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WAKE COUNTY
PUBLIC SCHOOL SYSTEM

**YEAR 3 MAGNET SCHOOLS ASSISTANCE PROGRAM
ANNUAL PROGRESS REPORT**

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Year 3 Magnet Schools Assistance Program Annual Progress Report

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OVERVIEW

The following report is the required Annual Progress Report for grant year 2009-2010 as submitted to the Department of Education's Office of Innovation and Improvement. It provides a status report on implementation and outcomes of the grant program as of November, 2010.

The Magnet Schools Assistance Program is a federal grant initiative designed to reduce or eliminate minority group isolation in primary, middle, and secondary schools where minority group students comprise a substantial population. The awarded funds are distributed to school districts with the goal of developing and implementing systemic reforms and programs that challenge and enrich students. Districts receiving the grant are required to submit annual progress reports, as well as a summative report at the conclusion of the grant period. Continuation of grant funds is predicated on a district's progress toward stated goals and objectives.

The 2007-2010 MSAP grant was awarded to Wake County Public Schools by the U.S. Department of Education in the amount of \$8,320,469 in order to support revised magnet themes at three WCPSS schools: Southeast Raleigh Magnet High School for Leadership & Technology, Garner Magnet High School (GMHS), and East Garner Magnet Middle School (EGMMS) for International Baccalaureate programmes.

The leadership and technology theme at Southeast Raleigh is embodied by the school's partnership with the New Tech foundation (an organization dedicated to revising educational models for the 21st century through technology and collaboration), its implementation of a leadership curriculum, use of modern technology in art, broadcasting, music, and core classes, and development of leadership and technology-focused clubs.

The themes at Garner High and East Garner Middle are associated with the International Baccalaureate (IB) Programme, which focuses on instruction in eight core areas (Language A, Language B, Physical Education, Sciences, Arts, Mathematics, Technology, and Humanities) through five areas of interaction: approaches to learning, community and service, human ingenuity, environment, and health and social education. The IB Middle Years Programme at EGMMS is a whole-school program, in which all students and teachers participate. At GMHS, the IB Middle Years and Diploma Programmes are limited to students who apply and are admitted. The primary focus is on enhancing GMHS arts and foreign language offerings to incorporate multicultural themes into arts instruction.



Introduction

Efforts towards fidelity and high level implementation

The three MSAP schools; East Garner International Baccalaureate Magnet Middle School (EGMMS), Garner International Baccalaureate Magnet High School (GMHS), and Southeast Raleigh Leadership and Technology Magnet High School (SRMHS) have shown progress on MSAP performance measures during the 3rd year of the grant. This summary offers highlights of the project's goals and the extent to which the Year 3 outcomes and performance measures were met. The approved MSAP grant requires that data on 17 performance measures (PM) be collected in each project year. Of the 17, one PM (5.1) can not be adequately measured until three years after federal funds are ended. Of the 16 remaining, six belong to the "Desegregation and Choice" category, two belong to "Building Capacity," and eight (seven for EGMMS) belong to "Academic Achievement of Students."

The "Desegregation and Choice" category primarily refers to the goal of grant-funded schools to reduce or eliminate minority group isolation (MGI) through recruitment and application policies. Of the six performance measures in this category, SRMHS attained three, GMHS attained two, and EGMMS attained five. At both SRMHS and EGMMS, the Year 3 applicant pool was such that, in relation to the current composition of the school, MGI should be reduced in 2010-2011. This did not occur in previous grant years. SRMHS and EGMMS also increased their applicant pool size from Year 2, while GMHS dropped slightly. In the past, applicants to GMHS have had difficulty being accepted due to seat availability, which may have discouraged some applications.

The "Building Capacity" category refers to the training received by faculty and its application in the classroom. Both measureable objectives were set high, at 95%; all three schools attained one target. Nearly all teachers at each school are highly qualified (above target). While all three schools increased the percentage of teachers using content and strategies learned from grant-funded professional development (PD) since year 2, the percentage attained was slightly below target.

The "Academic Achievement" category contains eight objectives (seven for EGMMS). EGMMS attained four objectives, and of the high school objectives, SRMHS attained three and GMHS attained four. All schools showed that a high percentage of faculty are aware of and are implementing aspects of the grant. Also, new units are being written and implemented in accordance with grant themes (SHRMS far exceeded this target).

To maintain a closer check on the implementation of grant-funded programs and initiatives at the schools, a series of benchmarks was instituted for each school. The benchmarks were created by teams at each school consisting of the MSAP evaluator, recruiter, program director, and school faculty and administrators. Of the benchmarks measured as of the end of grant year 3, all schools were performing well with respect to benchmark attainment, with only one not yet obtained.

The following reflects a summary of initiatives implemented during Year 3 at each MSAP school:

Year 3 Implementation

East Garner International Baccalaureate Middle School (EGMMS):

- This past year, time was invested by the school and community on the third annual school-wide interdisciplinary unit targeting learning about Afghanistan.
- Under the tutelage of MSAP sponsored consultants, Middle Years Programme (MYP) International Baccalaureate (IB) teachers developed and implemented a Year 3 Student Learning Community Project, enabling the students to be prepared for their final Year 5 Personal Project.
- After-school tutoring was provided to 196 students during seven months of the school year. Tutoring targeted IB core subject matter.
- Artists in Residence for Year 3 included Ian Finley and the Burning Coal Theater. Students in Fine Arts classes participated in quarterly/semester concerts and art exhibits. Visits to various North Carolina colleges exposed students to opportunities available through post-secondary education.
- Throughout the year, EGMMS staff participated in eight staff development opportunities. Training

- opportunities have targeted IB staff development, 21st century technology training, curriculum development, or IB enhancement programs. This has resulted in creating a more uniform system of delivering IB instruction throughout the school and stronger curricula development.
- Staff and students were acknowledged for their MSAP progress when they were selected as a Magnet Schools of America School of Distinction.

Garner Magnet International Baccalaureate High School (GMHS):

- Examples of long-term sustainability efforts included the expansion of partnerships within the school, and with their MYP middle school (EGMMS), the magnet office, and the community. Through the use of locally funded Language B teachers, GMHS was able to move towards a whole school MYP in Years 4 and 5. This past year GMHS implemented whole school instruction for Year 4 students and developed plans to complete whole school MYP instruction with year 5 students during the 2010-2011 school year.
- All Year 4 and 5 teachers are expected to teach using MYP philosophies and subject area guides, while integrating the programs' fundamental concepts, the IB learner profile, and the aims and objectives thereof. However, providing opportunities to all students has been a challenge due to block scheduling constraints.
- Efforts to ensure long-term sustainability of MSAP objectives led to increased vertical alignment efforts within the MYP shared between EGMMS and GMHS. This resulted in shared staff development activities, and an increase in Year 4 and 5 teachers attending MSAP sponsored staff development. Evidence shows that there is an increase in the use of 21st century instructional tools.
- Students benefited from expanded art course offerings, artists in residence, field trips, performances, and guest speakers. In all, 14 cultural arts events were provided to students; 65% of students participated in after school tutoring, and 43 students took advantage of the expanded Summer Visual Arts camps. These activities were provided at no cost to students.
- The school was selected as a Magnet Schools of America School of Excellence.

Southeast Raleigh Leadership & Technology Magnet High School (SRMHS):

- Much of Year 3 was spent partnering with MSAP staff, magnet staff, consultants and key school stakeholders assessing the current magnet program and developing a framework for sustainable delivery of the leadership and technology magnet theme school-wide.
- Through the development of benchmarks, the school developed needed structures and processes to better incorporate MSAP objectives.
- Much effort was dedicated to strengthen the implementation of the New Tech Network Project Based Learning component, including the establishment of a New Tech Professional Learning Team, continued work with the New Tech coach and consultant, and implementation of the third and final retrofitting component of the New Tech Project Based Learning classrooms.
- Additional staff development was provided to target the New Tech component including sending an assistant principal to New Tech Network Spring Leadership training, and sending eight New Tech Teachers and the Principal to observe two New Tech schools in Texas. A total of 108 students participated in the New Tech program; 46 ninth graders and 62 tenth graders.
- Dr. Steve Edwards, the Leadership consultant that has helped implement the *iLead* program, visited the school on 11 separate occasions. He provided training for seven additional teachers. *iLead* currently has nine trained teachers and served 57 students in two classes.

Implementation Changes for 2009-10/Overcoming Challenges

- MSAP staff worked with each school to develop benchmarks to support a higher level of implementation to ensure that the MSAP sponsored innovative program will be implemented with high fidelity.
- Travel opportunities for the purposes of training were designed to align with MSAP grant objectives and assist with unmet Year 2 performance measures. As with last year, the economic recession led to a system-wide freeze of most out-of state travel for professional development. Therefore not all professional development activities originally planned were actually attended. When available, activities for teachers were replaced with comparable in-state activities. Staff development activities for central service grant administration personnel were eliminated.

Marketing and Recruitment

Targeted marketing and recruitment has allowed MSAP schools and MSAP staff to better utilize staff time and MSAP funding for the purposes of meeting “desegregation and choice” performance measures. Direct mailings were sent to target attendance nodes, support was provided to assist in the development of school visit campaigns, training student ambassadors, branding, enhancements to school videos, websites, and marketing materials. Much effort was dedicated to information sessions at feeder schools: EGMMS (21 sessions), GMHS (4 sessions), and SRMHS (9 sessions). Advertising became more targeted, including on-air, on-line, and print advertising. As a result of MSAP initiatives, including targeted marketing, student recruitment has increased. Evidence shows that marketing and recruitment efforts are helping the schools establish themselves as viable school options for families within targeted recruitment nodes. Data are indicating that with the increase in magnet seats filled, students and families have made attending all three MSAP schools a higher priority. This also shows that there is an increased interest in the MSAP enhanced magnet theme within the targeted recruitment nodes.

Conclusion

This report indicates that MSAP implementation continues to reflect increased efforts to implement innovative educational methods and programs at each of the three MSAP schools. Each school has established strategic processes to address targets related to desegregation and choice, building capacity, and improving the academic achievement of students. Although progress has been made, much work remains to be done in order to achieve the original goals of the MSAP grant, particularly since Year 1 was significantly impacted by the delay in hiring key personnel. Since not all objectives have been accomplished, the district has requested and received a no-cost extension to run through the 2010-2011 school year.

1.1 Performance Measure: Each MSAP project school achieves its projected annual enrollment percentage change to reduce or eliminate minority group isolation.	School Minority Enrollment					
	Target			Actual Performance Data		
	Raw Number	Ratio	%	Raw Number	Ratio	%
1.1.a Southeast Raleigh Magnet High School: Minority student enrollment percentage for Southeast Raleigh Magnet High School (SRMHS) will <i>decrease</i> to 65.6% for the school year 2009-10.		1026/1565	65.6%		1289/1565	82.4%
1.1.b Garner Magnet High School: Minority student enrollment percentage for Garner Magnet High School (GMHS) will <i>decrease</i> to 54.1% for the school year 2009-10.		1304/2411	54.1%		1463/2411	60.7%
1.1.c East Garner Magnet Middle School: Minority student enrollment percentage for East Garner Magnet Middle School (EGMMS) will <i>decrease</i> to 66.5% for the school year 2009-10.		491/1129	66.5%		855/1129	75.7%

Measure Type: Program

Southeast Raleigh High School (SRMHS) saw an increase in minority enrollment by 4.4 percentage points from SY 2008-09, and did not meet the target of 65.6% minority enrollment. Two of the three MSAP schools, Garner Magnet High School (GMHS) and East Garner Magnet Middle School (EGMMS) saw their minority enrollment decrease from SY 2008-09 (by 3.1 and 0.8 percentage points, respectively). Nonetheless, neither school met the target minority enrollment.

Much of the schools' enrollment demographics are strongly driven by the WCPSS districting and assignment policies (see Appendix C), but steps have been taken to recruit students to MSAP schools, which should reduce minority group isolation. The MSAP recruiter specifically targeted feeder schools with low minority group isolation to send flyer invitations and direct mailings for specific school events. Additionally, the recruiter worked with the Growth and Planning department to identify target nodes and potential magnet students.

The Magnet Programs Staff also worked with a consultation firm (Pave Consulting) to analyze marketing efforts and develop a consistent message and brand to assist in recruiting students. Parent focus groups were conducted and application patterns were identified to enhance recruitment of target families and neighborhoods. The Magnet staff's collaboration with Growth and Planning will be crucial to improve MGI reduction at MSAP schools as the new WCPSS assignment policy is enacted after the end of the 2007-10 grant.

As it stands currently, admitted students from magnet recruitment make up a small portion of the entire student body, making student assignment the major force behind minority group enrollment at the MSAP schools.

1.2 Performance Measure: At each MSAP project school, the student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces minority group isolation in each year of the MSAP grant.	2009-10 School Nonminority %	Applicant Pool Nonminority %			
		Target		Actual 2009-10 Performance Data	
		Ratio	%	Ratio	%
1.2.a Southeast Raleigh Magnet High School. At SRMHS, the student applicant pool nonminority percentage will increase to exceed the nonminority percentage of the total enrollment of the school (17.6%), in the SY 2009-10.	17.6%	--	17.6%	103/456	22.6%
1.2.b Garner Magnet High School At GMHS, the student applicant pool nonminority percentage will increase to exceed the nonminority percentage of the total enrollment of the school (39.3%), in SY 2009-10.	39.3%	--	39.3%	31/109	28.4%
1.2.c East Garner Magnet Middle School. At EGMMS, the student applicant pool nonminority percentage will increase to exceed the nonminority percentage of the total enrollment of the school (24.3%), in SY 2009-10.	24.3%	--	24.3%	72/176	40.9%

Measure Type: GPRA

Two of the three schools met the performance target. Both SRMHS and EGMMS received a proportion of nonminority applicants that was higher than their current nonminority student body makeup, aiding in reduction of minority group isolation. GMHS did not, with a current nonminority population of 39.3% and an applicant pool consisting of 28.4% nonminority applicants.

According to focus group results conducted with faculty members, each school has unique difficulties in attracting a diverse applicant pool. At GMHS, faculty believe that the condition of some of the facilities has a negative impact on recruiting students to an IB school with a cultural arts emphasis.

For both GMHS and SRMHS, discussions are currently being held between school-level faculty and staff and MSAP staff about how to increase magnet theme sustainability, a large part of which is overcoming obstacles in recruitment.

The following is a sample of recruiting strategies used this year that were aimed at recruiting a healthy applicant pool at the three MSAP schools:

- Growth and Planning worked with MSAP to identify the top five schools to target for recruitment for each MSAP school. Students at each of the five schools were sent flyer invitations to attend an information session. This included nearly 3,000 students invited to learn about their option to attend the schools.
- Postcards were sent to additional priority target areas to invite students and families to MSAP schools for Open Houses and Pathway Nights.
- Student assignment was relied upon to increase the number of magnet seats available to prospective students/families.
- Focus group interviews were conducted at EGMMS and GMHS to address strengths and weaknesses as well as awareness of magnet theme
- Pave Consultation firm was contracted with to analyze current efforts and develop a consistent way of communicating that would improve recruitment and marketing.
- Application patterns were identified to enhance targeted recruitment.

1.3 Performance Measure: In each year of the MSAP grant, minority group enrollment at each feeder school affected by the three MSAP project schools does not increase above the district enrollment percentage for the grade levels served by the magnet schools because of the magnet schools.	Target and Actual Increase Ratio					
	Target			Actual Performance Data		
	Raw Number	Ratio	%	Raw Number	Ratio	%
1.3.a Southeast Raleigh Magnet High School: In SY 2009-10, minority group enrollment percentage at 20 SRMHS feeder schools will not increase above the district minority enrollment percentage (46.7%) for the grade levels served by SRMHS		0/20	0%		0/20	0%
1.3.b Garner Magnet High School: In SY 2009-10, minority group enrollment percentage at GMHS four feeder schools will not increase above the district minority enrollment percentage (46.7%) for the grade levels served by GMHS.		0/4	0%		0/4	0%
1.3.c East Garner Magnet Middle School: In SY 2009-10, minority group enrollment at eight feeder schools will not increase above the district minority enrollment percentage (49.4%) served by EGMMS.		0/8	0%		0/8	0%

Measure Type: GPRA

No feeder schools increased above the average district-level minority group enrollment level in year 3, although all MSAP schools had at least one feeder school with a greater-than-district-average minority enrollment. Overall, 13 feeder schools had minority group enrollment higher than the district average, down from 14 last year. (see appendix for minority enrollment at all MSAP feeder schools). The results of performance measure 1.2 show that between 20 and 40% of MSAP schools' applicant pools are comprised of nonminority students. This number is well below the District average nonminority percentage of 45.8% (for high schools) and 49% (for middle schools). Given the number of applicants to each school (see performance measure 1.4) and the nonminority percentage of applicants at the MSAP schools, the number of nonminority applicants applying from any specific feeder school to one of the MSAP schools would not be large enough to have a drastic negative effect on MGI at the feeder schools.

1.4 Performance Measure: At each MSAP project school, the number of students in the magnet applicant pool will increase annually.	Number of Magnet Applications for SY 2009-10	
	Target	Actual Performance Data
1.4.a Southeast Raleigh Magnet High School In 2009-10, the number of students in the magnet applicant pool will increase from 429 to 700.	700	456
1.4.b Garner Magnet High School In 2009-10, the number of students in the magnet applicant pool will increase from 123 to 200.	200	109
1.4.c East Garner Magnet Middle School In 2009-10, the number of students in the magnet applicant pool will increase 111 to 200.	200	176

Measure Type: Program

Established targets were not met. However, the size of the applicant pools for SRMHS and EGMMS increased from SY 2008-09 to 2009-10. SRMHS increased from 429 to 456 applications and EGMMS increased from 111 to 176 applications. At GMHS, the number of applicants decreased from 123 in 2008-09 to 109 in 2009-10. Increases in applications are presumably due to coordinated recruiting efforts by the schools and the MSAP recruiter. As the magnet program is able to review which marketing and recruiting strategies were most successful, it is expected that the number of applicants will continue to increase for each school.

Currently, the applicant pool size is determined by the number of applicants who denote an MSAP school as their “first choice” and admitted students who have the MSAP school listed as second or third choices. Last year, “second chance” applications were also included, but that process did not occur this year due to schedule changes in the application processing window. This may cause difficulty in comparing numbers from the two years. If second-choice applications were included this year, applicant pool sizes for all three schools could be larger.

3.1 Performance Measure: WCPSS will develop and implement innovative educational methods and practices at each MSAP project school that ... <u>promote diversity</u> in the school and its programs.	Percentage of Students Participating in Magnet Theme-Related Curricula and Activities					
	Target			Actual Performance Data		
	Raw Number	Ratio	%	Raw Number	Ratio	%
3.1.a Southeast Raleigh Magnet High School (Leadership and Technology) Ninety-five percent of students will participate in magnet theme related curricula and activities in 2009-10.			95%			70.0%
3.1.b Garner Magnet High School (IB and Cultural Arts) Seventy-five percent of students will participate in magnet theme related curricula and activities in 2009-10.			75%			77.3%
3.1.c East Garner Magnet Middle School (IB MYP, Intercultural Awareness, and Interdisciplinary Arts). Ninety percent of students will participate in magnet theme related curricula and activities in 2009-10.			90%			100%

Measure Type: GPRA

Two of the three MSAP schools met their targets for percentage of student population participating in magnet theme-related curriculum and activities.

At EGMMS, the IB MYP theme is whole-school, so every student participates in the magnet theme. This year, not only were all students engaged in the MYP, but the school also implemented a whole-school interdisciplinary unit focusing on the novel *The Breadwinner* and a film study of Afghanistan. Every student, faculty member, and staff member read the book and watched the films, and every teacher tied their subject matter into the themes in the media at least once.

At GMHS, there are fewer IB classes, but there were many IB-related extracurricular activities and events that were experienced by over 75% of the student population, according to a student survey administered in the course of the evaluation. Theme-related activities for SY 2009-10 included movement toward a whole-school MYP program (wherein all ninth-grade students take classes in all eight IB areas with MYP-trained teachers, moving to include 10th-graders in 2010-11), enhanced arts course offerings (detailed in outcome 2.3), and:

- Shakespeare to Go
- Carolina Ballet Master Classes
- Alvin Ailey in Chapel Hill

- Don Quixote ballet
- Nutcracker ballet
- Bye Bye Birdie (Spring musical)
- *Stomp* at War Memorial Auditorium
- *Color Purple* at Durham Performing Arts Center
- Band Trip to Nashville, Tennessee (Spring Break 2010)
- Enhanced cultural arts themes in Band (marching or concert)
- Dance Team
- Color guard
- Winter guard
- Pit orchestra
- International Festival
- Day of Dance

At SRMHS, 70% of students participated in magnet theme curriculum, but not enough to meet the target of 95%. This number is expected to grow as the New Tech Foundation (NTF) program is expanded to include 11th grade, as more magnet classes are added to the curriculum, and as the iLead leadership program is expanded. In the current school year, 108 students took at least one PBL course, up from 80 in 2008-2009. However, all 80 students in 2008-2009 were in 9th grade. This year, with the addition of 10th-grade PBL classes and teachers, there are 46 9th-graders and 62 10th-graders taking PBL courses. Attrition is expected from year to year, but the program would ideally involve a growing number of 9th-grade students each year, instead of the decrease from 80 to 46 in 2009-10.

The following is a list of examples of efforts by SRMHS staff in SY 2009-10 to provide choice in curriculum for all students:

- Offered at least four sections of Freshman Comm/Tech (combined Social Studies and English) as iSchool (New Tech Network PBL classes) classes. This will continue to increase with Freshman population growth in 2010/2011 and the additional NTN staff development offered in the summer of 2010.
- Offering 15-18 sections of core-subject and elective classes for 2010/2011 available for all students due to the retrofitting of 4 additional classrooms and conversion into iSchool “workspaces” and the summer training of 10 more teachers with New Tech.
- Significantly enhanced the Bulldog Mentor Program for students (Student Services-led and all volunteer) and the Interclub Council (leaders from all school clubs and organizations) to enhance leadership opportunities and offer more student autonomy in school decision making processes.

- Added upper level sections of our magnet “Broadcasting/Non-linear Video” classes due to popularity and success of program.
- Continued to expand and refine course opportunities for students in science (Forensics Level II), engineering and technology (Project Lead the Way courses – Digital Electronics, Introduction to Engineering Design, Engineering Design, Aerospace Engineering, Civil Engineering and Architecture), fine and performing arts (Digital Music, Digital Photography, Digital Art Fundamentals), and magnet-themed leadership (the iLead21 Program, Civil Air Patrol)

3.2 Performance Measure: WPSS will develop and implement innovative educational methods and practices at each MSAP project school that <u>increase choices</u> in the school and its programs ...	Percentage of Teachers Implementing Innovative Methods and Practices					
	Target			Actual Performance Data		
	Raw Number	Ratio	%	Raw Number	Ratio	%
3.2.a Southeast Raleigh Magnet High School: 95% of SRMHS teachers will develop and implement innovative strategies that will increase choices in the school.			95%		84/96	87.5%
3.2.b Garner Magnet High School: 95% of GMHS teachers will develop and implement innovative strategies that will increase choices in the school.			95%		73/79	92.4%
3.2.c East Garner Magnet Middle School: 95% of EGMMS teachers will develop and implement innovative strategies that will increase choices in the school.			95%		64/65	98.5%

Measure Type: Program

Targets were high this year; only EGMMS reached its target with respect to teachers implementing theme-related and innovative educational methods in the classroom. However, it should be noted that each school increased its percentage of teachers implementing these methods from 2008-09. SRMHS increased from 84.9% to 87.5%, GMHS increased from 88.4% to 92.4%, and EGMMS increased from 98.3% to 98.5%. The target for attainment for measure 3.2 increased from 50% to 95% for SY 2009-2010. All schools had at least 87.5% of teachers implementing innovative strategies.

To provide quantitative data for performance measure 3.2, a teacher survey was administered in April 2010. At two of the schools, the evaluator administered and collected the surveys at school staff meetings and followed up with those who did not attend. At GMHS the survey was intended to be administered at a faculty meeting, but scheduling issues led to the surveys being administered at departmental meetings and collected and submitted to the evaluator by department chairs. Response rates were at or above 80% at EGMMS and SRMHS but lower (53.7 %) at GMHS

Quantitative data were corroborated by observations conducted by the evaluator. In all observations, teachers in theme-related classes used at least one method described as innovative or theme-related. All observed courses at SRMHS implemented technology, leadership, or project-based learning in some way. At EGMMS, the entire school participated in interdisciplinary units focusing on the novel *The Breadwinner* and a film

study of Afghanistan. At GMHS, guiding questions, essential questions, and inquiry-based learning were all popular among teachers. In addition, teachers at GMHS made an effort to include cultural arts and global themes in the curriculum, such as by including indigenous instruments and music into the band program, and study of world dances within their own context in dance courses.

Table 1. Teachers at MSAP Schools Who were Administered an MSAP Survey

	Total Number of Teachers	Responded to the Survey	Response Rate
Southeast Raleigh Magnet High School	119	96	80.7%
Garner Magnet High School	147	79	53.7%
East Garner Magnet Middle School	74	65	87.8%

5.1 Performance Measure: Each MSAP school will continue operating its magnet program at a high performance level and meet or exceed State standards three years after Federal funding ends.	Schools Continuing Magnet Program and Meeting State Standards in 2012-13 School Year	
	Still a Magnet Program?	Meets State Standards?
5.1.a Southeast Raleigh Magnet High School SRMHS will continue operating its magnet program at a high performance level and meet or exceed State standards three years after Federal funding ends	NA	NA
5.1.b Garner Magnet High School GMHS will continue operating its magnet program at a high performance level and meet or exceed State standards three years after Federal funding ends	NA	NA
5.1.c East Garner Magnet Middle School EGMMS will continue operating its magnet program at a high performance level and meet or exceed State standards three years after Federal funding ends	NA	NA

Measure Type: GPRA

This performance measure can only be reported after completion of the 2007-10 MSAP grant.

5.2 Performance Measure: Teachers at each MSAP project school implement instructional content and strategies learned through magnet-related professional development activities.	% of Teachers Using Strategies or Adding Content Learned from Magnet-Related Professional Development			
	Target %	Actual Performance Data		
		Raw Number	Ratio	%
5.2.a Southeast Raleigh Magnet High School: In 2009-10, at least 95% of SRMHS teachers will use strategies or add content learned from magnet-related professional development.	95%		32/46	70.0%
5.2.b Garner Magnet High School: In 2009-10, at least 95% GMHS of teachers will use strategies or add content learned from magnet-related professional development.	95%		41/51	80.4%
5.2.c East Garner Magnet Middle School: In 2009-10, at least 95% of EGMMS teachers will use strategies or add content learned from magnet-related professional development.	95%		48/57	84.2%

Measure Type: Program

While all three schools had at least 70% of trained teachers reporting use of PD-learned strategies or content, none of the three MSAP schools met their high targets. The target for all schools was 95%, up from 50% the previous year. It should be noted that each school increased on this measure from SY 2008-09. SRMHS increased from 51.7% to 70%, GMHS increased from 60% to 80.4%, and EGMMS increased from 76.6% to 84.2%. These percentages were obtained through a faculty survey.

As with last year, budget shortfalls caused a freeze of most out-of state travel for professional development for WCPSS departments across the board. MSAP-funded activities were affected in the interest of fairness of restriction, so not all professional development activities originally planned were actually attended. Most activities for teachers were replaced with comparable in-state activities. Staff development activities for non-teaching grant administration personnel were dropped. Recently, a few out-of-state trips were allowed for unique training.

The above table refers specifically to teachers who have received PD through the MSAP grant. Teachers who did not receive PD through the grant and are therefore not using skills learned through MSAP-funded PD are not counted.

5.3 Performance Measure: Classes taught at the three MSAP schools are taught by highly qualified teachers.	% of Classes Taught by Highly Qualified Teachers		
	<u>2007-08</u> Past Performance	<u>2008-09</u> Target	<u>2008-09</u> Actual Performance Data
5.3.a Southeast Raleigh Magnet High School: In 2009-10, 95% of classes will be taught by highly qualified teachers.	97%	95%	99%
5.3.b Garner Magnet High School: In 2009-10, 95% of classes will be taught by highly qualified teachers.	100%	95%	98%
5.3.c East Garner Magnet Middle School: In 2009-10, 95% of classes will be taught by highly qualified teachers.	98%	95%	96%

Measure Type: Program

This objective was met. Nearly all classes at the three MSAP schools are taught by highly qualified teachers. The numbers above represent the 2008-09 school year, the most recent school year for which the North Carolina Department of Public Instruction has records.

All three schools have maintained a high percentage of highly qualified teachers over the first three years of the grant, and that trend should continue for the foreseeable future.

2.1 Performance Measure: Each school will implement a significantly revised magnet theme to assist the district in achieving national, state, and local reforms.	Percentage of Staff Familiar with Systemic Reforms at the School				
	Actual Performance Data				
	Have not heard about the Renaissance/ MSAP grant	Have heard but don't know much	Know grant focus but not specifics	Know some specifics of the grant project	Know grant focus and how it relates to self
2.1.a Southeast Raleigh Magnet High School: In 2009-10, at least 75% of certified staff will be familiar with the MSAP grant-related systemic reforms	16.7%	15.6%	17.7%	27.1%	22.9%
2.1.b Garner Magnet High School: In 2009-10, at least 75% of certified staff will be familiar with the MSAP grant-related systemic reforms.	7.6%	30.4%	25.3%	17.7%	22.9%
2.1.c East Garner Magnet Middle School: In 2009-10, at least 90% of certified staff will be familiar with the MSAP grant-related systemic reforms.	4.6%	16.9%	9.2%	29.2%	40.0%

Measure Type: Program

All three MSAP schools met their targets for teacher awareness of the grant and theme. Less than 20% of faculty at SRMHS and less than 10% of faculty at GMHS and EGMMS are unaware of the grant's presence in their school. In addition, 67.7% of faculty at SRMHS, 65.9% of faculty at GMHS, and 78.4% of faculty at EGMMS are familiar with at least the grant focus in their school.

These data were obtained through a faculty survey administered to teachers and teacher assistants by the evaluator at faculty meetings (for SRMHS and EGMMS) or by department heads at departmental meetings (GMHS).

In order to assist with measurement of implementation, benchmark measures were set for each school in January 2010. These benchmarks were established by a committee consisting of representatives from each school's faculty and administration, as well as grant staff and evaluators. The benchmarks (see section C, table 1) are primarily designed to provide checkpoints toward meeting specific implementation goals. Some schools have a greater number than others due to the breadth of the magnet programs.

While not all benchmarks were set to be measured as of the writing of this report, ones that required a check in spring 2010 have been measured, with positive results (refer to section C, table 1 for a table of all goals). All but one of the 12 benchmarks were attained.

SRMHS met 5 of 6 goals, attaining goals 3, 5, 6, 8, and 9, and not attaining goal 12. The attained benchmarks include identifying and training new PBL teachers, implementing a plan for the writing of a student Lexicon and PBL handbook, participation in curriculum alignment sessions for use in PBL classes, and incorporation of New Tech tools in PBL classrooms. Benchmark 12 refers to the implementation of a four-year, continuous leadership curriculum based on the iLead program. Progress has not been made toward the implementation of the curriculum, as curriculum writing is still in process.

GMHS met 4 of 4 goals, numbers 1, 5, 6, and 7. These benchmarks refer to movement toward a whole-school MYP model, teacher submission of unit plans that adhere to MYP guidelines, increased arts class offerings, and increased arts course offerings.

EGMMS met 2 of 2 goals, numbers 4 and 7. These benchmarks refer to the institution of a three-year pre-personal project curriculum and the establishment of a 1-to-1 ratio of available teacher mentors to new teachers.

2.2 Performance Measure: The significantly revised magnet theme will assist the school in meeting or exceeding state student academic achievement standards and attaining the AYP standard of the federal NCLB legislation.	Percentage of Students Who Meet or Exceed Expected Growth on EOC/EOG Exams			
	2007-08	2008-09	Target 2009-10	Actual Performance Data 2009-10
2.2.a Southeast Raleigh Magnet High School: In 2009-10, 62% of SRMHS students will meet or exceed expected growth on EOCs.	44.2%	45.5%	62.0%	44.1%
2.2.b Garner Magnet High School: 2009-10, 62% of GMHS students will meet or exceed expected growth on EOCs.	50.6%	52.4%	62.0%	57.6%
2.2.c East Garner Magnet Middle School: In 2009-10, 71% of EGMMS students will meet or exceed expected growth on EOG/EOCs.	42.3%	49.0%	71.0%	61.0%

Measure Type: Program

None of the three schools met their individual student targets for growth. It should be noted, however, that GMHS and EGMMS showed an increase in student growth attainment from the 2008-2009 school year. For reference, the WCPSS combined growth attainment for middle schools was 61% and was 60.5% for high schools.

To report percentages of students who meet or exceed expected growth on end-of-course (EOC) or end-of-grade (EOG) exams, WCPSS uses the state ABCs growth component. The basic assumption of this component is that a student is expected to do at least as well on EOC/EOG tests as he or she has done on prior EOC/EOG tests compared to all other students who took the test in the standard-setting year. (The standard-setting year is typically the first year that a test becomes operational and students receive scores for the test.)

Under the growth component of the model, schools can be designated as not meeting growth, meeting Expected Growth, or meeting High Growth. Growth results are calculated for each middle school student in reading and mathematics, and for each high school student in each EOC course.

Middle schools that meet the Expected Growth standard demonstrate an average amount of growth across all students equal to one year's growth. If the Expected Growth standard is met, schools meet high growth if 60% of students meet their individual growth targets across all tests.

For high schools an average growth score is computed by combining the average of the academic change of the current year EOC tests for each student, the change in percent of students who met the competency requirement from 8th grade to 10th grade, the change in number of students

receiving a diploma for college, technical college, or university prep, and the change in number of dropouts. For schools to meet the Expected Growth Standard, the average growth across indicators has to be greater or equal to zero. If a high school meets expected growth, high growth is met if at least 60% of the students in the school meet their individual growth targets on their EOC tests.

2.3 Performance Measure: A reform-based curriculum for the significantly revised magnet theme at each school will be finalized and will reflect challenging state academic content standards and student academic achievement standards.	New Curriculum Units Aligned with North Carolina Standard Course of Study	
	Target # of Units	Actual Performance Data
2.3.a Southeast Raleigh Magnet High School At least three new curriculum units aligned with NCSCS will be developed and finalized by the end of SY 2009-10.	3	20+
2.3.b Garner Magnet High School At least three new curriculum units aligned with NCSCS will be developed and finalized by the end of SY 2009-10.	3	3
2.3.c East Garner Magnet Middle School. At least three new curriculum unit aligned with NCSCS will be developed and finalized by the end of SY 2009-10.	3	3

Measure Type: Program

All three schools met their target for development of curriculum units.

At SRMHS, 33 project-based learning units have been written by teachers trained in New Tech Foundation methods, with more curriculum writing sessions to occur in the summer. To date, twenty of those units have been approved by NTF program officers for inclusion in the New Tech lesson library. This far exceeds the target of three units.

At GMHS, Digital Photography, International Art History, and Agility for Male Athletes have been implemented, and Ballet I & II, World Cultures Dance, and Global Pottery Techniques were continued.

At EGMMS, in addition to the 23 IB mini-units written previously, school-wide interdisciplinary units centered around the novel “The Breadwinner” and a film study on Afghanistan were written and implemented in SY 2009-10. Arts students also participated in a nine-week Shakespearean arts workshop with artist-in-residence Ian Finley.

4.1 Performance Measure: At each MSAP project school, students from major racial and ethnic groups meet or exceed North Carolina's AYP standard in each year of the MSAP grant.	Schools Achieving AYP for All Racial/Ethnic Groups					
	Past Performance			2009-10 Target	Actual Performance Data	
	Subject	2008-09 Met Proficiency Ratio			Met Proficiency	Ratio
4.1.a Southeast Raleigh Magnet High School: SRMHS will achieve AYP for all racial/ethnic groups in 2009-10.	reading	met	2/2	met	met	2/2
	mathematics	met	2/2	met	met	2/2
4.1.b Garner Magnet High School: GMHS will achieve AYP for all racial/ethnic groups in 2009-10.	reading	met	3/3	met	met	3/3
	mathematics	not met	2/3	met	not met	2/3
4.1.c East Garner Magnet Middle School: EGMMS will achieve AYP for all racial/ethnic groups in 2009-10.	reading	met	4/4	met	met	4/4
	mathematics	met	4/4	met	met	4/4

Measure Type: GPRA

SRMHS and EGMMS achieved AYP for all ethnic groups for which a minimum group size threshold was met. GMHS saw two of three eligible ethnic groups achieve AYP. For all schools involved, Caucasian and African-American were represented. GMHS included Hispanic students and EGMMS included Hispanic and Multiracial students. The only subgroup from the three schools to not reach AYP was African-American mathematics students at GMHS.

The two subject areas used to determine AYP are reading and mathematics. For middle schools, the end-of-grade (EOG) assessments are used to measure school performance. For high schools, student assessment results for Algebra I and a combination of the English I end-of-course (EOC) assessments and the writing assessments are used to determine AYP.

4.2 Performance Measure: MSAP project schools meet or exceed North Carolina's AYP standard in each year of the MSAP grant.	Schools Achieving AYP					
	Past Performance		Target 2009-10	Actual 2009-10 Performance Data		
	2007-08	2008-09		Raw Number	Ratio	%
4.2.a Southeast Raleigh Magnet High School: In 2009-10, SRMHS will achieve AYP.	18/21 (85.7%)	20/21 (95.2%)	100%		16/21	76.2%
4.2.b Garner Magnet High School: In 2009-10, GMHS will achieve AYP.	16/24 (66.7%)	19/28 (67.9%)	100%		15/24	62.5%
4.2.c East Garner Magnet Middle School: In 2009-10, EGMMS will achieve AYP.	22/33 (66.7%)	33/33 (100%)	100%		30/33	90.9%

Measure Type: Program

None of the three schools met North Carolina's AYP standard. In fact, each school met a smaller percentage of AYP goals in 2009-10 than in 2008-09. In order to meet the AYP standard, a school must test 95% of all students in each of multiple subgroups (if at least 40 students exist in a subgroup) in both reading and math, and have all tested subgroups achieve a proficiency target. For many high schools, testing 95% of students in a subgroup becomes difficult when a large portion of students in the subgroup are enrolled in an EC curriculum and do not take the appropriate classes for AYP testing before 10th grade. These students are counted toward the school's total, although they are not eligible to be tested.

SRMHS attained 16 of 21 AYP goals, attaining all goals related to student proficiency but missing five goals related to testing 95% of the eligible student population within a subgroup for a subject. Students with disabilities were only tested at an 87% rate in reading, and black students, economically disadvantaged students, students with disabilities, and the overall student population were under the 95%-tested threshold in mathematics.

GMHS attained 15 of 24 AYP goals. Of the nine missed goals, six were related to not testing 95% of eligible students (students with disabilities in reading, and all students, Hispanic students, black students, economically disadvantaged students, and students with disabilities in mathematics). The three remaining missed targets were reading proficiency in students with disabilities, mathematics

proficiency in black students, and graduation rate. The Grade 10 Math proficiency percentage is measured by the statewide Grade 10 Math Comprehensive test.

EGMMS attained 30 of 33 AYP goals. All testing rate goals were met, but students with disabilities tested below the proficiency target in both reading and mathematics, and limited-English proficient students tested below the proficiency target in mathematics.

4.3 Performance Measure: Each project school will increase annually the percentage of students achieving proficiency in the core academic subjects.	Annual School Performance Composites % of EOC/EOG Exams in Core Subjects at/above Proficiency			
	Past Performance		Target for 2009-10	Actual Performance Data
	2007-08	2008-09		%
4.3.a Southeast Raleigh Magnet High School: In SY 2009-10, annual school performance composite measure will show 85% of required EOC exams in core subjects at/above proficiency.	64.9%	66.2%	85.0%	68.2%
4.3.b Garner Magnet High School: In SY 2009-10, annual school performance composite measure will show 76% of required EOC exams in core subjects at/above proficiency.	64.9%	68.7%	76.0%	78.3%
4.3.c East Garner Magnet Middle School: In SY 2009-10, annual school performance composite measure will show 85% of required EOG exams in core subjects at/above proficiency.	54.4%	64.1%	85.0%	67.8%

Measure Type: Program

Only GMHS met its target for proficiency percentage, but all three schools increased their proficiency percentages from the 2008-2009 school year.

To report the percentage of students achieving proficiency in the core academic subjects, WCPSS uses annual school performance composites. Performance composites are part of the state's ABC Accountability model. They include different tests in core subject areas at the high school and at the middle school level.

At the high school level, performance composites show percentage of tests on which students scored proficient across the required EOC tests (Algebra I, English I, Civics, U.S. History, and Biology). At the middle school level, performance composites show percentage of tests on which students scored proficient in reading, mathematics, writing, computer skills, and EOC tests taken (primarily Algebra I).

6.1.1 Performance Measure: All students enrolled at the three project schools will participate and interact in diverse curricular activities and will have equitable access to a high-quality education that promotes academic success and preparation for postsecondary education or employment.	% of minority and nonminority students enrolled in new curricula within 5% of overall minority/nonminority percentage in corresponding grades at project schools					
	2009-10 Target			Actual Performance Data		
	Raw Number	Ratio	%	Raw Number	Ratio	%
6.1.1.a Southeast Raleigh Magnet High School: In 2009-10, between 77.4% and 87.4% of students enrolled in theme-related curricular and extracurricular activities will be minority students.	--	--	77.4%	--	--	74.5%
6.1.1.b Garner Magnet High School: In 2009-10, between 55.7% and 65.7% of students enrolled in theme-related curricular and extracurricular activities will be minority students.	--	--	55.7%	--	--	56.0%
6.1.1.c East Garner Magnet Middle School: In 2009-10, between 70.7% and 80.7% of students enrolled in theme-related curricular and extracurricular activities will be minority students.	--	--	70.7%	--	--	75.7%

Measure Type: Program

GMHS and EGMMS met their target for minority enrollment in grant-related curriculum and/or activities, but SRMHS did not.

All EGMMS students, whether they are magnet students or base students, participate in the IB MYP. Therefore, the minority enrollment percentage in EGMMS theme-related classes is 75.7% - identical to the minority enrollment percentage of the entire school.

For SRMHS and GMHS, meeting the targets is not automatic. At SRMHS, rosters of magnet-related classes (all PBL courses, leadership courses, and grant-funded technology classes) were analyzed for minority/nonminority ratio. Minority enrollment in the classes was 74.5% - down from 78% last year and roughly eight percentage points below the minority enrollment at the school.

At GMHS, 150 students were surveyed for participation in grant-funded curricula and/or activities, and of those 150, 116 responded that they were involved. Of those 116, 65 were minority students (56.0%), meeting the target.

6.1.2. Performance Measure: All students enrolled at the two MSAP schools will participate in diverse curricula activities and will have equitable access to a high-quality education that promotes academic success and preparation for postsecondary education and employment	Four-Year Graduation Rate					
	Past Performance		Target 2009-2010	Actual Performance Data		
	2007-08	2008-09		Raw Number	Ratio	%
6.1.2.a Southeast Raleigh Magnet High School: In 2009-10, graduation rate at SRMHS will be at least 95%.	85.9%	80.9%	95%			82.6%
6.1.2.b Garner Magnet High School: In 2009-10, graduation rate at GMHS will be at least 83%.	74.7%	72.7%	83%			72.6%

Measure Type: Program

Neither high school met their target for graduation rate. However, SRMHS increased their graduation rate from 2008-2009 from 80.9% to 82.6%, and GMHS held relatively steady, going from 72.7% to 72.6%. It should be noted here that SRMHS maintains a graduation rate above the district average of 78.4%.

It is important to realize that the state of North Carolina has increased graduation requirements in recent years, so raising graduation rates is a challenging goal. As there are no programmed changes in the grant that specifically address graduation rate, this indicator of academic success and preparation for postsecondary education and/or employment is one that may take more time to change. Successful implementation of the grant programs may impact the graduation rate over time.

SECTION B – WCPSS MSAP 2009-10 Budget Narrative

Actual Expenditures for Year 3 (July 1, 2009 – April 15, 2010)

Year 3 award funds of \$2,250,590 were combined with Supplementary Funds of \$180,197, and Year 2 carryover funds of \$670,902 for a total of \$3,101,689. At the time of this report, MSAP expenditures for the period of 07/01/09 – 04/15/10 totaled \$1,270,867. Unspent funds of \$1,830,822 are available for the remainder of Year 3 (April- September 30, 2010). Of those funds, \$1,305,864.00 will be allocated for planned Year 3 expenditures. Not all MSAP funds will be obligated by September 30, 2010, and since a delay in hiring key personnel in Year 1 led to a delayed and incomplete implementation of MSAP Year 1 objectives, the district plans to submit a No Cost Extension request. Approximately \$524,958.00, of unobligated funds will be available for a No Cost Extension., which will be submitted separately from this Annual Performance Report.

MSAP Year 3 Budget Summary	
Year 3 MSAP award	\$2,250,590.00
Year 3 Supplementary Funds	\$180,197.00
Year 2 Carryover	\$670,902.00
Total Year 3 funds	\$3,101,689.00
Year 3 expenditures (July 1, 2009 – April 15, 2010)	\$1,270,867.00
Remainder Year 3 Funds	\$1,830,822.00
Projected Expenditures (April 15-September 30, 2010)	\$1,305,864.00
Year 3 unobligated funds available for No Cost Extension	\$524,958.00

Categorical Year 3 Funds per MSAP School (Oct. 2009-April 2010)					
Budget Categories	East Garner Magnet Middle School	Garner Magnet High School	Southeast Raleigh Magnet High School	Central Office	Total
1. Personnel	121,222.96	95,447.02	61,947.97	125,526.16	404,144.11
2. Fringe Benefits	26,803.64	21,118.92	17,722.51	30,167.37	95,812.44
3. Travel	2,204.92	10,820.85	1,370.06	5,922.39	20,318.22
4. Equipment			15,567.46		15,567.46
5. Supplies	236,565.90	221,709.89	65,870.99	9,671.57	533,818.35
6. Contractual	10,853.06	11,289.61	103,915.00	28,696.54	154,754.21
7. Other		3,399.00			3,399.00
8. Total Direct Costs (lines 1-7)	397,650.48	363,785.29	266,393.99	199,984.03	1,227,813.79
9. Indirect Costs				43,053.39	43,053.39
10. Total Costs (lines 8-9)	397,650.48	363,785.29	266,393.99	243,037.42	1,270,867.18

Personnel and Fringe

\$421,770.72 was dedicated to MSAP funded salaries and corresponding fringe benefits for the October 2009- March 2010 pay period. All 13 MSAP Year 3 funded positions were filled throughout the entire 2009-2010 school year and dedicated 100% of their time to MSAP related activities. In addition, \$78,185.83 was dedicated to salaries and corresponding fringe benefits for activities related to payments for curriculum development, tutoring, substitute teachers, and additional responsibilities.

Salaries: Name/Position (Oct. 2009-March 2010)	Computation	Cost
Virginia Cárdenas, Project Director	100%	\$ 47,759.18
Mary Tanski, Marketing and Recruiting	100%	\$ 30,918.24
Jon Brasfield, Grant Evaluator	100%	\$ 30,500.04
Laurie Cooper, Budget Technician	100%	\$ 15,292.50
Brenda Swartz, Coordinator (EGMMS)	100%	\$ 27,680.56
Judith Andrews, Technology Coordinator (EGMMS)	100%	\$ 33,415.18
Sara Gray, French Teacher (EGMMS)	100%	\$ 26,331.63
Ashley Anderson, Dance Teacher (GMHS)	100%	\$ 18,499.92
James White, Teacher (GMHS)	100%	\$ 19,044.00
Sheri Golden, Coordinator (GMHS)	100%	\$ 26,651.88
Martin Rudd, Coordinator (SRMHS)	100%	\$ 26,452.61
Leonard Reeves, Technology Coordinator (SRMHS)	100%	\$ 18,384.48
Patrick Horton, Technology Assistant (SRMHS)	100%	\$ 13,950.36
Year 3 Salaries for MSAP Personnel	TOTAL	\$334,880.58
Fringe Benefits		
	Computation	Cost
Workers Comp	\$334,880.58 x .3%	\$ 1,004.64
Social Security	\$334,880.58 x 7.65%	\$ 25,618.36
Retirement	\$334,880.58 x 8.75%	\$ 29,302.05
Hospitalization	\$2,263.50 x 13	\$ 29,425.50
Dental	\$117.50 x 13	\$ 1,527.50
Unemployment	.93 x 13	\$ 12.09
Year 3 Fringe Benefits	TOTAL	\$ 86,890.14
TOTAL Salaries and Fringe Benefits MSAP Personnel (Oct. 2009-March 2010)		\$421,770.72

Travel

Travel opportunities for the purposes of professional development were designed to align with MSAP grant objectives and assist with unmet Year 2 performance measures. As with last year, the economic recession led to a freeze to most out-of state travel for professional development, so not all professional development activities originally planned were actually attended. When available, activities for staff were replaced with comparable in-state activities. Staff development activities for non-teaching grant administration personnel were dropped. As a result of district restrictions to out of state travel our travel budget was reduced by 17% (from \$124,882 to \$103,164). At the time of this report, 3 out-of-state trainings have taken place.

Year 3 Out of State Trainings (October 1, 2009-April 15, 2010)			
Purpose of Travel	Location	Cost Center	Cost
Project Director: Legislative Advocacy Conference	Washington, DC	Central	\$ 1,208.28
Assistant Principal: New Tech Foundation Leadership Training	Dallas, TX	SRMHS	\$ 1,049.46
8 Teachers/ Principal: New Tech Foundation Training	Austin, TX	SRMHS	\$ 5,276.75
TOTAL			\$ 7,534.49

Supplies and Equipment

Supply expenditures were aligned to the Year 3 performance measures and the approved MSAP budget. The following represents a summary of supply expenditures:

- EGMMS purchased IB-related supplies including books, videos, posters, music DVDs, and supplies for their arts and theater classes including props and costumes. In addition, the number of SMARTBoards, LCD projectors, computers, and printers were increased, and materials for their Year 3 MYP projects, including storage containers, paper, files, marketing materials were purchased.
- GMHS purchased items to support their whole school IB MYP, including books, videos, personal project materials such as storage files, and paper. Classroom technology was expanded by purchasing laptop computers, portable computer storage carts, SMARTBoards, software, LCD projectors, student response systems, document cameras and digital cameras. Materials were purchased for the expanded arts classes and to enhance Language B classes, marketing materials, and furniture.
- SRMHS purchased items related to the New Tech Project Based Learning program and iLead Leadership program including books, posters, computers, marketing materials, cameras, furniture, computers, software, LCD projectors, and video equipment.
- Central staff purchased office supplies, computers used for staff development, flash drives, and marketing materials.

	East Garner Magnet Middle School	Garner Magnet High School	Southeast Raleigh Magnet High School	Central Office	TOTAL
Supplies	236,565.90	221,709.89	65,870.99	9,671.57	533,818.35

Contractual

- EGMMS contract with artists in residence, marketing vendors, and IB consultants.
- GMHS worked with a variety of contractors to aid and enhance instruction including performing artists, marketing vendors, and staff development IB consultants. The 1968 GMHS auditorium received MSAP funds to update and retrofit their seats, floor, sound and lighting systems.
- SRMHS continued working with 3 projects requiring outside vendors; the New Tech Network, Dr. Steve Edwards from Edwards Educational Services, and SIGMA consulting, leading to the third and final year of retrofitting New Tech classrooms.
- Central staff supervised contracts for marketing and recruiting initiatives, copier lease, and the revision of the magnet programs website.

	East Garner Magnet Middle School	Garner Magnet High School	Southeast Raleigh Magnet High School	Central Office	TOTAL
Contractual	10,853.06	11,289.61	103,915.00	28,696.54	154,754.21

Indirect

The North Carolina State Department of Public Instruction sets the Indirect Cost rate that the district applies to federal grant programs with the restriction to supplement and not supplant. The Indirect Cost rate for the 2009-10 fiscal year was reduced from 3.086% to 2.585%. The MSAP grant was charged \$43,053 for approved indirect costs incurred during Year 3 (through 04/15/10).

Projected Expenditures for April-September 2010

With five months remaining in Year 3, there are \$1,830,822.00 of unspent MSAP funds. It is projected that by September 30, 2010 an additional \$1,305,863.92 funds will be obligated to MSAP approved activities. The remaining \$524,958.00 are unobligated funds that will be available for a No Cost Extension request. A delay in hiring key personnel in Year 1 led to a partial and incomplete implementation of MSAP Year 1 objectives. The district plans to request a No Cost Extension to assist MSAP schools to fully implement MSAP innovative educational methods and practices and therefore meet all MSAP performance measures. A No Cost Extension request will be submitted separately from this Annual Performance Report.

Year 3 Projected Funds per MSAP School (April-September 2010)					
Budget Categories	East Garner Magnet Middle School	Garner Magnet High School	Southeast Raleigh Magnet High School	Central Office	Total
1. Personnel	68,467.55	47,239.18	55,723.37	124,469.96	295,900.06
2. Fringe Benefits	18,579.87	15,034.74	16,451.59	30,314.20	80,380.40
3. Travel/ Training	38,172.50	43,825.00	20,400.00	2,100.00	104,497.50
4. Supplies	199,197	136,405	189,255	15,403	540,260
5. Contractual	16,230	44,390	185,700	5,600	251,920
6. Total Direct Costs (lines 1-5)	340,646.92	286,893.92	467,529.96	77,887.16	1,272,957.96
7. Indirect Costs				32,905.96	32,905.96
8. Total Costs (lines 6-7)	349,452.64	294,310.13	479,615.61	182,485.54	1,305,863.92

Personnel and Fringe Benefits:

Projected salaries and corresponding fringe benefits of \$376,280.46 are allocated for MSAP funded salaries for April-September 2010. For purposes of this report, projected salaries related to training and staff development are included in the travel and training component below.

Salaries: Name/Position (April-September 2010)	Computation	Cost
Virginia Cárdenas, Project Director	100%	\$ 47,759.18
Mary Tanski, Marketing and Recruiting	100%	\$ 30,918.24
Jon Brasfield, Grant Evaluator	100%	\$ 30,500.04
Laurie Cooper, Budget Technician	100%	\$ 15,292.50
Brenda Swartz, Coordinator (EGMMS)	100%	\$ 23,067.14
Judith Andrews, Technology Coordinator (EGMMS)	100%	\$ 27,845.99
Sara Gray, French Teacher (EGMMS)	100%	\$ 17,554.42
Ashley Anderson, Dance Teacher (GMHS)	100%	\$ 12,333.28
James White, Teacher (GMHS)	100%	\$ 12,696.00
Sheri Golden, Coordinator (GMHS)	100%	\$ 22,209.90
Martin Rudd, Coordinator (SRMHS)	100%	\$ 26,452.61
Leonard Reeves, Technology Coordinator (SRMHS)	100%	\$ 15,320.40
Patrick Horton, Technology Assistant (SRMHS)	100%	\$ 13,950.36
Year 3 Salaries	TOTAL	\$ 295,900.06
Fringe Benefits		
	Computation	Cost
Workers Comp	\$295,900.06 x .3%	\$ 887.70
Social Security	\$295,900.06 x 7.65%	\$ 22,636.35
Retirement	\$295,900.06 x 8.75%	\$ 25,891.26
Hospitalization	\$2,263.50 x 13	\$ 29,425.50
Dental	\$117.50 x 13	\$ 1,527.50
Unemployment	.93 x 13	\$ 12.09
	TOTAL	\$ 80,380.40
TOTAL Salaries and Fringe Benefits MSAP Personnel (April-September 2010)		\$ 376,280.46

Travel and Local Training:

Due to the freeze of out-of-state training most of the remaining staff development sessions will take place during the 2010 summer, including remaining approved out of state sessions. A total of \$104,497.50 is projected for 20 separate staff development activities targeting approximately 220 staff members. These costs include projected expenditures for local trainers, outside consultants, registration fees, hotels, flights, per diem, substitute teachers, and stipends.

Year 3 Projected Training (April – September 30, 2010)			
EGMMS			
Staff Development Title	Location	# of participants	Cost (itemized by object)
Dudley E. Flood	Garner, NC	75	\$1,000.00
Future of Learning**	Boston, MA	6	\$20,795.00
IB Training*	Austin, TX	9	\$16,377.50
EGMMS Total			\$38,172.50
GMHS			
Future Of Learning**	Harvard	6	\$20,795.00
IBMYP Level 2 Technology**	St. Petersburg, FL	1	\$1,500.00
IBMYP Level 2 Music	St. Petersburg, FL	1	\$1,500.00
IBMYP Level 3 AOI**	Austin, TX	1	\$1,500.00
IB Psychology	St. Petersburg, FL	1	\$1,500.00
IBDP Music**	St. Petersburg, FL	1	\$1,500.00
IBMYP Arts	Austin, TX	1	\$1,500.00
IBMYP Level 2 Tech.	GMHS	TBD	1,800.00
IBMYP Level 3 Lang. A	GMHS	11	\$980.00
IBMYP Level 2 Lang. B	GMHS	5	\$1,800.00
IBMYP Level 2 Math	GMHS	9	\$1,800.00
World View	Chapel Hill, NC	3	\$150.00
Teacher Summer Workshops	GMHS	25	\$7,500.00
GMHS Total			\$43,825.00
SRMHS			
New Tech Network** Conference	Chicago	10	\$16,900.00
iLead21 Training 2 days	Raleigh	5	\$1,500.00
New Tech Training	Raleigh	18	\$2,000.00
SRMHS Total			\$20,400.00
Central			
Director, MSA Summer Institute*	San Jose, CA	1	\$2,100.00
Central Total			\$2,100.00
Planned Year 3 Travel (May-September 2010) TOTAL			\$104,497.50

*Awaiting waiver from travel freeze after July 1

**Approved waiver from travel freeze

Supplies/ Equipment:

A projected amount of \$540,260 will be allotted for purchases of supplies for April-September 2010. The schools plan to purchase staff development materials, student agendas, instructional materials for targeted innovative educational programs, computers, furniture, software, marketing materials and printers. Central office supply funds will be used to prepare for the yearly Magnet Fair, marketing materials, and office supplies.

	East Garner Magnet Middle School	Garner Magnet High School	Southeast Raleigh Magnet High School	Central Office	TOTAL
Supplies/ Equipment	199,197	136,405	189,255	15,403	540,260

Contractual:

A projected amount of \$251,920 will be allotted for on-going contracts. This includes contracts for consultants, licensing fees, copier leases, marketing, and retrofitting projects.

	East Garner Magnet Middle School	Garner Magnet High School	Southeast Raleigh Magnet High School	Central Office	TOTAL
Contractual	16,230	44,390	185,700	5,600	251,920

Indirect Cost:

The Indirect Cost rate is 2.585%. The indirect cost for projected expenditures of 1,272,957.96 from April-September 2010 is \$32,905.96.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization: Wake County Public Schools

SECTION A - BUDGET SUMMARY - U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	East Garner Magnet Middle School	Garner Magnet High School	Southeast Raleigh Magnet High School	Central Office	Total
1. Personnel	121,222.96	95,447.02	61,947.97	125,526.16	404,144.11
2. Fringe Benefits	26,803.64	21,118.92	17,722.51	30,167.37	95,812.44
3. Travel	2,204.92	10,820.85	1,370.06	5,922.39	20,318.22
4. Equipment			15,567.46		15,567.46
5. Supplies	236,565.90	221,709.89	65,870.99	9,671.57	533,818.35
6. Contractual	10,853.06	11,289.61	103,915.00	28,696.54	154,754.21
7. Construction					
8. Other		3,399.00			3,399.00
9. Total Direct Costs (lines 1-8)	397,650.48	363,785.29	266,393.99	199,984.03	1,227,813.79
10. Indirect Costs*				43,053.39	43,053.39
11. Training Stipends					
12. Total Costs (lines 9-11)	397,650.48	363,785.29	266,393.99	243,037.42	1,270,867.18

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(1) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7 / 1 / 2009 To: 6 / 30 / 2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): North Carolina Department of Public Instruction The Indirect Cost Rate is 2.585 %

(2) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 2.585 %

Section C. Tables and Additional Information.

Appendix A. Tables

Table 1. Implementation Goals

Note: **Bold** text indicates Benchmarks measured prior to submission of this APR.

EGMMS Benchmarks for High-Fidelity Implementation		
Goal	How Measured	Timeline
1. Produce evidence of student oral proficiency in IB principles and philosophies including areas of interaction and essential questions	Focus groups and/or teachers evaluations	Spring 2010 and Fall 2010
2. Build and analyze data profiles (via MAZE, EVAAS, etc.) to assist in identification of students who would benefit from math, reading, and/or writing intervention	School provides evidence of database creation and student identification	Fall 2010
3. Incorporate programs for Math, Reading, and Writing to assist students who would benefit from intervention.	Observation of intervention classes	Fall 2010
4. Institute a three-year process for Pre-Personal Projects, beginning with an “Inquiring Minds” class for all 6th-graders and culminating with multimedia project presentations in 8th grade	School provides Inquiring Minds curriculum to Evaluator, Project presentations observed by evaluator	Spring 2010
5. Expand the Language B program by increasing course offerings beyond Spanish, and by introducing a Language Lab for additional Language Learning support.	School provides evidence of expanded course selections and language lab	Spring 2010, Fall 2010
6. Establish a “sister school” relationship with at least one school outside the U.S.	Evidence of communication establishing relationship	Fall 2010
7. Establish a 1-to-1 ratio of available teacher mentors to new teachers	School provides documentation on trained mentors	Spring 2010

GMHS Benchmarks for High-Fidelity Implementation		
Goal	How Measured	Timeline
1. School will move toward whole-school MYP model from cohort model	Increase in students enrolled in MYP courses	Spring 2010 and Fall 2010
2. School will institute a whole-school Personal Project requirement	School provides evidence of student projects	Fall 2010
3. School will grow DP program to 60 students in school year 2010-2011	DP Documentation	Fall 2010
4. School will implement support for DP teachers and students (ex. Capping class sizes, providing training for DP coordinator, PLT meeting with DP faculty at other schools, etc.)	School provides evidence to evaluator of support for DP teachers and students	Fall 2010
5. Teachers will provide specific documentation that illustrates programme implementation within the classroom	Submission of unit planners, course outlines and specific information outlining practices recorded on TPAI by administrators	Spring 2010, Fall 2010
6. Student enrollment in arts courses will increase each year	Course rosters	Spring 2010, Fall 2010
7. Arts course offerings will be increased	Course listings	Spring 2010, Fall 2010
SRMHS Benchmarks for High-Fidelity Implementation		
Goal	How Measured	Timeline
1. Grow the NTF/PBL Program to include classes at the 9 th -, 10 th -, and 11 th -grade levels by 2010-11, and add a 12 th -grade section in 2011-12	Class rosters provided to evaluator	July 2010
2. Grow the student participation in the NTF/PBL program to 300 students	Class rosters provided to evaluator	July 2010
3. Incorporate the use of New Tech tools into PBL classrooms	Classroom walkthroughs by SRMHS staff and Evaluations by NTF	Spring '10 and Fall '10

4. Educate parents and community on opportunities for participation and observation of student activities in New Tech classes	SRMHS staff collects signatures of parents of PBL students on informative documents	Checked each semester beginning in Spring '10
5. Oversee a student-led project leading to a PBL handbook	Production of PBL handbook	July '10, with status update in April '10
6. Oversee a student-led project leading to a SRMHS Lexicon for use throughout the school	Production of Lexicon	July '10, with status update in April '10
7. Implement use of concepts and terms from the Lexicon in #6 among faculty and students	Evidence of Lexicon administration to faculty, classroom walkthrough/observation by SRMHS staff	July '10, with status update in April '10
8. Identify and train at least four additional teachers in New Tech methods and practices	Identification: Principal communication to Evaluator; Training: Evidence of training provided to evaluator	Identification: January 31, 2010 Training: July 2010
9. Participate in curriculum alignment sessions resulting in specific project ideas that involve multiple disciplines for use in PBL classes	Project plans produced by SRMHS and analyzed by evaluator	Updates by April 2010, July 2010, and September 2010
10. Obtain at least "emerging" level on 100% of applicable NTF School Success Rubric evaluation criteria	School Success Rubric completed by NTF evaluator	Update in Spring 2010, Goal met by September 2010

11. Obtain “advanced” level on at least 25% of applicable NTF School Success Rubric evaluation criteria	School Success Rubric completed by NTF evaluator	Update in Spring 2010, Goal met by September 2010
12. Implement four-year, continuous leadership curriculum based on Edwards iLead texts through Academic Coaching sessions	Lesson plans provided to evaluator by SRMHS, Observations by Administration and Evaluator	April 2010, September 2010
13. Train at least two more teachers in iLead curriculum	Evidence of training provided by SRMHS	July 2010
14. Increase enrollment in iLead course to at least 75 students per semester by 2010-11 school year.	Class rosters provided to Evaluator	July 2010

Tables 2-5. Performance Measure Attainment Charts

MSAP Renaissance Grant Year Three (2009-10)			
Performance Measure Attainment			
1. Desegregation and Choice	SRMHS	GMHS	EGMMS
Performance Measure 1.1: Each MSAP project school achieves its projected annual enrollment percentage change to reduce or eliminate minority group isolation .	N	N	N
Performance Measure 1.2: At each MSAP project school, the student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces minority group isolation in each year of the MSAP grant.	Y	N	Y
Performance Measure 1.3: In each year of the MSAP grant, minority group enrollment at each feeder school affected by the three MSAP project schools does not increase above the district enrollment percentage for the grade levels served by the magnet schools because of the magnet schools.	Y *	Y *	Y *
Performance Measure 1.4: At each MSAP project school, the number of students in the magnet applicant pool will increase annually.	Y**	N	Y**
Performance Measure 3.1: WCPSS will develop and implement innovative educational methods and practices at each MSAP project school <i>that promote diversity</i> in the school and its programs.	N	Y	Y
Performance Measure 3.2: WPSS will develop and implement innovative educational methods and practices at each MSAP project school <i>that increase choices</i> in the school and its programs.	N	N	Y
2. Building Capacity			
Performance Measure 5.1: Each MSAP school will continue operating its magnet program at a high performance level and meet or exceed State standards three years after Federal funding ends .	N/A	N/A	N/A
Performance Measure 5.2: Teachers at each MSAP project school implement instructional content and strategies learned through magnet-related professional development activities.	N	N	N
Performance Measure 5.3: Classes taught at the three MSAP schools are taught by highly qualified teachers.	Y	Y	Y

3. Academic Achievement of Students			
	SRMHS	GMHS	EGMMS
Performance Measure 2.1: Each school will implement a significantly revised magnet theme to assist the district in achieving national, state, and local reforms .	Y	Y	Y
Performance Measure 2.2: The significantly revised magnet theme will assist the MSAP school in meeting or exceeding state student academic achievement standards and attaining the AYP standard of the federal NCLB legislation.	N	N	N
Performance Measure 2.3: A reform-based curriculum for the significantly revised magnet theme at each school will be finalized and will reflect challenging state academic content standards and student academic achievement standards.	Y	Y	Y
Performance Measure 4.1: At each MSAP project school, students from major racial and ethnic groups meet or exceed North Carolina's AYP standard in each year of the MSAP grant.	Y	N	Y
Performance Measure 4.2: MSAP project schools meet or exceed North Carolina's AYP standard in each year of the MSAP grant.	N	N	N
Performance Measure 4.3: Each project school will increase annually the percentage of students achieving proficiency in the core academic subjects.	N	Y	N
Performance Measure 6.1.1: All students enrolled at the three project schools will participate and interact in diverse curricular activities and will have equitable access to a high-quality education that promotes academic success and preparation for postsecondary education or employment.	N	Y	Y
Performance Measure 6.1.2: All students enrolled at the two MSAP schools will participate in diverse curricula activities and will have equitable access to a high-quality education that promotes academic success and preparation for postsecondary education and employment	N	N	N/A

* Each school had at least one feeder school with above-district average minority enrollment, but all applicable feeder schools possessed this distinction prior to Year 3. MSAP schools did not contribute negatively to this trend.

** SRMHS and EGMMS did not meet their target number of applicants, but did increase the number of applicants from 2008-09.

MSAP Renaissance Grant			
Target Outcome Attainment - SRMHS			
1. Desegregation and Choice	Year 1	Year 2	Year 3
Performance Measure 1.1: Is the minority population percentage at the school at an acceptable level? (<i>10th-day enrollment figures</i>)	N	N	N
Performance Measure 1.2: Is the percentage of minority applicants in the applicant pool lower than the percentage of minority students at the school? (<i>Applicant pool analysis</i>)	N	N	Y
Performance Measure 1.3: Are the feeder schools maintaining an acceptable level of diversity, as it pertains to the MSAP school's draw? (<i>Enrollment at feeder schools</i>)	Y	Y	Y
Performance Measure 1.4: Is the applicant pool larger than the previous year's? (<i>Applicant pool analysis</i>)	N	Y	Y
Performance Measure 3.1: Are a sufficient percentage of students participating in MSAP-related curriculum and activities? (<i>Roster analysis, student surveys</i>) Target: 95%	N/A	N	N
Performance Measure 3.2: Are teachers reporting use of innovative strategies in the classroom? (<i>Teacher survey</i>) Target: 95%	Y	Y	N
3. Building Capacity			
Performance Measure 5.1: Each MSAP school will continue operating its magnet program at a high performance level and meet or exceed State standards three years after Federal funding ends .	N/A	N/A	N/A
Performance Measure 5.2: Are teachers who receive MSAP-funded professional development using that training in the classroom? (<i>Teacher survey</i>) Target: 95%	Y	Y	N
Performance Measure 5.3: Classes taught at the three MSAP schools are taught by highly qualified teachers.	Y	Y	Y
3. Academic Achievement of Students			
Performance Measure 2.1: Are teachers reporting knowledge of the grant themes and how they apply to their teaching? (<i>Teacher Survey</i>)	Y	Y	Y

Performance Measure 2.2: The significantly revised magnet theme will assist the MSAP school in meeting or exceeding state student academic achievement standards and attaining the AYP standard of the federal NCLB legislation. <i>(EOG/EOC expected growth)</i>	N	N	N
Performance Measure 2.3: Are appropriate numbers of units being written for relevant MSAP-related coursework? <i>(# of units written)</i>	N	Y	Y
Performance Measure 4.1: At each MSAP project school, students from major racial and ethnic groups meet or exceed North Carolina's AYP standard in each year of the MSAP grant. <i>(AYP Data)</i>	N	Y	Y
Performance Measure 4.2: MSAP project schools meet or exceed North Carolina's AYP standard in each year of the MSAP grant. <i>(AYP Data)</i>	N	N	N
Performance Measure 4.3: Each project school will increase annually the percentage of students achieving proficiency in the core academic subjects. <i>(EOG/EOC proficiency)</i>	Y	Y	N
Performance Measure 6.1.1: Is the minority/nonminority ratio in MSAP-related courses and activities an accurate representation of the student body? <i>(Roster analysis/Student survey)</i>	N/A	Y	Y
Performance Measure 6.1.2: Are graduation rates at or above target levels? <i>(Graduation rate)</i>	N	N	N

MSAP Renaissance Grant			
Target Outcome Attainment - GMHS			
1. Desegregation and Choice	Year 1	Year 2	Year 3
Performance Measure 1.1: Is the minority population percentage at the school at an acceptable level? (<i>10th-day enrollment figures</i>)	N	N	N
Performance Measure 1.2: Is the percentage of minority applicants in the applicant pool lower than the percentage of minority students at the school? (<i>Applicant pool analysis</i>)	Y	N	N
Performance Measure 1.3: Are the feeder schools maintaining an acceptable level of diversity, as it pertains to the MSAP school's draw? (<i>Enrollment at feeder schools</i>)	Y	Y	Y
Performance Measure 1.4: Is the applicant pool larger than the previous year's? (<i>Applicant pool analysis</i>)	N	Y	N
Performance Measure 3.1: Are a sufficient percentage of students participating in MSAP-related curriculum and activities? (<i>Roster analysis, student surveys</i>) Target: 75%	N/A	Y	Y (77%)
Performance Measure 3.2: Are teachers reporting use of innovative strategies in the classroom? (<i>Teacher survey</i>) Target: 95%	Y	Y	N (92%)
4. Building Capacity			
Performance Measure 5.1: Each MSAP school will continue operating its magnet program at a high performance level and meet or exceed State standards three years after Federal funding ends .	N/A	N/A	N/A
Performance Measure 5.2: Are teachers who receive MSAP-funded professional development using that training in the classroom? (<i>Teacher survey</i>) Target: 95%	Y	Y	N
Performance Measure 5.3: Classes taught at the three MSAP schools are taught by highly qualified teachers.	Y	Y	Y
3. Academic Achievement of Students			
Performance Measure 2.1: Are teachers reporting knowledge of the grant themes and how they apply to their teaching? (<i>Teacher Survey</i>)	Y	Y	Y

Performance Measure 2.2: The significantly revised magnet theme will assist the MSAP school in meeting or exceeding state student academic achievement standards and attaining the AYP standard of the federal NCLB legislation. <i>(EOG/EOC expected growth)</i>	N	N	N
Performance Measure 2.3: Are appropriate numbers of units being written for relevant MSAP-related coursework? <i>(# of units written)</i>	Y	Y	Y
Performance Measure 4.1: At each MSAP project school, students from major racial and ethnic groups meet or exceed North Carolina's AYP standard in each year of the MSAP grant. <i>(AYP Data)</i>	N	N	N
Performance Measure 4.2: MSAP project schools meet or exceed North Carolina's AYP standard in each year of the MSAP grant. <i>(AYP Data)</i>	N	N	N
Performance Measure 4.3: Each project school will increase annually the percentage of students achieving proficiency in the core academic subjects. <i>(EOG/EOC proficiency)</i>	N	Y	Y
Performance Measure 6.1.1: Is the minority/nonminority ratio in MSAP-related courses and activities an accurate representation of the student body? <i>(Roster analysis/Student survey)</i>	N/A	Y	Y
Performance Measure 6.1.2: Are graduation rates at or above target levels? <i>(Graduation rate)</i>	N	N	N/A

MSAP Renaissance Grant			
Target Outcome Attainment - EGMMS			
1. Desegregation and Choice	Year 1	Year 2	Year 3
Performance Measure 1.1: Is the minority population percentage at the school at an acceptable level? (<i>10th-day enrollment figures</i>)	N	N	N
Performance Measure 1.2: Is the percentage of minority applicants in the applicant pool lower than the percentage of minority students at the school? (<i>Applicant pool analysis</i>)	Y	N	Y
Performance Measure 1.3: Are the feeder schools maintaining an acceptable level of diversity, as it pertains to the MSAP school's draw? (<i>Enrollment at feeder schools</i>)	Y	Y	Y
Performance Measure 1.4: Is the applicant pool larger than the previous year's? (<i>Applicant pool analysis</i>)	N	Y	Y
Performance Measure 3.1: Are a sufficient percentage of students participating in MSAP-related curriculum and activities? (<i>Roster analysis, student surveys</i>)	N/A	Y	Y
Performance Measure 3.2: Are teachers reporting use of innovative strategies in the classroom? (<i>Teacher survey</i>) Target: 95%	N	Y	Y
5. Building Capacity			
Performance Measure 5.1: Each MSAP school will continue operating its magnet program at a high performance level and meet or exceed State standards three years after Federal funding ends .	N/A	N/A	N/A
Performance Measure 5.2: Are teachers who receive MSAP-funded professional development using that training in the classroom? (<i>Teacher survey</i>) Target: 95%	Y	Y	N (84.2%)
Performance Measure 5.3: Classes taught at the three MSAP schools are taught by highly qualified teachers.	Y	Y	Y

3. Academic Achievement of Students			
Performance Measure 2.1: Are teachers reporting knowledge of the grant themes and how they apply to their teaching? (<i>Teacher Survey</i>)	Y	Y	Y
Performance Measure 2.2: The significantly revised magnet theme will assist the MSAP school in meeting or exceeding state student academic achievement standards and attaining the AYP standard of the federal NCLB legislation. (<i>EOG/EOC expected growth</i>)	N	N	N
Performance Measure 2.3: Are appropriate numbers of units being written for relevant MSAP-related coursework? (<i># of units written</i>)	Y	Y	Y
Performance Measure 4.1: At each MSAP project school, students from major racial and ethnic groups meet or exceed North Carolina's AYP standard in each year of the MSAP grant. (<i>AYP Data</i>)	N	Y	Y
Performance Measure 4.2: MSAP project schools meet or exceed North Carolina's AYP standard in each year of the MSAP grant. (<i>AYP Data</i>)	N	Y	N
Performance Measure 4.3: Each project school will increase annually the percentage of students achieving proficiency in the core academic subjects. (<i>EOG/EOC proficiency</i>)	N	Y	N
Performance Measure 6.1.1: Is the minority/nonminority ratio in MSAP-related courses and activities an accurate representation of the student body? (<i>Roster analysis/Student survey</i>)	N/A	Y	Y

Table 6. Magnet School Applicant Pool Data for the Current School Year

Applicant Pool for Students Seeking To Be Enrolled Beginning in Fall, 2010					
Magnet School Name: Southeast Raleigh High					
<i>Grade Level</i>	<i>Minority Students</i>	<i>Minority Student Pct</i>	<i>Non-Minority Students</i>	<i>Non-Minority Student Pct</i>	<i>Total Students</i>
9	269	75.4%	88	24.6%	357
10	40	80.0%	10	20.0%	50
11	29	90.6%	3	9.4%	32
12	15	88.2%	2	11.8%	17
Total	353	77.4%	103	22.6%	456

Tables 7-9. Applicant Pool Information

Applicant Pool for Students Seeking To Be Enrolled Beginning in Fall, 2010					
Magnet School Name: Garner Magnet High					
<i>Grade Level</i>	<i>Minority Students</i>	<i>Minority Student Pct</i>	<i>Non-Minority Students</i>	<i>Non-Minority Student Pct</i>	<i>Total Students</i>
9	56	67.5%	27	32.5%	83
10	9	81.8%	2	18.2%	11
11	8	88.9%	1	11.1%	9
12	5	83.3%	1	16.7%	6
Total	78	71.6%	31	28.4%	109

Applicant Pool for Students Seeking To Be Enrolled Beginning in Fall, 2010					
Magnet School Name: East Garner Middle					
<i>Grade Level</i>	<i>Minority Students</i>	<i>Minority Student Pct</i>	<i>Non-Minority Students</i>	<i>Non-Minority Student Pct</i>	<i>Total Students</i>
6	55	53.9%	47	46.1%	102
7	25	62.5%	15	37.5%	40
8	24	70.6%	10	29.4%	34
Total	104	59.1%	72	40.9%	176

Table 7. District-Level Enrollment Data for the Current School Year

Actual District Enrollment—Fall, 2009 (Year 3 of Project)					
<i>Grade Level</i>	<i>Minority Students</i>	<i>Minority Student Pct</i>	<i>Non-Minority Students</i>	<i>Non-Minority Student Pct</i>	<i>Total Students</i>
6	5228	48.8%	5487	51.2%	10715
7	5269	49.6%	5352	50.4%	10621
8	5112	49.9%	5136	50.1%	10248
9	6456	52.7%	5799	47.3%	12255
10	4882	47.5%	5405	52.5%	10287
11	3902	42.2%	5335	57.8%	9237
12	3565	42.2%	4881	57.8%	8446
Total	34414	47.9%	37395	52.1%	71809

VOLUNTARY DESEGREGATION PLAN

BOARD POLICY AND BOARD RESOLUTION

Board Policy 6200, along with the two following resolutions, guides Student Assignment in Wake County Public Schools. On May 18, 2010 Board Policy 6200 was revised as follows:

6200	STUDENT ASSIGNMENT	6200
The Board of Education’s goals for the student assignment process include:		
<ul style="list-style-type: none"><li data-bbox="237 711 862 739"><input type="checkbox"/> Achieving academic success for ALL children<li data-bbox="237 785 846 812"><input type="checkbox"/> Creating safe and stable school environments<li data-bbox="237 858 1377 926"><input type="checkbox"/> Promoting community-based schools with consideration of proximity to home, student safety, and stability of family.<li data-bbox="237 972 1235 999"><input type="checkbox"/> Collaborating with the community to access available community resources<li data-bbox="237 1045 1065 1073"><input type="checkbox"/> Providing parents with clear choices in calendar and programs<li data-bbox="237 1119 1279 1186"><input type="checkbox"/> Providing a plan that is effective and efficient in utilization of our facilities and transportation.<li data-bbox="237 1232 1312 1299"><input type="checkbox"/> Providing a logical progression between elementary, middle, and high school that utilizes consistent, logical and predictable feeder patterns<li data-bbox="237 1346 1317 1413"><input type="checkbox"/> Supporting a positive educational environment with a commitment to maintaining superior teaching conditions<li data-bbox="237 1459 1321 1486"><input type="checkbox"/> Retaining excellent teachers and principals to enhance school choices and stability<li data-bbox="237 1533 808 1560"><input type="checkbox"/> Offering quality programs in every school<li data-bbox="237 1606 1365 1673"><input type="checkbox"/> Provide a plan to support families and keep siblings from being separated by tracks or schools without parental consent<li data-bbox="237 1719 1349 1787"><input type="checkbox"/> Building a sense of community and connection with neighborhoods through parental involvement		
Maintaining stable student populations that consider proximity to home in each Wake County school is important to ensuring academic success for all students. Assignment		

policies will recognize the impact of student assignment on students, families, and communities and the costs involved. The promotion of community schools with choice will increase stability, encourage parental involvement, support and strengthen the community and place emphasis on the education of every student.

Each student enrolled in the Wake County Public School System shall be assigned to a school of his or her grade level considering the attendance area in which that student's parents or court-appointed custodian is domiciled and the student resides. Exceptions will be made as necessary to limit enrollment of a school due to overcrowding or for special programmatic reasons such as the need for special education services or alternative school programs. Opportunities will be provided for high quality year round and magnet schools as viable options for families. Additional options could include vocational and alternative schools.

Student assignment plans will be based on the following factors:

A. Distance

Assignments should be made with consideration of proximity to residence. No student should be required to travel more than the maximum time established by Board Policy 7125.

B. Choice

Students may apply for a school other than their base assignment. This includes calendar options and magnet programs. Enrollment may be limited based on availability.

C. Stability of assignment

Students should remain assigned to a school at each level (Elementary, Middle & High) unless a new school is opened, availability becomes a factor or a request for transfer is initiated by the student's parent or legal guardian. A student's assignment will be grandfathered at their request subject to Board Policy 6203-Transfer of School Assignment.

D. Facility Utilization

Student assignment should seek optimal utilization of each school's capacity.

E. Grade Structure

Student assignment should adhere to K-5, 6-8, 9-12 grade organization whenever possible with consideration given to logical feeder patterns within communities.

F. Alignment with the Magnet Schools Program

The student assignment plan should include the system-wide objectives of the Magnet Program.

G. Students with Higher Needs

Assignments should accommodate students with higher needs, including those identified as being Limited English Proficient (LEP) or requiring services from Special Education

programs.

Footnote:

1. Board policy regarding special education services is specified in Board Policy 6222.
2. Long-range capacity is defined as the capacity of the permanent building(s) plus the capacity of the optimal number of mobile or modular classrooms for the campus.

Adopted: May 4, 1981

Revised: January 17, 1983

Revised: May 16, 1983

Revised: November 18, 1991

Revised: April 21, 1997

Revised: January 10, 2000

Revised: March 18, 2003

Revised: December 4, 2007

Revised: May 18, 2010

On March 23, 2010, the WCPSS Board of Education approved the Resolution Establishing Board Directive for Community Based Assignments.

Resolution Establishing Board Directive for Community Based Assignments

Whereas, the Wake County Board of Education holds a strong commitment to the highest educational results for ALL children in an effort to allow them to reach their full potential and better our community.

Whereas, ALL children regardless of race, creed, economic status, or nationality are capable of high academic achievement when provided instruction of rigor and relevance. The utilization of objective, data-driven decisions better supports these efforts than subjective classification and profiling of students.

Whereas, ALL children, families, schools, teachers, and neighborhoods are stakeholders that benefit from a strong sense of community and a high quality education, and proximity to a child's school affects opportunities for engagement of all stakeholders.

Whereas, stability and continuity play a critical role in the positive development and support of our children, families, and communities. Within a framework of stability providing logical feeder patterns with limited disruptions in child placement, families should be provided with reasonable application options for their assignments, taking into account capacity and utilization of local facilities.

Whereas, extensive growth over the past two decades has resulted in our existing node-based assignment modeling to require numerous adjustments that have compounded over the years, resulting in challenges to meet demand and efficiency.

Further, with the current three year assignment plan set to expire in 2012, a new plan will need to be implemented.

Whereas, the Wake County School Board supports community based school assignments. The alignment of these assignments with the existing zone based management tools of the Wake County Public School System, such as but not limited to Transportation Services, Facilities Maintenance and Management, and Staff Leadership, would produce more efficient and cost effective operations.

Be it hereby resolved:

1. The Wake County Board of Education commits to establishing Community Assignment Zones. A zone based assignment model will be developed during the next 9 – 15 months with input from our community stakeholders (as noted above), WCPSS staff, and other government planning and zoning officials. The plan would be presented at public hearings prior to adoption.
1. **The assignment plan submitted to the Board of Education shall include:**
 - A multi-year transition plan that limits impact on student reassignment and ensures program equity within each zone.
 - A plan that will be respectful of our history as a community and an institution, while being innovative and mindful of future growth.
 - A plan that ensures a commitment to a high quality education for ALL children.
 - A plan that creates consistent and logical feeder patterns with a defined plan for “optional choice” assignment opportunities. These opportunities will highlight strong support for high quality year-round and magnet schools as viable options for families, while planning for both a vocational and alternative school.
 - A plan that is effective and efficient in the utilization of our facilities and transportation fleet.
 - A plan that establishes better alignment of internal management systems and functions.
 - A strategy that supports and promotes high functioning and engaged communities.
 - A plan to support families and keep siblings from being separated by tracks or schools without parental consent.
 - A plan that provides all students at all schools with an equal opportunity to a sound, basic education.
2. **In the interim**, the Wake County Public Schools will remain engaged in the Board approved three year assignment plan. When considered appropriate, approved adjustments to the existing plan will occur in accordance with past practices on an individual basis, including node adjustments, calendar conversions, and school designations. Decisions regarding these

adjustments should take into account the future planning directive underway.

1. **Be it further resolved that effective immediately:** Board level committees, WCPSS departments, and other administrative committees with relevant responsibilities, assignments or authority are directed to prepare constructive suggestions to support the development of the above noted transition, and be mindful in their approach to decision making that could impact these future directives.
2. Prior to June 30, 2010, the Growth and Planning Department and the Instructional Services Division (including a separate plan for the Research and Evaluation Department) shall establish and present a transition plan to the Board of Education that will utilize non-discriminatory, objective, data-driven criteria, tools, and practices over existing subjective methods. All plans should include short term (within 12 months) and long term (up to 3 years) action items with clearly defined benchmarks.
3. Any applicants to an existing “optional choice” assignment shall not be discriminated against based upon economic status in the selection process.

On April 20, 2010, the WCPSS Board of Education approved the Board Resolution Expressing Board Commitment to the Efforts of Voluntary Desegregation.

Resolution Expressing Board Commitment to the Efforts of Voluntary Desegregation

Whereas, Wake County Public Schools System (WCPSS) desires to provide the best education to all children served by the school district, and is committed to equal opportunities for all students in schools throughout the system;

Whereas, the student population in WCPSS is culturally, geographically, economically, racially and ethnically diverse, and this diversity is a valuable resources for teaching students to live and thrive within a global community;

Whereas, WCPSS has a responsibility to advocate for our children’s education by actively supporting the improvement of Wake County’s renowned public education system, including one of its cornerstone – its magnet schools.

Whereas, in 1982, WCPSS began converting traditional schools to magnet schools with enhanced innovative curriculums supporting the following goals:

- Filling underused schools and empty classrooms
- Achieving voluntary desegregation of schools,
- Alleviating growth and overcrowding issues in the expanding suburbs,
- Expanding educational opportunities and choice throughout Wake County
- Promoting program innovations to foster system-wide improvements

- Providing more parental participation through a program of optional school choices, and
- Providing a long-range plan for student assignment and facility use.

Whereas, in the same timeframe, the U.S. Congress enacted the Magnet Schools Assistance Program (MSAP) under the Elementary and Secondary Education Act, which was predicated on Congressional Findings that:

- Magnet Schools are a significant part of the Nation’s effort to achieve voluntary desegregation in our Nation’s schools;
- These efforts help ensure equal educational opportunities for all students
- Magnet schools offer a wide range of distinctive programs that have served as models for school improvement efforts.

Whereas, the WCPSS magnet schools have been an effective tool in the management of school capacity, while enhancing cultural diversity. In WCPSS’s 33 magnet schools, there is an average of 100% capacity utilization.

Whereas, WCPSS is committed to providing quality education opportunities for all students regardless of background characteristics by providing an educational environment that enhances educational success. WCPSS is also committed to providing diverse settings for education that promote an understanding and appreciation of cultural differences.

Whereas, WCPSS has adopted a directive to transition our student assignment model to use community-based attendance zones in an effort to provide stability, parental choice, and growth-management strategies while being committed to schools of choice.

Whereas, the Wake County Board of Education is committed to establishing a plan of Community Based Assignment zones. This zone-based assignment model will be developed during the next 9-15 months with input from various community stakeholders, WCPSS staff, and other government planning and zoning officials.

Whereas, the Board Directive for the establishment of Community Assignment Zones called for the inclusion of:

- A multi-year transition plan that limits impact on student reassignment and ensures program equity per zone;
- A plan that ensures a commitment to a high quality education for ALL children;
- Consistent and logical feeder patterns with a defined plan for “optional choice” assignment opportunities. These opportunities will highlight strong support for high quality year-round and magnet schools as viable options for families, while planning for vocational and alternative options as well.

NOW, THEREFORE BE IT RESOLVED, WCPSS stands committed to voluntary desegregation in an effort to reduce and prevent minority group isolation and promote

cultural integration.

BE IT FURTHER RESOLVED, in an effort to encourage voluntary desegregation, community based attendance zones will utilize schools-of-choice with a predetermined selection process across zones, regions and the county-wide district. The Community-Based assignment model will also include an evaluation component to provide regular review of each zone attendance area in an effort to reduce and/or prevent minority group isolation;

NOW THEREFORE BE IT RESOLVED, the Wake County Board of Education reaffirms the importance of magnet schools in WCPSS as a tool for voluntary desegregation, and authorizes and endorses the application to the United States Department of Education for a Magnet Schools Assistance Program grant to enhance the programs offered to increase cultural diversity and reduce minority group isolation of students at the following schools: Smith Elementary, Brentwood Elementary and Millbrook High School.

MARKETING, PROMOTION AND RECRUITMENT

Based on its experience in implementing magnet programs over the past 27 years, the district has learned the importance of implementing extensive and creative promotion and recruitment strategies in order to provide students equitable access to its magnet programs and to attract diverse enrollments to these schools. These strategies include:

- Operating a Magnet Resource Center to serve as an ongoing resource for parents now residing within the school district and for new families moving into the system. This center provides parents with information on each of the magnet schools in the district and assists parents in understanding the selection and notification process and in completing applications for their children's admission;
- Maintaining attractive and informative websites for Magnet Programs at the central service level and each individual schools program. Recent innovations have included the inclusion of mini-videos of each program, online FAQs, and interactive parent information sessions.
- Holding an annual Magnet Schools Fair, which provides opportunities for all magnet schools to market their programs to parents and students;
- Conducting information sessions about magnet schools in targeted areas of the district, particularly those with new growth patterns and where parents are not aware of traditionally held magnet information sessions such as the Magnet Schools Fair.
- Holding open houses in the magnet schools at times that are convenient for working and nonworking parents;
- Collaborating with other non-magnet schools in target market areas to market events and opportunities to learn about magnet programs.

- Creating and publishing applications, fliers and brochures about magnet schools and distributing them throughout the district, including on the district’s Web site; in all of its schools; and in shopping centers, libraries, and churches, etc.
- Publicizing the magnet schools in the media in communities that have historically not participated in magnet programs.
- Utilizing Web 2.0 resources such as e-mail marketing, Google Analytics, and online surveys to adequately assess the value of various marketing strategies.

WCPSS monitors its promotion and recruitment efforts throughout the application period to determine the success of its strategies in attracting students from target markets to each magnet school, and implements additional strategies during the application period if it determines that it is not attracting applicants to a school or schools. At the end of each recruiting season, all applicants to magnet schools are asked to complete an anonymous online survey where applicants provide feedback on effective or ineffective marketing strategies, allowing staff to further explore how parents choose a school for their children.

STRATEGIC PLACEMENT OF PROGRAMS

WCPSS utilizes race-neutral alternatives to attract students from diverse backgrounds to its schools and to ensure that all students have equitable access to its magnet schools. The three magnet schools identified in this proposal were each identified through a Board of Education review of non-magnet schools. All non-magnet schools were weighed against criteria expressing the objectives for magnet programs. The selection of magnet schools is directly related to the potential of each to meet magnet objectives. The schools each have a draw area of feeder schools that are overcrowded and have reasonable transportation patterns that would make it easy for families to travel to and from school.

SELECTION CRITERIA

The selection of students for magnet schools is governed by the WCPSS Student Assignment Policy, and by the district’s elementary, middle and high school magnet school selection procedures. WCPSS utilizes a set of predefined selection criteria and a lottery should students be comparable on the selection criteria. The selection process for secondary schools is as follows:

Magnet Selection

First priority – Siblings of present magnet students identified on the intent form.

Second priority – Students currently attending a magnet school and who have magnet status, have a priority to attend a magnet school in the next grade configuration—middle or high school.

After assigning the students who meet the criteria above, the school will determine

the number of vacancies available; 90% of these vacancies will be filled from valid applications in the following order:

- **ROUND ONE**
 - Assigned to a base school that has a current crowding factor $\geq 95\%$ of the adjusted building capacity AND
 - Submitted a valid application for the same program the previous year
- **ROUND TWO**
 - Same as Round One with deletion of previous year's application.
- **ROUND THREE**
 - Same as Round Two with the revision of the crowding factor to be $\geq 90\%$ of the adjusted building capacity.
- **ROUND FOUR**
 - Same as round Three with the revision of the crowding factor to be $\geq 90\%$
Ten percent (10%) of vacancies identified above will be filled randomly from all remaining valid applications.

SCHOOL CAPACITY

Due to the unrelenting growth in student population over the past and foreseeable future years and the consequent school crowding, it is necessary for the district to consider school capacity when assigning students to magnet schools. In the 2009-10 school year, 139,599 students were enrolled in Wake County public schools. Recent projections indicate that by 2016, Wake County will need to build 20 new schools to accommodate a total student population of 184,881. Accordingly, the district gives a preference to students who are assigned to overcrowded schools or who have older siblings already attending the magnet school to which a younger sibling is applying.

RACIAL CONSIDERATIONS

WCPSS does not currently use race of students in assignment determinations, nor does it envision the need to use race as a factor in admitting students to magnet schools because its experience has shown that the race-neutral strategies and factors discussed above have been largely successful in avoiding the harmful effects of racial isolation and that the district's strategies address the educational benefits of giving students the opportunities to attend schools with students of different backgrounds and achievement levels. Also, past awards under the MSAP program itself have helped the district to prevent, reduce or eliminate minority group isolation.

FACILITIES DESIGNED TO SUPPORT MAGNET PROGRAMS

WCPSS has allocated resources in its long-range facilities plan to ensure the viability and attractiveness of its magnet school facilities and to provide available seats at the magnet

schools. In 2006, Wake County citizens approved a bond package that, when combined with county funds, totaled \$1,055,874,837 for constructing new schools and upgrading existing facilities. Six of the district's magnet schools received funds for renovations ranging from replacing or renovating 40-year-old classrooms to addressing traffic safety issues to making areas accessible to students with disabilities.

TRANSPORTATION PROVIDED TO MAGNET SCHOOLS

WCPSS provides transportation for students who attend its magnet schools. In an effort to control transportation costs, the process of selecting students to attend magnet schools is determined in part on the basis of where the student resides in the district. The magnet school transportation pattern is one of the components of the selection criteria used by the growth management office during the lottery process.

U.S. Department of Education Magnet School Program

The table below shows the data we are requesting from your site as part of the MSAP-wide meta-analysis. The data sources in the table have been chosen as measures to assess the baseline levels of capacity, participation, and student achievement to provide comparable data across all sites. Please complete the table below (**one for each school**) and return to us by May 15, 2010 along with your APR.

Name of School	East Garner Magnet Middle School		Wake County Public Schools			
Grade Levels	(please circle all that apply) 6 7 8					
Type	<input checked="" type="checkbox"/> Whole School Magnet	<input type="checkbox"/> Partial School Magnet	Title I School	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
If you are a Title I School, are you in Title I improvement status?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, what stage?	<input type="checkbox"/> Title I - School Improvement	<input type="checkbox"/> Title I - Corrective Action	<input type="checkbox"/> Title I -

MSAP Data Element Table

Measures	Indicators	Year 1 Actual 2007-08	Year 2 Actual 2008-09	Actual/Projected Year 3 2009-10 (If projected mark with a p)
MGI Applicant GPRA Data				
1	Total number of magnet school or magnet program (if a partial school) applications	61	112	176
2	Total number of minority student applications	43	84	102
3	Total number of non-minority applications	18	28	72
MGI Applicant/Enrollment GPRA Data				
4	Total number of students who applied & enrolled in the magnet school or magnet program, if a partial school.	29	95	175
5	Total number of minority students who applied & enrolled in the magnet school or magnet program, if a partial school.	14	69	104
6	Total number of non-minority students who applied & enrolled in the magnet school or magnet program, if a partial school.	15	26	71

Achievement GPRA Data East Garner Magnet Middle School				
7	Total number of magnet students from different major ethnic and racial groups who take English Language Arts or Reading state assessments	1116	1105	1118
7a	a. Total number of American Indian/Alaskan Native students who take English Language Arts or Reading state assessments	8		
7b	b. Total number of Asian students who take English Language Arts or Reading state assessments	6	5	8
7c	c. Total number of Black or African American students who take English Language Arts or Reading state assessments	621	599	598
7d	d. Total number of Hispanic/Latino students who take English Language Arts or Reading state assessments	187	195	197
7e	e. Total number of Native Hawaiian or other Pacific Islander students who take English Language Arts or Reading state assessments			
7f	f. Total number of White students who take English Language Arts or Reading state assessments	245	253	263
7g	g. Total number of students of two or more races who take English Language Arts or Reading state assessments	49	49	50
8	Total number of magnet students from different major ethnic and racial groups who take MATH state assessments	1117	1105	1120
8a	a. Total number of American Indian/Alaskan Native students who take Math state assessments	8	4	
8b	b. Total number of Asian students who take Math state assessments	6	5	8
8c	c. Total number of Black or African American students who take Math state assessments	621	599	598
8d	d. Total number of Hispanic/Latino students who take Math state assessments	187	195	198

Achievement GPRA Data East Garner Magnet Middle School				
8e	e. Total number of Native Hawaiian or other Pacific Islander students who take Math state assessments			
8f	f. Total number of White students who take Math state assessments	246	253	264
8g	g. Total number of students of two or more races who take Math state assessments	49	49	50
9	a. Total number of magnet students from major ethnic and racial groups achieving proficiency in English Language Arts or Reading state assessments	491	655	691
9a	a. Total number of American Indian/Alaskan Native students achieving proficiency in English Language Arts or Reading state assessments	4	2	
9b	b. Total number of Asian students achieving proficiency in English Language Arts or Reading state assessments	6	5	6
9c	c. Total number of Black or African American students achieving proficiency in English Language Arts or Reading state assessments	239	321	346
9d	d. Total number of Hispanic/Latino students achieving proficiency in English Language Arts or Reading state assessments	56	104	99
9e	e. Total number of Native Hawaiian or other Pacific Islander students achieving proficiency in English Language Arts or Reading state assessments			
9f	f. Total number of White students achieving proficiency in English Language Arts or Reading state assessments	156	190	202
9g	g. Total number of students of two or more races achieving proficiency in English Language Arts or Reading state assessments	30	33	37
10	a. Total number of magnet students from major ethnic and racial groups achieving proficiency in MATH state assessments	621	746	827
10a	a. Total number of American Indian/Alaskan Native students achieving proficiency in Math state assessments	6	2	

Achievement GPRA Data East Garner Magnet Middle School				
10b	b. Total number of Asian students achieving proficiency in Math state assessments	6	5	7
10c	c. Total number of Black or African American students achieving proficiency in Math state assessments	308	364	417
10d	d. Total number of Hispanic/Latino students achieving proficiency in Math state assessments	95	131	146
10e	e. Total number of Native Hawaiian or other Pacific Islander students achieving proficiency in Math state assessments			
10f	f. Total number of White students achieving proficiency in Math state assessments	176	207	215
10g	g. Total number of students of two or more races achieving proficiency in Math state assessments	30	37	41
Other Measures				
11	Total number of minority students served in magnet school or magnet program, if a partial school.	869	<u>854</u>	<u>855</u>
12	Total number of non-minority students served in magnet school or magnet program, if a partial school.	262	<u>262</u>	<u>274</u>
13	Total number of students served in magnet school or magnet program, if a partial school.	1131	<u>1116</u>	<u>1129</u>
14	Total annual budget	643826	<u>793721</u>	<u>587641</u>
Additional Data		2007-2008 for 2008-2009 school year	2008-2009 for 2009-2010 school year	2009-2010 for 2010-2011 school year
15	Projected applicant data (in line with previous APR reporting) the number of applicants for the upcoming year. For 2007-2008 report the number of applicants for the 2008-2009 school year.	61	112	176

U.S. Department of Education Magnet School Program

The table below shows the data we are requesting from your site as part of the MSAP-wide meta-analysis. The data sources in the table have been chosen as measures to assess the baseline levels of capacity, participation, and student achievement to provide comparable data across all sites. Please complete the table below (**one for each school**) and return to us by May 15, 2010 along with your APR.

Name of School	Garner Magnet High School		Wake County Public Schools			
Grade Levels	(please circle all that apply)	9	10	11	12	
Type	<input checked="" type="checkbox"/> Whole School Magnet	<input type="checkbox"/> Partial School Magnet	Title I School	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
If you are a Title I School, are you in Title I improvement status?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, what stage?	<input type="checkbox"/> Title I - School Improvement	<input type="checkbox"/> Title I - Corrective Action	<input type="checkbox"/> Title I -

MSAP Data Element Table

Measures	Indicators	Year 1 Actual 2007-08	Year 2 Actual 2008-09	Actual/Projected Year 3 2009-10 (If projected mark with a p)
MGI Applicant GPRA Data				
1	Total number of magnet school or magnet program (if a partial school) applications	50	112	109
2	Total number of minority student applications	17	84	78
3	Total number of non-minority applications	33	28	31
MGI Applicant/Enrollment GPRA Data				
4	Total number of students who applied & enrolled in the magnet school or magnet program, if a partial school.	32	23	109
5	Total number of minority students who applied & enrolled in the magnet school or magnet program, if a partial school.	12	8	78
6	Total number of non-minority students who applied & enrolled in the magnet school or magnet program, if a partial school.	20	15	31

Achievement GPRA Data Garner Magnet High School				
7	Total number of magnet students from different major ethnic and racial groups who take English Language Arts or Reading state assessments	661	667	731
7a	a. Total number of American Indian/Alaskan Native students who take English Language Arts or Reading state assessments	7	6	
7b	b. Total number of Asian students who take English Language Arts or Reading state assessments	7	7	8
7c	c. Total number of Black or African American students who take English Language Arts or Reading state assessments	327	344	313
7d	d. Total number of Hispanic/Latino students who take English Language Arts or Reading state assessments	74	94	111
7e	e. Total number of Native Hawaiian or other Pacific Islander students who take English Language Arts or Reading state assessments			
7f	f. Total number of White students who take English Language Arts or Reading state assessments	228	181	262
7g	g. Total number of students of two or more races who take English Language Arts or Reading state assessments	18	35	33
8	Total number of magnet students from different major ethnic and racial groups who take MATH state assessments	1386	1462	1,357
8a	a. Total number of American Indian/Alaskan Native students who take Math state assessments	3	7	
8b	b. Total number of Asian students who take Math state assessments	10	14	10
8c	c. Total number of Black or African American students who take Math state assessments	664	695	615
8d	d. Total number of Hispanic/Latino students who take Math state assessments	109	173	167

Achievement GPRA Data Garner Magnet High School				
8e	e. Total number of Native Hawaiian or other Pacific Islander students who take Math state assessments			
8f	f. Total number of White students who take Math state assessments	562	517	507
8g	g. Total number of students of two or more races who take Math state assessments	34	49	48
9	a. Total number of magnet students from major ethnic and racial groups achieving proficiency in English Language Arts or Reading state assessments	451	448	595
9a	a. Total number of American Indian/Alaskan Native students achieving proficiency in English Language Arts or Reading state assessments	4	6	
9b	b. Total number of Asian students achieving proficiency in English Language Arts or Reading state assessments	6	6	4
9c	c. Total number of Black or African American students achieving proficiency in English Language Arts or Reading state assessments	184	214	240
9d	d. Total number of Hispanic/Latino students achieving proficiency in English Language Arts or Reading state assessments	32	47	74
9e	e. Total number of Native Hawaiian or other Pacific Islander students achieving proficiency in English Language Arts or Reading state assessments			
9f	f. Total number of White students achieving proficiency in English Language Arts or Reading state assessments	211	149	242
9g	g. Total number of students of two or more races achieving proficiency in English Language Arts or Reading state assessments	14	26	31
10	a. Total number of magnet students from major ethnic and racial groups achieving proficiency in MATH state assessments	853	964	1,063
10a	a. Total number of American Indian/Alaskan Native students achieving proficiency in Math state assessments	2	6	

Achievement GPRA Data Garner Magnet High School				
10b	b. Total number of Asian students achieving proficiency in Math state assessments	9	14	3
10c	c. Total number of Black or African American students achieving proficiency in Math state assessments	315	377	431
10d	d. Total number of Hispanic/Latino students achieving proficiency in Math state assessments	65	116	130
10e	e. Total number of Native Hawaiian or other Pacific Islander students achieving proficiency in Math state assessments			
10f	f. Total number of White students achieving proficiency in Math state assessments	441	413	453
10g	g. Total number of students of two or more races achieving proficiency in Math state assessments	18	31	33
Other Measures				
11	Total number of minority students served in magnet school or magnet program, if a partial school.	1386	<u>1479</u>	<u>1463</u>
12	Total number of non-minority students served in magnet school or magnet program, if a partial school.	883	<u>838</u>	<u>948</u>
13	Total number of students served in magnet school or magnet program, if a partial school.	2269	<u>2317</u>	<u>2411</u>
14	Total annual budget	938836	<u>552512</u>	<u>577934</u>
Additional Data		2007-2008 for 2008-2009 school year	2008-2009 for 2009-2010 school year	2009-2010 for 2010-2011 school year
15	Projected applicant data (in line with previous APR reporting) the number of applicants for the upcoming year. For 2007-2008 report the number of applicants for the 2008-2009 school year.	50	112	109

U.S. Department of Education Magnet School Program

The table below shows the data we are requesting from your site as part of the MSAP-wide meta-analysis. The data sources in the table have been chosen as measures to assess the baseline levels of capacity, participation, and student achievement to provide comparable data across all sites. Please complete the table below (**one for each school**) and return to us by May 15, 2010 along with your APR.

Name of School	Southeast Raleigh Magnet High School		Wake County Public Schools			
Grade Levels	(please circle all that apply) 9 10 11 12					
Type	<input checked="" type="checkbox"/> Whole School Magnet	<input type="checkbox"/> Partial School Magnet	Title I School	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
If you are a Title I School, are you in Title I improvement status?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, what stage?	<input type="checkbox"/> Title I - School Improvement	<input type="checkbox"/> Title I - Corrective Action	<input type="checkbox"/> Title I -

MSAP Data Element Table

Measures	Indicators	Year 1 Actual 2007-08	Year 2 Actual 2008-09	Actual/Projected Year 3 2009-10 (If projected mark with a p)
MGI Applicant GPRA Data				
1	Total number of magnet school or magnet program (if a partial school) applications	485	366	456
2	Total number of minority student applications	348	291	353
3	Total number of non-minority applications	137	75	103
MGI Applicant/Enrollment GPRA Data				
4	Total number of students who applied & enrolled in the magnet school or magnet program, if a partial school.	313	174	435
5	Total number of minority students who applied & enrolled in the magnet school or magnet program, if a partial school.	238	125	336
6	Total number of non-minority students who applied & enrolled in the magnet school or magnet program, if a partial school.	75	49	99

Achievement GPRA Data Southeast Raleigh Magnet High School				
7	Total number of magnet students from different major ethnic and racial groups who take English Language Arts or Reading state assessments	483	384	396
7a	a. Total number of American Indian/Alaskan Native students who take English Language Arts or Reading state assessments			
7b	b. Total number of Asian students who take English Language Arts or Reading state assessments	5	10	5
7c	c. Total number of Black or African American students who take English Language Arts or Reading state assessments	353	284	296
7d	d. Total number of Hispanic/Latino students who take English Language Arts or Reading state assessments	20	14	35
7e	e. Total number of Native Hawaiian or other Pacific Islander students who take English Language Arts or Reading state assessments			
7f	f. Total number of White students who take English Language Arts or Reading state assessments	90	65	45
7g	g. Total number of students of two or more races who take English Language Arts or Reading state assessments	11	11	14
8	Total number of magnet students from different major ethnic and racial groups who take MATH state assessments	1238	1031	845
8a	a. Total number of American Indian/Alaskan Native students who take Math state assessments			
8b	b. Total number of Asian students who take Math state assessments	23	21	9
8c	c. Total number of Black or African American students who take Math state assessments	849	749	621
8d	d. Total number of Hispanic/Latino students who take Math state assessments	36	30	42

Achievement GPRA Data Southeast Raleigh Magnet High School				
8e	e. Total number of Native Hawaiian or other Pacific Islander students who take Math state assessments			
8f	f. Total number of White students who take Math state assessments	301	203	144
8g	g. Total number of students of two or more races who take Math state assessments	24	27	21
9	a. Total number of magnet students from major ethnic and racial groups achieving proficiency in English Language Arts or Reading state assessments	369	280	286
9a	a. Total number of American Indian/Alaskan Native students achieving proficiency in English Language Arts or Reading state assessments			
9b	b. Total number of Asian students achieving proficiency in English Language Arts or Reading state assessments	5	10	4
9c	c. Total number of Black or African American students achieving proficiency in English Language Arts or Reading state assessments	254	192	212
9d	d. Total number of Hispanic/Latino students achieving proficiency in English Language Arts or Reading state assessments	15	7	15
9e	e. Total number of Native Hawaiian or other Pacific Islander students achieving proficiency in English Language Arts or Reading state assessments			
9f	f. Total number of White students achieving proficiency in English Language Arts or Reading state assessments	87	61	42
9g	g. Total number of students of two or more races achieving proficiency in English Language Arts or Reading state assessments	8	10	12
10	a. Total number of magnet students from major ethnic and racial groups achieving proficiency in MATH state assessments	814	703	651
10a	a. Total number of American Indian/Alaskan Native students achieving proficiency in Math state assessments			

Achievement GPRA Data Southeast Raleigh Magnet High School				
10b	b. Total number of Asian students achieving proficiency in Math state assessments	22	18	8
10c	c. Total number of Black or African American students achieving proficiency in Math state assessments	489	461	450
10d	d. Total number of Hispanic/Latino students achieving proficiency in Math state assessments	28	22	33
10e	e. Total number of Native Hawaiian or other Pacific Islander students achieving proficiency in Math state assessments			
10f	f. Total number of White students achieving proficiency in Math state assessments	254	179	66
10g	g. Total number of students of two or more races achieving proficiency in Math state assessments	18	22	6
Other Measures				
11	Total number of minority students served in magnet school or magnet program, if a partial school.	1372	<u>1277</u>	<u>1289</u>
12	Total number of non-minority students served in magnet school or magnet program, if a partial school.	494	<u>360</u>	<u>276</u>
13	Total number of students served in magnet school or magnet program, if a partial school.	1866	<u>1637</u>	<u>1565</u>
14	Total annual budget	1577935	<u>754162</u>	<u>874696</u>
Additional Data		2007-2008 for 2008-2009 school year	2008-2009 for 2009-2010 school year	2009-2010 for 2010-2011 school year
15	Projected applicant data (in line with previous APR reporting) the number of applicants for the upcoming year. For 2007-2008 report the number of applicants for the 2008-2009 school year.	366	429	456

**YEAR 3 MAGNET SCHOOLS ASSISTANCE PROGRAM
ANNUAL PROGRESS REPORT**

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MSAP School Staff

E&R Report No. 10.09

November 2010

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www.wcpss.net/evaluation-research

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