



**2012**  
**ANNUAL**  
**REPORT**  
REACH HIGHER





Dear friends,

With feedback from students, parents, staff and the community, our district set big goals in 2009, asking everyone to do whatever it takes to ensure every child can achieve educational excellence.

The vision for that first Strategic Plan 2009 included combining high academic achievement, a focus on character, service to others and excellence in everything we do. We know that students who master the basics of reading, writing, math and science, as well as demonstrate good character and understand the importance of their role in the world, will be positioned well for success. That is our goal as a district.

Four years later, we are celebrating significant progress. More students are graduating from high school. More students are reading on grade level. More students are on track in mathematics and science. More students are taking International Baccalaureate courses and Advanced Placement exams. More students are discovering their passion through courses in arts, music and drama. More students are completing service-learning activities. More students are walking out the door on graduation day with professional certifications, or dozens of hours of college credit already completed.

# REACH HIGHER

We are on track. We will build on the foundation of the first strategic plan as we move on to Strategic Plan 2016: Achieving Educational Excellence: Personalizing Learning.



Educators, administrators, volunteers and parents are all working together to ensure students are ready for college or a career.

But while we celebrate these successes, we know there is more to do. We want our students to dream of a world where they can do anything they want to do – to be anything they want to be.

Join our students, our staff, our parents, and our community as we REACH HIGHER.

Sincerely,

Maurice "Mo" Green  
Superintendent

# WE ARE **GCS**

## OPERATIONS

124 schools and 337 buildings

11,852,334 square feet of facilities

11,371 telephones

11.6 million meals served annually

605 school buses

41,851 student riders daily

54,070 miles traveled daily

## GCS BUDGET

\$620.7 million operating budget

\$677.5 million total budget (including all funds)

\$38.4 million in state cuts since 2009-10

\$465,000 increase in local funding for operations since 2008-09

\$1.6 million in private contributions and in-kind donations in 2012

\$94.5 million in federal RttT and stimulus funding since 2008-09

81.5 percent of 2012-13 operating budget allocated to instructional staff and purposes

18.5 percent of 2012-13 operating budget allocated to school support and administration

## GUILFORD COUNTY

495,279 residents

\$46,288 median household income

16.2 percent – persons below poverty level

11.9 percent – language other than English spoken at home

32.8 percent – Bachelor's degree or higher

645.70 – land in square miles

8 – water in square miles

11 cities and towns

Brown Summit, Gibsonville, Greensboro, High Point, Jamestown, Oak Ridge, Pleasant Garden, Sedalia, Stokesdale, Summerfield and Whitsett, plus parts of Archdale, Burlington and Kernersville

## EMPLOYMENT

52,199 – Educational, health and social services

29,595 – Manufacturing

29,194 – Retail Trade

22,482 – Arts, Entertainment and Recreation

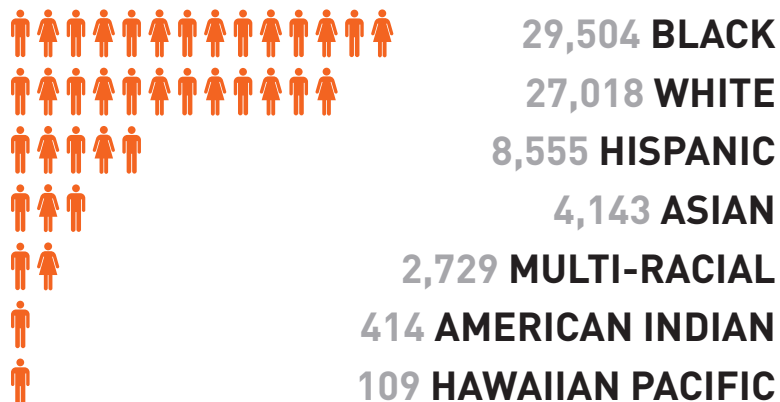
20,795 – Professional and Other Services

10.4 percent – unemployment

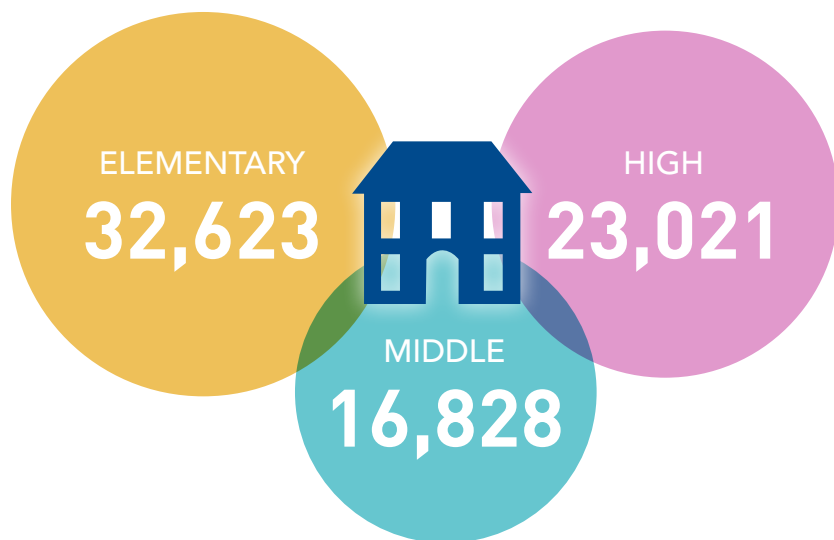
**Sources:** Guilford County Schools (2012), By the Numbers; Guilford County (2012), Fast Facts; Greensboro-High Point-Guilford County Workforce Development Board (2012), Guilford County Labor Market Overview December 2012; US Census Bureau (2011), Fast Facts About Guilford County, N.C.; North Carolina Employment Security Commission, 25 Largest Employers in Guilford County (2012). All figures reflect annual/most current data available unless otherwise noted. (\*As of 20th day of school, 2012)



# GCS BY THE NUMBERS



**TOTAL NUMBER OF STUDENTS: 72,585 K-12 STUDENTS**



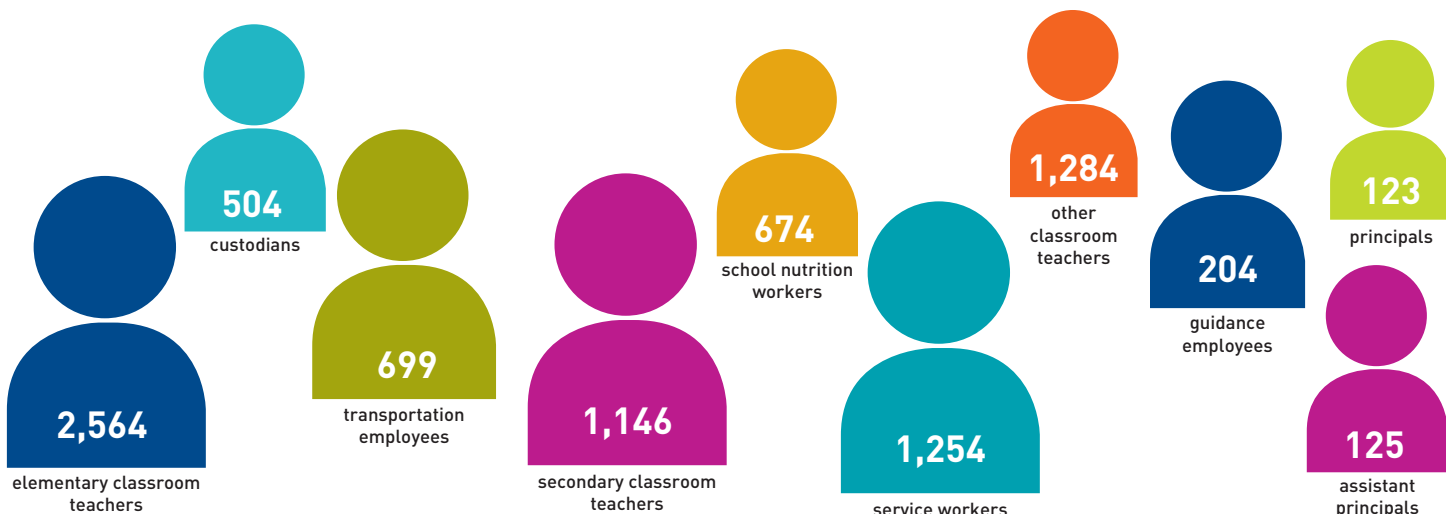
GCS serves a diverse and changing population of students and families from across North Carolina, across the United States and around the globe. We have students from 95 countries, speaking 117 different languages and dialects. More than 10,000 students are in special education classes, and more than 13,000 are considered advanced learners. **Over half our students – 56.58 percent – qualify for free- or reduced-price lunch.**

Whether our students are advanced learners, English as a Second Language students, special education students or children who are new to school, Guilford County Schools educates all students.

Guilford County Schools' enrollment is larger than the population of the city of Gastonia (72,068).

It's almost the same size as the combined populations of these North Carolina cities: Albemarle, Atlantic Beach, Belmont, Davidson, Franklin, Hendersonville, Marion, Robbins and Siler City (72,820).

Every employee, from classroom teachers to bus drivers to carpenters and electricians, has an impact on our students. The backbone of GCS is made up of 10,404 employees, including 9,486 full-time and 918 part-time workers.







# REACH HIGHER IN THE CLASSROOM

Guilford County Schools reached new heights academically in 2012. The district's **84.5 percent graduation rate** marked its highest rate since the current calculation method started. The Class of 2012 received more than **\$139 million in scholarship offers**, another new high. And with **19 Honor Schools of Excellence** and **27 Schools of Distinction**, GCS can celebrate that more than one-third of its schools are represented in the top two state-designated categories. In 2008, only one GCS school was named an Honor School of Excellence, demonstrating a dramatic increase and a source of pride for the district.

# PERSONALIZING LEARNING – \$35 MILLION WAYS

GCS received a \$30 million holiday gift in December, when the district was named just one of 16 winners of the U.S. Department of Education’s Race to the Top-District competition.

The Personalized Achievement, Curriculum and Environment (PACE) Schools Project will create and stimulate student-led learning in the district’s 24 middle schools and reach nearly 17,000 students and almost 1,400 faculty members.

The project is just one way GCS will align resources to meet the overall focus of Strategic Plan 2016: Achieving Educational Excellence: Personalizing Learning. A strategy in the 2012 Strategic Plan outlined that GCS would build a prototype technology school. Thanks to hard work from staff and students, as well as more than \$750,000 in funding from business and community partners, Montlieu Academy of Technology is a reality.

The PACE grant is the largest in GCS history and will be used to purchase tablet technology for every student; offer training and support to students, families, teachers, and principals; and add PACE coordinators at the middle schools to lead this foundational change in teaching and learning.

Student-led learning will be creative and active, with students working daily on tablets equipped with personalized “learning maps” that track each student’s mastery of concepts. Students who need more time to master concepts can take it without pressure to rush, and those ready to dive deeper into topics can choose from enrichment and accelerated-learning activities that interest them.

GCS started 2013 with even more good news, after learning it would receive another \$5.2 million in optional grant funding from the U.S. Department of Education, bringing the total Race to the Top-District grant award to \$35,222,003.



The optional grant awards include \$1,995,065 for Guilford Parent Academy, \$1,656,307 for the African-American Male Achievement Initiative and \$1,570,646 award for a GCS Virtual Public Middle School initially would serve grades six and seven, and then expand to the eighth grade after one year.



# PERSONALIZED LEARNING

Guilford County Schools is already a state and national leader in providing specialized public school choice programs and opportunities that reach beyond what is typically found in most public school systems.

Now personalized learning will continue to expand in line with the Strategic Plan 2016.

The district's many personalized learning opportunities include:

- **53 magnet and choice programs** that allow students to learn within the context of themes or subject areas that interest them. GCS offers magnet school programs in global studies, cultural and performing arts, math/science, foreign language, aviation, agriculture,

health sciences, traditional education, Montessori, technology, college-prep and more.

- High school options, including **nine early and middle college high schools** located on local college campuses that offer students an alternative to the traditional high school setting and an array of academies that allow students to earn college credit and professional certifications on their high school campus.
- **International Baccalaureate (IB)** programs at eight schools and dozens of **Advanced Placement** courses throughout GCS for high-achieving students.
- **Academically Gifted** programs serving more than 14,000 students in every school in the district.
- Montlieu Academy of Technology, which offers **one-to-one access** to **iPad tablets** for all students. Teachers use a variety of educational apps as an additional tool to personalize students' learning.
- Opportunities to take college courses in high school. The class of 2012 passed nearly **2,000 college courses**. Students at the middle or early college high schools can earn up to 60 hours of college credit or an associate degree in four years while completing high school.
- Graduating from high school with an associate degree. Seventeen students who attend The Middle Colleges at GTCC, located on the Greensboro, High Point and Jamestown campuses, completed associate degrees through **Guilford Technical Community College (GTCC)** while also earning a high school diploma. Some of them completed both degrees in four years.

# HIGH-TECH HELP



In the summer of 2011, students and staff at Montlieu Academy of Technology learned that, thanks to significant donations, they would receive iPads and other devices to enhance their ability to teach and learn.

Now, Montlieu is taking pride in an increase of 12.8 percentage points on its End-of-Grade testing. The GCS technology prototype school jumped from 59.3 percent proficient in 2011 to 72.1 percent proficient in 2012

based on preliminary annual test results.

"The iPad isn't what makes Montlieu an extraordinary school," said Principal Ged O'Donnell. "It is just a tool, and a tool is only as good as the person using it. We have great students, and we are fortunate to have outstanding teachers, parents and community members who help us empower our students with excellence every day."

# HIGH EXPECTATIONS

## COMMON CORE STATE STANDARDS

GCS teachers, students and staff made major changes in the classroom in 2012, when North Carolina joined more than 45 states in adopting the Common Core State Standards. The standards replaced the North Carolina Standard Course of Study, which meant new lessons, new classroom materials and new ways to teach English language arts and mathematics.

Common Core means students across the United States are learning a core set of standards in English language arts and mathematics. Until now, students in North Carolina may have focused on learning different skills than students in Massachusetts or California or Wyoming. As states adopt the Common Core State Standards, students across the country will be learning the same skills in the same grades, and will graduate from high school ready to compete on a level playing field.

The new standards emphasize building analytical-thinking skills and applying what students have learned, rather than simply memorizing information. It's taking lessons in math and English language arts and showing students why these lessons are important – how they apply to the real world.

It's been challenging for staff, as they work to create new lessons to match the new standards. In just the past year, K-8 Curriculum staff has spent 117,600 hours writing Common Core units.



### REAL-LIFE LESSONS

In December 2012, students and families from Washington Montessori took math lessons to the grocery store during Math Night at Food Lion. More than 40 students and their families received a worksheet of math problems that could be solved using products in the store and worked together to find the answers. Problems included figuring out how much it would cost to make dinner for the family, which brought relevant math skills to life, while allowing students to practice their math lessons.

“On a scale of one to 10, this was definitely an 11,” said teacher Paulita Musgrave. “Students, families and even staff were solving math problems using products found in the store. What a cool way to learn real-world math!”

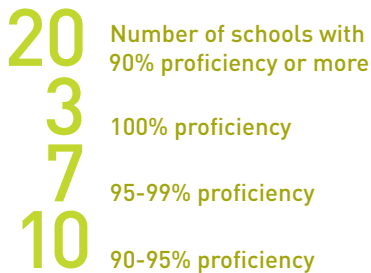
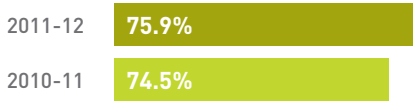























# END-OF-GRADE AND END-OF-COURSE TESTING

EOG and EOC scores rose for GCS in 2011-12:

**GCS Performance Composite**



**HONOR SCHOOLS OF EXCELLENCE**

-  The Academy at Smith
-  Brooks Global Studies
-  Brown Summit Middle
-  The Early College at Guilford
-  Kernodle Middle
-  The Middle College at Bennett
-  The Middle College at GTCC-Greensboro
-  The Middle College at GTCC-High Point
-  The Middle College at GTCC-Jamestown
-  The Middle College at N.C. A&T
-  The Middle College at UNCG
-  Northern High
-  Northwest Middle
-  Northwest High
-  Oak Ridge Elementary
-  Southwest Elementary
-  Stokesdale Elementary
-  Summerfield Elementary
-  Weaver Academy

This year, Guilford County Schools celebrated as 19 of its schools were named Honor Schools of Excellence, the highest status a school can receive through the state of North Carolina. That’s up from just one Honor School of Excellence in 2008.

More than 90 percent of a school’s students must be considered proficient on End-of-Grade or End-of-Course testing for a school to be named an Honor School of Excellence. In addition, a school must make expected or high growth

and must meet all of its Annual Measureable Objectives (AMOs) as determined by the state for demographic subgroups. The AMOs this year replaced the measure of Adequate Yearly Progress that was required under No Child Left Behind.

An additional 27 GCS schools were designated Schools of Distinction, meaning between 80 and 90 percent of students were proficient and the school achieved expected or high growth.



**THE MIDDLE COLLEGE AT N.C. A&T**







achieved 93.8 percent proficiency on state End-of-Course tests this year to become an Honor School of Excellence. The school has gained 61.3 percentage points since the 2006-07 school year, when only 32.5 percent of its students were considered on grade level.

GCS 2012-13 Principal of the Year Eric Hines credits high expectations and the commitment of his students and staff with the turnaround. “I am so proud of The Middle College at N.C. A&T for what we have achieved this year, not only our test scores but also our 100 percent graduation and college acceptance rate,” Hines said. “We believe in these students and their ability to achieve greatness, and they have shown that they can rise to the occasion.”

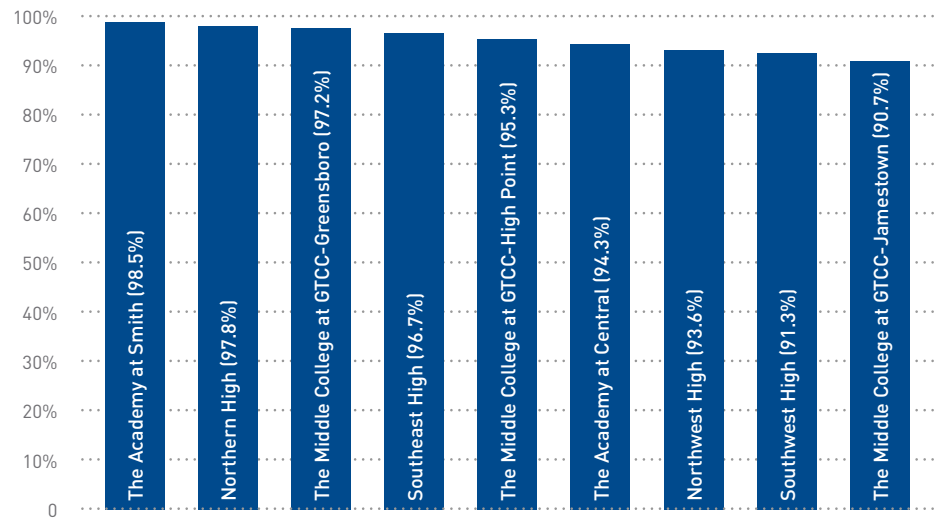


# GRADUATION RATE

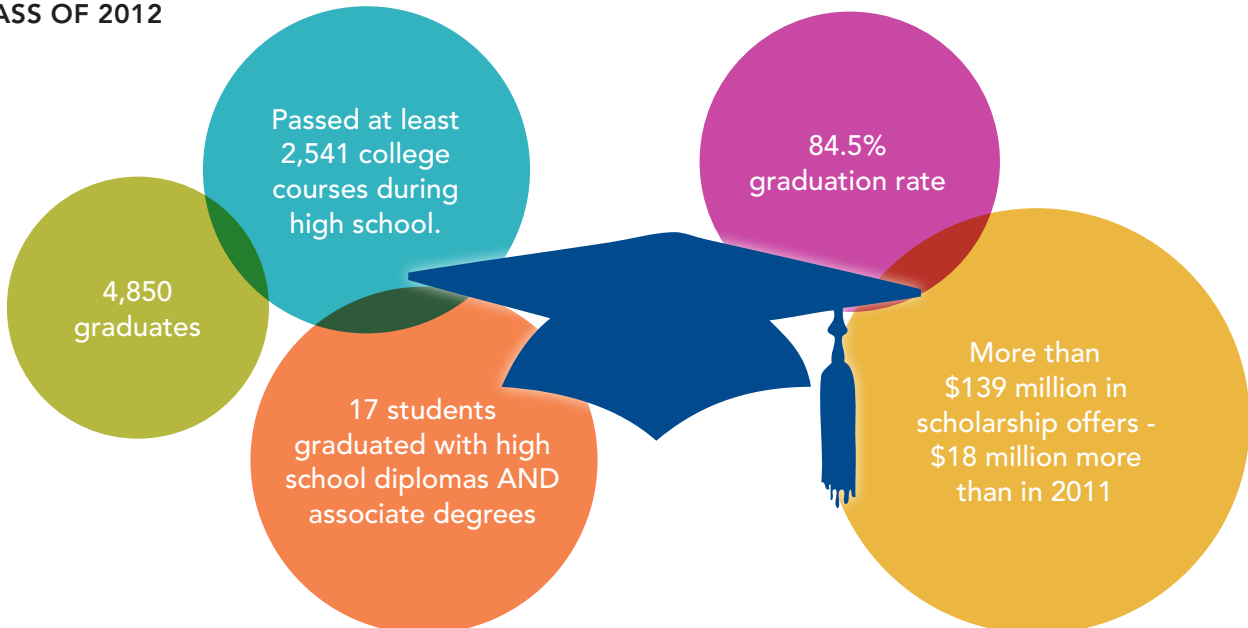
In 2012, six GCS high schools achieved a 100% graduation rate:

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

An additional nine schools, including four traditional schools, had graduation rates over 90 percent:

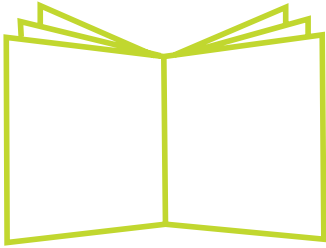


## CLASS OF 2012





# PREPARING FOR COLLEGE



## 2012 SAT Results

A total of 3,404 GCS seniors, or 73.2 percent, took the SAT. That's compared to 68 percent in North Carolina and 52 percent across the U.S.

### 2012 SAT Results

Mean Critical Reading + Math + Writing

**1424**

Mean Critical Reading + Math

**964**

Critical Reading

**476**

Math

**488**

Writing

**460**



## ACT SCORES

For the first time, all juniors in GCS and across North Carolina took the ACT exam in 2012. The ACT is a college admission test that the Department of Public Instruction will use to assess students' college and career readiness. The nearly 5,000 11th-grade students received results that will help them prepare for their

final year of high school, as well as identify their strengths and potential pathways for college and beyond.

In 2012, 746 GCS seniors took the ACT, which predicts student readiness for college-level work in English, reading, mathematics, science and writing. Their average composite score was 20.5 on a scale of 1 to 36.

Nationally, ACT estimates that about 25 percent of test takers are ready for college in all four subjects. GCS students exceeded this percentage in all four subject areas, with ACT estimating that 26 percent of GCS students are college ready in all four subjects.

# ADVANCED PLACEMENT/ INTERNATIONAL BACCALAUREATE

The district continues its emphasis on Advanced Placement (AP) and International Baccalaureate (IB) to challenge students who excel academically.

In 2012, 4,366 students from 21 high schools took 8,462 Advanced Placement exams. Of the 8,462 AP exams taken, more than half (4,578) earned a passing score (3 or better). More than 1,000 students earned an AP Scholar Award.

## COOL TO BE SMART

Cool to Be Smart rewards graduates who challenge themselves during high school by taking tough courses and passing nationally administered exams. To qualify, students must earn a passing score on at least five AP or IB exams. A passing score is three, four or five for AP, and four through seven for IB.



In its 10th year, the GCS Cool to Be Smart program expanded its reach to include students who passed at least five qualifying college courses with a B or above. Students could qualify with a combination of the AP, IB or college courses, and were invited to a special event where they could win Apple iPod Shuffles, iPod Nanos, iPod Touches and iPads, and the grand prize, a 2012 Toyota Prius C.

In August 2012, High Point Central High graduate Daniel Horschler unlocked the door to the brand-new car during the Rice Toyota/Scion Cool to Be Smart event. Horschler passed seven AP exams to qualify.

This year's Cool to Be Smart 580 invitees passed a total of 3,748 AP and IB exams during high school, topping last year's class by 541. They also passed 1,025 qualifying college courses, which included courses in anatomy and physiology, college economics, college philosophy, college theatre and literature and writing. Forty students passed an impressive 10 or more AP exams and 52 students passed 10 or more college courses.



# CELEBRATING EXCELLENCE IN EDUCATION



## TEACHER OF THE YEAR KARYN DICKERSON

A sidewalk lined with cheerleaders, student paparazzi and high school emcees greeted Karyn Dickerson, English teacher at Grimsley High, as she arrived at the 12th annual GCS Celebrating Excellence in Education event. Just a short time later, she was named the 2012-13 Teacher of the Year, winning awards totaling \$1,500 at the event in September 2012, sponsored by Businesses for Excellence in Education.

Dickerson joined GCS through lateral entry after discovering her passion for teaching while helping with middle-school reading remediation. 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.

In November, Dickerson was surprised by a cheering crowd of students as she was named the Regional Teacher of the Year. She is now a finalist for North Carolina Teacher of the Year.

### Other outstanding educators recognized at the event included:

- GCS Principal of the Year - Eric Hines, The Middle College at N.C. A&T
- GCS Rookie Teacher of the Year - Christopher White, Southeast Middle
- GCS Elementary Rookie Teacher of the Year - Tammy Laws, Erwin Montessori
- Rosalyn Tanner-Orr Mentor of the Year - Teresa Fulk, McLeansville Elementary
- GCS ACT Lateral Entry Teacher of the Year - Sandrina Preudhomme, Andrews High
- GCS Arts Education Teacher of the Year - Michaela Hafley, Mendenhall Middle
- GCS Outstanding Secondary Math Teacher - Martha Marshall, Ragsdale High

### MOST-IMPROVED SCHOOLS

The 16 most-improved schools in the district were also honored during the Celebrating Excellence in Education event. Each school received an award of \$9,625 to continue the academic progress of their students. Nine elementary schools, three middle schools, three high schools and one middle college were selected for the awards based on their state ABCs performance composite gain from one year to the next.

### The following schools were recognized:

- Elementary: Claxton Elementary, Colfax Elementary, Falkener Elementary, General Greene Elementary, Jefferson Elementary, Lindley Elementary, McLeansville Elementary, Montlieu Academy of Technology, Wiley Elementary
- Middle School: Mendenhall Middle, Northern Middle, Southern Middle
- High School: Smith High, Southeast High, Western High
- Middle College/Academy: The Middle College at GTCC-High Point







# REACH HIGHER FOR THE STARS

GCS is preparing students for the 21st century – and beyond. Duke University Professor Cathy N. Davidson says, **“By one estimate, 65 percent of children entering grade school this year will end up working in careers that haven’t even been invented yet.”**

That’s why the district is focusing on teaching students how to learn,

and how to follow their dreams. Students create experiments that go to the stars – literally – through the Student Spaceflight Experiments Program; they can attend The STEM Early College at N.C. A&T and take two years of college-level classes in science, math and engineering; students can choose their career path and work toward it with hands-on lessons through magnet programs and Career and Technical Education

classes. Starting in the 2013-14 school year, a **\$30 million Race to the Top-District grant will put tablet computers in every middle schooler’s hands.**

Our mission is to create personalized educational opportunities to reach each student where he or she needs it, so each student can reach higher for his or her own star.

# STUDENT SPACEFLIGHT EXPERIMENTS PROGRAM

Testing a science experiment in outer space is a one-in-a-lifetime opportunity for professional scientists, and it's a reality for GCS students who participated in the Student Spaceflight Experiments Program (SSEP).

Middle and high school students design real science experiments based on NASA's strict requirements, all for the chance to have their experiment selected to fly on space shuttles, commercial rockets and the International Space Station orbiting 250 miles above the earth.

In October 2012, a student experiment from Johnson Street Global Studies was among the first to fly to the International Space Station on a commercial spacecraft, the SpaceX Dragon. The team of 14 student scientists was interested in finding out how long it would take food to spoil in outer space.

In May 2011, a team of nine students from Mendenhall Middle was selected to put an experiment on the final mission of Space Shuttle Endeavour.

The experiment, which tested the effect of gravity on brine shrimp growth, flew alongside professional research projects, including a significant cancer experiment.



Student-designed mission patch artwork has also flown into outer space with the experiments. The patches are certified as having flown in space and returned for display in their respective schools.

The Student Spaceflight Experiments Program is a national science, technology, engineering and math (STEM) program undertaken by the National Center for Earth and Space Science Education in partnership with Nanoracks LLC, which is working with NASA.





# THE STEM EARLY COLLEGE AT A&T

The fall of 2012 marked the opening of the district's ninth early and middle college high school, The STEM Early College at N.C. A&T. As an early college, the new school offers high-achieving students the opportunity to earn college credit and prepare for careers in science, technology, engineering and math during high school. Students choose one of three STEM pathways as an emphasis for their course of study: biomedical sciences, renewable energy or engineering.

Studies have shown that college graduates with STEM-related degrees may earn up to \$1.2 million more during their lifetime than those without a college degree. Students in the STEM Early College will be able to graduate high school with up to 60 hours of college credit. Students take advanced high school classes in grades nine and 10, followed by two years of college classes in grades 11 and 12.

During the State of Our Schools event in January 2013, Superintendent Maurice "Mo" Green announced that GCS met its \$1 million fundraising goal for The STEM Early College at N.C. A&T, thanks to support from the business community.



## WHAT IS AN EARLY COLLEGE?

Early colleges are public high schools that provide an intensive college-prep option for students who are highly successful. Students may apply through the district's magnet and choice schools application process each winter.

# CAREER AND TECHNICAL EDUCATION

Guilford County Schools is committed to preparing students for both the colleges and careers of their choice by offering a variety of Career and Technical Education (CTE) courses. These classes, traditionally known as vocational subjects, provide hands-on career training for fields such as culinary arts, automotive technology, information technology, engineering, architecture, nursing, agriculture, construction and advanced manufacturing.

GCS has more than 300 CTE teachers, and high schools have a Career Development Coordinator to help support the school-to-career connection. Special Populations Coordinators provide support services for qualifying students needing special assistance or intervention to succeed in CTE courses.

GCS students who choose to pursue a career concentration in addition to their regular high school studies are more likely to graduate on time. In 2012, 95.1 percent of GCS CTE completers graduated within four years, more than 11 percent higher than the overall GCS graduation rate of 84.5 percent. In 2011-12, GCS students earned 3,190 certifications, which means these students can enter the workforce with industry-recognized credentials.

## Guilford County Schools Certifications Earned By Students for School Year 2011-12

Certification Name	No. Earned
ASE Brakes	2
ASK Institute	1
CETa	1
CISCO CNNA	1
CPR Certificate	207
Gaming Development Fundamentals	1
Microsoft Access 2010	7
Microsoft Excel 2010	17
Microsoft Outlook 2010	4
Microsoft PowerPoint 2010	538
Microsoft Word 2010	357
NC Lead Teacher Certificate	108
NCCER Core	100
Networking Fundamentals	4
NIMS	13
Nurse Aide	245
OSHA Safety	20
Security Fundamentals	7
ServSafe	17
Software Development Fundamentals	1
Windows Operating System Fundamentals	8
Windows Server Administration	3
WorkKeys Gold	173
WorkKeys Silver	822
WorkKeys Bronze	533
<b>Total Certifications Earned</b>	<b>3190</b>

### CTE CAREER CLUSTERS

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business Management and Administration
- Finance
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics (STEM)
- Transportation, Distribution and Logistics

### CTE STUDENT ORGANIZATIONS

- FBLA - Future Business Leaders of America
- FCCLA - Family, Career and Community Leaders of America
- FFA - Future Farmers of America
- DECA - Distributive Education Clubs of America
- HOSA - Health Occupations Students of America
- SKILLS USA - Skills USA
- TSA - Technology Student Association



## COLLEGE TECH PREP

College Tech Prep is a specialized course of study that provides the educational foundation for high school students to pursue a particular career goal. Students in the program complete sequences of required courses in math, science, English and a Career and Technical Education concentration.

College Tech Prep prepares students to enter technical careers after completing two or four years of college studies. College Tech Prep completers meet course requirements that allow them to enroll in either a four-year college or university, a two-year community college or an adult apprenticeship program. More than 2,573 graduates, or 51.3 percent, completed the College Tech Prep program in 2012.

# DUDLEY STUDENTS BUILD ALTERNATIVE FUEL VEHICLES

If you're looking for the future of green automotive technology, look no further than the auto shop at Dudley High, where students are building electric cars from the ground up. What started as an afterschool extracurricular activity is now a Career and Technical Education class that prepares students for careers designing and building alternative fuel vehicles.



In January 2012, Dudley students became the first in the nation to take the Light Electric Vehicle Association (LEVA) level 1 technician course. The course teaches the skills needed to obtain an industry-recognized certification in the maintenance and repair of batteries and light electric vehicles. More electric vehicles are hitting the road each year, but the automotive industry is having a difficult time finding qualified technicians to repair and maintain electric vehicles. The course at Dudley gives GCS students a step up in finding automotive jobs after they graduate from high school.

In October 2012, Dudley participated in Greensboro Odyssey. The event gave members of the public the opportunity to see and talk about some of the latest developments in alternative fuel vehicles. Dudley's electric vehicles were on display alongside the Volt, Leaf, Prius and Focus, and a variety of motorcycles, scooters, electric bicycles, converted electric cars, hybrid buses and homebuilt experimental vehicles.

Dudley students have also entered their alternative fuel vehicles in competitions such as the Shell Eco-Marathon and the SMARTT Challenge. At the Shell Eco-Marathon, a competition to build a vehicle that will drive the farthest distance using the least energy, Dudley successfully competed against highly funded schools and universities with only \$150 and a vehicle made entirely from scrap materials and donations. For the SMARTT Challenge, Dudley students converted a Mazda pickup truck and a Mitsubishi sport utility vehicle from gas to electric.







# REACH HIGHER IN THE COMMUNITY

“INTELLIGENCE PLUS CHARACTER – THAT IS THE GOAL OF TRUE EDUCATION.” - DR. MARTIN LUTHER KING, JR.

Intelligence plus character was a driving force in the 2012 Strategic Plan, and the focus continues in Strategic Plan 2016.

GCS knows today's young people must be citizens of the world, as well as leaders in their own communities. The district focuses on educating the whole child, which is more important than just teaching students how to bubble-

in answers on a test form. We want our students to be an active part of their world, to know they can have an impact on their own future, as well as the future of their community.

But we can't do it alone. Students do better in school and in life when parents, families and community members are actively involved in their education. Parents need help

understanding lessons, so they can support students at home. Business and community leaders need help understanding the link between each student success story and the benefit to Guilford County and beyond.

When we work together, we can ensure our students reach higher in the community.

# LEARNING TO LEAD

## CHARACTER COUNTS

Character development was a big piece of the Strategic Plan 2012, and continues in Strategic Plan 2016 with three fundamental elements: character education, civic education, and service-learning.

Character education includes ensuring examples of good character are integrated into instruction, as well as school-related activities, including sports, the arts and student organizations. From courage to integrity, kindness to respect, students focus on a character trait each month. They discuss the character trait in the classroom and do activities tied to that trait.

Parents are encouraged to discuss the traits with students at home to reinforce the importance of showing good character.

August/September  
**Responsibility**

October  
**Respect**

November/December  
**Kindness**

January/February  
**Courage**

March  
**Integrity**

April  
**Self-Discipline**

May/June  
**Perseverance**

## A NATIONAL MODEL

In February 2013, GCS was named the 2013 North Carolina District of Character by the Social Studies Division of the North Carolina Department of Public Instruction. Later that month, the district learned it was one of just 35 finalists to be named the National District of Character.

The National Schools of Character Program is administered by the Character Education Partnership (CEP) in Washington, D.C. GCS will be eligible for the national award for three years.

In November 2012, five GCS schools received the CEP's Promising Practice Award, which showcases innovative best practices in character education. Southern High, Weaver Academy, Vandalia Elementary, Oak Hill Elementary and Jefferson Elementary earned five of the 297 awards that were given to individual schools, districts and organizations from across the U.S., as well as from Brazil, Canada, Hong Kong and Mexico. Winning practices included unique anti-bullying programs, successful integration of academics and character, self-motivation and goal-setting strategies, service-learning activities, and community outreach.



# LEARNING TO LEAD

## CIVIC ENGAGEMENT

GCS' focus on civic engagement includes lessons that give students the knowledge, skills, virtues and confidence to actively participate in democratic life.

Students learn how government, businesses, community groups, and nonprofits work together to create strong communities, as well as that both individual and group participation is important to our communities and to sustaining our democratic way of life.

In March 2012, students from Sumner Elementary turned a reading program and plan to create a school garden into a lesson in civic education.

Students read a book about the gardens at the White House and decided to plant their own garden at their school. Their teachers encouraged them to write to First Lady Michelle Obama for advice on planting a garden. In

response, the First Lady invited five students, three teachers and the principal to participate in the spring planting of the White House Kitchen Garden.



The students joined the First Lady, the White House chefs and representatives from the National Park Service in planting broccoli, onions, beans, kale and many other vegetables. They learned about eating healthy and got a few gardening tips to share with their classmates when they returned.

Hilltop Farms, an organic farm in Willow Springs, N.C., donated 72 plants to assist Sumner with starting its own garden and reaching its goal of healthy living. Later in the spring, the First Lady surprised Sumner by sending a box full of vegetables harvested from the White House garden. Just as the students saw the seedlings they planted at the White House grow into hardy vegetables, they also learned that even the smallest of ideas – a plan for a garden – can become something much bigger.

**“THIS COUNTRY  
WILL NOT BE A GOOD  
PLACE FOR ANY OF US  
TO LIVE IN UNLESS WE  
MAKE IT A GOOD PLACE FOR  
ALL OF US TO LIVE IN.”**

PRESIDENT  
THEODORE ROOSEVELT





# LEARNING TO LEAD

## SERVICE-LEARNING

Service-learning intentionally links teaching and learning to meaningful action in the community.

### GCS STAFF GIVES BACK

In July 2012, GCS principals and administrators thanked the community for its support by participating in service-learning projects across Guilford County. About 200 employees worked at 16 sites, including the Guilford County Animal Shelter, Oka T. Hester Park and The Teacher Supply Warehouse. The projects were part of the district's annual Principal Leadership Institute. This was the first time the event included a service-learning component.



This initiative kicked off in 2010 when GCS staff and students volunteered thousands of hours to build a Habitat for Humanity house from the ground up for a GCS family. Since that time, students in all grades have embraced the program, proving that service-learning is more than just a buzz word.

Touted as a national leader in incorporating service learning into its curriculum, the district's students and staff have been featured in several national publications and conferences, including the annual conference for the National Youth Leadership Council.

In just two years, high school students completed more than 200,500 hours of service to our schools and community, which has an economic impact of more than \$3.5 million.

To recognize seniors' dedication to service, students who complete 250 service hours during the course of their high school years are awarded a service-learning diploma. Additionally, at graduation, these students are distinguished by wearing a service-learning cord. Graduates earn a service-learning exemplary award for completing 100 hours of service.

Approximately 531 seniors from the Class of 2012 earned the district's first service-learning diploma. In addition, 354 graduates earned the service-learning exemplary award.



Thanks to the generosity of Businesses for Excellence in Education, GCS recognized these students at its first Cool to Serve event in June. Students who earned the diploma tried their luck at unlocking the door to a brand-new 2012 Honda Civic LX from Vann York Auto Group. Sarah Aboeid, a Grimsley High graduate, had the winning key.

Sarah earned 180 service-learning hours by tutoring elementary students at Brooks Global Studies and volunteering at local day care facilities. Another 354 students earned the exemplary award and had a chance to win prizes such as iPads and iPods.



# SUPPORTING OUR SCHOOLS

## VOLUNTEER COMMITMENT

It's an important balance: GCS students spend time serving the community, while thousands of parent and community volunteers give their time in our schools.

Actively engaged parents and community members boost student success, as well as boosting support for public schools.

In 2011-12, **15,765** volunteers logged an amazing **410,513** hours of service. They served as mentors, lunch buddies, answered phones, painted classrooms and media centers, raked leaves and planted flowers. Their time is priceless, but at the national average hourly rate of \$21.79, their service totals **\$8,945,078.27**.

Think of it this way: if we divide the hours by 24 hours in a day, that equals 17,104 days of volunteer service, or nearly 47 years' worth of time helping our schools and 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, including high unemployment and lower spending, our community contributed \$1,648,653.08 in cash and other donations to the district. More than 1,335 local businesses and organizations also partnered with GCS, providing volunteers, mentors, supplies, programs and more to our students, staff and parents.

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## 96 YEARS YOUNG

In January, students and staff from the Meredith Leigh Haynes-Bennie Inman Education Center celebrated long-time volunteer Thurman Haynes' 96th birthday with a surprise party, cake and punch. Haynes is the oldest volunteer in Guilford County Schools and has been working with these special students every day for the past three years.

"These kids can teach you a lot if you just pay attention to them," he said. "Many of them can't talk, but they can really tell you a lot if you just listen to them."

Haynes-Inman Education Center serves students with severe to profound cognitive and/or physical disabilities. There are about 100 students in the school, ranging in age from preschool to age 22. The school is important to him because it is named after his granddaughter, Meredith Leigh Haynes. His daughter, Meredith's mother, also works in the school as the front-office receptionist.



# SUPPORTING OUR SCHOOLS

## THE POWER OF PARTNERSHIPS

More than 1,335 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 137 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, including high unemployment and lower spending, our community contributed

**\$1,648,653.08**

in cash and other donations to the district in 2012.

Highlights of that support over the past few years includes:

- Meeting a \$1 million fundraising goal led by local businesses to fund the STEM Early College at North Carolina A&T

- A \$1 million donation from The Ellison Foundation to support the new magnet middle school with a curriculum focused on academics and college preparation, called Allen Jay Middle School: A Preparatory Academy
- More than \$750,000 in funding to from Businesses for Excellence in Education, the Bryan Foundation, the Millis Fund of the High Point Community Foundation and High Point University to fund Montlieu Elementary's transformation into an Academy of Technology.



### PITCHING A PARTNERSHIP

Since 2002, President and General Manager Donald Moore and the Greensboro Grasshoppers have opened their ballpark to GCS, hosting elementary students for an annual School Day. During the last four years, they added an additional School Day, which has given more than 19,000 second-graders and 12,500 sixth-graders the opportunity to attend a minor league baseball game at NewBridge Bank Park. For many students, the trip to the ballpark is their first time watching a live professional sporting event.

The last two years, the Grasshoppers also donated lunches and tickets to more than 4,000 students in Title I schools to attend the ACC Baseball Championship held at the team's home field. The Greensboro Grasshoppers' steadfast support continues to have a positive impact on GCS students and the community.



# REACHING NEW READERS: THREE MILLION BOOKS

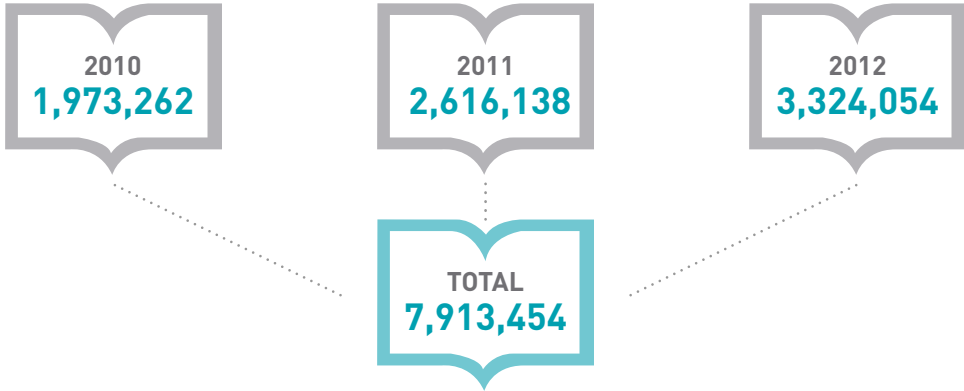
For three years in a row, GCS students picked up books and met an extraordinary challenge from Superintendent Green. In 2010, the superintendent announced the launch of a district-wide literacy campaign called “One Million Books.” He encouraged students to read a million books by the end of 2010. Students heard the challenge and met it – almost doubling his number by reading 1.9 million books.

In 2011, Superintendent Green upped the stakes, challenging students to read two million books. Again, students rose to the occasion and surpassed the challenge by reading more than 2.6 million books.

In 2012, the superintendent raised the bar with a seemingly-impossible challenge: read three million books in just 12 months. On January 31, 2013, GCS announced the results of the challenge when students unveiled their final 2012 total – an impressive 3,324,054 books.

Over the past three years, GCS students have read a total of nearly 8 million books – more than 109 books per student over the three years. But students didn’t do it all on their own. Local TV station WFMY partnered with GCS and created the Read 2 Succeed program. Every week, anchors from The Good Morning Show visited schools, encouraging students to read by hosting a fun and interactive assembly. The station also worked with local music group Big Bang Boom to create a music video with the help of students in the Afterschool Care Enrichment Services (ACES) program at Irving Park Elementary.

Principals also went to great heights to help students reach the three million books goal. Principal Kris Vecchione and other staff from Guilford Elementary dressed as their favorite book characters and spent an entire day on the school roof, reading to their students. The event was a reward for students who reached their grade-level reading goals.



# REACHING OUT TO PARENTS

New math and old math. Common Core. Preparing for college. Getting ready for kindergarten. Managing a busy schedule.

Parents have so much to do, between putting food on the table, paying rent or a mortgage and raising great kids. Everyone could use some help, and that's where Guilford Parent Academy (GPA) comes in. In 2012, GPA continued its mission to empower families, giving parents the resources they need to help their children achieve success in the classroom and beyond. Since its launch in 2011, GPA has served more than 20,000 parents through 434 workshops, classes and family events.



## FAMILY FUN DAY AT CAMP WEAVER

- May 2012
- 5,000 people attended, participating in free activities including swimming, canoeing, horseback riding and climbing
- 900 percent increase in attendance from the 2011 family event
- Next Family Fun Day will be May 18, 2013

## SUPPORTING FAMILIES, STUDENTS AND STAFF

- Continuing partnership with Houghton Mifflin Harcourt
  - GCS one of only two districts in the nation to provide this digital academic content for free
  - Close to 5,000 people have registered for access
- 24/7 access to Connect with Kids WebSource
  - Online access to hundreds of videos, lesson plans, discussion questions and parent viewing guides
  - Resources are in addition to the free Connect with Kids and Active Parenting videos already on the Parent Academy website.

## COMMUNITY PARTNERS MAKING A DIFFERENCE

- 12 schools received \$1,000 health and well-being mini-grants from Cone Health Foundation to target health-related issues from childhood obesity to caregiver burnout.
- Four middle schools received \$1,100 DanPaul Foundation College & Career Awareness mini-grants to fund a series of workshops for parents and students focusing on career and college readiness.
- Parent Academy On the Go presented on-site employee workshops at businesses during lunch hours and breaks. Partners included Polo Ralph Lauren, Lincoln Financial, TIMCO, Tanger Outlets and Replacements Limited.

# REACHING OUT TO SEE HOW GCS IS DOING

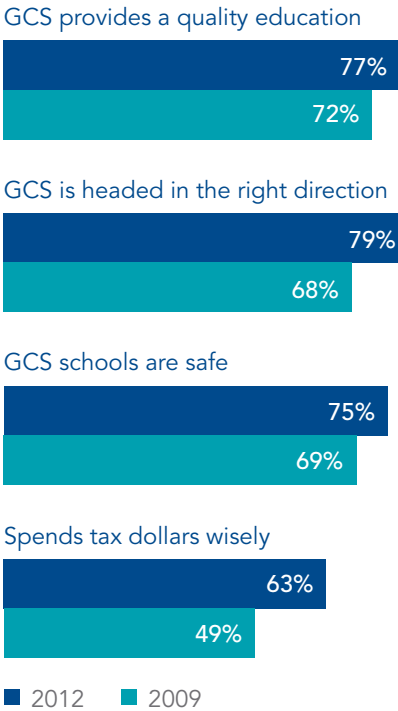
It's important to know what our parents and community think about GCS as we work to achieve educational excellence. It's also another way we learn what issues are most important to our families and community. We use this information to determine how to align resources and whether we are succeeding in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

GCS has conducted two statistically valid telephone polls each year for the past three 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 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 2012.

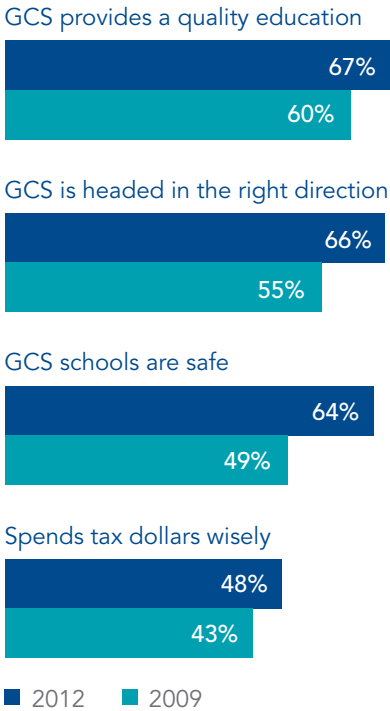
**PARENT RESULTS**

Percentage of respondents who agree or strongly agree:



**COMMUNITY RESULTS**

Percentage of respondents who agree or strongly agree:







# REACH HIGHER FOR THE FUTURE

Guilford County Schools has built a strong foundation for our students' future, thanks to improved test scores, a new Common Core curriculum, better technology and opportunities for personalized instruction.

Now we will build on that foundation with higher expectations for our students and employees, as well as support from the business community and our parents, volunteers and partners. If we roll up our sleeves and work together, we can ensure our students **reach higher for the future.**

# PLANNING FOR THE **FUTURE**

## STRATEGIC PLAN 2012

In January 2013, Superintendent Maurice “Mo” Green closed out Strategic Plan 2012 and launched Strategic Plan 2016: Achieving Educational Excellence: Personalizing Learning.

Strategic Plan 2012 was launched in January 2009, and was updated annually. In 2012, the plan included 57 goals (including 21 academic goals and 36 non-academic goals) and 98 strategies. The goals and strategies were designed to help the district achieve excellence in all areas, including academics, character development and operations.

Of the 98 strategies included in Strategic Plan 2012, 82 (84%) are complete, 15 (15%) were put on hold due to budget and 1 (1%) was put on hold due to a non-budget reason.



### IMPROVING ACADEMIC ACHIEVEMENT

**31 strategies:** 26 completed, 5 on hold due to budget



### SUPPORTIVE FAMILY & COMMUNITY INVOLVEMENT

**20 strategies:** 19 completed, 1 on hold due to non-budget reasons



### STRATEGIC HUMAN RESOURCE MANAGEMENT

**9 strategies:** 8 completed, 1 on hold due to budget



### RESPECTFUL AND RESPONSIVE SERVICE

**8 strategies:** 6 completed, 2 on hold due to budget



### SAFE SCHOOLS & CHARACTER DEVELOPMENT

**10 strategies:** 8 completed, 2 on hold due to budget



### OPTIMAL OPERATIONS

**9 strategies:** 8 completed, 1 on hold due to budget



### TRANSFORMATIONAL TECHNOLOGY

**9 strategies:** 6 completed, 3 on hold due to budget



### CLEAR BASELINE & EQUITABLE STANDARDS

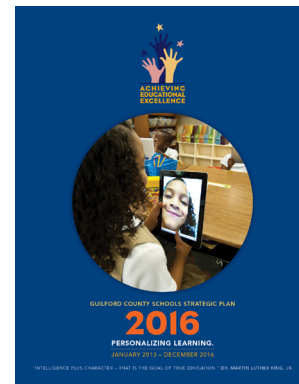
**2 strategies:** 1 completed, 1 on hold due to budget

# PLANNING FOR THE FUTURE

## STRATEGIC PLAN 2012

Strategies launched from the 2012 plan include:

- \* Advantage Model Middle School approved and will open Fall 2013
- \* Baseline Standards for Facilities
- \* Character Development (character, civics, service learning – including diplomas/awards)
- \* Energy Wise
- \* Expansion of Positive Behavior Interventions and Supports
- \* Increased Graduation Rate
- \* Launched Guilford Parent Academy
- \* Increased number of Honor Schools of Excellence and Schools of Distinction
- \* District-wide Implementation of DIBELS To Support Literacy
- \* Low-Performing School Strategies (Priority One schools, State Improvement Grants, Montlieu)
- \* MWBE Participation Increase
- \* One-Two-Three Million Books
- \* Parent Assistant
- \* Promotion of K-12 Literacy
- \* Regionalization and Creation of the Enrichment Region
- \* Respectful and Responsive Service
- \* STEM High School Options (UNCG and N.C. A&T)
- \* Summer Arts Institute
- \* Technology Prototype School at Montlieu
- \* Ten-Year Enrollment Projections and Capacity Needs



The superintendent launched Strategic Plan 2016 in January 2013.

The plan was created after input from hundreds of students, parents, staff and members of the community, including more than 35 focus groups and more than 50 meetings with internal and external groups. The new plan is a continuation of the 2012 plan, building on its successes and reaching higher for excellence. It includes four areas: Personalized Learning, Character, Service and Safety, Parent and Family Engagement, and Educator and Organizational Excellence.





# PLANNING FACILITIES

In 2008, Guilford County voters approved \$457 million in school construction bonds. By January 2012, GCS had completed a total of 44 projects from the 2008 school bonds, including the replacement for Eastern High School, the new Haynes-Inman Education Center and Jamestown Middle School. The vast majority of those 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.

## 2008 School Construction Bonds – Spending Through 2012

Construction Contracts

**\$245,473,932**

Design Contracts

**\$20,408,805**

Total

**\$265,882,737**



## 2012 CONSTRUCTION PROJECTS:

12 PROJECTS COMPLETED
Allen Middle
Dudley High English building and athletics facilities
Grimsley High gym, athletics facilities and track
McLeansville Elementary
Northwest Middle
Northwest High athletics facilities
Ragsdale High
Southeast High
Southwest High

SIGNIFICANT PROGRESS
Grimsley High cafeteria
Mclver project at Ragsdale and Hairston-Falkener campuses

Construction crews also transformed the former Laughlin Primary School into Laughlin Professional Development Center, providing a larger and more equipped space for training teachers and staff. In addition, the district opened its second early college, The STEM Early College at N.C. A&T, increasing our facility space to a total of 11,852,334 square feet. In February 2013, students and staff moved into the new Ronald E. McNair Elementary School, after construction issues delayed its opening.

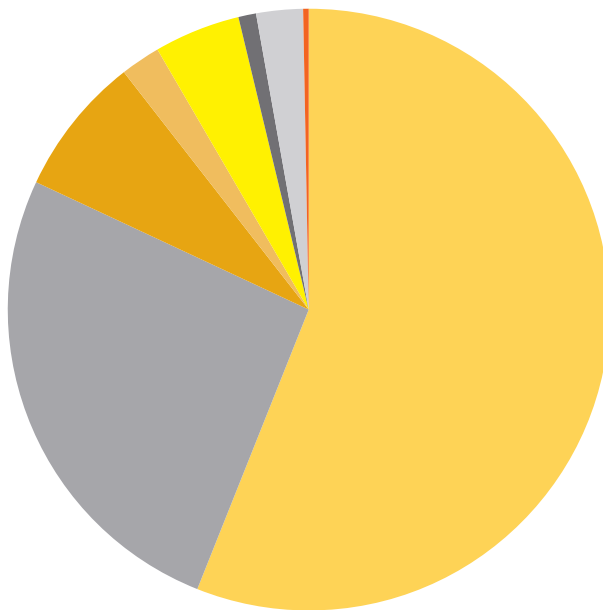
While students and staff enjoy these new, modern facilities, there are still many schools in need of updates. Some buildings across GCS are generations old, and many need major repairs and renovations to make them technologically ready for our 21st-century students.

These are challenging times for GCS. The district has seen \$38.4 million in state cuts since 2009-10. And while GCS has added more than 2.3 million square feet of building space since 2003, the capital outlay budget has dropped in that time, from a high of \$11,514,935 in the 2004-05 school year to \$2,000,000 for the 2012-13 school year. Those much-needed dollars provide basic maintenance to school facilities, including repairing and replacing leaking roofs and HVAC systems. Capital outlay dollars are essential to the upkeep of our aging facilities.



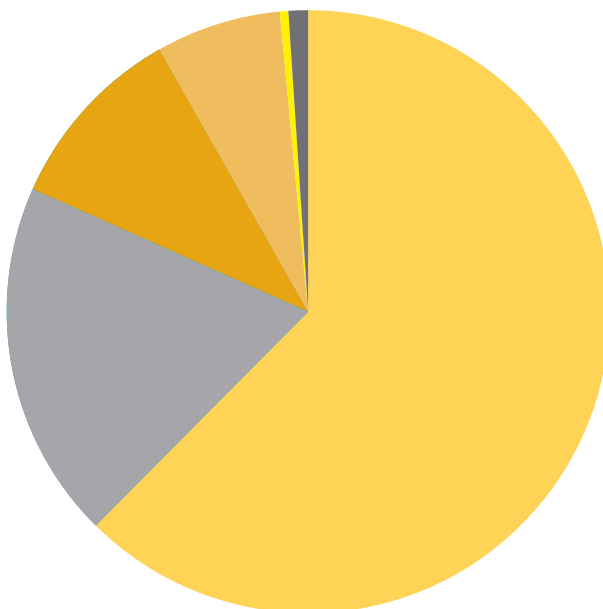
# GCS BUDGET

## REVENUES/SOURCES



- State \$ 379,670,314
- County Appropriation 175,630,398
- Federal 50,895,697
- Other Local 14,531,051
- School Food Service 31,365,800
- ACES 6,432,280
- Local Special Revenue 17,004,577
- Capital Outlay 2,000,000
- Total \$ 677,530,117**

## EXPENDITURES/USES



- Salaries \$ 423,079,111
- Employee Benefits 130,267,614
- Purchased Services 68,528,902
- Supplies & Materials 45,489,905
- Capital Outlay 3,064,481
- Transfers 7,100,104
- Total \$ 677,530,117**

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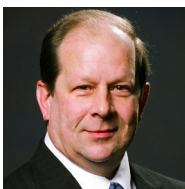
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