



## MAKING PROGRESS REPORT Educational Success 2011

**F**ORSYTH FUTURES' **MAKING PROGRESS REPORTS (MPR)** serve as a tool to inform Forsyth County, N.C., residents about current issues, conditions, and trends in six areas; Educational Success, Economic Self-Sufficiency, Mental and Physical Health, Environmental Sustainability, Safety, and Engagement Community. Achieving Educational Success means all residents have access to educational opportunities and can obtain educational benchmarks.

The **MAKING PROGRESS REPORT: EDUCATIONAL SUCCESS** includes five indicators:

- | Educational Attainment
- | Adult Basic Literacy
- | Winston-Salem Forsyth County Schools Annual Progress
- | Winston-Salem Forsyth County Schools High School Graduates
- | Children Ready for School (*not in this report; available online*)

For each indicator, this report provides a description of the indicator, the data points used to measure the indicator, key findings, and a picture of what progress would look like.

**UNIQUE TO THE MAKING PROGRESS REPORT IS THE TREND STATUS.** Certain measures are further labeled as showing a trend moving toward a desired outcome — indicated by the green positive trend icon  — or moving away from a desired outcome — as indicated by the red negative trend icon .

### REPORT HIGHLIGHTS

- | On average, 50% of the population 25 and over in Forsyth County has only a high school diploma.
- | Approximately 20% of students at local higher education institutions are Forsyth County residents.
- | On average, almost 6,000 adults enroll in a basic skills program per year.
- | An increasing percent of Winston-Salem Forsyth County schools are meeting expected growth.
- | The overall 4-year cohort graduation rate increased by about 7% between Academic Year 2009-10 and 2010-11.

# EDUCATIONAL ATTAINMENT

## DESCRIPTION

The indicator, educational attainment, examines the highest level of education of persons in a community, and is related to the community's economy and civic life. A knowledge- and research-based economy would require a population with a higher level of education, whereas a service or manufacturing-based economy might require a population with more associate and technical degrees. A population with a low number of advanced degrees could indicate that persons graduating from local universities are not staying in the community.

## HOW WE MEASURED

Estimated percent of population (25 and older) whose highest level of education is a high school degree (or equivalent)
Estimated percent of population (25 and older) whose highest level of education is an associate's degree
Estimated percent of population (25 and older) whose highest level of education is a bachelor's degree or higher
Number of persons enrolled at local universities, colleges, and community colleges
Percent of students at local higher education institutions who are residents of Forsyth County

## KEY FINDINGS

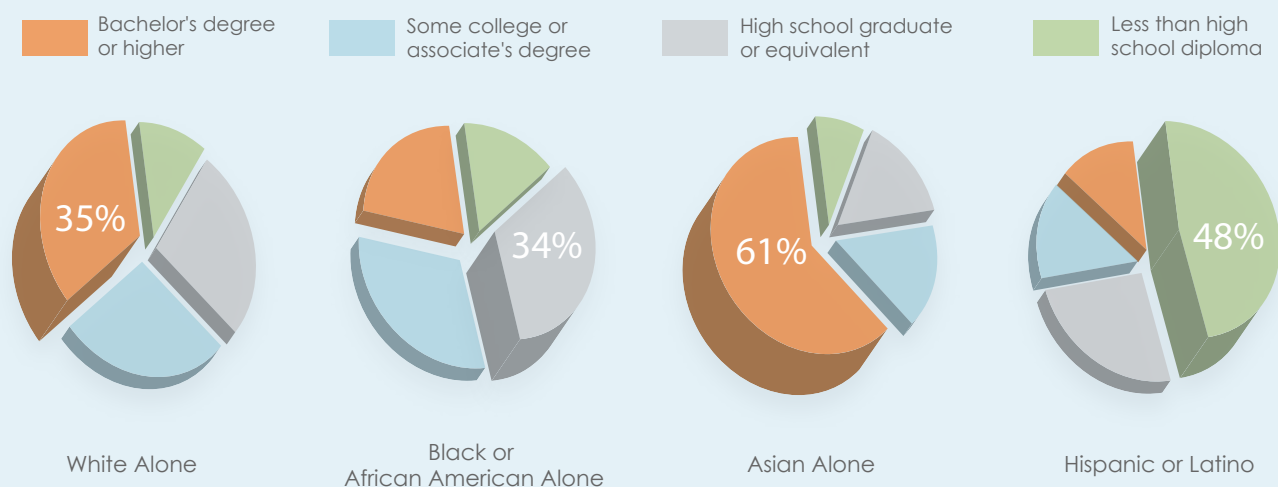
### Educational Attainment

- On average, between 2005 and 2009, about half of persons 25 and older had a high school diploma or equivalent as their highest level of education, and 31 percent of the population had a bachelor's degree or higher.
- Around seven percent of the population 25 and older has an associate's degree.
- Figure 1 demonstrates that on average, whites and Asians are more likely to have a bachelor's degree or higher, while black residents are most likely to have a high school degree or equivalent as their highest level of education. Almost half of Hispanic residents have not completed high school.

### Higher Education Enrollment

- All universities, colleges, and community colleges in Forsyth County have increased or had stable enrollment numbers over the last ten years. The total number of students enrolled in local higher education institutions has increased from 12,514 in Academic Year (AY) 2000-2001 to 18,200 in AY2009-2010.
- On average about 20 percent of students at local higher education institutions are Forsyth County residents.
- In AY2009-2010 the institutions with the highest percent of local residents enrolled were Forsyth Technical Community College and Salem College, 75 percent and 40 percent respectively.

**FIGURE 1. Percent of Racial/Ethnic Groups by Highest Levels of Education Attained, Average 2005-2009**



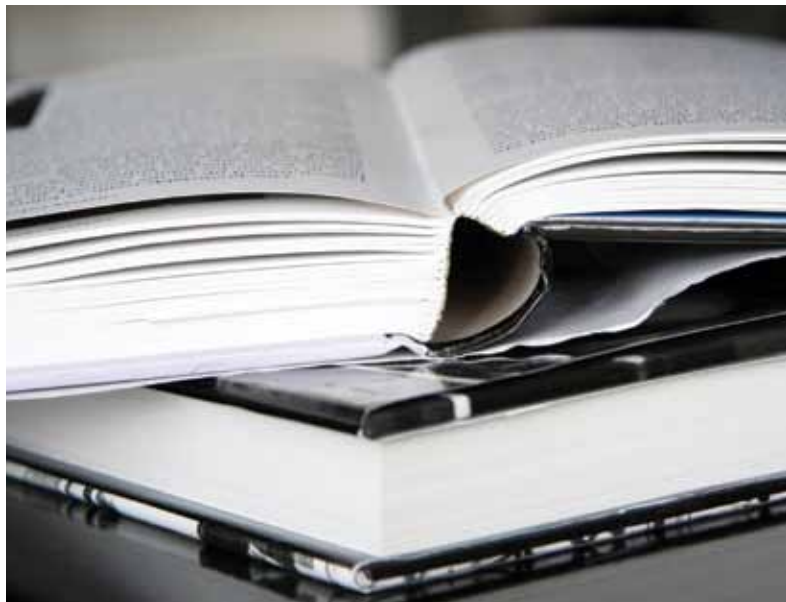
# ADULT BASIC LITERACY

## DESCRIPTION

Links between limited or non-literate adults and quality of life make it important to measure the rate of adult literacy, or percent of the population that is literate/non-literate. However, this is not possible because current, actual assessments of adult literacy in the total population are not conducted. Moreover, there are varying definitions of literacy and there is a self-identification requirement. One estimate of literacy in Forsyth County is adults who self-identify by seeking out basic skills courses and programs.

## HOW WE MEASURED

Total Literacy Program Enrollment
Progress of Basic Skills Students
English as a Second Language (ESL) Enrollment



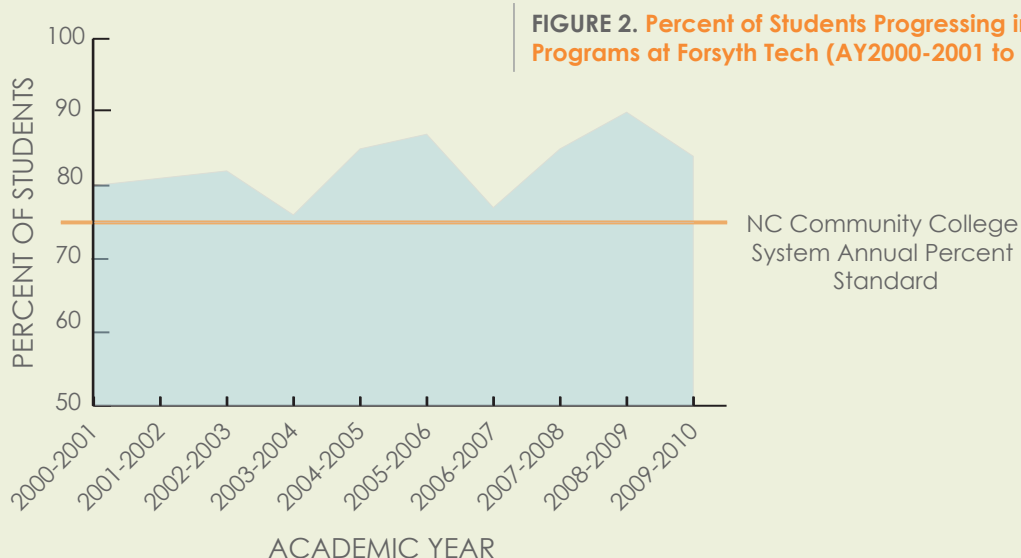
## KEY FINDINGS

### Adult Basic Skills Students

- On average, between AY2000-2001 and AY2009-2010, each year 5,751 adults enrolled in a basic skills program at Forsyth Technical Community College\* (Forsyth Tech).
- Figure 2 demonstrates that for the last 10 years Forsyth Tech has reached the NC Community College System percent standard (75 percent) of students progressing in basic skills programs.

- Over a ten year period (AY1999-2000 through AY2008-2009) enrollment in the English as a Second Language program at Forsyth Tech has remained stable, decreasing by 0.21 percent from 2159 to 2015 students respectively.

**FOR THE LAST 10 YEARS FORSYTH TECH HAS REACHED THE NC COMMUNITY COLLEGE SYSTEM PERCENT STANDARD (75 PERCENT) OF STUDENTS PROGRESSING IN BASIC SKILLS PROGRAMS.**



**FIGURE 2. Percent of Students Progressing in Basic Skills Programs at Forsyth Tech (AY2000-2001 to AY2009-2010)**

\*The majority of adults seeking basic skills courses at Forsyth Technical Community College reside in Forsyth County; however, there may also be residents from neighboring counties who are within the catchment area of the College and are included in their counts.

# WINSTON-SALEM/FORSYTH COUNTY SCHOOLS (WS/FC) ANNUAL PROGRESS

## DESCRIPTION

The North Carolina Department of Public Instruction tracks accountability of schools and school systems through The ABCs of Public Education accountability model. Through this accountability model, schools receive an ABC Status and are evaluated for Adequate Yearly Progress (AYP).






Measuring the growth of individual schools helps the community understand where the system is excelling and where more progress is needed.

## TREND STATUS/MEASURES

The trend status for Annual Progress examines whether the trend line for each measure is increasing or decreasing from AY2006-2007 to AY2010-2011\*. The trend for 3rd through 8th grade reading begins in AY2007-2008 due to a change in the exam that year.

### TREND STATUS/MEASURES

### HOW WE MEASURED

	Percent of schools that met expected growth
	Percent of 3rd through 8th grade students proficient in reading
	Percent of 3rd through 8th grade students proficient in mathematics
	Percent of 10th grade students proficient in reading
	Percent of 10th grade students proficient in mathematics

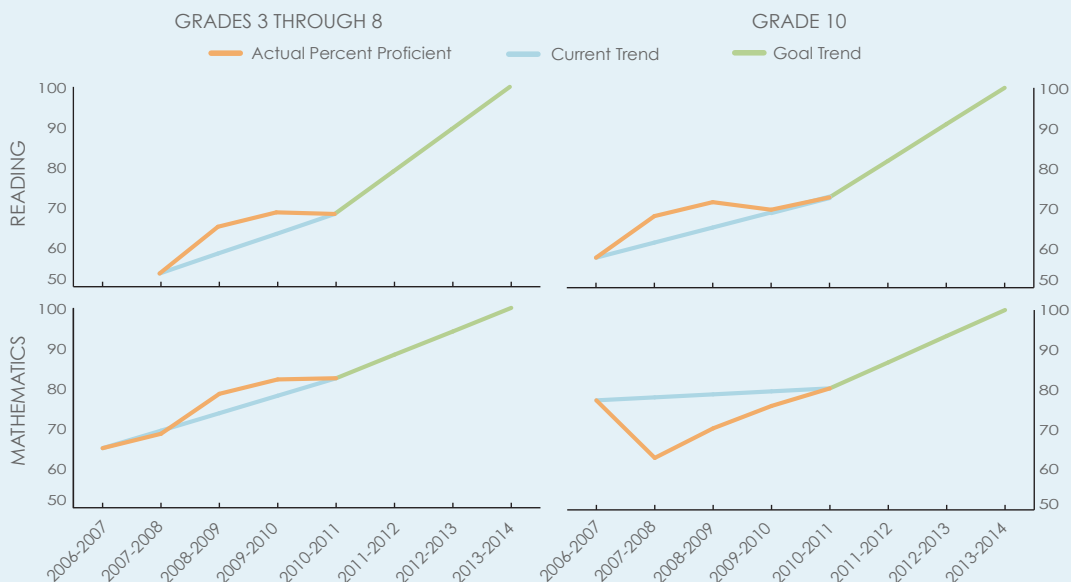
## KEY FINDINGS

### Academic Growth

- At the end of AY2010-2011, 39 percent of Winston-Salem Forsyth County (WS/FC) Schools met expected or high growth, 45 percent met only expected growth, and 23 percent did not meet expected growth.
- From AY2006-2007 to AY2010-2011, the trend is an increase in WS/FC Schools that have met expected growth, from 56 percent of schools to 84 percent respectively. However, while the overall trend is positive, between AY2009-2010 and AY2010-2011 the percent of schools meeting expected growth rates dropped from 93 percent to 84 percent.

### Adequate Yearly Progress Status

- In AY2010-2011 only 20 percent of schools made adequate yearly progress (AYP); this is down from 54.3 percent in AY2009-2010. As a whole WS/FC Schools met 64 out of 78 target goals (82 percent) needed to make AYP, and did not make AYP for the year.
- Figure 3 demonstrates current percent of students proficient\*\* by grade and subject. Proficiency levels in reading grades 3 through 8 started to increase in AY2007-2008 with the exam change.

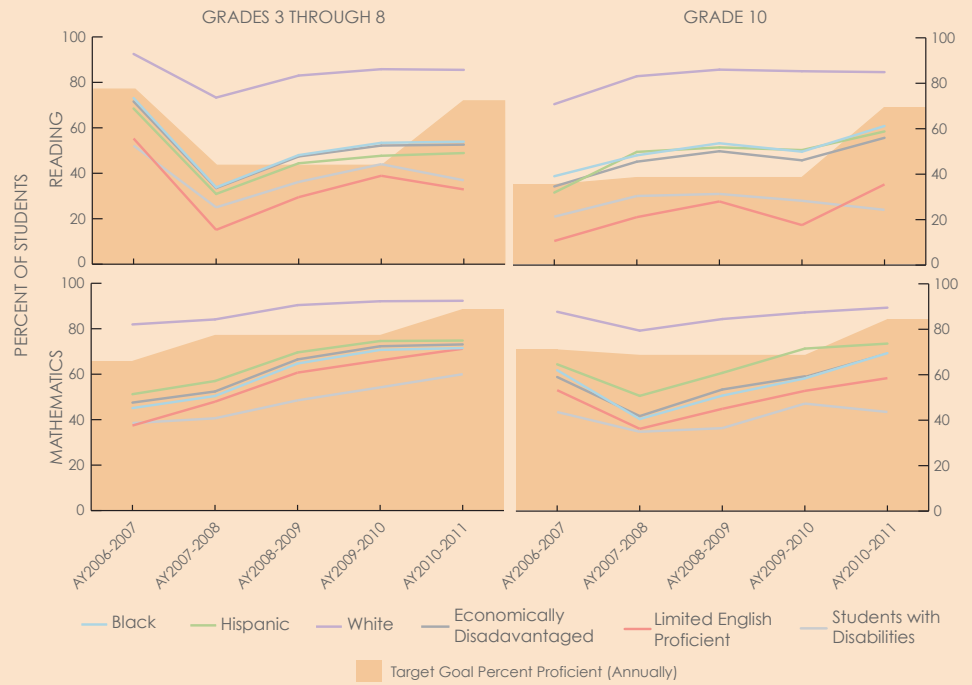


**FIGURE 3. Adequate Yearly Progress Trends, by Grade and Subject (AY2006-2007 through AY2013-2014)**

**FIGURE 4** examines how proficient different subgroups are by grade, subject, and year.

According to the No Child Left Behind Act of 2001 (NCLB) all students should be proficient in reading and mathematics by the end of AY2013-2014. To reach 100 percent, the North Carolina Department of Public Instruction (NC DPI) has established annual target goals for each grade level and subject.

When broken down by subgroup, only white students reach the target annual goal in every subject and grade. In almost all cases, students with a limited English proficiency or a disability are below the target rate.

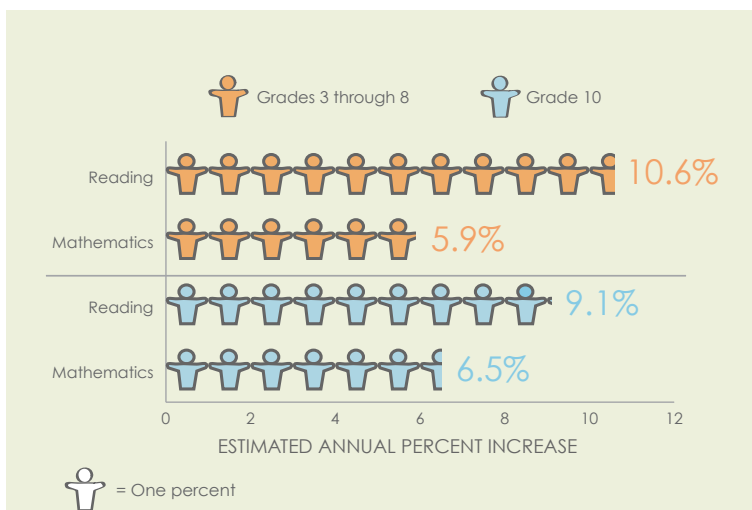


### HOW DO WE MAKE PROGRESS?

The current data suggests that reading levels for all students need the most improvement. To reach the target goal of 100 percent proficiency by AY2013-2014 reading levels for grades

3 through 8 should have an annual percent increase of 10.6, and in grade 10 proficiency levels need to increase by at least 9.1 percent per year.

MEASURES	WHERE WE ARE		WHERE WE COULD BE	
	CURRENT (AY2010-11)	CURRENT ANNUAL CHANGE (AY2006-07 TO 2010-11)	NEEDED ANNUAL CHANGE	TARGET (YEAR)
Reading (Grades 3-8)	68.2%	5.0% (AY2007-08 to AY2010-11)	10.6%	100% (AY2013-14)
Mathematics (Grades 3-8)	82.4%	4.4%	5.9%	100% (AY2013-14)
Reading (Grade 10)	72.6%	3.8%	9.1%	100% (AY2013-14)
Mathematics (Grade 10)	80.4%	0.8%	6.5%	100% (AY2013-14)
Schools that Meet Expected or High Growth	84%	7.0%	.93%	92.4% (AY2019-20)



**FIGURE 5** expresses the annual increase of students it will take to reach 100 percent of students proficient by AY2013-2014.

\* While data for previous years is available, due to the use of new growth formulas starting in 2006, data from before 2006 is not used in comparisons.  
 \*\* A student is proficient if they are at or above grade level.

# WINSTON-SALEM/FORSYTH COUNTY SCHOOLS HIGH SCHOOL GRADUATES

## DESCRIPTION




High school graduation rates are an indicator of the condition of the school environment and quality of school programs. Graduation rates can also reflect a community's support for and value of the educational process. Having a high school degree can lead to higher lifetime earnings, which is related to better health and quality of life. A community with a higher graduation rate is also an indicator of the strength of its workforce.

## TREND STATUS/MEASURES

The trend status for high school graduates indicates that the trend line for graduation rates has increased from AY2005-2006 to AY2010-2011, and dropout rates have decreased from AY2000-2001 to AY2009-2010.

### TREND STATUS/MEASURES

### HOW WE MEASURED

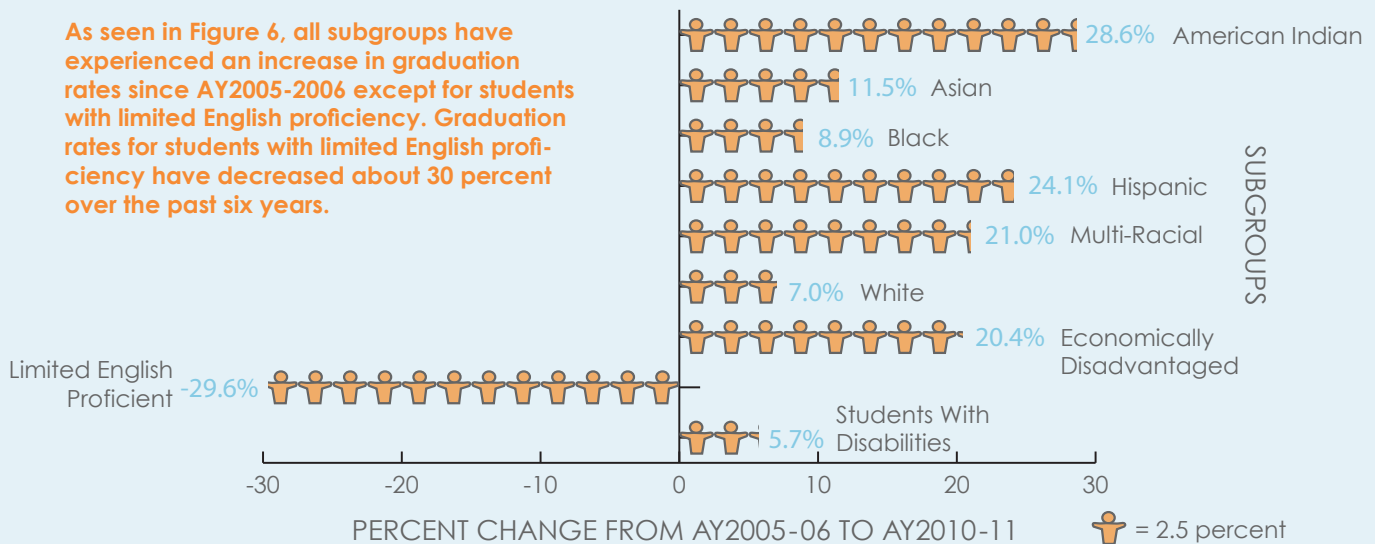
	4-year cohort graduation rate
	5-year cohort graduation rate
	Dropout rate

## KEY FINDINGS

### Cohort Graduation Rate

- Since AY2005-2006 the 4-year cohort graduation rate for all students has increased from 73.7 percent to 78.8 percent for AY2010-2011, a seven percent increase.
- Graduation rates between subgroups vary, with Asian and white students having the highest 4-year cohort graduation rates, on average 73.2 percent and 68.0 percent respectively. Over the last six years the average 4-year cohort graduation rate for black students is 56.3 percent and for Hispanic students is 41.4 percent.
- Students with a limited English proficiency or with a disability have the lowest 4-year cohort graduation rates, 36.1 percent and 44.3 percent respectively.
- The 5-year cohort graduation rate for all students who started school in AY2006-2007 and graduated AY2010-2011 was 78 percent. This is a 1.4 percent increase from the 77 percent graduation rate in AY2006-2007.

**FIGURE 6. 4-Year Cohort Graduation Rate Change by Subgroup, (AY2005-2006 to AY2010-2011)**

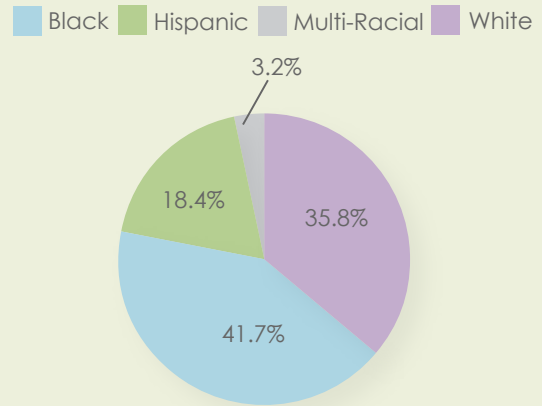


**FIGURE 7. Dropouts from WS/FC Schools by Race/Ethnicity (Average AY2005-2006 through AY2010-2011)**

Figure 7 shows the racial/ethnic composition of 7th through 12th grade students who dropped out of WS/FC Schools. Out of those who dropped out, the highest percent of students were black, while the lowest percent were Asian.

Since AY2000-2001 the dropout rate of 7th through 12th graders has decreased from 3.72 to 2.81 in AY2009-2010, a -0.24 rate change.

Over the last four years the most common reason for dropping out was attendance. Almost half of the students who dropped out said it was for this reason.



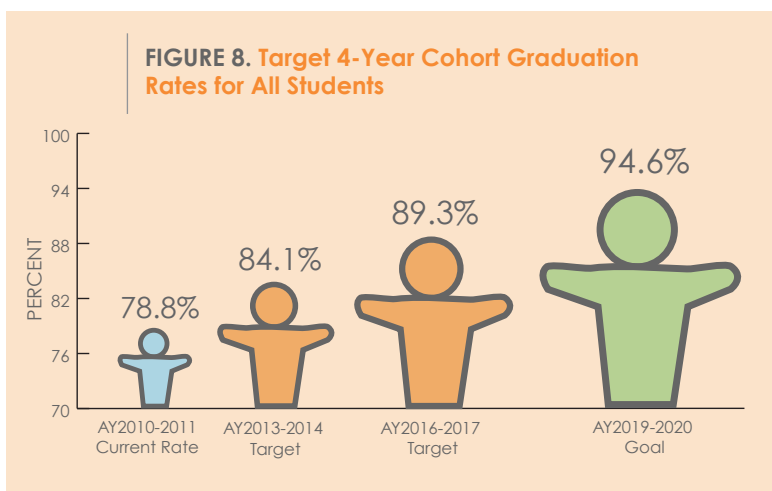
\* Percent of dropouts that were American Indian (0.51%) and Asian (0.46%) were so low they were not included in the graph.

### HOW DO WE MAKE PROGRESS?

To reach the Healthy North Carolina 2020 objective of a 94.6 percent 4-year cohort graduation rate by AY2019-2020, the rate would need to increase by 1.76 percent each year. Figure 8 highlights the target graduation rates needed for AY2013-2014 and 2016-2017.

**TO CONTINUE TO MAKE PROGRESS, THE 4-YEAR COHORT GRADUATION RATE NEEDS TO INCREASE BY 1.76 PERCENT A YEAR.**

MEASURES	WHERE WE ARE		WHERE WE COULD BE	
	CURRENT (YEAR)	CURRENT ANNUAL CHANGE (YEAR RANGE)	NEEDED ANNUAL CHANGE	TARGET (YEAR)
4-year cohort graduation rate	78.8% (AY2010-11)	1.02% (AY2005-06 to AY2010-11)	1.76%	94.6% (AY2019-20)
5-year cohort graduation rate	78.4% (AY2010-11)	0.28% (AY2005-06 to AY2010-11)	1.66%	90.0% (AY2017-18)
Dropout rate	2.81 (AY2009-10)	-0.10 (AY2000-01 to AY2009-10)	-0.03	2.53 (AY2019-20)



# SOURCES

INDICATOR	HOW WE MEASURED	SOURCE OF TARGET GOAL	CURRENT DATA SOURCE
Educational Attainment	Estimated percent of population (25 and older) whose highest level of education is a high school degree	N/A	Table B15002. and Tables C15002A-I Sex by Educational Attainment for the Population 25 Years and Over; 2005-2009 American Community Survey 5-Year Estimations, US Census Bureau, <a href="http://factfinder.census.gov">http://factfinder.census.gov</a>
	Estimated percent of population (25 and older) whose highest level of education is an associate's degree	N/A	Table B15002. and Tables C15002A-I Sex by Educational Attainment for the Population 25 Years and Over; 2005-2009 American Community Survey 5-Year Estimations, US Census Bureau, <a href="http://factfinder.census.gov">http://factfinder.census.gov</a>
	Estimated percent of population (25 and older) whose highest level of education is a bachelor's degree or higher	N/A	Table B15002. and Tables C15002A-I Sex by Educational Attainment for the Population 25 Years and Over; 2005-2009 American Community Survey 5-Year Estimations, US Census Bureau, <a href="http://factfinder.census.gov">http://factfinder.census.gov</a>
	Number of persons enrolled at local universities, colleges, and community colleges	N/A	Table 2. Degree Credit Headcount Enrollment in North Carolina Colleges and Universities by Institution, Residence Status, Attendance Status, and Gender; Statistical Abstract of Higher Education in North Carolina, Division of Institutional Research and Analysis, <a href="http://www.northcarolina.edu/stat_abstract/index.php">http://www.northcarolina.edu/stat_abstract/index.php</a>
	Percent of students at local higher education institutions who are residents of Forsyth County	N/A	Table 14. Geographic Origin of Undergraduate Degree Credit Headcount Enrollment in North Carolina Colleges and Universities by Institution; Statistical Abstract of Higher Education in North Carolina, Division of Institutional Research and Analysis, <a href="http://www.northcarolina.edu/stat_abstract/index.php">http://www.northcarolina.edu/stat_abstract/index.php</a>

Adult Basic Literacy	Total Literacy Program Enrollment	N/A	Critical Success Factors for the North Carolina Community College, Planning & Research Section, North Carolina Community College System, <a href="http://www.nccommunitycolleges.edu/Publications/archivedCsfReports.htm">http://www.nccommunitycolleges.edu/Publications/archivedCsfReports.htm</a>
	Progress of Basic Skills Students	N/A	Critical Success Factors for the North Carolina Community College, Planning & Research Section, North Carolina Community College System, <a href="http://www.nccommunitycolleges.edu/Publications/archivedCsfReports.htm">http://www.nccommunitycolleges.edu/Publications/archivedCsfReports.htm</a>
	English as a Second Language (ESL) Enrollment	N/A	Critical Success Factors for the North Carolina Community College, Planning & Research Section, North Carolina Community College System, <a href="http://www.nccommunitycolleges.edu/Publications/archivedCsfReports.htm">http://www.nccommunitycolleges.edu/Publications/archivedCsfReports.htm</a>

Annual Progress	Percent Proficient Reading Grades 3-8	No Child Left Behind*	Adequate Yearly Progress Reports, Accountability Services Division, NC Department of Public Instruction, <a href="http://www.ncpublicschools.org/accountability/reporting/aypresults">http://www.ncpublicschools.org/accountability/reporting/aypresults</a>
	Percent Proficient Math Grades 3-8	No Child Left Behind*	Adequate Yearly Progress Reports, Accountability Services Division, NC Department of Public Instruction, <a href="http://www.ncpublicschools.org/accountability/reporting/aypresults">http://www.ncpublicschools.org/accountability/reporting/aypresults</a>
	Percent Proficient Reading Grade 10	No Child Left Behind*	Adequate Yearly Progress Reports, Accountability Services Division, NC Department of Public Instruction, <a href="http://www.ncpublicschools.org/accountability/reporting/aypresults">http://www.ncpublicschools.org/accountability/reporting/aypresults</a>
	Percent Proficient Math Grade 10	No Child Left Behind*	Adequate Yearly Progress Reports, Accountability Services Division, NC Department of Public Instruction, <a href="http://www.ncpublicschools.org/accountability/reporting/aypresults">http://www.ncpublicschools.org/accountability/reporting/aypresults</a>
	Percent of Schools that Met Expected Growth	10% Increase	Forsyth County ABC Results (2002 - 2011), The ABCs of Public Education, North Carolina Department of Public Education, <a href="http://abcs.ncpublicschools.org/abcs/">http://abcs.ncpublicschools.org/abcs/</a>

High School Graduation	4-year Cohort Graduation Rates	NC Healthy 2020	Cohort Graduation Rates, The ABCs of Public Education, NC Department of Public Instruction, <a href="http://www.ncpublicschools.org/accountability/reporting/cohortgraduate">http://www.ncpublicschools.org/accountability/reporting/cohortgraduate</a>
	5-year Cohort Graduation Rates	WS/FCS Strategic Plan	Cohort Graduation Rates, The ABCs of Public Education, NC Department of Public Instruction, <a href="http://www.ncpublicschools.org/accountability/reporting/cohortgraduate">http://www.ncpublicschools.org/accountability/reporting/cohortgraduate</a>
	Dropout Rate	10% Decrease	Dropout Data Reports (2005-2006 through 2009-2010), Office of Dropout Prevention, Intervention & Recovery Services, Winston-Salem Forsyth County Schools, <a href="http://www.wsfcs.k12.nc.us/site/Default.aspx?PageID=1048">http://www.wsfcs.k12.nc.us/site/Default.aspx?PageID=1048</a>

\* Targets for Annual Progress are also set by Winston-Salem Forsyth County Schools. For more information on meeting targets, visit [www.forsythfutures.org](http://www.forsythfutures.org).



**4-YEAR COHORT GRADUATION RATES:** Percent of ninth graders who graduate from high school within four years. The rate takes into account students who transferred into and out of the school system, and are deceased.

**5-YEAR COHORT GRADUATION RATES:** Percent of ninth graders who graduate from high school within five years. The 5-year cohort graduation rate includes students in the 4-year rate plus those who were able to graduate in their fifth year. The number of students in the 5-year rate will always be equal to or higher than the 4-year rate from the prior year.

**ABC STATUS:** The ABC Accountability model measures the growth of schools overtime. Status categories are Honor Schools of Excellence, Schools of Excellence, Schools of Distinction, Schools of Progress, No Recognition Schools, Priority Schools, and Low-Performing Schools.

**ADEQUATE YEARLY PROGRESS (AYP):** AYP is a measure, included in the federal No Child Left Behind (NCLB) act, which uses standardized tests to track academic performance of public schools and school systems. According to NCLB all students in public schools are expected to have achieved proficiency by the end of the 2013-2014 academic year. In Forsyth County, Adequate Yearly Progress exams and End of Grade exams are the same standardized exam.

**BASIC SKILLS PROGRAMS:** Programs included in this category are Adult Basic Education, Adult High School, General Education Development (GED), Compensatory Education, and English as a Second Language.

**DROPOUT RATE:** State Board of Education policy (HSP-Q-001) defines dropout as “any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school.” To calculate the dropout rate, a student who was enrolled during the previous year, but is not enrolled on the 20th day of the current school year is considered a drop out.

**ENGLISH AS A SECOND LANGUAGE:** English as a Second Language (ESL) is a program of instruction designed for adults who are limited English proficient and whose primary language is not English. These students need to improve their speaking, reading, writing, and understanding of the English language to further their education or obtain employment.

**LIMITED ENGLISH PROFICIENT:** A student who is limited English proficient is an individual between the ages of 3 and 21, is enrolled in a US elementary or secondary school, and meets the following requirements — was not born in the United States, speaks a native language other than English, comes from an environment where English is not the dominant language, and/or cannot learn successfully in a classrooms where instruction is in English, score at the proficient level on assessment exams, or participate fully in society due to difficulties in speaking, reading, writing, or understanding English.

**PROFICIENT:** At or above grade level.

**PROGRESS OF BASIC SKILLS STUDENTS:** “The aggregate percentage of adult literacy students completing a level of literacy, progressing within a level of literacy, or completing a predetermined goal.

## Trend Status & Target Goals

**TREND STATUS:** For the purposes of this project Trend Status is defined as a positive or negative trend based on a trend of 10 years, if available. Positive meaning the trend is going in the desired direction, and negative meaning the trend is moving away from the desired direction. If data for 10 years past was not available, the trend was based on available years.

**TARGET GOALS:** In most cases target goals and years were set based on the Healthy North Carolina 2020 Objectives, or the federal Healthy People 2020 objectives if a state objective did not exist. In some cases a state or federal entity, related to the indicator, set a target goal and year. If so, this is the goal used. When there was not a set target goal or year the target is based on a 10 percent improvement by 2020.

**DEMOGRAPHIC INDICATORS:** For indicators that have demographic measures, data that defines characteristics of Forsyth County, trend status and target goals were not set due to the nature of these data sets.

## Definition Sources:

*Calculations Used for the 4 and 5-year Cohort Graduation Rates*, Accountability Services Division, Department of Public Instruction, <http://www.ncpublicschools.org/accountability/>

*ABCs/AYP 2011 Accountability Report Background Packet*, Public Schools of North Carolina, State Board of Education/Department of Public Instruction, <http://abcs.ncpublicschools.org/abcs/index.jsp?pYear=2010-2011>

*Dropout Data Report*, Office of Dropout Prevention, Intervention & Recovery Services, Department of Student Services; Winston-Salem Forsyth County Schools

*Critical Success Factors for the North Carolina Community College*, Planning & Research Section, North Carolina Community College System, <http://www.nccommunitycolleges.edu/Publications/archivedCsfReports.htm>