

2010-2011

**Wake County Public School System
(WCPSS)**

**Magnet Schools Assistance Program
Final Performance Report**

December 19, 2011



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Executive Summary

The Magnet Schools Assistance Program (MSAP) is a federal grant initiative designed to reduce or eliminate minority group isolation in K-12 schools where minority groups comprise a substantial population. The MSAP grant has three primary goal areas--Desegregation and Choice, Building Capacity, and Academic Achievement of Students. Within these areas, the MSAP grant requires that data on 17 performance measures be collected and reported annually. It should be noted that Performance Measure 5.1 cannot yet be measured, since it reflects schools' magnet status three years after the life of the grant funding.

This report is the Final Performance Report summarizing the status of the three schools involved in the grant across Years 1-3 plus Year 4, the "no cost extension" (NCE) year. The NCE year provided additional time for participating schools to work towards the implementation goals that they were unable to complete in Years 1-3. Measures which were met as of Year 3 by the schools in the grant were not re-assessed in the NCE year and are therefore marked as Not Applicable (NA).

Desegregation and Choice: These six performance measures are intended to reduce or eliminate minority group isolation; schools were more successful with the measures related to innovative strategies and minority percentages within the classes than with overall changes in enrollment demographics. Measures focus on minority enrollment percentages (no schools met one measure and 2 of 3 met the other), feeder school diversity (all schools met), the applicant pool (schools increased the number of applicants by Year 3 but did not meet targets; 2 of 3 schools improved the ethnic mix of applicants), minority participation in magnet courses (which all schools met), and the use of innovative strategies in the classroom (which 2 of 3 schools met).

MSAP schools worked with a magnet recruitment specialist to assist in meeting the performance measures related to enrollment. Marketing and recruitment efforts included direct mailings to target nodes and schools, recruitment sessions at schools, magnet fairs, online, print and on-air advertising. Specific efforts at individual schools include information sessions (at 5 feeder schools for East Garner Magnet Middle School (EGMMS), at 5 feeder schools for Garner Magnet High School (GMHS), and at 12 feeder schools for Southeast Raleigh Magnet High School (SRMHS) and on-campus events (5 at EGMMS and 3 at GMHS). In addition, efforts were made towards increased branding of school, magnet, and MSAP logo development. These efforts served to increase the number and improve the makeup of magnet applicants at two of the three schools, but the overall minority enrollment percentages still increased at all three schools. The nature of the selection process and space issues at one school limited the impact of the recruitment.

Building Capacity: The two performance measures include the percentage of teachers who are "highly qualified" (which all schools met) and the percentage of teachers who implement new strategies as a result of professional development (which none of the schools met). All schools had a high number of staff who attended high quality professional development and implemented new practices. However, the target for professional development for years 3 and 4 was very high at 95%.

Academic Achievement: Teachers in all schools were aware of magnet theme-related systemic reforms and how they applied to their teaching, and new curriculum units were developed in all schools and offered to students. Minority/nonminority enrollment in MSAP courses was consistent with their proportions in the schools' student populations. However, none of the schools met AYP targets, and proficiency targets on state tests were met at GMHS but not at the other two schools. It is notable, though, that each of the schools' proficiency percentages rose over the course of the grant. In addition, the percentages of students who met or exceeded expected growth rose for all three schools over the course of the grant. Graduation rate targets were not met at either high school.

Thus, schools had the most success with the measures that were under their most direct control—implementing the magnet strategies funded through the grant. Added curriculum and resources enhanced the offerings and attractiveness of the schools. While EOG/EOC proficiency improved compared to before the grant, the increase was not sufficient to reach the lofty achievement goals.

SCHOOL ACCOMPLISHMENTS

Each school had notable achievements during the course of the grant, some of which are highlighted here.

SRMHS: The leadership and technology theme at SRMHS uses the New Tech foundation as a framework for organizing and delivering a technology curriculum that is in line with national technology literacy standards. In addition, the school uses iLead as a framework for their implementation of a leadership program. All courses integrate technology and leadership. SRMHS staff was able to:

- Create a New Tech Project-Based Learning (PBL) wing, with technology upgrades throughout the school.
- Train more teachers and retrofit the last phase of classrooms with furniture and technology to mirror current “iSchool Workspaces”.
- Increase overall student achievement.
- Align PBL course curricula with current and emerging curriculum standards—both state and national—and New Tech standards and practices.
- Purchase iLead texts and offer iLead leadership development courses.
- Work with a leadership consultant to develop iLead21 themed activities and “experiences” that embed leadership concepts into all classes.
- Incorporate all iLead core principles into student planners.
- Enroll all freshmen in a New Tech PBL class.
- Build capacity for recruiting students through the creation of high quality marketing materials and media.

GMHS: The International Baccalaureate (IB) Programme encompasses eight core areas (Language A and B, Physical Education, Sciences, Arts, Mathematics, Technology, and Humanities). The IB model includes such aspects as:

- Approaches to learning
- Community and service

- Human ingenuity
- Environment
- Health and social education.

At GMHS, students must be admitted into the IB Middle Years Programme (MYP) and Diploma Programme (DP). The focus at GMHS is on enhancing the arts and foreign languages. GMHS staff was able to:

- Develop a plan between MYP partnerships to ensure that a direct relationship between the year three culminating project and the year five personal project.
- Create a backwards map for coordinators and magnet staff specifying faculty roles for partnership effort.
- Increase overall student achievement each year of the grant.
- Develop a plan to change the personal project process at GMHS to assist Language A teachers in effective completion of project.
- Educate stakeholders in scheduling mandates for Middle Years Programme and Diploma Programme (Dean of Students, API, Principal, magnet coordinators).
- Write all units on the MYP unit planner across eight subject areas.
- Provide substantial professional development for all eight subject areas of IB where course outlines are aligned across the partnership years 1-5.
- Purchase band instruments and equipment for arts offerings, and expand and improve elective offerings in the arts areas to reach more students.
- Build capacity for recruiting students through the creation of high quality marketing materials and media.

East Garner Magnet Middle School (EGMMS): This middle school International Baccalaureate (IB) Programme school feeds into Garner Magnet High School (also in the grant). The EGMMS Programme covers the same eight areas and aspects of learning as the high school. All students at EGMMS participate in the magnet-themed courses. EGMMS was able to:

- Improve recruiting efforts by creating a K-12 recruitment plan and high quality marketing materials.
- Continue and enhance the Magnet Fair showcase.
- Align course offerings through course development that includes several school-wide novel units aligned with IB standards.
- Create a strong assessment for fluency, phonemic, and reading placement.
- Recruit and train mentors.
- Create resources for MYP core team members such as posters for MYP think tank classroom.
- Work with GMHS to introduce DP to staff at both schools and to build the middle to high school partnership.
- Reflect the school's magnet theme through wall posters and quotes.
- Increase overall student achievement each year over the course of the grant.

Overall, each of the schools made a concerted effort to implement the grant activities. The grant enhanced the school culture and environment in ways that should make a positive difference in the attractiveness of the schools as quality choices for students for years to come.

Section A: Project Objectives Information and Related Performance Measures Data

Performance Measures: Desegregation and Choice

1.1 Performance Measure: Each MSAP project school achieves its projected annual enrollment percentage change to reduce or eliminate minority group isolation.	School Minority Enrollment								
	Past Performance			2010-2011 Target			2010-2011 Actual Performance Data		
	2007-08	2008-09	2009-10	Raw Number	Ratio	% (same as 2009-10)	Raw Number	Ratio	%
1.1.a Southeast Raleigh Magnet High School	73.5%	78.0%	82.4%		--	65.6%		1434/1663	86.2%
1.1.b Garner Magnet High School	62.1%	63.8%	60.7%		--	54.1%		1431/2297	62.3%
1.1.c East Garner Magnet Middle School	76.8%	76.5%	75.7%		--	66.5%		898/1157	77.6%

Measure Type: Program

All three magnet schools saw an increase in minority enrollment in SY 2010-2011. Southeast Raleigh High School (SRMHS) saw an increase in minority enrollment of 3.8 percentage points, Garner Magnet High School saw an increase of 1.7 percentage points, and East Garner Magnet Middle School saw an increase of 1.9 percentage points. No schools met their target minority enrollment.

Information provided by the MSAP Recruiter indicates that recruitment efforts were made to priority nodes that were identified with Growth and Planning staff. School enrollment data were also reviewed, so that targeted recruitment would draw from schools with lower minority enrollment rather than schools with higher minority enrollment. In addition, recruitment strategies relied on student assignment to increase the number of magnet seats available to prospective students/families. See Performance Measure 1.2 for more information on the extensive recruiting efforts.

1.2 Performance Measure: At each MSAP project school, the student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces minority group isolation in each year of the MSAP grant.	Applicant Pool Nonminority Percentage								
	Past Performance			2010-2011 Target			2010-2011 Actual Performance Data		
	2007-08	2008-09	2009-10	Raw Number	Ratio	%	Raw Number	Ratio	%
1.2.a Southeast Raleigh Magnet High School	28.2%	20.5%	22.6%		--	17.6%		58/320	18.1%
1.2.b Garner Magnet High School	66.0%	25.0%	28.4%		--	39.3%		22/76	28.9%
1.2.c East Garner Magnet Middle School	29.5%	29.1%	40.9%		--	24.3%		67/167	40.1%

Measure Type: GPRA

Note: Bold indicates targets were met in 2010-11.

Two of the three schools met this performance target. Both SRMHS and EGMMS received a proportion of nonminority applicants that was higher than their current nonminority student make-up; however, those percentages dropped slightly from 2009-2010. GMHS did not meet the target with the current nonminority population of 39.3% and an applicant pool of 28.9%. GMHS teacher focus group findings indicated that teachers felt that redistricting may have had some impact on the student population. The following is a sample of recruitment strategies used this year:

- Direct mailings to target nodes and schools
- Recruitment sessions at the schools
- Magnet Fair in November 2011
- Individual information sessions for EGMMS at 5 feeder schools
- Five on-campus events at EGMMS
- Individual information sessions held for GMHS at 5 feeder schools
- Three on-campus events at GMHS
- Individual information sessions for SRMHS at 12 feeder schools

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- Recruitment sessions at feeder schools for prospective 6th/9th graders
- November and January Open House sessions
- Developed a Garner IB Night of Inquiry to highlight three school partnership (not implemented due to snow)
- Email invites to school events
- Online advertising
- On-air television advertising
- Print advertising-targeted at priority areas
- Increased branding of school, magnet, and MSAP logo and development of Garner Area IB Partnership logo
- Developed and implemented school visit campaign.

1.3 Performance Measure: In each year of the MSAP grant, minority group enrollment at each feeder school affected by the three MSAP project schools does not increase above the district enrollment percentage for the grade levels served by the magnet schools because of the magnet schools.	Minority Group Enrollment at Feeder Schools						
	Past Performance			2010-2011 Target	2010-2011 Actual Performance Data		
	2007-08 (District: : 48.1% middle schools; 44.7% high schools)	2008-09 (District: : 49.0% middle schools; 45.8%high schools)	2009-10 (District: 49.4% middle schools; 46.7% high schools)	%	Raw Number	Ratio	%
1.3.a Southeast Raleigh Magnet High School	---	47.6%	45%	46.7%		0/13	0%
1.3.b Garner Magnet High School	---	25.0%	25%	46.7%		0/7	0%
1.3.c East Garner Magnet Middle School	---	37.5%	37.5%	46.7%		0/11	0%

Measure Type: GPRA

All three schools met their targets. While two of the three MSAP schools had feeder schools with a greater-than-district-average minority enrollment, none of the schools went above the district average during 2010-11 *because* of the MSAP school actions.

- For Southeast Raleigh High School, a district-wide magnet, 9 of its 22 feeder high schools had minority group enrollments higher than the district average, but none of these schools went above the district average during 2010-11 or because of SER.
- For Garner High School, none of its seven feeder high schools had minority group enrollments above the district average.
- For East Garner Middle School, three of its 14 feeder middle schools had minority group enrollments above the district average, but none of these schools went above the district rate during 2010-11 or because of EGMS.

1.4 Performance Measure: At each MSAP project school, the number of students in the magnet applicant pool will increase annually.	Magnet Applicants				
	Past Performance			2010-2011 Performance	
	2007-08	2008-09	2009-10	Target	Actual
1.4.a Southeast Raleigh Magnet High School	379	429	456	700	320
1.4.b Garner Magnet High School	46	123	109	200	76
1.4.c East Garner Magnet Middle School	47	111	176	200	167

Measure Type: Program

Established targets were not met at any of the schools. In addition, the size of the applicant pool decreased from 2009-2010 for all three schools despite the reported recruiting efforts. Note that applicant pool size is determined by the number of applicants who denote an MSAP school as their first choice. GMHS had the smallest number of applicants; this was the school which also had limited space to accept new students.

3.1 Performance Measure: WCPSS will develop and implement innovative educational methods and practices at each MSAP project school that ... promote diversity in the school and its programs.	Percentage of Students Participating in Magnet Theme-Related Curricula and Activities								
	Past Performance			2010-2011					
				Target			Actual Performance		
	2007-08	2008-09	2009-10	Raw Number	Ratio	% of Students	Raw Number	Ratio	% of Students
3.1.a Southeast Raleigh Magnet High School (Leadership and Technology)	Not Available	60.6%	70.0%			95%			77%
3.1.b Garner Magnet High School (IB and Cultural Arts)	Not Available	91.3%	77.3%			75%			NA
3.1.c East Garner Magnet Middle School (IB MYP, Intercultural Awareness, and Interdisciplinary Arts)	Not Available	100.0%	100.0%			90%			NA

Measure Type: GPRA

Two of the schools, Garner High School and East Garner Middle School, had met their targets in 2009-10 and therefore further measurement was not required.

SRMHS focused on technology and leadership by integrating Project-Based Learning, facilitator/resource coaching, and leadership skills into their technology and iLead courses. In a walkthrough observation of courses, technology was being used in 77% of the courses. The observer noted that across campus, business industry standard technology was being utilized by students. In addition, projects and teamwork were also observed in 62% of the classes observed. SRMHS also introduced 22 new Project-Based Learning courses in 2010-11 (see Performance Measure 6.1.1.a.).

GMHS integrated student centered, inquiry-based learning with arts and global concepts. Walkthrough observations revealed that in many of the observed courses the arts and technology were integrated. The use of SmartBoards was evident in most courses (where appropriate).

EGMMS, with a focus on IB, implemented an interdisciplinary unit on China and a book study series on the book, *The Red Scarf Girl*. They also employed the use of student-centered, inquiry-based learning through the framework of *The Inquiring Minds* units where they focused on approaches to learning, community service, creativity, environment, health and social education. Students participated in community service projects such as raising funds to help with tornado victims, working with the local food shelter, and working with ESL students to create an international cookbook.

The use of *The Red Scarf Girl* as a thread throughout many activities proved to be successful. In addition to visits by Chinese students from NC State, the school also used the book to improve students' presentation skills, and to expand the international theme through field trips and visiting authors.

	Percentage of Teachers Implementing Innovative Methods and Practices								
	Past Performance			2010-2011					
3.2 Performance Measure: WPSS will develop and implement innovative educational methods and practices at each MSAP project school that increase choices in the school and its programs ...	2007-08	2008-09	2009-10	Target			Actual Performance Data		
	% of Teachers	% of Teachers	% of Teachers	Raw Number	Ratio	% of Teachers	Raw Number	Ratio	% of Teachers
3.2.a Southeast Raleigh Magnet High School	47.9%	84.9%	87.5%			95%		73/86	84.9%
3.2.b Garner Magnet High School	32.0%	88.4%	92.4%			95%		95/98	96.9%
3.2.c East Garner Magnet Middle School	12.1%	98.3%	98.5%			95%		58/56	96.6%

Measure Type: Program

Source: MSAP Staff Survey

Both GMHS and EGMMS reached their high targets for the percentage of teachers implementing innovative methods and practices. SRMHS did not meet the 95% target and actually decreased slightly from the 2009-2010 school year (from 87.5% to 84.9%).

Quantitative data used to calculate this performance measure were the MSAP Staff Survey administered to each school in the spring. Only those who responded they were “certified” teachers were used in this calculation. These data were also triangulated through walkthrough observations (see Performance Measure 3.1).

Performance Measures: Capacity Building

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

Note: This performance measure will be assessed in 2012-2013. All are presently still magnet programs.

5.2 Performance Measure: Teachers at each MSAP project school implement instructional content and strategies learned through magnet-related professional development activities.	% of Teachers Using Strategies or Adding Content Learned from Magnet-Related Professional Development									
	Past Performance					Actual Performance				
	2007-08		2008-09		2009-10		2010-11			
	Ratio	%	Ratio	%	Ratio	%	Target	Raw Number	Ratio	%
5.2.a Southeast Raleigh Magnet High School	21/76	27.6%	15/29	51.7%	32/46	69.6%	95%	28	28/47	59.6%
5.2.b Garner Magnet High School	13/17	76.5%	30/50	60.0%	41/51	80.4%	95%	57	57/78	73.1%
5.2.c East Garner Magnet Middle School	17/41	41.5%	36/47	76.6%	48/57	84.2%	95%	33	33/41	80.5%

Measure Type: Program

Source: MSAP Staff Survey

High percentages of teachers attended professional development, and the majority of staff in the three MSAP schools implemented new strategies and content. However, none of the MSAP schools met their high targets of 95% of teachers reporting implementation of instructional content and strategies based on professional development received. East Garner came closest at 80.5%.

It is clear from the MSAP staff survey that teachers were more likely to implement new strategies over adding new content. At EGMMS several professional development activities were offered including: World View Symposium, IB Training in the Arts, Magnet Schools of America training, Brain Research training, Project Zero training, National Board Certification training, and SIOP. At SRMHS, New Technology training and Leadership Skills training were offered. At GMHS, a sample of professional development opportunities included: World View Symposium, Personal Project training, IB MYP-DP Training, WCPSS Hispanic Outreach training, and SmartBoard training.

The data provided for Performance Measure 5.2 pertains specifically to teacher survey respondents who received professional development during the magnet grant at any point. Teachers who did not receive professional development through the grant are not counted.

5.3 Performance Measure: Classes taught at the three MSAP schools are taught by highly qualified teachers.	% of Classes Taught by Highly Qualified Teachers				
	Past Performance			2010-11	
	2007-08	2008-09	2009-10	Target	Actual
5.3.a Southeast Raleigh Magnet High School	97.4%	99.0%	98.6%	95.0%	96%
5.3.b Garner Magnet High School	99.8%	98.0%	100.0%	95.0%	96%
5.3.c East Garner Magnet Middle School	98.3%	96.0%	95.7%	95.0%	98%

Measure Type: Program

All three MSAP schools exceeded the target for the percentage of highly qualified teachers. All three schools have maintained over 95% of classes taught by highly qualified teachers over the life of the grant.

Performance Measures: Academic Achievement

2.1 Performance Measure: Each school will implement a significantly revised magnet theme to assist the district in achieving national, state, and local reforms.	Percentage of Staff Familiar with Systemic Reforms at the School (2010-11 Targets: SERHS-75%, GMHS-75%, EGMMS-90%)		
	Actual Performance		
	SRMHS	GMHS	EGMMS
	2010-11 (n=86)	2010-11 (n=98)	2010-11 (n=58)
Familiar with magnet-theme related systemic reforms	89.6%	93.8%	94.8%
Have heard but don't know much	18.6%	25.5%	24.1%
Know grant focus but not specifics	19.8%	22.4%	12.1%
Know some specifics of the grant project	25.6%	16.3%	15.5%
Know grant focus and how it relates to self	25.6%	29.6%	43.1%
Have not heard about the Renaissance/ MSAP grant	10.4%	6.2%	5.2%

Measure Type: Program

Source: MSAP Staff Survey

All three schools met the target of “familiar with magnet-theme related systemic reforms”. Across the three schools, 10.4% or fewer staff indicated on a spring faculty survey administered at each school by the evaluator that they had not heard about the MSAP grant. All staff was included in rating familiarity even if they were not teachers or if they were not directly involved in implementing its strategies. EGMMS had a higher percentage of staff who knew the focus of the grant and how it related to them. This may reflect the more extensive school wide nature of the grant activities at the middle school compared to the high schools.

2.2 Performance Measure: The significantly revised magnet theme will assist the school in meeting or exceeding state student academic achievement standards and attaining the AYP standard of the federal NCLB legislation.	Percentage of Students Who Meet or Exceed Expected Growth on EOC/EOG Exams				
	Past Performance			2010-11	
	2007-08	2008-09	2009-10	Target	Actual
2.2.a Southeast Raleigh Magnet High School	44.2%	45.5%	44.1%	62.0%	45.8%
2.2.b Garner Magnet High School	50.6%	52.4%	57.6%	62.0%	58.3%
2.2.c East Garner Magnet Middle School	42.3%	49.0%	61.0%	71.0%	57.1%

Measure Type: Program

In the growth model, each student is expected to do at least as well on EOC or EOG tests as he or she did on prior EOC or EOG tests compared with other students who took the tests in the year that standards were set. In other words, each student is expected to show a year of learning for a year of instruction. If 60% of the students in a school meet their targets, the school is considered by the state to have met the high growth standard.

Two of the three schools saw an increase in the percentage of students reaching expected growth targets between 2009-10 and 2010-11, but none met their target. The growth targets were also not met in Years 1-3 of the grant. All three schools did see an increase in the percentage of students reaching growth targets in 2010-11 compared to 2007-08. AYP attainment is shown under performance measures 4.1 and 4.2.

2.3 Performance Measure: A reform-based curriculum for the significantly revised magnet theme at each school will be finalized and will reflect challenging state academic content standards and student academic achievement standards.	New Curriculum Units Aligned with North Carolina Standard Course of Study				
	Past Performance			2010-11	
	2007-08	2008-09	2009-10	Target	Actual
2.3.a Southeast Raleigh Magnet High School	0	3	20+	3	22
2.3.b Garner Magnet High School	4	4	3	0	0
2.3.c East Garner Magnet Middle School	23	3	3	3	15

All three schools met the targets set for finalizing a reform-based curriculum with challenging standards. All curricula developed through MSAP grant funding for the three schools were intended to be aligned with challenging academic content and student achievement standards as defined by the North Carolina Standard Course of Study. At SRMHS, 22 project-based learning units were developed. At SRMHS, all freshmen are now required to take the New Tech PBL course. In addition, The PBL courses have curricula that are aligned with current curriculum standards and New Tech standards and practices. The target was far exceeded.

At EGMMS all units are written on the MYP unit planner across eight subject areas. In addition, to comply with blueprints for Year 4, the schools created ways to showcase the newly written curriculum across both schools as well as the community. Eleven additional whole-school novel units were developed to build long-term commitment to this practice. The “Inquiring Minds” project is a three year MYP project related curricula. Four curriculum units were written across eight subject areas that could be written into the MYP calendar. Photos are available in Table 9. EGMMS clearly met their objective.

GMHS developed their curriculum units in previous years. Monies were used in Year 4 to support those units primarily through the purchase of materials and equipment.

4.1 Performance Measure: At each MSAP project school, students from major racial and ethnic groups meet or exceed North Carolina's AYP standard in each year of the MSAP grant.	Schools Achieving AYP for All Racial/Ethnic Groups							
	Subject	Past Performance				2010-11		
		2007-08	2008-09	2009-10	Target	Actual	Actual	
		Pro-ficiency	Ratio	Pro-ficiency	Ratio	Pro-ficiency	Ratio	Pro-ficiency
4.1.a Southeast Raleigh Magnet High School	reading	met	2 of 2	met	2 of 2	met	2 of 2	met
	mathematics	not met	1 of 2	met	2 of 2	met	2 of 2	met
4.1.b Garner Magnet High School	reading	met	3 of 3	met	3 of 3	met	3 of 3	met
	mathematics	not met	1 of 2	not met	2 of 3	not met	2 of 3	met
4.1.c East Garner Magnet Middle School	reading	not met	2 of 4	met	4 of 4	met	4 of 4	met
	mathematics	not met	0 of 4	met	4 of 4	met	4 of 4	met

Measure Type: Program

State proficiency standards for AYP increased considerably in 2010-11 for both reading and math. For middle school, the proficiency target goals for reading rose from 43.2% in 2009-10 to 71.6% in 2010-11, and for math, from 77.2% to 88.6%. For high schools, the proficiency targets for reading (a combination of the English I and Grade 10 Writing assessments) rose from 38.5% in 2009-10 to 69.3% in 2010-11, and for math (Algebra I), from 68.4% to 84.2%.

SRMHS met targets in 2010-11 for all ethnic groups for which a minimum group size threshold was met (1 group) in both reading and math. GMHS and EGMMS did not meet targets in either reading or math.

4.2 Performance Measure: MSAP project schools meet or exceed North Carolina's AYP standard in each year of the MSAP grant.	Schools Achieving AYP						
	Past Performance			2010-11			
	2007-08	2008-09	2009-10	Target	Raw Number	Ratio	Actual %
4.2.a Southeast Raleigh Magnet High School	18/21 (85.7%)	20/21 (95.2%)	16/21 (76.2%)	100%		8/19	42%
4.2.b Garner Magnet High School	16/24 (66.7%)	19/28 (67.9%)	15/24 (62.5%)	100%		13/25	52%
4.2.c East Garner Magnet Middle School	22/33 (66.7%)	33/33 (100%)	30/33 (90.9%)	100%		24/33	73%

Measure Type: Program

AYP proficiency standards increased considerably in 2010-11 for both reading and math (for specific changes, see performance measure 4.1 above). None of the three schools met the 100% target for AYP standards, and the percentage at each school was down from the previous two schools years. AYP standards require that schools must test 95% of all students in each of the sub-groups (as long as each sub-group meets the minimum threshold number of 40) in both reading and math.

SRMHS met 8 of 19 AYP goals. SRMHS did not meet goals related to testing 95% of eligible students or goals related to proficiency in reading for economically disadvantaged students and students with disabilities. In math, SRMHS did not meet goals for 95% tested for all students as well as for the sub-groups of African Americans, students who are economically disadvantaged, and students with disabilities. SRMHS did not meet 3 goals related to proficiency in math for all students, economically disadvantaged students and students with disabilities.

GMHS met 13 of 25 AYP goals. The school met all goals related to testing 95% of eligible sub-groups in reading but did not meet goals related to proficiency in reading for all students, African Americans, Hispanics, students who are economically disadvantaged and students with disabilities. The school did not meet goals related to testing 95% of eligible students in math including all students, African American students, Hispanic students, economically disadvantaged students and students with disabilities. Two goals related to math proficiency were not met for African Americans and students with disabilities.

EGMMS met 24 of 33 AYP goals. EGMMS met all goals related to testing 95% of eligible sub-groups in both reading and math. The school did not meet goals in proficiency for reading for all students, African American students, students with disabilities, students who are economically disadvantaged, and students who are limited English proficient. The school also did not meet proficiency goals for math for all students, Caucasian and African American students as well as economically disadvantaged students.

4.3 Performance Measure: Each project school will increase annually the percentage of students achieving proficiency in the core academic subjects.	Annual School Performance Composites % of EOC/EOG Exams in Core Subjects at/above Proficiency				
	Past Performance			2010-11	
	2007-08	2008-09	2009-10	Target	Actual %
4.3.a Southeast Raleigh Magnet High School	64.9%	66.2%	68.2%	85.0%	67.9%
4.3.b Garner Magnet High School	64.9%	68.7%	78.3%	76.0%	79.2%
4.3.c East Garner Magnet Middle School	54.4%	64.1%	67.8%	85.0%	69.6%

To report the percentage of students achieving proficiency in the core academic subjects, WCPSS uses annual school performance composites on state tests. High school performance composites include core subject areas requiring EOC testing (Algebra I, English 1, Civics, U.S. History, and Biology). For middle school, the core subject areas (requiring EOG testing) include reading, mathematics, writing, computer skills and any EOC taken (primarily Algebra I).

GMHS met its target for proficiency percentage, and showed an increase in proficiency compared to 2009-10. EGMMS, while not meeting the target, increased from the 2009-2010 school year. Southeast Raleigh Magnet High School did not meet its target and stayed about the same on proficiency (declining by .3 percentage points).

6.1.1 Performance Measure: All students enrolled at the three project schools will participate and interact in diverse curricular activities and will have equitable access to a high-quality education that promotes academic success and preparation for postsecondary education or employment.	Equitable Access to High Quality Education							
	Past Performance						Actual Performance	
	2007-08		2008-09		2009-10		Target 2010-2011	Actual 2010-2011
	Within 5%?	% minority students	Within 5%?	% minority students	Within 5%?	% minority students	% minority students	% minority students
6.1.1.a Southeast Raleigh Magnet High School: In 2010-2011, between 77.4% and 87.4% of students enrolled in magnet themed curricular and extra-curricular activities will be minority students.	NA	NA	Yes	78.0%	No	74.5%	77.4%	82.0%
6.1.1.b Garner Magnet High School: In 2010-2011, between 55.7% and 65.7% of students enrolled in theme-related curricular and extra-curricular activities will be minority students.	NA	NA	Yes	63.9%	Yes	56.0%	NA	NA
6.1.1.c East Garner Magnet Middle School: In 2010-2011, between 70.7% and 80.7% of students enrolled in theme-related curricular and extra-curricular activities will be minority students.	NA	NA	Yes	71.5%	Yes	75.7%	70.7%	77.6%

Measure Type: Program

Two of the magnet schools met their targets in 2010-11, and the third had already met it in 2009-10. Southeast Raleigh High School offered 22 new Project-Based Learning courses in 2010-11, mostly in the core subject areas of English, Math, and Science. Class rosters show that 82% of the students enrolled in these courses were minority, and that the average minority percentage of the classes was 80%. About half of the classes were regular academic classes (12 of 22), of which the average minority enrollment was 75%. The

other half (10 of 22) were honors-level classes, of which the average minority enrollment was 79%. SRMHS has worked hard to make sure that all students have access to higher-level courses.

Garner High School met its target last year.

As discussed under Performance Measure 3.1, East Garner Middle School implemented an interdisciplinary unit on China and a book study series on the book, *The Red Scarf Girl*. All students in the school participated in this activity. The minority student percentage at the school was 77.6%. EGMMS also employed the use of student centered, inquiry-based learning through the framework of *The Inquiring Minds* units where they focused on approaches to learning, community service, creativity, environment, health and social education.

6.1.2. Performance Measure: All students enrolled at the two MSAP schools will participate in diverse curricula activities and will have equitable access to a high-quality education that promotes academic success and preparation for postsecondary education and employment	Four-Year Graduation Rate				
	Past Performance			2010-2011	
	2007-08	2008-09	2009-10	Target	Actual %
6.1.2.a Southeast Raleigh Magnet High School	85.9%	80.9%	82.6%	95.0%	76.4%
6.1.2.b Garner Magnet High School	74.7%	72.7%	72.6%	83.0%	75.0%

Neither high school met the high targets for four-year graduation rates. SRMHS was 18.6 percentage points below their target while GMHS was eight percentage points below their target. Four-year graduation rates decreased at SRMHS and increased slightly at GMHS in 2010-11 compared to 2009-10. The district graduation rate was 80.9% so the targets were very ambitious, especially for SRMHS.

SECTION B – WCPSS MSAP FINAL Budget Narrative

Actual Expenditures for Year 4 - October 1, 2010- September 30, 2011

Year 3 carryover funds of \$1,401,785 were combined with Supplementary Funds of \$0 for a total of \$1,401,785. At the time of this report, MSAP expenditures for the No-cost-extension year totaled \$1,283,868. Unspent funds of \$150,310 can be returned to the US DOE for de-obligation.

MSAP Year 4 Budget Summary	
Year 4 MSAP award	\$0
Year 4 Supplementary Funds	\$0
Year 3 Carryover	\$1,401,785
Total Year 4 funds	\$1,401,785
Year 4 expenditures	\$1,283,868
Remainder Year 4 Funds	\$150,310
Year 4 unspent funds available to DOE for de-obligation*	\$150,310

*The unspent funds were largely the result of lapsed salaries of grant personnel who left the grant-funded positions prior to the end of the grant year.

Year 4 – October 1, 2010- December 31, 2011					
Budget Categories	East Garner Magnet Middle School	Garner Magnet High School	Southeast Raleigh Magnet High School	Central Office	Total
1. Personnel	90,367	77,955	46,450	110,834	325,606
2. Fringe Benefits	17,399	15,574	11,809	28,979	73,761
3. Travel	10,216	26,932	46,295	3,503	86,946
4. Equipment		19,840	28,898		48,738
5. Supplies	56,318	205,376	282,758	33,271	577,723
6. Contractual	1,250	23,925	48,765	57,388	131,328
7. Other					
8. Total Direct Costs (lines 1-7)	175,550	369,602	464,975	233,975	1,244,102
9. Indirect Costs				39,766	39,766
10. Total Costs (lines 8-9)	\$175,550	\$369,602	\$464,975	\$273,741	\$1,283,868

Personnel and Fringe

\$306,652 was dedicated to MSAP funded salaries and corresponding fringe benefits for the October, 2010 – September, 2011 pay period. Of the Year 4 funded positions, none were filled throughout the entire 2010-2011 grant year resulting in lapsed salaries that had to be repurposed and transferred into the schools' funds. In addition, \$18,954 was dedicated to salaries and corresponding fringe benefits for activities related to payments for curriculum development, tutoring, substitute teachers, and additional responsibilities.

Salaries: Name/Position (October 1, 2010-September 30, 2011)	Computation	Cost
Virginia Cárdenas, Project Director	100% until vacating position	\$46,997
Mary Tanski, Marketing and Recruiting	100% until position ended	\$46,979
Jon Brasfield, Grant Evaluator	100% until vacating position	\$7,163
Laurie Cooper, Budget Technician	100% until position ended	\$3,932
Brenda Swartz, Coordinator (EGMMS)	100% until position ended	\$23,711
Judith Andrews, Technology Coordinator (EGMMS)	100% until position ended	\$31,078
Sara Gray, French Teacher (EGMMS)	100% until position ended	\$16,968
Ashley Anderson, Dance Teacher (GMHS)	100% until position ended	\$5,770
James White, Teacher (GMHS)	100% until position ended	\$19,792
Sheri Golden, Coordinator (GMHS)	100% until position ended	\$12,307
Martin Rudd, Coordinator (SRMHS)	100% until position ended	\$4,800
Patrick Horton, Technology Assistant (SRMHS)	100% until position ended	\$17,829
Year 4 Salaries for MSAP Personnel	TOTAL	\$237,326

Fringe Benefits	Computation	Cost
Workers Comp	\$237,326 x .3%	\$4,712
Social Security	\$237,326 x 7.65%	\$18,155
Retirement	\$237,326 x 13.12%	\$31,137
Hospitalization	\$4931 x 3.7 (number of full-time positions when totaling all MSAP funded months of employment)	\$18,245
Dental	\$291 x 3.7	\$1,077
Year 4 Fringe Benefits	TOTAL	\$69,326
TOTAL Salaries and Fringe Benefits MSAP Personnel		\$306,652

Travel

Travel opportunities for the purposes of professional development were designed to align with MSAP grant objectives and assist with unmet Year 3 performance measures. As with last year, the economic recession led to a freeze to some out-of state travel for professional development, so not all professional development activities originally planned were actually attended. Waivers were sought, many were approved, and the travel was allowed. When available, activities for staff were replaced with comparable in-state activities, or we contracted trainers to come to the schools. EGMMS staff attended IB trainings, Harvard Project Zero training, as well as World View training . GMHS staff attended continued training with IB, attended Harvard Project Zero training, and World View as well. SRMHS staff attended iLead training with Dr. Steven Edwards as well as continued New Tech training with the New Tech Network. Virginia Cardenas, then MSAP Director, traveled to two Magnet Schools of America conferences.

Year 4 – October 1, 2010- December 31, 2011					
Budget Categories	East Garner Magnet Middle School	Garner Magnet High School	Southeast Raleigh Magnet High School	Central Office	Total
Travel	\$10,216	\$26,932	\$46,295	\$3,503	\$86,946

Supplies and Equipment

Supply expenditures were aligned to the Year 4 performance measures and the approved MSAP budget. The following represents a summary of supply expenditures:

- EGMMS purchased supplies including promotional materials, printing materials for recruitment, and books aligned with IB units
- GMHS purchased items to support their whole school IB MYP, including promotional and recruitment printing and materials, art supplies, IB books and materials, SMART boards and software for supporting IB & arts instruction, as well as musical instruments and other supplies that support the IB theme and electives
- SRMHS purchased items related to the New Tech Project Based Learning program and iLead Leadership program including books, an upgraded server, media and technology supplies, promotional materials, and printing materials for recruitment
- Central staff purchased IB flags and banners, inventory tags, office supplies & iPads for setting up marketing and recruitment stations as well as materials for sustaining recruitment efforts for the three MSAP schools after the grant ends.

	East Garner Magnet Middle School	Garner Magnet High School	Southeast Raleigh Magnet High School	Central Office	TOTAL
Supplies	\$56,318	\$205,376	\$282,758	\$33,271	\$577,723

Contractual

- All three project schools continued working with projects requiring outside vendors for advertising and marketing their programs to new students
- Central staff supervised contracts for marketing and recruiting initiatives and the copier lease.

	East Garner Magnet Middle School	Garner Magnet High School	Southeast Raleigh Magnet High School	Central Office	TOTAL
Contractual	\$1,250	\$23,925	\$48,765	\$57,388	\$131,328

Indirect

The North Carolina State Department of Public Instruction sets the Indirect Cost rate that the district applies to federal grant programs with the restriction to supplement and not supplant. The Indirect Cost rate is 2.85% for the period of this MSAP grant. MSAP spent \$40,366 during Year 4 of the MSAP grant on Indirect Costs.

 U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1894-0008 Expiration Date: 04/30/2014					
Name of Institution/Organization Wake County Public School System		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION B - BUDGET SUMMARY FOR ENTIRE MSAP GRANT PROJECT						
<i>U.S. DEPARTMENT OF EDUCATION FUNDS</i>						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	429,043	750,591	735,769	325,606		\$2,241,009
2. Fringe Benefits	93,842	177,819	175,630	73,761		\$521,052
3. Travel	60,954	115,536	115,953	86,946		\$379,389
4. Equipment	75,979	166,442	15,567	48,738		\$306,726
5. Supplies	670,362	1,097,545	919,838	577,723		\$3,265,468
6. Contractual	309,126	612,893	360,065	131,328		\$1,413,413
7. Construction						

Wake County Public School System

8. Other						
9. Total Direct Costs (lines 1-8)	1,639,306	2,920,826	2,322,822	1,244,102		\$8,127,057
10. Indirect Costs*	34,990	87,732	60,811	39,766		\$223,299
11. Training Stipends						
12. Total Costs (lines 9-11)	\$1,674,296	\$3,008,558	\$2,383,633	\$1,283,868		\$8,350,356

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
 (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7 / 1 / 2010 To: 9 / 30 / 2011 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): NC Department of Public Instruction

The Indirect Cost Rate is 2.85%

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

Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 2.85 %

Section C—Conclusion, Tables and Additional Information

CONCLUSION

Based on our evaluation results, the MSAP grant has made a real difference in the attractiveness, climate, and resources available at all three schools. The performance measures met and not met showed a real commitment of the staff to develop and implement the activities most under their control. Despite extensive recruitment, accomplishment of enrollment measures was difficult, especially given the selection process which did not consider race/ethnicity as a factor. In terms of student outcomes, we learned from the last grant that achievement impact often occurs after the grant period ends. In the case of Adequate Yearly Progress (AYP), the goals have been increasingly difficult to meet as the standards rise—especially based on efforts at the high schools where all students are not served by the grant. In the case of graduation, again the proof of impact may be seen after the grant ends. Many students impacted are still enrolled. It is notable that the achievement composites have trended upward over the grant period. It is intended that the efforts to sustain the impact of the grant activities will continue this trend.

The IB programs at East Garner MS and Garner HS are both attractive options at this point. Space limitations at Garner High made acceptance of applicants difficult, which likely impacted the number of applicants as word spread. One unanticipated outcome for GMHS was Scotty McCreery's success on American Idol, which provided unintended recruiting for Garner High and the town of Garner in general. The whole town has a rejuvenated sense of pride as a result. One piece of advice to others with MSAP programs is to employ their students as ambassadors for the program. Spreading the word of the accomplishments of participants and awards received by the programs through videos, performances, or in other ways can help “sell” the programs and recruit applicants.

Southeast Raleigh High School has built an infrastructure for leadership and updated technology resources in ways which should have a lasting impact on the school. The integration of instruction, leadership skills, and experience with advanced technology will serve students well as they move into the world of careers in the 21st century. It is critical for schools with a technology focus to have up-to-date equipment, so MSAP recipients need to keep in mind the life cycle of the equipment and have a refresh strategy in place for maintaining the attractiveness of the offerings after the grant has concluded.

One barrier was key vacancies in central leadership the first year. Momentum picked up in year 2 after all staff was in place centrally and in schools. Another barrier encountered were staff vacancies early in the grant and in the no cost extension year. While it is understandable that staff were looking for new opportunities, it made it more difficult to obtain some of the data for this report. We recommend that providing relevant data to the central magnet contact or the grant evaluator be part of the exit process when staff changes positions.

We would also recommend setting interim benchmarks within grants as an implementation tool within the district. Interim benchmarks and timelines put in place helped make commitments very concrete for schools and helped the program director hold schools accountable for them. The evaluator was also able to report specific accomplishments along the way through the benchmarks.

The grant foci remain in place in 2011 and are to be continued for the foreseeable future. The new choice student assignment plan keeps the magnet schools, and the magnet choice process, as a priority. In addition to sending project results to the federal program officer, we will be disseminating this report through the WCPSS Data and Accountability department webpage and summarizing results in an upcoming Data Dispatch newsletter. In addition, we will encourage schools to use their accomplishments in future recruiting efforts.

We believe and trust that this report meets all statutory reporting requirements. If any additional information is needed, feel free to contact us.

Appendix A. Tables

Table 1. Performance Measure Attainment Charts

Notes: N/A=Not Applicable; **NA** in the No Cost Extension Year (NCE) means that the school met the performance measure target in Year 3 of the grant.

MSAP Renaissance Grant (NCE Year) Performance Measure Attainment													
	SRMH				GMHS				EGMMS				
1. Desegregation and Choice	Yr 1	Yr	Year 3	NCE Yr	Year 1	Year 2	Year 3	NCE Yr	Year 1	Year 2	Year 3	NCE Yr	
Performance Measure 1.1: Is the minority population percentage at the school at an acceptable level? (<i>20th day enrollment figures</i>)	N	N	N	N	N	N	N	N	N	N	N	N	
Performance Measure 1.2: Is the percentage of minority applicants in the applicant pool lower than the percentage of minority students at the school? (<i>Applicant pool analysis</i>)	N	N	Y	NA	Y	N	N	N	Y	N	Y	NA	
Performance Measure 1.3: Are the feeder schools maintaining an acceptable level of diversity? (<i>Enrollment at feeder schools</i>)	Y	Y	Y	NA	Y	Y	Y	NA	Y	Y	Y	NA	

	SRMH				GMHS				EGMMS			
1. Desegregation and Choice	Yr 1	Yr	Year 3	NCE Yr	Year 1	Year 2	Year 3	NCE Yr	Year 1	Year 2	Year 3	NCE Yr
Performance Measure 1.4: Is the applicant pool larger than the previous year's? (<i>Applicant pool analysis</i>)	N	Y	Y	NA	N	Y	N	N	N	Y	Y	NA
Performance Measure 3.1: Are a sufficient percentage of students participating in MSAP-related curriculum and activities? (<i>Roster analysis, student surveys</i>)	N/A	N	N	Y	N/A	Y	Y	NA	N/A	Y	Y	NA
Performance Measure 3.2: Are teachers reporting use of innovative strategies in the classroom? (<i>Teacher survey</i>)	Y	Y	N	N	Y	Y	N	Y	N	Y	Y	NA
2. Building Capacity												
Performance Measure 5.1: Each MSAP school will continue operating its magnet program at a high performance level and meet or exceed State standards three years after Federal funding ends.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	SRMH				GMHS				EGMMS			
	Yr 1	Yr	Year 3	NCE Yr	Year 1	Year 2	Year 3	NCE Yr	Year 1	Year 2	Year 3	NCE Yr
2. Building Capacity												
Performance Measure 5.2: Are teachers who receive MSAP- funded professional development using that training in the classroom? (<i>Teacher survey</i>)	Y	Y	N	N	Y	Y	N	N	Y	Y	N	N
Performance Measure 5.3: Classes taught at the three MSAP schools are taught by highly qualified teachers.	Y	Y	Y	NA	Y	Y	Y	NA	Y	Y	Y	NA
3. Academic Achievement of Students												
Performance Measure 2.1: Are teachers reporting knowledge of the grant themes and how they apply to their teaching? (<i>Teacher Survey</i>)	Y	Y	Y	NA	Y	Y	Y	NA	Y	Y	Y	NA

	SRMH				GMHS				EGMMS			
	Yr 1	Yr	Year 3	NCE Yr	Year 1	Year 2	Year 3	NCE Yr	Year 1	Year 2	Year 3	NCE Yr
3. Academic Achievement of Students <i>Performance Measure</i> 2.2: The significantly revised magnet theme will assist the MSAP school in meeting or exceeding state student academic achievement standards and attaining the AYP standard of the federal NCLB legislation. (EOG/EOC expected growth)	N	N	N	N	N	N	N	N	N	N	N	N
<i>Performance Measure</i> 2.3: Are appropriate numbers of units being written for relevant MSAP-related coursework? (# of units written)	N	Y	Y	NA	Y	Y	Y	NA	Y	Y	Y	NA

	SRMH				GMHS				EGMMS			
	Yr 1	Yr	Year 3	NCE Yr	Year 1	Year 2	Year 3	NCE Yr	Year 1	Year 2	Year 3	NCE Yr
3. Academic Achievement of Students												
Performance Measure 4.1: At each MSAP project school, students from major racial and ethnic groups meet or exceed North Carolina's AYP standard in each year of the MSAP grant. (<i>AYP Data</i>)	N	Y	Y	NA	N	N	N	N	N	Y	Y	NA
Performance Measure 4.2: MSAP project schools meet or exceed North Carolina's AYP standard in each year of the MSAP grant. (<i>AYP Data</i>)	N	N	N	N	N	N	N	N	N	Y	N	N
Performance Measure 4.3: Each project school will increase annually the percentage of students achieving proficiency in the core academic subjects. (<i>EOG/EOC proficiency</i>)	Y	Y	N	N	N	Y	Y	NA	N	Y	N	N

	SRMH				GMHS				EGMMS			
	Yr 1	Yr	Year 3	NCE Yr	Year 1	Year 2	Year 3	NCE Yr	Year 1	Year 2	Year 3	NCE Yr
3. Academic Achievement of Students												
Performance Measure 6.1.1: Is the minority/nonminority ratio in MSAP-related courses and activities an accurate representation of the student body? (<i>Roster analysis/Student survey</i>)	N/A	Y	Y	NA	N/A	Y	Y	NA	N/A	Y	Y	NA
Performance Measure 6.1.2: Are graduation rates at or above target levels? (<i>Graduation rate</i>)	N	N	N	N	N	N	N	N	N/A	N/A	N/A	N/A

Table 2. Magnet School Applicant Pool Data for Southeast Raleigh Magnet High

Applicant Pool for Students Seeking To Be Enrolled Beginning in Fall, 2011					
Magnet School Name: Southeast Raleigh High					
<i>Grade Level</i>	Minority Students	Minority Student Pct	Non-Minority Students	Non-Minority Student Pct	Total Students
9	205	81.3%	47	18.7%	252
10	27	87.1%	4	12.9%	31
11	17	73.9%	6	26.1%	23
12	13	92.9%	1	7.1%	14
Total	262	81.9%	58	18.1%	320

Table 3. Applicant Pool Information for Garner Magnet High School

Applicant Pool for Students Seeking To Be Enrolled Beginning in Fall, 2011					
Magnet School Name: Garner Magnet High					
<i>Grade Level</i>	Minority Students	Minority Student Pct	Non-Minority Students	Non-Minority Student Pct	Total Students
9	34	65.4%	18	34.6%	52
10	10	83.3%	2	16.7%	12
11	8	80.0%	2	20.0%	10
12	2	100.0%	0	0.0%	2
Total	54	71.1%	22	28.9%	76

Table 4. Applicant Pool Data for East Garner Magnet Middle School

Applicant Pool for Students Seeking To Be Enrolled Beginning in Fall, 2011					
Magnet School Name: East Garner Middle					
<i>Grade Level</i>	Minority Students	Minority Student Pct	Non-Minority Students	Non-Minority Student Pct	Total Students
6	67	55.4%	54	44.6%	121
7	18	64.3%	10	35.7%	28
8	15	83.3%	3	16.7%	18
Total	100	59.9%	67	40.1%	167

Table 5. Actual District-Level Enrollment Data for the Current School Year

Actual District Enrollment—Fall, 2010 (2010-11 NCE Year of Project)					
<i>Grade Level</i>	Minority Students	Minority Student Pct	Non-Minority Students	Non-Minority Student Pct	Total Students
6	5,672	51.4%	5,368	48.6%	11,040
7	5,461	49.9%	5,482	50.1%	10,943
8	5,495	51.1%	5,264	48.9%	10,759
9	6,834	55.3%	5,522	44.7%	12,356
10	5,079	48.9%	5,302	51.1%	10,381
11	4,493	46.8%	5,116	53.2%	9,609
12	4,059	44.8%	5,002	55.2%	9,061
Total	37,093	50.0%	37,056	50.0%	74,149

Table 6: MSAP Data Element Table: SRMHS

Measures	Indicators	Year 1 Actual 2007- 08	Year 2 Actual 2008- 09	Year 3 Actual 2009- 10	Year 4 Actual 2010- 11
MGI Applicant GPRA Data					
1	Total number of magnet school or magnet program (if a partial school) applications	485	366	456	320
2	Total number of minority student applications	348	291	353	262
3	Total number of non-minority applications	137	75	103	58
MGI Applicant/Enrollment GPRA Data					
4	Total number of students who applied & enrolled in the magnet school or magnet program, if a partial school.	313	174	435	320
5	Total number of minority students who applied & enrolled in the magnet school or magnet program, if a partial school.	238	125	336	262
6	Total number of non-minority students who applied & enrolled in the magnet school or magnet program, if a partial school.	75	49	99	58
7	Total number of magnet students from different major ethnic and racial groups who take English Language Arts or Reading state assessments	483	384	396	477
7a	a. Total number of American Indian/Alaskan Native students who take English Language Arts or Reading state assessments				6
7b	b. Total number of Asian students who take English Language Arts or Reading state assessments	5	10	5	3
7c	c. Total number of Black or African American students who take English Language Arts or Reading state assessments	353	284	296	326
7d	d. Total number of Hispanic/Latino students who take English Language Arts or Reading state assessments	20	14	35	50
7e	e. Total number of Native Hawaiian or other Pacific Islander students who take English Language Arts or Reading state assessments				
7f	f. Total number of White students who take English Language Arts or Reading state assessments	90	65	45	46
7g	g. Total number of students of two or more races who take English Language Arts or Reading state assessments	11	11	14	36

Measures	Indicators	Year 1 Actual 2007- 08	Year 2 Actual 2008- 09	Year 3 Actual 2009- 10	Year 4 Actual 2010- 11
8	Total number of magnet students from different major ethnic and racial groups who take MATH state assessments*	1238	1031	845	651
8a	a. Total number of American Indian/Alaskan Native students who take Math state assessments*				4
8b	b. Total number of Asian students who take Math state assessments*	23	21	9	6
8c	c. Total number of Black or African American students who take Math state assessments*	849	749	621	453
8d	d. Total number of Hispanic/Latino students who take Math state assessments*	36	30	42	61
8e	e. Total number of Native Hawaiian or other Pacific Islander students who take Math state assessments*				
8f	f. Total number of White students who take Math state assessments*	301	203	144	89
8g	g. Total number of students of two or more races who take Math state assessments*	24	27	21	38
9	a. Total number of magnet students from major ethnic and racial groups achieving proficiency in English Language Arts or Reading state assessments	369	280	286	353
9a	a. Total number of American Indian/Alaskan Native students achieving proficiency in English Language Arts or Reading state assessments				
9b	b. Total number of Asian students achieving proficiency in English Language Arts or Reading state assessments	5	10	4	
9c	c. Total number of Black or African American students achieving proficiency in English Language Arts or Reading state assessments	254	192	212	229
9d	d. Total number of Hispanic/Latino students achieving proficiency in English Language Arts or Reading state assessments	15	7	15	32
9e	e. Total number of Native Hawaiian or other Pacific Islander students achieving proficiency in English Language Arts or Reading state assessments				

Measures	Indicators	Year 1 Actual 2007- 08	Year 2 Actual 2008- 09	Year 3 Actual 2009- 10	Year 4 Actual 2010-11
9f	f. Total number of White students achieving <u>proficiency</u> in English Language Arts or Reading state assessments	87	61	42	54
9g	g. Total number of students of two or more races achieving <u>proficiency</u> in English Language Arts or Reading state assessments	8	10	12	32
10	Total number of magnet students from major ethnic and racial groups achieving <u>proficiency</u> in MATH state assessments*	814	703	651	489
10a	a. Total number of American Indian/Alaskan Native students achieving <u>proficiency</u> in Math state assessments*				
10b	b. Total number of Asian students achieving <u>proficiency</u> in Math state assessments*	22	18	8	
10c	c. Total number of Black or African American students achieving <u>proficiency</u> in Math state assessments*	489	461	450	319
10d	d. Total number of Hispanic/Latino students achieving <u>proficiency</u> in Math state assessments*	28	22	33	34
10e	e. Total number of Native Hawaiian or other Pacific Islander students achieving <u>proficiency</u> in Math state assessments*				
10f	f. Total number of White students achieving <u>proficiency</u> in Math state assessments*	254	179	66	83
10g	g. Total number of students of two or more races achieving <u>proficiency</u> in Math state assessments*	18	22	6	25
Other Measures					
11	Total number of minority students served in magnet school or magnet program, if a partial school.	1372	1277	1289	1434
12	Total number of non-minority students served in magnet school or magnet program, if a partial school.	494	360	276	229
13	Total number of students served in magnet school or magnet program, if a partial school.	1866	1637	1565	1663

Wake County Public School System

Measures	Indicators	Year 1 Actual 2007-08	Year 2 Actual 2008-09	Year 3 Actual 2009-10	Year 4 Actual 2010-11
Additional Data		2007-2008 for 2008-2009 school year	2008-2009 for 2009-2010 school year	2009-2010 for 2010-2011 school year	2010-2011 for 2011-2012 school year
14	Projected applicant data (in line with previous APR reporting) the number of applicants for the upcoming year. For 2007-2008 report the number of applicants for the 2008-2009 school year.	366	429	456	320

Table 7: MSAP Data Element Table: GMHS

Measures	Indicators	Year 1 Actual 2007-08	Year 2 Actual 2008-09	Year 3 Actual 2009-10	Year 4 Actual 2010-11
MGI Applicant GPRA Data					
1	Total number of magnet school or magnet program (if a partial school) applications	50	112	109	76
2	Total number of minority student applications	17	84	78	54
3	Total number of non-minority applications	33	28	31	22
MGI Applicant/Enrollment GPRA Data					
4	Total number of students who applied & enrolled in the magnet school or magnet program, if a partial school.	32	23	109	76
5	Total number of minority students who applied & enrolled in the magnet school or magnet program, if a partial school.	12	8	78	54
6	Total number of non-minority students who applied & enrolled in the magnet school or magnet program, if a partial school.	20	15	31	22
7	Total number of magnet students from different major ethnic and racial groups who take English Language Arts or Reading state assessments	661	667	731	613
7a	a. Total number of American Indian/Alaskan Native students who take English Language Arts or Reading state assessments	7	6		2
7b	b. Total number of Asian students who take English Language Arts or Reading state assessments	7	7	8	7
7c	c. Total number of Black or African American students who take English Language Arts or Reading state assessments	327	344	313	215
7d	d. Total number of Hispanic/Latino students who take English Language Arts or Reading state assessments	74	94	111	117
7e	e. Total number of Native Hawaiian or other Pacific Islander students who take English Language Arts or Reading state assessments				
7f	f. Total number of White students who take English Language Arts or Reading state assessments	228	181	262	242
7g	g. Total number of students of two or more races who take English Language Arts or Reading state assessments	18	35	33	30

Measures	Indicators	Year 1 Actual 2007-08	Year 2 Actual 2008-09	Year 3 Actual 2009-10	Year 4 Actual 2010-11
8	Total number of magnet students from different major ethnic and racial groups who take MATH state assessments*	1386	1462	1357	1000
8a	a. Total number of American Indian/Alaskan Native students who take Math state assessments*	3	7		7
8b	b. Total number of Asian students who take Math state assessments*	10	14	10	13
8c	c. Total number of Black or African American students who take Math state assessments*	664	695	615	352
8d	d. Total number of Hispanic/Latino students who take Math state assessments*	109	173	167	162
8e	e. Total number of Native Hawaiian or other Pacific Islander students who take Math state assessments*				
8f	f. Total number of White students who take Math state assessments*	562	517	507	405
8g	g. Total number of students of two or more races who take Math state assessments*	34	49	48	57
9	a. Total number of magnet students from major ethnic and racial groups achieving <u>proficiency</u> in English Language Arts or Reading state assessments	451	448	595	495
9a	a. Total number of American Indian/Alaskan Native students achieving <u>proficiency</u> in English Language Arts or Reading state assessments	4	6		
9b	b. Total number of Asian students achieving <u>proficiency</u> in English Language Arts or Reading state assessments	6	6	4	
9c	c. Total number of Black or African American students achieving <u>proficiency</u> in English Language Arts or Reading state assessments	184	214	240	158
9d	d. Total number of Hispanic/Latino students achieving <u>proficiency</u> in English Language Arts or Reading state assessments	32	47	74	77
9e	e. Total number of Native Hawaiian or other Pacific Islander students achieving <u>proficiency</u> in English Language Arts or Reading state assessments				

Measures	Indicators	Year 1 Actual 2007-08	Year 2 Actual 2008-09	Year 3 Actual 2009-10	Year 4 Actual 2010-11
9f	f. Total number of White students achieving <u>proficiency</u> in English Language Arts or Reading state assessments	211	149	242	222
9g	g. Total number of students of two or more races achieving <u>proficiency</u> in English Language Arts or Reading state assessments	14	26	31	30
10	Total number of magnet students from major ethnic and racial groups achieving <u>proficiency</u> in MATH state assessments*	853	964	1063	801
10a	a. Total number of American Indian/Alaskan Native students achieving <u>proficiency</u> in Math state assessments*	2	6		
10b	b. Total number of Asian students achieving <u>proficiency</u> in Math state assessments*	9	14	3	
10c	c. Total number of Black or African American students achieving <u>proficiency</u> in Math state assessments*	315	377	431	237
10d	d. Total number of Hispanic/Latino students achieving <u>proficiency</u> in Math state assessments*	65	116	130	135
10e	e. Total number of Native Hawaiian or other Pacific Islander students achieving <u>proficiency</u> in Math state assessments*				
10f	f. Total number of White students achieving <u>proficiency</u> in Math state assessments*	441	413	453	360
10g	g. Total number of students of two or more races achieving <u>proficiency</u> in Math state assessments*	18	31	33	51
Other Measures					
11	Total number of minority students served in magnet school or magnet program, if a partial school.	1386	1479	1463	1431
12	Total number of non-minority students served in magnet school or magnet program, if a partial school.	883	838	948	866
13	Total number of students served in magnet school or magnet program, if a partial school.	2269	2317	2411	2297

Measures	Indicators	Year 1 Actual 2007-08	Year 2 Actual 2008-09	Year 3 Actual 2009-10	Year 4 Actual 2010-11
Additional Data		2007-2008 for 2008-2009 school year	2008-2009 for 2009-2010 school year	2009-2010 for 2010-2011 school year	2010-2011 for 2011-2012 school year
14	Projected applicant data (in line with previous APR reporting) the number of applicants for the upcoming year. For 2007-2008 report the number of applicants for the 2008-2009 school year.	50	112	109	76

Table 8: MSAP Data Elements Table: EGMMS

Measures	Indicators	Year 1 Actual 2007-08	Year 2 Actual 2008-09	Year 3 Actual 2009-10	Year 4 Actual 2010-11
MGI Applicant GPRA Data					
1	Total number of magnet school or magnet program (if a partial school) applications	61	112	176	167
2	Total number of minority student applications	43	84	102	100
3	Total number of non-minority applications	18	28	72	67
MGI Applicant/Enrollment GPRA Data					
4	Total number of students who applied & enrolled in the magnet school or magnet program, if a partial school.	29	95	175	167
5	Total number of minority students who applied & enrolled in the magnet school or magnet program, if a partial school.	14	69	104	100
6	Total number of non-minority students who applied & enrolled in the magnet school or magnet program, if a partial school.	15	26	71	67
7	Total number of magnet students from different major ethnic and racial groups who take English Language Arts or Reading state assessments	1116	1105	1118	1157
7a	a. Total number of American Indian/Alaskan Native students who take English Language Arts or Reading state assessments	8	4	2	9
7b	b. Total number of Asian students who take English Language Arts or Reading state assessments	6	5	8	20
7c	c. Total number of Black or African American students who take English Language Arts or Reading state assessments	621	599	598	591
7d	d. Total number of Hispanic/Latino students who take English Language Arts or Reading state assessments	187	195	197	221
7e	e. Total number of Native Hawaiian or other Pacific Islander students who take English Language Arts or Reading state assessments				

Measures	Indicators	Year 1 Actual 2007-08	Year 2 Actual 2008-09	Year 3 Actual 2009-10	Year 4 Actual 2010-11
7f	f. Total number of White students who take English Language Arts or Reading state assessments	245	253	263	260
7g	g. Total number of students of two or more races who take English Language Arts or Reading state assessments	49	49	50	56
8	Total number of magnet students from different major ethnic and racial groups who take MATH state assessments*	1117	1105	1120	1160
8a	a. Total number of American Indian/Alaskan Native students who take Math state assessments*	8	4		10
8b	b. Total number of Asian students who take Math state assessments*	6	5	8	20
8c	c. Total number of Black or African American students who take Math state assessments*	621	599	598	591
8d	d. Total number of Hispanic/Latino students who take Math state assessments*	187	195	197	223
8e	e. Total number of Native Hawaiian or other Pacific Islander students who take Math state assessments*				
8f	f. Total number of White students who take Math state assessments*	246	253	263	260
8g	g. Total number of students of two or more races who take Math state assessments*	49	49	50	56
9	a. Total number of magnet students from major ethnic and racial groups achieving proficiency in English Language Arts or Reading state assessments	491	655	691	741
9a	a. Total number of American Indian/Alaskan Native students achieving proficiency in English Language Arts or Reading state assessments	4	2		
9b	b. Total number of Asian students achieving proficiency in English Language Arts or Reading state assessments	6	5	6	14
9c	c. Total number of Black or African American students achieving proficiency in English Language Arts or Reading state assessments	239	321	346	334

Measures	Indicators	Year 1 Actual 2007-08	Year 2 Actual 2008-09	Year 3 Actual 2009-10	Year 4 Actual 2010-11
9d	d. Total number of Hispanic/Latino students achieving <u>proficiency</u> in English Language Arts or Reading state assessments	56	104	99	129
9e	e. Total number of Native Hawaiian or other Pacific Islander students achieving <u>proficiency</u> in English Language Arts or Reading state assessments				
9f	f. Total number of White students achieving <u>proficiency</u> in English Language Arts or Reading state assessments	156	190	202	215
9g	g. Total number of students of two or more races achieving <u>proficiency</u> in English Language Arts or Reading state assessments	30	33	37	43
10	Total number of magnet students from major ethnic and racial groups achieving <u>proficiency</u> in MATH state assessments*	621	746	827	839
10a	a. Total number of American Indian/Alaskan Native students achieving <u>proficiency</u> in Math state assessments*	6	2		0
10b	b. Total number of Asian students achieving <u>proficiency</u> in Math state assessments*	6	5	7	15
10c	c. Total number of Black or African American students achieving <u>proficiency</u> in Math state assessments*	308	364	417	384
10d	d. Total number of Hispanic/Latino students achieving <u>proficiency</u> in Math state assessments*	95	131	146	168
10e	e. Total number of Native Hawaiian or other Pacific Islander students achieving <u>proficiency</u> in Math state assessments*				
10f	f. Total number of White students achieving <u>proficiency</u> in Math state assessments*	176	207	215	214
10g	g. Total number of students of two or more races achieving <u>proficiency</u> in Math state assessments*	30	37	41	49

Measures	Indicators	Year 1 Actual 2007-08	Year 2 Actual 2008-09	Year 3 Actual 2009-10	Year 4 Actual 2010-11
Other Measures					
11	Total number of minority students served in magnet school or magnet program, if a partial school.	869	854	855	898
12	Total number of non-minority students served in magnet school or magnet program, if a partial school.	262	262	274	259
13	Total number of students served in magnet school or magnet program, if a partial school.	1131	1116	1129	1157
Additional Data		2007-2008 for 2008-2009 school year	2008-2009 for 2009-2010 school year	2009-2010 for 2010-2011 school year	2010-2011 for 2011-2012 school year
14	Projected applicant data (in line with previous APR reporting) the number of applicants for the upcoming year. For 2007-2008 report the number of applicants for the 2008-2009 school year.	61	112	176	167

Table 9: Examples from East Garner Magnet Middle School of magnet activities and murals

