



State of North Carolina
General Court of Justice

HOWARD E. MANNING, JR.
SUPERIOR COURT JUDGE

WAKE COUNTY COURTHOUSE
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March 3, 2006

June St. Clair Atkinson, Ed.D.
State Superintendent
North Carolina Department of Public Instruction
State of North Carolina

VIA FAX ONLY

Howard N. Lee
Chairman
State Board of Education
301 Wilmington Street
Raleigh, North Carolina 27601-2825

Re: The High School Problem - Consequences

Dear Superintendent Atkinson and Chairman Lee:

On April 4, 2002, a month shy of four years ago, Final Judgment was entered on the liability phase in *Leandro* and the Final Judgment specifically identified three (3) basic educational assets that are required to be present in every school and classroom in our North Carolina Public Schools so that all children can have the equal opportunity to obtain a sound basic education:

1. Article I, Section 15 and Article IX, Section 2 of the North Carolina Constitution, as interpreted by *Leandro*, guarantee to each and every child the right to an equal opportunity to obtain a sound basic education requires that each child be afforded the opportunity to attend a public school which has the following educational resources, at a minimum:

First, that every classroom be staffed with a competent, certified, well-trained teacher who is teaching the standard course of study by implementing effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in that classroom.

Second, that every school be led by a well-trained competent Principal with the leadership skills and the ability to hire and retain competent, certified and well-trained teachers who can implement an effective and cost-effective instructional program that meets the needs of at-risk children so that they can have the equal opportunity to obtain a sound basic education by achieving grade level or above academic performance.

Third, that every school be provided, in the most cost effective manner, the resources necessary to support the effective instructional program within that school so that the educational needs of all children, including at-risk children, to have the equal opportunity to obtain a sound basic education, can be met.

[Leandro-Final Judgment, entered April 4, 2002.]

Although the Final Judgment was appealed, the parties did not seek to stay the operative requirements contained therein.

On July 30, 2004, the Final Judgment's declaration of the three (3) essential assets required to be provided to children in every single school and classroom, was affirmed and approved by the Supreme Court and declared to be part of a "Leandro-compliant" resource allocation system."

It [the trial court] ultimately provided general guidelines for a Leandro-compliant resource allocation system, including the requirements: (1) that "every classroom be staffed with a competent, certified, well-trained teacher"; (2) "that every school be led by a well-trained competent principal"; and (3) " that every school be provided in the most cost effective manner, the resources necessary to support the effective instructional program within that school so that the educational needs of all children, including at-risk children, to have the equal opportunity to obtain a sound basic education, can be met." *Leandro II* (358 N.C. 605, 636).

During the period of time in which the case was being appealed, the Court continually pointed out that high school academic performance was under par across the state.

A review of the ABC scores for 2003-04, in October 2004, showed the under par performance in too many high schools continued, especially in CMS, and in many other LEAs throughout the state.

On November 10, 2004, I sent a memo to Counsel, with copies to the Chairman of the State Board, State Superintendent, Governor Easley and the Leadership in the General Assembly, highlighting the high school problem.

On March 7, 2005, I held hearings to initially address the problem of poor academic performance in high schools and to receive evidence about policies, practices and programs that work in high schools and can be used as solutions for poor academic performance in high schools.

On May 24, 2005, **Report from the Court: The High School Problem** was filed and served on the Executive and Legislative leadership. The report identified and discussed in detail The New Schools Project, Learn and Earn High Schools, conversion high schools, and programs available to aid students in middle and high school such as AVID, Futures for Kids and Destiny as well as the unprecedented need for high school reform. The need for high school reform has been recognized by the General Assembly and the Governor as a critical component for educating our children so they can compete in today's economy.

As you well know, Governor Mike Easley is solidly behind projects aimed at bringing North Carolina's high schools into the 21st century as evidenced by the New Schools project involving conversion high schools, Learn and Earn high schools, Middle College High Schools and the Center for 21st Century Skills as well as other initiatives.

The bottom line message of the Report was that the lowest performing high schools in North Carolina must be fixed and not in the distant future. These high schools cannot remain year after year after year with performance composites below 60% or even 70%.

In July 2005, the 2004-2005 Composite Scores for high schools became public. The performance composites for CMS showed that poor academic performance in the majority of CMS' high schools remained business as usual and that low academic performance (high schools with less than 60%

performance - priority schools) was extant in 44 high schools across the state.

In short, despite having full notice of the low performance in high schools well prior to the fall of 2004, no one appeared to be much paying attention to the constitutional requirements of **Leandro** regarding the minimum assets required in each school and classroom, especially in these continually low performing high schools.

A hearing was scheduled for August 9, 2005, to focus on CMS's continued failure to improve and for a report from the State of North Carolina on what action it is taking to provide the high schools with composites below 60 (priority schools) with substantive, effective and academically proven measures to be in place as of the start of the 2005-2006 school year to ensure that the schools are providing a **Leandro-compliant** learning environment as required by the Constitution of this State.

Governor Easley took positive action by mandating that the State Board of Education establish "turn around" teams for the low performing (priority) high schools, including CMS.

On September 9, 2005, I received a letter from CMS's counsel advising of collaborative efforts for high school improvement between the State and CMS. I was pleased to learn that CMS set **target scores** for each of its ten (10) Priority High Schools for each course in which an EOC examination is given.

I was even more pleased to see that CMS' Targets for its Priority High Schools were substantial and not just "lip service." If the targets are reached in each high school, and I hope that they are, there will be performance composite increases ranging from a minimum of 11 points (East Mecklenburg) and to a maximum of 20 points (West Charlotte). A copy of those targets and the formula are attached as Exhibit A.

Additionally, I was pleased to see that **CMS had created Ninth Grade Academies in seven** of the ten Priority High Schools. Focusing on ninth graders is absolutely critical to their future high school success and drop-out prevention.

It is a fact and common knowledge among competent educators that when ninth graders come to high school they must be properly channeled and provided with focused instruction so they can succeed. Those that do not receive such focused instruction and attention run a great risk of being distracted, losing interest, doing poorly and thus, are launched on a path to mediocrity or failure in their high school careers. This is especially true in schools with a high at-risk population.

One effective educational weapon against the ninth grader problem is to create a "freshman academy" or "ninth grade academy" within the high school. It is merely an extension of the middle school concept but within the high school. Ninth graders receive focused instruction, attention and a sense of belonging and care for themselves individually. Ninth grade academies are not expensive and can be created with existing faculty. If run well, they work and ninth graders succeed in making the difficult transition from middle school to high school.

The Ninth Grade Academies established in CMS have the following common characteristics: students are located in a designated area of the school, there is a common set of teachers in core subjects; there is a designated administrator for the ninth grade and common planning periods for ninth grade EOC teachers and smaller class sizes for EOC courses, if possible. (Ann Majestic letter 9/9/05)

Ninth Grade Academies are not just for large, urban systems. They can be created in any system if there is a will to do so and to make the effort.

Pamlico County High School created a Ninth Grade Academy in the beginning of the school year 2004-2005. Initial reports were that disciplinary referrals for ninth graders dropped dramatically in the first semester. The program was instituted within existing budgetary assets and staff.

Last fall, Hoke County High School implemented a Ninth Grade Academy utilizing a separate building and a grant for several hundred thousand dollars to up fit the space.

In September 2005, I was asked to visit Scotland County and tour its newly started "conversion" high school. Scotland

County High (79% performance composite) had a ninth grade academy in addition to two "focus" high schools.

Simply put, a high school principal; especially in a low performing high school, would have a difficult time justifying the non-existence of an effective Ninth Grade Academy.

Unfortunately, in the course of holding court outside of Wake County last summer, I learned that there are some principals, and at least one superintendent, that actually did not know what a ninth grade academy was, or had even considered implementation of one in a poor performing at-risk high school.

After that realization, I began to wonder what the taxpayers of the State of North Carolina were spending on the 44 worst performing high schools.

I believed it was important to know how much was it costing the taxpayers of North Carolina to maintain high schools that failed to educate less than 60% of its students and have school leadership that failed to obtain decent student performance year in and year out.

The DPI provided the answer on September 9, 2005. For the 44 lowest performing high schools (those with less than 60% performance composite for 2004-2005) the cost was **\$268,011,986, or more than a quarter of a billion dollars.** Those 44 high schools served slightly over 44,000 children in 2004-2005.

Upon receipt of this information, I requested that DPI provide the same data on the top 44 performing high schools. The DPI provided the answer on October 3, 2005. For the 44 highest performing high schools (those with performance composites of 86.7 and above for 2004-2005) the cost was **\$254,413,043, or some \$13,598,943 less** than the worst 44. These schools served some 47,500+ or - students as compared to the 44,000 + or - served by the 44 worst high schools.

This DPI data is attached as Exhibit B to this letter.

While the 44 worst performing high schools have high Free and Reduced Lunch ("FRL") Populations as you can see on the data, it is obvious that "money" is not the answer to the

disparity. All children can learn but learning is not occurring as it should in these sorry high schools.

Over the past months, after multiple discussions with leaders in education with proven records of success, I have come to the conclusion that the major problem with these schools lies within the **category of school leadership**, not money. There is a general consensus that the principal of any school is a critical component for success or failure of that school. This is nothing new. The constitutional right of each child to an effective, competent and qualified principal requires that such a principal be in every school, including our high schools. That is the settled law in this case. Money is important, but competent, effective leadership is essential to success.

The principal also needs leadership and support from the superintendent and central office, but a good principal is going to see to it that the high school is going to make progress over time.

It is an undisputed fact that a good principal attracts and retains good faculty and that under a good principal, the school begins to thrive. It is an undisputed fact that an ineffective principal runs off the good faculty and attracts and retains faculty that simply manage to get by, if they too are not run off by the lack of a focused, effective academic program in the school.

Dr. Michael Priddy, Superintendent of Pitt County Schools until the end of 2005, wrote me a letter on June 22, 2005 describing how Pitt County had improved the quality in its six high schools and sent the high school composite data to show how successful Pitt County had become and the gains made over the past five years. I reprint part of the letter here to make the point that a low wealth district with good, energetic leadership, effective principals and community support can succeed and conquer a high school performance problem.

I would like to offer you a perspective from Pitt County. As you know, we are a low wealth district with a long history of preparing large numbers of youth for agriculture and low-skilled work. Those jobs have disappeared in the last two decades.

In their place are skilled workforce needs, particularly related to medicine, science and technology. As an aside, you may not know that the largest hospital in eastern North Carolina is Pitt County Memorial Hospital and the third largest university in the state is East Carolina University, which includes a medical school. The opportunities here for excellent jobs outstrip the available workforce.

For that reason and scores of others, the Board of Education in 2000, decided to put a "full court press" in place to significantly and immediately improve of quality of all six of our high schools. That action came from extensive public engagement and an adopted Action Plan. A summary of the Board's efforts and accomplishments is enclosed.....

The bottom line in business is profit. I am proud of all six of our high schools' accomplishments and offer the End of Course composite performance summary over several years from your review. Clearly, five of our six schools are reaching levels not imagined in the early 90's, and we are working closely with the other high school to change its academic culture so that it is among the achievers as well. We recognize that there is plenty of work to do including ways to engage all of our entering 9th grade students so that they become graduates four years later. We have not solved the drop out problem but it is on the top of our list.

From my viewpoint, the Board's leadership is critical as well as strong central office leadership for high schools. A critical ingredient for system wide improvement in the high schools, not just quick fixes, is having a core of high school principals who are able and willing to work together to see all our high schools succeed. Our motto among high school principals and central office leadership is "during the day, we cooperate and at night, we compete." (emphasis added).

A compilation of Pitt County High School performance composite scores from 1999 through 2005 follows. Of particular note is North Pitt high school. In 1999 North Pitt's composite was 46.5%. In 2005 North Pitt's composite

was 79.0%, a 32.5% increase. North Pitt's student population in 2005 was 67% FRL and 66% Black.

PITT CO. HIGH SCHOOLS ~ COMP.SCORES - 2002,2003,2004 & 2005

	2002	2003	2004	2005
AYDEN GRIFTON	65.8%	67.9%	66.4%	71.2%
DH CONLEY	73.1%	77.8%	82.7%	86.5%
FARMVILLE CENT.	71.5%	74.7%	84.4%	82.0%
JH ROSE	82.2%	83.4%	83.0%	82.1%
NORTH PITT**	60.6%	70.6%	78.0%	79.0%
SOUTH CENTRAL	N/A	82.8%	80.1%	79.4%

It should be noted that EOC tests in U.S.History and ELPS were not administered in 2004 and 2005.

** North Pitt in 2005 had 67% FRL and was 66.4% Black.

Scores for 1999, 2000 and 2001 TO SHOW THAT IMPROVED PERFORMANCE CAN BE ACCOMPLISHED FOR HIGH SCHOOLS THAT HAVE GOOD ADMINISTRATORS and a PLAN FOR IMPROVEMENT

	1999	2000	2001
AYDEN GRIFTON	52.3%	57.9%	59.3%
DH CONLEY	62.6%	64.1%	68.8%
FARMVILLE CENT.	55.6%	57.7%	62.7%
JH ROSE	71.6%	72.3%	75.1%
NORTH PITT**	46.5%	48.4%	51.0%
SOUTH CENTRAL	N/A (not built)		

As noted in **The Report From The Court**, other small eastern LEAs such as Onslow and Craven Counties have had similar goals, plans and success in improving high school performance. The performance data for Onslow and Craven Counties follows:

ONslow HIGH SCHOOLS - COMP. SCORES - 2002, 2003, 2004 & 2005

	2002	2003	2004	2005
DIXON	79.1%	79.3%	84.2%	82.0%
JACKSONVILLE	76.4%	75.9%	82.9%	81.0%
NORTHSIDE	69.7%	78.4%	87.8%	82.0%
RICHLANDS	71.4%	78.6%	82.9%	85.0%
SOUTHWEST	75.3%	77.7%	82.4%	80.0%
SWANSBORO	76.9%	81.7%	83.2%	81.0%
WHITE OAK	77.3%	79.3%	84.2%	84.0%

It should be noted that EOC tests in U.S. History and ELPS were not administered in 2004 and 2005.

Scores for 2000 and 2001 TO SHOW THAT IMPROVED PERFORMANCE CAN BE ACCOMPLISHED FOR HIGH SCHOOLS THAT HAVE GOOD ADMINISTRATORS - Onslow County has 40% FRL population

	2000	2001
DIXON	62.1%	65.9%
JACKSONVILLE	65.8%	68.0%
NORTHSIDE	NOT BUILT	
RICHLANDS	62.5%	61.7%
SOUTHWEST	66.7%	72.5%
SWANSBORO	67.9%	66.2%
WHITE OAK	64.9%	66.5%

CRAVEN COUNTY HIGH SCHOOLS - COMP. SCORES - 2002, 2003, 2004 & 2005

	2002	2003	2004	2005
HAVELOCK	74.7%	85.3%	88.3%	87.0%
NEW BERN	79.8%	86.0%	84.9%	81.2%
WEST CRAVEN	74.3%	80.1%	86.9%	82.6%

It should be noted that EOC tests in U.S. History and ELPS were not administered in 2004 and 2005.

Scores for 2000 and 2001 TO SHOW THAT IMPROVED PERFORMANCE CAN BE ACCOMPLISHED FOR HIGH SCHOOLS THAT HAVE GOOD ADMINISTRATORS - Craven County has 47% FRL population (2005)

	2000	2001
HAVELOCK	67.8%	71.1%
NEW BERN	60.9%	67.7%
WEST CRAVEN	62.1%	77.8%

In reviewing high school composite scores over a period of the last four (4) years, I have noticed that there has been considerable steady improvement in the Robeson County High Schools since 2002. Although none has obtained an 80% composite, substantial gains in performance composites have taken place. These gains are attributable to a dedicated faculty, effective principals and a supportive, effective central office.

Of particular note are Fairmont, Lumberton and St. Pauls. However, as you will see, all are making progress over time unlike poor performers in the large urban systems and other LEAs that fit within the low performing 44.

ROBESON HIGH SCHOOLS - COMP. SCORES - 2002, 2003, 2004 & 2005

	2002	2003	2004	2005
FAIRMONT	62.8%	71.2%	72.5%	75.4%
LUMBERTON	57.6%	64.0%	67.4%	73.2%

PERNELL SWETT	53.6%	53.6%	62.8%	66.7%
RED SPRINGS	41.5%	46.6%	58.6%	60.5%
ST. PAULS	46.6%	55.7%	63.5%	72.5%
SOUTH ROBESON	46.8%	49.3%	62.6%	64.1%

It should be noted that EOC tests in U.S. History and ELPS were not administered in 2004 and 2005.

What's the point here? The point is that the State of North Carolina has state of the art programs in place that can bring high schools into the 21st Century. The General Assembly and Governor Easley support high school reform and thanks to their support, assistance is available for those school administrators and principals who want to take advantage of change for the benefit of the students entrusted to their schools for the opportunity to obtain a sound basic education.

There is simply no excuse today for a principal or superintendent to sit still and watch the world go by because they are either too lazy or too set in their ways to change.

More importantly from a legal standpoint, the children have a constitutional right to have a competent and effective principal in charge of their school. When such a constitutionally required asset is in place, performance improves. When such a constitutionally required asset is missing, student performance inches forwards, stays stagnant or goes backward. Unfortunately for the children in too many high schools, those assets are not in place and the performance composites show it beyond a doubt.

To that end, I have taken the time to go to the DPI website and visit the NC School Report Cards to obtain 4 years of performance data on the high schools that were in **Leandro** counties or had performance composites in 2005 that were below 60% and not located in metropolitan school districts. The performance data for these high schools tracks the last four years and is entitled "Other Poor Performing High Schools". The composite performance of these high schools, with two exceptions in Vance County for 2005, paints a dismal picture and highlights the need for consequences for

high schools that continue to perform like this year after year.

**OTHER POOR PERFORMING HIGH SCHOOLS - COMPOSITE SCORES -
2002, 2003, 2004 & 2005**

	2002	2003	2004	2005
PLYMOUTH H.S.	38.3%	40.8%	52.4%	51.0%- WASH.
NW HIGH-HALIFAX	39.9%	42.5%	40.3%	39.0%
SE HIGH-HALIFAX	27.2%	33.9%	40.8%	37.0%
HOKE CO H.S.	53.5%	56.6%	53.5%	53.0%
N. VANCE H.S.	46.3%	48.8%	58.3%	63.0%
S. VANCE H.S.	51.2%	51.5%	56.1%	60.0%
H.M.CUMMINGS	51.0%	49.5%	54.5%	50.7% - ALAM.
ANSON HIGH	48.0%	49.5%	54.5%	53.7%
BERTIE HIGH	43.0%	50.0%	52.4%	53.2%
WEST COLUMBUS	50.0%	54.6%	57.0%	59.9%
JAMES KENAN H.S.	58.0%	62.6%	59.8%	56.8%- DUPLIN
HERTFORD CO.H.S.	36.1%	37.6%	38.0%	48.3%
NORTHAMPTON W.	37.6%	47.7%	48.1%	46.4%
OVERHILLS H.S.	xx	xx	xx	54.7%- HARNET
WARREN CO. H.S.	48.0%	55.7%	59.5%	54.8%
N.EASTERN H.S.	54.0%	52.4%	60.1%	59.5%- PASQUO
GOLDSBORO H.S.	45.0%	52.7%	50.2%	53.5%
REIDSVILLE H.S.	53.0%	47.9%	56.0%	52.4%- ROCKIN
WELDON HIGH	27.0%	37.9%	48.4%	57.6%

It should be noted that EOC tests in U.S. History and ELPS were not administered in 2004 and 2005.

The four (4) year performance composite histories for all metropolitan area LEAs which have some of the 44 low performing, priority high schools are attached as Exhibit C. These LEAs include CMS, Forsyth, Guilford, Cumberland and Durham.

These LEAs combined operated 22 high schools with performance composites **less than 60%** in 2005.

On December 14, 2005, the American Institutes For Research/Cross & Justus, LLC prepared **Findings and Recommendations of the Citizens' Task Force On Charlotte-Mecklenburg Schools**. This was prepared for Citizens' Task Force on CMS Foundation for the Carolinas.

The document is a thorough, thoughtful piece of work with common sense, practical suggestions. How well it will be received, or if the recommendations are implemented remain to be seen. Of particular interest on the high school question are items 7 and 9 from the Summary of Task Force Recommendations and recommendation 3 on page 20.

7) CMS should intervene in low performing schools. Schools that are low performing for three consecutive years should be reconstituted and redesigned as new schools (pgs 19-20).

3) Schools that are low performing and do not improve for three consecutive years should be reconstituted and redesigned as new schools with an instructional design reflecting promising practices and a staff committed to implementing the new design. (P. 20)

9) CMS should restructure its large 'comprehensive' high schools to create a portfolio of small, highly focused, personalized high schools (pgs 20-24).

The bottom line is that the Task Force recommended that CMS embrace what is already available - the 21st century high school, conversion high schools, small focused high schools such as Learn and Earn - all of which are within the reach of superintendents and principals in North Carolina who are willing to effect change to provide students with the

opportunity to achieve the academic success found in a sound basic education.

THE BOTTOM LINE IS:

The constitutional right of every child to have the equal opportunity to obtain a sound basic education **belongs to the child** and not to the superintendent, principal, teacher, school board member or other administrators in the LEA.

The consistently low performing, priority high school is not providing the children, who are required to attend that school regardless of where the children live, with the constitutionally mandated competent certified, effective principals, competent, certified effective teachers and the resources needed to carry out an effective educational program.

The children who have to attend such schools are being deprived of a basic constitutional right under the North Carolina constitution when they are not provided the assets that are mandated. That right may not be trumped by those whose duty and responsibility is to provide an equal opportunity to the children and who are not doing so.

The proof is in the ABC scores for the school. A non **Leandro-compliant** principal or teacher may not stand between a child and the equal opportunity to obtain a sound basic education in any school, but it is critical in high school.

The children that are attending these low performing priority high schools, regardless of location, should not have to continue to be uneducated and unable to compete effectively with others in today's complex and changing society and economy. There is no longer time to wait for change to come when the educators in charge aren't effective.

There has to be a consequence for continually failing to move a high school upwards in student performance and for failing, after due notice, to seek and embrace change in the high school structure or even make the effort to put in place a ninth grade academy.

Due notice about poor high school performance was given in earnest in 2004 and throughout 2005. Simply put, this dismal high school academic performance cannot continue. There must be a serious consequence for continued poor performance in high schools.

Reduced to essentials, superintendents and principals have run out of room and run out of time. The State is clearly and ultimately legally responsible for these high schools and all other schools. The constitutional threshold has been spelled out and in existence since April 2002.

An ineffective principal cannot stay on any longer and continue to preside over a high school where no more than 55% of the students tested on EOG tests perform at or above grade level.

While the I personally believe that the figure should be 65% at a minimum, I have looked to the General Assembly for the definition of a "low performing" school composite score that was enacted during the liability stage of this case to trigger the consequence for continued failure of a high school to achieve decent student performance.

I have found the performance trigger in S.L. 2001-424.

The General Assembly established a budgetary fund in excess of \$10,000,000 for the 2001-02 fiscal year, increasing for the 2002-03 fiscal year for low performing elementary schools so that they could receive the "tools needed to dramatically improve student achievement." S.L. 2001-424.

The lowest-performing elementary schools performance composite trigger was "**no more than fifty-five percent (55%) of the students performed at or above grade level** and the school was 80% FRL. The critical factor to the Court is the performance level selected by the General Assembly in its wisdom - a level of **55% performance composite**. S.L. 2001-424. Section 29.1

This letter is to put you on notice that in the event the 2005-2006 ABC performance composite for **any** of the 44 priority high schools is at 55%, or below, and that particular high school's performance composite scores for the previous four (4) years are also at 55%, or below, then and in such an event that high school **will not be allowed**

to open in the fall of 2006 unless there is (a) new management in place approved by the State Board of Education, and (b) a valid plan underway, approved by the State Board of Education, to redesign the high school with an instructional design for a 21st Century High School and a staff committed to implementing that change.

It's time that our children who are under the thumb of non **Leandro-compliant** principals, teachers and superintendents get out from under.

The State Board of Education, of course, is encouraged to adopt regulations and rules that are **more stringent** than the foregoing and the Court would encourage the State Board of Education and the General Assembly to do precisely that this spring.

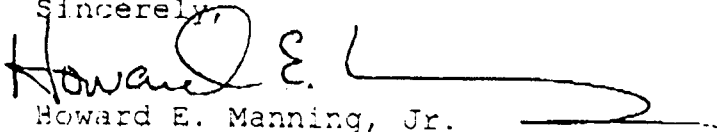
Regardless of that, the children that are in these schools have a constitutional right to have effective and competent principals who are progressing forward in their educational program, not just "marking time."

Not only are the children's constitutional rights being deprived by ineffective principals, consider the economic impact that is direct and annual in a low performing high school. More than a quarter billion dollars went into those schools in 2005 and the population of students **unprepared** to face the 21st century marketplace on graduation day was 45% or greater.

We must consider also the long-term human detriment. The detriment is immeasurable in terms of human costs, quality of life, lost opportunity, prison cells, and loss of productive, wage earning citizens in our State of North Carolina. After 5 years, the "grace period" has run out.

Thank you both for your cooperation and dedication to the school children of North Carolina. Your task is not an easy one by any stretch of the imagination.

Sincerely,


Howard E. Manning, Jr.

Cc: VIA FAX ONLY

The Honorable Michael F. Easley
c/o Franklin Freeman 715-4239
The Honorable Beverly Eaves Perdue 733-6595
The Honorable Marc Basnight
The Honorable Jim Black
c/o Tonya Williams 733-8740
Robert W. Spearman, Esq. 834-4564
Ann Majestic, Esq. 829-1583
Thomas J. Ziko, Esq. 716-6764

2005-06 Targets
Priority High Schools

EXHIBIT A p. 1

CMS

School	Algebra I	Algebra II	Biology	Chemistry	English I	Geometry	Physics	Composite
E.E. Waddell	2006 Target	58	59	63	74	56	NA	62
	2005 Score	38	41	43	50	37	NA	48
East Mecklenburg	2006 Target	57	66	62	87	62	81	69
	2005 Score	38	60	57	49	49	74	58
Garinger	2006 Target	63	63	54	49	48	73	60
	2005 Score	50	50	32	24	20	66	42
Harding	2006 Target	59	73	59	67	55	80	68
	2005 Score	43	66	43	58	34	73	57
Independence	2006 Target	58	74	61	61	57	86	68
	2005 Score	42	67	46	47	39	80	56
Olympic	2006 Target	62	62	64	56	58	84	66
	2005 Score	50	48	52	38	41	77	54
Phillip O. Berry	2006 Target	58	59	59	57	52	58	62
	2005 Score	42	43	43	40	28	42	47
Vance	2006 Target	60	58	62	71	59	84	67
	2005 Score	45	42	48	64	44	78	54
West Charlotte	2006 Target	52	57	51	45	49	63	56
	2005 Score	30	40	27	14	23	50	36
West Mecklenburg	2006 Target	55	76	55	52	57	83	62
	2005 Score	34	69	35	28	39	75	47

+14
+11
+13
+13
+14
+12
+15
+13
+20
+15

CMS 8/26/05 EXHIBIT A Page 2

Methods for Determining Targets:

1. For EOCs where the 2005 percent at level III or IV is less than 60%, 2006 targets are based on each school achieving 75% at level III or IV on each EOC by the end of the 2006-07 school year. To determine each target, use the following equation:

$$\text{Target} = \frac{75\% - \text{current EOC percent}}{2} + \text{current EOC percent}$$

2. For each EOC where the 2005 percent at level III or IV is at least 60% but less than 78%, 2006 targets are based on each school improving the EOC performance by 15 percentage points by the end of the 2006-07 school year. To determine each target, use the following equation:

$$\text{Target} = 7.5\% + \text{current EOC percent}$$

3. For each EOC where the 2005 percent at level III or IV is 78% or more, 2006 targets include a 6 percentage point increase.
4. 2006 Target Composite Scores are estimates assuming the same enrollment in each course as in 2005.

Data for High Schools less than 60% 2005 Performance Composite
 FY2004-05

LEA	Name	Perf Comp	ADM	Tchr-FTE	Stud/htch Ratio	Avg Tch Exp	Expended FY 2005	\$ per ADM FY 2005	EPLE %
Alamance	Hugh M Cummings High	50.7	887	60.39	14.69	11.0	\$ 4,011,575	\$ 4,523	57%
Anson	Anson High	53.7	1,187	75.19	15.79	14.8	7,242,663	6,102	57%
Bertie	Bertie High	53.2	1,030	66.42	15.51	15.6	5,226,058	5,074	88%
Columbus	West Columbus High	59.9	606	47.13	12.86	14.0	3,448,445	5,691	62%
Cumberland	E E Smith High	51.2	1,383	93.11	14.85	11.9	6,515,139	4,711	55%
Cumberland	Westover High	49.8	1,300	83.19	15.63	10.7	6,188,905	4,761	52%
Lexington City	Lexington Senior High	54.6	717	63.60	11.27	15.9	4,482,782	6,252	61%
Duplin	James Kenan High	56.8	592	45.83	12.92	15.4	3,590,921	6,066	61%
Durham	Hillside High	47.3	1,433	97.43	14.71	12.6	8,143,138	5,683	53%
Durham	Southern High	54.1	1,429	95.16	15.02	12.7	7,947,846	5,562	36%
WS/Forsyth	Carver High	45.6	1,082	70.47	15.35	13.4	5,237,177	4,840	54%
WS/Forsyth	Parkland High	59.9	1,229	86.85	14.15	11.5	6,363,755	5,178	54%
Gaston	Bessemer City High	58.9	730	45.25	16.13	15.4	3,602,746	4,935	43%
Guilford	T Wingate Andrews High	35.2	1,115	80.88	13.79	12.2	6,768,885	6,071	54%
Guilford	Middle College High at Bennett	20.6	88	8.69	10.13	15.9	806,317	9,163	0%
Guilford	Dudley High	50.9	1,344	84.52	15.90	12.7	7,172,943	5,337	60%
Guilford	Eastern Guilford High	57.5	922	63.29	14.57	12.8	5,540,922	6,010	46%
Guilford	GC Middle College High ⁽²⁾	55.8	102	8.80	11.59	15.5	689,933	6,764	0%
Guilford	High Point Central High	52.4	1,307	101.10	12.93	10.9	7,832,510	5,993	56%
Guilford	Middle College High at NC A&T	24.6	84	6.32	13.29	22.1	658,594	7,840	0%
Guilford	Ben L Smith High	45.5	1,572	102.54	15.33	11.0	8,844,878	5,627	64%
Guilford	Southern Guilford High	58.3	898	63.50	14.14	13.2	5,350,978	5,959	39%
Halifax	Northwest High	39.1	861	56.22	15.31	13.3	4,422,550	5,137	67%
Halifax	Southeast Halifax High	37.2	630	42.34	14.88	13.7	3,735,330	5,929	81%
Weldon City	Weldon High	57.6	304	25.13	12.10	13.0	2,301,637	7,571	70%

EXHIBIT 15 p. 5

Data for High Schools less than 60% 2005 Performance Composite
 FY2004-05
 ATTACHMENT 1

LEA	School Name	Perf. Composite	ADM	Tch. FTE	Student Ratio	Avg. Teacher Experience	Expended FY 2005	S. Per ADM	FRL % FY 2005
Harnett	Overhills High School ⁽¹⁾	54.7	863	59.88	14.41	11.2	4,429,270	5,132	46%
Hertford	Hertford County High	48.3	1,036	78.14	13.26	15.5	7,518,232	7,257	69%
Hoke	Hoke County High	53.2	1,571	97.89	16.05	13.9	8,542,638	5,438	49%
Char-Mecklenburg	E E Waddell High	48.4	1,091	93.19	11.71	11.0	7,763,708	7,116	56%
Char-Mecklenburg	East Mecklenburg High	59.2	2,132	149.15	14.29	12.5	11,338,021	5,318	50%
Char-Mecklenburg	Garinger High	42.7	1,600	118.98	13.45	13.0	9,771,190	6,107	64%
Char-Mecklenburg	Harding University High	58.8	1,450	97.44	14.88	13.2	7,611,432	5,249	44%
Char-Mecklenburg	Independence High	56.7	2,281	163.95	13.91	14.4	13,154,355	5,767	40%
Char-Mecklenburg	Olympic High	54.4	1,567	116.19	13.49	11.1	8,781,735	5,604	36%
Char-Mecklenburg	Phillip O Berry Academy of Tec	49.1	1,367	108.82	12.56	7.7	8,283,466	6,060	59%
Char-Mecklenburg	West Charlotte High	37.1	1,511	117.26	12.89	12.2	9,559,751	6,327	68%
Char-Mecklenburg	West Mecklenburg High	47.9	1,462	117.07	12.49	10.9	9,520,609	6,512	59%
Char-Mecklenburg	Zebulon B Vance High	53.4	2,059	139.22	14.79	10.9	10,793,395	5,242	41%
Northampton	Northampton High-West	46.4	445	30.52	14.58	13.4	2,537,813	5,703	75%
Pasquotank	Northeastern High	57.7	871	59.41	14.66	12.5	4,310,580	4,949	47%
Rockingham	Reidsville High	52.4	893	66.23	13.48	13.6	5,408,248	6,056	49%
Warren	Warren County High	54.6	987	68.27	14.46	13.5	5,050,284	5,117	59%
Washington	Plymouth High	50.6	526	40.78	12.90	18.3	3,417,752	6,498	74%
Wayne	Goldsoboro High	53.5	680	58.20	11.68	13.4	4,092,877	6,019	81%
Average		50.22	1,073	76	13.93	13.3	6,091,181	5,869	53%

Notes

- (1) Overhills High School was not open in FY 2004.
- (2) All schools are grade span 9-12 except GC Middle College High

44,000 ± Adm.

High Schools with Less than 60% Performance Composite
Expenditures by Major Cost Categories
2004-05

LEA	School Name	Admin	Instructional Salary (Teacher)	Instructional Support Salary	Other Salaries	Other (NON-Salary)	Staff Develop.	Suppl. Equip. & Software	Benefits	FY2005 Total
Alamance	Hugh M Cummings High	\$ 219,828	\$ 2,595,006	\$ 76,711	\$ 568,666	\$ 28,552	\$ 17,866	\$ 62,720	\$ 442,227	\$ 4,011,575
Anson	Anson High	242,860	3,506,091	343,073	788,368	480,500	100,496	577,803	1,203,452	7,242,663
Bertie	Bertie High	127,869	2,939,063	122,977	625,575	346,461	30,675	198,205	835,232	5,226,058
Columbus	West Columbus High	148,295	2,013,585	39,988	352,865	191,983	34,601	49,779	617,349	3,448,445
Cumberland	E E Smith High	254,346	4,093,398	114,109	686,500	76,573	19,352	125,238	1,145,623	6,515,139
Cumberland	Westover High	259,358	3,698,840	56,400	736,781	147,622	50,376	151,798	1,087,730	6,188,905
Lexington City	Lexington Senior High	120,760	2,776,334	32,494	440,274	207,025	15,488	108,109	782,298	4,482,782
Duplin	James Kenan High	135,936	2,054,048	28,298	335,157	159,909	54,554	237,835	585,184	3,590,921
Durham	Hillside High	298,545	4,560,079	106,600	982,720	455,507	45,143	413,337	1,281,208	8,143,138
Durham	Southern High	303,918	4,653,296	56,618	990,457	397,580	3,927	249,540	1,292,510	7,947,846
WS/Forsyth	Carver High	196,621	3,306,015	43,426	558,092	170,992	8,600	96,895	856,535	5,237,177
WS/Forsyth	Parkland High	240,370	3,355,171	44,101	662,237	157,546	40,729	255,058	987,243	6,363,755
Gaston	Bessemer City High	195,047	2,156,572	35,999	342,744	166,432	1,423	67,330	626,003	3,602,746
Guilford	T Wingate Andrews High	309,576	3,763,711	59,903	1,009,991	302,496	15,531	114,064	1,193,012	6,768,885
Guilford	Middle College High at Bennett	64,399	481,983	43,769	49,179	6,476	1,065	19,290	140,155	806,317
Guilford	Dudley High	240,533	4,066,492	60,185	1,051,046	320,848	64,562	177,428	1,191,848	7,172,943
Guilford	Eastern Guilford High	186,566	3,037,475	26,389	823,443	450,913	2,857	66,227	947,052	5,540,922
Guilford	GC Middle College High	53,484	441,701	4,101	41,904	16,965	2,363	19,616	109,798	689,933
Guilford	High Point Central High	233,391	4,659,039	98,094	1,092,865	297,211	14,316	116,095	1,321,500	7,832,510
Guilford	Middle College High at NC A&T	62,136	383,823	35,959	42,435	13,766	3,165	6,325	110,986	658,594
Guilford	Ben L Smith High	313,338	4,771,524	53,632	1,493,408	398,840	105,728	243,241	1,404,168	8,844,878
Guilford	Southern Guilford High	200,115	3,086,734	14,616	838,434	175,636	4,576	78,520	952,346	5,350,978
Halifax	Northwest High	131,798	2,299,884	140,538	747,063	238,460	43,213	112,334	709,259	4,422,550
Halifax	Southeast Halifax High	180,049	1,811,174	87,198	716,104	214,388	40,855	87,477	598,083	3,735,330
Weldon City	Weldon High	116,115	1,106,469	47,950	414,424	129,392	15,757	97,095	374,434	2,301,637

High Schools with Less than 60% Performance Composite
Expenditures by Major Cost Categories
2004-05

ATTACHMENT 2A

LEA	School Name	Admin	Instructional Salary (Teacher)	Instructional Support Salary	Other (Non-Salary)	Other (Salary)	Stat. Develop.	Suppl. Equip. & Software	Benefits	EY2005 Total
Harnett	Overhills High School	200,140	2,549,138	32,647	457,721	232,127	12,881	246,427	898,189	4,429,270
Hertford	Hertford County High	247,584	3,513,112	94,936	1,287,393	678,355	77,941	422,024	1,196,946	7,518,232
Hoke	Hoke County High	187,455	4,428,132	48,435	1,077,008	1,042,725	49,947	466,362	1,242,574	8,542,638
Char-Mecklenburg	E E Waddell High	303,141	4,513,059	138,951	733,435	443,504	16,220	351,638	1,263,760	7,763,708
Char-Mecklenburg	East Mecklenburg High	317,372	6,943,054	179,590	967,933	329,377	26,375	647,944	1,926,374	11,398,021
Char-Mecklenburg	Garinger High	381,069	5,848,147	86,707	985,746	356,417	13,866	469,454	1,629,783	9,771,190
Char-Mecklenburg	Harding University High	255,868	4,518,270	45,090	757,028	230,576	16,543	487,577	1,300,480	7,611,432
Char-Mecklenburg	Independence High	401,305	8,010,952	187,760	1,044,965	570,763	19,687	671,143	2,247,780	13,154,355
Char-Mecklenburg	Olympic High	337,874	5,270,207	127,780	719,172	317,735	29,135	545,127	1,434,705	8,781,735
Char-Mecklenburg	Philip O Berry Academy of Tec	354,543	4,628,699	80,140	890,821	640,852	43,716	362,900	1,281,795	6,283,466
Char-Mecklenburg	West Charlotte High	389,943	5,705,328	80,320	829,700	419,184	18,660	543,001	1,573,616	9,559,751
Char-Mecklenburg	West Mecklenburg High	366,369	5,664,580	174,255	879,145	256,058	21,798	518,110	1,640,304	2,520,609
Char-Mecklenburg	Zebulon S Vance High	362,266	6,626,430	116,149	928,110	354,164	20,148	563,708	1,822,820	10,703,205
Northampton	Northampton High-West	126,094	1,450,403	-	346,828	103,663	6,462	67,992	436,382	2,537,813
Pasquotank	Northeastern High	165,905	2,431,498	-	470,353	222,854	20,981	280,143	718,846	4,310,580
Rockingham	Reidsville High	189,144	3,089,203	-	639,260	367,735	48,708	206,604	867,595	5,408,248
Warren	Warren County High	169,084	3,093,347	-	555,221	211,780	35,244	178,725	806,883	5,050,284
Washington	Plymouth High	133,440	1,904,493	-	501,617	154,878	11,887	84,767	626,669	3,417,752
Wayne	Goldsboro High	168,157	2,475,515	38,224	501,921	21,309	16,498	116,438	754,816	4,092,877
Total		\$ 9,893,019	\$ 154,891,175	\$ 3,204,002	\$ 30,984,045	\$ 12,506,135	\$ 1,244,912	\$ 10,962,443	\$ 44,326,255	\$ 268,011,986

Source: MFR Data FY2005 (3P (Preliminary))
Refer "Category Definitions" for explanation of expenditure categories

Data for Top Performing High Schools
FY 2004-05

LEA Name	School Name	Perf. Comp.	ADM. ACHIEVEMENT	Student/Teacher Ratio	Avg. Teacher Experience	Expenditure FY 2005	Sp. Ed. FTE
Buncombe County	A C Reynolds High	88.1	1,454	84.75	17.2	6,595,754	4,536.28
Cabarrus County	Central Cabarrus Hi	88.1	1,534	103.28	14.9	6,089,574	3,969.74
Camden County	Camden County High	87.4	477	33.79	14.1	3,228,924	6,769.23
Carteret County	Croatan High	92.5	764	57.48	13.3	4,536,914	5,938.37
Carteret County	West Carteret High	89.1	1,155	84.51	13.7	6,751,135	5,845.14
Catawba County	St Stephens High	89.1	1,190	77.70	15.3	5,890,782	4,950.24
Chatham County	Chatham Central High	88.6	478	30.22	15.8	2,419,003	5,060.68
Clay County	Hayesville High	86.8	391	35.50	11.0	2,040,209	5,217.92
Cleveland County	Kings Mountain High	88.8	1,276	83.47	15.3	6,303,425	4,939.99
Craven County	Havelock High	86.6	1,188	82.52	14.4	6,578,932	5,537.82
Cumberland County	Jack Britt High Sch	90.8	1,674	110.14	15.2	7,867,305	4,699.70
Dare County	First Flight High	88.9	774	51.00	15.2	3,671,675	4,743.77
Davidson County	Ledford Senior High	88.3	340	54.56	17.2	3,336,564	5,551.66
Forsyth County	West Forsyth High	86.6	2,194	120.67	18.2	8,452,455	3,852.53
Gaston County	Highland Sch Of Tech	92.1	537	39.60	13.6	3,655,649	6,807.54
Guilford County	Early College Guil	98.6	175	6.50	26.9	580,526	3,317.29
Henderson County	Hendersonville High	88.0	658	48.75	13.5	3,977,743	6,045.20
Henderson County	West Henderson High	89.6	1,021	65.50	15.6	5,411,039	5,299.74
Iredell-Statesville	Lake Norman High	88.8	1,410	84.74	16.6	5,852,212	4,150.51
Johnston County	Clayton High	88.5	1,522	97.97	15.5	5,913,890	3,885.60
Johnston County	North Johnston High	89.8	647	53.81	12.0	3,459,599	5,347.14
Johnston County	South Johnston High	86.6	979	75.04	13.0	5,075,231	5,184.10
Johnston County	West Johnston High	88.1	1,536	95.68	16.1	5,644,444	3,674.77
Lincoln County	North Lincoln High	87.0	866	49.07	17.6	4,062,511	4,691.12
Mecklenburg County	Providence High	86.6	2,443	148.44	16.5	12,217,557	5,001.05

Information Analysis and Reporting

NCDPI

October 3, 2005

Data for Top Performing High Schools
FY 2004-05

LEA Name	School Name	Perf. Comp.	ADM. Exp.	School Schedule	Student/Teacher Ratio	Avg. Teacher Experience	Expend. FY 2005	Spent ADM.	ERLE%
New Hanover County	John T Hoggard High	88.1	1,805	98.04	18.4	15.75	7,271,259	4,028.40	16%
Chapel Hill-Carrboro	Chapel Hill High	88.7	1,770	120.52	14.7	12.31	10,441,366	5,899.08	15%
Chapel Hill-Carrboro	East Chapel Hill Hi	87.0	1,625	112.84	14.4	11.57	9,326,375	5,739.31	13%
Pender County	Heide Trask High	88.3	611	47.30	12.9	11.16	3,709,001	6,070.38	46%
Pender County	Topsail High	94.0	695	40.24	17.3	9.57	3,177,631	4,572.13	19%
Gray Stone Day	Gray Stone Day	93.8	185	16.30	11.3	Note (1)	1,123,022	6,070.39	NA
Stanly County	West Stanly High	87.8	1,020	61.10	16.7	15.76	3,562,104	3,492.26	19%
Stokes County	West Stokes High	87.7	1,008	66.21	15.2	12.81	4,498,038	4,462.34	16%
Transylvania County	Brevard High	90.2	757	52.46	14.4	16.21	3,528,330	4,660.94	32%
Transylvania County	Rosman High	86.8	350	27.91	12.5	15.04	2,006,875	5,733.93	70%
Union County	Parkwood High	86.8	1,222	67.20	18.2	13.26	6,240,919	5,107.13	19%
Union County	Sun Valley High	86.9	1,603	89.32	17.5	12.69	7,631,540	4,760.79	17%
Union County	Weddington High	90.6	1,323	85.65	16.5	10.59	7,225,941	4,452.21	3%
Wake County	Apex High	91.0	2,117	120.63	17.5	14.99	11,167,537	5,275.17	10%
Wake County	Athens Drive High	89.2	1,687	113.61	14.8	14.40	8,923,362	5,289.49	22%
Wake County	Cary High	88.7	2,334	135.96	17.2	12.65	11,963,346	5,125.68	40%
Wake County	Green Hope High	91.7	2,064	115.00	17.9	10.59	10,261,456	4,971.64	9%
Wake County	Leesville Road High	88.8	2,176	120.21	18.1	13.21	9,460,638	4,347.72	14%
Raleigh Charter High	Raleigh Charter High	95.4	491	41.80	11.7	Note (1)	3,279,251	6,678.72	NA
Average		89	1,192	75	15.6	13.84	5,782,115	4,994	22%

Notes

- (1) Teacher years of experience not available for charter schools
- (2) Charter School expenditures include administration and facility costs.

Top Performing High Schools
Expenditures by Major Cost Categories
2004-05

47,500 to ADM

ATTACHMENT 2A

EXHIBIT B. P. 7

School Name	Admin	Instructional Salary (Teacher)	Instructional Support Salary	Instructor Salary	Other Salaries	Contractor Salary	State Developer	Supply Equip & Software	Benefits	FY2005 Total
Buncombe	\$ 220,014	\$ 4,433,059	\$ 25,071	\$ 725,046	\$ 670,989	\$ 21,146	\$ 349,724	\$ 142,705	\$ 6,595,754	
Cabarrus	212,023	4,310,749	61,812	664,060	558,866	4,372	198,528	79,165	6,689,574	
Camden	115,896	1,580,438	17,104	409,952	297,571	35,773	296,616	475,574	3,228,924	
Carteret	188,916	2,749,681	46,034	198,543	395,270	3,058	233,419	721,994	4,536,914	
Carteret	200,024	4,199,934	46,360	518,358	315,975	5,836	344,654	1,119,995	6,751,135	
Calawba	169,879	3,754,140	43,608	436,319	350,442	29,020	449,725	657,650	5,890,782	
Chatham	97,488	1,491,200	-	266,910	170,885	3,519	113,304	275,697	2,419,003	
Clay	75,060	1,671,932	-	241,736	1,803	5,127	43,983	567	2,040,209	
Cleveland	233,785	3,832,673	36,690	601,144	278,234	9,851	228,554	1,082,494	6,303,425	
Craven	243,277	3,947,169	50,580	457,412	467,894	16,984	312,255	1,083,359	6,578,932	
Cumberland	291,224	4,996,743	40,020	741,266	71,024	24,438	289,573	1,413,017	7,867,305	
Dare	247,468	2,278,337	16,542	515,184	318,729	4,593	290,823	-	3,671,675	
Davidson	149,093	2,382,053	32,840	360,279	214,030	8,971	141,224	50,074	3,239,584	
Forsyth	313,768	5,847,056	52,399	548,471	189,593	12,000	128,997	1,360,172	8,452,455	
Gaston	170,485	2,333,115	16,202	240,617	191,012	3,732	62,453	638,032	3,655,649	
Guilford	48,504	365,076	1,872	47,347	5,262	1,409	19,167	91,888	580,526	
Henderson	116,484	2,248,429	47,770	413,334	247,480	9,212	193,251	701,783	3,977,743	
Henderson	165,021	3,360,544	-	455,382	244,061	15,760	210,623	959,647	5,411,039	
edell	193,747	3,712,599	14,747	467,058	300,093	6,539	180,240	977,189	5,852,212	
Johnston	255,372	3,921,078	9,177	476,233	14,833	6,236	179,303	1,051,658	5,913,890	
Johnston	152,522	2,258,842	24,253	302,349	22,891	4,116	97,753	596,872	3,459,599	
Johnston	235,198	3,205,414	69,643	487,603	25,774	7,230	158,609	885,761	5,075,231	
Johnston	222,848	3,818,046	16,780	303,126	18,322	1,724	196,912	986,686	5,644,444	
ncoln	159,408	2,194,048	-	240,217	841,656	2,285	65,656	559,741	4,062,511	
ecklenburg	375,716	7,567,894	103,124	791,420	334,465	21,063	97,436	2,049,560	12,217,557	

Top Performing High Schools
Expenditures by Major Cost Categories
2004-05

ATTACHMENT 2A

Exhibit B. P. 8

LEA	School Name	Administrative	Instructional Salaries (Teachers)	Instructional Support Salaries	Other Salaries (Instructional Support)	Other Salaries (Non-Instructional)	Salaries (Development)	Supplies, Equip. & Software	Benefits	FY2005 Total
New Hanover	John T Hoggard High	258,476	4,370,851	71,424	838,654	52,782	14,863	448,404	1,215,806	7,271,259
Orange	Chapel Hill High	269,452	6,529,927	152,058	859,047	717,237	1,192	321,636	1,590,757	10,441,366
Orange	East Chapel Hill High	238,906	5,876,659	240,121	713,692	544,443	9,023	276,724	1,426,805	9,326,375
Pender	Heide Trask High	130,884	2,066,509	20,440	335,431	427,755	20,436	123,266	584,279	3,709,001
Pender	Topsail High	150,216	1,861,100	26,627	248,290	239,743	13,228	147,677	490,751	3,177,631
Stanly	Gray Stone Day School	66,650	427,075	9,450	105,695	208,328	746	183,941	121,138	1,123,022
Stanly	West Stanly High	166,689	2,849,552	8,464	299,532	135,201	7,853	94,813	-	3,562,104
Stokes	West Stokes High	176,307	2,823,289	104,867	526,056	522,421	7,941	248,438	88,719	4,498,038
Transylvania	Brevard High	205,608	2,427,849	37,568	446,629	288,404	5,617	65,949	50,707	3,528,330
Transylvania	Rosman High	93,634	1,341,021	-	356,950	142,692	4,017	39,122	29,439	2,006,875
Union	Parkwood High	208,598	3,147,052	-	1,167,278	358,914	25,959	309,351	1,023,767	6,240,919
Union	Sun Valley High	233,473	4,234,783	46,013	1,159,213	396,872	24,432	242,988	1,251,766	7,631,540
Union	Weddington High	236,599	3,695,004	60,775	1,245,605	474,132	19,561	576,051	1,162,114	7,225,941
Wake	Apex High	309,743	6,398,599	96,742	1,887,587	18,372	7,206	323,840	2,125,449	11,167,537
Wake	Athens Drive High	289,539	5,764,451	78,082	896,899	13,649	4,128	268,607	1,608,007	8,923,362
Wake	Cary High	405,732	6,858,170	51,300	2,044,254	26,910	5,807	331,501	2,239,672	11,963,346
Wake	Green Hope High	370,328	5,765,637	51,302	1,840,950	28,052	4,213	299,785	1,901,189	10,261,456
Wake	Leesville Road High	268,335	6,141,993	61,756	844,922	12,928	3,808	380,992	1,745,904	9,460,638
Wake	Raleigh Charter High	84,316	1,516,563	198,361	158,005	746,911	16,964	210,398	347,734	3,279,251
Total		\$9,016,705	\$156,547,333	\$2,087,975	\$26,975,054	\$11,912,961	\$460,987	\$10,447,241	\$36,964,787	\$254,413,043

Source: LEA MFR Data FY2005 13P (Preliminary as of 8/31/05)
Source: Charters: Final reports JHA305LO (Local) & JHA705EGL0 (State & Federal) FY2005 13P
Refer "Category Definitions" for explanation of expenditure categories

EXHIBIT C. P.1

CMS HIGH SCHOOLS - COMPOSITE SCORES - 2002, 2003, 2004 & 2005

	2002	2003	2004	2005
BUTLER	64.1%	70.9%	72.7%	75.5%
MYERS PARK	69.9%	72.0%	73.4%	81.2%
N. MECKL.	65.5%	69.5%	70.3%	71.9%
PROVIDENCE	78.4%	82.7%	83.5%	86.0%
S. MECKL.	66.6%	70.6%	71.9%	72.0%
WADDELL	39.2%	41.5%	39.4%	47.6%
E. MECKL.	64.2%	61.2%	61.2%	58.1%
GARINGER	36.2%	38.6%	43.7%	42.1%
HARDING U.	63.8%	60.2%	58.4%	56.5%
HOPEWELL	65.8%	67.6%	66.0%	64.6%
INDEPENDENCE	59.2%	56.2%	49.3%	56.2%
NW ARTS	60.1%	57.0%	58.6%	63.0%
OLYMPIC	49.8%	55.9%	53.5%	53.6%
OBERRY	xx	50.4%	41.4%	46.6%
VANCE	57.0%	49.3%	48.0%	54.0%
W.CHARLOTTE	30.6%	24.8%	30.1%	35.7%
W. MECKL.	47.8%	43.9%	47.5%	46.7%

It should be noted that EOC tests in U.S.History and ELPS were not administered in 2004 and 2005.

FORSYTH HIGH SCHOOLS - COMP. SCORES - 2002, 2003, 2004 & 2005

	2002	2003	2004	2005
CARVER	43.9%	40.9%	44.8%	45.6%
EAST FORSYTH	68.5%	70.3%	69.8%	71.8%
MT. TABOR	75.3%	77.9%	76.4%	77.1%
NORTH FORSYTH	69.7%	68.8%	66.6%	69.0%
PARKLAND	50.9%	56.6%	58.2%	59.9%
R.B.GLENN	57.4%	57.9%	61.9%	62.9%
REYNOLDS	74.8%	76.7%	72.5%	68.8%
WEST FORSYTH	78.9%	80.4%	84.9%	86.6%

It should be noted that EOC tests in U.S. History and ELPS were not administered in 2004 and 2005.

GUILFORD HIGH SCHOOLS - COMP. SCORES - 2002, 2003, 2004 & 2005

	2002	2003	2004	2005
T.W.ANDREWS	55.2%	50.3%	40.9%	35.2%
DUDLEY	35.7%	47.2%	42.7%	50.9%
EAST GUILFORD	56.2%	58.3%	49.4%	57.5%
GRIMSLEY	80.8%	79.5%	75.5%	77.7%
HIGH POINT CENT.	58.7%	60.7%	54.7%	52.4%
N.E. GUILFORD	64.5%	66.1%	61.9%	65.2%
N.W. GUILFORD	84.1%	88.9%	87.6%	85.4%
PAGE	68.2%	67.5%	68.3%	69.2%
LUCY RAGSDALE	70.5%	72.4%	72.5%	70.7%
BEN SMITH	43.2%	40.4%	44.1%	45.5%
SO. GUILFORD	67.1%	67.7%	65.4%	58.3%
S.E. GUILFORD	70.7%	72.9%	72.0%	75.6%
S.W. GUILFORD	64.8%	71.0%	71.8%	73.7%
WEST GUILFORD	76.2%	76.0%	70.5%	75.8%

It should be noted that EOC tests in U.S. History and ELPS were not administered in 2004 and 2005.

CUMBERLAND HIGH SCHOOLS - COMP. SCORES - 2002, 2003, 2004 &
2005

	2002	2003	2004	2005
JACK BRITT	79.3%	83.3%	89.1%	90.8%
DOUGLAS BYRD	62.4%	62.0%	66.8%	63.8%
CAPE FEAR	68.5%	72.5%	75.1%	78.2%
GRAY'S CREEK	XXX	XXX	66.3%	66.8%
E.E. SMITH	50.0%	53.7%	54.2%	51.2%
MASSEY HILL CL.	XXX	XXX	78.3%	80.5%
PINE FOREST	52.8%	51.6%	54.2%	61.1%
SEVENTY 1ST	55.1%	55.9%	57.7%	65.7%
SOUTH VIEW	69.0%	62.7%	71.3%	73.3%
TERRY SANFORD	72.1%	73.3%	76.4%	80.9%
WESTOVER	47.5%	57.8%	46.9%	49.8%

It should be noted that EOC tests in U.S. History and ELPS were not administered in 2004 and 2005.

DURHAM HIGH SCHOOLS - COMP. SCORES - 2002, 2003, 2004 & 2005

	2002	2003	2004	2005
JORDAN	73.9%	78.3%	77.7%	70.8%
HILLSIDE	45.6%	49.0%	49.2%	47.3%
NORTHERN	61.3%	63.1%	70.0%	64.1%
RIVERSIDE	65.3%	72.4%	74.3%	72.3%
SOUTHERN	52.0%	54.9%	53.1%	54.1%

It should be noted that EOC tests in U.S. History and ELPS were not administered in 2004 and 2005.