

**Before the
FEDERAL COMMUNICATIONS COMMISSION
Washington, DC 20554**

In the Matter of)	
)	
Broadband Needs in Education)	GN Docket No. 09-47
NPB Public Notice #15)	
)	
A National Broadband Plan for Our Future)	GN Docket No. 09-51
)	
Inquiry Concerning the Deployment of)	GN Docket No. 09-137
Advanced Telecommunications Capability)	
To All Americans in a Reasonable and)	
Timely Fashion, and Possible Steps to)	
Accelerate Such Deployment Pursuant to)	
Section 706 of the Telecommunications Act)	
Of 1996, as Amended by the Broadband)	
Data Improvement Act)	
)	
Schools and Libraries Universal Service)	CC Docket No. 02-6
Support Mechanism)	
)	
Comprehensive Review of the Universal)	WC Docket No. 05-195
Service Fund Management, Administration)	
And Oversight)	

**COMMENTS OF SPRINT NEXTEL CORPORATION
NBP PUBLIC NOTICE #15**

Sprint Nextel Corporation (“Sprint”), pursuant to the Public Notice released on November 3, 2009 (DA 09-2376), hereby respectfully submits its comments in the above-captioned proceedings. In this public notice, the Commission has asked for comment on modifications to the E-rate program to improve broadband deployment; whether and how increasing broadband deployment to schools can affect the adoption of broadband more widely in communities; and how the E-rate program can be structured to more effectively distribute available funding.

Sprint has been an active participant in the E-rate program since the program's inception. Between 1998-2009, Sprint has had approximately 2400 funding requests for wireless data services (Internet Access service) and approximately 40,600 requests for voice service (Telecommunications service) under the E-rate program.¹ Although demand for voice services remains much greater than demand for Internet Access services, schools and libraries participating in the E-rate program have become increasingly interested in data services, reflecting a growing reliance upon broadband applications and the more widespread availability of such capabilities. Since 2000, demand for Internet Access services among Sprint's E-rate customers has increased almost 6-fold, as measured by funding request numbers (FRNs). Sprint provides Internet Access services through mobile broadband EV-DO connections (which have upload/download speeds of up to 144/2000 kbps) and EV-DO Rev A (which has upload/download speeds of up to 1800/2000 kbps). In Sprint's view, the E-rate program has been instrumental in enabling applicant schools and libraries to fulfill their educational and informational mandates through the use of broadband services.

1. Reports and Case Studies

The Commission has asked (Public Notice, p. 2) for "data, reports, and case studies regarding pre-kindergarten through graduate school students and schools working with broadband connectivity and online, application service provider (ASP)...solutions." Sprint has teamed with various applications providers to provide innovative mobile broadband learning solutions, with some extremely promising results. For example, in the summer of 2009, Sprint teamed with GoKnow Learning, Inc., to implement a trial

¹ Some of the 2009 requests for service currently are being processed by USAC.

program for Inkster Public Schools in Michigan. Under this trial program, Sprint mobile devices were loaded with GoKnow software and integrated into the classroom instructional program. Students could download tasks, complete them on their phone and then upload completed tasks back to their teacher. Students completed assignments using programs on their handsets -- Pico map (students created family trees and characterization using graphic organizers); Sketchy (story telling using animation software); and KWL chart (to build vocabulary and mathematical skills and activate prior knowledge); they also used the handset's camera and video features to capture pictures used to create slideshow presentations. Data showed that Inkster students involved in the trial program increased their achievement scores on average by 25%, and that student attendance and engagement in the classroom improved.²

Similarly promising results were generated from Project K-Nect, a supplemental resource designed to increase mathematical achievement of at-risk 9th and 10th grade students in North Carolina. Project K-Nect used mobile smartphones and an EV-DO mobile broadband connection to deliver supplemental digital instructional content to students who had limited or no access to a home computer or home Internet access. Teachers assigned their students math problems through the mobile device; if the student was unable to solve a problem, he could access a repository of supplemental content ("digital snippets") or engage in peer-to-peer collaboration to assist in completing the assignment. As summarized in Attachment 2, classes participating in Project K-Nect in the 2008-2009 school year outscored other similar classes that did not participate in the project, in nearly every case. Project leaders also reported increased student engagement,

² See Attachment 1 for more detailed description of the Inkster trial program.

greater parental involvement, and increased communication between students and teachers.³

Although Sprint does not have specific case studies that document the value of digital content needs and uses (Public Notice question 3) such as E-books, we would note that the use of E-books offers numerous advantages. Paper textbooks are costly, difficult to update, heavy,⁴ and can be lost. In contrast, E-books can be updated far more quickly and easily; are attractive from a green initiatives perspective; and, even taking into consideration the smartphone⁵ or other electronic devices used to download the material, can be less expensive and lighter than many paper textbooks. Electronic books also offer the opportunity to engage in real-time collaboration and discussion of content; perpetual licensing of content rather than recycling/return of physical books; advance licensing of content, catering to individualized instruction opportunities; access to a virtually unlimited quantity of texts available (versus consolidation of material into a single paper textbook); and easier access to dynamic content (such as information on current events) as well as original source materials that may be scanned or archived.

2. Modifications to the E-Rate Program

The Commission has asked (Public Notice, question 11) how the E-rate program could be modified to “more effectively meet the needs of applicants as well as whether

³ See Mobile Learning 09 Conference, Day 2, Project K-Nect Presentations, <<http://ubiquitousthoughts.wordpress.com/2009/02/20/mobile-learning-09-conference-day-2-project-k-nect-presentations/>>

⁴ For example, the mathematics, chemistry and literature textbooks used by certain 10th grade students in Arlington, VA weigh approximately 16 pounds in total.

⁵ It is becoming ever easier to download an ever-expanding library of e-books to a smartphone. For example, the Aldiko Book Reader application can be installed on the HTC Hero Android smartphone to obtain tens of thousands of titles.

the program can be a vehicle to stimulate the adoption of broadband throughout communities.” One simple change that would significantly enhance applicants’ ability to engage in legitimate educational activities is to allow eligible entities to use eligible mobile services (telecommunications, Internet Access, and equipment such as EV-DO air cards) from locations other than the school or library proper. The notion of “eligible locations” is a wireline-centric concept which is increasingly divorced from the way Americans study, work, and live. The school and library communities, like American society in general,⁶ are turning more and more to mobile technologies to engage in school and library-related work at all hours, and from many locations other than the classroom or the library. Providing funding for wireless telecommunications and Internet access services that are “integral, immediate and proximate” to the education of students,⁷ regardless of whether the eligible user is seated at a desk on campus or in the library, would promote the intent of the E-rate program and help applicants to realize the full productivity benefits of wireless technology, while simplifying applicants’ “eligible use” compliance activities.⁸

⁶ For example, in June 2007, there were 238.2 million wireless service subscribers, compared to 167.7 million wireline subscribers in 2006. *See Trends in Telephone Service*, Tables 7.1 and 11.2, released August 2008 by Industry Analysis and Technology Division, Wireline Competition Bureau, FCC. According to CTIA, wireless service subscription had increased to 276.6 million subscribers in the U.S. in 2009. *See CTIA- The Wireless Association Annualized U.S. Wireless Industry Survey Results – June 1985 to June 2009*, at <http://files.ctia.org/pdf/CTIA_Survey_Midyear_2009_Graphics.pdf>.

⁷ *Schools and Libraries Universal Service Support Mechanism*, 18 FCC Rcd 9202, 9209 (para. 19) (2003).

⁸ Sprint also offers safeguards that will direct traffic from the mobile device through the same school district filters and firewalls as any device on the district LAN, to help ensure that students and other users access only authorized sites and applications.

3. Impact of Expansion of the E-Rate Program

The Commission has asked (Public Notice, questions 11.d and e) about the impact of expanding the classes of eligible users, providing funding for computers and other end user equipment, and providing funding for technology training for teachers and librarians. While expanding the E-rate program in these ways doubtless would generate certain benefits, the sad reality is that the federal universal service fund cannot accommodate these additional, potentially very costly, obligations, unless coverage for existing services and equipment (*e.g.*, priority two internal connections) is curtailed. The USF is already in precarious financial straights, with the interstate USF contribution factor projected to rise to a record-high 14.2% for the first quarter of 2010.⁹ Expanding the schools and libraries fund to include more educational institutions, end user equipment, and training would place additional strain on the fund and threaten its sustainability – a violation of the statutory imperative that USF mechanisms be “specific, predictable and sufficient” (*see* Section 254(b)(5) of the Act).

Expanding E-rate support as suggested in the public notice would be especially problematic because of the disproportionate burden such expansion would place on the customers of telecommunications service providers who currently fund the USF. Many of the entities that provide training or computers are not currently and may not in the future be USF contributors (revenues associated with end user equipment sales, for example, currently are not included in the USF contribution base). Expanding the scope

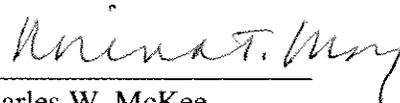
⁹ *See* Stifel Nicolaus, *Industry Assessments Expected to Jump, Up Pressure for USF/Intercarrier Reform* (Nov. 3, 2009). As the Commission recently noted, “An unsustainable funding mechanism and increased demands for support have doubled the

Footnote continued on next page

of supported services (numerator of the USF contribution factor equation) while keeping the contribution base the same (the denominator of the equation) will necessarily result in an even higher and unsustainable USF contribution factor. The Commission should avoid a situation in which excessive regulatory fees place an unreasonable burden on telecommunications carriers and their customers.

Respectfully submitted,

SPRINT NEXTEL CORPORATION



Charles W. McKee
Vice President, Government Affairs
Federal and State Regulatory

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November 20, 2009

amount [of USF] paid by consumers since 2000" (*see* "FCC Identifies Critical Gaps in Path to Future Universal Broadband," news release issued November 18, 2009, p. 2).

ATTACHMENT 1



News Release

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School District Partners with Sprint to turn Cell Phones from Classroom Nuisance to Valuable Learning Tool

Michigan based Inkster Public Schools, Sprint and GoKnow partner to allow students to use cell phones for their classroom work

Overland Park, Kan. – September 21, 2009 – For years, schools have put policies in place to prevent students from bringing their cell phone into class – the main reason – disrupting the learning environment. However, Inkster Public Schools in Michigan have recognized that cell phones are an integral part of a students' life and are working together with Sprint (NYSE:S) and GoKnow Learning, Inc., a University of Michigan spinoff that focuses on helping K-12 adopt mobile learning, to integrate cell phone use into the classroom and enhance the learning environment.

During 2009 summer school, Inkster enlisted Sprint for a trial in which Sprint handsets were used in the classroom as a learning tool for the students. Through the use of Sprint handsets loaded with GoKnow software, students were able to:

- Complete and synchronize English language arts (ELA) assignments using their cell phones by using the Sprint/Go Know technology programs such as Pico map (creating family tree and characterization using graphic organizers), sketchy (story telling using animation software), KWL chart (vocabulary skills and activating prior knowledge), camera, video, and windows mobile (word processing) for lessons that went along with their online reading assignment of Animal Farm by George Orwell.
- Learn how mathematics is integrated throughout a Culinary Arts Program. Students completed and synchronized assignments using the Sprint/Go Know technology programs: Pico map, Sketchy, KWL Charts, camera, note taking and PowerPoint presentations. The lessons were designed with an emphasis on conversions and algebraic solutions.
- Take a field trip to Comerica Park Baseball Stadium that integrated math concepts by using the seating arrangements at the park to determine which section of seating generated the most income. The students used their cell phones to gather data using Windows Mobile (Excel). The students also captured pictures of the park with the objective of creating a slideshow presentation of their experience.

The trial delivered results above and beyond the expectations of Inkster Public School District. Data showed that students in the district were performing below state standards in ELA and math. After the Sprint/GoKnow trial, the students involved increased their achievement scores on average by 25%.

"We realize that students are digital learners with a firm grasp of technology, so integrating tools that they use everyday has provided some wonderful benefits," said Pete Lopez, Inkster Public Schools Director of Technology. "The use of Sprint cell phones combined with the strength of the Sprint's Now Network and the GoKnow software has enabled us to create both a mobile learning environment and a paperless classroom with immediate feedback that the students responded very well to. An added benefit is that our Title-1 district status allows us to receive federal funding for the cell phone service through E-Rate, a government funded program."

With a successful trial under their belts, Inkster Public Schools is hoping to put plans in place to implement this in all middle and high schools for the 2010-11 school year. The first step in this plan was to discuss results at the August 11 school board meeting. The Inkster Public Schools board members, superintendent, community, and stakeholders provided positive feedback regarding the cell phone initiative.

"The combination of Sprint's Now Network™ and GoKnow's innovative software, turns a Sprint phone into a powerful learning tool that both teachers and students rave about," said Jaime Jones, Vice President of General Business and Public Sector, Sprint.

"Teaching 21st centuries skills requires using 21st century tools. Inkster is demonstrating how to use the quintessential 21st century tool for curricular purposes – with Inkster's students reaping the benefits." Elliot Soloway, PhD, CEO of GoKnow Learning and Professor, University of Michigan.

Sprint serves Inkster Public Schools through its newly formed Business Markets Group (BMG). Composed of more than 4,000 sales, support, marketing and operations personnel, Sprint's BMG is dedicated solely to enterprise, general business and public sector customers. BMG offers a unique combination of 3G and 4G technologies and applications, including integrated wireless-wireline services. The Sprint BMG unit delivers wireless, wireline and converged solutions for companies, drawing on the nation's most dependable 3G mobile broadband network*, 4G capabilities that are well ahead of Sprint's competition, the fastest national push-to-talk network, and a comprehensive solutions portfolio of devices and applications.

For additional information about Sprint solutions for K-12, visit www.sprint.com/k12

ABOUT SPRINT NEXTEL

Sprint Nextel offers a comprehensive range of wireless and wireline communications services bringing the freedom of mobility to consumers, businesses and government users. Sprint Nextel is widely recognized for developing, engineering and deploying innovative technologies, including two wireless networks serving almost 49 million customers at the end of the second quarter of 2009; industry-leading mobile data services; instant national and international push-to-talk capabilities; and a global Tier 1 Internet backbone. The company's customer-focused strategy has led to improved first call resolution and customer care satisfaction scores. For more information, visit www.sprint.com.

ABOUT GOKNOW, INC.

GoKnow, Inc. is the premier provider to K-12 of educational software, curriculum and professional development designed expressly for mobile computers. GoKnow's products

provide new opportunities for teaching and learning with mobile technology. For more information, visit www.goknow.com.

ABOUT INKSTER PUBLIC SCHOOLS

Inkster Public Schools located just six miles southwest of Detroit, is one of the highest-needs areas in the State of Michigan, (90% of students attending our schools are eligible for free/reduced lunches and more than one in five students (22%) are designated special education), the impact of poverty and learning disabilities on the school community and on life greatly shapes the educational experience for our students and families.

Mobile learning solution helps Inkster Public Schools turn cell phones into valuable learning tool.



Sprint and GoKnow deliver higher achievement scores for underprivileged school district.

Inkster Public Schools is located just six miles southwest of Detroit, Michigan in Wayne County. Inkster is one of the highest-needs areas in the State of Michigan, with 90% of students eligible for free/reduced lunches and more than one in five students (22%) are designated special education. The impact of poverty and learning disabilities on the school community and on life greatly shapes the educational experience for students and families.

Challenge

Inkster Public Schools, a school district just outside of Detroit, is located in one of the highest-needs areas in Michigan. More than one in five students requires special education and learning disabilities were not uncommon. Data showed that students in the district were performing below state standards in English Language Arts (ELA) and math. Inkster sought to improve students' test scores and increase their engagement in the classroom.



Inkster began investigating technology around mobile learning. The school district wanted to utilize a new learning solution that would create a one-to-one teaching environment between students and teachers, increasing engagement from students. Although cell phones had been barred from the classroom for years, viewed as a disruption to the learning environment, Inkster decided to explore the possibility of using cell phones as a learning tool.

Solution

Sprint introduced Inkster to GoKnow Learning, Inc., a University of Michigan spinoff that focuses on helping K-12 institutions adopt mobile learning. During the 2009 summer school session, Inkster implemented a trial program with Sprint and GoKnow. Sprint devices were loaded with the GoKnow software and integrated into the classroom. The school's curriculum, assignments and other learning materials were available to students on their devices. Students could download tasks, complete them on their phones and then upload completed tasks back to their teacher. They used a variety of mobile technology programs on their phones, including Pico map (creating family tree and characterization using graphic organizers), Sketchy (story telling using animation software), KWL chart (vocabulary skills and activating prior knowledge), camera, video and Windows Mobile (word processing).

The technology allowed students to complete many mobile learning assignments. Because of Sprint devices such as the HTC Touch Pro2, students could use advanced learning tools on the go. Students took a field trip to Comerica Park Baseball Stadium that integrated math concepts by using the seating arrangements at the park to determine which section of seating generated the most income. The students used their cell phones to gather data using Windows Mobile (Excel). The students also used their cell phones to capture pictures of the park with the objective of creating a slideshow presentation of their experience.

Bottom line

The trial delivered results above and beyond the expectations of Inkster Public School District. Prior to the trial, students were performing below state standards in ELA and math. However, after this trial, students involved increased their achievement scores on average by 25 percent. Student attendance and engagement in the classroom has also increased.

"We realize that students are digital learners with a firm grasp of technology, so integrating tools that they use everyday has provided some wonderful benefits," said Pete Lopez, the IT Director of Inkster Public Schools. "The use of Sprint cell phones combined with the strength of the Sprint's Now Network™ and the GoKnow software has enabled us to create both a mobile learning environment and a paperless classroom with immediate feedback that the students responded very well to. An added benefit is that our Title-1 district status allows us to receive federal funding for the cell phone service through E-Rate, a government funded program."

With a successful trial completed, Inkster Public Schools is proposing plans to implement this technology in all middle and high schools for the 2010-11 school year. The first step was to discuss results at a school board meeting. The Inkster Public Schools board members, superintendent, community and stakeholders provided positive feedback regarding the cell phone initiative. Inkster Public Schools is very pleased with this innovative new technology, transforming the traditionally disruptive cell phone into a powerful learning tool.

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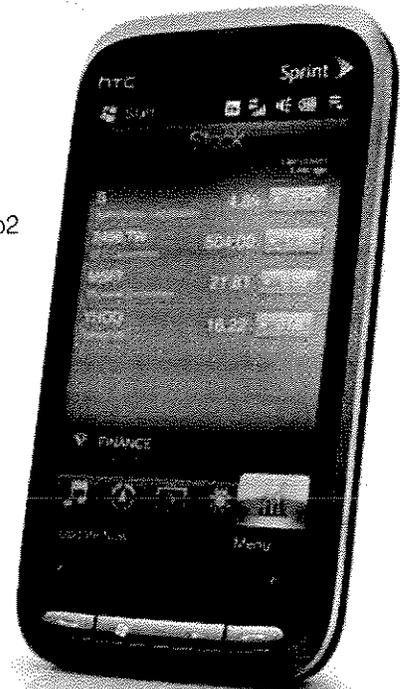
For more information about Sprint solutions for K-12 institutions, contact your Sprint representative or visit sprint.com/k12

Contact Name
Address 1
Address 2
Phone
Email

"We realize that students are digital learners with a firm grasp of technology, so integrating tools that they use everyday has provided some wonderful benefits. The use of Sprint cell phones combined with the strength of the Sprint's Now Network™ and the GoKnow software has enabled us to create both a mobile learning environment and a paperless classroom with immediate feedback that the students responded very well to."

- Pete Lopez, IT Director, Inkster Public Schools

> HTC Touch Pro2



ATTACHMENT 2

Dixon
High
School

Home of the Bulldogs



John A Shannon
Principal

160 Dixon School Road
Holly Ridge, NC 28445

Leigh Bizzell
Assistant Principal

September 25, 2009

To whom it may concern,

It is my distinct pleasure to highlight the success of the Project K-Nect classes here at Dixon High School.

As the principal of the school, I have been involved with the project since it began here in Onslow County. My initial teacher, Mr. Homer Spring, has been very successful at adapting his teaching and his classroom strategies to utilize the Project K-Nect phones on an almost daily basis. He has worked with them in all three classes, Algebra I, Algebra II, and Geometry.

With adjustments to the software and newer devices, his level of success with the students and therefore the success of the students has grown since the beginning. The results from the 2008-2009 school year shows Mr. Spring's classes outscoring the other, similar classes in nearly every case. Algebra I - Mr. Spring: 93%; Teacher A: 79%; Teacher B: 71%; Teacher C: 67%. Algebra II - Mr. Spring: 81%; Teacher A: 75%; Teacher B: 50%; Teacher C: 30%. The single exception is the comparison made in Geometry, where Mr. Spring's regular class was compared to an Honors level class. Geometry - Mr. Spring: 65%; Teacher A: 40%; Teacher C (Honors): 70%. In this case, the Honors class only out distanced his students by 5%.

In comparing Dixon High School to another Onslow County school, our results are very similar as well. In both Algebra I and Algebra II, the Project K-Nect classes were within 2% points of each other and the other comparable classes had similar proficiency scores. Algebra I - DHS: 93%; School B: 91%. Algebra II - DHS: 81%; School B: 83%. Similar classes - Algebra I - DHS: 72%; School B: 68%; Algebra II - DHS: 52%; School B: 52%. Again, there was a larger discrepancy in Geometry. Geometry - DHS: 65%; School B: 90%. Similar classes - DHS: 55%; School B: 74%. The patterns do appear to be relative to the number of classes and class size.

Overall, I have seen a tremendous value in the use of mobile devices in both student engagement with their material and performance. I believe this to be a very valuable endeavor which has definitely benefitted our students. I would highly recommend the opportunity to any school if it became available.

Respectfully,

John A Shannon
Principal
Dixon High School



SOUTHWEST HIGH SCHOOL

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PHONE: (910) 455-4888 FAX: (910) 455-3949

September 28, 2009

To Whom It May Concern:

Attached you will find data for mathematics classes at Southwest High School from the 2008-2009 school year. A comparison was made between Project Knect class proficiency and non-Project Knect mathematics classes.

Tables 1 and 5 show the overall proficiency level (Level III and IV) of Southwest High School classes separated by fall and spring semesters. The additional tables provide information by teacher and all proficiency levels (Levels I through IV). The teachers printed in orange taught Project Knect classes.

If you questions concerning this report please feel free to contact Pam Baldwin or Suzette Kliever at (910) 455-4888.

Sincerely,

Pamela Baldwin

Pam Baldwin
Principal



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Southwest High School Project Knect

Fall 2008

Table 1

Courses	SWH % Proficient	Project K-nect % Proficient
Geometry	78%	90%
Algebra I	47%	
Algebra II	80%	

Table 2

Geometry	Level 1	Level 2	Level 3	Level 4	# tested	% Prof.
Teacher A	0	2	13	5	20	90%
Teacher B	4	10	26	13	53	74%

Table 3

Algebra I	Level 1	Level 2	Level 2-1se	Level 3	Level 4	# tested	% Prof.
Teacher A	4	3	3	8	1	19	47%
Teacher B	3	8	3	5	0	19	26%
Teacher C	0	4	3	11	2	20	65%

Table 4

Algebra II	Level 1	Level 2	Level 3	Level 4	# tested	% Prof.
Teacher A	6	7	14	1	28	54%
Teacher B	1	3	30	21	55	93%

Spring 2009

Table 5

Courses	SWH % Proficient	Project K-nect % Proficient
Algebra I	68%	91%
Algebra II	68%	83%
Geometry	59%	



SOUTHWEST HIGH SCHOOL

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Table 6

Algebra I	Level 1	Level 2	Level 2- lse	Level 3	Level 4	# tested	% Prof.
Teacher A (avg. of 2 classes)	0	4	7	20	15	46	76%
Teacher B	4	6	8	23	4	45	60%

Table 7

Algebra II	Level 1	Level 2	Level 3	Level 4	# tested	% Prof.
Teacher A	0	4	15	4	23	83%
Teacher B	5	7	21	9	42	71%
Teacher C	5	5	4	1	15	33%

Table 8

Geometry	Level 1	Level 2	Level 3	Level 4	# tested	% Prof.
Teacher A	3	8	11	0	22	50%
Teacher B	6	22	29	17	74	62%



Southern
School of Engineering



800 Clayton Road, Durham, NC 27703 919.560.9184 Fax – 919.560.3848

Mr. Gross,

The information below demonstrates the levels proficiency of the Project K-Nect program in our school versus the classes not utilizing the program and those results compared to the comprehensive school that we connected with, Southern High School.

	1 st period –	3 rd Period - Project K-Nect	4 th Period	SHS scores
Algebra	0%	71%	48%	22%
Biology	50%	88%	55%	55%

As you can see there was significant growth for the Project K-Nect class and we consider the gains to be closely linked to ideas promoted through this program. We look forward to continuing this initiative and providing our students with the 21st Century skills they need to be successful. Thanks for all the effort you have put forth in adding our success.

Travis Taylor
Principal
Southern School of Engineering
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Algebra I – EOC Results

Southwest High School – Onslow County

Class	Teacher	EOC Proficiency Levels	Period of Evaluation
Algebra I	S. Kliewer*	91%	Spring 2009
Algebra I	Teacher A	76%	Spring 2009
Algebra I	Teacher B	60%	Spring 2009

Dixon High School – Onslow County

Class	Teacher	EOC Proficiency Levels	Period of Evaluation
Algebra I	H. Spring*	93%	Spring 2009
Algebra I	Teacher A	79%	Spring 2009
Algebra I	Algebra B	71%	Spring 2009
Algebra	Teacher C	67%	Spring 2009

Southern School of Engineering – Durham

Class	Teacher	EOC Proficiency Levels	Period of Evaluation
Algebra I	E. Moffitt*	71%	Spring 2009
Algebra I	Teacher A	48%	Spring 2009
Algebra I	Teacher A	0%	Spring 2009

Walkertown Middle School – Winston-Salem

Class	Teacher	EOC Proficiency Levels	Period of Evaluation
Algebra I	C. Webster*	96%	2008-09 School Year

Geometry – EOC Results

Southwest High School – Onslow County

Class	Teacher	EOC Proficiency Levels	Period of Evaluation
Geometry	S. Kliewer*	90%	Fall 2008
Geometry	Teacher A	74%	Fall 2009

Dixon High School – Onslow County

Class	Teacher	EOC Proficiency Levels	Period of Evaluation
Geometry	H. Spring*	65%	Fall 2008
Geometry	Teacher A	40%	Fall 2008
Geometry (H)**	Teacher B	70%	Fall 2008

**H= Honors

Algebra II – EOC Results

Southwest High School – Onslow County

Class	Teacher	EOC Proficiency Levels	Period of Evaluation
Algebra II	E. Kliever*	83%	Spring 2009
Algebra II	Teacher A	71%	Spring 2009
Algebra II	Teacher A	33%	Spring 2009

Dixon High School – Onslow County

Class	Teacher	EOC Proficiency Levels	Period of Evaluation
Algebra II	H.Spring*	81%	Spring 2009
Algebra II (H)**	Teacher A	75%	Spring 2009
Algebra II	Teacher B	50%	Spring 2009
Algebra II	Teacher C	30%	

**H= Honors

Biology – EOC Results

Southern School of Engineering – Durham

Class	Teacher	EOC Proficiency Levels	Period of Evaluation
Biology	N. Joyner*	88%	Spring 2009
Biology	Teacher A	55%	Spring 2009
Biology	Teacher A	50%	Spring 2009