

Guilford County Gang Assessment: The OJJDP Comprehensive Gang Model

**Section: Overview of Guilford County Schools,
School Safety, and School Performance**



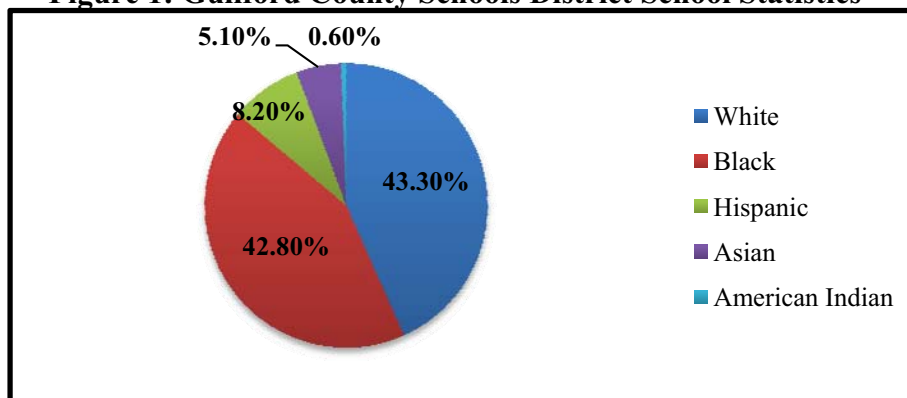
Guilford County Schools: A Snapshot

Overview:

Guilford County Schools (GCS) is the third largest school district in NC and one of the 50 largest school districts in the US.²¹ Enrollment in GCS has grown by more than 10,000 students over the past decade, although the rate of growth has slowed in recent years. While the district continues to grow in number of students, no new schools were opened during the 2008-09 school year. Total enrollment for Guilford County Schools (public schools) was over 71,000 students for 2008-09, which included approximately 33,000 elementary school students, 16,000 middle school students, 22,000 high school students, and 800 students in alternative schools.²² Students were split between 122 schools²³ in both urban and rural areas, including 67 elementary schools, 22 middle schools, 26 high schools, and seven alternative schools. Some school campuses house multiple grade levels spanning elementary, middle, and/or high school grades. Fifty-three percent of students in the district are classified as economically disadvantaged students (FRL) and the district serves 1,355 homeless students.²⁴

Detailed school characteristic information, and student body population, demographic information, and school performance for all middle and high schools in Guilford County can be found in the tables in the end of the section. All data are compiled from existing, published sources as identified in this section, with the majority of information pulled from the NC Department of Public Instruction's (2009) *Education First: NC School Report Cards* database (<http://www.ncreportcards.org/src/>).

Figure 1: Guilford County Schools District School Statistics²⁵



²¹ Guilford County Schools. (2009, December). *Achieving Educational Excellence*. Retrieved from Guilford County Schools website: <http://gcsnc.com/community2/pdf/factsheet.pdf>.

²² Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: <http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf>.

²³ Guilford County Schools. (2009). Retrieved from Guilford County Schools website: <http://www.guilford.k12.nc.us/>

²⁴ Guilford Education Alliance. (Spring, 2010). *Faces of Change: Addressing Diversity in our Schools*. Retrieved from website: <http://www.guilfordeducationalalliance.org/resources/documents/FacesofChangeFinalReport.pdf>,

²⁵ Local School Directory.com. Retrieved from Local School Directory website: <http://www.localschooldirectory.com/district-schools/410/Guilford-County-Schools-District/NC>.

Alternative Schooling

Approximately 11,000 students in Guilford County did not attend a GCS school in 2008-09, which is 13.7% of the student population in the county.²⁶ Students were alternately enrolled in either a charter or private school, or they were home schooled. Guilford County contains four charter schools serving 1,300 students and 29 private schools serving 7,100 students. An estimated 2,900 students were homeschooled during the 2008-09 school year.

GCS contains seven alternative schools²⁷: the Gateway and McIver special education centers, High School Ahead Academy, Twilight High School, two School Community Alternative Learning Environment (SCALE) sites and the Doris Henderson Newcomers School. The district also supports magnet schools and early college options. These schools provide multiple options for students in the GCS system who benefit from the alternative classroom approaches to achieve their potential. District-wide decreases in dropout and suspension rates and increased graduation rates have been attributed in part to these alternative schools and their approaches.

As of the 2009-10 school year, over 10,000 (13.3%) GCS students were identified as Exceptional Children (EC) receiving special education services, for who GCS makes several options available.. Gateway Education Center and McIver Center serve EC students with moderate to severe mental and/or physical disabilities who require a separate school setting. Gateway is designed for youth between the ages of 6 months and 22 years and McIver Center is designed for students the ages of five and 22 years. In Fall 2010, GCS opened the Meredith Leigh Haynes Bennie Lee Inman Education Center to serve children with disabilities between the ages of three and 22 years.

High School Ahead Academy serves 100 middle school students who are above the average age for their grade level.²⁸ These students are designated as 8th graders. The goal of the Academy is to accelerate school readiness for transition into high school and enable students to graduate from high school in a timeframe that is in accordance with other students their age. The Academy has small class sizes so that students are able to benefit from individualized attention.

Suspension alternative programs in NC are supported through at-risk funding sent to each Local Education Agency (LEA). By state statute, each LEA is required to put in place an Alternative Learning Program (ALP) or school, although ALPs are not required to serve all suspended students.²⁹ GCS has two School Community Alternative Learning Environment (SCALE) programs to meet this requirement, one in Greensboro and one in High Point, which provide students in grades 6th through 12th alternatives to long-term suspension from their regular school. If a student warrants long-term suspension, a behavior contract is established between the student and staff at the SCALE school. If the student fulfills the behavior contract, he or she returns to

²⁶ Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: <http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf>.

²⁷ Guilford County Schools. (2009). Retrieved from Guilford County Schools website: <http://www.guilford.k12.nc.us/>.

²⁸ Guilford County Schools. (2009). Retrieved from Guilford County Schools website: <http://www.guilford.k12.nc.us/>

²⁹ NC School violence Gang Activity Study Summary

the regular school and the long-term suspension is not recorded. A decline in long-term suspension rates in the district has been attributed in part to these SCALE programs.³⁰

In January 2008, GCS began the Twilight High School program to provide classes on a non-traditional schedule for high school students who have circumstances that make regular school attendance difficult.³¹ Students nine or less credits away from graduation and at risk of dropout are referred to Twilight by their high school principal after demonstrating issues such as poor attendance, chronic misbehavior, or other relevant circumstances. During the 2009-10 school year, Twilight High School served approximately 125 students.

GCS currently houses 44 magnet schools offering regular curricula as well as specialized areas of study, including arts, science, technology, international baccalaureate (IB) programs, and early/middle college options.³² The district is a state and national leader in the middle college movement, with seven early/middle college high schools located at local college and university campuses in Guilford County:³³ Middle College at Bennett, Middle College at Greensboro College, Early College at Guilford College, Middle College at GTCC-Greensboro, Middle College at GTCC-High Point, Middle College at GTCC-Jamestown, and Middle College at NC A&T. These early colleges blend high school and college courses in a comprehensive and rigorous program, reducing the time it takes to complete a high school diploma and the first two years of college. Early colleges are small schools designed so that low-income youth, first-generation college goers, English language learners, students of color, and other young people underrepresented in higher education can earn both a high school diploma and an Associate's degree or up to two years of credit toward a Bachelor's degree tuition-free.

Diversity:

As the population of Guilford County has grown and evolved over the past decade, student enrollment in GCS has also become increasingly diverse.³⁴ GCS currently serves students from 142 distinct cultural and ethnic groups speaking 150 different languages and dialects. The percentage of Limited English Proficient (LEP) students has increased, as well. As of the 2009-10 school year, 9.4% of students were classified as LEP. The most common first languages spoken by LEP students are Spanish, Vietnamese, Arabic, Urdu, French, and Bermese.

³⁰ Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: <http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf>.

³¹ Guilford County Schools. (2009). Retrieved from Guilford County Schools website: <http://www.guilford.k12.nc.us/>

³² Guilford County Schools. (2009). Retrieved from Guilford County Schools website: <http://www.guilford.k12.nc.us/>.

³³ Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: <http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf>.

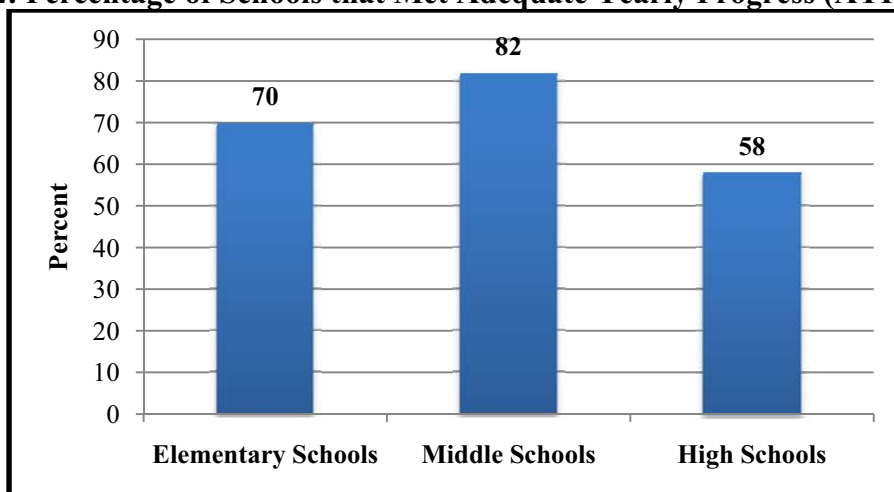
³⁴ Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: <http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf>.

In 2007, the Doris Henderson Newcomers School opened to serve recently arrived immigrant and refugee students in 3rd through 12th grades who are novice English speakers.³⁵ The Newcomers School helps students acclimate to the US while also celebrating their cultures, languages and traditions. The program is unique in that it encompasses students from many different cultures speaking a wide variety languages and performing at a wide range of academic levels. Students stay at the Newcomers school for one year before moving into their district-assigned regular school. During the 2009-10 school year, the school served 240 students, including 85 high school students. Approximately 70% of students were refugees, while the remaining students were US immigrants.

District Performance:

Ten public district schools were 2009 Honor Schools of Excellence, including Brown Summit Middle School, Kernodle Middle School, Northwest Guilford Middle School, Early College at Guilford, and Weaver Academy.³⁶ At these schools, 90% or more of students scored at or above grade level, made expected or high growth and met Adequate Yearly Progress (AYP) standards. Nearly 70% of the district schools met AYP, which is the highest percentage for GCS since the measure was established in 2003. About 70% of elementary schools, 82% of middle schools, and 58% of high schools made AYP during the 2008-09 school year. However, as a school system, Guilford County Schools did not meet AYP and is in Year 3 of district improvement status.³⁷ To determine if a particular school within Guilford County met AYP, go to <http://www.ncreportcards.org/src/>.

Figure 2: Percentage of Schools that Met Adequate Yearly Progress (AYF) in 2009



³⁵ Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: <http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf>.

³⁶ Guilford County Schools. (2009, December). *Achieving Educational Excellence*. Retrieved from Guilford County Schools website: <http://gcsnc.com/community2/pdf/factsheet.pdf>

³⁷ North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards*. Retrieved from Education First: NC School Report Cards website: <http://www.ncreportcards.org/src/>.

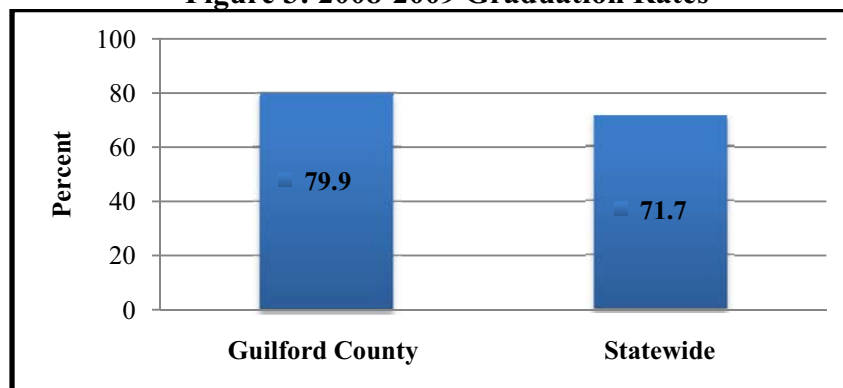
Of concern is that five schools in the district have never made AYP, including Andrews High School, Dudley High School, and Smith High School. Furthermore, AYP in both reading and math is less than 70% for disadvantaged students and students of color in the district.³⁸

Additionally, 10 schools in GCS were considered low-performing schools as of 2008-09, meaning that less than 50% of students at the school were performing at or above grade level and the school did not meet growth expectations for the state's ABC testing program.³⁹ In 2008-09, GCS had more schools on this list than any other county in NC. Low-performing schools in the district included six elementary schools, Hairston Middle School, Andrews High School, Dudley High School, and Eastern Guilford High School. Smith High School had previously been on this list, but was removed in 2009. All 10 of the low-performing schools are Title I schools, indicating that they are identified for Title I School Improvement status and sanctions after not making AYP in the same subject (reading or math) for two years in a row.⁴⁰

Graduation:

Over 4,600 students received high school diplomas during the 2008-09 school year, with another 174 receiving ESL diplomas, 46 receiving EC certificates, and 23 receiving ESL certificates.⁴¹ Overall, the graduation rate for GCS in 2008-09 was 79.9%, which is higher than the overall statewide graduation rate of 71.7%.⁴²

Figure 3: 2008-2009 Graduation Rates



³⁸ Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: <http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf>.

³⁹ North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards*. Retrieved from Education First: NC School Report Cards website: <http://www.ncreportcards.org/src/>.

⁴⁰ Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: <http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf>

⁴¹ Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: <http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf>.

⁴² Guilford County Schools. (2009). Retrieved from Guilford County Schools website: <http://www.guilford.k12.nc.us/>.

Weaver Academy, Middle College at GTCC-Jamestown and Early College at Guilford were three of only seven schools in NC to accomplish a 100% graduation rate during the 2008-09 school year.⁴³ Another three GCS high schools had graduation rates above 95%: Greensboro College Middle College, Middle College at NC A&T, and Smith Academy.⁴⁴ In addition, for the second year in a row, Northwest High School had one of the top two graduation rates in the state for schools with 500 or more graduating seniors.

Despite a high overall graduation rate, an achievement gap exists in the graduation rate for the district. In 2008-2009, the graduation rates for African Americans (63.2%), American Indians (60%), and Hispanics (58.9%) are all lower than the graduation rate for white students (71.7%) and Asian/Pacific Islander students (83.6%). Economically disadvantaged (FRL) students, Limited English Proficient (LEP) students, and students with disabilities (SWD) also all graduated at rates below the district average of 71.7%.⁴⁵

Table 10: AYP Four-Year Cohort Graduation Rate by Student Group

	All	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	L.E.P.	Students with Disabilities
2008 - 09	71.7%	77.7%	63.2%	58.9%	60.0%	83.6%	71.5%	61.8%	52.1%	56.8%
2007 - 08	70.3%	75.7%	62.7%	56.4%	53.8%	81.0%	68.4%	N/A	N/A	56.6%
Percent Change	1.4%	2.0%	0.5%	2.5%	6.2%	2.6%	3.1%	N/A	N/A	0.2%

Dropout Rates:

The multiple schooling options in GCS have helped the district dropout rate continue to remain below the state average, and GCS has the lowest dropout rate of the five largest school districts in NC.⁴⁶ For the 2008-09 school year, the GCS high school dropout count was 723 students.⁴⁷ The GCS high school dropout rate was 3.13%, which is a substantial decrease from the district's 3.31% dropout rate reported the previous year. The district's dropout rate has been cut almost in half since the 1999-00 school year, when it was 5.97%. This rate is also lower than NC's dropout rate of 4.27% for the 2008-09 school year, even though this statewide dropout rate is the lowest high school dropout rate ever recorded in NC to date.

⁴³ Guilford County Schools. (2009, December). *Achieving Educational Excellence*. Retrieved from Guilford County Schools website: <http://gcsnc.com/community2/pdf/factsheet.pdf>

⁴⁴ Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: <http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf>.

⁴⁵ North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards*. Retrieved from Education First: NC School Report Cards website: <http://www.ncreportcards.org/src/> <http://www.ncreportcards.org/src/stateDetails.jsp?Page=1&pYear=2008-2009>

⁴⁶ Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: <http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf>.

⁴⁷ North Carolina Department of Public Instruction. (2009). *Annual report of Schools Crime and Violence: 2008-2009 Consolidated Data Report*. Retrieved from North Carolina Public Schools website: <http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2008-09/consolidated-report.pdf>.

High schools with dropout counts greater than 50 students for the 2008-09 school year included: Andrews High School (n=55), Dudley High School (n=73), Eastern Guilford High School (n=65), Grimsley High School (n=64), High Point Central High School (n=62), Page High School (n=59), and Ragsdale High School (n=51).⁴⁸

The dropout count for GCS for students in 1st through 12th grade for the 2008-09 school year was 759,⁴⁹ indicating that 36 students that dropped out in GCS had not yet entered high school. Elementary and middle schools with dropout counts greater than 5 students for the 2008-09 school year include Aycock Middle School (n=6), Caesar Cone Elementary (n=6), and the Newcomers School (n=13).⁵⁰

Males accounted for the majority (61%) of high school dropouts in GCS,⁵¹ which is comparable to NC rates for male dropouts (59%). Statewide in NC, attendance issues were the most often cited reasons for a reported dropout, accounting for roughly two in five (42%) dropouts.⁵² However, approximately one in five dropouts (21.1%) in NC cited enrollment in a community college as the reason for dropout, because state guidelines dictate that students leaving to attend community college programs must be counted as dropouts. In 2008-09, as in past years, NC students dropped out most frequently in 9th grade (32.8%), followed by 10th grade (26.0%), 11th grade (22.7%), and 12th grade (15.3%).

Suspensions and Expulsions

In NC public schools, short-term suspensions for lesser offenses last for up to 10 days. Long-term suspensions for more serious offenses last at least 11 days and can run as long as up through the remainder of the school year. Expulsions signify that the student cannot return to their regular school or any other school within the district, and is reserved for cases where the student is at least age 14 and presents a clear threat of danger to self or others.⁵³

During the 2008-09 school year, there were 11,928 short-term suspensions overall. There were 6,466 short-term suspensions at the high school level in GCS, for a short-term suspension rate of

⁴⁸ North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards*. Retrieved from Education First: NC School Report Cards website: <http://www.ncreportcards.org/src/>.

⁴⁹ North Carolina Department of Public Instruction. (2009). *NC Schools 2008-09 Dropout Events, Grades 1-13*. Retrieved from North Carolina Public Schools website: <http://www.ncpublicschools.org/docs/research/dropout/reports/2008-09/113countbylea.pdf>.

⁵⁰ North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards*. Retrieved from Education First: NC School Report Cards website: <http://www.ncreportcards.org/src/>.

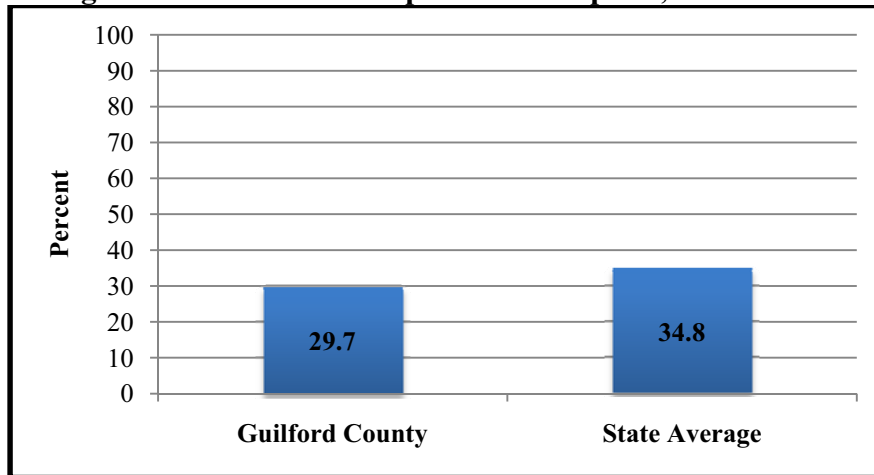
⁵¹ North Carolina Department of Public Instruction. (2009). *Annual report of Schools Crime and Violence:2008-2009 Consolidated Data Report*. Retrieved from North Carolina Public Schools website: <http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2008-09/consolidated-report.pdf>.

⁵² North Carolina Department of Public Instruction. (2009). *Annual report of Schools Crime and Violence:2008-2009 Consolidated Data Report*. Retrieved from North Carolina Public Schools website: <http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2008-09/consolidated-report.pdf>.

⁵³ Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: <http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf>.

29.7 suspensions per 100 students.⁵⁴ However, the reported numbers are by suspension, not student; thus, one student can be counted more than once if he or she receives multiple suspensions. This rate represents a slight decrease for the district and is lower than the state rate of 34.8 short-term suspensions per 100 students.

Figure 4: Short-Term Suspension Rate per 1,000 Students



The top five GCS middle schools for short-term suspensions during 2008-09 were⁵⁵: Allen Middle School (37 suspensions), Ferndale Middle School (43 suspensions), Hairston Middle School (68 suspensions), Welborn Academy of Science and Technology (74 suspensions), and High School Ahead Academy (164 suspensions). The top five GCS high schools for short-term suspensions during 2008-09 were⁵⁶: High Point Central High School (39 suspensions), Southern Guilford High School (43 suspensions), Andrews High School (45 suspensions), Smith High School (75 suspensions), and Greensboro SCALE School (86 suspensions), which houses grades 6th through 12th.

In addition, 41 long-term suspensions in the district, representing a 59% decrease from the 2007-08 school year⁵⁷. No expulsions were reported.⁵⁸ As reported by the NC Department of Instruction, only one GCS middle school (Hairston Middle School) and one high school (Smith High School) reported a long-term suspension for the 2008-09 school year.⁵⁹ The reason for the

⁵⁴ Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: <http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf>.

⁵⁵ North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards*. Retrieved from Education First: NC School Report Cards website: <http://www.ncreportcards.org/src/>.

⁵⁶ North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards*. Retrieved from Education First: NC School Report Cards website: <http://www.ncreportcards.org/src/>.

⁵⁷ Guilford County Schools. (2009, December). *Achieving Educational Excellence*. Retrieved from Guilford County Schools website: <http://gcsnc.com/community2/pdf/factsheet.pdf>

⁵⁸ North Carolina Department of Public Instruction. (2009). *Annual report of Schools Crime and Violence: 2008-2009 Consolidated Data Report*. Retrieved from North Carolina Public Schools website: <http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2008-09/consolidated-report.pdf>.

⁵⁹ North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards*. Retrieved from Education First: NC School Report Cards website: <http://www.ncreportcards.org/src/>.

sharp decline in long-term suspensions is reported as being partly due to the presence of the two alternative SCALE schools for students suspended from their home school.

Disproportionate Minority Contact

Several researchers have documented the link between school suspensions and subsequent involvement in the juvenile and criminal justice systems, a phenomenon that has been labeled the School-to-Prison Pipeline.^{60,61} Thus, it is important to understand where, why and to what extent disproportion exists in order to develop and implement effective reduction strategies.

Despite comparatively low suspension rates, a disproportionate amount of minority students received suspensions. This disproportionate minority contact (DMC) among African American students, which is not unique to GCS, can be assessed using a relative rate index (RRI). RRI is calculated by dividing African American student suspensions by white suspensions to equal the relative rate at which African American students get suspended as compared to white students. The RRI is preferable to other measures that are affected by: 1) the relative size of minority youth populations, and 2) the number of different minority populations being compared. The RRI method reduces statistical bias, allows accurate comparisons, and can compare multiple racial and ethnic groups.

In 2008-09, the short-term suspension RRI for GCS was 4.42, indicating that for every one white student who was suspended, there were 4.42 African American students suspended. Strikingly, in 2008-09, the long-term suspension RRI for GCS was 16, indicating that for every one white student who was suspended long-term, there were 16 African American students suspended long-term.⁶²

In the 2008-2009 school year, African American males represented 50.2% of all short-term suspensions during 2008-09, as opposed to 12.9% of White males. African American females represented another 21.9% of all short-term suspensions, indicating that African Americans accounted for the majority (72.1%) of short-term suspensions in 2008-09 despite only comprising 41% of the student population. African Americans are also overrepresented in long-term suspension counts, with African American males receiving 41.5% of all long-term suspensions, African American females receiving 36.6% of long-term suspensions, and White males receiving 2.4% of all long term suspensions for the 2008-09 school year.⁶³

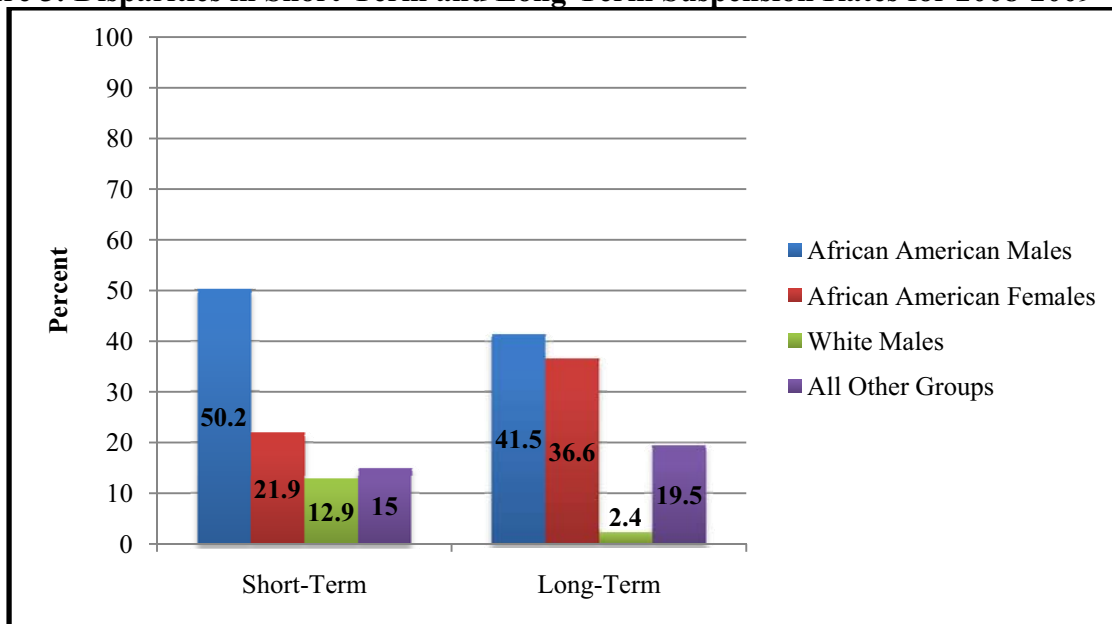
⁶⁰ Wald, J., & Losen, D. J. (2003). Defining and redirecting a school-to-prison pipeline. In G. Noam (Series Ed.) and J. Wald & D. Losen (Vol. Eds.), *New directions for youth development: No. 99. Deconstructing the school-to-prison pipeline* (pp. 9 - 15). San Francisco: Jossey-Bass.

⁶¹ NAACP Legal Defense and Education Fund, Inc. (2005). *Dismantling the School-to-Prison Pipeline*. Retrieved on from http://www.naacpldf.org/content/pdf/pipeline/Dismantling_the_School_to_Prison_Pipeline.pdf.

⁶² North Carolina Department of Public Instruction. (2009). *Report of Schools Crime and Violence:2008-2009 Consolidated Data Report* [Data file]. Retrieved from North Carolina Public Schools website: <http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2008-09/consolidated-report.pdf>

⁶³ North Carolina Department of Public Instruction. (2009). *Report of Schools Crime and Violence:2008-2009 Consolidated Data Report* [Data file]. Retrieved from North Carolina Public Schools website: <http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2008-09/consolidated-report.pdf>

Figure 5: Disparities in Short-Term and Long-Term Suspension Rates for 2008-2009



Minority disparities are also indicated by the dropout rates for the GCS district, particularly for African American students.⁶⁴ During the 2007-08 school year, 56.1% of students who dropped out at the high school level in GCS were African American, although they only comprised 40.4% of the total student population.

One potential contributor to DMC is zero tolerance policies. Zero tolerance disciplinary policies and high-stakes testing are two practices that have left millions of US children without the opportunity to receive a high-quality education. These practices needlessly punish students and limit opportunities for them to reach their full potential and achieve long-term goals. Oftentimes, zero tolerance disciplinary policies and high-stakes testing work in tandem to create hostile school environments and lead students down the “school-to-prison pipeline”. Specific negative effects include a 15% increase in expulsions nationwide from 2002 to 2006, with disparate rates of disciplinary recourse for minority students. Removal from school is associated with higher rates of future misbehavior, negative academic performance, higher dropout rates, and higher likelihood of entering the justice system. Since the implementation of the No Child Left Behind (NCLB) Act, the nationwide graduation rate was 69% in 2006—the lowest since before NCLB. Graduation rates for Black and Latino students were 51% and 55% respectively. The graduation rates in the 100 largest US school districts were climbing prior to NCLB, but have begun dropping significantly in most districts since NCLB. The 100 largest districts also serve a large proportion of the minority student population in the US.

When looking at NC specifically, there were 16,499 referrals to the juvenile justice system directly from schools in 2008-2009. Following the introduction of high-stakes testing, there was

⁶⁴ Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: <http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf>.

a 53% increase in students retained from moving onto the next grade level. After NCLB, short-term suspensions increased 41%, long-term suspensions increased 153%, and the number of SROs present in schools has increased, thereby often reinforcing the punitive image of the schools they serve. Black students are three and a half times more likely to receive suspension than White students and one-half of teachers are leaving the profession before they make it to their fifth year. The graduation rate in 2006 was 63%, the ninth worst in the country. Graduation rates for Black students and Latino students were 45% and 50% respectively in that year.

Crime and Violence

According to Rule 25 of the Guilford County Schools Student Handbook for 2009-10, students are explicitly told that⁶⁵:

No student shall commit any act which furthers gangs or gang related activities. A student shall not threaten or intimidate another individual, or disrupt including but not limited to displaying gang colors, logos or jewelry on one's person or possessions, using gang gestures (throwing gang signs) or verbal communications, for the purpose of gang identification, or tag or deface school or personal property with gang-related symbols or slogans. A student shall not incite other students to intimidate or to act with physical violence upon any other person related to gang activity, solicit others for gang membership, or commit any other illegal act or other violation of school district policies that relates to gang activity. This rule will only apply when the behavior does not meet the standards of any other violation. If gang-related activity is associated with another act of misconduct, evidence of gang activity shall be considered an aggravating factor (p.32).

Consequences for violation of this rule are also explicit in the handbook and vary based on school level. At the elementary school level, violation results in in-school disciplinary action and out-of-school suspension (OSS) for up to 3 days for repeated or serious violations. In middle and high school, violation results in-school disciplinary action and OSS for up to 10 days for repeated or serious violations.

Youth violence risks and rates in Guilford County were obtained from GCS middle and high school students as part of the local implementation of the national Youth Risk Behavior Survey,⁶⁶ and many of these rates are higher in Guilford County than in NC overall. To review the full report, please go to: <http://www.guilfordeducationalliance.org/resources/documents/Finalcombinedreport.pdf>. Sixty percent of middle school students in GCS reported that they had been in a fight, compared to 56.5% of NC middle school students. In addition, 6.1% of middle school students sustained injuries from a fight that required medical attention in the last year, compared to 5.3% of NC middle school students. However, fewer GCS middle school youth reported carrying a weapon to school (32%) compared with NC middle school students (37.2%) overall.

⁶⁵ Guilford County Schools. (2010). *Guilford County Schools Student Handbook*. Retrieved from Guilford County Schools website: <http://www.gcsnc.com/pdfs/studenthandbook.pdf>.

⁶⁶ Guilford Education Alliance. 2008. *Youth Risk Behavior Survey*. Retrieved from Guilford Education Alliance website: http://www.cfgg.org/downloads/reports/Education_Alliance_Youth_Risk_Behavior_Survey.pdf.

Similarly, GCS high school students typically reported more risks for violence and higher rates of violence as compared to high school students in NC overall. A higher percentage of GCS high school students reported carrying a weapon on school property in the last 30 days (7.4%), becoming injured or being threatened with a weapon on school property (7.2%), being involved in a physical fight in the past year (34.5%), being involved in a physical fight on school property in the past year (14.4%), sustaining injuries from a fight requiring medical attention in the last year (5.3%), and/ or having personal property damaged or stolen in the past year (28.8%). However, less GCS high school youth reported carrying a weapon in the last 30 days (20.1%) as compared to NC youth (21.2%), and less GCS students reported that they did not go to school because they felt unsafe in the past 30 days (6.1%) as compared to NC youth (7%) overall.

NC public schools are required to report acts of crime or violence yearly to the NC State Board of Education. The NC State Board of Education has identified 17 criminal acts for NC public schools, 10 of which are considered dangerous and violent.⁶⁷ The 10 dangerous and violent acts are: homicide, assault resulting in serious bodily injury, assault involving the use of a weapon, rape, sexual offense, sexual assault, kidnapping, robbery with a dangerous weapon, robbery without a dangerous weapon, and taking indecent liberties with a minor. The other seven acts that are reported and included in these counts are: assault on a school personnel, bomb threat, burning of a school building, possession of an alcoholic beverage, possession of controlled substances in violation of the law, possession of a firearm or powerful explosive, and possession of a weapon. The most frequently reported acts of crime or violence in NC high schools are possession of a controlled substance in violation of the law, possession of a weapon excluding firearms and powerful explosives, and possession of an alcoholic beverage.

Across these 17 acts of crime or violence, GCS reported 545 total acts in 2008-2009, which is down approximately 15% from 638 acts the previous year. There were 346 reportable acts of crime or violence in GCS high schools, which equates to 15.9 acts per 1,000 students. This rate closely mirrors the state high school rate of 15.7 acts per 1,000 students.⁶⁸

Summaries of the acts of crime/violence reported by school, as well as suspension and expulsion data listed by school, are provided in the tables below.

⁶⁷ North Carolina Department of Public Instruction. (2009). *Annual report of Schools Crime and Violence:2008-2009 Consolidated Data Report*. Retrieved from North Carolina Public Schools website: <http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2008-09/consolidated-report.pdf>.

⁶⁸ North Carolina Department of Public Instruction. (2009). *Annual report of Schools Crime and Violence:2008-2009 Consolidated Data Report*. Retrieved from North Carolina Public Schools website: <http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2008-09/consolidated-report.pdf>.

Table 11: Crimes, Suspensions, and Expulsions By School: Middle Schools

School	Acts of Crime /Violence	Acts of Crime/ Violence (per 100 students)	Short term Suspensions	Long Tern Suspensions	Expulsions
Allen Middle	13	2	37	0	0
Aycock Middle	2	0	32	0	0
Brown Summit Middle	0	0	8	0	0
Dean B. Pruett SCALE School	0	0	N/A	N/A	N/A
Eastern Middle	3	0	23	0	0
Ferndale Middle	7	1	43	0	0
Guilford Middle	12	2	24	0	0
Guilford Newcomer's Center	0	0	5	0	0
High School Ahead Academy	4	4	164	0	0
Jackson Middle	6	1	24	0	0
Jamestown Middle	10	1	17	0	0
Johnson Street Global Studies	3	1	14	0	0
Kernodle Middle	2	0	10	0	0
Kiser Middle	7	1	17	0	0
Lincoln Academy	9	1	23	0	0
Mendenhall Middle	3	0	19	0	0
Northeast Guilford Middle	5	1	31	0	0
Northern Guilford Middle	3	0	11	0	0
Northwest Guilford Middle	8	1	7	0	0
Otis L. Hairston Sr. Middle	18	3	68	1	0
Penn-Griffin School for Arts	3	1	28	0	0
SCALE- Greensboro	0	0	86	0	0
Southeast Guilford Middle	9	1	19	0	0
Southern Middle	12	2	22	0	0
Southwest Guilford Middle	9	1	19	0	0
Welborn Academy	7	1	74	0	0

Table 12: Crimes, Suspensions, and Expulsions By School: High Schools

School	Acts of Crime/Violence	Acts of Crime/Violence (per 100 students)	Short term Suspensions	Long Term Suspensions	Expulsions
Dudley High	23	2	33	0	0
Eastern Guilford High	31	3	37	0	0
Grimsley High	39	2	33	0	0
High Point Central High	34	3	39	0	0
Lucy Ragsdale High	19	1	35	0	0
Middle College at Bennett	0	0	1	0	0
Middle College at Greensboro College	0	0	N/A	N/A	N/A
Early College at Guilford College	0	0	N/A	N/A	N/A
Middle College at GTCC Greensboro	2	2	5	0	0
Middle College at GTCC High Point	0	0	N/A	N/A	N/A
Middle College at GTCC Jamestown	0	0	N/A	N/A	N/A
Middle College High at NC A&T	0	0	N/A	N/A	N/A
High Point Central Academy (The Academy at Central)	0	0	3	0	0
Northeast Guilford High	21	2	37	0	0
Northern Guilford High	7	1	9	0	0
Northwest Guilford High	26	1	10	0	0
Page High	36	2	31	0	0
Smith Academy (The Academy at Smith)	0	0	15	0	0
Ben L. Smith High	25	2	75	1	0
Southeast Guilford High	13	1	17	0	0
Southern Guilford High	9	1	43	0	0
Southwest Guilford High	17	1	30	0	0
T. Wingate Andrews High	16	2	45	0	0
Philip J. Weaver Academy	0	0	6	0	0
Western Guilford High	30	2	21	0	0

Table 13: Crimes, Suspensions, and Expulsions By School: Charter Schools

School	Acts of Crime/ Violence	Acts of Crime/ Violence (per 100 students)	Short term Suspensions	Long Term Suspensions	Expulsions
Greensboro Academy	0	0	N/A	N/A	N/A
Guilford Preparatory	0	0	9	0	0
Triad Math & Science Academy	0	0	8	0	0

The five GCS middle schools that reported the greatest numbers of acts of crime or violence during 2008-09 were⁶⁹: Jamestown Middle School (10 acts), Guilford Middle School (12 acts), Southern Middle School (12 acts), Allen Middle School (13 acts), and Hairston Middle School (18 acts). When taking student population into account, and comparing the rates of offenses committed, middle schools with high counts of crime and violence also typically had higher rates of crime and violence. Allen Middle School and Guilford Middle School reported two acts of crime or violence per 100 students and Hairston Middle School reported three acts of crime or violence per 100 students. Although High School Ahead Academy reported four acts, of crime and violence in total, because of the school’s small population, this equates to a rate of four acts of crime or violence per 100 students.

The five GCS high schools that reported the greatest numbers of acts of crime or violence during 2008-09 were⁷⁰: Western Guilford High School (30 acts), Eastern Guilford High School (31 acts), High Point Central High School (34 acts), Page High School (36 acts), and Grimsley High School (39 acts). As with the GCS middle schools, high schools reporting high counts of crime and violence also typically had high rates of crime and violence. Eastern Guilford High School and High Point Central High School had the highest rates for high schools, with three acts of crime or violence per 100 students reported. Several schools, including Grimsley High School and Dudley High School, had rates of two acts of crime or violence per 100 students.

Information on school-based offenses occurring during and after school hours was additionally obtained from the Guilford County Juvenile Crime Prevention Council (JCPC).⁷¹ According to this data set, the five public middle schools in Guilford County reporting the greatest numbers of school-based offenses during 2008-09 were: Ferndale Middle School (36 offenses), Allen Middle School (40 offenses), Kiser Middle School (42 offenses), Hairston Middle School (43 offenses), and Welborn Academy (68 offenses). According to the Guilford County JCPC, the five public high schools in Guilford County reporting the greatest numbers of school-based offenses during 2008-09 were: Northeast Guilford High School (35 offenses), Eastern Guilford High School (46 offenses), Grimsley High School (64 offenses), High Point Central High School (71 offenses),

⁶⁹ North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards*. Retrieved from Education First: NC School Report Cards website: <http://www.ncreportcards.org/src/>.

⁷⁰ North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards*. Retrieved from Education First: NC School Report Cards website: <http://www.ncreportcards.org/src/>.

⁷¹ Department of Juvenile Justice and Delinquency Prevention: Guilford County Juvenile Crime Prevention Council. (2009). [Unpublished raw data file].

and Dudley High School (106 offenses). It is important to note that some public middle and high schools had no reported school-based offenses, including the Newcomers School, Weaver Academy, and Smith Academy.

Substance Use

Substance use rates for youth in Guilford County were also obtained from GCS students as part of the national Youth Risk Behavior Survey.⁷² According to 2008 findings, nearly one third (29.1%) of middle school youth had used alcohol and nearly one in 10 (9.1%) middle school youth had used marijuana. However, tobacco use among students at this grade level was lower; only 5.5% had smoked cigarettes and 3.1% had used smokeless tobacco in the month prior to completing the survey.

As would be expected, these rates were higher when looking at the high school population. Over one third (39.0%) of high school youth in Guilford County had used alcohol in the past month, which is close to rates reported by adults using alcohol legally (46.5%).⁷³ In addition, over one quarter of high school youth (25.7%) had engaged in binge drinking in the past month, which is over double the rate of binge drinking for adults using alcohol legally (10.5%) in Guilford County.⁷⁴ Cigarette use was also higher for the high school population. One in five high school youth (20.6%) had smoked a cigarette in the month prior to completing the survey which is higher than the adult rate of use (16.5%). Over one in five high school youth (22.5%) had also used marijuana in the Month prior to completing the survey. Compared with youth in NC overall, middle school students reported using cigarettes, alcohol, and marijuana at lower rates. However, this was not the case for GCS high school students. A higher percentage of GCS high school students reported past month alcohol use (39%), binge drinking (25.7%), and marijuana use (22.7%) compared with NC high school students overall. Furthermore, a higher percentage of GCS high school students reported injecting illegal drugs (4.5%) and using heroin (3.6%), ecstasy (6.7%), and methamphetamine (5.4%) compared with NC high school students overall.

Mental Health

As with violence and substance use, mental health risks for youth in Guilford County were collected from GCS students as part of the national Youth Risk Behavior Survey.⁷⁵ According to 2008 findings, 6.7% of youth attempted suicide in the past year. However, significantly fewer

⁷² Guilford Education Alliance. 2008. *Youth Risk Behavior Survey*. Retrieved from Guilford Education Alliance website: http://www.cfgg.org/downloads/reports/Education_Alliance_Youth_Risk_Behavior_Survey.pdf.

⁷³ Wolfson, Mark., Easterling, Doug, and Wagoner, Kimberly. (2010). *Addressing Substance Abuse in Guilford County: A White Paper*. Retrieved from Moses Cone Wesley Long Health Foundation website: <http://www.mcwlhealthfoundation.org/images/stories/presentations/WhitePapers2010/sa%20wp%20for%20public.pdf>.

⁷⁴ Wolfson, Mark., Easterling, Doug, and Wagoner, Kimberly. (2010). *Addressing Substance Abuse in Guilford County: A White Paper*. Retrieved from Moses Cone Wesley Long Health Foundation website: <http://www.mcwlhealthfoundation.org/images/stories/presentations/WhitePapers2010/sa%20wp%20for%20public.pdf>.

⁷⁵ Guilford Education Alliance. 2008. *Youth Risk Behavior Survey*. Retrieved from Guilford Education Alliance website: http://www.cfgg.org/downloads/reports/Education_Alliance_Youth_Risk_Behavior_Survey.pdf.

GCS middle school students reported being at risk for committing suicide (15.3%) and suicidal intent (9%) as opposed to NC middle school youth overall.

In terms of GCS high school youth, 15.7% attempted suicide in the past year, which was the state rate for high school youth (26.9%). More GCS high school youth indicated suicidal risk (13.4%) compared to NC high school students (12.5%), although they also reported less suicidal intent (11.1%) compared to NC high school students (15.5%). In addition, 26.4% indicated being at risk for depression, which is similar to NC rates for high school youth (26.9%). A full review of the state of mental health in Guilford County can be found at <http://www.mcwlhealthfoundation.org/images/stories/presentations/WhitePapers2010>.⁷⁶

School Climate Task Force

In July 2007, the Guilford County Board of Education charged a task force comprised of parents, teachers, principals, law enforcement, school officials, students, and community leaders to conduct research in GCS and review the district's handling of student misbehavior; review the 2005 Guilford County Disproportionate Minority Contact Report; gather feedback from teachers, parents, students and community stakeholders; and make a consensus report back to the Board of Education. It was requested that this report include recommendations that the Board of Education could adopt to reduce the number of suspensions and expulsions of GCS students; improve the relationship between law enforcement in the schools and minority communities disproportionately represented in arrest records; facilitate greater communication and understanding between the community, schools, parents, School Resource Officers (SROs) and students; improve the classroom education component of the SRO program; and increase the safety of school campuses with an emphasis on the growing gang concern.⁷⁷

The final School Climate Task Force report was released in February 2008. The report revealed that the top concern for Guilford County Schools was the lack of adequate facilities and personnel for the population of students it serves. It was agreed that high schools should have no more than 800 students, middle schools should have no more than 600 students, and elementary schools should have no more than 400 students. However, as of the 2008-09 school year, 16 middle schools and 15 high schools exceeded these population suggestions,⁷⁸ indicating that most middle and high schools in the GCS district are overcrowded.

The Task Force made several other concrete suggestions including: assign one social worker per school; restructure and expand alternative programs for suspended students; encourage increased use of Teen Court for first time youth offenders pleading guilty to misdemeanors; provide more security personnel in schools; establish a Centralized Mediation Center with both a teacher and student training component; provide on-site support and opportunities for teachers regarding best

⁷⁶ Graves, K.N., Buford, A., Frison, S., Ireland, A., & Shelton, T.L. (2010). *The State of Mental Health in Guilford County: A White Paper*. Greensboro, NC: Center for Youth, Family, and Community Partnerships at UNCG. Retrieved from Moses Cone Wesley Long Health Foundation website: <http://www.mcwlhealthfoundation.org/images/stories/presentations/WhitePapers2010>.

⁷⁷ Guilford County Schools. (2008). School Climate Task Force Report. Retrieved from Guilford County Schools website: http://www.guilford.k12.nc.us/boe/2008/2_25sc/stf_report.pdf.

⁷⁸ North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards*. Retrieved from Education First: NC School Report Cards website: <http://www.ncreportcards.org/src/>.

practices in reading; increase the number of after-school and extracurricular activities available for students; provide multicultural training and professional development for staff on classroom discipline in diverse classrooms; increase school-community collaboration; clearly define School Resource Officer (SRO) roles and responsibilities; develop a memorandum of understanding (MOU) or contract in order to minimize conflict in schools and reduce the inconsistency within and among schools with the application of rules and repercussions; and implement a district wide standard mode of dress (SMOD) in order to ease indicators of socioeconomic differences, decrease distractions within the classroom, and enhance school campus safety.

As part of the report, the task force included a Proposed Gang Prevention and Student Intervention Policy designed to provide evaluation and prevention of the disparate impact of suspensions on certain classes of students, to disrupt illegal activity related to gangs in GCS, and to intervene with individual students in need of alternatives. It was recommended that a standing committee consisting of the School Safety Program Administrator, Student Hearing Officer, a designee from the office of the Superintendent, five knowledgeable members from the Guilford County community, and three SROs meet quarterly to review information regarding gangs and student-based criminal activities and provide a summary report identifying the communities containing the highest concentrations of gang related activity, the most affected schools in Guilford County, the most commonly identified gangs, and a suggested course of action for each significantly affected school.

Summary: District Level Strengths

Several strengths are of note about the GCS district. Performance-wise, 10 of the district schools are 2009 Honor Schools of Excellence, and approximately 70% of elementary schools, 82% of middle schools, and 58% of high schools made AYP during the 2008-09 school year.

Because of recently added and varied alternative schooling options, including High School Ahead Academy, Twilight High School, the two SCALE schools, and the multiple early/middle colleges, the GCS district has seen a significant decrease in dropout and suspension rates and greatly improved graduation rates over the past few years. The district also has plans to expand its magnet school programming to support a variety of specialized interests. Furthermore, the district has responded to the major influx of refugees and non-English speaking immigrants in the county with the unique Newcomers School to help these students acclimate before moving to regular district schooling options, further serving to improve graduation rates and decrease dropout.

Additionally, reportable acts of crime or violence in 2008-09 for the GCS district were down 15% from the previous year. Numbers of occurrences among GCS middle school students are generally lower than those in NC middle schools overall. For instance, fewer GCS middle school youth reported carrying a weapon to school compared to NC middle school students. Compared with middle school youth in NC overall, middle school students in GCS are also using cigarettes, alcohol, and marijuana at lower rates and reporting less suicidal risk and suicidal intent.

Summary: District Level Concerns

As noted throughout this summary, there are also several areas of concern for GCS. The school population continues to grow and has become increasingly diverse over the past decade. Over half of the students (53%) in the district are classified as economically disadvantaged (FRL), and these students are overrepresented in lower graduation rates and higher dropout rates. Minority disparities are also present in graduation, dropout, suspension, and expulsion rates for the GCS district, particularly for African American students, indicating strong evidence for disproportionate minority contact. Furthermore, despite the excellent performance of some schools, other schools have consistently failed to make AYP, and it is of note that these schools also have higher rates of FRL and African American students. Although GCS middle school students report fewer problems, GCS high school students have reported more risks for violence, higher rates of violence, and higher substance use rates as compared to high school students in NC more generally.

In addition to these concerns is the growing gang presence in Guilford County and in GCS schools. Although it is acknowledged that there is a growing gang presence, there exists a gap in the currently available data on gang involvement in the GCS district. However, what is understood is that Guilford County, like other urban areas, houses an increased risk for gang involvement. Furthermore, known risk factors for gang involvement, including low school achievement, fighting, substance use, low school attachment, and family financial stress, are all well-known risk factors for gang membership⁷⁹ that are noted as concerns in data summarized here.

Future District Level Improvement

Based on feedback from the School Climate Task Force, the 2008-2009 GCS budget included the following measures to increase student achievement through improved school climate and reduced school suspensions⁸⁰: implement Positive Behavior Support (PBS) in 10 additional schools; add seven social worker positions; add a Behavioral Modification Technician at each traditional high school; provide a reading teacher for each middle and high school; provide additional resources to the Diversity Office; encourage increased use of Teen Court; establish a Centralized Mediation Center; provide district-level on-site support and opportunities for teachers regarding reading best practices; provide professional development for principals on instructional leadership and teacher empowerment; organize opportunities for open dialogue on what's happening in the schools and in the community for school staff, parents and students; distribute the SRO roles and responsibilities, and periodically review them; develop a Memorandum of Understanding (MOU) or contract for SROs in order to minimize conflict; include law enforcement supervisor and school administrator in SRO evaluations; encourage SROs to host weekly breakfast meetings on site with student representatives; educate all school

⁷⁹ Howell, J.C., & Egley, A. (2005) Moving risk factors into developmental theories of gang membership. *Youth Violence and Juvenile Justice*, 3(4), 334-354.,

⁸⁰ Guilford County Schools. (2009). *Superintendent's Budget Message 2008-2009*. Retrieved from Guilford County Schools website: <http://www.gcsnc.com/leadership/pdfs/2008-09%20Superintendent's%20Budget%20Message.pdf>.

staff personnel on the history of gangs and why children are attracted to gang membership; and establish a Student Human Relations Commissions (SHRC) in each high school.

The Guilford County Board of Education has taken several other steps towards addressing concerns about the district's functioning. The Guilford County Schools Strategic Plan 2012,⁸¹ launched in January 2009, included eight areas targeted for improvement by June 2012 including: academic achievement, supportive family and community involvement, strategic human resource management, respectful and responsive service, safe schools and character development, optimal business operations, technology, and clear baseline and equitable standards. GCS has implemented numerous strategies to address these areas targeted for improvement, several of which are expanded upon below.

In March 2009, the board voted to adopt a regionalizing plan for GCS effective beginning July 2009 with the goal of increasing efficiency and visibility of school administrators.⁸² The district was regionalized into Northern, Western, Central, and Southeastern regions. Included in this regionalizing shift were the designation of a superintendent, executive director, and five other academic and support personnel for each region. In addition, an Enrichment region was included in the plan, consisting of nine schools across the GCS district that need intensive support and additional regional administrators.⁸³ Schools in the Enrichment region include Hairston Middle School, Jackson Middle School, Welborn Academy, Andrews High School, Dudley High School, and Smith High School.

As part of the plan for safe schools, GCS intends to expand instructional alternative schooling options beginning in August 2010 for students who are over-age, are suspended from school (especially those suspended for multiple or repeat offenses), or who have significant behavioral issues.⁸⁴ Although GCS has already made large strides in reducing dropout and suspension rates in the district by providing several alternate schooling options, GCS intends to review and enhance the SCALE programs and explore creating additional short-term suspension and therapeutic sites for students with significant behavioral issues. The district also plans to investigate expanding the Twilight program to support additional students.

In partnership with parents and multiple community partners, GCS has also planned to develop and launch a Parent University in January 2011.⁸⁵ The goal of the project is to make parents more aware of learning opportunities and resources available to them and their children in Guilford County in order to increase parental involvement in education. The first phase of the Parent University project includes identifying gaps in parent training, information and support services that currently exist in Guilford County, as well as conducting focus groups and other

⁸¹ Guilford County Schools. (2010). *Guilford County Schools Strategic Plan*. Retrieved from Guilford County Schools website: <http://www.gcsnc.com/superintendent/pdf/StrategicPlan-Final%20-%20Single%20Pages.pdf#page=34>.

⁸² –Guilford County Schools. (2010) *Regional Office: Frequently Asked Questions*. Retrieved from Guilford County Schools website: <http://www.gcsnc.com/regions/faq.htm>.

⁸³ –Guilford County Schools. (2010) *Regional Office: Frequently Asked Questions*. Retrieved from Guilford County Schools website: <http://www.gcsnc.com/regions/faq.htm>.

⁸⁴ Guilford County Schools. (2010). *Guilford County Schools Strategic Plan*. Retrieved from Guilford County Schools website: <http://www.gcsnc.com/superintendent/pdf/StrategicPlan-Final%20-%20Single%20Pages.pdf#page=34>

⁸⁵ Mendez, Julia L. (2009). *Development of a Parent University for Guilford County Schools*. Retrieved from http://www.guilford.k12.nc.us/boe/2009/6_9/pu_summary.pdf.

research with parents. Plans have also been made to create a Parent University Web site during the first phase. Workshops, family learning events, conferences, and other learning opportunities will also be offered free or at low cost to Guilford County families as part of the project, whether or not their children are enrolled in GCS schools.

Within the community, the NC Governor's Crime Commission has provided Guilford County Juvenile Crime Prevention Council a two-year grant to assist with youth street gang violence prevention programs.⁸⁶ Funding was awarded in July 2006 and ended in June 2008. Guilford County was one of 15 counties to receive such funding, and was awarded \$231,933 for several initiatives, including Teaching Adolescents Pathways to Success (TAPS), Gang Violence Prevention Education and Gang Mediation, The Hope Project, Gang Wise Parent Talk, Brothers Organized to Save Others (BOTS), and project evaluation. Another \$499,999 was also awarded to the Greensboro Police Department for an Anti-Gang Initiative project to prevent criminal and gang activity among at least 2,100 youth ages 7 to 16.⁸⁷

As mentioned at the beginning of this section, the final component available here are summaries that overview general school characteristics, demographic breakdowns, and performance levels for all middle and high schools in Guilford. All data are compiled from existing, published sources as identified in this section, with the majority of information pulled from the NC Department of Public Instruction's (2009) *Education First: NC School Report Cards* database (<http://www.ncreportcards.org/src/>).

⁸⁶North Carolina Department of Juvenile Justice and Delinquency Prevention & North Carolina Department of Public Instruction. (2008). *School Violence Gang Activity Study*. Retrieved from North Carolina Department of Juvenile Justice and Delinquency Prevention website: <http://www.ncdjdp.org/news/2009/january/JLEOC.pdf>.

⁸⁷North Carolina Governor's Crime Commission. (2009). *Gangs in North Carolina: A Report to the General Assembly*. Retrieved from the North Carolina Governor's Crime Commission website: <http://www.ncgccd.org/pdfs/2009/gangga.pdf>.

Table 14: Guilford County Public Schools – Middle School Characteristics

School	Type of School	Grades served	ABC School Performance score*	% Students at or above grade level (reading)	% Students at or above grade level (math)	% receiving Free & Reduced Lunch (FRL)	6 th Grade	7 th Grade	8 th Grade	Economically Disadvantaged (E.D.)	Limited English Proficiency (L.E.P.)	Students with Disabilities	Attendance Rates (Average daily)
Allen Middle	Regular	6-8	Pro Exp	55.70%	73.10%	76.41%	244	216	242	519	122	115	95%
Aycock Middle	Regular	6-8	Pro Exp	60.30%	78.40%	68.03%	210	226	216	446	61	75	96%
Brown Summit Middle	Magnet	6-8	HE Exp	>95%	>95%	32.59%	80	78	65	74	N/A	6	97%
Dean B. Pruett SCALE School	Alternative Education	6-12	Exp	18.20%	27.30%	96.77%	10	6	17	13	N/A	12	82%
Eastern Middle	Regular	6-8	NR	54.70%	66.50%	61.02%	269	307	305	524	96	146	93%
Ferndale Middle	Regular	6-8	Pro Exp	53.00%	68.10%	71.49%	237	235	234	499	105	104	94%
Guilford Middle	Regular	6-8	Pro Exp	70.50%	86.30%	54.50%	253	225	237	381	74	113	95%
Guilford Newcomer's Center	Regular	3-12	ID NS	<5%	15.00%	99.56%							94%
High School Ahead Academy	Alternative	8	Exp	20.20%	58.50%	81.19%	N/A	N/A	97	77	N/A	26	90%
Jackson Middle	Regular	6-8	Pri Exp	39.80%	62.50%	80.37%	144	138	155	358	99	84	94%
Jamestown Middle	Regular	6-8	Pro Exp	71.30%	82.70%	47.02%	332	348	381	484	84	118	96%
Johnson Street Global Studies	Magnet	K-8	Pro Exp	66.30%	72.80%	69.53%	33	29	28				97%
Kernodle	Regular	6-8	HE High	88.40%	>95%	17.89%	311	348	306	171	27	88	96%

School	Type of School	Grades served	ABC School Performance score*	% Students at or above grade level (reading)	% Students at or above grade level (math)	% receiving Free & Reduced Lunch (FRL)	6 th Grade	7 th Grade	8 th Grade	Economically Disadvantaged (E.D.)	Limited English Proficiency (L.E.P.)	Students with Disabilities	Attendance Rates (Average daily)
Middle													
Kiser Middle	Regular	6-8	Pro Exp	62.10%	80.10%	54.11%	216	224	259	376	54	108	94%
Lincoln Academy	Regular	4-8	Dst Hgh	79.90%	91.20%	40.96%	222	158	211				97%
Mendenhall Middle	Regular	6-8	Pro Exp	74.00%	83.00%	44.71%	300	329	311	415	79	154	94%
Northeast Guilford Middle	Regular	6-8	Pro Exp	60.90%	79.30%	57.48%	272	272	299	484	56	113	95%
Northern Guilford Middle	Regular	6-8	Dst Exp	80.70%	90.00%	20.04%	349	345	321	204	10	81	96%
Northwest Guilford Middle	Regular	6-8	Dst Hgh	87.00%	94.00%	11.15%	296	327	293	97	15	117	95%
Otis L. Hairston Sr. Middle	Regular	6-8	LP	38.10%	58.50%	91.06%	198	188	204	534	58	122	94%
Penn-Griffin School for Arts	Magnet	6-11	Pro Exp	64.20%	77.60%	58.50%							95%
SCALE-Greensboro	Alternative	6-12	Exp	10.30%	17.90%	97.92%							73%
Southeast Guilford Middle	Regular	6-8	Pro Exp	74.70%	84.30%	31.49%	342	323	337	311	25	124	95%
Southern Middle	Regular	6-8	Pro Exp	56.10%	71.80%	63.19%	240	280	233	454	71	110	95%
Southwest Guilford Middle	Regular	6-8	Pro Exp	73.50%	84.10%	37.82%	390	342	358	408	49	167	95%

School	Type of School	Grades served	ABC School Performance score*	% Students at or above grade level (reading)	% Students at or above grade level (math)	% receiving Free & Reduced Lunch (FRL)	6 th Grade	7 th Grade	8 th Grade	Economically Disadvantaged (E.D.)	Limited English Proficiency (L.E.P.)	Students with Disabilities	Attendance Rates (average daily)
Welborn Academy	Regular	6-8	Pri	48.10%	66.30%	72.41%	219	177	171	413	28	76	94%

Table 15: Guilford County Public Schools – Middle School Demographics

School	Total Population	Males	Females	White/ Caucasian	Black/ African American	Hispanic/ Latino	American Indian	Asian/ Pacific Islander	Multiracial
Allen Middle	700	339	363	24	463	93	N/A	87	33
Aycock Middle	655	350	302	78	443	47	N/A	35	47
Brown Summit Middle	224	87	136	109	86	8	N/A	N/A	15
Dean B. Pruetts SCALE School	44	26	7	24.10%	69.00%	3.40%	0.00%	1.10%	2.30%
Eastern Middle	887	456	425	315	365	113	12	44	32
Ferndale Middle	708	367	334	209	270	113	N/A	72	35
Guilford Middle	725	343	372	234	267	100	N/A	42	70
Guilford Newcomer's Center	239			12.00%	16.70%	17.00%	0%	54.00%	0.30%
High School Ahead Academy	97	59	35	11	70	7	N/A	N/A	5
Jackson Middle	434	218	219	21	273	90	5	29	19
Jamestown Middle	1,052	571	488	411	398	80	N/A	111	58

School	Total population	Males	Females	White/Caucasian	Black/African American	Hispanic/Latino	American Indian	Asian/Pacific Islander	Multiracial
Johnson Street Global Studies	363			25.30%	46.60%	12.10%	0.80%	6.30%	8.80%
Kernodle Middle	970	465	500	654	149	45	5	61	51
Kiser Middle	704	337	362	286	329	40	N/A	20	20
Lincoln Academy	693			30.10%	55.80%	2.00%	0.10%	8.00%	3.90%
Mendenhall Middle	933	491	448	417	348	46	5	68	55
Northeast Guilford Middle	841	441	401	281	423	87	N/A	10	37
Northern Guilford Middle	1,012	510	505	690	230	43	N/A	15	37
Northwest Guilford Middle	917	490	426	768	50	28	5	39	26
Otis L. Hairston Sr. Middle	598	325	265	10	495	61	N/A	6	15
Penn-Griffin School for Arts	514			33.60%	49.40%	8.30%	0%	4.90%	3.80%

School	Total population	Males	Females	White/ Caucasian	Black/ African American	Hispanic/ Latino	American Indian	Asian/ Pacific Islander	Multiracial
SCALE-Greensboro	44			14.10%	77.50%	2.80%	1.40%	2.80%	1.40%
Southeast Guilford Middle	1,004	513	489	678	230	36	11	12	35
Southern Middle	763	407	345	245	334	96	N/A	45	30
Southwest Guilford Middle	1,088	572	517	464	399	60	5	108	53
Welborn Academy	576	301	265	83	400	38	N/A	17	26

Table 16: Guilford County Public Schools – High School Characteristics

School	Type of School	Grades served	ABC School Performance score*	% Students at or above grade level	% receiving Free & Reduced Lunch (FRL)**	Graduation Rates	Attendance Rates
Dudley High	Regular	9-12	LP	41.60%	68.23%	78.20%	95.00%
Eastern Guilford High	Regular	9-12	LP	46.10%	52.82%	75.30%	95.00%
Grimsley High	Regular	9-12	NR	74.90%	32.38%	79.60%	95.00%
High Point Central High	Magnet	9-12	Pro Exp	63.60%	60.57%	78.20%	95.00%
Lucy Ragsdale High	Regular	9-12	NR	59.10%	38.50%	87.70%	95.00%
Middle College at Bennett	Regular	9-12	Pri High	54.10%	48.81%	90.50%	97.00%
Middle College at Greensboro College	Regular	11-12	Dst Exp	81.70%	6.38%	>95.0%	98.00%
Early College at Guilford College	Regular	9-12	HE High	>95.0%	7.34%	>95.0%	99.00%
Middle College at GTCC Greensboro	Regular	9-12	Dst High	82.50%	39.09%	88.50%	98.00%
Middle College at GTCC High Point	Regular	9-12	Pro High	78.50%	28.00%	89.10%	94.00%
Middle College at GTCC Jamestown	Regular	9-12	Pro High	70.40%	31.01%	>95.0%	97.00%
Middle College High at NC A&T	Regular	9-12	Pro High	58.40%	45.24%	>95.0%	98.00%
High Point Central Academy (The Academy at Central)	Regular	9-12	Pri Exp	54.10%	60.57%	78.60%	98.00%
Northeast Guilford High	Regular	9-12	Pri	48.60%	47.99%	81.10%	94.00%
Northern Guilford High	Regular	9-11	Pro Exp	74.10%	17.06%	N/A	98.00%
Northwest Guilford High	Regular	9-12	Dst High	88.10%	8.37%	94.50%	96.00%
Page High	Regular	9-12	NR	71.20%	41.30%	81.20%	95.00%

School	Type of School	Grades served	ABC School Performance score*	% Students at or above grade level	% receiving Free & Reduced Lunch (FRL)**	Graduation Rates	Attendance Rates
Smith Academy (The Academy at Smith)	Regular	9-12	Pro High	75.10%	70.10%	>95.0%	96.00%
Ben L. Smith High	Regular	9-12	Pri Exp	41.20%	70.10%	73.30%	93%
Southeast Guilford High	Regular	9-12	Pro Exp	67.50%	25.30%	89.90%	96.00%
Southern Guilford High	Regular	9-12	Pro High	61.90%	52.31%	83.60%	95.00%
Southwest Guilford High	Regular	9-12	NR	65.20%	34.50%	89.90%	96.00%
T. Wingate Andrews High	Magnet	9-12	LP	47.50%	66.01%	66.80%	93.00%
Philip J. Weaver Academy	Regular	9-12	HE High	>95.0%	11.28%	>95.0%	97.00%
Western Guilford High	Regular	9-12	NR	58.10%	32.03%	86.90%	95.00%

Table 17: Guilford County Public Schools – High School Student Body Race/ Ethnicity

School	Total Population	White/Caucasian	Black / African American	Hispanic/Latino	American Indian	Asian/Pacific Islander	Multiracial
Dudley High	1479	0.70%	92.20%	3.70%	0.10%	1.00%	2.40%
Eastern Guilford High	1138	36.30%	45.40%	9.60%	0.90%	4.50%	3.40%
Grimsley High	1785	54.10%	35.60%	2.90%	0.40%	3.70%	3.40%
High Point Central High	1255	32.00%	45.90%	12.60%	0.20%	6.20%	3.10%
Lucy Ragsdale High	1469	43.30%	36.70%	5.20%	0.30%	11.00%	3.50%
Middle College at Bennett	102	3.10%	90.70%	1.00%	0%	1.00%	4.10%
Middle College at Greensboro College	118	75.00%	19.60%	1.80%	0%	0.90%	2.70%
Early College at Guilford College	193	58.90%	10.40%	1.60%	0.50%	25.00%	3.60%
Middle College at GTCC Greensboro	124	36.10%	53.30%	2.50%	0.80%	3.30%	4.10%
Middle College at GTCC High Point	125	63.90%	28.70%	1.60%	1.60%	0.00%	4.10%
Middle College at GTCC Jamestown	148	48.60%	37.80%	7.40%	0.00%	2.00%	4.10%
Middle College High at NC A&T	94	4.30%	92.40%	0.00%	0.00%	0.00%	3.30%
High Point Central Academy (The Academy at Central)	97	32.00%	45.90%	12.60%	0.20%	6.20%	3.10%
Northeast Guilford High	1151	38.80%	48.00%	6.70%	0.80%	0.70%	4.90%
Northern Guilford High	848	70.90%	21.20%	3.50%	0.60%	1.60%	2.10%
Northwest Guilford High	2081	82.20%	6.50%	4.60%	0.40%	3.20%	3.00%
Page High	1756	40.50%	42.60%	5.30%	0.40%	7.30%	4.00%
Smith Academy (The Academy at Smith)	199	3.50%	66.70%	13.10%	0.70%	12.20%	3.70%
Ben L. Smith High	1176	3.50%	66.70%	13.10%	0.70%	12.20%	3.70%
Southeast Guilford High	1281	65.50%	26.30%	3.50%	0.70%	1.30%	2.70%
Southern Guilford High	962	39.10%	42.10%	7.70%	1.20%	7.00%	2.80%
Southwest Guilford High	1395	43.40%	40.20%	5.50%	0.10%	7.10%	3.60%
T. Wingate Andrews High	860	10.40%	74.80%	5.60%	0.10%	6.00%	3.20%

School	Total population	White/Caucasian	Black / African American	Hispanic/Latino	American Indian	Asian/Pacific Islander	Multiracial
Philip J. Weaver Academy	226	79.90%	12.90%	0.90%	0.40%	2.20%	3.60%
Western Guilford High	1339	48.30%	29.30%	10.50%	0.30%	4.80%	6.90%

Table 18: Guilford County Private Schools –School Characteristics

School	Type of School	Grades served	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
American Hebrew Academy	Private Boarding	9-12									30	46	34	14
Baldwins Chapel	Private	K-6	5	2	1	2	1	2	1					
Ballinger Prep	Private	PreK-8	6	4	6	5	5	8	7	3				
B'nai Shalom Jewish Day School	Private	preK-8	5	9	13	7	13	15	11	16				
Bishop McGuinness High School	Private	9-12									157	122	151	120
Caldwell Academy	Private	K-12	60	61	59	49	49	60	61	58	50	51	40	30
Canterbury School	Private	K-8	40	44	40	40	39	46	38	40				
Covenant Christian Day School	Private	preK-8	12	11	11	13	12	10	12	3				
Greensboro Day School	Private	K-12	55	55	55	55	55	75	75	75	90	90	90	90
Greensboro Montessori	Private	PreK-8												
Guilford Day School	Private	1-12	2	7	7	8	9	17	18	15	17	12	18	13
Hayworth Christian	Private	PreK - 12	16	10	18	17	15	18	15	17	16	13	8	11
High Point Christian Academy	Private	preK-12	43	56	57	64	63	69	69	65	52	54	53	34
High Point Friends School	Private	preK-12	15	14	12	10	11	11	9					
Immaculate Heart of Mary Catholic School	Private	K-8	21	21	28	31	32	30	27	26				
Matrix Christian	Religious													
Napoleon Smith	Religious		4	2	8	5	3	3	3	5				
New Garden Friends School	Private	preK-12	17	23	19	24	19	26	26	23	16	19	13	9
Northwest Baptist	Private	1-12		1	5	2	1	4	1		4	1	1	1
Oak Ridge Military	Private	6-12					2	2	5	18	28	30	38	33

School	Type of School	Grades served	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Academy	Military Boarding													
Our Lady of Grace School	Private	K-8	41	37	46	51	41	47	46	44				
Paramount Christian Academy	Private	6-11						1	5	2	1	4	3	
Pendle Hill Christian School	Private	K-9												
The Piedmont School	Regular		1	7	5	10	10	6	7	4				
Ridgefield Academy	Private	9-12									5	18	9	17
St. Pius X Catholic School	Private	K-8	52	40	40	60	59	60	60	43				
Shining Light Academy	Private	preK-12	18	11	17	19	12	15	20	16	6	10	4	5
Tri-City Junior	Private	preK-12	4	2	8	8	5	10	3	5	8	7	3	1
Vandalia Christian School	Private	preK-12	63	60	44	44	48	49	46	41	40	36	49	46
Wesleyan Christian Academy	Private	K-12	66	76	76	63	67	88	80	87	91	84	80	79
Westchester Country Day School	Private	K-12												

Table 19: Guilford County Private Schools –Student Demographics

School	Total Population	Males	Females	White/Caucasian	Black/African American	Hispanic/Latino	American Indian	Asian/Pacific Islander
American Hebrew Academy	163							
Baldwins Chapel	15			13	2	0	0	
Ballinger Prep	50							
B'nai Shalom Jewish Day School	141			94	1	1		1
Bishop McGuinness High School	552	302	250					
Caldwell Academy	692			654	11	6	3	18
Canterbury School	368			330	30	1	0	7
Covenant Christian Day School	94			46	42	1	0	5
Greensboro Day School	920							
Greensboro Montessori	221			191	11	8	2	9
Guilford Day School	143			132	6	4	0	1
Hayworth Christian	184			174	3	1	0	6
High Point Christian	742			708	8	6	0	20

School	Total Population	Males	Females	White/Caucasian	Black/African American	Hispanic/Latino	American Indian	Asian/Pacific Islander
Academy								
High Point Friends School	92			88	3	1	0	0
Immaculate Heart of Mary Catholic School	240			218	5	11	0	6
Matrix Christian	23							
Napoleon Smith	35							
New Garden Friends School	253			217	13	7	0	16
Northwest Baptist	20							
Oak Ridge Military Academy	154			130	8	8	2	6
Our Lady of Grace School	387	210	177	353	7	19	0	1
Paramount Christian Academy	13							
Pendle Hill Christian School								
The Piedmont School	50			44	5	1	0	0
Ridgefield Academy								
St. Pius X Catholic School	474	252	222	459	17	21	0	13

School	Total Population	Males	Females	White/Caucasian	Black/African American	Hispanic/Latino	American Indian	Asian/Pacific Islander
Shining Light Academy	238			94	74	1	0	5
Tri-City Junior	73			45	16	6	3	3
Vandalia Christian School	716			532	81	11	2	9
Wesleyan Christian Academy	1028			977	28	23	0	0
Westchester Country Day School	434							

Table 20: Guilford County Charter Schools –School Characteristics

School	Type of School	Grades served	ABC School Performance score*	% Students at or above grade level (reading)	% Students at or above grade level (math)
Greensboro Academy	Charter	K-8	HE Hgh	92.60%	94.00%
Guilford Preparatory	Charter	K-8	Pro Exp	59.60%	63.90%
Triad Math & Science Academy	Charter	K-8	NR	73.40%	80.60%

Table 21: Guilford County Charter Schools –Student Body Population

School	Total population
Greensboro Academy	722
Guilford Preparatory	266
Triad Math & Science Academy	230