

To a Culture of No Excuses

**A Look at the Success of High School Graduates in the
University of North Carolina System**

Part II

**Public Education Research Institute
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Introduction

Of the 2006 North Carolina (NC) high school graduates, approximately 36% indicated they would like to attend a school within the University of North Carolina (UNC) system. Of the Charlotte-Mecklenburg Schools (CMS) seniors, 42% had stated they planned to attend one of these schools.¹ Yet the percentage of NC high school graduates and CMS graduates who actually did enroll in a UNC school is somewhat lower, and the percentage of that class expected to graduate from our public universities and colleges in five years is in stark contrast to the percentage who indicated they wanted to go to one of these schools and graduate.

Why is there such a difference in the number of NC students who actually graduate from a UNC school and the number who indicated as high school seniors that they wished to pursue a degree from one of the 15 public 4-year schools?

To begin answering this question, the Public Education Research Institute of Queens University of Charlotte studied the postsecondary experience of NC students entering the UNC system, with special emphasis on CMS and its individual high schools. The study was designed to answer four questions:

- How many of our CMS students actually pursue postsecondary education through our UNC system and are they successful in obtaining a degree?
- Are these CMS students prepared for the rigors of the universities?
- Do students from the various CMS high schools pursue an education at one of the UNC system schools in equal proportions, and do they perform equally well in the university system?
- How do CMS students perform when compared to UNC system students who graduated from all NC public schools as well as compared to UNC system students from other NC urban districts – that is, from Durham, Forsyth, Guilford, and Wake Counties?

All data used in this report were generated by the UNC Office of General Administration. Each year this office distributes the annual report on high school graduates entering one of the UNC system universities and colleges.² It includes a variety of data concerning the students' performance and graduation rates within the various schools. It also includes information about the freshmen entering the universities. (Information for the freshmen class of 2006-07 school year is the most current data available. The most current data available for graduation rates are for the class that entered as first-time freshmen in 2002-03.)

The data are broken down by the 115 public school districts (as well as charter schools and special schools) and by the individual high schools within those districts. Performance data are given for 15 of the universities within the system. The University of North Carolina School of the Arts data are not included in the reports produced by the Office of General Administration.

¹ North Carolina Department of Public Instruction. *North Carolina Public Schools Statistical Profile: 2007*. Retrieved April 3, 2009 at <http://www.ncpublicschools.org/docs/fbs/resources/data/statisticalprofile/2007profile.pdf>

² This report produced by the Office of General Administration is available online at http://www.northcarolina.edu/content.php/assessment/reports/student_info/far.htm

To a Culture of No Excuses: Part I

Part I of this study examined how many CMS students -- compared to others in the state -- applied, were accepted, and enrolled in one of the UNC system schools. In addition, the study looked at whether there were large differences among the CMS high schools.

Three key conclusions emerged:

- A lower percentage of CMS high school seniors, when compared to other NC urban districts, intended to enroll in one of NC's public 4-year institutions.
- A higher percentage of Wake County students actually applied and enrolled in one of the UNC schools than students from CMS, Durham, Guilford, and Forsyth Counties.
- There were wide variations among CMS high schools in the percentage of students enrolling in one of the UNC schools. It appears this variation was more related to the lack of students in some of our high schools applying to the schools rather than in their failure to be accepted or their just not enrolling once accepted.

Based upon the findings in Part I, the Public Education Research Institute made three recommendations.

- Why so few students in some of our high schools apply to one of our public 4-year institutions needs to be examined. A plan must be designed and implemented to address these issues in order to increase the percentage of students in those schools who do apply.
- High expectations for all students and a *no excuses* culture must be created in all high schools. Students must understand what a college education can mean for them and know what possibilities are there for them. Students applying for postsecondary education must be the norm, not the exception.
- The data must be monitored annually: (1) to examine how CMS performs compared to the universities at large and to the other urban districts and (2) to examine to see if gaps in the percentage of seniors applying to UNC schools are being closed among CMS high schools.

For specific details, see *To a Culture of No Excuses Part I*.

To a Culture of No Excuses: Part II

To follow the trail of students to determine why more of our students do not graduated from a UNC school, Part II of *To a Culture of No Excuses* examines student performance pre-enrollment in the university through graduation. Again CMS students at the UNC school are compared to students from all NC public schools and to students from the four other NC urban districts. Success rates of students from all CMS high schools are also compared.

Part II of the study looks at whether freshmen appear to come into the universities equally prepared. While there are differing opinions about the importance of SAT scores and passing rates on high school Advanced Placement exams as indicators of college success, they do offer some insight into how prepared the students may be for the rigors of college. Each of these is examined in this report.

In addition, as another indicator of how prepared students are for college work, the reports looks at the percentage of students recommended for remedial courses and the percentage of students recommended for higher level courses and Honors Programs.

The students are followed from their first to their second year at the university to see how many persisted in their education and how well they performed during their freshman year. They continue to be followed to see what percentage actually graduate within five years of their entering the school as a freshmen.

The following indicates the 15 schools in the UNC system:

ASU = Appalachian State University	NCCU = NC Central University	UNC-G = UNC Greensboro
ECU = East Carolina University	NCSU = NC State University	UNC – P = UNC Pembroke
ECSU = Elizabeth City State University	UNC-A = UNC Asheville	UNC – W = UNC Wilmington
FSU = Fayetteville State University	UNC – CH = UNC Chapel Hill	WCU = Western Carolina University
NC A&T = NC A&T	UNC –C = UNC Charlotte	WSSU = Winston-Salem State University

Entering the University System: Freshmen Readiness

Are the students on equal footing when they enter the universities? Among various indicators of how prepared students are for the rigor of college-level courses, this study examined the following: SAT scores, high school Advanced Placement Test passing rates, recommendations for and enrollment in remedial classes, and recommendations for advanced courses such as calculus or higher level math classes and enrollment in Honors Programs.

Exam Scores

SAT Scores

The SAT, a test that traditionally has measured verbal and mathematic reasoning skills, is still considered by many to be a measure of college readiness³. The average SAT scores for CMS 2006 graduates entering one of the universities of the UNC system mirrored the average scores of all UNC freshmen and were higher than the scores in the other urban districts in North Carolina with the exception of Wake County public schools (where students exceeded CMS students in both verbal and mathematic scores) and Forsyth County (where students exceed CMS students in math scores).

The mathematic SAT scores of CMS 2006 seniors improved slightly since 2002; the verbal SAT scores declined slightly since 2002.

	2006 Freshmen in UNC Schools		2002 Freshmen in UNC Schools	
	Average Verbal SAT	Average Math SAT	Average Verbal SAT	Average Math SAT
All UNC Freshmen*	530	550	530	543
All NC Public School Students	524	547	523	539
CMS	529	545	532	542
Durham County	500	517	514	527
Forsyth County	528	547	526	538
Guilford County	523	539	525	541
Wake County	551	577	559	585

* All UNC Freshmen is inclusive of all freshmen – those who graduated from a public or private high school in- or out-of-state.

Within CMS high schools, there was a wide variation in average SAT scores for freshmen – even freshmen entering the same universities. If in fact SAT scores are predictors of how successful students will be in their first year at the university, it appears seniors from the various high schools are not equally prepared for the rigors of college-level work.

Compared to 2002 SAT averages, some high schools increased their scores while other high schools saw their scores drop. (Keep in mind in some cases the demographics of the student body changed during those four years. The CMS student assignment plan changed after the 2001-02 school year. After the change, schools for the most part became neighborhood schools.)

³ The SAT test now has a writing component. However in this report, only the verbal and mathematics components are examined.

Average SAT Scores for Charlotte-Mecklenburg High Schools

	2006 Freshmen in UNC Schools		2002 Freshmen in UNC Schools	
	Average Verbal SAT	Average Math SAT	Average Verbal SAT	Average Math SAT
<i>Berry</i>	462	471		
<i>Butler</i>	547	564	514	527
<i>East Mecklenburg</i>	539	549	550	560
<i>Garinger</i>	469	450	458	449
<i>Harding</i>	506	526	514	535
<i>Hopewell</i>	522	535		
<i>Independence</i>	507	511	532	537
<i>Myers Park</i>	584	611	579	589
<i>North Mecklenburg</i>	544	560	541	564
<i>NW School of the Arts</i>	552	524	540	487
<i>Olympic</i>	481	502	495	503
<i>Providence</i>	573	587	571	589
<i>South Mecklenburg</i>	544	577	544	549
<i>Waddell</i>	437	440		
<i>West Charlotte</i>	423	452	470	468
<i>West Mecklenburg</i>	468	481	485	510
<i>Vance</i>	493	508	516	522

Berry, Hopewell, and Waddell High Schools were too new to have UNC system freshmen during the 2002-03 year. Also, Ardrey Kell and Mallard Creek High Schools were too new to have freshmen for the 2006-07 school year.

Buried in the averages are revealing findings. There are wide ranges of average 2006 SAT verbal and math scores for the incoming freshmen. For example, the average SAT scores for all the 2006 freshmen ranged from the highest at UNC Chapel Hill (average verbal = 639 and average math = 654) to the lowest at Elizabeth City State University (average verbal score = 407) and Fayetteville State University (average math score = 427). These wide ranges may reflect differences in admission policies and/or general philosophy about accessing higher education.

To understand how well our students are prepared for each campus, the Public Education Research Institute examined average SAT scores by District and by individual high schools for each individual institution. For these average SAT scores for all institutions by districts and by individual high school, see Appendix C.

Advanced Placement Test Passing Rates

For the past several years, CMS has had more students than Wake County Public Schools taking Advanced Placement (AP) tests. Wake County, though, appears to be closing that gap from an approximately 64% difference in 2005-06 to approximately 20% difference in the number of students taking the tests in 2007-08. The number of students from CMS taking the tests has fluctuated from year to year while the number from Wake County has continually increased. The total number of exams has varied some but remained relatively stable with CMS, while the number has continually increased with Wake County students.

However even with the increasing number of students taking these tests and increasing number of exams taken, the percentage of Wake County Public Schools students passing them with a 3, 4, or 5 continues to significantly surpass that of the CMS students.

Participation and Performance on AP Exams: CMS and Wake County⁴

	CMS			Wake County		
	Number of Students Taking AP Exams	Total Number of Exams Taken	Percentage of Exams with Scores of 3, 4, or 5	Number of Students Taking AP Exams	Total Number of Exams Taken	Percentage of Exams with Scores of 3, 4, or 5
2005-06	5,967	12,903	42%	3,621	7,176	75%
2006-07	5,106	11,287	47%	4,068	8,205	76%
2007-08	5,559	12,231	48%	4,605	9,217	74%

The students included in this study would have been high school seniors during the 2005-06 school year.

While many universities give college credit to students scoring a 3 or higher, other universities only give college credit to those scoring at least a 4.

Remediation

Students deemed not prepared for college level work in specific courses are often recommended for remedial work. This work is designed to help close gaps in high school preparation and skill level required for college courses.

During the 2003-04 fall and spring semesters combined (latest data available), there were 3,891 individual students enrolled in remediation in the UNC system – a decrease of 1,625 from the year before.⁵

However, remediation is expensive and time-consuming. Students do not receive college credit hours for remedial work, and therefore he or she must spend more than four years obtaining a degree. In

⁴ Wake County information was retrieved from http://www.wcpss.net/evaluation-research/reports/2008/0821ap2007_08results.pdf on April 6, 2009

CMS information was received by email from Tekle Ayano, Executive Director, Office of Accountability, CMS on April 6, 2009

⁵ *The University of North Carolina Remedial/Developmental Activities Report*. op.cit.

addition, remediation is expensive. In 2003-04, the total expenditures for remediation within the UNC system were \$2,000,206; of that 79% or \$1,581,349 was paid by the taxpayers of North Carolina.⁶

While remediation is necessary for many of the students, research has also shown that students who require extensive remediation graduate from college at a lower rate than others.

In a May, 2004 report⁷, The Education Trust cites a study indicating the following:

For students with	Percentage of them earning a bachelor degree
No remedial courses in college	76%
1 remedial course in college	61%
2 or more remedial courses (but not reading) in college	49%
1-2 remedial math courses in college	45%
Any remedial reading course in college	36%

Source: National Education Longitudinal Survey (NELS:88). Calculations by Clifford Adelman, US Department of Education 2004

The following indicates the total number of students in 2003-04 enrolled in remedial English or math courses by university⁸.

University	Remedial English Course	Remedial Math Course
Appalachian State University	56	248
East Carolina University	0	1001
Elizabeth City State University	192	232
Fayetteville state University	0	75
NC A&T	149	316
NC Central University	619	1066
NC School of the Arts	11	18
NC State University	0	206
UNC Asheville	Skills Lab	Skills Lab
UNC Chapel Hill	Summer Bridge	Summer Bridge
UNC Charlotte	Skills Lab	Skills Lab
UNC Greensboro	31	331
UNC Pembroke	194	95
UNC Wilmington	0	15
Western Carolina University	0	0
Winston-Salem State University	0	0
<i>Total 2003-04</i>	1,252	3,603
<i>Total 2002-03</i>	1,912	4,756
<i>Total 1991-92</i>	3,202	5,572

⁶ *The University of North Carolina Remedial/Developmental Activities Report*. The University of North Carolina Office of the President. May 13, 2005. Retrieved from http://intranet.northcarolina.edu/docs/assessment/2003-04_Rem-Dev_Report.pdf on April 15, 2009.

⁷ Carey, K. *A matter of Degrees: Improving Graduation Rates in Four-Year Colleges and Universities*. Education Trust. May 2004. Retrieved from <http://www2.edtrust.org/NR/rdonlyres/11B4283F-104E-4511-B0CA-1D3023231157/0/highered.pdf> on April 15, 2009.

⁸ *The University of North Carolina Remedial/Developmental Activities Report*. op.cit.

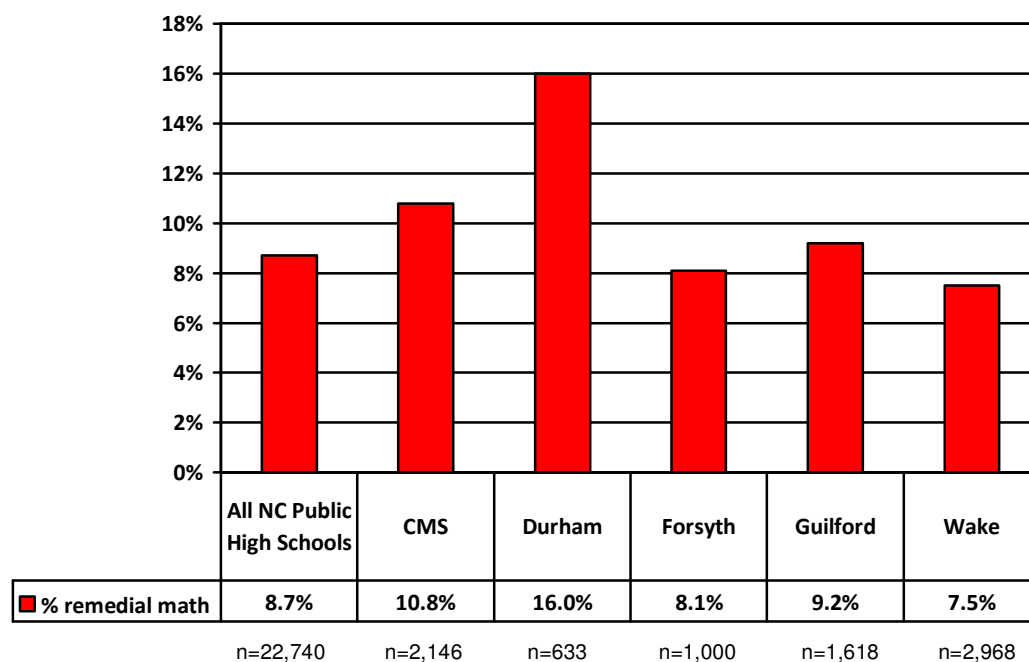
Keep in mind that some of the universities do not offer remediation. UNC Asheville, UNC Chapel Hill, UNC Charlotte, and Western Carolina University do not have students in remedial courses. This is because they have other delivery mechanisms for offering remediation. For example, UNC Asheville and UNC Charlotte use skill labs, and UNC Chapel Hill and Western Carolina make recommendations for students to go through their Summer Bridge programs. Other universities have their students go to the local community college for remedial work.

Remedial Math

Freshmen from CMS high schools do not appear to be as prepared for mathematics at the UNC school level as graduates from some of the other urban districts in the state.

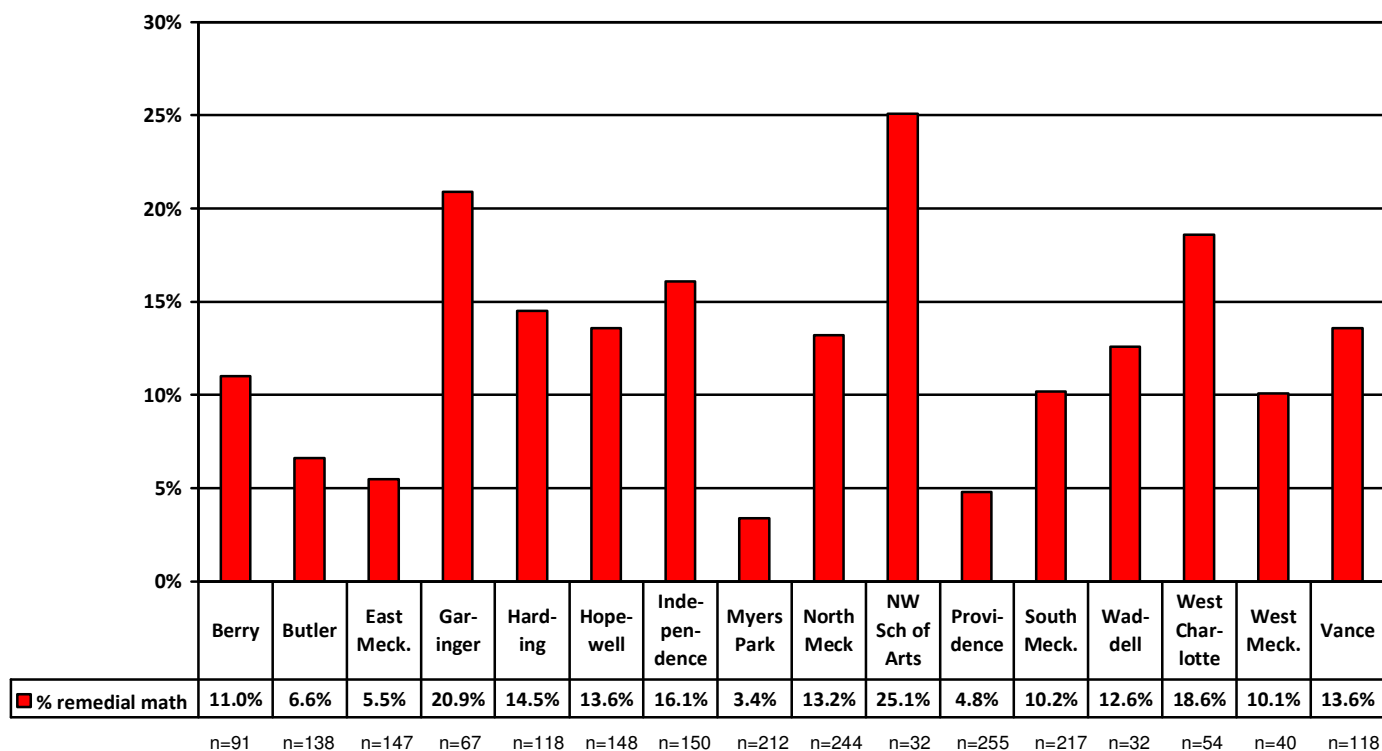
As the chart below indicates, more CMS students are recommended for remedial math than students from Forsyth, Guilford, and Wake Counties.

**Percentage of 2006-07 Freshmen Recommended for Remedial Math at the UNC System Schools:
By Districts**



There are also wide variations among the various CMS high schools; thus it appears our students are not equally prepared for college mathematics. For example, while only 3.4% of the students from Myers Park High, 4.8% from Providence High, and 5.5% from East Mecklenburg High Schools were recommended for remedial math, 20.9% from Garinger and 18.6% from West Charlotte High Schools were recommended to take a remedial class prior to taking college algebra.

**Percentage of 2006-07 Freshmen Recommended for Remedial Math at the UNC System Schools:
By CMS School**



n=91 n=138 n=147 n=67 n=118 n=148 n=150 n=212 n=244 n=32 n=255 n=217 n=32 n=54 n=40 n=118

Across the university system, math remediation recommendation rates appear to be improving. The overall rate for the universities has decreased from 13% of the 2002 freshmen being recommended for remedial math to 9.0% of the 2006 freshmen. The following indicates these remediation rates for the NC urban district freshmen attending UNC schools.

**Percentage of Freshmen Attending UNC Schools
Recommended for Remedial Math**

	2006 Freshmen	2002 Freshmen
All Freshmen in UNC Schools	9.0%	13.0%
All Freshmen from NC Public Schools	8.7%	12.2%
Freshmen from CMS	10.8%	13.4%
Freshmen from Durham County	16.0%	16.4%
Freshmen from Forsyth County	8.1%	7.7%
Freshmen from Guilford County	9.2%	9.2%
Freshmen from Wake County	7.5%	6.8%

Note: While the other urban districts' remediation rates remained virtually the same in 2002 and 2006 or even as in the case of Wake County increased slightly (from 6.8% to 7.5%), the percentage of CMS students being recommended for remediation decreased.

The following table compares the percentage of 2006 graduates from each of the CMS high schools who were recommended for remediation in math to the percentage of 2002 graduates who were recommended for remediation. While many of the high schools improved – some dramatically – others did not. In fact a few of the high schools actually saw an increase in the percentage of their graduates being recommended for remediation. Only high schools with both 2002 and 2006 graduates are included.

**Percentage of Freshmen Attending UNC Schools Recommended for Remedial Math:
By CMS High Schools**

	2006 Freshmen	2002 Freshmen
Butler	6.6%	8.5%
East Mecklenburg	5.5%	11.0%
Garinger	20.9%	20.6%
Harding	14.5%	9.3%
Independence	16.1%	10.4%
Myers Park	3.4%	8.3%
North Mecklenburg	13.2%	12.7%
NW School of the Arts	25.1%	20.1%
Olympic	14.5%	17.0%
Providence	4.8%	9.6%
South Mecklenburg	10.2%	23.0%
West Charlotte	18.6%	18.1%
West Mecklenburg	10.1%	7.9%
Vance	13.6%	17.9%

All Remedial Classes

Considering all remedial courses, CMS has about the same percentage enrolling in remediation as Forsyth and Guilford Counties; however the Wake County District has fewer students enrolling in at least one remedial course. Also, CMS students enroll in remedial classes at a slightly higher rate than university students as a whole do.

Keep in mind the following:

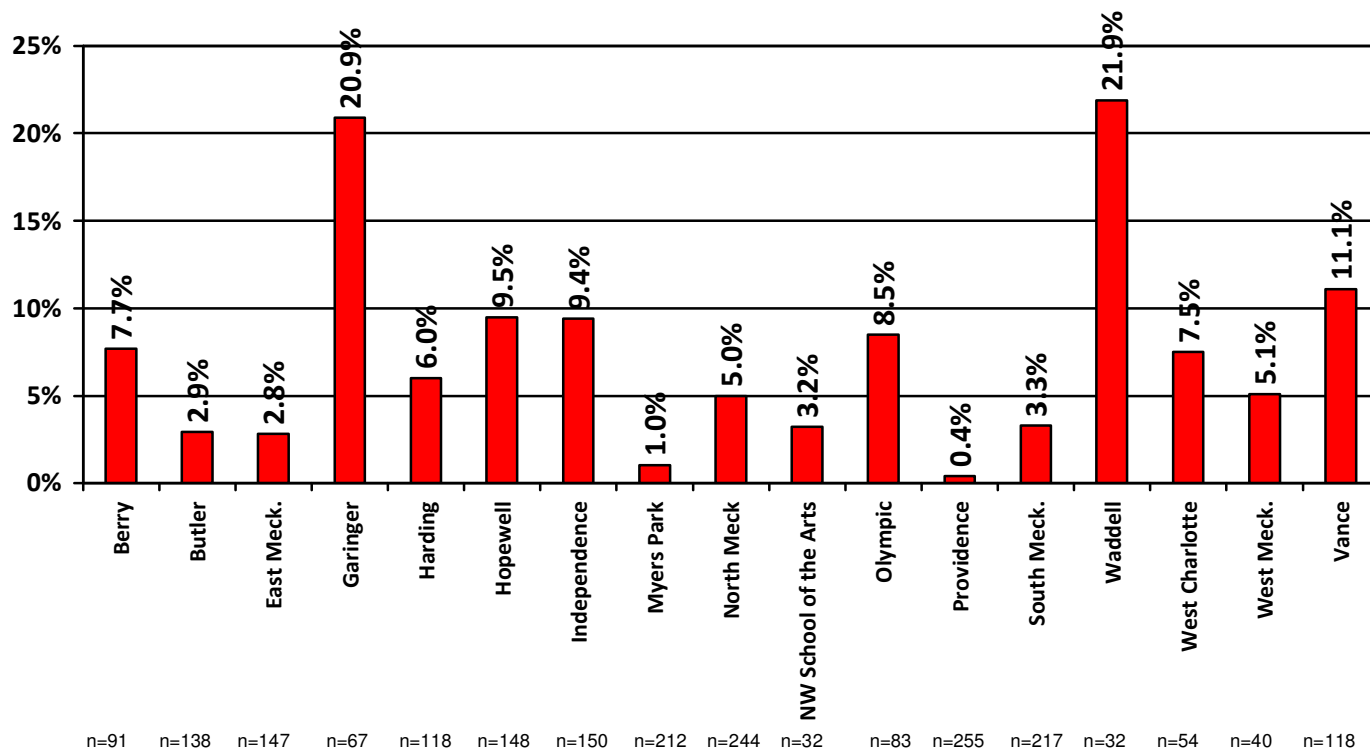
- Not all students who are recommended for remedial courses actually take them; on the other hand, a student could enroll in a remedial course even though he or she was not recommended for that course.
- The total percentage enrolled in remediation may be somewhat skewed lower if that district had a much larger proportion of its students enrolling in schools that do not offer remediation. By the same token, a district's total percentage would be skewed higher if it has a disproportionate number of students enrolling in these schools offering remedial courses. *For a complete list of the numbers enrolled in each school, see Appendix A.*

**Percentage of 2006-07 Freshmen Enrolling in At Least One Remedial Course:
By District and By UNC School**

(in percentages)	ASU	ECU	ECSU	FSU	NC A&T	NCCU	NCSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
All Freshmen in University	2.2	10.0	45.6	--	12.6	--	0.9	--	--	--	0.3	16.6	--	--	23.9	4.5
All Freshmen from NC Public Schools	2.3	9.5	45.6	--	15.7	--	1.0	--	--	--	0.3	16.8	--	--	24.6	4.8
Freshmen from CMS	1.8	3.9	44.3	--	21.6	--	1.3	--	--	--	--	22.5	--	--	29.3	5.6
Freshmen from Durham	5.3	22.3	57.7	--	22.0	--	1.7	--	--	--	--	27.3	--	--	32.0	7.9
Freshmen from Forsyth	3.8	10.2	62.6	--	11.3	--	1.2	--	--	--	--	14.3	--	--	24.3	5.2
Freshmen from Guilford	5.5	13.5	81.9	--	13.0	--	2.0	--	--	--	1.0	36.4	--	--	29.5	5.5
Freshmen from Wake	0.6	10.2	80.1	--	13.5	--	0.7	--	--	--	1.2	12.4	--	--	22.8	3.8

In addition, based upon enrollment in remediation classes, students from the various CMS high schools do not appear to be equally prepared. Percentage of high school graduates enrolling in at least one remedial class ranges from 21.9% of Waddell High School graduates to 0.4% of Providence High graduates.

**Percentage of 2006-07 Freshmen Enrolling in At Least One Remedial Course at a UNC System School:
By CMS School**



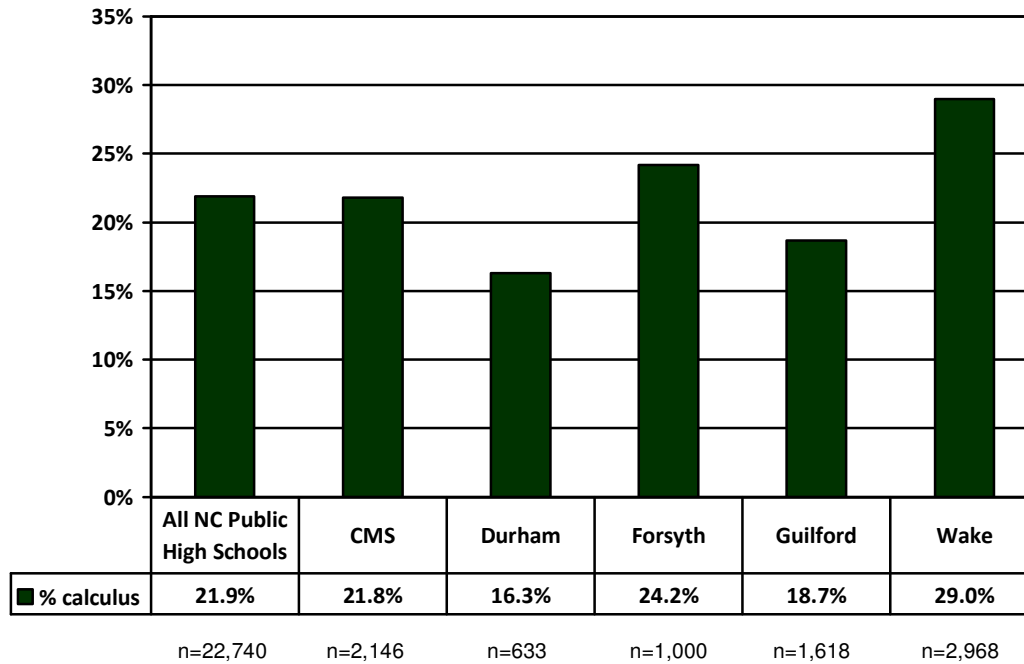
Advanced and Honors Classes

It appears fewer CMS students are recommended for advanced classes or Honors Programs than are students from some of the other urban districts. In addition, the percentage of entering freshmen recommended for these advanced courses varies widely among the CMS high schools.

Recommendations for Calculus or High Math

As the chart below indicates, fewer CMS seniors are recommended for courses in calculus or beyond than are those from Forsyth and Wake Counties.

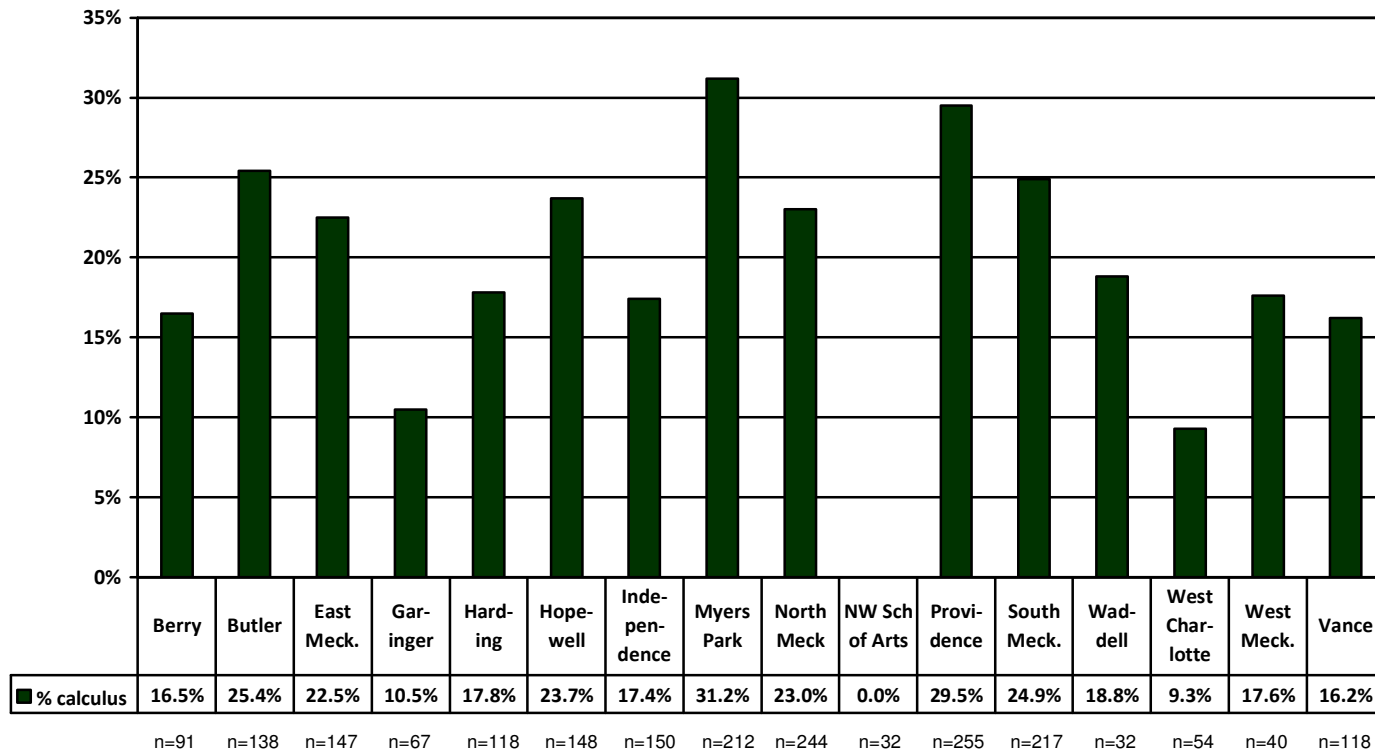
**Percentage of 2006-07 Freshmen Recommended for Calculus or Higher Math at the UNC System Schools:
By Districts**



The variation was even wider in the percentages of students from the CMS high schools who were recommended for calculus or a higher math. While 31.2% of the freshmen from Myers Park were recommended for calculus, no one from Northwest School of the Arts was recommended and only 9.3% from West Charlotte.

Keep in mind that for many degrees in math, science, and engineering and to be on track for graduation, a student needs to take calculus in the freshmen year. By not being prepared to take calculus or a higher math in the freshmen year, the student is narrowing his or her degree and ultimately career choices.

**Percentage of 2006-07 Freshmen Recommended for Calculus or Higher Math at the UNC System Schools:
By CMS School**



The percentage of freshmen recommended for calculus or higher level math class decreased from 2002 to 2006. In fact in some of the urban districts the decrease was quite dramatic. The following indicates these remediation rates for the NC urban district freshmen attending UNC schools.

**Percentage of Freshmen Attending UNC Schools
Recommended for Calculus or Higher Level Math**

	2006 Freshmen	2002 Freshmen
All Freshmen in UNC Schools	22.5%	25.0%
All Freshmen from NC Public Schools	21.9%	24.7%
Freshmen from CMS	21.8%	25.3%
Freshmen from Durham County	16.3%	33.6%
Freshmen from Forsyth County	24.2%	27.1%
Freshmen from Guilford County	18.7%	23.9%
Freshmen from Wake County	29.0%	35.8%

Note: From 2002 to 2006, the gap between the percentage of freshmen from CMS high schools and those from Wake County Public Schools who were recommended for calculus or a higher level math class began to close.

The following table compares the percentage of 2006 graduates from each of the CMS high schools who were recommended to take calculus or a higher level math course as freshmen to the percentage of 2002 graduates who were recommended.

As was true when looking at the districts as a whole, the percentage of graduates being recommended for these higher level math courses as freshmen declined for most of the CMS high schools. During those four years, while Myers Park High and Garinger High maintained the percentage being recommended and while North Mecklenburg and South Mecklenburg High Schools' percentage increased somewhat, most dropped – some dramatically. Only high schools with both 2002 and 2006 graduates are included.

**Percentage of Freshmen Attending UNC Schools Recommended for Calculus or Higher Level Math:
By CMS High Schools**

	2006 Freshmen	2002 Freshmen
Butler	25.4%	28.5%
East Mecklenburg	22.5%	27.6%
Garinger	10.5%	10.3%
Harding	17.8%	22.0%
Independence	17.4%	23.8%
Myers Park	31.2%	31.8%
North Mecklenburg	23.0%	22.4%
NW School of the Arts	0.0%	13.4%
Olympic	10.9%	18.5%
Providence	29.5%	40.3%
South Mecklenburg	24.9%	20.9%
West Charlotte	9.3%	18.1%
West Mecklenburg	17.6%	21.6%
Vance	16.2%	23.6%

Advanced Placement in English

The percentage of CMS students being recommended for Advanced English (14.4%) is higher than the percentage for the entire university student body (13%). CMS's percentage is higher than that of the other urban districts in NC with the exception of Wake County (15.9%).

Each UNC institution has procedures for recommending initial course placement in English and mathematics. Although some institutions do not test students for advanced placement, most do so that students can be guided into the appropriate courses — advanced, standard, or remedial. (NCA&T, UNCC, UNCP, and UNCW do not use tests to determine advanced placement in English.)

Percentage of 2006-7 Freshmen Recommended for Advanced Placement in English: By District and By UNC School

(in percentages)	ASU	ECU	ECSU	FSU	NC A&T	NCCU	NCSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
All Freshmen in University	4.3	1.4		6.1	2.9	2.2	11.0		56.6	15.8			22.4	4.6	2.6	13.0
All Freshmen from NC Public Schools	3.7	1.5		5.5	2.2	2.1	11.0		52.1	15.0			19.2	4.9	2.5	11.4
Freshmen from CMS	4.1	2.6		2.6	3.5		9.0		58.1	15.9			22.7	2.5	2.2	14.4
Freshmen from Durham	5.3				2.5	1.1	16.7		51.9	4.6			21.5	12.6	2.2	10.6
Freshmen from Forsyth	3.8	1.5		10.1	1.0		10.9		58.1	12.8			25.7			11.3
Freshmen from Guilford	2.1	1.2			2.3	2.3	13.5		51.9	11.5			33.4		4.0	11.6
Freshmen from Wake	6.1	0.8			1.9	3.2	13.3		63.9	13.1			23.1	2.0	2.3	15.9

University Honors Programs

Freshmen are often selected to participate in Honors Programs within the university based upon his or her record of academic achievement in high school. These programs offer students the opportunity to take courses with enriched content and at an accelerated pace.

The percentage of CMS students (5.3%) selected to participate in Honors Programs in the various schools within the UNC system is higher than that of Durham and Guilford County students. However, CMS students are not selected as often as freshmen as a whole or as students from Forsyth (8.0%) and Wake Counties (8.9%).

Percentage of 2006 Freshmen Enrolled in the Honors Program at the UNC System Schools: By District and By UNC School

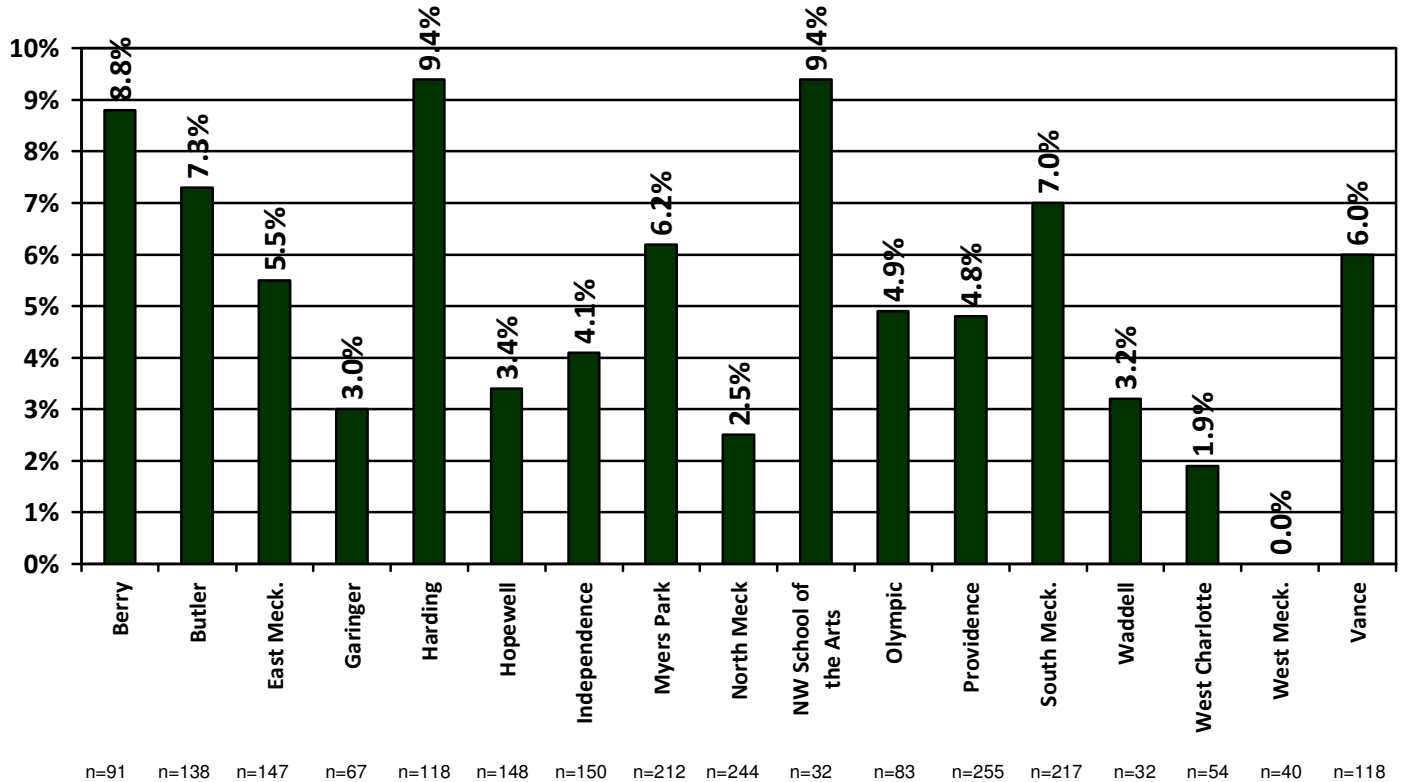
(in percentages)	ASU	ECU	ECSU	FSU	NC A&T	NCCU	NCSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
All Freshmen in University	10.1	10.4	4.2	6.7	4.0	2.2	22.2	11.5	4.9	2.6	6.0	2.5	5.7	9.7	--	8.6
All Freshmen from NC Public Schools	9.3	11.3	4.6	6.1	2.7	2.1	24.5	12.6	3.1	2.4	6.0	2.5	4.4	10.3	--	8.8
Freshmen from CMS	4.7	3.9	7.7	2.6	3.5	0	19.1	10.4	3.5	3.0	5.9	0	3.4	5.7	--	5.3
Freshmen from Durham	7.9	0	0	0	2.5	1.1	16.7	7.2	2.5	2.3	3.9	0	7.2	12.6	--	4.2
Freshmen from Forsyth	8.5	7.3	0	10.1	1.0	0	22.9	35.8	4.5	2.4	5.1	14.3	2.6	6.3	--	8.0
Freshmen from Guilford	2.8	9.0	0	0	2.7	2.3	19.8	29.5	2.4	1.6	3.6	0	7.1	4.2	--	5.6
Freshmen from Wake	5.0	10.5	0	0	4.3	3.2	18.7	13.0	3.2	5.8	3.9	1.4	4.8	8.7	--	8.9

Winston-Salem State University does not have an Honors Program.

In addition, there are wide gaps among the percentage of students from the various CMS high schools who are chosen for Honors Program at the various universities.

The percentage of students chosen for Honors ranges from 9.4% from Harding and Northwest School of the Arts to no students being selected from West Mecklenburg High School. (Keep in mind the total percentages for these schools may be slightly skewed dependent upon the colleges and universities in which the students enrolled and how selective those colleges were for their Honors Program.)

**Percentage of 2006-07 Freshmen Enrolled in the Honors Program at the UNC System Schools:
By CMS High Schools**



Performance as Freshmen

While initial placement in classes for freshmen is one indicator of how well students were prepared for the rigor of college-level work, grade point averages (GPA) as a freshmen and the rate of return for year 2 (persistence) are other indicators.

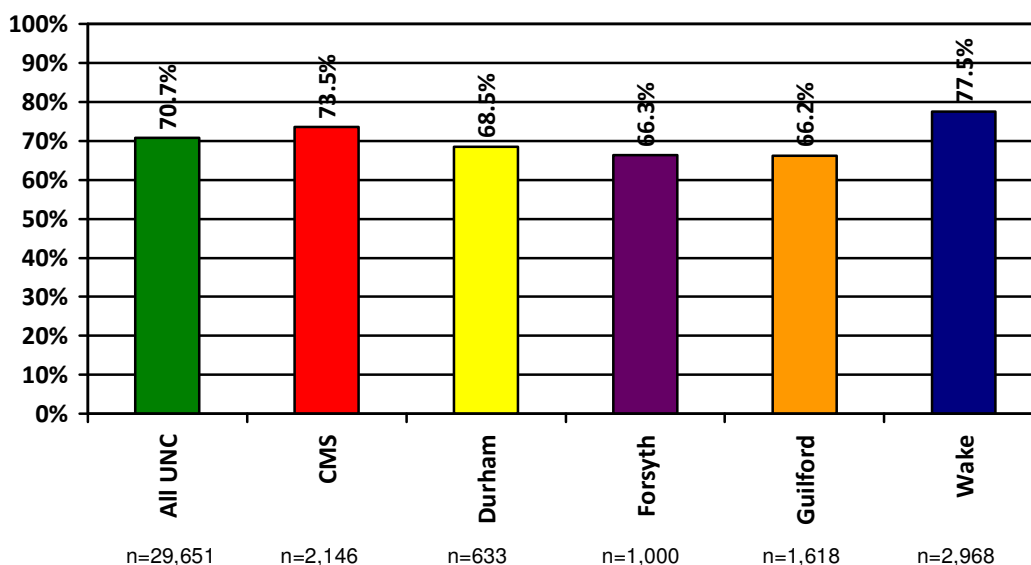
When looking at the GPAs for the District as a whole, the CMS freshmen in the UNC schools appear to have performed better than freshmen overall in the universities and better than freshmen from all the other urban districts with the exception of Wake County.

Even though not statistically significant, the percentage of 2006-07 freshmen with a GPA of at least a 2.0 (that is, at least a C average) increased slightly over the percentage of 2002-03 freshmen in all urban districts except Wake County. In 2002-03, there was a 7.3 percentile point difference between CMS and Wake County freshmen (76.8% to 84.1% in 2002), the gap in 2006 has been cut to a 3.5 percentile point difference.

Freshmen with a GPA of 2.0 or Higher

District	Percentage of 2006-07 Freshmen	Percentage of 2002-03 Freshmen
All UNC Freshmen	78.4%	76.2%
All NC Public School Freshmen	77.1%	75.1%
CMS	80.0%	76.8%
Durham	74.9%	71.9%
Forsyth	73.4%	73.0%
Guilford	74.5%	73.3%
Wake	83.5%	84.9%

**Percentage of 2006-07 UNC System Freshmen Returning for Year 2
With a Grade Point Average of At Least 2.0: By District**

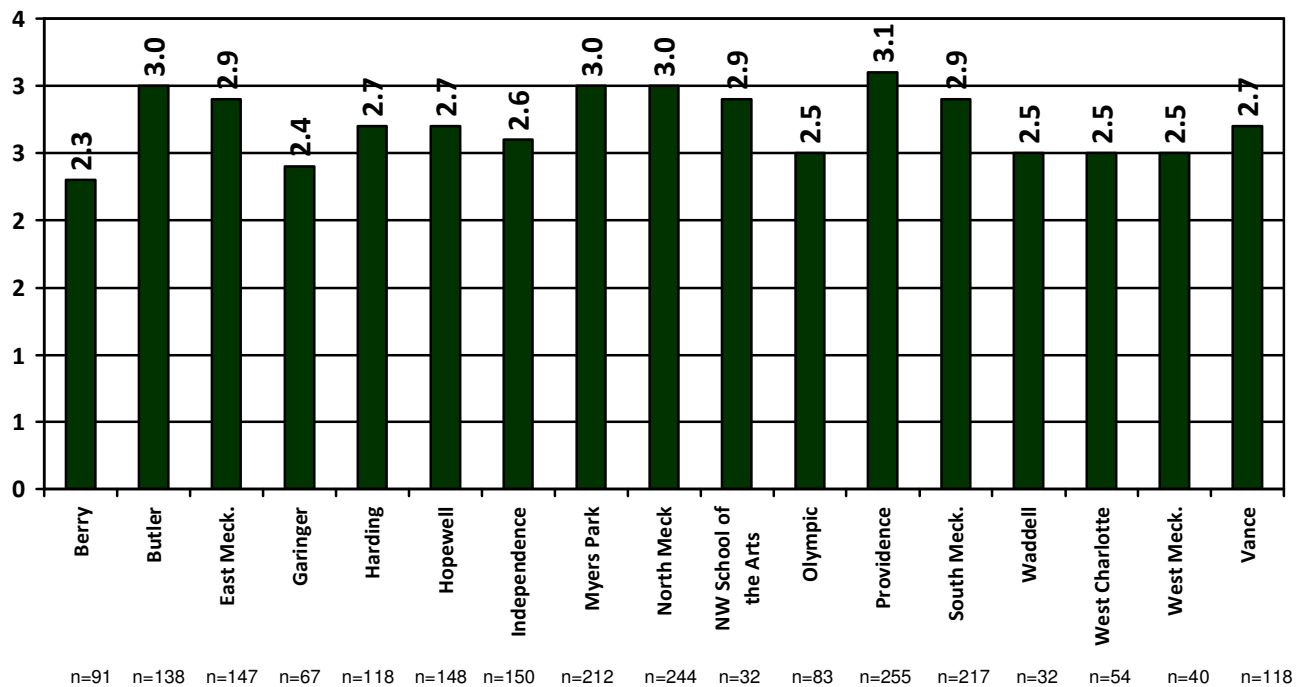


Based upon freshmen grade point averages, it appears CMS students from the various high schools are not equally prepared for the rigor of college courses. For example, the average 2006-07 freshmen GPAs range from 2.3 for Philip O. Berry graduates to 3.1 for Providence High School graduates.

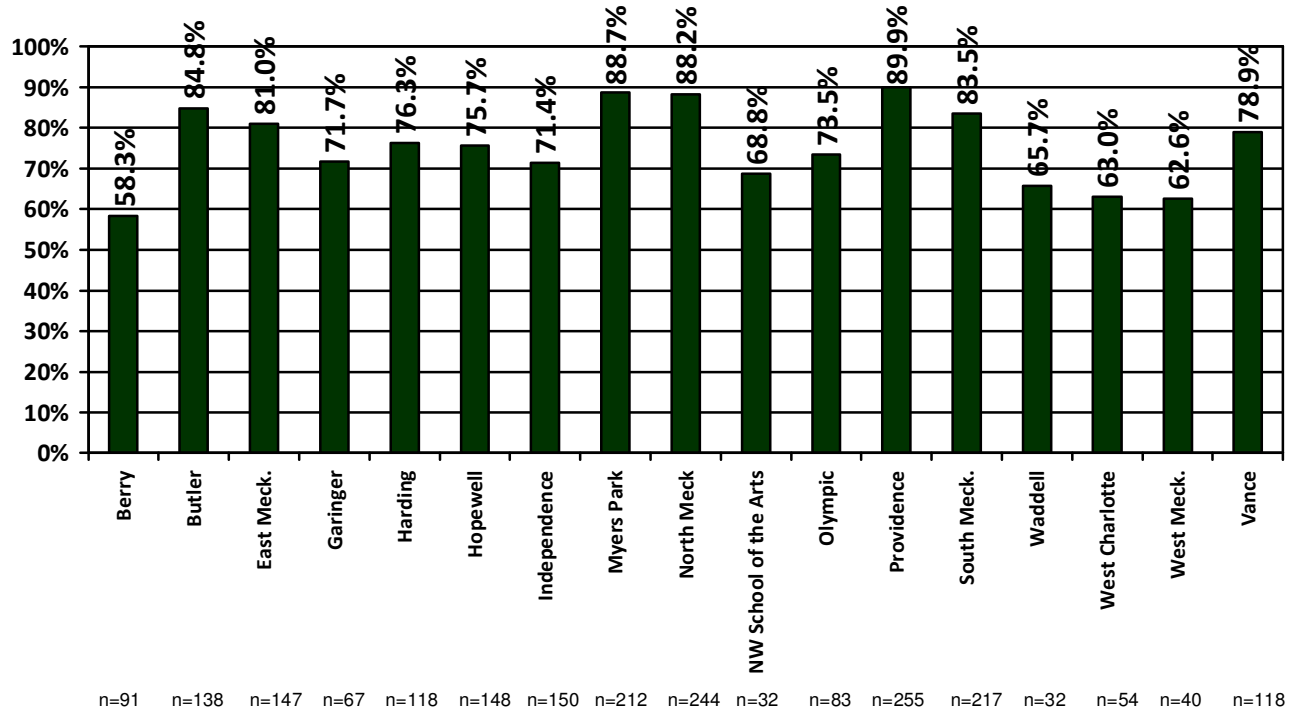
The same wide gap was seen in the percentage of students who achieved at least a 2.0 GPA during their freshmen year: 58.3% (Phillip O. Berry graduates) to 89.9% (Providence High graduates).

While only 53.9% of Berry graduates returned for a second year at the university with at least a 2.0 GPA, 84% of the Myers Park graduates returned for Year 2 with a 2.0 or better GPA.

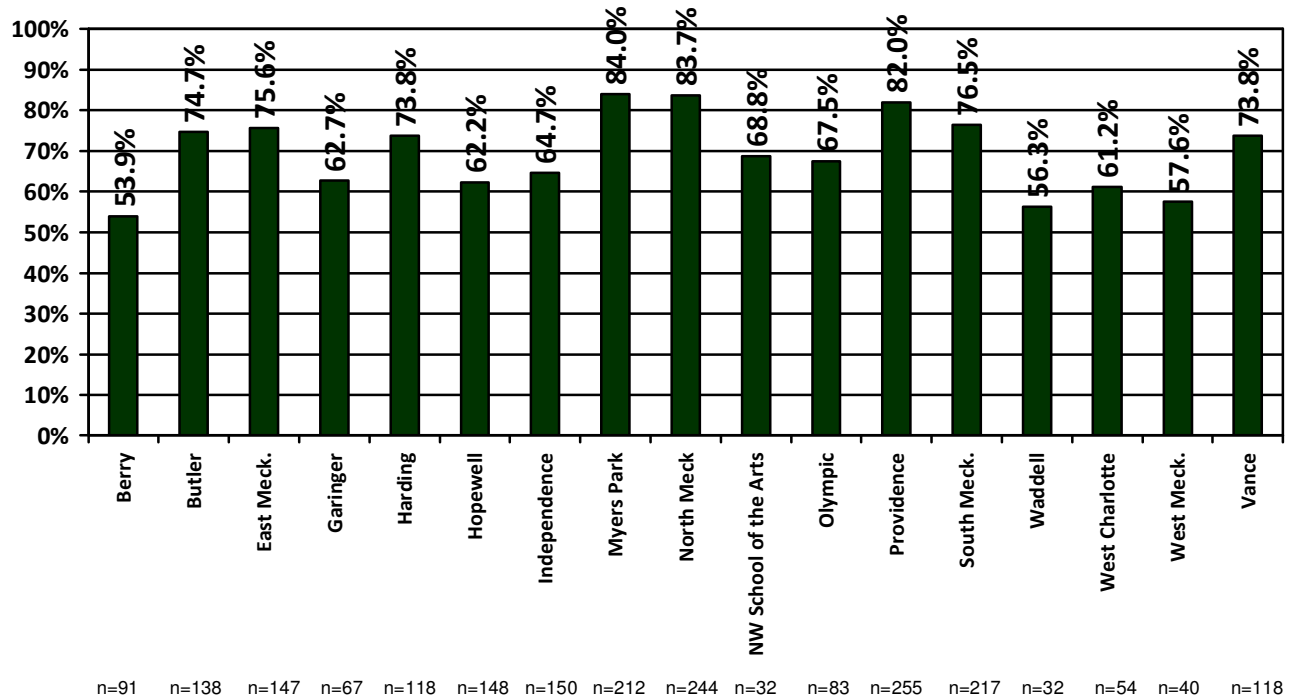
Average 2006-07 Freshmen Grade Point Average: By CMS High School



**Percentage of 2006-07 Freshmen with a Grade Point Average of at Least 2.0:
By CMS High School**



**Percentage of 2006-07 Freshmen Returning for Year 2
With a Grade Point Average of At Least 2.0: By CMS High School**



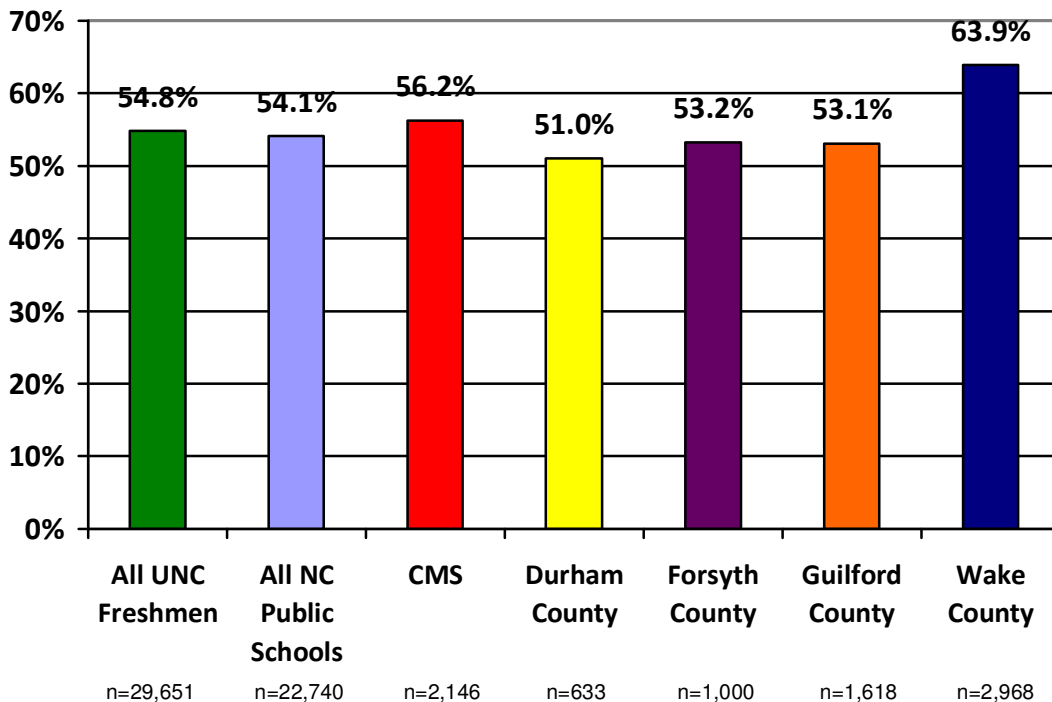
Persistence to Graduation: Graduation Rates

Comparing 5-Year Graduation Rates from the UNC Colleges and Universities

At the end of the spring semester in 2007, it would have been five years since freshmen in 2002-03 first entered the university system. Therefore the most current 5-year graduation rates are calculated for these students who began in the fall of 2002 as first-time freshmen.

- Overall 56.2% of the high school students from Charlotte-Mecklenburg Schools who were freshmen in the UNC system in the fall of 2002 graduated within 5 years. This is up from 53.8% of the CMS students who began their college career as freshmen in 1998 – that is 4 years earlier.
- CMS overall graduation rate from UNC system colleges and universities has slightly surpassed that of all public schools in North Carolina, but still lags significantly behind Wake County’s rate (63.9%). CMS’s rate does surpass the rates of the other three urban systems in the state:

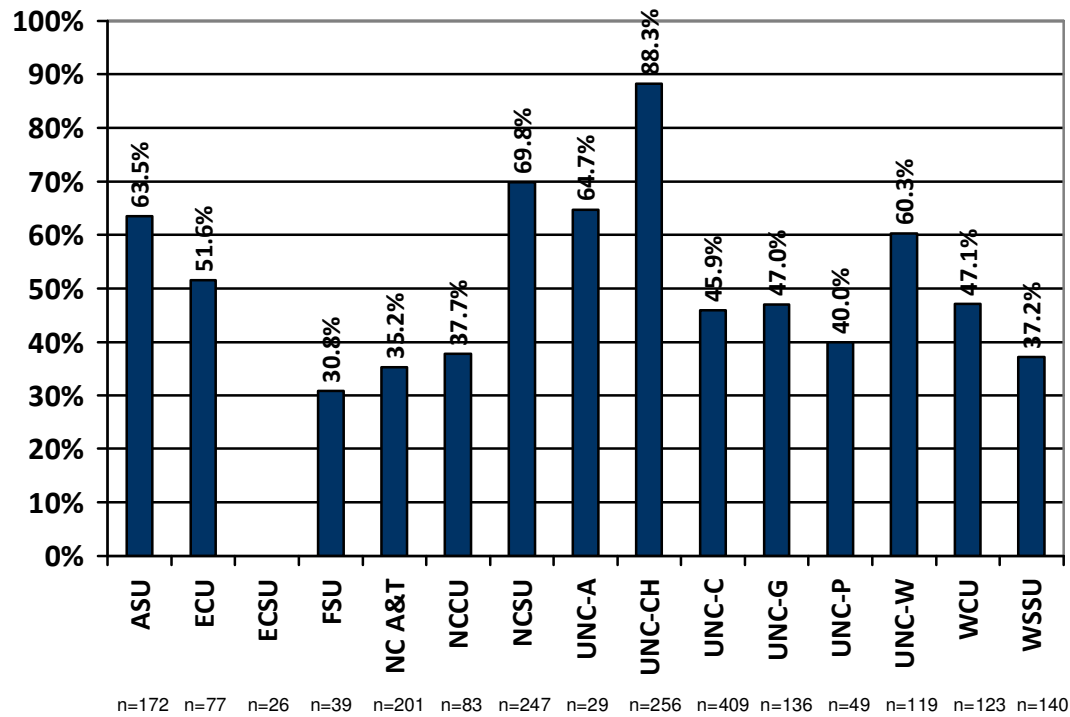
**5-Year Graduation Rates for All UNC System Colleges and Universities
2002-03 First-Time Freshmen**



Graduation rates for students who entered one of the UNC schools in the 2002-03 school year vary significantly among the schools within the UNC system. The 5-year graduation rate for all CMS students in these schools ranges from 30.8% from Fayetteville State University to 88.3% from UNC Chapel Hill.

The number of CMS students who had enrolled as freshmen during 2002-03 is indicated below the school's name.

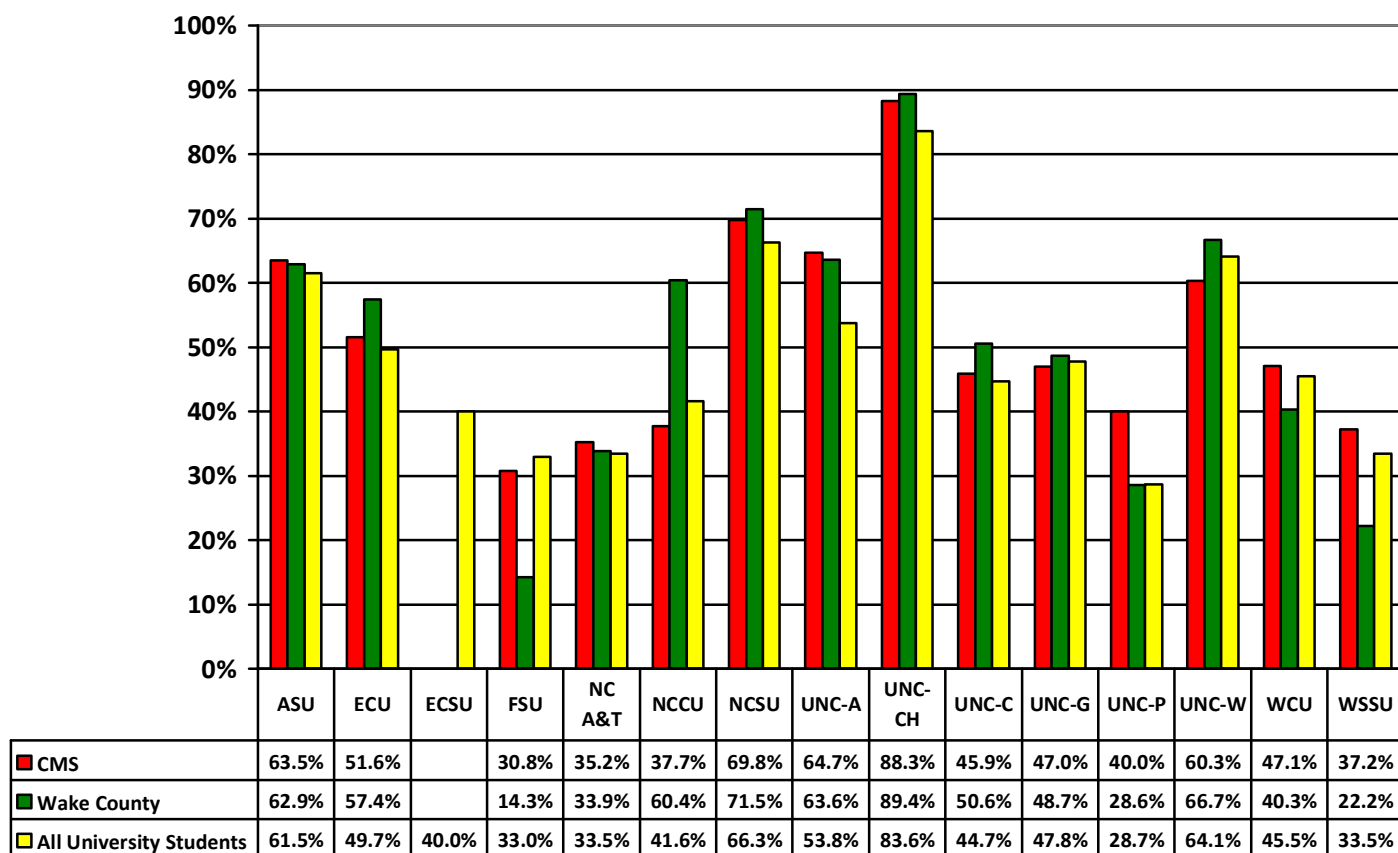
**CMS students' 5-Year Graduation Rates by UNC System School
2002-03 Freshmen**



There were too few freshmen from CMS enrolling at Elizabeth City State University in 2002 for a 5-year graduation rate to be valid.

Although there are wide variations in the graduation rates between CMS and Wake County high school graduates in some of the UNC schools, in general the graduation rates are quite similar and typically are slightly higher than the overall university's rate.

5-Year Graduation Rates By University and By District 2002-03 Freshmen

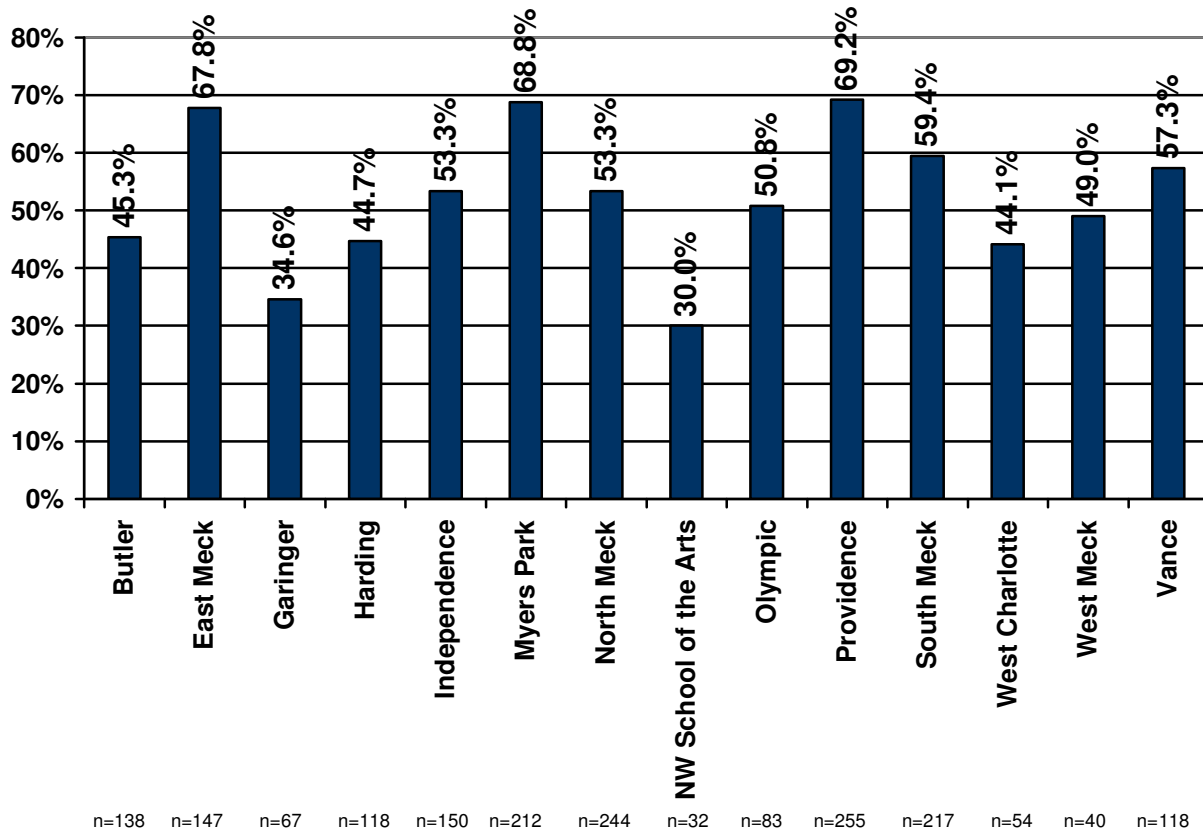


Fewer than 10 students from CMS and from Wake County were freshmen at ECSU in 2002.

To see the number of students who entered each of these universities as freshmen in 2002 and to see the graduation rates for the other urban districts in North Carolina, see Appendix D.

There are wide variations in the 5-year graduation rates among those students who were graduates of CMS high schools and were freshmen at one of the UNC system schools in 2002-03.

**Total UNC System 5-Year Graduation Rates by CMS High School
2002-03 Freshmen**



Berry, Hopewell, and Waddell High Schools were too new to have UNC system freshmen during 2002-03; Ardrey Kell and Mallard Creek High Schools did not open until the fall of 2006 and 2007 respectively.

Trending the Data: Comparing Freshmen from CMS and Wake County

While a snapshot picture looking at one year's data is valuable, it is also important to see trends over several years. Over the past years, CMS graduates have continued to lag behind Wake County graduates at schools within the UNC system. Yet it appears that gap is beginning to close, particularly in math.

Comparison of Indicators from 2002 - 2006

		2002	2003	2004	2005	2006
Avg SAT verbal	<i>CMS</i>	532	535	539	537	529
	<i>Wake County</i>	559	558	557	559	551
Avg SAT math	<i>CMS</i>	542	546	544	547	545
	<i>Wake County</i>	585	581	579	585	577
% recommended for remedial math	<i>CMS</i>	13.4%	11.6%	10.6%	11.4%	10.8%
	<i>Wake County</i>	6.8%	5.5%	10.1%	4.3%	7.5%
% recommended for calculus or higher	<i>CMS</i>	25.3%	27.2%	23.5%	21.5%	21.8%
	<i>Wake County</i>	35.8%	33.8%	30.4%	30.4%	29.0%
% recommended for adv. placement English	<i>CMS</i>	12.7%	13.1%	13.4%	13.7%	14.4%
	<i>Wake County</i>	14.2%	13.9%	14.2%	16.0%	15.9%
% graduating in 5 or fewer years	<i>CMS</i>	53.8%	54.8%	57.1%	58.6%	56.2%
	<i>Wake County</i>	62.7%	64.4%	62.6%	63.4%	63.9%

Conclusions and Implications

- **Many CMS students appear not to be prepared for the rigors of college level work as they should be when entering the UNC system as freshmen.** While the percentage of students being recommended for remedial math classes has decreased over the past four years, there are still too many being recommended for remediation. Too few are recommended for calculus or higher math.

Implications:

- When students take remedial classes, it raises the risk that the student will not graduate from the university.
 - Remediation programs are expensive for the taxpayers. Money could be spent on expansion of programs and increasing financial support for students
 - Because a student is not ready for calculus as a freshman may limit a student's degree choices and ultimately his or her vocation options.
- **CMS students tend to lag behind their peers from some of the other NC urban districts in many indicators of college readiness. There are also wide variations among CMS high schools in how prepared their graduates are when they enter a UNC school.** *For a more complete summary of Freshmen Performance, see Appendix B.*

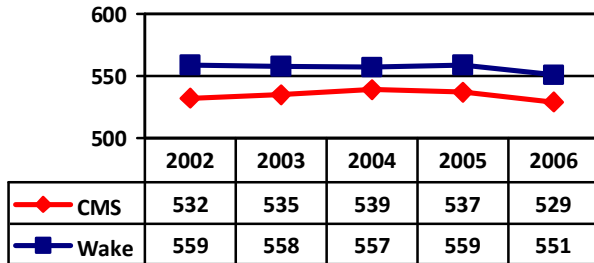
Indicators of College Preparedness and College Performance: A Summary

Indicators for Students Enrolled in UNC System	CMS	UNC System	Urban Districts with Higher Performance than CMS	2 CMS School with Highest Performance	2 CMS School with Lowest Performance
Average SAT math score	545	550	Forsyth: 547 Wake: 577	Myers Park: 611 Providence: 587	Waddell: 440 Garinger: 450
Average SAT verbal score	529	530	Wake: 551	Myers Park: 584 Providence: 573	West Charlotte: 423 Waddell: 437
% Recommended for remedial math	10.8%	9.0%	Forsyth: 8.1% Guilford: 9.2% Wake: 7.5%	Myers Park: 3.4% Providence: 4.8%	NW Sch. of Arts: 25.1% Garinger: 20.9%
% Enrolled in 1 or more remedial classes	5.6%	4.5%	Forsyth: 5.2% Guilford: 5.5% Wake: 3.8%	Providence: 0.4% Myers Park: 1.0%	Waddell: 21.9% Garinger: 20.9%
% Recommended for calculus or higher level math	21.8%	22.5%	Forsyth: 24.2% Wake: 29.0%	Myers Park: 31.2% Providence: 29.5%	NW Sch. of Arts: 0.0% West Charlotte: 9.3%
% Recommended for advanced placement in English	14.4%	13.0%	Wake: 15.9%	Myers Park: 23.6% Providence: 20.1%	Philip O. Berry: 3.3% West Charlotte: 3.8%
% Enrolled in Honors Program	5.3%	8.6%	Forsyth: 8.0% Guilford: 5.6% Wake: 8.9%	Harding: 9.4% NW Sch. of Arts: 9.4%	West Mecklenburg: 0.0% West Charlotte: 1.9%
Average freshmen GPA	2.8	2.8	Wake: 2.9	Providence: 3.1 Butler: 3.0 Myers Park: 3.0 North Mecklenburg: 3.0	Philip O. Berry: 2.3 Garinger: 2.4
% Graduating within 5 years	56.2%	54.8%	Wake: 63.9%	Providence: 69.2% Myers Park: 68.8%	NW Sch. of Arts: 30.0% Garinger: 34.6%

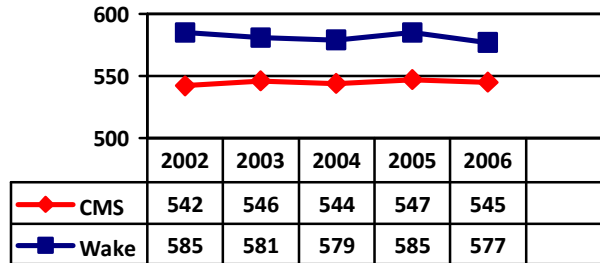
- Even though the gap may be closing somewhat, CMS students continue to lag behind Wake County students in performance in the UNC system.

Comparing Students from CMS and Students from Wake County Public Schools

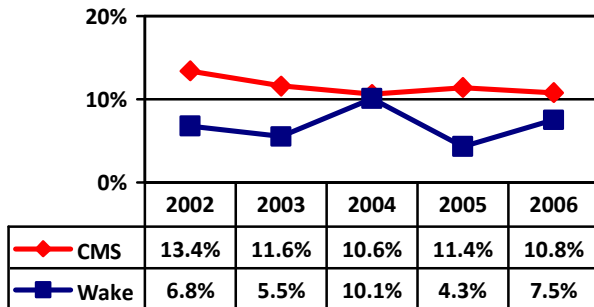
Average SAT Verbal Scores



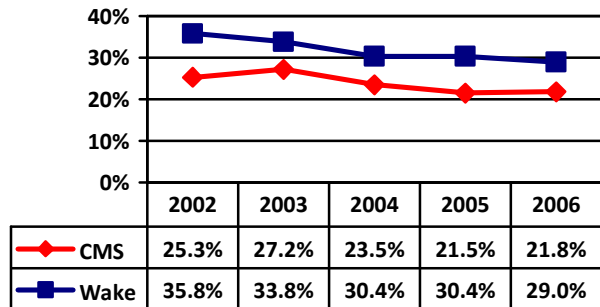
Average SAT Math Scores



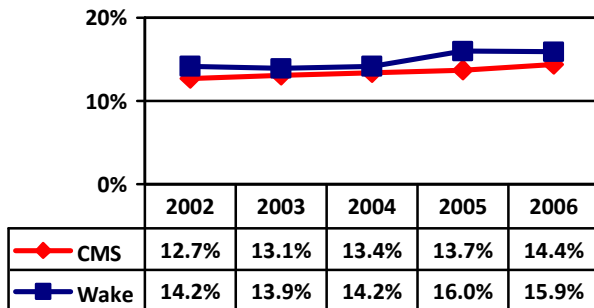
% Recommended for Remedial Math



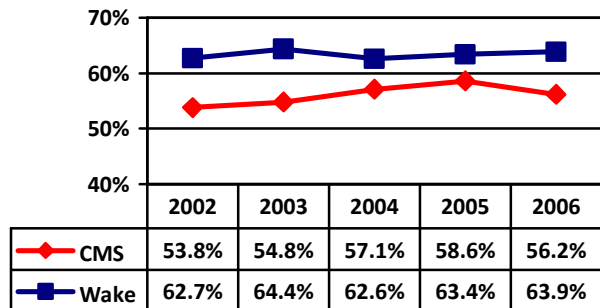
% Recommended for Calculus or Higher Math



% Recommended for Adv. Placement English



% Graduating in 5 or Fewer Years



Implications:

- CMS students may be at a disadvantage when competing for entrance into graduate school or when competing for jobs.
- By not being equally prepared to enter the various schools, students from some CMS high schools have a much higher risk of not graduating and thus will be at a disadvantage in obtaining higher paying positions.

- **Too few students graduate in five years or fewer.**

Implications:

- Students who do not graduate with a degree will be at a disadvantage for higher paying jobs in the 21st century. As of 2003, the median yearly income of college graduates was 62% higher than that high school graduates. While some college increases the median earnings by 15%, financially it pays to get that college degree.⁹
- Not graduating in four or five years is costly to taxpayers. North Carolinian tax dollars contribute about \$12,897 per year for each in-state undergraduate.¹⁰ This means over \$51,588 of taxpayers' money is spent for four years of college. If it takes a student longer than 4 years, it is costly to the taxpayers.

If the student does obtain a degree, this amount paid by the taxpayers will be paid back to the state with additional tax dollars the individual pays throughout his or her lifetime. Yet if a student does not complete his or her degree, the lifetime earnings are reduced significantly and the tax dollars this individual generates are much less.

Thus there is little to no return on investment for the taxpayers. Keep in mind based upon the \$12,897 a year, the 4,252 of the 2006 UNC system freshmen who do not even return for year 2 cost the taxpayers of North Carolina \$54.8 million; the 346 of the 2006 freshmen from Charlotte-Mecklenburg Schools not returning for year 2 cost the state approximately \$4.5 million for that one year or less of university education.

- Not obtaining a college degree is costly to students and parents. If a student drops out prior to completing a bachelor's degree, the student or parents are often saddled with paying back large amounts of loans. In addition, the student's life-time earning power is negatively impacted. And, without a degree, many are simply not prepared for many 21st century jobs.

	Median Yearly Income
Less than high school	\$21,600
High school degree	\$30,800
Some college, no degree	\$35,700
Bachelor's degree	\$49,900
Master's degree	\$59,500
Doctoral degree	\$79,400
Professional degree	\$95,700

⁹ UNC-CH Office of Sponsored Research. *Graduate Education and the Public Good*. Cited in *The Fountain*. University of North Carolina at Chapel Hill. Chapel Hill, North Carolina. Spring 2009.

¹⁰ Retrieved from http://www.ecu.edu/cs-admin/financial_serv/customcf/Fees_Main_Campus_Spring_2009.pdf on April 6, 2009

Current tuition costs for East Carolina University retrieved from <http://www.ask.com/bar?q=Tuition+costs+%22East+Carolina+University%22&page=1&qsrc=2106&ab=2&u=http%3A%2F%2Fwww.ecu.edu%2Fcs-bus%2FTuitionComparison.cfm> on April 6, 2009

Recommendations

- **High expectations for all students to graduate and to enter postsecondary education and a *no excuses* culture must be created in all the high schools.**
While a 4-year college education may not be the appropriate choice for all high school graduates, students must understand what a college degree can mean for them and know what possibilities are there for them. They must be provided the opportunity to prepare for enrolling in a 4-year institution if that is their choice. They must be prepared to be successful in that college or university if they do enroll.
 - Develop and implement a plan to ensure all students understand the value of a college degree prior to entering high school and to know what it takes to get there.
 - Offer all support necessary to ensure students are prepared for the rigors of college-level work, including quality instruction in each classroom.
- **Ensure these data from the UNC Office of General Administration are available annually for each individual high school within the District. Have each school analyze the data and include it as part of the individual high school's School Improvement Plan and as part of the Data Wise Process.**
 - Ensure a culture of no excuses among the adults in the schools; have all educators within each school collaboratively develop plans for improving the performance of its graduates at the postsecondary level.
 - Ensure there is vertical planning between the high school and its feeder middle schools in order to better prepare the graduates for college rigor.
- **At the District level, analyze the same indicators year to year in order to determine the trends for CMS students and to see if gaps between CMS and other urban districts continue to shrink.**
In particular, examine variations among the CMS high schools and examine graduation rates to see if the decrease in the percentage noted in the 2006-07 year was an aberration or a beginning of a new downward trend.
- **Include postsecondary readiness as part of CMS's accountability plan.**
While the data from the UNC Office of General Administration does have a lag time between 18 and 24 months, it does still offer indications of whether CMS has been successful in preparing its students for the rigors of a college experience.
- **Through a P-16 collaborative effort that includes CMS and the various colleges and universities in the area ascertain where high school expectations and skills learned do not align with university expectations.**

**Appendix A: Freshmen Enrollment
By Districts and By CMS High School**

Freshman - 2006-07

Number of Freshmen at Each of the 15 Universities: By NC Urban Districts

	ASU	ECU	ECSU	FSU	NC A&T	NCCU	NCSU	UNC-A	UNC- CH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
All Freshmen	2,633	3,776	496	749	2,011	906	4,482	538	3,742	2,693	2,369	886	1,960	1,514	896	29,651
All Freshmen from NC Public Schools	1,846	2,873	388	619	1,533	655	3,542	404	2,587	2,117	2,007	766	1,355	1,277	771	22,740
CMS	172	77	26	39	204	83	247	29	293	409	136	49	119	123	140	2,146
Durham	38	27	8	14	82	93	60	14	81	44	78	11	28	8	47	633
Forsyth	107	69	11	10	107	26	175	14	112	86	139	7	39	32	66	1,000
Guilford	147	89	5	12	263	45	208	17	216	131	307	22	57	48	51	1,618
Wake	181	543	17	30	164	64	725	31	439	138	181	73	234	104	44	2,968

Number of Freshmen at Each of the 15 Universities: By CMS High School

	ASU	ECU	ECSU	FSU	NC A&T	NCCU	NCSU	UNC-A	UNC- CH	UNC-C	UNC- G	UNC-P	UNC- W	WCU	WSSU	TOTA L
Berry	0	4	5	2	17	11	9	1	4	8	13	0	0	4	13	91
Butler	0	6	0	0	11	0	12	3	22	34	5	7	9	24	5	138
East Meck	10	5	0	5	13	5	22	5	19	35	8	1	10	1	5	147
Garinger	3	1	4	5	10	3	2	0	3	10	4	4	1	4	13	67
Harding	6	2	3	3	10	18	12	0	16	17	11	1	0	4	15	118
Hopewell	0	12	2	1	14	3	15	1	18	33	7	3	13	13	13	148
Independence	2	6	2	3	35	8	9	1	16	25	16	3	10	1	13	150
Myers Park	33	8	0	2	4	0	42	4	56	26	14	1	13	7	2	212
North Meck	29	8	1	1	16	3	27	1	4	51	15	3	21	17	10	244
NW School of the Arts	0	1	0	0	0	4	2	2	4	10	3	1	1	2	2	32
Olympic	14	0	2	3	8	2	4	0	8	25	5	0	0	1	11	83
Providence	41	10	0	1	2	0	37	4	48	43	9	11	18	29	2	255
South Meck	31	8	0	0	9	2	36	6	30	41	10	7	17	10	10	217
Waddell	0	0	1	0	12	1	2	0	0	0	2	1	2	4	7	32
West Charlotte	1	0	2	0	22	12	4	0	0	5	2	0	0	1	5	54
West Meck:	2	0	0	7	5	4	2	0	1	15	2	1	0	0	1	40
Vance	0	6	4	6	13	7	10	1	7	31	10	5	4	1	13	118
Total Number of CMS Students	172	77	26	39	201	83	247	29	256	409	136	49	119	123	140	2,146
% of CMS Students Enrolling in UNC school	8.0%	3.6%	1.2%	1.8%	9.4%	3.9%	11.5%	1.4%	11.9%	19.1%	6.3%	2.3%	5.5%	5.7%	6.5%	

Appendix B: Summary of Performance

UNC System Freshmen Entering in Fall, 2006

Overall UNC System Freshmen Performance Data: 2006-07

	Pre-UNC System						UNC System Freshmen Performance							
	# High School Graduates	# Freshmen in UNC System	% Going to UNC System	Avg. Verbal SAT	Avg. Math SAT	Avg. Freshmen GPA	% Returned for 2 nd Year	% Returned for 2 nd Year and GPA ≥2.0	% Recommended for Remedial Math	% Recommended for Calculus or Higher	% Recommended for Adv. Placement English	% Enrolled in 1 or More Remedial Class	% Graduating Within 5 Years*	
All UNC Students		29,651		530	550	2.8	81.3%	70.7%	9.0%	22.5%	13.0%	4.5%	54.8%	
All NC Public Schools	73,527	22,740	30.9%	524	547	2.8	81.3%	70.1%	8.7%	21.9%	11.4%	4.8%	54.1%	
CMS	6,075	2,146	35.3%	529	545	2.8	83.9%	73.5%	10.8%	21.8%	14.4%	5.6%	56.2%	
Durham	1,785	633	35.5%	500	517	2.7	84.3%	68.5%	16.0%	16.3%	10.6%	7.9%	51.0%	
Forsyth	2,579	1,000	38.8%	528	547	2.7	78.0%	66.3%	8.1%	24.2%	11.3%	5.2%	53.2%	
Guilford	4,048	1,618	40.0%	523	539	2.7	77.8%	66.2%	9.2%	18.7%	11.6%	5.5%	53.1%	
Wake	6,799	2,968	43.7%	551	577	2.9	86.9%	77.5%	7.5%	29.0%	15.9%	3.8%	63.9%	
	Berry	238	91	38.2%	462	471	2.3	79.2%	53.9%	11.0%	16.5%	3.3%	7.7%	**
	Butler	460	138	30.0%	547	564	3.0	81.9%	74.7%	6.6%	25.4%	18.2%	2.9%	45.3%
	East Mecklenburg	394	147	37.3%	539	549	2.9	86.4%	75.6%	5.5%	22.5%	15.7%	2.8%	67.8%
	Garinger	240	67	27.9%	469	450	2.4	73.2%	62.7%	20.9%	10.5%	7.5%	20.9%	34.6%
	Harding	278	118	42.4%	506	526	2.7	91.6%	73.8%	14.5%	17.8%	12.8%	6.0%	44.7%
	Hopewell	461	148	32.1%	522	535	2.7	75.1%	62.2%	13.6%	23.7%	16.9%	9.5%	**
	Independence	456	150	32.9%	507	511	2.6	76.1%	64.7%	16.1%	17.4%	9.4%	9.4%	53.3%
	Myers Park	534	212	39.7%	584	611	3.0	90.6%	84.0%	3.4%	31.2%	23.6%	1.0%	68.8%
	North Mecklenburg	538	244	45.4%	544	560	3.0	89.4%	83.7%	13.2%	23.0%	15.6%	5.0%	53.3%
	NW School of the Arts	118	32	27.1%	552	524	2.9	81.3%	68.8%	25.1%	0.0%	18.8%	3.2%	30.0%
	Olympic	282	83	29.4%	481	502	2.5	78.4%	67.5%	14.5%	10.9%	8.5%	8.5%	50.8%
	Providence	520	255	49.0%	573	587	3.1	87.5%	82.0%	4.8%	29.5%	20.1%	0.4%	69.2%
	South Mecklenburg	504	217	43.1%	544	577	2.9	86.7%	76.5%	10.2%	24.9%	14.8%	3.3%	59.4%
	Waddell	164	32	19.5%	437	440	2.5	62.6%	56.3%	12.6%	18.8%	0.0%	21.9%	**
	West Charlotte	238	54	22.7%	423	452	2.5	72.3%	61.2%	18.6%	9.3%	3.8%	7.5%	44.1%
	West Mecklenburg	215	40	18.6%	468	481	2.5	80.1%	57.6%	10.1%	17.6%	7.6%	5.1%	49.0%
	Vance	373	118	31.6%	493	508	2.7	86.5%	73.8%	13.6%	16.2%	6.8%	11.1%	57.3%

* Graduation data based upon students who entered the university system as freshmen in fall 2002. **Berry, Hopewell, and Waddell High Schools were too new for UNC System 2002-03 Freshmen

Note: Ardrey Kell and Mallard Creek High Schools were too new to have UNC System Freshmen during the 2006-07 school year.

Source: http://www.northcarolina.edu/content.php/assessment/reports/student_info/far.htm

**Appendix C: SAT Scores
By UNC School, District, and CMS High School
Freshman - 2006-07**

SAT Scores for Freshmen: 2006-07 School Year

	ASU	ECU	ECSU	FSU	NC A&T	NCCU	NCSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
All Freshmen:																
Verbal	559	503	407	425	432	425	570	585	639	518	516	459	564	504	440	530
Math	570	528	429	427	450	433	608	576	654	546	528	478	585	517	451	550
All NC Public:																
Verbal	553	501	402	423	420	417	570	586	631	515	513	456	558	504	437	524
Math	570	528	430	427	439	431	610	581	651	548	526	477	583	519	450	547
CMS:																
Verbal	557	528	431	426	430	413	577	593	637	526	500	458	574	506	450	539
Math	573	534	435	418	436	411	616	591	652	552	520	473	580	507	449	545
Durham:																
Verbal	540	473	389	413	420	411	576	577	624	503	511	460	564	504	444	500
Math	561	493	390	414	442	429	622	566	640	551	502	447	597	526	444	517
Forsyth:																
Verbal	559	485	431	412	421	407	582	616	637	526	521	483	571	504	428	528
Math	559	523	414	426	444	450	611	590	662	552	528	496	577	514	445	547
Guilford:																
Verbal	551	512	354	413	422	434	574	659	629	503	522	449	573	499	439	523
Math	560	522	376	377	440	436	610	608	641	538	536	462	581	495	440	539
Wake:																
Verbal	563	510	451	413	437	437	580	602	651	533	529	483	567	504	450	551
Math	587	543	461	421	449	440	618	584	669	577	540	496	595	523	455	577

SAT Scores for Freshmen: 2006-07 School Year

	ASU	ECU	ECSU	FSU	NC A&T	NCCU	NCSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
Berry:																
Verbal	--	560	446	*	409	405	518	*	563	553	444	--	--	463	430	462
Math	--	508	456	*	474	391	524	*	600	524	479	--	--	477	432	471
Butler:																
Verbal	--	563	--	--	450	--	567	587	649	541	548	480	599	499	482	547
Math	--	570	--	--	455	--	635	593	644	581	524	451	589	523	470	564
East Meck:																
Verbal	574	530	--	462	435	406	580	578	644	541	518	*	547	*	418	539
Math	551	574	--	428	403	398	647	614	632	555	529	*	530	*	458	549
Garinger:																
Verbal	450	*	477	416	450	370	*	--	490	517	485	468	*	513	431	469
Math	443	*	457	424	471	350	*	--	507	503	470	420	*	460	403	450
Harding:																
Verbal	587	*	460	433	450	417	546	--	624	526	469	*	--	510	447	506
Math	575	*	527	443	453	426	586	--	641	579	505	*	--	510	455	526
Hopewell:																
Verbal	--	512	*	*	409	473	580	*	632	522	497	447	584	471	444	522
Math	--	526	*	*	404	497	587	*	637	551	487	463	631	495	431	535
Independence:																
Verbal	*	532	*	395	440	433	601	*	608	527	501	450	573	*	483	507
Math	*	477	*	410	439	429	602	*	568	580	529	570	561	*	458	511
Myers Park:																
Verbal	581	553	--	*	480	--	582	617	644	551	522	*	579	537	*	584
Math	594	534	--	*	483	--	630	603	678	569	568	*	611	519	*	611
North Meck:																
Verbal	570	539	*	*	429	377	566	*	639	514	509	507	574	525	467	544
Math	586	546	*	*	413	413	621	*	668	538	525	423	601	504	411	560

	ASU	ECU	ECSU	FSU	NC A&T	NCCU	NCSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
NW School of the Arts:																
Verbal	--	*	--	--	--	380	*	*	680	561	570	*	*	*	*	552
Math	--	*	--	--	--	363	*	*	640	545	547	*	*	*	*	524
Olympic:																
Verbal	479	--	*	460	387	*	518	--	569	496	478	--	--	*	467	481
Math	514	--	*	480	371	*	553	--	605	532	490	--	--	*	475	502
Providence:																
Verbal	570	527	--	*	*	--	602	647	665	542	534	452	589	500	*	573
Math	582	575	--	*	*	--	639	637	665	551	546	493	586	508	*	587
South Meck:																
Verbal	540	476	--	--	418	*	603	542	641	507	512	479	566	528	450	544
Math	572	517	--	--	431	*	630	588	681	563	527	496	579	553	474	577
Waddell:																
Verbal	--	--	*	--	398	*	*	--	--	--	*	*	*	483	440	437
Math	--	--	*	--	423	*	*	--	--	--	*	*	*	430	446	440
West Charlotte:																
Verbal	*	--	*	--	401	388	445	--	--	540	*	--	--	*	415	423
Math	*	--	*	--	427	420	493	--	--	523	*	--	--	*	438	452
West Meck:																
Verbal	*	--	--	396	374	423	*	--	*	533	*	*	--	--	*	468
Math	*	--	--	397	386	353	*	--	*	549	*	*	--	--	*	481
Vance:																
Verbal	--	466	433	438	475	437	556	*	600	507	497	430	553	*	454	493
Math	--	556	357	385	497	433	589	*	633	523	522	454	518	*	466	508

-- indicates no student enrolled

* indicates fewer than 3 students enrolled

Appendix D: 5 Year Graduation Rates for the Schools Within the UNC System

5 Year Graduation Rates for UNC System: By Districts – Were First-Time Freshmen in 2002-03

	ASU	ECU	ECSU	FSU	NC A&T	NCCU	NCSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
All Freshmen	61.5%	49.7%	40.0%	33.0%	33.5%	41.6%	66.3%	53.8%	83.6%	44.7%	47.8%	28.7%	64.1%	45.5%	33.5%	54.8%
	2367	3466	415	670	1958	767	3553	396	3389	2304	2031	648	1573	1183	620	25,340
All NC Public	63.0%	49.8%	38.8%	34.3%	29.2%	41.4%	66.5%	50.3%	83.4%	45.4%	48.3%	27.3%	64.0%	46.4%	34.6%	54.1%
	1735	2352	327	568	1445	577	2807	296	2270	1852	1660	545	1179	969	518	19,100
CMS	63.5%	51.6%	80.0%	30.8%	35.2%	37.7%	69.8%	64.7%	88.3%	45.9%	47.0%	40.0%	60.3%	47.1%	37.2%	56.2%
	189	93	5	39	176	69	242	17	273	418	100	20	68	68	78	1855
Durham	70.0%	49.1%	25.0%	30.8%	25.8%	37.7%	64.3%	50.0%	77.8%	50.0%	52.9%	18.2%	58.8%	45.5%	37.9%	51.0%
	40	57	4	13	62	77	70	6	72	30	70	11	17	11	29	569
Forsyth	70.7%	46.0%	40.0%	30.0%	21.9%	37.0%	74.0%	42.9%	86.7%	53.6%	37.5%	20.0%	80.0%	25.5%	23.9%	53.2%
	82	50	5	10	64	27	123	14	98	84	96	10	40	47	67	817
Guilford	58.2%	57.5%	20.0%	33.3%	32.5%	41.7%	64.6%	54.5%	83.1%	47.6%	46.7%	37.5%	64.0%	47.8%	37.8%	53.1%
	122	80	5	6	237	36	178	11	160	82	270	8	75	46	37	1353
Wake	62.9%	57.4%	0.0%	14.3%	33.9%	60.4%	71.5%	63.6%	89.4%	50.6%	48.7%	28.6%	66.7%	40.3%	22.2%	63.9%
	140	401	1	7	124	53	554	11	379	81	150	42	144	67	18	2172

The % represents the percentage of all freshmen, entering in the fall of 2002, who graduated in 4 or 5 years.

The number of students indicates the total number of freshmen who entered the college/university for the first time in the fall of 2002.

5 Year Graduation Rates for UNC System: By CMS High Schools and By UNC School – Were First-Time Freshmen in 2002-03

	ASU	ECU	ECSU	FSU	NC A&T	NCCU	NCSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
Berry*																
Butler	--	55.6%	--	0%	35.3%	100%	42.9%	--	100%	40.0%	20.0%	50.0%	50.0%	25.0%	50.0%	45.3%
	--	9	--	1	17	2	14	--	6	25	5	6	4	4	2	95
East Meck	73.1%	80.0%	%	%	47.1%	100%	68.0%	100%	90.9%	50.0%	63.6%	0%	87.5%	57.1%	40.0%	67.8%
	26	10			17	1	25	1	33	28	11	2	8	7	5	174
Garinger	66.7%	--	100%	25.0%	20.8%	20.0%	50.0%	--	33.3%	35.3%	40.0%	--	--	--	37.5%	34.6%
	3	--	3	4	24	5	6	--	3	17	5	--	--	--	--	78
Harding	60.0%	50.0%	--	33.3%	28.6%	33.3%	52.4%	--	93.3%	37.9%	50.0%	--	50.0%	66.7%	21.4%	44.7%
	5	4	--	3	21	15	21	1	15	29	4	1	2	6	14	141
Hopewell*																
Independence	50.0%	20.0%	--	36.4%	72.7%	50.0%	83.3%	--	77.8%	47.3%	75.0%	100%	66.7%	66.7%	22.2%	53.3%
	10	5	--	11	11	2	12	--	9	55	4	1	3	3	9	135
Myers Park	61.1%	50.0%	--	0%	42.9%	--	89.9%	100%	94.5%	42.9%	53.3%	50.0%	60.0%	44.4%	33.3%	68.8%
	36	2	--	1	7	--	35	2	55	28	15	2	10	9	3	205
North Meck	60.9%	47.1%	--	--	33.3%	--	60.7%	--	87.5%	41.1%	46.7%	0%	42.9%	20.0%	66.7%	53.3%
	23	17	--	--	6	--	28	1	32	56	15	4	7	5	3	197
NW School of the Arts	--	0%	--	100%	0%	100%	66.7%	50.0%	50.0%	42.9%	0%	--	0%	--	0%	30.0%
	--	2	--	1	5	2	3	2	2	7	3	--	1	--	2	30
Olympic	70.0%	100%	0%	66.7%	46.2%	75.0%	60.0%	--	66.7%	29.4%	66.7%	--	50.0%	--	33.3%	50.8%
	10	1	1	3	13	4	5	--	3	17	3	--	2	--	3	65

	ASU	ECU	ECSU	FSU	NC A&T	NCCU	NCSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
Providence	61.5%	50.0%	--	--	0%	100%	85.1%	80.0%	87.5%	63.6%	28.6%	--	58.3%	53.8%	--	69.2%
	39	10	--	--	1	1	47	5	46	33	14	--	12	13	--	221
South Meck	65.4%	42.9%	--	0%	33.3%	28.6%	65.0%	100%	86.5%	51.2%	57.1%	100%	60.0%	41.7%	42.9%	59.4%
	26	14	--	1	6	7	20	1	37	43	7	1	10	12	7	192
Waddell*																
West Charlotte	66.7%	100%	--	0%	28.6%	31.3%	50.0%	--	100%	26.7%	80.0%	--	--	33.3%	58.3%	44.1%
	3	2	--	9	28	16	4	--	14	15	5	--	--	3	12	111
West Meck	71.4%	0%	--	--	11.1%	0%	50.0%	0%	100%	56.5%	--	100%	--	100%	50.0%	49.0%
	7	1	--	--	9	1	4	1	1	23	--	1	--	1	2	51
Vance	--	56.3%	100%	60.0%	63.6%	36.4%	77.8%	66.7%	76.5%	52.4%	33.3%	50.0%	66.7%	40.0%	37.5%	57.3%
	--	16	1	5	11	11	18	3	17	42	9	2	9	5	8	157

The % represents the percentage of all freshmen, entering in the fall of 2002, who graduated in 4 or 5 years.

The number of students indicates the total number of freshmen who entered the college/university for the first time in the fall of 2002.

* These schools did not have a senior class entering college in the fall of 2002.