

2008-2009 Annual Report

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Board of Education: Leading CMS

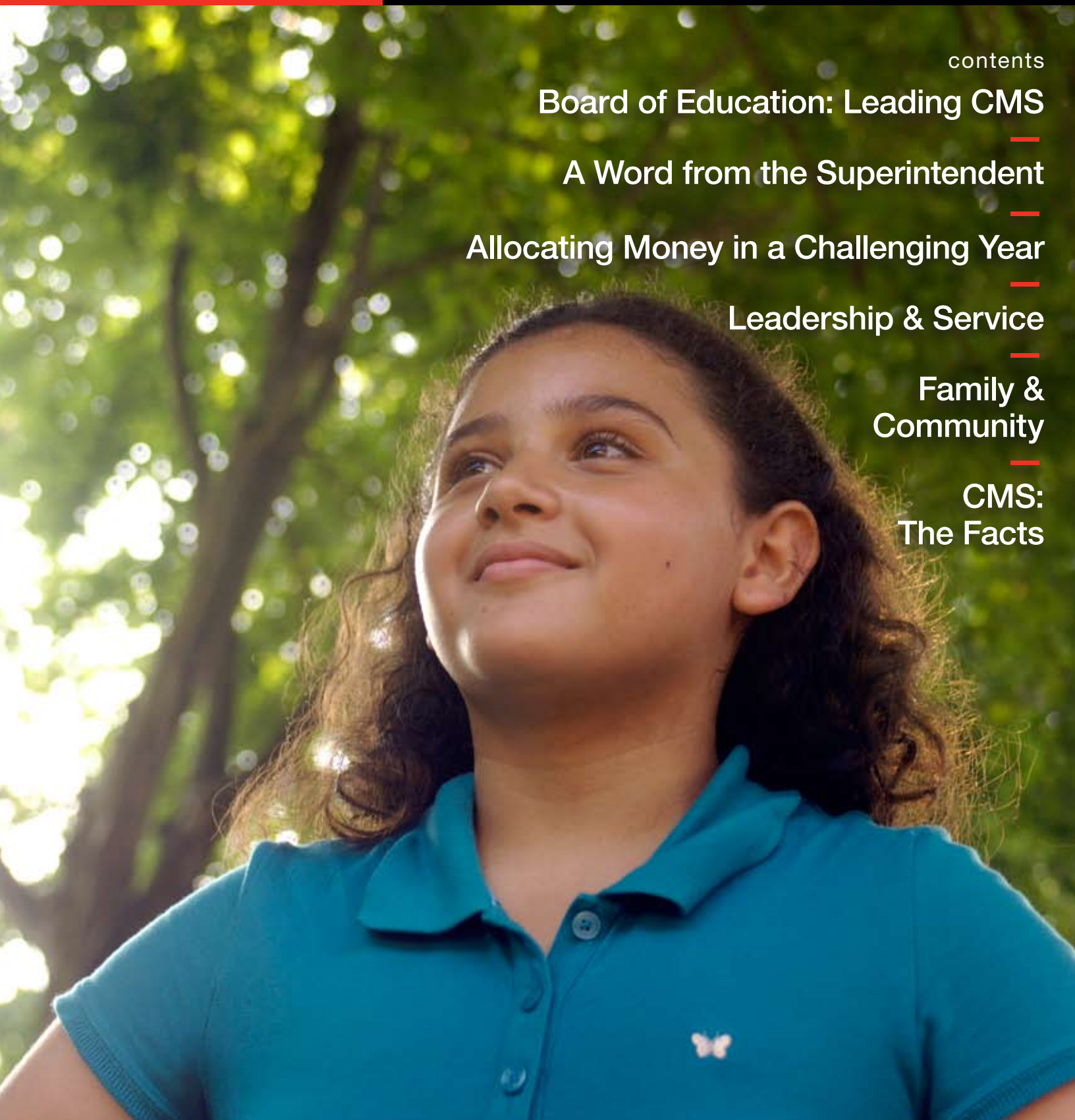
A Word from the Superintendent

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Leadership & Service

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CMS:
The Facts



Reach Further. **Global competitiveness starts here.**

Welcome to the Charlotte-Mecklenburg Schools (CMS) annual report for the 2008-2009 school and fiscal years. This is our first report of its kind and it contains information ranging from academic highlights to difficult budgetary decisions.

You will also learn about some of the initiatives and programs designed to help our students grow academically and socially in preparation for a technologically savvy and globally competitive society.

CMS makes every effort to keep the community informed about how we function, how well our students are performing academically and what areas we need to improve. Please share this report with colleagues, friends and family and let us know if you have any questions. We appreciate your support and continued interest in CMS.



Board of Education

Leading CMS in the Right Direction

The Charlotte-Mecklenburg Board of Education began the 2008-2009 school year under the leadership of long-time educator and Board chairman “Coach” Joe White. A period of transition followed the resignation of Board members Vilma Leake (District 2) and George Dunlap (District 3). Ms. Leake and Mr. Dunlap joined the Mecklenburg Board of County Commissioners. They were replaced by Kimberly Mitchell-Walker and James L. Ross, II. In addition, the Board elected a new chairperson, Molly Griffin, and Kaye Bernard McGarry, M.Ed., as vice-chairperson.

2008-2009 Highlights of Board Actions

The Board took action on several important and challenging topics in this school year. These included making changes to the district’s magnet programs and student assignment plan, changing the requirements for high school graduation and instituting new policies to protect students against registered sex offenders. Board members also authorized the district to use, for the first time, an online auction process to sell surplus school property. Going green is important to the Board. It passed a policy stating that CMS must continue and strengthen its efforts to be effective stewards of the region’s natural resources.

Charlotte-Mecklenburg Board of Education



Front row (L to R): Kimberly Mitchell-Walker, District 2; Molly Griffin, Chairperson, District 5; Kaye Bernard McGarry, M.Ed., Vice-Chairperson, At-Large

Middle row (L to R): James L. Ross, II, District 3; “Coach” Joe I. White, Jr., At-Large; Ken Gjertsen, District 6

Back row (L to R): Tom Tate, District 4; Larry Gauvreau, District 1; Trent Merchant, At-Large

Superintendent

An Overview of 2008-2009

Each year, CMS works to increase academic achievement and provides safe and challenging learning environments for all of our students.

Together, the Charlotte-Mecklenburg Board of Education and educators worked hard this year to strengthen learning and instruction while further extending our classrooms into the local and global community.

It was also a year filled with unprecedented economic challenges. Despite the regrettable reduction of our workforce, our staff and administrators remained focused on our most important task: educating students. As a result, student achievement increased on our state End-of-Course and End-of-Grade tests in 22 of 23 areas tested. Also, nearly every school in CMS, 89.6 percent, averaged a year's academic progress in the 2008-2009 school year, surpassing one of the biggest goals in our *Strategic Plan 2010* on academic achievement. We are very proud of the hard work of our students, teachers and administrators.

Launching the Data Dashboard, providing school-specific information to parents and redesigning our Web site helped expand our commitment to accountability, candor and transparency.

We also strengthened our partnerships with businesses, faith organizations and community groups and we formed new ones. We greatly appreciate the community's support and commitment to helping our students and their families.

In 2008-2009, we reached new academic heights, fostered more leadership opportunities for students and staff and worked more wisely with limited resources. We are building and strengthening efforts so that all CMS students can reach their full potential.



Dr. Peter C. Gorman,
Superintendent

2008-2009 Highlights

- Increased student achievement in 22 of 23 areas tested on End-of-Course and End-of-Grade exams
- Opened six new schools
- Provided Freedom and Flexibility with Accountability for experienced principals
- Strengthened school leadership through the Strategic Staffing Initiative
- Launched the Data Dashboard
- Sent School Progress Reports to CMS families
- Launched new user-friendly Web site
- Created new rules for athletic eligibility
- Launched Parent University

Academic Achievement

CMS Shows Gains in Academic Achievement

Increasing academic achievement and narrowing the achievement gap remain among the most important goals of CMS.

The 2008-2009 school year showed encouraging progress in the North Carolina End-Of-Grade and End-of-Course test results, with our students making improvement in 22 of 23 areas tested. End-of-Grade tests, required by the state, are given at the end of the year in grades three through eight in reading, math and science. End-of-Course tests are given in 10 subject areas for middle and high school students, with five of the 10 tests counting as part of the high school exit standard. Districtwide, scores rose in almost every area, with significant gains in reading, math and science. As a result of our students' excellent academic progress, 89.6 percent of CMS schools showed a year's growth.

We are also making progress on narrowing the achievement gap. Scores showed the gap narrowed by 11 points for African-American students compared to white students and by 12 points between Hispanic and white students.

Adequate Yearly Progress

The federal No Child Left Behind Act requires that every school make Adequate Yearly Progress (AYP). State test results are used to set AYP proficiency targets for every grade. Targets are set for schools as a whole and for nine separate subgroups: white, black, Hispanic, Native American, Asian, multiracial, economically disadvantaged students, students with limited English proficiency and students with disabilities. AYP is an all-or-nothing standard requiring every target to be met.



“I am very impressed with my children’s teachers at Piney Grove Elementary. My sons were immensely challenged, engaged and motivated to achieve, and as a result, they showed progress last year. Their teachers are raising the bar for education.”

– Kevin Smith, CMS parent –

Academic Achievement

K-8 Achievement: Making Progress

End-of-Grade Tests

The state-mandated End-of-Grade tests show a consistent improvement over the last three years in both math and reading. It is important to note that the state introduced a new reading test in 2007-2008. As a result of more rigorous expectations, reading scores declined across the state, including in CMS.

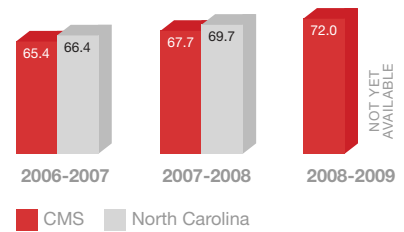
National Assessment of Education Progress

The National Assessment of Educational Progress provides a representative measure of nationwide academic achievement in key subjects. Results are analyzed from selected urban public school districts.



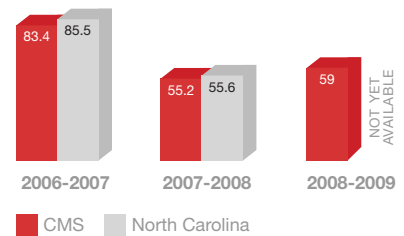
End of Grade (Mathematics) Grades 3 through 8

Percentage of students at or above grade level in mathematics:



End of Grade (Reading) Grades 3 through 8

Percentage of students at or above grade level in reading:

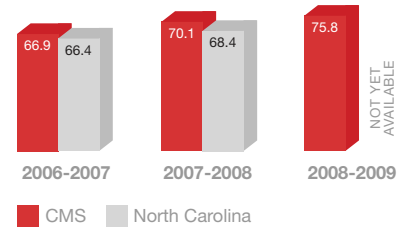


Academic Achievement

9-12 Achievement: Preparing for College and Beyond

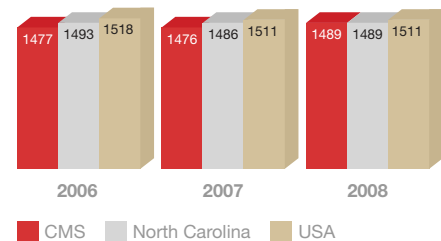
End-of-Course Tests

During the past three years, CMS students have shown steady academic progress on End-of-Course tests and, over the past two years, have scored above other students from across the state. These tests are given in 10 high school subject areas, with five of the 10 tests counting as part of the high school exit standard. The chart shows the number of students at or above grade level.



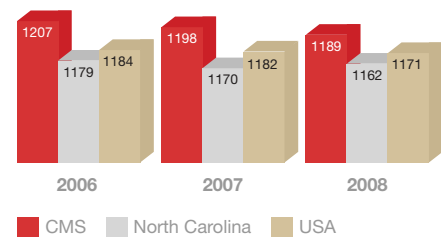
SAT Scores: All Students

College-bound CMS students who have taken the SAT score approximately on par with students across the state and just below students nationally. The SAT assesses critical reading, mathematics and writing and is one of the many criteria used by colleges to make admissions decisions.



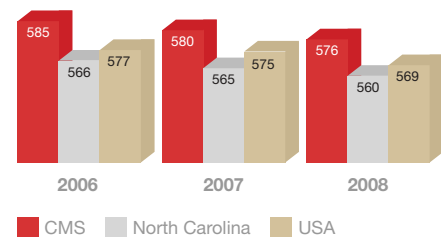
SAT Top Tenth Percentile: Critical Reading and Math

In order to challenge our brightest students, CMS offers Advanced Placement and honors courses, as well as International Baccalaureate programs. As a result, our students are consistently learning more, achieving more and outscoring students from across the country. Being competitive locally and nationally can only help our students become globally competitive.



SAT Top Tenth Percentile: Writing

CMS students understand the fundamentals of writing and are among the strongest writers in the country, according to SAT writing results over the past three years. From Providence to Myers Park high schools, CMS' brightest students hone their skills by writing articles and editorials as part of award-winning student newspaper and magazine staffs.



Academic Achievement

Using Test Score to Gauge Growth

ABC Results

The number of CMS schools receiving High Growth and Expected Growth status increased in the 2008-2009 school year, surpassing a district goal for academic achievement. These designations are part of the North Carolina school-level accountability system, called Accountability, Basics and Local Control (ABC).

The ABC system allows the North Carolina Department of Public Instruction to better target its school improvement efforts and measure the academic growth of students from year to year. CMS uses the ratings and information from the ABC results to drive classroom instruction and tailor academics to individual student needs.

ABC scores indicate the percentage of students in a school who are learning at or above grade level. It also analyzes student growth as an indication of the rate at which students are learning over the past year.



Principal Intern Jack McIver assisting students at Collinswood Language Academy. Collinswood made High Growth in 2008-2009 and is a School of Distinction.

Percentage of Schools Making Expected or High Growth

2004-05	73.5%
2005-06	54.3%
2006-07	67.5%
2007-08	78.3%
2008-09	89.6%

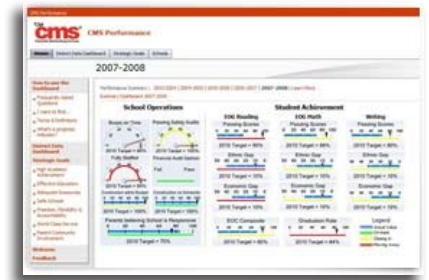
Accountability

Better Performance Begins with Better Information

CMS believes teachers, staff, administrators and parents can improve student performance by having access to information, analyzing data from test scores to drive instruction and better utilizing technology. In 2008-2009, CMS advanced several data-driven initiatives that gave parents and the community at large a first-hand look into the district, its schools and student performance.

Data Dashboard

Looking for school test scores, school safety, financial performance or even bus punctuality became easier to do this year, courtesy of the Data Dashboard. This is a Web-based tool using Microsoft-based platforms that allows parents, teachers and administrators to view specific measures of student achievement, such as End-of-Grade and End-of-Course test scores and year-to-year trends. In addition, parents can easily compare the performance of their children's school with other schools in the district. The information is provided in an easy-to-understand scorecard format. More than 104,000 Web site hits to the Data Dashboard have been recorded since its implementation.



The Data Warehousing Institute, a global educational group, has recognized the CMS Data Dashboard with its 2009 Best Practices award in the government and nonprofit category. The award recognizes excellence in developing and deploying business-intelligence and data-warehousing applications. The Data Dashboard also won a place on Microsoft's current top 10 demonstration sites for business-intelligence solutions.

School Progress Reports

In December 2008, CMS sent School Progress Reports home with students for the first time. The reports contained a comprehensive assessment of each of the district's 167 schools for the 2007-2008 school year. They included a letter from the school principal, information about students and staff, testing data, parent involvement in the school, staff education and experience and school safety. Data included in the reports came from federal and state testing, surveys conducted by CMS and other information collected by the district. The reports, available in English and Spanish, were sent to CMS families.



Managing for Performance

Time, effort and capital have already been invested in exploring what type of electronic data teachers need and how they can use it quickly to assess and help students in the classroom. Through a \$1.4 million grant from the Bill & Melinda Gates Foundation, CMS is helping students in low-performing schools by helping their teachers. CMS is training teachers and staff on how to use student-performance data to strengthen, accelerate and guide classroom instruction. By the start of the 2009-2010 school year, CMS plans to use the Data Dashboard to give teachers in all CMS schools comprehensive, quantitative data that will quickly help students when and where they need it the most.

Leadership & Service

Strong Leadership Impacts Academics

Giving teachers and administrators support and the tools to be effective in the classroom each day remains a top priority at CMS. We are strategically staffing schools, filling teacher vacancies with highly skilled staff, providing teacher development and training and implementing programs for leadership development. As a result, we are moving closer to fulfilling our goal of placing effective educators in and around every classroom in the district.

New Leaders for New Schools

The Next Generation of Visionary Leaders

CMS is now a partner with New Leaders for New Schools, a nationally recognized nonprofit organization that helps prepare passionate and effective educators to become successful principals in high-need CMS schools. Over the next six years, CMS and New Leaders for New Schools will recruit, select, train and support more than 50 highly talented and motivated new principals to replace principals who retire or leave CMS. CMS recently selected the first cohort of principals who are expected to make a long-term commitment to serve CMS and to achieve ambitious goals for students.



Dr. Gorman, Chief Academic Officer Ann Clark, Charlotte Executive Director for New Leaders for New Schools Eric Guckian, and others announcing the New Leaders for New Schools partnership to help prepare effective educators to become successful principals in high-need CMS schools.

Leaders for Tomorrow

Nurturing and Building a Pipeline of Leadership

New CMS leaders are being developed through Leaders for Tomorrow, an innovative partnership with Winthrop University. The participants will make a commitment to serve as administrators at high-needs schools or in central office leadership positions. Twenty-five CMS aspiring leaders are earning an accredited Masters of Education in Educational Leadership. The program has received seed money for the first two years from Allen Tate Realtors and Advantage Carolina.



Kimberly Cobb teaching English and literature to students at South Mecklenburg High.

Leadership & Service

Teach for America

Retaining Young Teachers

Teach For America (TFA) teachers continue to make a major difference in the lives of CMS students. TFA is a national corps of recent college graduates who commit two years to teach in urban and rural public schools and become lifelong leaders. The district had 144 new TFA teachers in the 2008-2009 school year. The C.D. Spangler Foundation donated \$4 million to increase the number of TFA corps members in CMS in 2007.



First year Teach for America educator, Zondwayo Mulwanda, taught at Reid Park Elementary this year. He is among dozens of recent college graduates who committed two years to teach at CMS.

Strategic Staffing Initiative

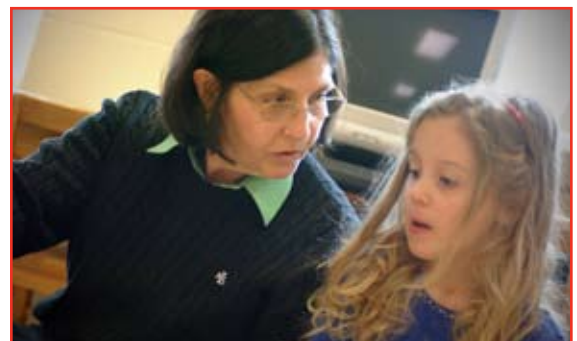
Placing Principals in the Right Leadership Seats

This was the first full year of leadership under the Strategic Staffing Initiative, an effort to place some of the district's strongest principals in struggling schools to bolster academic performance. In May 2008, Dr. Gorman identified seven more principals and placed them in schools to bolster performance. The strategically staffed principals and their schools are:

- Avery Mitchell, *Albemarle Road Middle*
- Celeste Spears-Ellis, *Allenbrook Elementary*
- Tonya Kales, *Ashley Park Elementary*
- Denise Watts, *Bishop Spaugh Community Academy*
- Brenda Steadman, *Briarwood Elementary*
- Steve Hall, *Bruns Avenue Elementary*
- Suzanne Gimenez, *Devonshire Elementary*
- Beverly Newsome, *Druid Hills Elementary*
- Mary Jo Koenig, *Paw Creek Elementary*
- Nancy Hicks, *Ranson Middle*
- Mary Sturge, *Reid Park Elementary*
- Nancy Guzman, *Sterling Elementary*
- Dr. Catherine Hammond, *Thomasboro Elementary*
- Kendra March, *Westerly Hills Elementary*



Bruns Avenue principal Steve Hall talking with Dr. Gorman on the first day of school.



CMS allows some of its most effective principals to make decisions at the school level to enhance instruction and strengthen student performance.

Freedom and Flexibility with Accountability

Giving Flexibility to Experienced Principals

Forty-eight principals, including 15 from FOCUS (Finding Opportunities; Creating Unparalleled Success) schools, received Freedom and Flexibility this year. This is an initiative, adopted in 2006, which allows principals to make decisions at the school level that best fit the academic needs of the school. It gives principals more flexibility with instruction, class size, discipline and use of existing resources.

Family & Community

Strengthening Students, Parents and Families

When students need further attention, assistance, hands-on experience or just a little extra motivation, providing community and social support becomes an important part of a child's academic development. The district's Pre-K-12 Support Services Department and the Office of Strategic Partnerships engage and partner with community residents and stakeholders and seek to maximize resources to benefit all CMS students and families.

Pre-K-12 Support Services

The department comprises highly trained school psychologists, social workers, counselors, parent advocates and community support specialists. This team of experts provides a network of professional support and access to community services for students and their families. The goal of the department is to promote healthy development for students, while addressing barriers that prevent children from learning and reaching their full potential.



University of North Carolina at Chapel Hill Chancellor Holden Thorpe talking to students at West Charlotte High about higher-education opportunities at UNC. Counselors from UNC work directly with school administrators to inform students of programs and help them enroll.

Parent University

Actively involved parents and guardians play a critical role in helping their children become academically and socially successful. In September 2008, CMS launched Parent University to help parents become full partners in their children's education. Parent University offers a variety of free classes at various locations throughout Mecklenburg County. The program became an instant success, with nearly 10,000 attendees participating in classes from September 2008 through May 2009. In addition, the program put on two family-friendly events, one at the National Whitewater Center and the other at a Charlotte Checkers hockey game. More than 12,000 families attended the events. In addition, more than 170 CMS teachers, administrators, counselors as well as community and business leaders offered in-kind support for Parent University by serving as presenters, advisory council members, curriculum review committee members and volunteers.

Dropout Prevention

School social workers provide comprehensive services, including counseling support, to students (and their families) who are at risk of dropping out of school. Beginning in 2008-2009, every CMS middle school had a truancy coordinator dedicated to working with students to reduce the dropout rate and truancy. Social workers also introduced the Truancy Court program at 12 CMS elementary and middle schools. The program uses a multi-disciplinary team of school and community personnel to work on approaches that address and reduce excessive unexcused absences and tardiness, which are common threads among most student dropouts.

CMS Dropout Rate Declines

The dropout rate for CMS declined in 2007-2008 (latest available information), falling to 5.91 percent for the year, compared to a rate of 6.39 percent the previous year. That compares to a state rate of 4.97 percent. The declining number is a positive indicator of progress, and CMS continues to work in a variety of ways to keep students in school so that they graduate.

Family & Community

Gang Prevention

CMS works with several community groups and organizations, such as the Charlotte-Mecklenburg Police Department, to inform schools, students, parents and staff members about gang awareness and prevention. More than 150 presentations have been given by the CMS gang prevention specialist this year. CMS also has several other initiatives in collaboration with CMPD's Gang of One Program, including the Danger In Gangs initiative that provides gang-prevention resources for students in 27 elementary schools.

CMS applied for a \$1.6 million federal grant to expand No Easy Walk, a gang-prevention and character-education program. The program is currently used in three middle schools: Martin Luther King, Jr., Bishop Spaugh and Turning Point Academy. The grant would extend it into nine of the district's FOCUS (Finding Opportunities; Creating Unparalleled Success) middle schools. The program puts resources in schools where children need individual attention and extra support. For example, Martin Luther King, Jr. Middle School students participating in their first year of No Easy Walk had fewer out-of-school suspension days than other students. Those same students also improved their math End-of-Grade scores.

Office of Strategic Partnerships

The role of the Office of Strategic Partnerships is to manage volunteers and partners for the district. CMS makes it a priority to initiate, cultivate and sustain community support by strengthening business, faith-based and school-to-school partnerships. Preparing students to succeed is a community responsibility and CMS is extremely fortunate to have a long history of support from parents, businesses and other community representatives.

Volunteers and Mentors

School year 2008-2009 saw more than 33,000 volunteers and partners give almost 150,000 hours of their time to CMS schools. That figure includes almost 20,000 hours of tutoring, more than 7,000 hours of mentoring and thousands more hours helping in countless other ways—parent-teacher associations, playground builds, school programs, after-school programs and more. Stellar teaching, astute leadership and dedicated support from the community all help to strengthen schools and make them fertile learning environments.

Faith, Community and Business Partnerships

CMS currently has more than 200 faith-based partnerships, hundreds of business partnerships and 44 partnerships in the SchoolMates program. SchoolMates is designed to encourage parent-teacher associations to share resources and information with other schools. By building a partnership infrastructure that is responsive to school and community needs, CMS can effectively and efficiently address student needs, engage the public in education endeavors and ultimately help strengthen the entire Charlotte-Mecklenburg community.

Charlotte-Mecklenburg Public Schools Foundation

Founded in 2003, the Charlotte-Mecklenburg Public Schools Foundation is a 501(c)(3) nonprofit organization dedicated to raising funds for CMS school- and district-based initiatives that promote and support high academic achievement. The foundation also manages special funds, such as the Thomasboro Elementary Resource Fund, sponsored by Evergreen Investments, and the Debbie Antshel Memorial Central Piedmont Community College Scholarship. Since its inception, the foundation has raised \$1,513,275 from 401 gifts from individuals, corporations and foundations, with \$1,193,560 donated to schools and district projects. In 2008-2009, the foundation raised \$258,294 from 58 grants and donations.

Planning for the Future

Each Year. Same Commitment.

CMS needs no more inspiration to move forward and improve than the 134,000-plus students in our classrooms each school day. As we plan ahead, investigate and invest in ways to make CMS students more globally competitive, we have a strong and keen focus on achievement initiatives, wrap-around services and supplemental programs to develop the total student academically and socially. In each decision we make, we ask, “Will this help our students achieve?” As we construct new schools or craft a new framework of operations, we are always keeping in mind our primary focus: student achievement.



Dr. Cindy Moss, Director, Pre-K-12 Math and Science at CMS, talking to members of the Academy of Engineering about math and science programs at CMS.

New Schools Will Open in 2009-2010

Overcrowding has long been a concern for CMS. Building new schools to accommodate students is one of the answers. Careful calculations and state and local information suggest that student growth is slowing. However, many CMS schools have been over capacity for years and the need to expand still exists. For the 2009-2010 school year, six new schools will open: Berewick Elementary, Ridge Road Middle, River Gate Elementary, River Oaks Academy, Stoney Creek Elementary and Whitewater Middle. All are providing relief for overcrowded schools and reducing or eliminating mobile units at some schools. For the 2010-2011 school year, two new high schools, Bailey Road and Mint Hill, will open also to relieve overcrowding.

All of the schools opening in 2009-2010 and 2010-2011 are funded as part of a \$516 million bond package approved by voters in 2007. Unfortunately, the remaining projects in the package may be delayed as the economy has affected current revenues. The lack of additional revenues has also severely limited the county's ability to issue more debt.

Planning Ahead to 2014

Charting a new and comprehensive framework to guide how CMS functions and helps students learn more, achieve more and aspire to be great is an immense undertaking. As CMS creates a strategic plan for 2014 to bring us closer to the Charlotte-Mecklenburg Board of Education's vision and mission, the district will continue its focus on academic excellence. We recognize the only way to achieve at least one year's growth at every grade level is to increase teacher capacity and quality through additional professional development and support staff.

In *Strategic Plan 2014*, the same fundamental goal applies. We are also looking at additional goals and strategies to make CMS academically stronger and more economically efficient. Each proposed goal includes objectives to measure performance and strategies to reach those objectives. We plan to launch this four-year plan on July 1, 2010. As we plan into the next decade, it is important that you are involved in how we move forward. We are planning a series of community meetings beginning this September and we want your thoughts and feedback. The children of the Charlotte-Mecklenburg community deserve to have the best education possible. With your help, we can continue providing a world-class education for our community.

Financials

Staying the Course to Educate Our Students

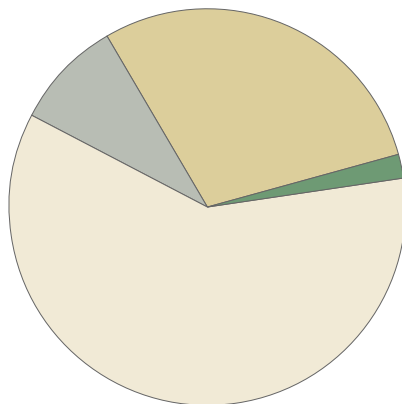
Every budget in every year is a challenge. The 2008-2009 budget year was no different and it presented CMS with some unusual challenges and tough decisions. Despite general economic circumstances, maintaining and improving student academic achievement remained our top priority. Most of our budget was committed to personnel costs at the school level for teachers, principals and support staff, which is where the majority of our dollars should be spent. This year, 83 percent of our \$1.2 billion operating budget was allocated for personnel costs, and 85 percent of that was spent at the school level. Although we had to make the difficult decision to reduce school staff, we were still able to raise student achievement while operating within an era of unprecedented limited economic means.

2008-2009 Operating Budget Challenges

We received \$10 million of the \$28.4 million requested from Mecklenburg County. As a result, we made \$17.9 million in spending reductions this year. Cost-saving measures included:

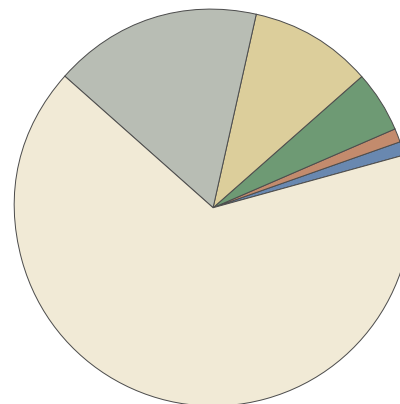
- Reduced central office department budgets: \$3.6 million
- Reallocated assistant principals, media specialists and media assistants: \$5.1 million
- Reduced maintenance operations budget: \$2.5 million

2008-2009 Financial Sources



\$718.6M - 60% State
 \$101.6M - 9% Federal/Special Programs
 \$351.4M - 29% Local
 \$23.1M - 2% Other Local

2008-2009 Financial Uses



\$791.0M - 66% Salaries
 \$200.9M - 17% Benefits
 \$118.6M - 10% Purchased Services
 \$63.3M - 5% Supplies and Materials
 \$7.9M - 1% Furniture and Equipment
 \$13.0M - 1% Other

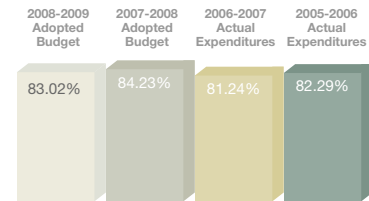
Financials

People Are Our Primary Investment

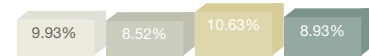
One of the most valuable resources we have at CMS is our employees. Our spending shows a direct investment in supporting our teachers and school staff. They are the people on the front lines, leading instruction in the classrooms and providing high-quality educational experiences for our students. There is nothing more important than ensuring that trained, effective educators are in positions to have the greatest possible impact on educating tomorrow's leaders.

CMS is one of the largest employers in one of the nation's fastest-growing metropolitan areas. Our district provides jobs for thousands of people who are passionate about education and improving the quality of life in Mecklenburg County. Each day, CMS employees put all of our hard-earned tax dollars to work to assist, support and teach our children.

Salaries and Benefits



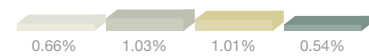
Purchased Services



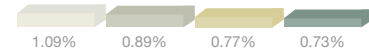
Materials and Supplies



Furniture and Equipment



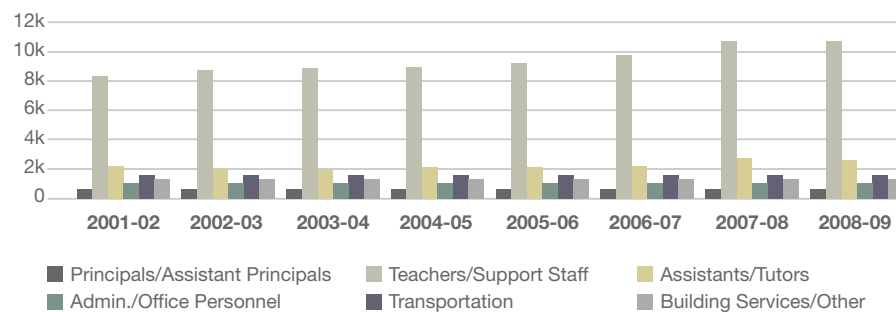
Other



Summary of Staffing

CMS has historically and consistently invested in improving academic performance by placing teachers and support staff in the classroom while keeping administrative and operational costs down. CMS is strategic about what schools need to be successful and knows that trained, effective staff is essential in every classroom. This is yet another positive trend that ties directly to the mission and vision of CMS and the Charlotte-Mecklenburg Board of Education to improve academic performance.

Number of Staff



2008-2009 Staff Details

Principals/Assistant Princ.	429
Teachers & Support Staff	10,497
Assistants, Tutors & Support	2,591
Administration & Office Personnel	1,255
Transportation	1,506
Building Services & Other	1,318
Totals:	17,596

Learn More About CMS

The public school system in Charlotte dates back to 1882 when T.J. Mitchell, the superintendent of the city's segregated school system, opened South School for white children and Myers Street School for African-American children. Since that time, CMS has emerged as one of the nation's premier school districts that celebrates its diversity, upholds equitable practices and provides enriching opportunities for all children. CMS is a countywide school district comprising approximately 134,000 students, representing more than 160 countries and 140 languages in 172 schools.

Our Vision

CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

Our Mission

The mission of the Charlotte-Mecklenburg Schools is to maximize academic achievement by every student in every school.

Select Achievement Highlights

Scholarship Money

The class of 2009 set a new record for scholarship money in CMS with a total of \$76.2 million earned by 25 high schools. There were 15 high schools earning \$1 million or more, and eight earning more than \$4 million.

Educator of Distinction

Harding University High English teacher Tricia Barnes-Parkins was selected as a Claes Nobel Educator of Distinction by the National Society of High School Scholars because of her outstanding dedication and commitment to excellence in the classroom.

National Recognition

Providence High School was honored by *U.S. News & World Report* and School Evaluation Services as one of only 17 high schools in the country to receive an honorable mention award for academic excellence.

State Science Olympiad

Jay M. Robinson Middle won its third consecutive state Science Olympiad championship in 2009, beating 43 other middle schools for the top spot.

Outstanding Contributions to Science

CMS educator Dr. Cindy Moss received the North Carolina Science, Technology, Engineering and Mathematics award for outstanding contributions to science. Moss was also appointed to the national Urban Science Education Advisory Board in 2009.

Inspirational Teachers

Three CMS teachers—Katie Willett, Independence High; Tiffany DiMatteo, Myers Park High; and Eric Yarborough, Providence High—received the 2009 NC State Inspirational Teacher Award, a recognition honoring excellence in high school teachers.

Please contact us with your comments or questions:

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