paraprofessionals hired after No Child Left Behind was signed already are required to meet these requirements.

As the pressures to recruit quality staff intensify, retirements, turnover and instructional priorities mean that North Carolina school systems will need to add approximately 10,000 new teachers to their ranks every year. That's 100,000 new teachers over the next decade. These figures, of course, do not include the many other employees who are recruited each year. Quality principals, curriculum and testing specialists and many others also are needed.

Local school districts use a variety of incentives to recruit and retain quality personnel. These include local salary supplements, signing bonuses, special incentives offered by local merchants and banks and other perks to improve the quality of teachers' work environment. In 2002, the state's average turnover rate declined from 13.96 percent in 2001-02 to 12.49 percent. This is the lowest rate reported since 1997-98 when the rate was 12.3 percent. At the same time, there is considerable variation among the 117 school districts, ranging from a high of 30.57 percent annually in Hertford County to a low of 2.63 in Yancey County.

To help with the recruitment effort, North Carolina has a range of initiatives under way including:

- paid mentors for new teachers;
- three regional alternative licensing centers in Mecklenburg County, Cumberland County and Nash County to help standardize requirements;
- overall salary increases to keep North Carolina teachers on their “stepped” salary schedule based on longevity;
- 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;
- teacher scholarship loans; and
- Project TEACH, to encourage students to consider a teaching career.

In 2002, the North Carolina Business Committee for Education worked in conjunction with the Department of Public Instruction to launch the Teach4NC initiative, a nine-month campaign designed to enlarge our state’s pool of qualified teachers. The centerpiece of this information campaign is a new Web site, www.teach4nc.com. At this site, there is information for those who already hold teaching certificates, retired teachers who want to renew their certification, military and other professionals looking for a career change and students who want to work toward a teaching degree. Designed as a one-stop resource for people to use to determine what they need to do to obtain a teaching certificate, the Web site steers potential teachers to each local school system’s Web site.

Local school districts often experience shortages and special employment needs in nonteaching positions as well as in teaching ones. DPI also maintains another employment Web site, www.ncpublicschools.org/employment to provide information and employment applications for employees other than teachers. Employment information for principals, assistant principals, central office staff, student services employees and support services employees is available at that site. With this site’s one-stop shop for submitting applications and resumes to school systems statewide, this site is an additional tool to help with recruitment in administrative, technical, clerical and other non-teaching positions.

Success in the area of quality teachers, administrators and staff will require creative use of resources to recruit, support and retain the very best employees possible. North Carolina’s overall success in improving schools hinges on it.



Quality Teachers, Administrators and Staff

Burke County Principal Believes in “Changing Schools, Not Children”



Burke County Principal Teresa DeHart believes in “fixing schools” on behalf of children.

When Burke County Principal Teresa DeHart accepted her first principalship, she didn’t ask a lot of questions about the school to which she’d been assigned. It didn’t take long for her to discover that the elementary school had only \$45 in its account, few central goals and performance (47 percent at or above grade level) that placed it at the bottom in the county and low performing in the state. To top it off, the school didn’t have an assistant principal for the first two years of DeHart’s tenure.

Within five years, Oak Hill Elementary in Morganton had re-earned its rural community’s respect. In 1998-99, Oak Hill Elementary had moved from last place to third place in Burke County with 86 percent of its students at or above grade level. There were no achievement gaps among different demographic groups in the school and the attendance rate was 96 percent. To top all these achievements, the school was a regional winner of the prestigious National Blue Ribbon School award from the US Department of Education.

DeHart’s success demonstrates the role that high quality administrators and teachers play in school improvement. Her success did not go unnoticed in Burke County, and soon, education leaders in the school district had moved her to the principalship in another school with challenges: Mountain View School. Mountain View School has 73 percent of its population receiving free or reduced price lunch, a 57 percent minority population, is a Title I school and has a large immigrant population.

What has DeHart learned from her experiences at these two schools? The first thing, DeHart says, is to “stop trying to change the children and try fixing the schools that fail them.”

Here are the key strategies that DeHart uses to help her students achieve:

- Set goals and keep them visible.
- Provide structure and coordinate efforts.
- Involve staff and students in decisions that matter.
- Organize services efficiently.
- Be willing to look for help from outside resources.
- Watch the clock.
- Make safety a priority.
- Have high expectations for all students.



Strong Family, Community and Business Support

GOOD NEWS

North Carolina Makes Steady Progress Toward Leading the Nation in Education

North Carolina continued its steady progress to lead the nation in education by 2010, according to the second annual First in America 2001 Progress Report for K-12 schools released by Gov. Mike Easley and the Education Cabinet in February 2002. The latest analysis of the state's performance found improvement in three of the five goal areas in 2001: High Student Performance (C+); Safe, Orderly and Caring Schools (B-); and **Strong Family, Business and Community Support (B)**. The state held steady on Every Child Ready to Learn (C+); and on Quality Teachers and Administrators (B-).

STRATEGIC PRI⁴RITY

Strong Family, Community and Business Support



Gaps in achievement are not the only gaps that schools are working to close. The relationships between schools and families, businesses and communities also are on the minds of many who care about North Carolina's schools. Bridging the gap between schools and communities was a key issue across our state in 2002.

In Pitt County, the first Business-Education Compact was signed at an education summit that featured former Gov. Jim Hunt as the keynote speaker. An alliance of ministers and other faith leaders in Durham publicly vowed to step up their efforts to support schools in closing achievement gaps. And, local PTA chapters shared in grants totaling \$50,000 to support character education programs through a partnership between the North Carolina PTA and Miller Brewing Company.

State efforts included a partnership with the Newspaper in Education program of the North Carolina Press Association to distribute tabloids on education topics of interest to parents; information available on the Web on parent involvement to close achievement gaps; a celebration of teachers and other school employees by Belk Stores statewide; and the presentation of 23 business partnership awards. A huge effort to develop report cards for every school, school district and the state is under way to provide more information on schools than has ever before been available in this state. These report cards will be available in February 2003.

These efforts came about even as federal funds that had been used to support the Strong Family, Community and Business support priority were eliminated, forcing the elimination of the Involvement Coordinator position in the Department of Public Instruction. The 2003-05 State Board of Education biennial budget request includes justification for two positions and operating expenses to support this State Board priority at the state level. The request also includes funds to implement an outreach effort to encourage hard-to-reach parents to be more involved with their children. This effort was recommended by the Commission on Raising Achievement and Closing Gaps.

A statewide organization, North Carolina Partners, a program of the Public School Forum of North Carolina, is tapping into many local and state resources to foster support for public schools. Charlie Glazener, Partners' president, said, "Over the past year, NCPartners has redirected its initiatives to the goal of becoming a real catalyst in more and more communities across the state. We believe that the private sector —individual citizens, parents, and the business and faith communities —plays a vital role in helping every child achieve academic success. With that in mind, NCPartners has generated new financial, volunteer and in-kind resources in dozens of North Carolina counties, while helping create informed citizens on a variety of public education issues."

The need for community involvement in schools has never been greater. The federal No Child Left Behind Act requires that every student be proficient by the end of 2013-14. In order to reach this goal, schools will have to get parents more involved with their children, the faith community and other community organizations will need to provide more mentors and tutoring, businesses will need to be more supportive of parents who are in their employ, and teachers and other school employees will need to do a better job communicating with communities.

There's already a good base of support for these involvement efforts. According to the 2001 First in America Report Card, North Carolina's children enjoy good support from their families. And the support they receive from businesses and the community is getting stronger. The First in America grade for this goal rose from a B- in 2000 to a B on the 2001 Report Card, and all priority areas saw from slight to very significant improvement.

The First in America scores for parent involvement include both measures of what teachers do to promote involvement and what parents do to support their children's learning at home and in school. Teachers report that they are making stronger efforts to communicate with parents. According to parents' reports, the percentage of employers that offer special opportunities to support children's learning has improved sharply, from 40 percent in 2000 to 55 percent in 2001. Despite the improvement, however, the state remains well short of the goal that nine of 10 employers will offer opportunities such as family leave, flex-time, and time off for volunteer work in schools.

To learn more about some of these efforts to involve communities, check out the following Web Sites:

PARENT INVOLVEMENT IN CLOSING GAPS

<http://www.ncpublicschools.org/involvement/schools.html>

FIRST IN AMERICA REPORT

<http://www.firstinamerica.northcarolina.edu>

N.C. PARTNERS

<http://www.ncforum.org/ncp.htm>

N.C. SCHOOL REPORT CARDS

<http://www.ncreportcards.org/>

Strong Family, Community and Business Support

North Carolina Students Collect over 10,000 School Supply Kits for Students in Afghanistan



A seven-month effort by students and teachers across North Carolina resulted in more than 10,000 kits of school supplies being shipped to students and teachers in Afghanistan in October 2002.

Although schools were the primary participants in this project, individuals, churches and other community groups who heard about the effort also participated. The North Carolina Conference of the United Methodist Church provided storage space for the kits as they were being donated, and distribution was handled by Stop Hunger Now.

The Student to Student: North Carolina Reaches Out to Afghanistan project was started by North Carolina students who participated in a conference call in February with State Superintendent Mike Ward while he was on a personal mission trip to Afghanistan with the international relief agency, Stop Hunger Now. Ward held a conference call with students in 15 North Carolina schools, and the students asked how they could help the children and teachers in this war-torn country. From this came the project to provide needed supplies to students in Afghanistan. Many schools in the war-torn country lack basic school supplies, including desks, paper, pencils and other materials. There are approximately 9.6 million school age children in Afghanistan.

Three North Carolina students who participated in the conference call co-chaired the project. They are: Jennifer Bishop, Southeast Raleigh High School in Wake County; Carrie Hamilton, West Forsyth High School in Forsyth County; and Krystal Hill, Richmond Senior High School in Richmond County.



More than 10,000 kits of school supplies were collected by North Carolina school students to ship to Afghanistan.

Effective and Efficient Operations

GOOD NEWS

First Statewide School Report Card Released

Parents interested in knowing how their child's school compares to others in their district and in the state as a whole now have a tool to make those comparisons – the North Carolina School Report Card. The report card offers a snapshot of some of the most important information for individual schools: school and student performance, school size and average classroom size, and teacher qualifications and turnover. Additional information will be included in the next release scheduled for February 2003.

North Carolina Doing Well in Technology

Education Week's 2002 Technology Report found that North Carolina exceeds the national average in a number of areas including:

- percentage of schools with Internet Access (North Carolina, 95%; nation, 92%)
- number of fourth graders who use computers more than once a week for math (North Carolina, 35%; nation, 33%)
- percentage of fourth graders in schools where computers are available all the time in classrooms (NC, 95%; nation, 85%); and
- percentage of eighth graders in schools where computers are available all the time in classrooms (NC, 78%; nation, 52%).

North Carolina also is one of only three states that test students for technology proficiency and one of only seven states that require a demonstration of technology competency for initial teacher licensure.

STRATEGIC PRIORITY 5

Effective and Efficient Operations



Efficient and effective operations is a priority that touches all of the activities of public education, from classroom technology to the way decisions are made. Following are a few areas where work is underway to improve the effectiveness and efficiency of North Carolina's public schools.

District Assistance Team Provides Valuable Assistance to School Systems in Need

The creation of a district assistance team to evaluate a local school system's implementation of laws, policies and practices that affect the allocation of educational resources is one action the Department of Public Instruction is taking in response to Judge Howard E. Manning Jr.'s Leandro ruling. Judge Manning directed that the state assist local school systems in need by helping them assess and analyze existing resources to better meet their responsibility to provide all children with an equal opportunity for a sound basic education.

North Carolina Public School Facilities Still in Crisis

Providing students with a 21st Century education is going to mean equipping our schools and students with the tools they need to be competitive. The Department's 2001 five-year facility needs report clearly showed that the monetary gap for construction and renovation of schools continues. Results of the latest survey identified needs that total \$6.2 billion over the next five years.

Federal bonds and grants have provided some assistance to local school systems. More than \$42 million has been allocated to North Carolina school systems to date through Qualified Zone Academy Bonds. The Internal Revenue Service provides local county commissioners the authority to issue interest-free bonds on behalf of school systems to make emergency repairs and renovations to school buildings. The program requires a 10 percent local in-kind match from

partnering businesses. An additional \$10.9 million is currently being processed to meet local school system facility needs. The School Renovation, IDEA and Technology Grants program also provided federal dollars to local school systems for emergency school repairs and renovations and related technology costs and for facility and program expenses related to IDEA (Individuals with Disabilities Education Act). Thirty-two local school systems and six charter schools were awarded more than \$21 million for projects involving 87 school facilities.

Advisory Commissions Play Key Role in Effective Decisions

Advisory commissions and committees play a key role in the decisions made by the State Board and Department of Public Instruction. Input from superintendents, principals, teachers, other education groups and parents is critical to ensuring that the decisions made are in the best interest of all public school students.

When the Board decided to revise the state's writing program, it appointed a Writing Assessment Task Force to make recommendations as to how writing should be assessed in North Carolina public schools. As a result of the Task Force's work, the Board is moving the state's writing program from a focused holistic model to an analytic trait model.

How to address the persistent and pervasive achievement gaps between groups of students is the focus of the North Carolina Advisory Commission on Raising Achievement and Closing Gaps. The Department is currently implementing the Commission's 11 recommendations, the first and foremost of which is to practice the belief that all students can achieve.

The State Superintendent also meets quarterly with representatives of local school system superintendents, principals, teachers and parents who provide valuable insight into the issues and concerns at the local level. He also meets with students, business leaders and school board members several times a year.

These are just a few examples of the many ways educators and the public participate in the state's decision-making process. It's input the State Board and Department value as they pursue initiatives that will lead to a superior education for all public school students.



Effective and Efficient Organizations

DPI's Local Education Agency Assistance Team

The Department of Public Instruction's LEA Assistance Team is comprised of experts in school administration, teacher quality, curriculum, testing, accounting and other key areas in a school's management system. The team is designated to investigate and evaluate the local school system's implementation of laws, policies and practices that affect the allocation of educational resources. The district assistance team will focus its analysis and ensuing action plan in six specific areas:

LEADERSHIP • This component will focus on the leadership, organization, goals and strategies for the school system. It also will review the effectiveness of the communication system and identify barriers to reaching system goals, utilization of stakeholders and decision-making authority.

FINANCIAL MANAGEMENT • The budget and planning aspect of the school's resources, the alignment with the strategic goals of the system and how well the plan is working will be the focus of this review.

HUMAN RESOURCE MANAGEMENT • Review of this component will focus on the primary school resources and human resources and how they are managed and allocated to ensure the school's goals and educational needs of the students are met.

FACILITIES MANAGEMENT • Analysis of this component will focus on the school facilities, central office sites and support services such as transportation, textbooks, insurance and child nutrition.

EDUCATION AND ACCOUNTABILITY PROGRAMS The team will concentrate its review on curriculum and instruction including the Standard Course of Study, school improvement plans, intervention, differentiated instruction, use of accountability and testing data, etc.

TECHNOLOGY • Review of this component will focus on the availability of resources and use of technology and support mechanisms.

The information collected from on-site investigations and analysis of data will be used to create an action plan that will help all students, and in particular at-risk students, improve their academic performance and reach grade-level proficiency.

The LEA Assistance Team is working with Hoke County and is expected to expand into additional school districts.

Biennium Budget Request

2003-05

STATE PUBLIC SCHOOL FUND REQUEST

HIGH STUDENT PERFORMANCE	2003-04	2004-05
Improving Student Accountability: Closing the Achievement Gap		
ABCs Bonuses for Expected, High Growth and Adequate Yearly Progress	\$104,000,000 R	\$104,000,000 R
Additional funds for LEAs to increase services and support to improve achievement of all students in all grade levels	23,000,000 R	23,000,000 R
Technology Facilitator in schools with 8th grade in 2003-04 and in all schools in 2004-05	28,743,925 R	110,587,130 R
Special Populations		
Additional funding for Children with Disabilities and the Behavioral Support program so more students can be served appropriately	25,404,700 R	50,424,936 R
Funding for Occupational Course of Study to assure academic success, employability and graduation for students with disabilities	6,000,695 R	6,000,695 R
Additional funding for Academically Gifted students so more students can be served appropriately	3,700,000 R	3,700,000 R
Academic Content Standards and Assessments		
Funding for High School Exit Exam	1,250,000 R	1,250,000 NR
Funding for New Social Studies tests in line with the revised curriculum	100,000 R	100,000 NR
	400,000 NR	
SUBTOTAL HIGH STUDENT PERFORMANCE	192,599,320	299,062,761
SAFE, ORDERLY AND CARING SCHOOLS		
Additional funds for alternative school programs, school resource officers, and other support personnel targeting at-risk students	\$50,000,000 R	\$50,000,000 R
SUBTOTAL SAFE, ORDERLY AND CARING SCHOOLS	50,000,000	50,000,000
STRONG FAMILY, COMMUNITY AND BUSINESS PARTNERSHIPS		
Community Support for Students		
Family/Community Outreach Coordinator for approximately 45 schools identified as high priority for continually low performing status	\$2,250,000 R	\$2,250,000 R
\$1 per ADM to each LEA to support the Strong Family, Community and Business Partnerships priority	1,300,000 R	1,300,000 R
Parental Outreach Campaign to educate and train parents in the importance of high expectations and ways they can support the teachers	1,470,000 R	1,470,000 R
	140,000 NR	
Grant to Catalyst North Carolina to support local public-private partnerships	300,000 R	300,000 R
SUBTOTAL STRONG FAMILY, COMMUNITY & BUSINESS PARTNERSHIPS	5,460,000	5,320,000
EFFECTIVE AND EFFICIENT OPERATIONS		
Additional funds to accelerate completion of NCWISE	\$ 3,775,000 R	\$ 3,775,000 R
Funding of connectivity for every school to ensure every school is brought to a baseline level of connectivity	2,934,300 R	20,080,000 R
SUBTOTAL EFFECTIVE AND EFFICIENT OPERATIONS	6,709,300	23,855,000
TOTAL STATE PUBLIC SCHOOL FUND REQUEST	\$254,768,620	\$378,237,761

AGENCY REQUEST

* PR = positions requested

HIGH STUDENT PERFORMANCE	PR*	2003-04	2004-05	
ABCs Add 2 state funded positions for Accountability Division	2	\$211,786 R	\$211,786 R	
Continuation of Operations Governor's Schools so 800 students can continue to be selected for attendance		639,154 R	639,154 R	
Technology Increase funding for Distance Learning		180,000 R	180,000 R	
Add 2 positions to Instructional Technology Division to develop Kaleidoscope in more grades	2	150,000 R	150,000 R	
Add 2 positions to Instructional Technology Division to manage Distance Learning project and to evaluate the content and design of DL	2	150,000 R	150,000 R	
SUBTOTAL HIGH STUDENT PERFORMANCE	6	1,330,940	1,330,940	
QUALITY TEACHERS, ADMINISTRATORS AND STAFF				
Case Manager costs		45,000 R	45,000 R	
SUBTOTAL QUALITY TEACHERS, ADMINISTRATORS AND STAFF		45,000,000	45,000,000	
SAFE, ORDERLY AND CARING SCHOOLS				
Add 1 position in Infrastructure Technology to advise schools on physical and information asset security and purchase Network Intrusion Detection Security Software and managed service to keep software up-to-date	1	248,088 R 268,509 NR	248,088 R	
SUBTOTAL SAFE, ORDERLY AND CARING SCHOOLS	1	516,597	248,088	
STRONG FAMILY, COMMUNITY AND BUSINESS PARTNERSHIPS				
Additional funds to purchase hardware and database and server licenses to put the School Report Card project in production		63,515 R	63,515 R	
Add 2 positions in Communications & Information Division to carry out priority for strong family, community & business support	2	250,000 R	250,000 R	
SUBTOTAL STRONG FAMILY, COMMUNITY & BUSINESS PARTNERSHIPS	2	313,515	313,515	
EFFECTIVE AND EFFICIENT OPERATIONS				
Financial Compliance Section Add 6 positions & support funding to form a Financial Compliance Section which will expand DPI's current role in fiscal resource management assessment & training in effective resource management as required by the Leandro ruling; provide staff to conduct training, compliance monitoring in Medicaid claiming, & field audits as required by the Medicaid Administrative Outreach memorandum of understanding; & provide sufficient staff to perform compliance monitoring of Charter Schools, student accounting & other fiscal control areas.	6	487,127 R 30,000 NR	457,127 R	
Technology Add 1 position & adequate funds to reengineer & develop 18 legacy systems to new methodologies identified & adopted by the IRMC & the State Office of ITS which are compatible with current Windows operating systems & comply with the state Technical Architecture	1	325,000 R 250,000 NR	325,000 R	
Replace current data storage system		400,000 NR		
SUBTOTAL EFFECTIVE AND EFFICIENT OPERATIONS	7	1,492,127	782,127	
TOTAL STATE PUBLIC SCHOOL FUND REQUEST		16	\$3,698,179	\$2,719,670

MEMBERS of the North Carolina



Chairman Phillip J. Kirk, Jr. Member-at-Large
P.O. 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 is the publisher of North Carolina Magazine. His extensive list of governmental positions includes serving as Chief of Staff for two former governors and a US 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. His term expires on March 31, 2005.



Michael E. Ward
Secretary to the State Board of Education
301 N. Wilmington Street
Raleigh, NC 27601-2825 919.807.3300

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 NC Standards Board for Public School Administration. He has also been a superintendent of schools in Granville County, NC. Earlier posts included service as a teacher and principal. He was honored in 1994 as North Carolina's Superintendent of the Year, and in 1988 as Granville County's Principal of the Year. A three time graduate of North Carolina State University, Dr. Ward received the University's Distinguished Alumnus Award in 1997.



Lieutenant Governor Beverly Eaves Perdue
20401 Mail Service Center
Raleigh, NC 27699-0401 919.733.7350

Lieutenant Governor 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 state's second highest elected office having served five terms in the NC Senate and two terms in the State House of Representatives. In 1999 she received the NC Association of Educator's President Award for her work on such innovative education measures as the Excellent Schools Act, the Safe Schools Act and Governor Hunt's Smart Start initiative for early childhood development. She was also the recipient of the NC Community College's Faculty Association Legislator of the Year Award. Lieutenant Governor Perdue holds a Ph.D. and master's degree from the University of Florida at Gainesville.



State Treasurer Richard H. Moore
Albemarle Building, 325 N. Salisbury Street
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 Dept. 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 A. 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
601 S. College Street
Wilmington, NC 28403-5613 910.962.4138

Michelle Howard-Vital was appointed to the Board by Governor 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. Dr. Howard-Vital has written numerous papers and articles on improving teaching and learning environments. 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, Mail Stop D17/02/0F2
RTP, NC 27709-3010 919.997.3045

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. He is a member of the NC School Improvement Panel and serves as chairman of the NCSIP Executive Committee. Edgar earned his degree in industrial technology from NC A&T University in 1972. In addition to his current role, Edgar has worked as a test engineer, a manufacturing supervisor, and a human resources director. Mr. Murphy's term expires March 31, 2007.



Evelyn B. Monroe 4th Education District
525 Hardee Branch Road
West End, NC 28376 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.

State Board of Education



Maria Teresa 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 on the Board. Ms. Palmer is currently the founding pastor of the Hispanic congregation at the Iglesia Unida De Cristo (United Church of Christ) in Orange County. 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 working on 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-Carrboro and Orange County school systems. Her term expires March 31, 2005.



Vice Chairman
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 and reappointed in November 1992 to fill unexpired terms. She was reappointed in March 1995 and again in April 1999 by Gov. Hunt. Dr. Norwood holds advanced degrees in Education/ Psychological Services-Reading from the University of South Carolina and a bachelor's degree in Education from Coker College. She is a professor, Dept. of Curriculum and Instruction, at Appalachian State University. Her current job responsibilities include supervising student teachers enrolled in the ASU Teacher Education Program. Dr. Norwood's years of service to public education in North Carolina started in 1977 when she was appointed to Gov. Hunt's original Annual Testing Commission where she served three terms. In 1988, and again in 1990, Gov. Martin appointed her as a NC representative to the Southern Regional Education Board. She is a past president of both the NC College Professors of Reading and the NC Council of the International Reading Association. Currently she is chair of the Board's Quality Professionals Committee, co-chair of the Educational Liaison Committee and serves as a member of the NC Teaching Fellows Commission. Dr. Norwood's term expires March 31, 2007.



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. A graduate of 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 their alumni association. His experience in education includes serving as a member of the NC State Board of Community Colleges. 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.



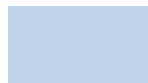
Wayne McDevitt 8th Education District
UNC Asheville, 202 Phillips Hall,
CPO #1420, One University Heights,
Asheville, NC 28804-8503 828.251.6742

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 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 Dept. of Environment and Natural Resources. Mr. McDevitt's advocacy for education and children includes service on the boards of 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. He has served as an interviewer for NC Teaching Fellows, president of the Marshall Elementary School PTA and as a school volunteer/mentor. He currently serves on the boards of Western NCTomorrow, Western NC Development Association and the Cherokee Preservation Foundation. His term expires March 31, 2009.

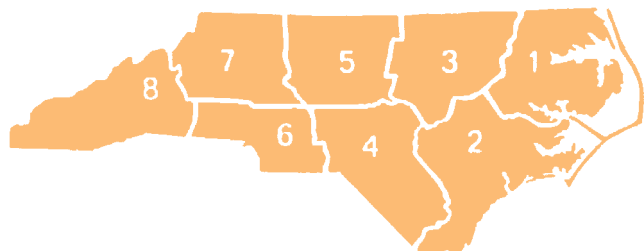


Patricia N. Willoughby Member-at-Large
3800 Hillsborough Street
Raleigh, NC 27607-5237 919.760.2266

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. 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 on the State Board of Education expires in 2009.



Vacant Member-at-Large



TEACHER OF THE YEAR ADVISORS

Teacher of the Year 2002-2003

Melissa Bartlett
Statesville High School
High School Teacher
Iredell/Statesville Public Schools
Term: June 2002-2004



Teacher of the Year 2001-2002

Ms. Carmen Wilson
High School Teacher
Ashe County High School
Ashe County Schools
Term: June 2001-June 2003



STUDENT ADVISOR

Scott Bell, Senior
North Wilkes High School
Wilkes County Public Schools
Term: Sept. 2002 - June 2003