



# 2013 ANNUAL REPORT

---

WE RISE





Dear Friends,

This year was one of great successes – one that included being named a 2013 National District of Character, a North Carolina District of Character and achieving GCS' highest-ever four-year graduation rate of 86.2 percent. In addition, the compassion and generosity of our students and staff earned GCS the 2013 United Way Spirit of North Carolina Award.

Our incredible student achievements ranged from nationally recognized energy conservation programs to launching science experiments into space. Nearly 1,000 students danced, acted, sang, painted and drew during the Summer Arts Institute. Our employees have earned fellowships, state and national awards and national board certifications.

While we have much to celebrate in GCS, the year also brought many challenges.

The switch to the tougher, more in-depth state standards has been difficult for our students, educators and parents, and we continue to adjust to these new goals. The new tests led to a significant, but expected, drop in our 2012-13 End-of-Grade and End-of-Course scores. This does not mean that our students did not experience academic growth – it simply means the bar has been raised and we will rise to meet it again.

This year, we launched the Personalized Achievement, Curriculum and Environment (PACE) Schools project, funded by a U.S. Department of Education grant that put tablets in the hands of 15,000 middle school students and staff members. After just a few weeks, we suspended the use of the tablets along with the cases, keyboards and chargers because of ongoing concerns regarding the quality and safety of the products provided to the district.

The PACE project was just one way GCS aligned resources to meet the overall focus of the Strategic Plan 2016: Achieving Educational Excellence – Personalizing Learning. We remain committed to personalizing learning and our one-to-one initiative.

As we break new ground on our way to achieving educational excellence, we may fall or get pushed down – but again, we will rise. With every challenge we face, we will rise. And if we all work together, we will rise together.

Thank you for your support of our public schools, our teachers and our students.

Sincerely,

Maurice "Mo" Green  
Superintendent

"JUST LIKE MOONS  
AND LIKE SUNS,  
WITH THE CERTAINTY OF TIDES,  
JUST LIKE HOPES SPRINGING HIGH,  
STILL I'LL RISE."

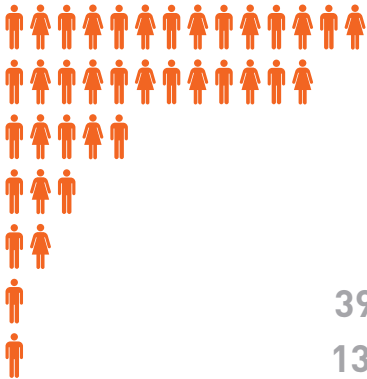
MAYA ANGELOU

GCS serves a diverse and changing population of students and families from across North Carolina, all over the United States and around the globe. We have students from 95 countries speaking 117 different languages and dialects.

More than 10,000 students are in special education classes, and more than 13,000 are considered advanced learners. More than half our students - 57.47 percent - qualify for free or reduced-price lunch.

# WE ARE GCS

## Students (2013-14)



**29,444 BLACK**  
**26,752 WHITE**  
**8,964 HISPANIC**  
**4,023 ASIAN**  
**2,679 MULTI-RACIAL**  
**392 AMERICAN INDIAN**  
**134 HAWAIIAN PACIFIC**

**TOTAL NUMBER OF K-12 STUDENTS: 72,388**

## OPERATIONS

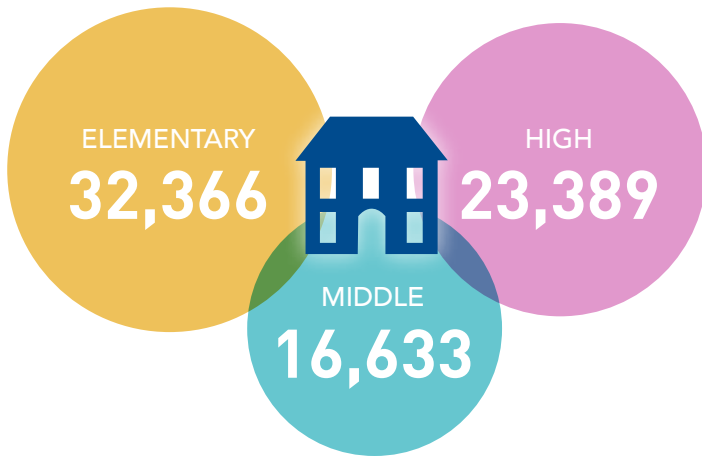


- 126 schools and 340 buildings
- More than 12,000,000 square feet of facilities
- 11,371 telephones
- 11.9 million meals served annually
- 605 school buses
- 41,851 student riders daily
- 54,070 miles traveled daily

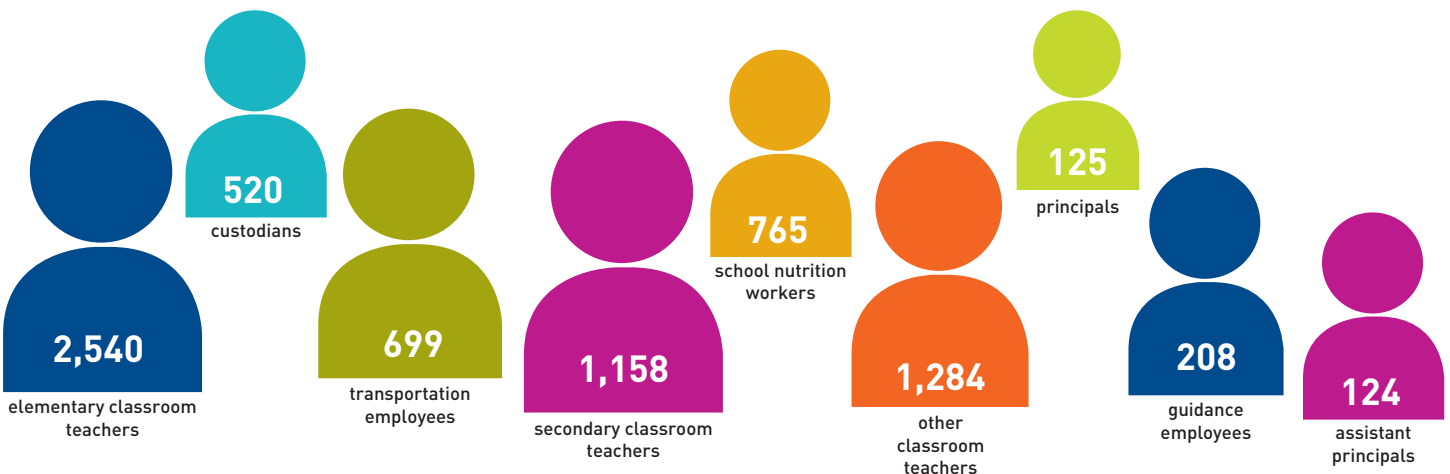
## GCS BUDGET (2013-14)



- \$610.9 million operating budget
- \$680.7 million total budget (including all funds)
- \$43.2 million in state cuts since 2008-09
- \$2 million increase in local funding for operations since 2008-09
- \$4 million in private contributions and in-kind donations in 2013
- 81 percent of 2013-14 operating budget allocated to instructional staff and purposes
- 19 percent of 2013-14 operating budget allocated to school support and administration



The backbone of GCS is made up of 10,408 employees, including 9,504 full-time and 904 part-time workers.



# GCS AND PROUD

Guilford County Schools: A Proud State and National Leader

## DISTRICT HONORS

2013 National District of Character

2013 North Carolina District of Character

2013 United Way Spirit of North Carolina Award (GCS raised a total of \$374,013, including \$39,383 by students)

## STANDOUT SCHOOLS

16 high schools on the 2013 Washington Post's America's Most Challenging High Schools list

Two high schools on the U.S. News and World Report 2013 Best High Schools list

20 high schools on the Newsweek/ The Daily Beast's 2013 list of America's Best 2,000 High Schools

Since 2012, three schools named National Blue Ribbon Schools by the U.S. Department of Education

The state's only Advanced Placement Capstone program (opening in 2014-15 as part of Western High's new AP Academy)

8 GCS high schools had 100% graduation rates in 2013

## TOP EDUCATORS

2013 North Carolina Teacher of the Year

2012 North Carolina Principal of the Year

757 National Board Certified Teachers – ranking tenth in the country

Three teachers named 2013-14 Kenan Fellows

2013 North Carolina Outstanding Earth Science Teacher

2013 North Carolina Science Teachers Association Distinguished Service in Science award-winner

2013 National Engineers Week Foundation DiscoverE Educator award-winner

## SUPERIOR STUDENTS

15 2012-13 National Merit Scholarship Semi-finalists

19 members of the Class of 2013 received their high school diploma and an associate degree

Duke's prestigious Trinity Scholarship was awarded to only three students this year – all from GCS

Experiments from four GCS schools selected to go into space as part of the Student Spaceflight Experiments Program

33 students selected to attend the 2013 Governor's School of North Carolina, the nation's oldest statewide summer residential program for academically gifted students

## BEYOND THE CLASSROOM

2013 North Carolina High School Athlete of the Year

Andrews High: 2013 2AA BB&T/NCHSAA Football State Champions

Dudley High: 2013 4A BB&T/NCHSAA Football State Champions

Since 2010-11, state championships in football, basketball, men's and women's indoor and outdoor track, tennis, golf, wrestling, lacrosse and swimming

One school named a national and state NEED award-winner for energy-conservation programs; two others won state recognition

Visual and performing arts awards, including the Mr. Holland's Opus Foundation Grant and honors at international theatre festivals

7 major awards at the 2013 North Carolina Theatre Conference Play Festival, including five awards of excellence





# WE RISE ACADEMICALLY

"RISE ABOVE YOURSELF."  
THOMAS LEONARD

Guilford County Schools students rose academically in the 2012-13 school year. The Class of 2013 reached a **record-high graduation rate**. Eight schools achieved **100 percent graduation rates** and another eight had graduation rates **higher than 90 percent**.

More than **5,200 students** took more than **10,000**

**Advanced Placement exams**, and 530 members of the Class of 2013 qualified for Cool to Be Smart, earning passing scores in at least five Advanced Placement or International Baccalaureate exams or receiving a B or better in at least five qualifying college-level courses.

And after reading nearly **8,000,000 books** in just three years, our students committed to

reading at least 20 minutes a day, converting each minute read into a mile traveled on a Roadmap 2 Reading journey 3,114 miles across the United States.

From improving graduation rates to reaching students in new ways, **GCS students and staff are rising** in their quest to achieve educational excellence.

# PERSONALIZING LEARNING

GCS is committed to personalizing learning for each of our students. *The Strategic Plan 2016: Achieving Educational Excellence: Personalizing Learning* focuses on reaching each student at his or her academic or interest level, then providing the tools to move them ahead.

But what does personalizing learning look like? It's creative and interactive, moving away from the traditional classroom where students simply receive information from teachers.

It means students can lead classroom activities. It means we provide service-learning and project-based opportunities.

It's choosing – and using – the best assessment tools to measure where students are and where they need to be. It's providing training for teachers in how to educate students of all levels and all backgrounds. It's finding each student's strengths and building on them.

Personalizing learning includes strong magnet and high school options, so students can tailor their learning to their individual interests, whether it's Science, Technology, Engineering and Math (STEM), performing or visual arts, advanced academics or aviation.



Personalizing learning also means turning to technology to open access to the world. GCS students must be prepared to succeed and lead in a global community, and it's up to all of us to provide the resources and support they need.

---

## ONE-TO-ONE TECHNOLOGY

In the fall of 2013, GCS launched the Personalized Achievement, Curriculum and Environment, or PACE, project. The project, funded through a \$30 million Race to the Top-District grant from the U.S. Department of Education, will provide one-to-one technology for students in GCS middle schools.

The PACE project kicked-off with 15,000 teachers and students in 18 GCS middle schools working with Amplify Tablets, designed specifically for teaching and learning. Unfortunately, just weeks later, GCS suspended the program due to ongoing concerns regarding the quality and safety of the products provided to the district by Amplify.

Amplify will replace the entire fleet of tablets and related items with new devices, and GCS will have final approval on the selected devices. The initiative should return to classrooms for the 2014-15 school year.





# RIISING TO THE CHALLENGE: AP/IB

Guilford County Schools encourages students to challenge themselves in the classroom, including taking Advanced Placement (AP) and International Baccalaureate (IB) courses.

High schools across the district offer more than 29 AP courses. These college-level classes prepare students for the higher-level courses they will take after they graduate high school and go on to colleges and universities.

GCS is proud to offer the IB program at four high schools. Only a small number of districts in North Carolina are authorized by the International Baccalaureate Organization to offer the prestigious Diploma Programme, and GCS has been a part of it since 1996.

In 2012-13:

- 5,280 students from 23 high schools took **10,283 Advanced Placement exams**
- Of the 10,283 AP exams taken, **5,321 earned a passing score** (3 or better)
- More than **1,200 students earned an AP Scholar Award**

- More than 500 juniors and seniors in the four IB programs at Grimsley High, High Point Central High, Page High and Smith High took 1,520 IB exams with **843 exams receiving a passing score of 4 or higher.**

Starting in the fall of 2014, the new Advanced Placement Academy at Western High will be the first school in North Carolina to partner with the College Board to offer the AP Capstone program. The program is designed to provide students with an opportunity to develop critical thinking, collaborative problem-solving and research skills that are essential for college and career success. Students will engage in a rigorous academic experience combined with the support systems necessary for success. School-based enrichment sessions and off-campus experiences will foster leadership skills and innovative practices.

## COOL TO BE SMART

GCS students who challenge themselves by taking AP, IB and college-level courses have the chance to win a new car, iPod, iPad or other high-tech prizes at the district's annual Cool to Be Smart event.

It's a great opportunity – but it's not easy to get there. To qualify, students must earn passing scores in at least five AP or IB exams or receive a B or better in at least five qualifying college-level courses. In 2013, 25 students passed at least 10 AP classes and another 25 students also received a B or better in 10 or more college-level classes.

More than 530 members of the Class of 2013 qualified for Cool to Be Smart and tried their luck at opening the door to a brand-new car. Western High graduate Mary Claire Brogden had the winning key. She passed an incredible seven AP exams to qualify for the event, which is sponsored by Businesses for Excellence in Education. She took her new wheels to the University of North Carolina at Chapel Hill where she is studying journalism.



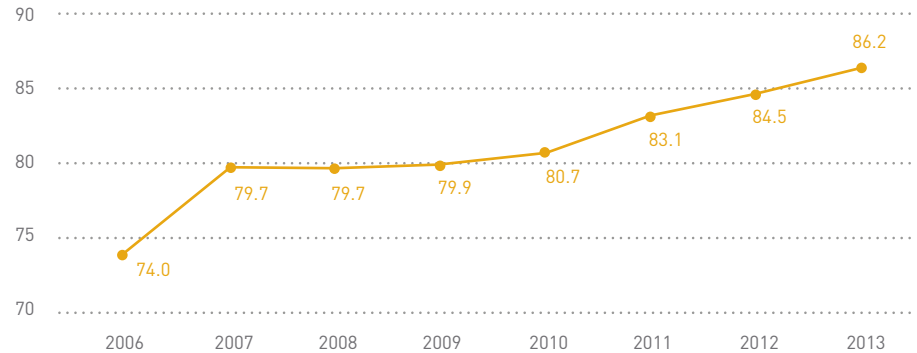
# GRADUATION RATE

Graduation: It's the Super Bowl of public education, and GCS is rising in the rankings.









The Class of 2013 achieved a record-high graduation rate of **86.2 percent**, rising above the 2012 rate of 84.5 percent and exceeding the 2013 state average of 82.5.

This year's graduation rate is the highest yet since the state began calculating graduation based on a four-year cohort in 2006. At that time, GCS' graduation rate was 74 percent, a difference of 12.2 percentage points from 2013.









**GCS: 4-YEAR COHORT GRADUATION RATE**



In 2013, eight GCS high schools achieved a 100% graduation rate:

-  The Academy at Central
-  The Middle College at Bennett
-  Penn-Griffin School for the Arts
-  The Early College at Guilford
-  The Middle College at GTCC-Greensboro
-  The Middle College at GTCC-High Point
-  The Middle College at N.C. A&T
-  Weaver Academy

An additional eight schools, including six traditional high schools, had graduation rates between 90 and 99%:

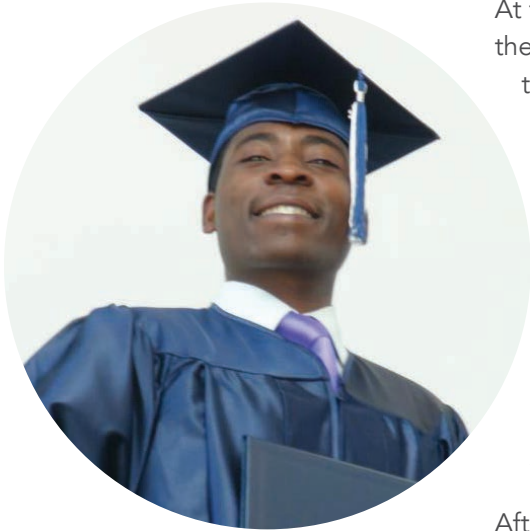
-  The Academy at Smith (98.0%)
-  Greensboro College Middle College (98.3%)
-  Northeast High (90.3%)
-  Northern High (96.4%)
-  Northwest High (94.8%)
-  Ragsdale High (90.3%)
-  Southeast High (93.7%)
-  Southwest High (92.1%)

## CLASS OF 2013

- 5,210** graduates
- 319** Total number of service-learning awards earned
- 425** Total number of service-learning diplomas awarded
- \$126,579,480** Total scholarship dollars offered
- 19** students graduated with high school diplomas AND associate degrees
- Passed a total of **803** college courses
- Passed **5,198** IB and Advanced Placement exams

[CLICK HERE TO READ MORE](#)

# GRADUATION RATE FROM REFUGEE TO COLLEGE STUDENT



At the age of 17, the siblings had the opportunity to come to America through the United Nations Refugee program. His first stop in GCS was at Doris Henderson Newcomers School, which provides a unique opportunity to recently arrived immigrant and refugee students in grades 3-12 who are learning English. The school was created to ease students into the American school experience.

Following graduation, Jesus-Marie continued his dream – studying at Johnson and Wales University in Charlotte. But he says his high school will always be a special place.

“This school is still going to be in my heart. The teachers are always going to be there for me. I’m still going to love them all the time. They are like my parents; they did everything for me to be what I am today, so I appreciate them more.”

Kwizera Jesus-Marie stepped into a classroom for the first time in his life when he attended Newcomers School – at the age of 17. Four years later, he graduated from The Middle College at GTCC-Greensboro with his high school diploma.

“This is a dream come true,” he said. “I mean, I’ve waited for this day. It’s unbelievable.”

What is really unbelievable is how Jesus-Marie reached his dream of getting an education. He was born in Burundi, in central Africa. When he was just 18 months old, his parents were killed in a civil war there. He and his older sisters became refugees, moving from country to country. He even worked as a houseboy for two years, trading his service for English lessons. Jesus-Marie now speaks 11 languages.

After a short time at Newcomers, Jesus-Marie landed – as a high school sophomore – at The Middle College at GTCC-Greensboro. GCS’ early and middle colleges allow students to earn up to two years of college credit while attending high school. Small classes allow students and teachers to work closely on personal goals.

Jesus-Marie says the teachers became his family.

“They treat us like [they are] my parents. They care like they are my parents,” he said. “They gave me the support I needed, all the opportunities, college classes, all on my level. They made sure I was doing everything that I was supposed to do.”



**“GRADUATION IS THE ONLY OPTION. WE’RE NOT GOING TO ACCEPT ANYTHING ELSE FOR ANY OF OUR STUDENTS.”**

SUPERINTENDENT  
MAURICE “MO” GREEN

# RISING IN COLLEGE READINESS

In 2013, GCS received the final ACT results for members of the Class of 2013. Those are the first students who were required by the state of North Carolina to take the ACT in their junior year.

The ACT is an achievement test consisting of four separate exams in English, reading, mathematics and science, as well as an optional writing assessment. It is scored on a scale of 1 to 36 with 36 being the highest possible composite score.

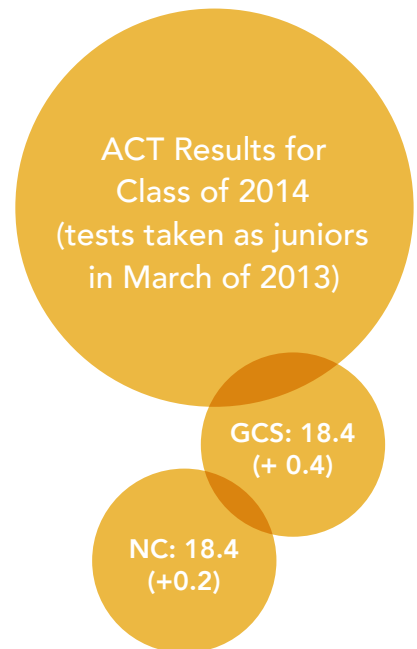
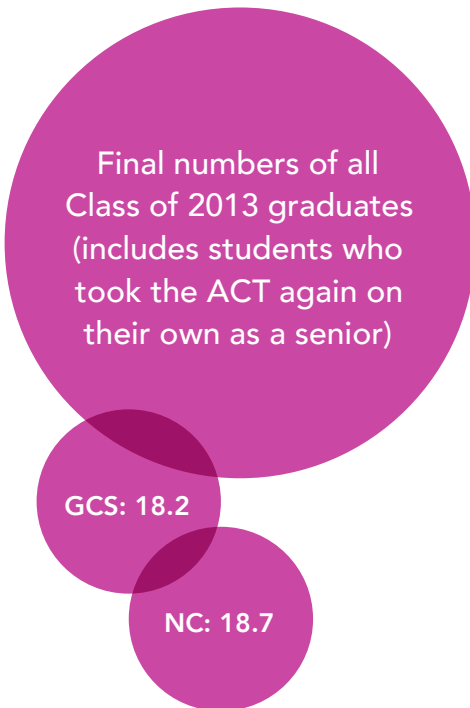
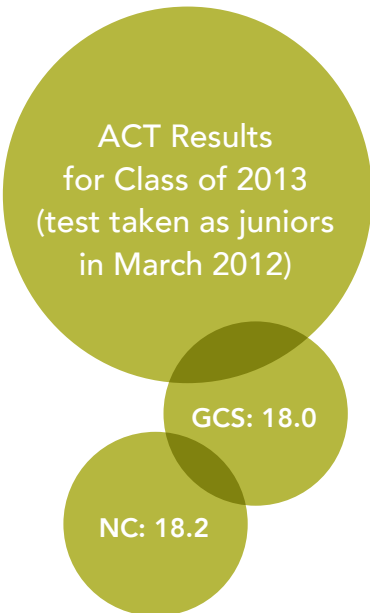
North Carolina selected the ACT as its new college readiness measure for high schools because it measures science as well as mathematics, reading and English. In 2012, the state became one of just a handful across the country requiring all high school juniors to take the ACT.

The ACT first released results for 2013 graduates who took the test as juniors, in March of 2012. The final results include all Class of 2013 graduates, including students who took the test again as seniors to improve their scores.

Members of the Class of 2014 took the ACT in March of 2013. GCS saw an increase of 0.4 points over the previous year's scores, bringing the district even with the state numbers.



*The Strategic Plan 2016: Achieving Educational Excellence: Personalizing Learning* focuses on increasing the district's average ACT composite score from 18.0 to 20.0 by 2016. In addition, GCS is investigating ways to allow students to take an ACT preparation course for credit in middle or high school to further improve student readiness.



# NEW TESTS, NEW CHALLENGES

New tests, more challenging lessons and higher expectations for students led to a significant - and expected - drop in Guilford County Schools' 2012-13 End-of-Grade (EOG) and End-of-Course (EOC) scores. That's what happened in school districts across North Carolina, which are now setting new benchmarks in the wake of the new data released by the N.C. Department of Public Instruction as part of the new READY accountability model.

The district's overall performance composite on the new tests was 43.2, which means students showed proficiency on 43.2 percent of all tests taken. A closer look at the data shows 41.1 percent proficiency in EOG reading, 41.6 percent proficiency in EOG math and 45.1 percent proficiency in EOG science. Across all the EOC assessments, 46.3 percent of scores were deemed proficient.

Since this is the first year under the new, more difficult state standards, curriculum and tests, the data cannot be compared to previous years' scores, where students showed proficiency on approximately 75.9 percent of the EOG/EOC assessments.

"These are the same kids who did well last year and the year before, and will continue to do well," said Chief Academic Officer Beth Folger. "Lower test scores do not mean our students lost ground or didn't learn. It means the state changed the way we determine whether students truly understand the content."



The new READY accountability model measures four additional indicators for high schools: the ACT, ACT WorkKeys, math course rigor and four-year cohort graduation rate.

Students in third through eighth grades take End-Of-Grade tests in reading and math; fifth- and eighth-grade students also take EOGs in science. Students who take Algebra I (now called Math I), English II and Biology take End-Of-Course tests. Overall, more than 56,500 GCS students took more than 95,500 required EOGs and EOCs at the end of the 2012-13 school year.





# CTE: FLYING HIGH

To make sure GCS students succeed both in the classroom and the workplace, our Career and Technical Education programs provide students with strong academic knowledge and marketable skills that often lead to greater opportunities in college and career.

And those opportunities aren't confined to the classroom. This year, five juniors in the Andrews Aviation Academy completed a six-week job shadowing program with TIMCO Aviation, providing them with hands-on experience and real-world connections.

Thanks to the Junior Achievement of Central North Carolina, more students will have the chance to gain on-site experience and training. The organization launched an intensive five-day job shadow program for GCS students, including students enrolled in the Aviation Academy, a magnet program in GCS.

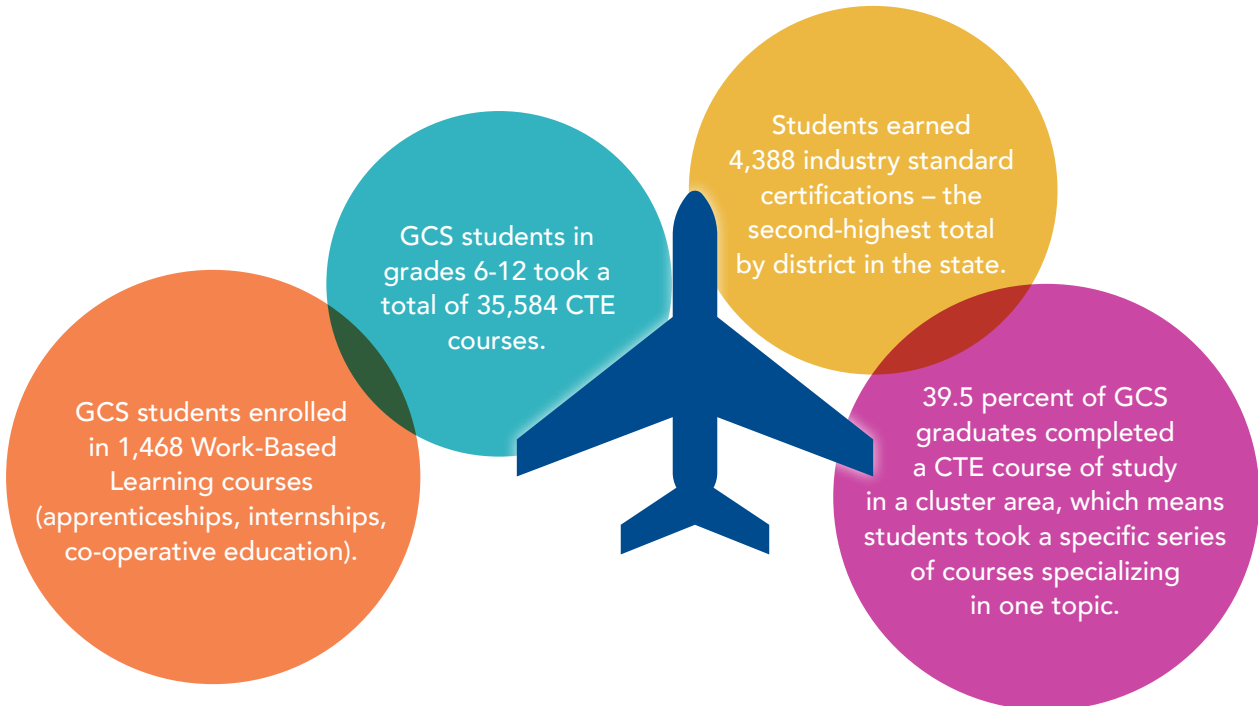
CTE programs bridge the gap between school and career, and the results are clear. CTE students graduate in higher numbers than non-CTE students and continue on to higher education, many with college credits to get them one step closer to their career goals.



[CLICK HERE TO WATCH THE GCSTV STORY](#)

---

## IN THE 2012-13 SCHOOL YEAR:



[CLICK HERE TO READ MORE](#)

# ROADMAP 2 READING

After three years and three million books, it was time to introduce a new challenge to GCS readers. In April, the district launched Roadmap 2 Reading, a cross-country journey fueled by a simple premise: time spent reading equals time spent learning. It's part of the Strategic Plan 2016 goal to raise awareness about the importance of literacy and engage parents, students and members of the community.

Students were asked to read 20 minutes a day, every day. Each minute read would count as one mile traveled, and the district set out to travel 3,114 miles -- the distance from Cape Hatteras, N.C., to San Francisco, Calif.

Schools took to the challenge in creative and exciting ways, from individual and classroom incentives to Drop Everything and Read programs that involved both kids and adults. Parents and community members joined the trip, donating thousands of books and limitless support.

Kiser Middle took to the challenge with a program that combined character education and community support. Every Tuesday morning, the students and staff at Kiser Middle take a break from the busy routine and sit down with the book "A Long Walk to Water," as part of Kiser's "One School, One Book" effort. Adults in the building are paired with reading groups that move through the book at an appropriate pace for their reading level.

The book tells the true story of two children in Sudan who lived two decades apart. Their intertwining journeys highlight both the need for clean water and the ability of one person to make a difference in the lives of others.

During this Tiger Time, the Kiser Tiger and members of the PTA visit some of the reading groups with a cart full of books that the students can borrow or take home permanently, to encourage reading at home as well. Tiger Time has helped Kiser make great progress on the district's Roadmap 2 Reading.

A special thanks to WFMY, our Roadmap 2 Reading partner, for many hours spent promoting the effort and encouraging children to make reading a daily habit.

All the hard work paid off. In nine months, GCS accomplished a remarkable feat – **222,670,354** minutes read for a total of **3,181** miles traveled.

Where will we go next? Stay tuned. But when a child picks up a book, he can travel as far as his imagination takes him.









# WE RISE WITHIN

**"EVERYONE CAN RISE ABOVE THEIR CIRCUMSTANCES AND ACHIEVE SUCCESS IF THEY ARE DEDICATED TO AND PASSIONATE ABOUT WHAT THEY DO." NELSON MANDELA**

Guilford County Schools rises based on the strength of our students, parents, and – perhaps most importantly – our staff. In order for our students to excel, we must have excellent teachers, principals, central office employees, bus drivers, paraprofessionals, cafeteria workers and custodians. **Excellent school districts support excellent employees**, and that's GCS' goal.

It's more than test scores; our employees also demonstrate leadership and character and

model that for our students. And it's working. This year, GCS was named the **2013 North Carolina District of Character**, as well as the **2013 National District of Character**.

In addition, the compassion and generosity of our students and staff earned GCS the **2013 United Way Spirit of North Carolina Award**.

The character-development program launched in 2010 with three fundamentals: character education, service-learning and civic education. Students and staff

have embraced the program, with high school students contributing more than **638,000 volunteer hours** to the community to date.

The **2012 North Carolina Principal of the Year** was from GCS, and the **2013 North Carolina Teacher of the Year** is from Grimsley High. We have **757 National Board Certified Teachers**, ranking GCS tenth in the nation.

Our students and staff are **rising within**.



# A NATIONAL MODEL

In May of 2013, GCS celebrated breaking news out of Washington, D.C. The headline: Guilford County Schools Named 2013 National District of Character.

GCS was one of only three districts in the country to earn the recognition, which is part of the National Schools and Districts of Character Program, administered by the Character Education Partnership (CEP) in Washington, D.C. This was also the first time a school district in North Carolina has won this national award.

In February 2013, GCS was named the North Carolina District of Character, and learned it was selected as a finalist for the national honor from a pool of 131 schools and districts across the country. Only 25 schools, three districts and one charter district won the national distinction.

GCS launched its character development program in 2010 with three fundamentals: character education, service-learning and civic education. Since then, students and staff have embraced the concepts, and it is having a positive impact on academics, student behavior and school culture. That's why GCS rose to the top and emerged as a national model.

In January 2014, GCS learned that four schools were selected as North Carolina Schools of Character. Southern High, Southern Middle, Southwest Middle and Colfax Elementary schools won the designation for their outstanding work in character education. Gibsonville Elementary received an honorable mention.

The four schools will hold their designation for three years and will be considered for the National Schools of Character award.

Character, Service and Safety is one of the five areas of the new Strategic Plan 2016. Character development and service-learning were big pieces of the Strategic Plan 2012, which focused on graduating students who demonstrated high academic achievement, strength of character and service to others. The 2016 plan builds on that foundation, with goals that include integrating character education and

service-learning with the Common Core State Standards, increasing character-development opportunities for students outside of school and recognizing students and staff members who demonstrate excellence in character development.



## PROMISING PRACTICES

In 2013, five GCS schools received the CEP's Promising Practices Award, which showcases innovative best practices in character education. Guilford Elementary, Jamestown Middle, Johnson Street Global Studies, Kiser Middle and Southern High earned five of just 262 awards given to schools, districts, and youth-serving organizations from across the United States as well as from Canada, China, India, Mexico, and New Zealand. Southern High was recognized for the second straight year.

**"IT'S NOT OUR JOB TO TOUGHEN OUR CHILDREN TO FACE A CRUEL AND HEARTLESS WORLD. IT'S OUR JOB TO RAISE CHILDREN WHO WILL MAKE THE WORLD LESS CRUEL AND HEARTLESS."**  
L.R. KNOST



# 638,000 HOURS OF SERVICE

GCS is preparing our students to be kind, thoughtful citizens through its service-learning initiative, which is part of the district’s overall Character Development initiative.

Students of all grades and backgrounds understand that they can connect what they are learning in the classroom to meaningful action in the community. Service-learning allows students to be better leaders, communicators and decision-makers – skills that are essential for success in the workplace.

When GCS students enter high school, they can start tracking their service-learning hours. Students who complete at least 250 hours of service-learning experience over the course of their high school years will receive a special Service-Learning

Diploma. Additionally, at graduation, these students will be distinguished by wearing a Service-Learning cord. Students who earn at least 100 hours of service are recognized with a Service-Learning Exemplary Award.

**SINCE GCS STARTED THE SERVICE-LEARNING PROGRAM, HIGH SCHOOL STUDENTS HAVE COMPLETED MORE THAN 638,000 HOURS OF SERVICE TO THE COMMUNITY.**

For their commitment to service, these students are also recognized at the annual Cool to Serve event that is held each year shortly after graduation. The event is also sponsored by the business community along with Cool to Be Smart.



Students have the chance to win high-tech prizes and one lucky service-learning diploma recipient has the opportunity to win a new car. On June 30, 2013, Whitnee Holmes, a recent graduate of Smith High, was that lucky winner.

From the Class of 2013, more than 400 students earned a Service-Learning Diploma and another 318 students earned the Exemplary Award.

---

## LEARNING ABOUT HOMELESSNESS THROUGH SERVICE



One senior who will proudly be wearing his service-learning cord at graduation is Al Altaher of Grimsley High. With more than 275 service hours, Al has been a great role model for his peers.

with Superintendent Green and the Character Development office to share his perspective on the importance of service-learning. He also has served as the Vice-President of the Service-Learning Youth Council and leads his classmates in The Human Experience Club, a student organization that brings awareness to social inequality.

In this student-led club, Al participates in Burrito Bikers, a project where students cook burritos and bring them to feed the homeless. Surprised by the long

lines, Al quickly learned of the amount of poverty that existed right in his backyard. But these experiences also gave Al a chance to better understand who they are, learning that their situation does not define them. Like many of his peers involved in service-learning, Al has found a refuge for expressing his hope for a better community by advocating for all to serve others.

A service-learning ambassador since 2010, Al was invited to attend a Capitol Hill Briefing about service-learning



# RISING TO THE TOP: CELEBRATING EXCELLENCE IN EDUCATION

Marching bands, posters, school mascots and a red carpet packed with paparazzi greeted GCS staff arriving at the annual Celebration of Excellence event. During the 13th annual event, teachers, principals and support staff were celebrated for the past year’s accomplishments and successes. The event ended with two exciting announcements that keep the audience on the edge of their seats – this year’s Principal and Teacher of the Year.



Southeast High math teacher Eugene Grant was named the district’s Teacher of the Year. He will take the reins from Karyn

Dickerson, a Grimsley High English teacher and current North Carolina Teacher of the Year. In his classroom, he makes a point to reach students who may have had negative school experiences. His goal is to replace these negative experiences with positive memories of learning. Grant was also named High School Teacher of the Year.



The 2013-14 Principal of the Year is Montlieu Academy of Technology Principal Ged

O’Donnell. He was recognized for his leadership at the technology prototype school. O’Donnell stresses the importance of having parents, staff and community groups invested in the school. He is quick to point out that Montlieu is “Powered Up,” and the letters submitted on his behalf speak of his positivity and daily demonstration of excellence. He was also named Elementary Principal of the Year.

Other outstanding educators recognized at the event include:

- **Elementary Teacher of the Year**  
Cherlyn Kelley, McLeansville Elementary
- **Middle School Teacher of the Year**  
Ashley Clark, Johnson Street Global Studies
- **Teacher of the Year Finalist**  
Cheryl Cobb, Haynes-Inman Education Center
- **Teacher of the Year Finalist**  
Alexis Gines, Dudley High
- **Secondary Principal of the Year**  
Rodney Wilds, Andrews High
- **Principal of the Year Finalist**  
Shelia Gorham, Allen Middle
- **Principal of the Year Finalist**  
Pete Kashubara, Western High
- **Principal of the Year Finalist**  
William Marshall Matson, Mendenhall Middle
- **GCS Rookie Teacher of the Year**  
Monica Doyle, High Point Central
- **GCS Elementary Rookie Teacher of the Year**  
Rhonda Terrell, Morehead Elementary
- **Rosalyn-Tanner Orr Mentor of the Year**  
Pamela Hall, McLeansville Elementary
- **GCS ACT Lateral Entry Teacher of the Year**  
Michelle Harger, Allen Jay Elementary
- **GCS Arts Education Teacher of the Year**  
Julie Rachlin, Gibsonville/Gillespie Park Elementary





# RISING HIGHER: **EMPLOYEES OF THE MONTH**

Each month in GCS, a standout employee is recognized by Sam’s Club for providing excellence every day. Their jobs vary, but one thing is the same: These employees do everything in their power to make GCS a great place for students to learn and grow.



Each of these employees knows that getting the job done often means staying late, coming in early and doing things that go beyond their job description. Take Letisha Joyner. The Jamestown Elementary bus driver took the initiative to start a reading buddies program on her bus.



The Reading Riders program pairs older and younger students to read together morning and night, four days a week. Not only has the program helped instill a love of reading in the students, it has also improved student behavior and nearly erased discipline issues.

Then there’s Terry Davis. The student information analyst knows how important it is for principals and teachers to have accurate information about their students. So for the first 10 days of the school year, he came to work at 2 a.m. to update and troubleshoot PowerSchool, the state’s new student information system. Even months later, he continues to work from home on the system in the early hours of the morning, making a difference behind the scenes for the district’s nearly 5,000 teachers.

From custodians to assistant principals, every employee recognized as Employee of the Month shares a love for students that transcends expectations.

**2013 GCS Employees of the Month:**

- Jimmy Williams, February 2013
- Marsha Colson Erwin, March 2013
- Charles Wright, April 2013
- Letisha Joyner, May 2013
- Curtis Stacey, June 2013
- Shirley Stipe-Zendle, July 2013
- Brent Miller, August 2013
- Daryl Steele, September 2013
- Sally Duquette, October 2013
- Terry Davis, November 2013
- Eric Taylor, December 2013



# HIRING AND RECRUITING TOP TEACHERS

While teacher recruitment presents its challenges to school districts across the state, GCS has established several recruitment strategies to attract and retain the best teachers and administrators. And it's working. The 2013 North Carolina Teacher of the Year, Karyn Dickerson, was the 2012-13 GCS Teacher of the Year. She's spent this year traveling across the state in support of public education.

Dickerson is an English teacher at Grimsley High. She joined GCS through the lateral-entry program after discovering her passion for teaching while helping with a middle-school reading remediation program. A National Board Certified Teacher, she has a bachelor's degree in English and a master's degree in philosophy and also teaches English Methods at Guilford College.

The GCS-Alternative Certification Track (ACT) is just one innovative approach to recruiting and retaining highly qualified lateral entry teachers. GCS ACT was the first program in the state to offer lateral entry teachers an in-house teacher preparation program that leads to full licensure. The 18 month-long program is offered at a low cost with on-site classes.

Each of the GCS ACT graduates has hands-on skills and some have years of experience in the workplace. Each has a minimum of a bachelor's degree in their content area with many holding master's degrees and doctorates – all of which benefits students who are now competing in a global economy.

## TOP EDUCATORS

2013 North Carolina  
Teacher of the Year

2012 North Carolina  
Principal of the Year

757 National Board Certified  
Teachers – ranking tenth in  
the nation

Three teachers named  
2013-14 Kenan Fellows



# PARTNERING FOR PROGRESS

## GCS PARTNERS WITH TEACH FOR AMERICA

In December 2013, GCS announced it would partner with Teach For America (TFA) to recruit more high-achieving college graduates and professionals to classrooms. The goal is to place up to 30 new recruits in high-need secondary (middle and high) schools each year, beginning in the fall of 2014.

.....

**“THIS OUTSTANDING NATIONAL PROGRAM HAS PROVEN RESULTS IN BRINGING DYNAMIC TEACHERS TO THE CLASSROOM, AND WE’RE PLEASED THAT OUR COMMUNITY’S CHILDREN WILL BENEFIT FROM THIS EFFORT.”**

ELIZABETH PHILLIPS,  
EXECUTIVE DIRECTOR OF  
THE PHILLIPS FOUNDATION

The North Carolina General Assembly appropriated funds to TFA to expand its program in North Carolina. Though the state will pay the teachers’ salaries, local districts are expected to pick up remaining program costs.

Two local foundations pledged more than \$2.1 million to cover those costs. Phillips Foundation pledged slightly more than \$2 million. Cemala Foundation has agreed to provide \$100,000. The gifts will cover GCS expenses that aren’t covered by the state or TFA, including all of GCS’ program costs for the first three years of the partnership.

The initial GCS-TFA partnership grant is for three years. TFA recruits will be paid the same as other new lateral entry teachers, and will be subject to GCS personnel policies.

In addition to the professional development and support offered through the district, the TFA recruits will benefit from an intensive, five-week training institute, community orientation, practice teaching, independent study, and ongoing coaching.

Studies show TFA recruits have a positive impact on student achievement in all subjects in struggling middle and high schools, especially in comparison to other new teachers. Principals and district leaders will participate in the teacher selection process to identify likely candidates.



“In GCS, we are always looking for innovative and more effective ways to make sure every child is taught by a great teacher,” says Maurice “Mo” Green, superintendent. “TFA has a strong track record in this regard, and we’re thankful that our community has once again stepped up in a big way to support our students and our schools.”

TFA recruits often reflect the demographics of the students, schools and communities they serve. Among current TFA teachers nationwide, 39 percent identify themselves as people of color and 39 percent come from low-income backgrounds. About one out of every four TFA teachers is the first in their family to attend college. The average GPA for an incoming corps member is 3.55.

# UPDATE: STRATEGIC PLAN 2016

In January 2013, GCS launched the *Strategic Plan 2016: Achieving Educational Excellence: Personalizing Learning*. The plan is a roadmap for the district’s progress through 2016 and was created after input from hundreds of students, parents, staff and community members.

Strategic Plan 2016 is a continuation of the 2012 plan, building on its successes and rising higher for excellence. It includes four areas: Personalized Learning; Character, Service and Safety; Parent, Family and Community, and Educator and Organizational Excellence.

The plan has 33 goals and 99 strategies, designed to help the district achieve excellence in all areas.

SP 2016 Area	Total # of Strategies	Strategies Launched Jan. 31-Dec. 31, 2013	# Strategies Complete	# Strategies On Track	# Strategies On Hold
1 Personalized Learning	34	15	4	11	0
2 Character, Service and Safety	17	8	0	8	0
3 Parent, Family and Community	23	6	0	5	1
4 Educator and Organizational Excellence	25	9	1	6	2
<b>Total: 4</b>	<b>Total: 99</b>	<b>Total: 38</b>	<b>Total: 5</b>	<b>Total: 30</b>	<b>Total: 3</b>

### 33 STRATEGIC PLAN STRATEGIES WILL LAUNCH IN 2014, INCLUDING:

#### AREA I

**I.6 Reduce disparities in equity of access to rigorous content, high-quality instruction, enriched learning opportunities and co-curricular activities.** GCS will establish an Office of Equity to find ways to address district and school inequities.

**I.16 Initiate a Superintendent’s Business and Industry Advisory Council.** GCS will work with industry leaders to strengthen relationships between GCS and the business community.

#### AREA II

**II.10 Expand the “Achieving Educational Excellence for African-American Male Students” discipline pilot.**

**II.14 Strengthen school and district capacity to mitigate, prevent, prepare for, respond to and recover from crises and emergencies.** GCS will expand the district’s Emergency Management plan and school safety plans, update safety equipment and partner with emergency responders to test procedures.

#### AREA III

**III.1 Strengthen and expand the respectful and responsive service initiative.** Explore and develop more tools and resources to deliver effective service. Expand training opportunities and increase staff consistency, quality and timeliness in response to inquiries.

**III.21 Expand partnerships with museums, municipalities, parks, sports venues and others to bridge the experience gap for GCS students and their families.** Seek grants and private donations to support experiences that encourage family bonding and promote healthy activities.

#### AREA IV

**IV. 20 Identify and adopt a national model for performance excellence to ensure alignment and integration of all components of the school system to achieve high performance.**

**IV.22 Incorporate effective business practices to increase efficiency, improve performance and strengthen accountability in all operational areas.** Evaluate programs and report progress regularly. Hold leaders accountable. Minimize intrusions on instruction and redirect resources to district priorities.



# STRATEGIC PLAN SUCCESSES

The strategies outlined in the Strategic Plan represent the priorities and major initiative that will be underway by Dec. 31, 2016. It is updated every year as project teams work through the goals and develop plans.

In 2013-14, GCS celebrated the launch or expansion of several major Strategic Plan accomplishments:

## ADVANTAGE MODEL MIDDLE SCHOOL



Allen Jay Middle School – A Preparatory Academy opened in the fall of 2013 with its first class of 110 fifth-graders. Students got the red-carpet treatment - literally

-- when they arrived on the first day, as a receiving line of staff and students greeted the children with high-fives, cheers and camera flashes as they strolled down the aisle, sunglasses on.

The unusual welcome is all part of Allen Jay Middle's mission, which combines a strong emphasis on leadership and college readiness with a high-energy teaching style using music and movement to keep students engaged. The school opened on the campus of Welborn Academy of Science and Technology until renovations to the Allen Jay Middle building are

complete. Ultimately, the school will serve 400 students in grades 5-8.

## FREEDOM SCHOOL



In the summer of 2013, chants and cheers kicked-off a new six-week GCS summer program with literacy focus called the Freedom School.

The school, created in partnership with the Children's Defense Fund, Greensboro College and McAlister Foundation, was designed to improve literacy skills, self-esteem and interest in learning among elementary and middle school students who are in transition and often homeless. The program provided an instructor-student ratio of 1:10, as well as enrichment activities such as physical play, field trips and other formal learning opportunities.

The Freedom School uses a model curriculum that focuses on five essential components: high-quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development, and nutrition, health and mental health.

## SUMMER LITERACY CAMP

In the summer of 2013, GCS took an additional step to provide help to struggling readers. Thanks to a generous donation from the Bryan Foundation, the district held a summer literacy camp for rising third-graders who needed extra help in reading. The camp helped students avoid summer reading loss, while building skills needed for success in upper elementary grades. In late 2013, Mike

Weaver and Catherine Weaver personally committed more than \$512,000 to fund a 2014 summer literacy camp for more than 700 students.

## NEW LITERACY PROGRAMS

Starting with the 2013-14 school year, all GCS students in kindergarten through second grade are learning to read, spell and write with a new literacy program called Foundations. Third-graders will start the program in the 2014-15 school year.



Foundations is a phonics, spelling and handwriting program. Students learn by mastering a series of skills, then building on those skills, including letter formation, phonics, and writing. Linking these skills to vocabulary and comprehension allows students to connect meaning with words at a complex level.

Students in fourth and fifth grades also have a new tool to learn how to understand words. Words Their Way uses "word study" to teach students how to spell and understand meaning by grouping words into categories.

Each week, students are introduced to a new group of words with a specific feature. They may have the same vowel spelling patterns, prefixes and suffixes, or root or base word. Students do hands-on activities to sort words with the same or similar features into groups. They must decide whether the words fit into the groups based on the way they look or the way they sound – or both.

Just Words is the district's new program for middle school students who need extra help with reading and spelling. It's an intervention program that helps students build their skills in reading and spelling, as well as how to break words into parts to understand their meaning. Students are taught in small groups (15 or fewer) by a certified teacher. Lessons take place for 45 minutes a day, five days a week, or 90 minutes a day, every other day.

### **ADDRESSING ACHIEVEMENT FOR AFRICAN-AMERICAN MALES**

In the 2012-13 school year, Parkview Village Elementary, Ferndale Middle and High Point Central High schools piloted new strategies addressing discrepancies in discipline and achievement for African-American male students.

District data showed that African-American male students received a disproportionate number of out-of-school suspensions, amounting to a significant loss of instructional time which contributes to the achievement gap.

Strategies included professional development for teachers to address racial disparities, as well as partnering with families to ensure they understood school policies and protocols. Schools reviewed discipline reports monthly to identify and evaluate trends, then address them directly.

Staff set a first-year goal to decrease lost instructional days in the pilot schools by at least 10 percent and a three-year goal of 30 percent. After one year using the new strategies, the number of lost instructional days for male students in the three schools dropped by 49 percent. That's compared to a district reduction of 6.7 percent.

Lost instructional days for African-American males in the pilot schools also dropped by 49 percent. That's compared to a 4.7 percent drop for African-American males districtwide.

Six schools served as pilots to address achievement in early literacy: Allen Jay, Fairview, Irving Park, Montlieu, Peck and Sedgefield Elementary schools. The district focused on African-American males in kindergarten through third grade. There

are two three-year goals; first, to ensure 90 percent of those students are on grade level. The second three-year goal is that 67.9 percent of third-grade students will perform at Level III or higher on the End-of-Grade (EOG) reading test.

None of the literacy pilot schools reached their year-one goals; the data showed that students made growth in reading, but did not make enough progress to reach grade level. At the end of the 2012-13 school year, 72 percent of K-3 students in GCS were proficient in literacy. Only 63 percent of African-American males demonstrated the same skill level.

GCS is taking steps to address the problem in the pilot schools, as well as schools across the district, including adopting the new Foundations program and providing more equity and inclusion training for teachers to help them understand how culture needs to be taken into context when teaching literacy. Teachers are also focusing on using reading materials that are relevant to students.





# WE RISE TOGETHER

“SOMETIMES FULFILLING YOUR DREAMS AND ASPIRATIONS  
MEANS BEING A PART OF HELPING OTHERS FULFILL THEIRS.  
IN THE END, WE RISE OR FALL TOGETHER.” UNKNOWN

Students do better in school and in life when parents, families and community members are actively involved in their education. **When schools are successful, the entire community benefits.**

GCS is committed to working from the inside out to ensure our students have the tools they need to graduate on time, prepared for college or a career. That means **starting in the classroom**, then reaching out to our students’ **parents**, creating **partnerships** with local community organizations and working with **businesses** to provide financial and in-kind support.

We can’t do it alone, and thanks to dollars, donations and thousands of hours of volunteer time, **we rise together.**

# GUILFORD PARENT ACADEMY: RISING WITH OUR FAMILIES

From school- and community-based workshops to special events, family celebrations and resources available both online and on TV, Guilford Parent Academy (GPA) is supporting families across Guilford County.



Since GPA launched in 2011, parents, students and even teachers have taken advantage of the online learning resources available through the GPA website. Community organizations and tutors are also using the resources, helping children stay on track academically. Retired Educator Bill Seabrook is part of a tutoring group that helps children in a transitional housing community in Greensboro.

“The Parent Academy links to Houghton Mifflin lessons in reading and math have been a real boon to our efforts to make tutoring meaningful,” Seabrook said. “In the past, if a child did not bring homework to our tutoring sessions, we struggled to find appropriate work that was also appealing.”

Now, through Parent Academy, the tutors can log students on and help them find resources that supplement what they are doing in the classroom.

“We are excited to hear about all of the ways our resources are reaching students,” said Lindsay Whitley,

director of Guilford Parent Academy. “We know it truly does take a village to raise a child, and it’s encouraging to see community members take advantage of what we have to offer.”

The program partners with more than 70 community organizations and businesses across Guilford County to share information, facilitate and host events and provide other in-kind/ financial resources. In total, GPA has secured approximately \$2.9 million in monetary and in-kind donations, including a \$1.9 million grant from the U.S. Department of Education.

GPA is more than workshops and events. Parents can help their students improve reading skills, practice math problems, talk about bullying and substance abuse and even explore careers – all from the comfort of their own home. Those are just a few of the items Parent Academy offers through its free online learning resources.



## GPA BY THE NUMBERS

	2012-13	Total # of Parents Reached since GPA's inception
Number of Parents Participating	13,570	27,078
Number of Parent User Accounts	2,541	5,843
Number of Workshops and Classes Held	188	447
Number of GPA Community and Business Partners	79	149

# SUPPORTING OUR SCHOOLS

## VOLUNTEER COMMITMENT

In the 2012-13 school year, **21,918 volunteers** read with students, tutored them in math, served as lunch buddies, worked in school offices, headed campus clean-up projects and worked with parents.

Those volunteers contributed a total of **475,328 hours** of service. Their time is priceless, but at the national value of an hour of volunteer time, their service totals **\$10,523,761.92**.

### RETIRED JUDGE SHARES INSIGHT WITH TEENS

Those who know say being a judge and holding others' lives in your hands is a tremendous responsibility. So it means that much more when retired Judge Lawrence McSwain says his volunteer work with students at The Academy at Smith has been some of the most rewarding of his life.

"I get to share things with them that I didn't know that I wish I did know when I was their age," Judge McSwain said. "Sometimes we just leave those things out and it always helps if someone besides parents are saying things to young people to help them make good decisions."

That dedication is one reason why he was voted GCS Volunteer of the Month in November.

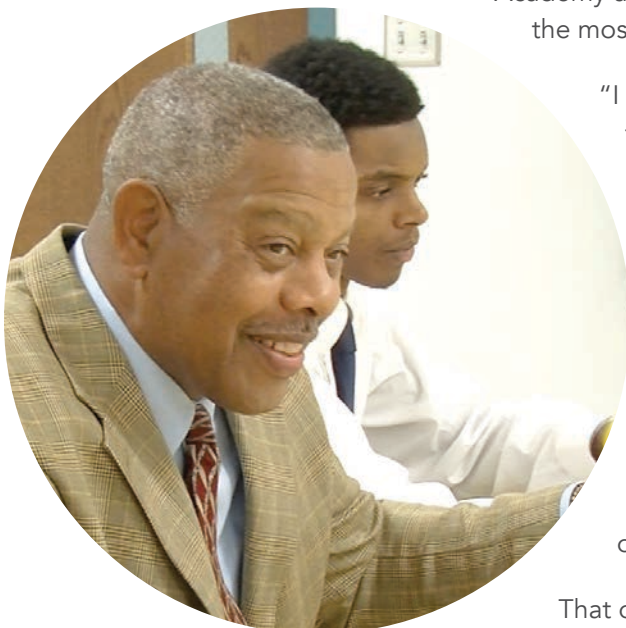
Judge McSwain, who retired from serving as a District Court judge in 2009, has been an active force with The Men of Invictus male mentoring group. In the past four years, he has spent more than 150 hours with this group of young men at The Academy at Smith, mentoring between 12 and 15 juniors and seniors.

Every Tuesday, the students come together to talk about education and career options, character, personal responsibility, service learning and financial literacy. Students are required to dress professionally on meeting days, and they work together on projects, including a teacher-appreciation breakfast.

"Judge McSwain has made a significant investment in the men of The Academy at Smith, both with his time and resources," said Principal David Miller. "Our young men are fortunate to have a mentor of his stature working with them on a weekly basis."

### 2013 Volunteers of the Month

- February 2013 - Jim McLarty
- March 2013 - Ann Kilgo
- April 2013 - Tracey Powell
- September 2013 - Ellen Kjerkegaard
- October 2013 - Perry Luster
- November 2013 - Lawrence McSwain
- December 2013 - LaVerne Harris-Davis





# SUPPORTING OUR SCHOOLS

## THE POWER OF PARTNERSHIPS

More than **1,422** local businesses and organizations partner with GCS, providing volunteers, mentors, supplies, programs and more to our students, staff and parents. The community also plays an important role in the district's service-learning initiative. There are 160

community partners that have made commitments to provide service-learning opportunities to high school students.

In addition to giving time, Guilford County businesses, nonprofit organizations, foundations and

individuals also contributed financial resources to the district.

Despite a tough economic year, our community contributed

**\$4,019,192.00**

in cash and other donations to the district in 2013.

---

### A LEAGUE OF THEIR OWN

They greeted students on the first day of school, provided math and reading tutors and even brought dental care to the school. It's all part of the Junior League of Greensboro's multifaceted partnership with Cone Elementary.

This school year, the Junior League is dedicating more than 100 volunteers to be onsite at Cone, and community projects are being tailored to Cone's needs in the areas of academic progress, health/nutrition/wellness, basic needs (feeding programs/supplies), literacy, parent involvement and school enrichment.

Volunteers painted the media center and are working on projects that emphasize reading and math to help students increase their academic achievements. "Raise a Reader" will

provide books to kindergarteners so parents have more opportunities to help their child learn to read, and "Kids in the Kitchen" will apply real-world math lessons to everyday cooking life.

The Junior League brought the nationally known Colgate Dental Van to Cone. The van is equipped with two child-sized dental chairs and volunteer dentists provide quick screenings for children. The program's goal is to improve the oral health of under-served populations through education and prevention.



# RISING IN THE EYES OF OUR PARENTS AND COMMUNITY

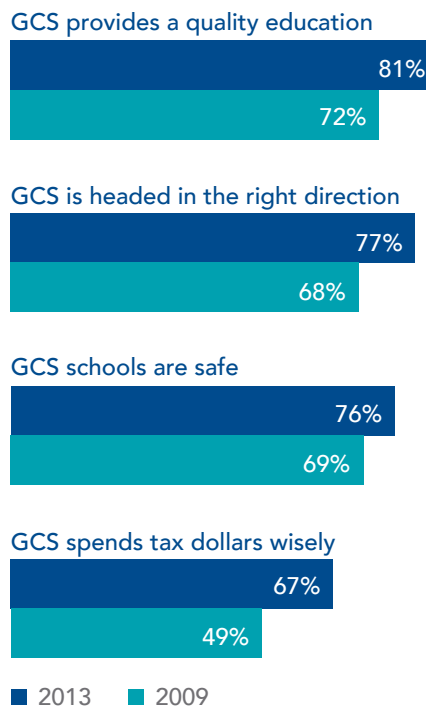
It's important to know what our parents and community think about GCS as we work to achieve educational excellence. It's also another way we learn what issues are most important to our families and community. We use this information to determine how to align resources and whether we are succeeding in meeting several Strategic Plan goals.

GCS has conducted two statistically valid telephone polls each year for the past four years, one with parents and one with community members. Polls are conducted in both English and Spanish, and are paid for by Businesses for Excellence in Education.

The results have improved or held steady each year in almost all of our measures, with large positive shifts when we compare the first poll in 2009 to the last in the fall of 2013.

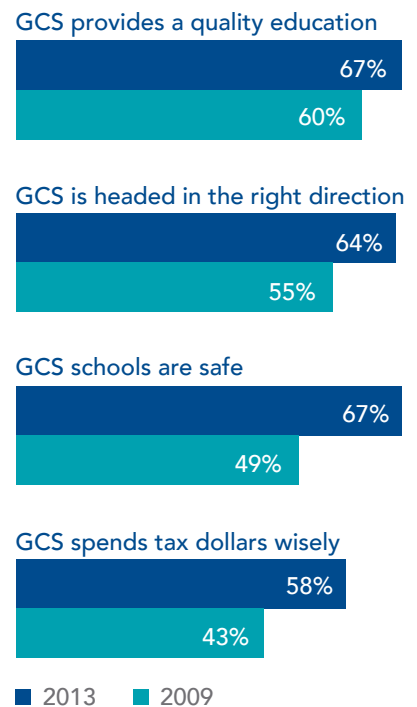
## PARENT RESULTS

Percentage of respondents who agree or strongly agree:



## COMMUNITY RESULTS

Percentage of respondents who agree or strongly agree:



# BUILDING A FUTURE



In 2008, Guilford County voters approved \$457 million in school construction bonds.

By January 2014, GCS had completed a total of 44 projects from the 2008 school bonds, including the new McNair Elementary School and renovations and additions to the gym at High Point Central High. The new Christine Joyner Greene and Sarah Walden Herbin-Dale J. Metz Education Centers also opened in 2013, replacing the McIver Education Center and providing a new place for students with special needs.

Guilford County Commissioners decided to use \$17 million from the federal American Recovery and Reinvestment Act (ARRA) in place of local dollars approved by voters. Those funds, called Qualified School Construction Bonds (QSCB), had to be used for specific projects.

GCS used the funds at Allen Middle School to build a new auxiliary gym and science classrooms, a new front entrance and new lights. The money also paid for Grimsley High's new cafeteria addition and a current project that will convert the old cafeteria into classrooms.

GCS also received an additional \$16.8 million in QSCB funds for maintenance projects. Those dollars paid for new heating and cooling systems at **12** schools, roof repairs or replacement at **7** schools, and window/door projects at **17** schools.

The vast majority of bond projects came in on time and under budget, allowing the Guilford County Board of Education to reallocate **\$22.5 million** to new projects across the district.

## NEW PROJECTS COMPLETED AS A RESULT OF COST SAVINGS

**Heating and cooling systems:** Alamance Elementary, Allen Jay Elementary, Bluford STEM Academy, Foust Elementary

**Roof repairs/replacement:** Penn-Griffin School for the Arts, Washington Montessori

**Athletics:** Eastern High, Southeast Middle, Southwest High, Southwest Middle, Welborn Academy of Science and Technology, Western High

## NEW PROJECTS IN PROCESS AS A RESULT OF COST SAVINGS

**Heating and cooling systems:** Aycock Middle, Allen Middle, Andrews High, Aycock Middle, Mendenhall Middle

**Roof repairs/replacement:** Penn-Griffin School for the Arts, Sedgefield Elementary, Smith High, Southern Elementary, Welborn Academy of Science and Technology

**Athletics:** Andrews High, Eastern High, High Point Central High, Northeast High, Ragsdale High, Western High



## 2013 CONSTRUCTION PROJECTS

2008 School  
Construction Bonds –  
Spending Through 2012

Construction Contracts  
**\$273,107,075**

Design Contracts  
**\$20,408,805**

Total  
**\$293,515,880**



# MAKING EVERY DOLLAR COUNT

Guilford County Schools takes its duty as a steward of taxpayer money very seriously. The 2016 Strategic Plan features several strategies aimed at improving efficiency across the district.

That includes reviewing multiple data points and comparing our key performance indicators to other districts nationally, exploring ways to reward staff beyond financial incentives, increasing energy savings in facility operations and construction, and following a modified zero-based budgeting approach.

But even as we strive to use every dollar carefully, those dollars are disappearing. GCS had to cut or redirect about \$22.4 million to balance the 2013-14 budget.

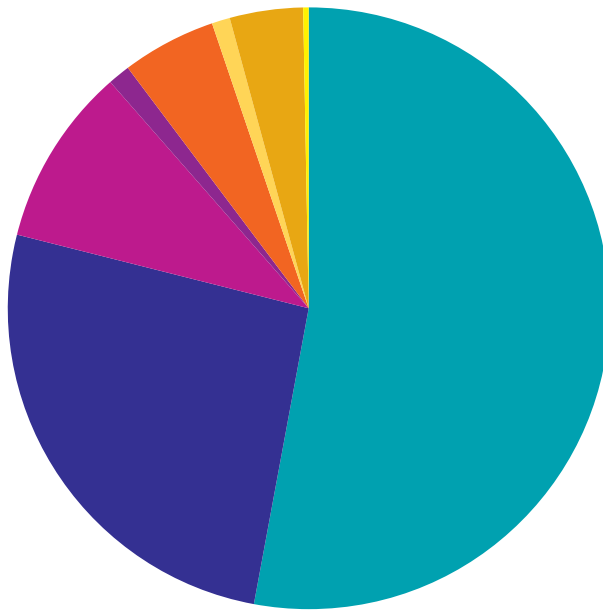
That's after funding cuts from the state, along with increases in costs, left GCS with a funding gap of more than \$21 million. Some of the reductions and redirections approved for 2013-14 include:

- Reducing about 2.5 work days for teacher assistants and paraprofessionals, for a **savings of about \$322,000**
- **\$5 million reduction** in funding for schools that provides supplies and materials, tutors and staff development
- Increase class size by .25, which saved the district **\$1.8 million**
- **\$1.8 million in reductions** to central offices
- Elimination of the Enrichment Region and reorganization of remaining four regions, a **savings of about \$643,700**
- Elimination of mentor pay - **\$631,148**
- Elimination of seven middle school literacy facilitator positions - **\$421,204**
- **\$51,381 reduction** in funding for athletics



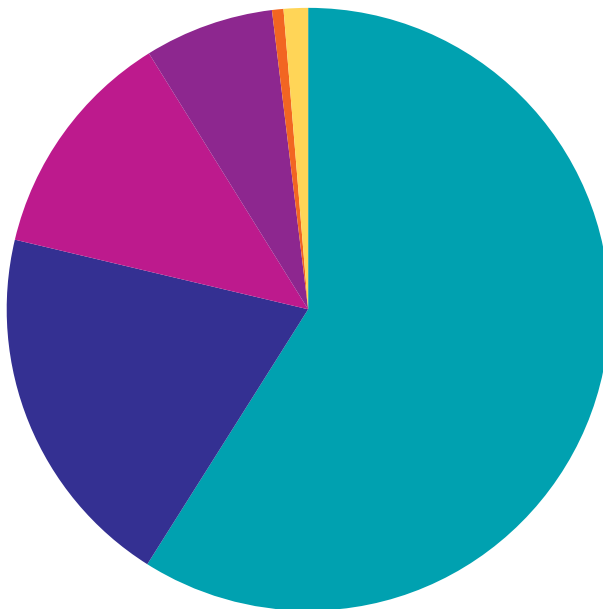
# GCS BUDGET

## REVENUES/SOURCES



- State \$ 360,232,775
- County Appropriation 177,130,398
- Federal 65,382,940
- Other Local 8,128,909
- School Food Service 34,433,200
- ACES 6,661,863
- Local Special Revenue 26,778,237
- Capital Outlay 2,000,000
- Total \$ 680,748,322**

## EXPENDITURES/USES



- Salaries \$ 401,361,810
- Employee Benefits 134,452,689
- Purchased Services 84,632,815
- Supplies & Materials 47,237,499
- Capital Outlay 4,179,443
- Transfers 8,884,066
- Total \$ 680,748,322**

81% OF 2013-14 OPERATING BUDGET ALLOCATED TO **INSTRUCTIONAL STAFF AND PURPOSES**  
 19% OF 2013-14 OPERATING BUDGET ALLOCATED TO **SCHOOL SUPPORT AND ADMINISTRATION**

# BOARD OF EDUCATION



## DISTRICT 1

**J. Carlvena Foster**  
**E** fosterc4@gcsnc.com  
**T** (336) 434-4072  
**F** (336) 886-3341



## DISTRICT 7

**Rebecca M. Buffington**  
**E** buffinr@gcsnc.com  
**T** (336) 545-1103



## DISTRICT 2

**Ed Price**  
**E** pricee@gcsnc.com  
**T** (336) 878-7575  
**F** (336) 812-3164



## DISTRICT 8

**Deena A. Hayes**  
**E** hayesd@gcsnc.com  
**T** (336) 272-9290  
**F** (336) 272-9290



## DISTRICT 3

**Darlene Garrett**  
**E** dygarr@aol.com  
**T** (336) 643-6070  
**F** (336) 643-5477



## DISTRICT 9

**Amos L. Quick, III,  
Vice-Chairman**  
**E** amosquick@hotmail.com  
**T** (336) 882-8543 x 204



## DISTRICT 4

**Alan W. Duncan, Chairman**  
**E** aduncan@vldlitigation.com  
**T** (336) 645-3320  
**F** (336) 378-5400



## AT LARGE: ALL SCHOOLS

**Dr. Sandra Alexander**  
**E** alexans@gcsnc.com  
**T** (336) 790-4654  
**F** (336) 697-8155



## DISTRICT 5

**Linda Welborn**  
**E** welborl@gcsnc.com  
**T** (336) 601-5440



## AT LARGE: ALL SCHOOLS

**Dr. Nancy R. Routh**  
**E** nrouth@bellsouth.net  
**T** (336) 674-7083  
**F** (336) 674-1245



## DISTRICT 6

**Jeff Belton**  
**E** beltonj@gcsnc.com  
**T** (336) 299-8805