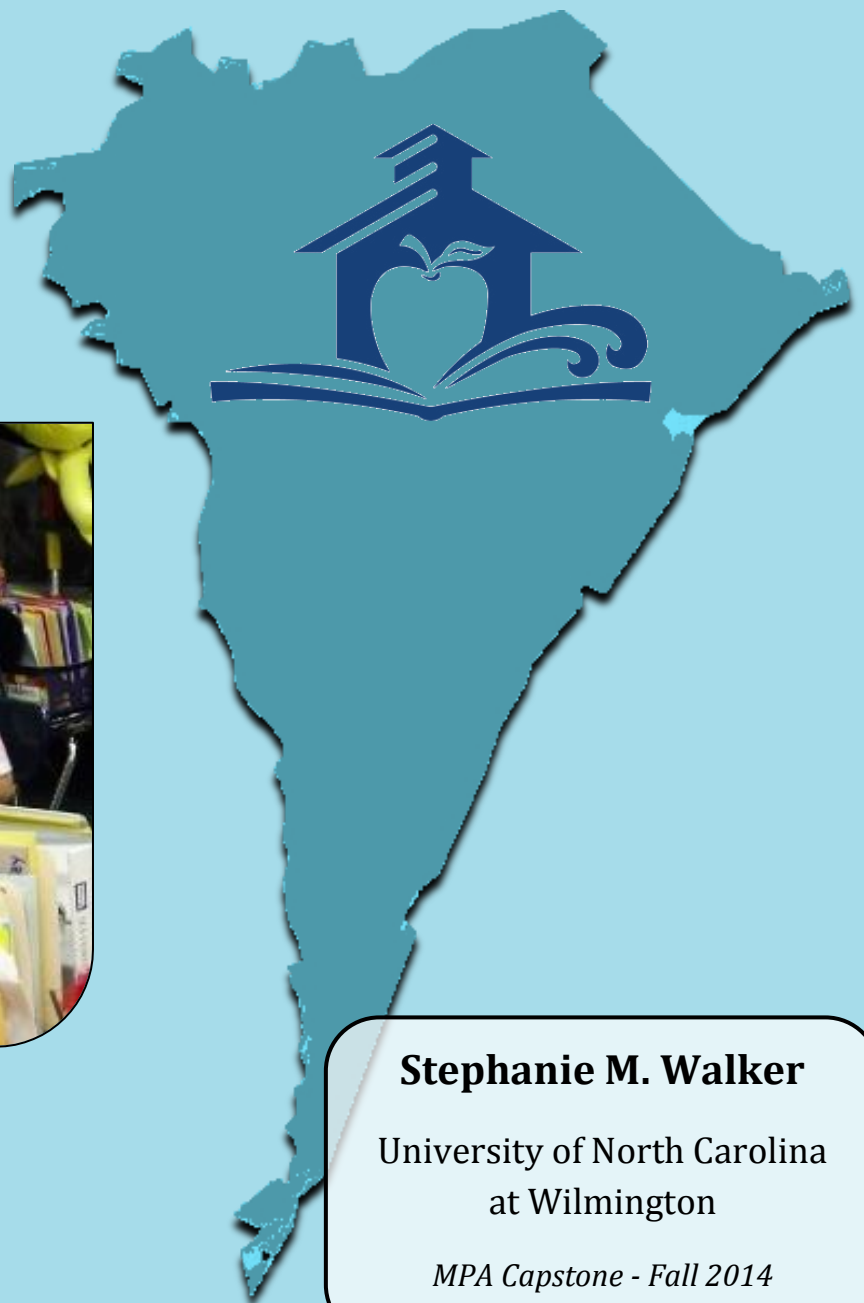


# PTA Strength as a Predictor of Academic Performance:

*An Exploratory Analysis of New  
Hanover County Elementary Schools*



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## **Abstract**

Parent-Teacher organizations, such as the PTA, are widely known as parent participation organizations that support schools, teachers, and students. An initial study of New Hanover County Elementary Schools revealed that the schools with strong PTAs also had higher academic achievement. In order to explore the topic thoroughly, research on the background of PTAs, and a review of the literature was conducted. Following the review, a research design was prepared, and three research questions were formed based on the variables of PTA Strength, Socioeconomic Status, and Academic Scores. Data was collected from all New Hanover County elementary schools to explore whether an association existed among the different variables, with a prediction that the studies would reveal a solid relationship. Correlation studies were conducted, and the results revealed strong correlations with all three questions. Subsequent discussion and recommendations followed.

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## **Introduction**

### ***Problem Statement***

New Hanover County's School system, alongside an elected Board of Education, work together in unison to ensure that all the children in the county have an equal chance at obtaining the best education possible. However, initial research of the County's elementary schools suggests that the schools with the highest parental involvement in PTAs do better academically.

Parental involvement in a child's education is important, and there are many ways for parents to become involved. PTAs are the pre-eminent non-profit organization for elementary schools in New Hanover County (PTA, 2014). PTAs not only bring in much needed funds to supplement schools, they provide support in the form of much-needed volunteer hours, and most importantly, they "build strong working relationships among parents, teachers, and schools, in support of students" (Great Schools, 2014).

### ***PTA versus PTO - The Distinction***

Before a formal discussion of the history and background on PTAs can begin, a distinction must be made between the terms PTA and PTO. The PTA acronym stands for Parent-Teacher Association and is a nationally-recognized nonprofit organization who presides over state, local, and individual PTAs. The PTO acronym stands for Parent-Teacher Organization, and is a more generic term for what PTAs are. Both PTAs and PTOs formally exist in New Hanover County Schools, but PTAs are the most often used parent participation organization, existing in 21 out of the 25 total elementary schools (2 have

PTOs). If the term is used formally to describe the particular parent participation group, the biggest distinction lies within membership and official processes. The National PTA is an established nonprofit corporation, and to be a member of the PTA, whether state or local, dictates the payment of membership dues and a pledge to follow rules, guidelines, and formal procedures. Conversely, PTOs are independent parent participation groups with no formal county, state or national linkages (Great Schools, 2014).

### ***PTA - History & Background***

In Washington, D.C., in the year 1897, Alice McLellan Birney and Phoebe Apperson Hearst founded the National Congress of Mothers (PTA, 2014). For women of their time, political and social activism was not an accepted norm, but these women felt compelled to support a cause that they believed everyone could support - child advocacy and parent-teacher cooperation (PTA, 2014). After 20 years in existence, 37 states had followed-suit and created their own charters (PTA, 2014). As of 2014, the National PTA is composed of, "millions of families, students, teachers, administrators, and business and community leaders devoted to the educational success of children and the promotion of parent involvement in schools" (PTA, 2014).

In November of 1919, the Congress of Parents and Teachers held its first session in a church in Charlotte and established the organization as a, "moral, spiritual, intellectual, and sociological necessity" (Stem, 1969, pg. 1). Established at a time when North Carolina was mostly rural, and, "there was not an airfield within that state (Stem, pg. 1)", members, both men and women, quickly established a strict set of resolutions advocating for children and their education (Stem, 1969). One ambitious resolution was to make contact with every

North Carolina city and county's superintendent and principal to encourage PTA membership all over the state (Stem, 1969). Today, the North Carolina PTA website proclaims that, "NCPTA is the state's oldest and largest volunteer organization advocating for the education, health, safety and success of all children and youth" (NCPTA, 2014).

### ***The PTA in New Hanover County***

Documented information on the history of PTAs in New Hanover County could not be found, but information from the North Carolina PTA revealed that there are 33 PTAs currently registered in the county. A majority of them (21) are in elementary schools. The state PTA website also lists New Hanover County as having an established Council, called *New Hanover County Council of PTAs*, which is defined as a, "an organized group of three or more local PTA units affiliated with NCPTA for the purpose of promoting conferences, communications, leadership development, and coordination of the efforts of such local PTA units" (NCPTA, 2014). A Google search discovered a website for the NHC Council of PTAs, but it did not indicate which local PTAs were affiliated with it, or how it conducted business. In addition, there was no About Us or History page, and the Events calendar showed no meeting dates (NHC Council of PTAs, 2014).

For the purposes of this research, only data from elementary schools in New Hanover County, including any information about their PTAs, were used. For those schools without registered PTAs, they were considered to have zero PTA participants. Information regarding the two schools with PTOs was omitted in the research analysis, but data for all the schools are listed here in Table 1 and in Appendix A.

**Table 1**

<b>New Hanover County Elementary School List for 2011-2012</b>	
<b>Active PTAs</b>	
Alderman Elementary	Gregory School of SM&T
Anderson Elementary	Holly Tree Elementary
Bellamy Elementary	Murrayville Elementary
Blair Elementary	Ogden Elementary
Bradley Creek Elementary	Parsley Elementary
Castle Hayne Elementary	Pine Valley Elementary
Codington Elementary	Sunset Park Elementary
College Park Elementary	Williams Elementary
Eaton Elementary	Winter Park Model Elementary
Forest Hills Global Elementary	Wrightsville Beach Elementary
Freeman School of Engineering	
<b>No/Inactive PTAs</b>	
Lake Forest Academy	Snipes Academy of Arts and Design
<b>PTOs</b>	
Carolina Beach Elementary	Wrightsboro Elementary

*Source:* NHC Schools & NCPTA

## **A Review of the Literature**

Parents are a major influence on their children, especially when it comes to education. Many scholarly works have been written that explore the topic of parental involvement, and its influence on children's academic achievement, and PTAs are only one extension of this multifaceted topic. For the purposes of this research, discussion begins with a brief overview of parental involvement in education, and the inclusion of parents as

a key component of education policy in America. Then, the broad topic of parental involvement, and its positive effect on academic achievement, is examined, rounding out the discussion on the influence of the PTAs themselves, and how they can affect both funding and participation in schools.

### ***Parental Involvement in Education - Why It Matters***

The 2001 education act, No Child Left Behind (NCLB), mentions the word *parents* more than *300 times* and identifies parental involvement as one of six major areas of reform (NCPIE, 2004; Pomerantz, 2007). Subsequent changes in American education policy have restructured the education system, and, consequently, shifted the importance of parental involvement in schools. This has put an, "increasing onus...on parents to involve themselves in their children's education" (Holloway, 2013, pg. 327). With many factors influencing today's quality of education, the importance of the role of parents in their child's education is more important than ever, and, subsequently, the role of PTAs are becoming a big part of that influence.

### ***Parental Involvement and Its Effects on Academic Achievement***

As mentioned, there is a broad array of scholarly research that has been done regarding the effect of a parent's influence on a child's academic achievement. Most notably is the cumulative work that was last done in 2002, entitled, *A New Wave of Evidence*. This particular publication is a synthesis of research that compiles 'evidence' for the positive influence that parents have on their child's achievement in school. These evidence publications include, *The Evidence Grows* (1981), *The Evidence Continues to Grow* (1987), and *A New Generation of Evidence* (1994), all from authors Henderson and Mapp. A



*New Wave of Evidence*, from the same authors, concludes that the evidence has been mounting since 1980, further compounding the proof that parental involvement has a positive effect on a child's achievement in school as being, "consistent, positive, and convincing" (Henderson & Mapp, 2002, pg. 7). The study further implies that, "children with involved parents, no matter what their income or background, were more likely to earn higher grades and test scores, be promoted and pass classes, attend school regularly, have better social and adaptation skills, and graduate..." (Henderson & Mapp, 2002, pg. 7). The synthesis compounded all the evidence for the positive effects of parental involvement from 51 research studies and 29 literature reviews that they thoroughly and systematically summarized and reviewed. The authors admit limitations due to the lack of enough experimental or quasi-experimental studies, but they say much of this is due to the lack of funding for such studies. Another limitation for this literature is that it has not been updated since 2002, but that does not take away from the existing value.

The positive effects of parental involvement is clear, but, some scholars argue, what constitutes involvement and achievement may mean different things to different groups. A more thorough examination of parental involvement reveals that the, "how, whom, and why of parent involvement" (Pomerantz, 2007), may be important also. The meaning and level of involvement may be varied and depend on factors such as, race/ethnicity, socioeconomic status, culture, and a student's level of development (Hill & Taylor, 2004; Lee & Bowen, 2006; Cucchiara & Horvat, 2009). One comparative qualitative case study on middle-class parents in urban schools identified the positive affect that these parents had on those schools, which makes a good argument for supporting a more integrated school system (Cucchiara & Horvat, 2009). Another study explored the demographics of students

and parents and school performance, and, while they did find consistent and significant achievement gaps between race/ethnicity and socioeconomic status, their study also revealed that these parents varied their levels of involvement between formal (*at school*) and informal (*at home*), suggesting that this may be due to, "different perceptions about parent involvement", in addition to, "perceived psychological barriers to involvement at school" (Lee & Bowen, 2006, pg. 210 ).

Other studies statistically examine parental involvement in a cultural context, looking at comparisons between both white and black families and white and Latino families, and their views of school success (Hill & Craft, 2003; Ryan, 2010). Hill and Taylor examine the findings across multiple studies and argue practical issues related to involvement and achievement. They highlight that early parental involvement with pre-k and elementary age children, "promotes positive academic experiences for children", and leads to, "language skills and social competence" (Hill & Taylor, 2004, pg. 161).

### ***The Influence of PTAs***

PTAs influence schools in both promoting parental involvement and supplementing the funds available to schools. Federal, state, and local education policies have all contributed to a greater dependency on PTAs and parental involvement and New Hanover County Schools are no exception. For example, changes in school districts, changes from busing to neighborhood schools, and cuts in education budgets all affect the dynamics of schools. This means that the role of the PTA is as important as ever, especially for lower socioeconomic schools. The presence of PTAs in schools allow the pooling of resources,

such as volunteers and extra funds that help support and supplement schools (Brunner, 2002).

### **Parent Participation**

The positive affect of parent involvement in a child's education has been established in the literature, and governments and school administrators recommend, plan and advocate for it. PTAs play a big role in trying to fill the needs of the schools by encouraging and recruiting volunteers in individual schools. This research only uses the data for total PTA memberships per school to gauge a PTA's strength, but PTAs do much more than just encourage memberships in the organization. They also encourage volunteerism by promoting social and cultural capital and contributing to school governance.

### ***Promotion of Cultural Capital, Social Capital, and Networking***

The terms 'cultural capital' and 'social capital' are intertwined and both found in the literature regarding PTAs. *Cultural Capital* is a sociology term that describes people in society that, "acquired competence in society's high-status culture" (Throsby, 1999). *Social Capital*, also a sociology term, is the shared values in groups that allow individuals to trust and cooperate with each other (OECD, 2014). PTAs school networks are an example of these two terms. The difference in parental PTA participation may lie in a cultural context. Middle-class, educated white parents gain the advantage of cultural capital, especially when that PTA involvement is associated with the value of academic achievement (Lee & Bowen, 2006). Furthermore, social capital is also gained when those parents visit or volunteer at those schools and gain access to information, skills, and resources that will promote their child's academic achievement (Lee & Bowen, 2006;

Cheung, 2008). Conversely, a disadvantage may present itself to minority and low socioeconomic families due to their social perceptions and past experiences with the education system.

Cultural capital is a strong component that allows PTAs the ability to illicit donations for their schools. Influential PTAs can connect to their community and draw in resources (Paarlberg, 2008). This is the reason why neighborhood schools in affluent areas of a school district can raise so much money for their schools. In terms of social capital, PTAs promote, "a set of institutionalized expectations that other social actors will reciprocate co-operative overtures" (Boix, 1998).

### ***Governance***

Though limited, literature about PTAs and their involvement in governance does exist. PTAs can sometimes be asked to take part in making policy or finance decisions for their schools or districts. These decisions could be small, like deciding how to spend money for a fundraiser, or bigger if they are included in making policy. Other areas that PTAs can affect include, goal setting, program development, budget allocation, and decisions regarding personnel (Cotton, 1989). In 2013, the New Hanover County Council of PTAs requested that the New Hanover County Board of Education reinstate their previous practice of having a parent representative on their policy committee, but the board denied the request, citing, "it's hard to get a full idea of parent opinion from just one representative" (Baird, 2013). The request came as a result of policy that was passed by only three board members about the restriction of volunteers in New Hanover County Schools, without feedback from parents. This backs up what some of the literature suggests - that parents want to be involved in helping shape policy, but administrators are

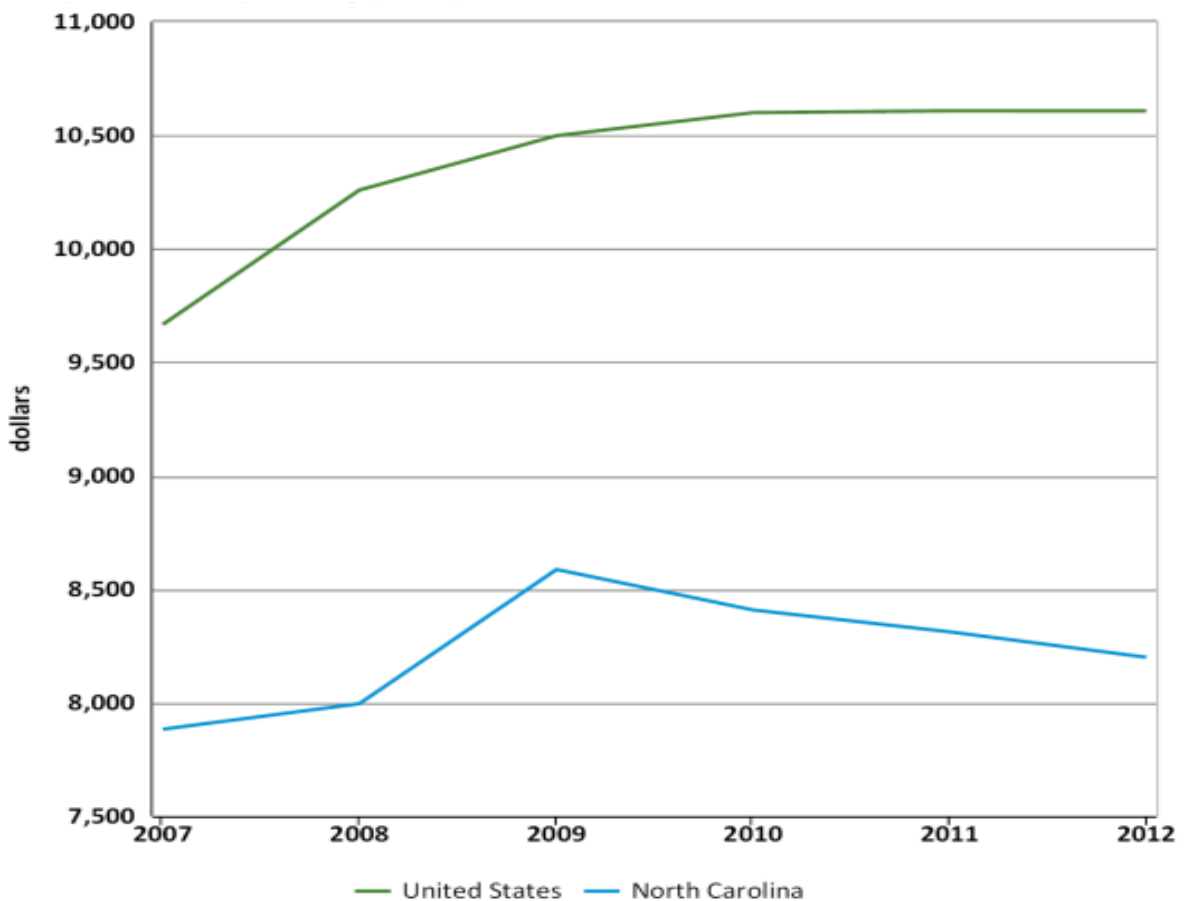
less enthusiastic (Cotton, 1989). This need to be involved with the promotion of education for children is the foundation for PTAs. PTAs have historically worked towards three main purposes - for parents to participate in their children's education, for recruiting parents to support and volunteer in their schools, and for parents to participate in school decisions (Radd, 1993).

## **Funding**

### ***Trends in School Funding***

According to the U.S. Census Bureau's Education Finance Data, the national average for Per Pupil Spending Current Spending (PPCS) (see Chart 1) has been gradually rising over the past decade. In North Carolina, this is not the case. A media report recently

**Chart 1** - 2007-2012 Per Pupil Spending - U.S. Average Compared to North Carolina



**Source:** U.S. Census Bureau, 2014

explained that education funding, "became an easy target during economic downturns, and lawmakers never restored what was taken from schools when the economy rebounded" (WRAL, 2014). The report goes on to proclaim that if the support for funding stayed consistent from the 1980s, state schools would have an extra billion dollars per year (WRAL, 2014). This would have put teachers' salaries above the national average and supported the purchase of textbooks, which North Carolina currently only spends \$15 a year per student (WRAL, 2014).

A closer look at North Carolina numbers reveal that per pupil spending has been on the decline for the past four years and continues to drop (U.S. Census, 2014). The U.S. Census - Public Education Finances: 2012 Report, indicates a 4.5% decline in the past four years (See Table 2). To some, these cuts in education funding seem to signify that the North Carolina legislature does not put enough value in education in North Carolina. In order to make up for shortfalls, school PTAs are raising money to supplement this decline. North Carolina currently ranks 46 in the nation for PPCS (U.S. Census, 2014).

**Table 2**

Per Pupil Current Spending (PPCS) Amounts and 1-Year Percentage Changes: Fiscal Years 2007-2012 North Carolina Public Elementary-Secondary School Systems										
2012		2011		2010		2009		2008		2007
PPCS	Percentage change	PPCS	Percentage change	PPCS	Percentage change	PPCS	Percentage change	PPCS	Percentage change	PPCS
8,200	-1.3	8,312	-1.1	8,409	-2.1	8,587	7.4	7,996	1.4	7,883

Source: U.S. Census Bureau, 2014

### ***Adequacy & Equity***

A review of the literature on the adequacy and equity of education funding revealed a great deal of literature on the subject. A 2012 National Report Card entitled, *Is School*

*Funding Fair?*, explored the topic of adequacy and equity in schools, and suggests that, "having a predictable, stable, and equitable system of education finance is of critical importance to the success of any improvement effort" (Baker, 2012, pg. 5). They further suggest reforms in education can never be fully achieved or sustained unless education funding is founded on the principle of fair distribution aimed at addressing the needs of high poverty areas (Baker, 2012). Another report suggests that equity and adequacy may be hard to define. Adequacy can take on many different forms and relies considerably on political judgment (Mattoon, 2004). In addition, other factors to consider are efficiency in education spending and, whether standardized testing should even be used as a determinate of educational adequacy (Mattoon, 2004; Leyden, 2005).

Effectiveness of education may also be a topic of consideration when discussing adequacy and equity. A study, conducted in 2003, suggests that the United States ranked 3<sup>rd</sup> in world in per-student spending, but, compared with another international report from 2000 studying 15 year olds, the United States ranked 15<sup>th</sup> for reading literacy, 18<sup>th</sup> for math literacy, and 14<sup>th</sup> for science literacy (Leyden, 2005; Mattoon, 2004). This suggests that spending on education may not be the problem at all.

Attempts to level the equity playing field in education spending can follow many different paths. Voluntary funding from local PTAs may be a way for some schools to boost spending levels, but other states and districts may try foundations or funding formulas for this purpose (Toutkoushian, 2008). Some school districts are forced to find additional education funding due to legal action claims of inequity amongst schools, especially in districts where the disparity between poor and wealthy schools exist (Toutkoushian, 2008).

### ***PTA Funds***

The questions of adequacy and equity in education spending are often the topic of discussion when schools in the same district contain PTAs who raise large amounts of money. There are some parents who feel governments are failing to provide an adequate level of service in education, so they are turning to collective action (Brunner, 2002). Money is often viewed as a way to fix a school's problems, especially in the case of federal grants. Schools with a high percentage of students who qualify for free and reduced lunch automatically qualify for Title I funding, with an assumption that low socioeconomic status equals low academic performance. In New Hanover County, the Title I fund formula is based on greatest need and schools are ranked in that order, but there are restrictions on how the money can be spent (Spencer, 2012; NHCS, 2013). Conversely, as nonprofits, PTAs can raise unlimited amounts of money for their school, as long as they have a plan to spend it for the school (Spencer, 2012).

A 2012 news article published by The New York Times entitled, *Way Beyond Bake Sales: The \$1 Million PTA*, explored the topics of adequacy and equity in New York City schools. A handful of public schools that were located in affluent areas of the City were raising over \$1 million dollars through their PTAs to supplement their schools. This was happening at a time when there were across the board cuts to education spending by about 13.5% over the course of 5 years (Spencer, 2012). Other schools in poorer areas of the district, that did not have the advantage of a strong PTA, had to make tougher decisions about what to cut (Spencer, 2012). The article further states that, because of the disparity, the district went to great lengths to implement some sort of equity plan through a, "fair



funding formula" (Spencer, 2012), but the money did not come close to competing with the more affluent schools.

Another source regarding PTA fundraising is written by a group of professional mothers, who volunteer to regularly update a blog entitled, *Rich School, Poor School: A Comprehensive List of How Much Money PTAs Raise*. They maintain the blog as a service to parents in the San Francisco Bay Area, so they can make informed decisions about where to send their children to school. The richer the school is, the more desirable it is to parents, and they even do a full correlation analysis (The SF K Files, 2013).

The collective strength of some PTAs can have a substantial affect on school funding, and the decisions that must be made for annual spending. In the 2002 article, entitled, *School Finance Reform and Voluntary Fiscal Federalism*, the author reported on the changes that the state of California made on education policy by the passage of Proposition 13. This policy took education spending away from local school districts and moved it to the state level. The main catalyst for this decision was a California Supreme Court case that found the current practice of basing school funding on property tax rates was unconstitutional because it caused an inequality due to the different values of property across the state. The move towards a equal split of the education funding and distribution from the state may have help solve an equity problem, but it did not help with the adequacy problem. This change in state policy created the need for parents to fix what they felt were government failures to provide their children an adequate education, and, by 1994, PTAs and foundations raised over \$200 million (Brunner, 2002).

Finally, other literature found on the subject of PTA funding is mainly qualitative, but still offers avenues for thought on how PTA funding can affect the equity between district schools. Author Emily V. Cuatto argues against private school funding of public school. In her research journal entitled, *Not Your Average PTA: Local Education Foundations and the Problems of Allowing Private Funding for Public Schools*, she exclaims that education is a publicly funded, public good, which is necessary to sustain a democracy. The public is taxed to provide this public good for the investment in our future, and, "it should not be allowable for it only *partly* to succeed" (Cuatto, 2003). She further states that if standards are not being met, then it is our duty to increase support to raise up to meet the standards set (Cuatto, 2003). She concludes by saying that supplementation of private funds, which are concentrated only to specific schools, "undermines the *publicness* of the system", and, "the core mission of public schools...is to forward equality of opportunity...to provide an equally good education for each of its students (Cuatto, 2003)."

**Table 3** - Snapshot of Top Earning PTAs in New Hanover County

Schools	Year	PTA 990s
<i>Holly Tree</i>	2013	\$79,858
<i>Anderson</i>	2010	\$79,384
<i>Wrightsville Beach</i>	2014	\$77,428
<i>Eaton</i>	2012	\$70,600
<i>Codington</i>	2011	\$66,597
<i>Ogden</i>	2013	\$52,070

Source: Guidestar.org

## Research Design

### *The Research Questions*

Exploration of the original problem statement led to the first question. However, the research also gave rise to other important questions that should also be considered. In order to do a thorough exploratory analysis of the problem, two additional research questions were added to round out the analysis in consideration of other possible influential factors.

For question 1, the relationship between the strength of a school's PTA and academic performance will be explored in the elementary schools of New Hanover County. The prediction is that that there is a strong correlation between the two variables, and that anyone would be able to tell if a school has a strong PTA, they will most likely have a high percentage of students who are strong academically.

For a more thorough analysis, question 2 was added to see if there were other factors that may be a contributor to prediction of academic performance. This question explored whether there was also a correlation between the socioeconomic status of students at a New Hanover County elementary school and its academic scores. The prediction was that there would be a strong correlation between these two variables.

Lastly, to round out the analysis, question 3 asked if there would be any correlation between the socioeconomic status of the students and the strength of that school's PTA. The prediction is that there will be a strong correlation between the two variables also because it is a logic conclusion that poorer schools have weaker PTAs.

### ***Data Measurements & Definitions***

For the purposes of this research, *Academic Achievement* was defined by the measurement of the overall percentage of students who scored at or above grade level for End-of-Grade (EOG) reading test scores for each elementary school. The Education First-NC School Report Cards website defines 'at or above grade level' as those students who scored at least a III or IV on the ABCs EOG test for the 2011-2012 school year, where levels range from I-IV. The data source for academic scores came from the Education First - NC School Report Cards website, which is the apparatus for delivering information for the North Carolina Department of Public Instruction (NCDPI). NCDPI is in charge of developing North Carolina's Standard Course of Study, in addition to implementing public school laws and Board of Education policy for K-12 public education in the state. There are other academic measurements for the schools, however, the statistic for 3<sup>rd</sup> through 5<sup>th</sup> grade combined EOG scores for reading were the only scores used for this research.

For the variable *PTA Strength*, a valid definition of strength for a school's PTA is the level of parent participation. One of the ways PTAs determine their success is by the amount of PTA memberships they acquire, and the closer that number gets to total enrollment, the stronger the PTA. The data for PTA memberships came from the North Carolina PTA organization and from the schools themselves. All local PTAs report their membership information to the state PTA, so the state PTA supplied those numbers for this study. To arrive at the final figures for each school's *PTA Strength*, the ratio was figured as total number of PTA memberships against the total number of enrolled students for the 2011-2012 school year.

The *Socioeconomic Status* (SES) variable was defined by income levels at each school. The *SES* is a statistic used by schools to determine poverty levels of a particular school, and it is an important number because it is used to determine whether a school qualifies for supplemental funding from the Title 1 federal grant program. In North Carolina, if a school has at least a 40% poverty level, they are entitled to school wide Title 1 funding dollars (NCDPI, 2014).

All data for the purposes of this research is regularly reported and easy to obtain from reliable sources. Even though data does exist for the subsequent school year of 2012-2013 for test scores, PTA memberships, and socioeconomics, it was determined that 2011-2012 was more consistent because NCPDI changed its determination for EOG test levels to incorporate a 5<sup>th</sup> level of score measurement. As mentioned, this data was used for the 2011-2012 school year, which is the latest information available.

### ***How Variables Were Measured***

For question 1, the dependent variable (outcome) was *Academic Achievement*, and the independent variable (explanatory) was *PTA Strength*. Overall, combined reading EOG scores for 3<sup>rd</sup> through 5<sup>th</sup> grade were correlated with PTA enrollment percentages for each school to determine how related they were. For question 2, the data for *Academic Achievement* was used as the dependent variable, but this time, the *Socioeconomic Status* (SES) data was used as the independent variable to determine correlation. Question 3 used all the same data for *PTA Strength* and *SES*, but this time, *PTA Strength* became the dependent variable and *SES* will remain an independent variable.

### ***How the Data Was Analyzed***

The raw data for PTAs, test scores, and SES's for each New Hanover County elementary school was organized and separated into Excel spreadsheets. Once all the data was organized, it was then further separated into each question for comparison, and, using Excel's scatterplot function, a visual graph displayed the linear relationship between the variables. Once a linear relationship was determined, further analysis was conducted using Excel's data analysis correlation function to determine the strength of that relationship.

### ***Strengths, Limitations, & Concerns***

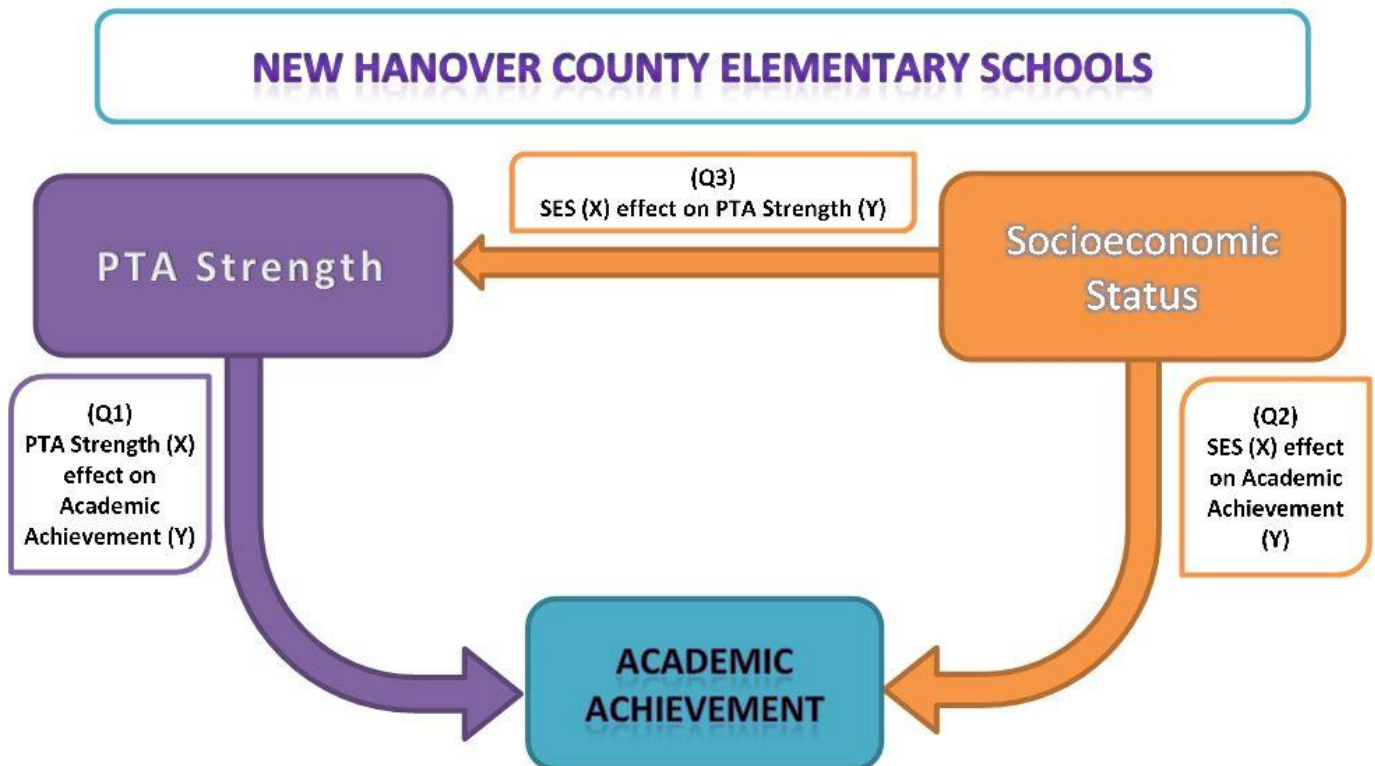
The strength of this research design is the data. It is reliable, valid, and clear, and can be accessed by anyone who would want to repeat the tests. The only limitation on the data was the exclusion of two elementary schools in the study - Carolina Beach and Wrightsboro Elementary. Both schools had parent-teacher organizations (PTOs), but not PTAs. Attempts were made to obtain their information from the PTO leaders of each school, but attempts were unsuccessful. In order to keep the data consistent, those schools were omitted. Additionally, only public schools were considered for this research, not private schools.

Another limitation to note is that these simple correlation studies do not necessarily prove causation. Although these variables are all closely related, the subject matter is much more complex and requires thorough experimental studies in search of causation. In-depth causal studies require funding and time, and, for the purposes of this research, both were limited. Regardless of this limitation, it is believed that even a simple correlation

analyses of the multiple variables both helped broaden and highlight the important discussion of local education policy in New Hanover County.

One last concern for this research analysis is that it was not intended to be a promotion of the PTA as an organization. In the New Hanover County School System, PTAs are the most often used model for parent participation, therefore, the data was easily accessible and applicable to a majority of the schools. If data could have been acquired from the two schools that had PTOs instead, the term PTA would still have been used to describe the strength variable.

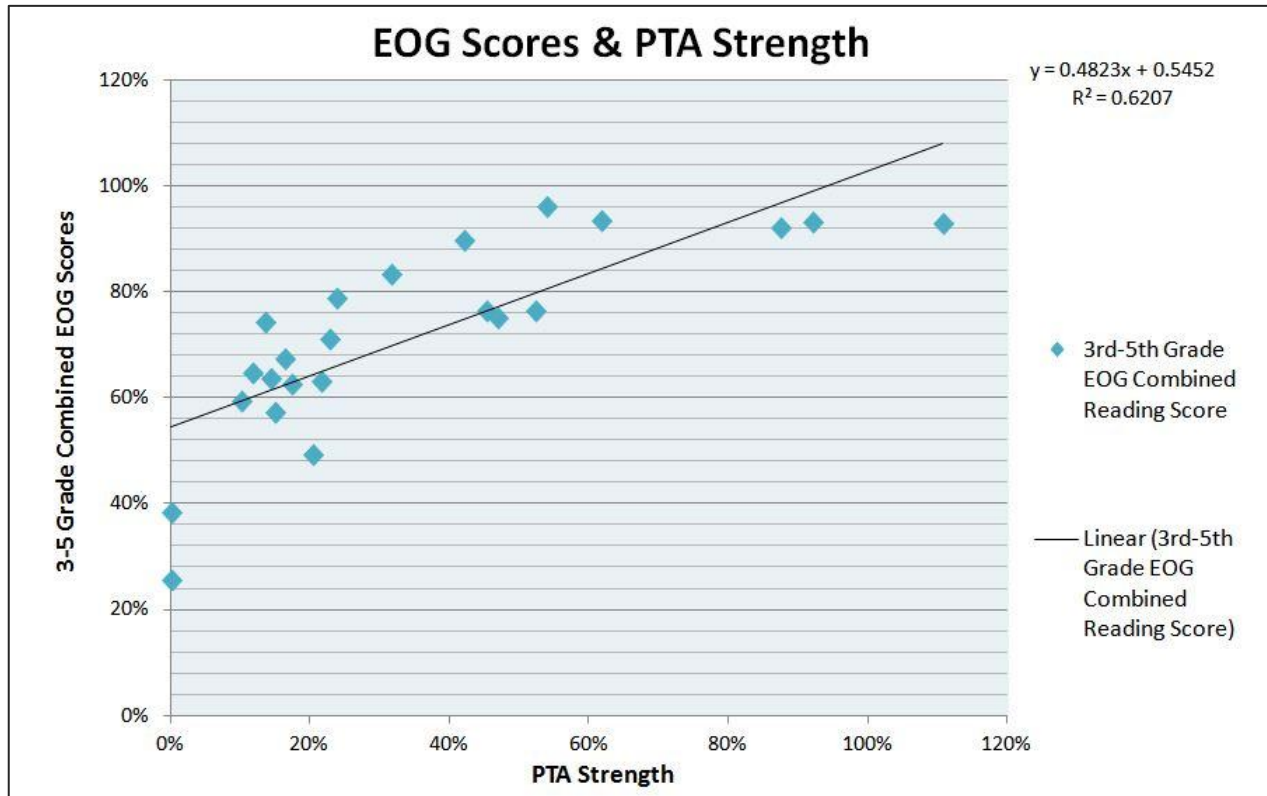
### Conceptual Model



## Results

### Question #1

*In New Hanover County elementary schools, is there a relationship between the strength of a school's PTA and academic performance?* The scatterplot table below visually shows a positive linear relationship between EOG Scores and relation of PTA Strength compared to EOG test scores to be a rounded .79.



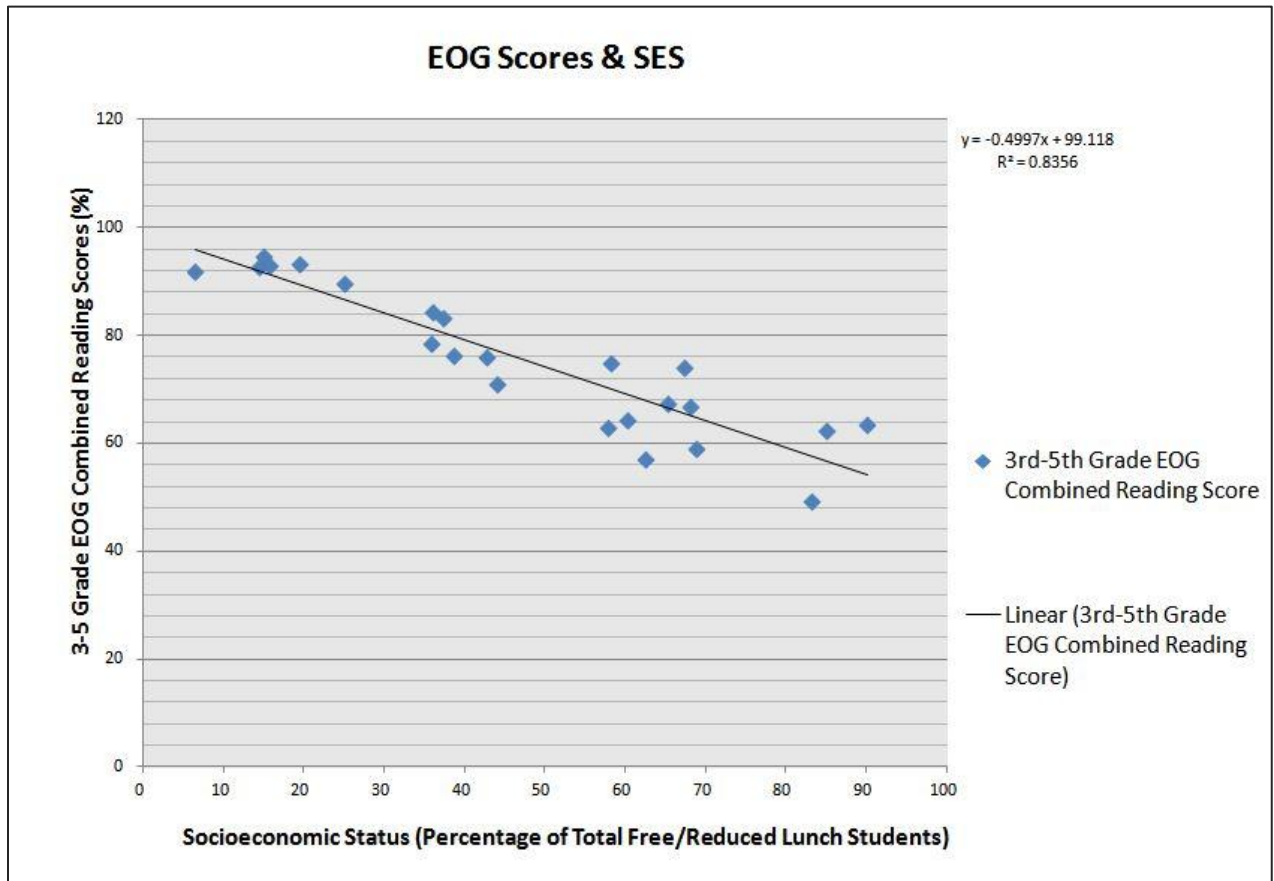
### Question 1

	PTA Strength	3rd-5th Grade EOG Combined Reading Score
PTA Strength	1	
3rd-5th Grade EOG Combined Reading Score	0.78787132	1



**Question #2**

*In New Hanover County Elementary Schools, is there a relationship between the socioeconomic status of a school and academic performance?* The scatterplot and graph below visually shows the strong negative correlation of EOG Test Scores and *Socioeconomic Status* to be a rounded -.91. also resulted in a strong correlation.

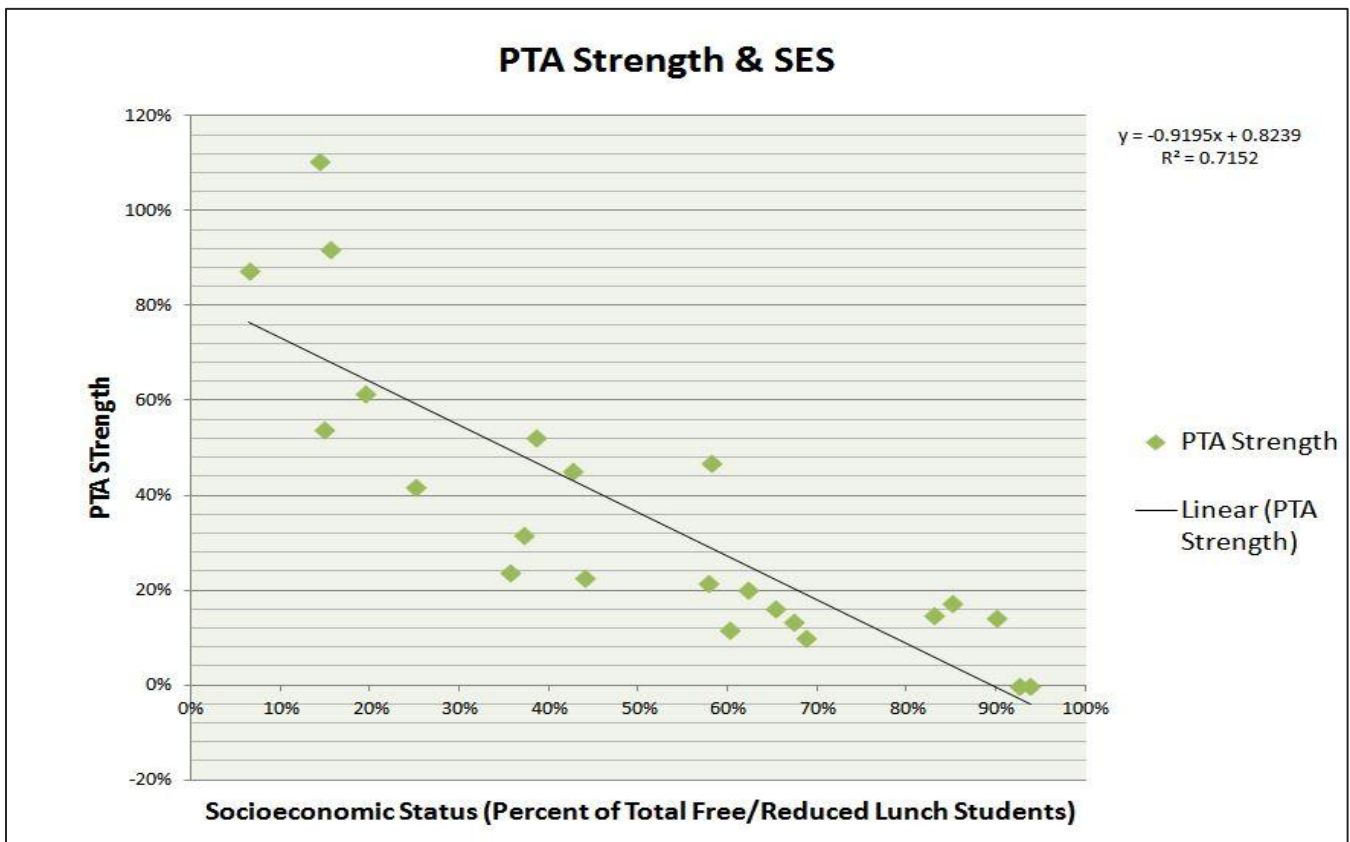


**Question 2**

	SES	3rd-5th Grade EOG Combined Reading Score
SES	1	
3rd-5th Grade EOG Combined Reading Score	-0.908033127	1

**Question #3**

*In New Hanover County Elementary Schools, is there a relationship between the socioeconomic status of a school and that school's PTA Strength?* The scatterplot and graph for question 3, shown below, indicated a strong negative correlation of *PTA Strength* and *Socioeconomic Status* of  $-0.84$ .



**Question 3**

	SES	PTA Strength
SES	1	
PTA Strength	-0.845672516	1

## Discussion of Results and Implications

As expected, the results of the original question about PTA Strength being a predictor of Academic Performance reveals a strong correlation between the two variables. It is no real surprise that simply looking at the percentage of memberships in a PTA will indicate that the school will be strong or weak academically. The bigger question should be, why is it that way? A further look at other variables revealed that a stronger correlation exists between the socioeconomic level of a school and test scores, and, furthermore, the third question supports that finding by revealing that poorer schools actually do have weaker PTAs.

These three questions yielded results that indicate poorer schools are deficient in resources that help them succeed academically. This is true in regards to both the monetary and parental support that strong PTAs bring to schools. This conclusion is not new. Subsequent evidence in support of this notion can be found in all levels of education policy, in addition to federal and state grant funding narratives that require spending funds to support parental involvement in poorer schools. These entities have accepted the belief that poorer schools perform poorer academically, therefore, they need supplemental assistance to close the deficit.

As indicated in the literature, it is the overwhelming belief that parent participation helps children achieve academically, so a conclusion could be drawn that the stronger the PTA, the more supportive the parents are in their children's education, and, consequently, those children will have better test scores. The correlation studies in this report simply show the connection between parent participation in PTAs, but cannot prove this is the

cause of why students perform better in the stronger PTA schools and poorer in weaker PTAs. A more in-depth, experimental analysis is needed to explore the phenomenon. The literature suggests that the topic of parental participation is multi-faceted, and a simple correlation study exploring parent participation in PTAs does not go far enough in explaining causation.

Considering that these studies do not prove causation, the hope is that they do help with asking additional important questions. Specifically, in regards to local education policy. Conclusions could be drawn about how the current education administration is helping combat the problem of consistent, weak academic performance in the poorer schools in New Hanover County and if policy should be passed to help find solutions. If nothing is purposely being done, then it begs the question, is the current education administration ineffective?

Another consideration that was discussed earlier is that school funding is on a downward trend in North Carolina. Some could conclude that education is not a priority to lawmakers in the state. The Education Lottery Fund was supposed to bring much needed dollars to schools, but that money does not seem to be a factor. Teacher pay is low and morale is down. Strong PTAs help bring in additional funds for their school, but the schools that need additional money the most do not have strong PTAs. Conversely, money is not the only thing that PTAs do for schools. They also promote their schools and support students, teachers, and other parents by with the addition of social and cultural capital.

## Recommendations

There are several ideas to recommend. The most important would be for schools to help strengthen their parental ties, both with the school itself and with their children at home. Parents need to become personally invested in their child's education, no matter how poor or limited their resources are. Education is the great equalizer, and the subject of parental participation and its effect on children's academic achievement is widely known and accepted as a solution for bolstering academic performance. Additionally, it is one of the essential pillars that support education policy. There are a variety of ways that parents can become involved in their children's education, even beyond joining their child's school PTA. Participation at home is also important, and strategies can be built around how the different parental groups participate.

Another recommendation is that education policy becomes a priority, especially for the New Hanover County School administrators, board members, and local government officials. Their strategy should be to prioritize to ensure school success in every school to bring them all up to an optimal standard. This directly relates to the recommendation for involving parents and citizens in the policy process. Currently, there are no parent advisors on the New Hanover County Board of Education, or on any of their policy committees. Recent efforts to include a parent on the policy committee resulted in a denial from the Board. Exclusion of parents in the process undermines the need for parents to participate.

Enacting term limits for New Hanover County Board of Education members is a recommendation that speaks to a local problem in the county. Currently, there are few

people on the New Hanover County School Board that have been there since the 1980s and 1990s. A restriction on term limits would ensure a rotation of citizens and further result in a more diverse board. New ideas and perspectives could combat the current entrenchment and give new perspectives to problems that exist in the district.

Another recommendation that may assist low performing schools is to establish a non-partisan, nonprofit, Local Education Foundation (LEF). These organizations can be established strictly for the purpose of augmenting the local education system. They can be free to raise money and apply for grants, but they can also help monitor and support the school system in cases where policy is ineffective or failing.

A final recommendation would be for New Hanover County to redistrict schools to ensure a mixed socioeconomic student body in each school. The county's school board recently did away with the policy of busing children, for the purpose of diversity, in favor of a plan that was close to the policy of proximity schools. Understandably, a proximity schools' policy seems to make sense for financial reasons, but there could be future consequences for the community as a whole if the policy results in a greater socioeconomic divide and less diversity. The correlation studies done in this report show an association between poorer schools and weak academic performance, therefore, making the socioeconomic gap wider will result in a greater divide. This is not beneficial to New Hanover County.

## **Conclusion**

It is safe to conclude that PTAs are an asset to schools because they raise parent participation, which is a valuable resource. This study has not provided proof that PTAs

directly affect children academically, but the study did show a strong link between the strength of PTAs and academic performance. Nevertheless, the study presented a stronger indication for academic performance being a socioeconomic one. Poorer schools have lower scores and weaker PTAs, which may help explain the cause. Further experimental studies need to be done to explore this line of study.

There are no easy solutions to help combat the problem of low performing schools, but solutions can be found. Solving this tough problem will require fortitude and mission alignment from administrators, teachers, parents, and the community to make education a top priority. Tax money goes directly to schools to provide for public education for every child in North Carolina, and if children are being allowed to fail, then money is being wasted. Additionally, children who are not learning the basic educational skills in school have low prospects for a future as a contributing member of society. Allowing the poor performance to continue should not be an option.

## References

Baird, P. (2013, November 20). PTA groups want a say in New Hanover County school policy. Retrieved November 2, 2014, from <http://www.starnewsonline.com/article/20131120/ARTICLES/131119728?p=all&tc=pgall&tc=ar>

This local article references PTAs and governance in local education policy. The local council of PTAs wanted to reinstate a parent position on the policy committee, and the NHC Board of Education refused on the grounds that one parent's voice would not be representative of a larger number of parents.

Baker, B. D., Sciarra, D. G., & Farrie, D. (2010). *Is School Funding Fair? A National Report Card. Education Law Center.*

This study was conducted shine a spot light on the state of school funding. It was written in 2010 and provides information on the challenges that the United States faces in providing fair and equitable funding for American students.

Boix, C., & Posner, C.N. (January 01, 1998). Social Capital: Explaining Its Origins and Effects on Government Performance. *British Journal of Political Science*, 28, 4, 686-693.

This article was used to describe, in greater detail, what the theory of social capital is, and how it affects collective action.

Browder, C. (2014, July 8). NC education spending on decades-long slide :: WRAL.com.

Retrieved from <http://www.wral.com/nc-education-spending-on-decades-long-slide/13795657/>



This news article discusses the trend in education spending in North Carolina. It was used as a reference regarding the trends in school funding, and how PTAs are helping fill that gap in funding.

Brunner, E., & Sonstelie, J. (2003). School finance reform and voluntary fiscal federalism. *Journal of Public Economics*, 87(9), 2157-2185.

The article describes the phenomenon of voluntary fiscal federalism after California changed its education policy in 1971. The discussion goes further to describe that the policy to change education funding into an equitable process, resulted in parents filling the void of government failure to provide an adequate education with additional private funds through PTAs.

Cheung, C., Lam, C., & Ngai, S. S. (June 01, 2008). Help from the parent-teacher association to parenting efficacy: Beyond social status and informal social capital. *The Journal of Socio-Economics*, 37, 3, 1134-1152.

This study measured the influence that socioeconomic status and cultural backgrounds had on social capital of PTAs in Hong Kong. This research was used in my discussion of PTAs and social and cultural capital.

Cotton, K., & Wikelund, K. R. (1989). Parent involvement in education. *School Improvement Research Series*, 6.

This research discusses the subject of parental involvement as a major education policy starting in the 1980s. It further discusses quality of education, and the states' role in monitoring educational expenses. Further discussion talks about how

parental involvement is a largely, untapped resource that could help struggling schools attain academic achievement and enhance the community.

Cuatto, E. V. (2003). Not Your Average PTA: Local Education Foundations and the Problems of Allowing Private Funding for Public Schools. *Philosophy of Education Archive*, 220-229.

The qualitative research paper, looks at attempts by PTAs and LEFs to supplement schools. The author thinks this is a problem because it is making the public good of education inequitable. The author goes on to write that every child deserves a quality education in the United States, and, if they all did, it would promote a greater democracy. This article was used to discuss the influence that large amounts of money have on the disparity between schools in the same districts

Cucchiara, M., & Horvat, E. (January 01, 2009). Perils and Promises: Middle-Class Parental Involvement in Urban Schools. *American Educational Research Journal*, 46,4, 974-1004.

This study focuses on the positive effects that middle-class parents have on urban schools. They argue that the presence of these middle-class parents may help increase much needed resources for low performing schools. This will further support my argument regarding PTA strengths, and how they support all children.

Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002.*

This very large, 230 page report is a comprehensive study of proof for the positive influences of parental involvement and academic achievement. It is an amalgamation of three prior studies, spanning 30 years, that was built one on top of the next. It is an updated version from 2002 that contains 96 references. While a very good source for my research, and one that will be valuable, the downside is, it needs updating again because it is 12 years old.

Hill, N. E., & Craft, S. A. (2003). Parent-school involvement and school performance: Mediated pathways among socioeconomically comparable African American and Euro-American families. *Journal Of Educational Psychology, 95*(1), 74-83.  
doi:10.1037/0022- 0663.95.1.74

A statistical analysis was done comparing equal socioeconomic samples of African American and Euro-American kindergarten children their mother's to test academic skills and social competence in comparison to reading and math scores. This is another race related study that will be used to compare parental involvement styles.

Hill, N. E., & Taylor, L. C. (August 01, 2004). Parental School Involvement and Children's Academic Achievement Pragmatics and Issues. *Current Directions in Psychological Science, 13*, 4, 161-164.

This is an empirical study that discusses family and school collaborations that promote academic success. They discuss patterns and involvement levels across, "cultural, economic, development, and community contexts", and propose ways to help develop important stages of involvement. Another source that will be helpful for both noting differences of involvement and achievement and offering recommendations.

Holloway, S. L., & Pimlott-Wilson, H. (January 01, 2013). Parental involvement in children's learning: Mothers' fourth shift, social class, and the growth of state intervention in family life. *The Canadian Geographer / Le Géographe Canadien*, 57,3, 327-336.

The journal article discusses education systems that are restructuring, and this, in turn, has changed the home-school relationship. Parents, particularly poor, single mothers, are taking on more of the burden of their child's education creating a "fourth-shift" workload, which has implications for working class parents in widening the gap of inequality.

Lee, Jung-Sook, and Natasha K. Bowen. "Parent Involvement, Cultural Capital, and the Achievement Gap among Elementary School Children." *American Educational Research Journal* 43.2 (2006): 193,204,206,209-218. ProQuest. Web. 2 Sep. 2014.

This analysis examines the "level and impact" of five different types of parental involvement on children's academic achievement in elementary schools. They compare these levels based on race/ethnicity, poverty, and parent educational attainment. They concluded that the demographics exhibited different levels of involvement, with dominant groups having

association with achievement. They also concluded that both groups did share similar benefits depending on the type of involvement. This is a good study for the research because it considers different types of involvement and how the different groups relate to one another.

Leyden, D. P. (2005). *Adequacy, accountability, and the future of public education funding*.

New York: Springer.

This book was referenced because it added to the discussion of about adequacy and equity in public schools. The author suggests that policy should not be rewritten if the resources are not there to support the standards.

Mattoon, R. (June 01, 2004). School funding ten years after Michigan's proposal A: Does equity equal adequacy?. *Chicago Fed Letter, 2004, 203.*)

School funding in Michigan was reformed and efforts were made to make public education in Michigan more equitable, however, the author explains that just because policy is changed to make school more equitable does not mean that the quality of education is adequate. In order to have adequate education, resources must be given to schools to maintain a certain standard.

National Parent Teacher Association. (n.d.). Retrieved September 12, 2014, from

<http://www.pta.org/index.cfm>

The National PTA website was used for information about the PTA as an institution, including facts about their history.

New Hanover County Council of PTAs. (n.d.). Retrieved November 18, 2014, from

<http://teacherweb.com/NC/NEWHANOVERCOUNTYSCHOOLS/newhanovercountycouncilofptas/apt12.aspx>

The national PTA website noted that New Hanover County had a council of PTAs, and research revealed that a website existed for this organization. Not much substantial information could be found on the website that identified what PTAs were involved, who actually ran the council, and what their agenda was.

New Hanover County Schools. (n.d.). Retrieved October 3, 2014, from

<http://www.nhcs.net/>

NHCS website is the source for all information about the schools in the county. Information was obtained about the elementary schools, including their websites, and Title 1 funding. Information was also obtained about local education policy.

North Carolina PTA. (n.d.). Retrieved September 4, 2014, from <https://ncpta.org/>

The National Parent Teacher Association was founded over 100 years ago and is an invaluable source of support and information for parents. The PTA, as a parent involvement group, is one of the primary focuses of this research, and the source will be used to acquire historical and financial information and identify local PTAs.

NCLB Action Briefs: Parental Involvement. (2004, April 23). Retrieved September 14, 2014,

from [http://www.ncpie.org/nclbaction/parent\\_involvement.html](http://www.ncpie.org/nclbaction/parent_involvement.html)

This brief is helpful because it discusses education policy and expectations. It contains clear checklists of our current educational policies, in addition to offering tips and opportunities for successful parental involvement. It will be helpful for my recommendations and policy segments.

The Organisation for Economic Co-operation and Development. (n.d.). What is Social Capital. Retrieved from <http://www.oecd.org/insights/37966934.pdf>

This insight paper was written by the Organisation for Economic Co-operation and Development (OECD). The organization says they, "promote policies that will improve the economic and social well-being of people around the world." I used this site to develop the section of the research about social capital.

Paarlberg, L., & Gen, S. (January 01, 2009). Exploring the Determinants of Nonprofit Coproduction of Public Service Delivery. *American Review of Public Administration*, 39,4, 391-408.

The journal article discusses nonprofits that work together to voluntarily produce public services. They specifically examined collective coproduction in K-12 education and, "suggest that nonprofit coproduction is influenced by unmet demand for public services and the supply of human and financial resources necessary to engage in collective action." Furthermore, they believe that these groups have greater success when they are integrated into the community. This was an interesting look at how PTAs work in the community to raise funds for their school, and why some schools are better at it than others.

Pomerantz, E. M., Moorman, E. A., & Litwack, S. D. (January 01, 2007). The How, Whom, and Why of Parents' Involvement in Children's Academic Lives: More Is Not Always Better. *Review of Educational Research*, 77, 3, 373-410.

This study focuses less on parental involvement, but points out that other factors contribute to parental involvement in their children's academic lives. They argue, in order to maximize the benefits of involvement, it is important to look at the how, whom, and why for greater success. For example, some children may not need more involvement, but rather they would benefit from a supportive role instead. It is an important argument for no generalizing and taking a stronger look at parenting styles.

Public Schools in North Carolina. (n.d.). Retrieved October 18, 2014, from <http://www.ncpublicschools.org/>

The website is where the bulk of the raw data came from for the research. The NCDPI is essentially the state hub for information about education policy, the state board of education, programs, grants, Title I funding, standards of testing, contact information, and they house the mandated Education First School Report Cards.

Radd, T. R. (January 01, 1993). Restructuring parent-teacher organizations to increase parental influence on the educational process. *Elementary School Guidance and Counselling*, 27, 4, 280.

Even though this article was written in 1993, it still contains valuable arguments for the importance of parental involvement in the education of



their children and the role of the PTA. The author claims that, "lack of parent involvement is more damaging to education than a lack of money." He claims that too many children are starting school unprepared, and that a restructuring of the PTA would address the changes taking place in society. The theory is that improving school for children through a PTA will strengthen a parent-school connection and, ultimately, benefit the child. I agree with the author that a periodic review of the PTA organization will help customize programs to better serve parents and children and bridge the gap.

Rich School, Poor School: A Comprehensive List of How Much Money PTAs Raise. (2013, September 1). Retrieved September 3, 2014, from <http://www.sfkfiles.com/p/guiding-principles.html>

This blog article is included because it highlights the financial disparity among public schools in nearby districts. Not only do the numbers speak for themselves, the article takes it a step further by including graphs that display the correlations between race, free/reduced lunches, and money raised by wealthy PTAs. The article does not analyze, it only reports the vast amounts of money that some schools can bring in and parents can clearly decide which schools are more beneficial for their children. The website is a credible source of information for San Francisco Bay Area parents, giving them updated information on schools and their financial state.

Ryan, C. S., Casas, J. F., Kelly-Vance, L., Ryalls, B. O., & Nero, C. (April 01, 2010). Parent involvement and views of school success: The role of parents' Latino and White American cultural orientations. *Psychology in the Schools*, 47, 4, 391-405.

This is another statistical analysis focusing on a different demographic and their views on parental involvement. Since New Hanover County has seen a rise in the Latino population, having numbers that discuss the differences will better help understand parental styles and levels of parental participation in a cultural context. The results indicate Latinos value both academic and social success just as much, if not more, than Whites do, but that Whites valued social success more, according to the report.

Spencer, K. (2012, June 1). Way Beyond Bake Sales: The \$1 Million PTA. *The New York Times*. Retrieved September 1, 2014, from <http://www.nytimes.com/2012/06/03/nyregion/at-wealthy-schools-ptas-help-fill-budget-holes.html?pagewanted=all&r=0>

This New York Times article is not in an academic journal, but it is a very interesting and eye-opening account of PTAs in New York City. It examines the vast amount of funds that certain PTAs can raise, tax free, for their schools. Essentially, these public schools have been given the title "public privates". The author speaks to current superintendent that readily admits the vast disparity of funding contributes to an academic achievement gap with schools in the same district. The superintendent goes on to explain they are trying to bridge the gap with alternate formulas to try to help. I will

reference the article in my research paper to note that successful PTAs have an advantage over their county rivals.

Stem, T. (1969). *PTA impact: 50 years in North Carolina, 1919-1969*. Raleigh, NC: North Carolina Congress of Parents and Teachers.

This book helped me write a short narrative about PTA history in North Carolina. It is from a recorded account of the beginning of the PTA in North Carolina, and it was the first years I was interested in.

The role of the PTA. (2014, June 1). Retrieved September 9, 2014, from

<http://www.greatschools.org/improvement/volunteering/11-the-role-of-the-pta.gs>

This article is also not an academic journal, but it is a helpful explanation and account of the history of PTAs and ptos and what their current role is in the education of our children. The article also stresses the importance of the PTAs bond with both parents and teachers, and how that is important to education. This article will be referenced in the introduction part of this research paper regarding PTAs.

Toutkoushian, R. K., & Michael, R. S. (March 01, 2008). The impacts of school funding formula modifications on equity, fiscal neutrality, and adequacy. *Journal of Education Finance*, 33, 4, 352-380.

This journal article studied the impacts of attempts that were made to address the issues of equity and adequacy in schools. They used various methods used by states, and concluded that the results, "led directly to horizontal and vertical inequity in the

state's funding formula." This article was used to discuss equity and adequacy in school funding.

Throsby, D. (January 01, 1999). Cultural Capital. *Journal of Cultural Economics*, 23, 3.

Though this article is not about education, it discusses the subject of cultural capital. For the purposes of this research, PTAs rely on both cultural and social capital for their success, and this paper clarifies what that means.

U.S. Census Bureau, *Public Education Finances: 2012*, G12-CG-ASPEF U.S. Government Printing Office, Washington, DC, 2014.

This report contained all the information on spending for schools in the United States. It breaks down finances in multiple ways for use as a reference. I used the statistics in the report to discuss trends in school funding, and for making the per pupil spending table.

**Appendix A - New Hanover County Elementary School Data 2011-2012**

<b>Elementary</b>	<b>PTA Strength</b>	<b>3rd-5th Grade EOG Combined Reading Score</b>	<b>Free/Reduced Lunch</b>
<i>Ogden Elementary</i>	110.7%	93.0%	14.5%
<i>Eaton Elementary</i>	92.0%	93.2%	15.7%
<i>Wrightsville Beach Elementary</i>	87.4%	92.2%	6.5%
<i>Codington Elementary</i>	61.7%	93.6%	19.5%
<i>Parsley Elementary</i>	53.8%	96.0%	14.9%
<i>Blair Elementary</i>	52.3%	76.4%	38.6%
<i>Bradley Creek Elementary</i>	46.8%	75.1%	58.2%
<i>Pine Valley Elementary</i>	45.2%	76.3%	42.8%
<i>Holly Tree Elementary</i>	42.0%	89.8%	25.1%
<i>Bellamy Elementary</i>	31.6%	83.4%	37.3%
<i>Anderson Elementary</i>	23.8%	78.7%	35.8%
<i>Murrayville Elementary</i>	22.7%	71.1%	44.1%

**Source:** NCPDI & NCPTA

**Appendix A - Continued**

<b>Elementary</b>	<b>PTA Strength</b>	<b>3rd-5th Grade EOG Combined Reading Score</b>	<b>Free/Reduced Lunch</b>
<i>Castle Hayne Elementary</i>	21.6%	63.2%	57.8%
<i>Freeman Elementary</i>	20.3%	49.4%	62.4%
<i>Williams Elementary</i>	17.3%	62.7%	85.1%
<i>Gregory School of SM&amp;T</i>	16.3%	67.5%	65.3%
<i>Forest Hills Global Elementary</i>	15.0%	57.2%	83.1%
<i>Sunset Park Elementary</i>	14.3%	63.7%	90.1%
<i>College Park Elementary</i>	13.5%	74.3%	67.4%
<i>Alderman Elementary</i>	11.7%	64.6%	60.3%
<i>Winter Park Model Elementary</i>	10.0%	59.3%	68.8%
<i>Carolina Beach Elementary (PTO)</i>	No Figures Available	36.1%	84.6%
<i>Wrightsboro Elementary (PTO)</i>	No Figures Available	67.0%	68%
<i>Snipes Elementary</i>	No Active PTA	38.4%	92.7%
<i>Lake Forest Academy</i>	No Active PTA	25.6%	93.9%

**Source:** NCPDI & NCPTA

## Appendix B -Title I Schools in New Hanover County

2012 - 2013 ELIGIBLE SCHOOLS SUMMARY									
School Code	School Name	Grade Span	Total Resident Children	# Low Income Students	% Low Income Students	School Served	Eligibility Program Model	Served 1st Year	School Year
650384	A H Snipes Academy of Arts/Des	KG-05	501	493	98.40	Y	SW-SW	2005-2006	2012-2013
650346	Mary C Williams Elementary	KG-05	434	426	98.16	Y	SW-SW	2004-2005	2012-2013
650355	Mary Sidberry Mosley PLC	09-12	91	88	96.70	N	SW		2012-2013
650409	D.C. Virgo	6	108	105	96.30	Y	SW-SW	2012-2013	2012-2013
650345	Lake Forest Academy	KG-08	52	50	96.15	N	SW		2012-2013
650312	R Freeman Sch of Engineering	KG-05	321	307	95.64	Y	SW-SW	2006-2007	2012-2013
650368	Sunset Park Elementary	KG-05	364	329	90.38	Y	SW-SW	2005-2006	2012-2013
650354	Lakeside	06-12	68	59	86.76	N	SW		2012-2013
650392	Williston Middle	06-08	791	632	79.90	Y	SW-SW	2006-2007	2012-2013
650404	Wrightsboro Elementary	KG-05	478	374	78.24	Y	SW-SW	2005-2006	2012-2013
650316	College Park Elementary	KG-05	521	402	77.16	Y	SW-SW	2005-2006	2012-2013
650332	Gregory Elementary	KG-05	366	281	76.78	Y	SW-SW	2006-2007	2012-2013
650400	Winter Park Model Elementary	KG-05	384	291	75.78	Y	SW-SW	2006-2007	2012-2013
650324	Edwin A Alderman Elementary	KG-05	283	193	68.20	Y	SW-SW	2006-2007	2012-2013
650328	Forest Hills Elementary	KG-05	438	291	66.44	Y	SW-SW	2006-2007	2012-2013
650309	Castle Hayne Elementary	KG-05	489	312	63.80	Y	SW-SW	2009-2010	2012-2013
650352	New Hanover High	09-12	1504	910	60.51	N	SW		2012-2013
650343	Holly Shelter Middle	06-08	689	414	60.09	Y	SW-SW	2010-2011	2012-2013
650325	Emma B Trask Middle	06-08	832	476	57.21	Y	SW-SW	2006-2007	2012-2013
650304	Bradley Creek Elementary	KG-05	424	233	54.95	Y	SW-SW	2006-2007	2012-2013
650362	Pine Valley Elementary	KG-05	538	286	53.16	Y	SW-SW	2006-2007	2012-2013
650394	Wilmington Early College High	09-13	213	105	49.30	N	SW		2012-2013
650348	Murrayville Elementary	KG-05	641	315	49.14	Y	SW-SW	2006-2007	2012-2013
650351	Myrtle Grove Middle	06-08	789	381	48.29	Y	SW-SW	2010-2011	2012-2013
650310	Charles P Murray Middle	06-08	802	372	46.38	Y	SW-SW	2006-2007	2012-2013
650341	John J Blair Elementary	KG-05	605	280	46.28	Y	SW-SW	2010-2011	2012-2013
650327	Eugene Ashley High	09-12	1690	754	44.62	N	SW		2012-2013
650326	Emsley A Laney High	09-12	1859	794	42.71	N	SW		2012-2013
650323	Edwin A Anderson Elementary	KG-05	651	273	41.94	Y	SW-SW	2012-2013	2012-2013
650338	Heyward C Bellamy Elem	KG-05	647	268	41.42	Y	SW-SW	2006-2007	2012-2013
650308	Carolina Beach Elementary	KG-05	477	191	40.04	Y	SW-SW	2012-2013	2012-2013
650340	Isaac M Bear High	09-12	215	79	36.74	N	TAS		2012-2013
650364	Roland-Grise Middle	06-08	866	297	34.30	N	Not Eligible		2012-2013
650350	M C S Noble Middle	06-08	720	229	31.81	N	Not Eligible		2012-2013
650339	Holly Tree Elementary	KG-05	497	136	27.36	N	Not Eligible		2012-2013
650342	John T Hoggard High	09-12	1657	440	26.55	N	Not Eligible		2012-2013
650366	Dr John Codrington Elem	KG-05	531	121	22.79	N	Not Eligible		2012-2013
650380	Walter L Parsley Elementary	KG-05	559	105	18.78	N	Not Eligible		2012-2013
650356	Ogden Elementary	KG-05	669	102	15.25	N	Not Eligible		2012-2013
650353	Dr Hubert Eaton Sr Elem	KG-05	567	84	14.81	N	Not Eligible		2012-2013
650408	Wrightsville Beach Elem	KG-05	323	26	8.05	N	Not Eligible		2012-2013

Source: NHC Schools