

## ***Educate!* Campaign 2005**

***One reader grew up hearing this true story:***

Back when a dollar was a lot of money, a poor old man in town collected slop for pigs for a living. One day, when he came through, his wagon drawn by an old mule, the mule collapsed in the street and died.

The townspeople gathered round. How will the poor man make a living now? the crowd asked. Oh, we are sorry, so sorry. One man spoke up, saying:

***“I’m sorry five dollars worth. How sorry are you?”***

***Educate!*** will not cease publication at the end of this month if its readers respond to its current call for support. In Campaign 2005, we have thus far raised \$1,657 from 16 readers. That means we have yet to hear from you and 3,681 others.

Our goal of raising \$50,000 to publish all next year can easily be reached if you give an amount equal to what you get out of reading this journal. Details on how to support ***Educate!*** are on Page 2.

***It’s up to you.***



"We've got to get away from homogenous groupings" of students, Supt. Jim Pughsley said Tuesday. "It is from their differences that they learn."

# 'It is from their differences that they learn'

## Pughsley: Capping poverty rates will be 'on the table' in January

CMS Supt. Jim Pughsley Tuesday promised a west Charlotte audience that the key policy decisions that led to school resegregation would be "on the table" next month for review.

But the ever-cautious educator did not say what he would recommend on some of the most controversial issues that have divided the community along racial lines.

Meeting with a mixed but predominantly African-American audience at the Tuesday Morning Breakfast Forum in west Charlotte, Pughsley instead outlined a "strategic framework" for discussion in January. The topics:

- Magnets.
- Diversity.
- Capping enrollment to acknowledge school capacity limitations.

- The home-school guarantee.
- Capping the percentage of low-income students at all schools.

- School size itself.
- School effectiveness.
- Attendance boundaries.
- Student achievement.
- The impact of No Child Left Behind, the federal legislation forcing districts nationwide to achieve success with all children.

"These are the things I think need to be put on the table. It won't be easy for the board. It won't be easy for the administration.

But the review is essential, "so that we in fact can reinvent the district...."

"I believe in the concept of choice. But there is work that

## As Leandro turns: An update

Lawyers gathered again this week in Judge Howard Manning's Raleigh courtroom to haggle over how North Carolina will meet its constitutional mandate to provide a sound basic education to every child.

The News & Observer reported that Manning may hold hearings on high schools, to follow up on his assessment last month that CMS high schools are underperforming even though the district is relatively well-financed.

A number of other issues were raised via briefs and memoranda:

- The state outlined how it would like to revise the way in which it would parcel out to school districts any additional

money for at-risk students (More, Page 6.) Designed to fix funding formulas in a pilot program now operating in 16 counties, the revisions prompted the judge to ask for ways to get the money not to entire districts, but to the individual schools where the at-risk students are served.

- Lawyers charged that state officials are not asking legislators for the money the state says will be needed. (More, Page 9).

- And a Charlotte lawyer offered Manning another perspective on why more money will be needed, and why Wake and Mecklenburg districts are too dissimilar to compare. (Excerpts, Page 11.)

# We can't hide how little we care about all children

*The writer is chairman of the education committee of the Black Political Caucus.*

At this week's Tuesday Morning Breakfast, a weekly think tank and ad hoc discussion group that meets every Tuesday morning at the West Charlotte Recreation Center, Joe White, chairman of the Charlotte-Mecklenburg Board of Education, expressed what he said was his fear about student assignment – namely, that low-performing students can be “hidden” when placed in high-performing schools.

I have heard this argument many times.

In 1999, I testified in the Swann case under U.S. District Court Judge Robert Potter that Mr. White's fears were not just fears but a reality in many of the schools in our schools system.

Under North Carolina's system of accountability, it is not only possible to hide low-performing students; it is also profitable to hide low-performing students.

The state system of accountability is an indication of how the school is doing. If the school meets its goals, teachers and certain other members of the staff are paid bonuses.

Under the state system, the school can pass while many of the

## From Readers

children are failing.

Because of this fear, there are those who support the type of student assignment plan that isolates low-performing students into such things as “Equity Plus II Schools.” The theory is that if you can isolate low-performing students, you can identify them and therefore better help them.

The reality is that once you isolate low-performing students, these students seldom, if ever, get the teachers, resources, and support that is needed to take them from where they are to where they need to be.

The only thing accomplished by this type of student assignment plan is the resegregation of our school system along racial and economic lines and the failure of our education system to provide a sound basic education for all of its children.

Under the federal No Child Left Behind standards, schools must show that all kinds of students are performing academically. Schools can't meet the federal standards unless students in a variety of groups – minority students, those from low-income fam-

ilies or with physical or mental disabilities or with limited English – make the grade. The federal standards make it extremely difficult to hide students.

Mr. White's fear that schools will be able to “hide” low-performing students is not likely to become a reality as long as federal standards are kept in place. Mr. White can now join me and move his attention to the real fear:

That fear is that unless we dramatically alter our student assignment plan, the federal standards will continue to point out how little the Charlotte-Mecklenburg community cares about all of its children.

Richard A. McElrath, Sr.

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**Educate!** is a journal on public education focusing on Charlotte-Mecklenburg and N.C. Our aim is to supply information useful to you in your role as student, parent or citizen.

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## Assignment plans

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needs to be done with regard to the mechanism of choice as we know it today....

"If we have a failed public school system it will significantly change the character of Mecklenburg County and the surrounding area. We cannot allow that to happen," he said.

Pughsley was much more forthcoming on other issues he says must be dealt with to raise student achievement:

– **Aggressive recruitment and replacement of teachers and principals.** Pughsley said he would propose that "we engage head hunters so we can go and find the very best and bring them into CMS." He said Human Resources would use "different tools" than those used today to "individually verify their performance potential."

He said current bonuses, cut in half to \$1,500-\$2,500 because of budget cuts, are "not going to be enough to get the movement we need... We need to step that up."

The High School Challenge under way at three underperforming high schools already is offering \$5,000 pay-for-performance bonuses. At eight other schools involved in the pay-for-performance pilot, bonuses are a lesser amount.

Paying tuition for master's programs had become "one of the most successful" teacher incentive programs, Pughsley said. He said he would propose "expanding that opportunity from a master's to a specialist degree and even a doctoral degree."

To attract top-quality principals, Pughsley said he would propose signing bonuses of 20% to 25% of annual pay – \$20,000 for a high school principal, about \$15,000 for a middle school principal.

He said he would also offer principals "more authority," "a bit more discretion" in how they spend budget dollars, and new ways to remove staff who are not

Continued on Page 4

## Competing for staff: Rural woes

*The N.C. Education & Law Project of the N.C. Justice Center last week released "Common Ground: An Equal Opportunity For a Sound Basic Education." The report, aimed at Leandro judge Howard Manning, is a call for a quick study of the true costs of providing a sound basic education to every North Carolina schoolchild. State officials have proposed a \$15 million, five-year study. The Justice Center thinks it should be done at far less time and at lower cost. Below is an excerpt from "The Impact on Teacher Quality," a section of Common Ground. The full report is at [www.ncjustice.org](http://www.ncjustice.org).*

There is perhaps nothing more illustrative of why money matters than the ability of districts to attract and retain quality teachers. Attracting and retaining the best teachers is a competitive business. The base salary for a beginning teacher in North Carolina is \$25,250. If that teacher takes a position in Macon County, he or she will earn that base salary. Macon is one of seven counties that do not offer a local teacher supplement....

Rural schools clearly face greater challenges than their wealthier urban neighbors. At the most basic level, it is clear that teacher salaries remain lower in rural areas while teacher turnover rates remain high. According to a 2003 report, North Carolina has the 13th highest gap in the nation between the top salaries paid to rural and urban teachers – almost \$7,500 per year....

The [2003] report attributes the discrepancy to the availability of additional funds for wealthier local districts that result from larger local tax bases. The impacts of this funding and revenue discrepancy are predictable. During the last five years, the highest one-year turnovers recorded in the state were in Hertford, Hoke, Franklin, Tyrell, Vance and Warren counties – all rural areas.

How important are teachers to educational achievement? NCLB calls for a highly qualified teacher in every classroom. Judge Manning mandated that all students be taught by a competent and highly qualified teacher in his Leandro holdings. The North Carolina State Supreme Court affirmed Judge Manning's orders in its recent Leandro decision. There is a vast body of research that critically examines the connection between teacher quality and student achievement.

In a June 2001 report, the North Carolina Education Research Council (hereinafter NCERC) concluded, "[t]here is considerable evidence that the quality of teachers assigned to a student is among the most important determinants of how much the student will learn."

The results of having even one ineffective teacher are disastrous, resulting in a measurable difference in achievement at least four years subsequent to the student's exposure to an ineffective teacher.

This report does not mean to suggest that money is the only or even primary carrot for attracting quality teachers; however, the realities of the marketplace support that districts that can offer better wages have an advantage in attracting and retaining teachers. The systems with the top ten supplement schedules are mostly urban and have average local salary supplements ranging from \$2,888 to \$7,122. The systems with the ten lowest supplement schedules are rural and average local salary supplements range from \$0 to \$441....

## Assignment plans

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performing in the classroom.

– **Working conditions.** He said he would recommend more spending on student management, adding full-time social workers, full-time nurses, “and lowering the class size even more.” Some schools would receive staff to provide bilingual support. And he said he was considering “even the possibility of guaranteed summer employment. Salary does make a difference.” He said teachers now begin at \$28,000, but max out at an average of \$45,000.

– **Transferring staff where they are needed.** When schools fail to perform, Pughsley said he would seek board support to use existing policies to declare an emergency, which would allow him to involuntarily transfer teachers to underperforming schools to fix the problem.

“There is nothing whatsoever wrong about the policy,” Pughsley said. Using it “would enable us to do what we need to do.

“But I’ll be honest with you,” he told the crowd of 60 at the West Charlotte Recreation Center. “I want and have to have the board’s backing. We have to do it together. We can’t do it alone.”

“You’re going to hear a lot of grumbling” if teachers are involuntarily transferred, Pughsley predicted. “Hopefully you will stand up and support it as well.”

– **Student assignment review process.** Pughsley said he would want the board in January to tackle first “a vision” for student assignment. “I don’t want to get into the details first, because if we do, we won’t ever get beyond that point.”

He characterized his goal as “defining purposes and objectives” that would lead to revisions “for the long term.” The final result must be predictable, and “communicate greater confidence” as openings of new schools force transfers, particularly in growing areas of the county.

The search for a vision would

## ‘It Is From Their Differences...’

involve board work sessions and community meetings. “This is not going to work as a three-meeting effort,” he said. But the process should be completed in October 2005 for use in the 2006-2007 school year.

During a question-and-answer session:

Asked how history would know that he as an African-American had served here, Pughsley appeared to reject the premise of the question: “My legacy, I would hope, is that there are many more students, black and white, that are leaving our school system better prepared to be productive citizens – pure and simple.”

Asked to provide in-school alternatives to the suspensions that lead many students toward dropping out, Pughsley said he was trying to find a balance, because “we have those that are calling for us to put all the [disciplinary cases] out” on the street.

Asked about overuse of prescription drugs, Pughsley said he “would not stand having kids overmedicated.” He promised action if any individual situations are brought to his attention.

As for issues facing families, Pughsley said, “that’s beyond my control, but it’s not beyond our

control as citizens.

“That in part is what I am asking this group to do, that is, to stand up... as we go through this process of re-invention.”

Asked about the grouping techniques that created racially segregated classrooms inside the-desegregated schools, Pughsley said he sought “skill-based grouping” for each class, which would prevent daylong tracking. “We do not want to talk about it, but Advanced Placement has been used to resegregate kids. We’ve got to get away from homogenous groupings. It is from their differences that they learn.”

Asked what parents could do about the days their children lose from class between a suspension and first appeal, Pughsley said “the best way to avoid it is for parents to get involved before the situation occurs.”

Told that teachers were repeating County Commissioner Bill James’ recent comments in high school classrooms, Pughsley said, “The schools are a direct reflection of the society. Anytime you have comments being made that he made, then you can expect that to show up in our schools.” Disciplinary action would be taken as appropriate, he said.

## DidYaHear?

✓ The superintendent has down pat his talking points that N.C. Superior Court Howard Manning was wrong when he suggested that Wake County does a more efficient job educating students. But one Charlottean thinks Pughsley’s problem is that he “treats his poor retention and teacher-inexperience problems like they are acts of God. I have talked to a lot of teachers and a fair number of recent former teachers. A lot of good teachers don’t want to stay in CMS. If they work hard, devote a lot of their own resources and try to come up with creative ways to get students to learn, they can expect more negative consequences than positive. Its an organizational culture thing that nobody seems to be noticing or talking about.”

✓ Wake’s school board has approved requests for new roofs for its growing enrollment. The board wants \$8.5 million for mobile units, and an additional \$5.8 million next spring. Both numbers are in a \$31.1 million package for mobiles, modular classrooms, a modular wing at an existing high school and two new entirely modular elementary schools. Along with some leased space....

– Send intelligence to [swannfello@aol.com](mailto:swannfello@aol.com)

# Unusual name, laser-like focus on a key issue

A community determined to improve student achievement might worry less about sewers, more about poverty.

And Floyd Davis is doing just that.

CEO of Community Link, Davis runs the shop formerly known as Travelers Aid. Today, the group still helps stranded travelers, mostly folks stuck at the bus station.

But most of Link's work is on pulling people out of poverty and, in particular, counseling them and finding them suitable shelter.

And with housing subsidies disappearing, that's a tall order. The chart at right shows how thousands of Mecklenburg workers in service and other occupations critical to the economy cannot afford the rent on an apartment.



Davis

Creating wages that will sustain families is "an issue we have to wrestle with," Davis told a community group recently. "But we've got to do something that can provide the working poor with food, clothing and shelter."

One of Davis' board members added, "We must recognize those among us who do not have. Anything else is evil."

Nearly half of Link's \$2.4 million budget is contract payments for performing the counseling and social service work the public associates with other agencies. Even with those resources, Davis says his 40-member staff is stretched thin.

The ongoing caseload of 90 families two years has mushroomed to 374. Total cases last year numbered about 1,500.

"We have capacity issues. I would like for Community Link to be serving 5,000 to 7,000 persons

## What a job's wages will buy in an apartment

Chart assumes that 30% of household income should go to rent. Based on that, thousands of workers, from waitresses to security guards, can't afford even an efficiency apartment in Mecklenburg at the market rate. Only teachers and police officers can afford a three-bedroom apartment. And only a teacher could cover the cost of a four-bedroom unit.

Number of bedrooms	Zero	One	Two	Three	Four
Monthly rent	602	653	726	913	1,063
Annual income needed	\$24,080	\$26,120	\$29,040	\$36,520	\$42,520
Hourly wage needed	\$11.58	\$12.56	\$13.96	\$17.56	\$20.44
Occupation	Average wage per hour		Average wage per year		
Waiters & Waitresses			\$7.34		\$15,267
Food Preparation Workers			\$8.12		\$16,890
Child Care Workers			\$8.16		\$16,973
Janitors & Cleaners			\$8.80		\$18,304
Hand Packers & Packagers			\$9.52		\$19,802
Landscape/Grounds keeping Workers			\$9.81		\$20,405
Nursing Aides			\$9.95		\$20,696
Cooks, Restaurant			\$10.32		\$21,466
Laborers and Freight/Stock Movers			\$10.38		\$21,590
Reception/Information Clerks			\$11.09		\$23,067
Retail Salesperson			\$11.28		\$23,462
Security Guards			\$11.31		\$23,525
Office Clerks, General			\$11.72		\$24,378
Assemblers and Fabricators			\$11.76		\$24,461
Emergency Medical Technicians			\$12.88		\$26,790
Truck Driver, Light			\$13.39		\$27,851
Firefighters			\$16.28		\$33,862
Truck Driver, Heavy			\$17.05		\$35,464
Police Officers			\$18.35		\$38,168
Teachers			\$20.83		\$43,326

Source: Community Link. Data: Fair market rents, Federal Register, Aug. 6, 2004; Wages, N.C. Employment Security Commission, June 2004

## Average move-in cost, 2-bedroom unit

Security deposit	\$726	Gas	\$175
First month's rent	\$726	Telephone	\$90
Moving expenses	\$300	Application fee	\$55
Electricity	\$200	<b>TOTAL</b>	<b>\$2,272</b>

— Data source: Community Link. www.communitylink-nc.org

a year. Then we would begin to make a dent in the problem."

Davis said his top priority is finding housing that will allow a family's breadwinner to reach work. That often means that children get moved from one school attendance area to another.

Davis acknowledged that complicates life for CMS, which under

federal law must allow all formerly homeless students to remain at the same school throughout any school year. The district ends up transporting students, sometimes by taxi from outlying counties, as families move about.

"Homelessness is costing all of our systems a lot of money," Davis said.

# How N.C. might divvy up money for at-risk students

*Excerpts from a state filing with the Leandro lawsuit describing a proposed index for parceling out any money to supplement educational spending for disadvantaged students.*

...One program described in [an earlier] plan was the Disadvantaged Student Supplemental Fund (DSSF) program. The State Board initially presented the DSSF program to the Court in July 2004. The DSSF program was one means for providing resources to improve educational opportunities in LEAs identified as having the least capacity to address the educational needs of poorer students who were not demonstrating proficiency.

The funding mechanism for the DSSF program utilized an index that ranked all the LEAs based on a composite of four demographic characteristics. Those four characteristics were: (1) the percentage of students in the unit who scored at proficiency level III or IV on end-of-grade tests for the 2003-2004 school year; (2) the percentage of teachers employed by the unit for the 2002-2003 school year who returned to teach in the unit for the 2003-2004 school year; (3) the percentage of teachers employed by the unit for the 2003-2004 school year who had five years or more of teaching experience; and (4) the percentage of students in ADM in the unit who are not in poverty, per the Title I Low Income poverty data. The LEAs that had the lowest score on the composite were deemed to have the least capacity to address the educational needs of the lowest performing students.

The State Board is now piloting the DSSF program in the 16 LEAs with the "least capacity and greatest need" as determined by the DSSF composite index. At a funding rate of

## Quoting the judge – to the judge

*State officials proposed to the Leandro court that any new funds for at-risk students be parceled out based on a revised formula. The elements of the formula – limited parental education, single-parent households and poverty – were chosen, a state document says, based on findings of the court. Here are the quotations from earlier Leandro court rulings cited in the state's arguments:*

"Students with parents who never graduated from high school are more at-risk of poor educational performance and school failure."

– Memorandum Decision Part Two, p. 1424

"Children living in single parent families have been found to score lower on standardized tests, receive lower grades in school and to drop out of high school more frequently."

– Memorandum Decision Part Two, p. 1427

"Children from low-income families are more at-risk of educational failure than children from higher income families."

– Memorandum Decision Part Two, p. 1422

"Although there are numerous accepted ways of defining and identifying an 'at-risk' student, most educators seem in agreement that an 'at-risk' student is generally described as one who holds or demonstrates one or more of the following characteristics: (1) *member of low-income family*, (2) participate in free or reduced-cost lunch programs; (3) *have parents with a low-level education*; (4) show limited proficiency in English; (5) are a member of a racial or ethnic minority group; (6) *live in a home headed by a single parent or guardian*."

– Hoke Co Bd. of Educ., of al. v. State Bd. of Educ., 358 N.C. 605, 636, 599 S.E.2d 365, 389 (2004) (*emphasis added*).

\$250 per average daily membership, those LEAs are receiving \$22 million in additional resources that will supplement other funds available to implement locally developed and State Board approved action plans.

All the pilot LEA action plans incorporate a number of strategies that were recommended by the State Board because they have been demonstrated to improve the performance of at-risk students. Eleven of these action plans have been in place since the beginning of this school year and five were approved in November. The pilot LEAs and the State Board will evaluate the impact of the action plans to determine whether they have produced a significant improvement in the proficiency of at-risk students in the pilot LEAs.

Independent of the results from the pilot programs, the

State Board has concluded that the formula that produced the DSSF composite index must be significantly revised. In its present configuration the DSSF composite index could not effectively sustained a program to address the needs of at-risk students across the State. The State Board informed the Court of its beliefs during the October 25, 2004, hearing.

The State Board believes that it is not prudent to base a long term, statewide educational program on the present DSSF composite index formula because it will not produce a stable source of funding for the action plans for at-risk students that the DSSF program is intended to support.

At present, the DSSF composite index ranks LEAs based on factors intended to measure student poverty, teacher retention, teacher

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## Divvying up money

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experience, and student proficiency in the LEAs. However, teacher retention, teacher experience and student proficiency are also factors that the DSSF action plans are intended to influence.

Consequently, when an LEA successfully implements its DSSF action plan using funds based on the current composite index, its relative rank based on the composite index will improve and that improvement will produce less funding during the next funding cycle.

If the current DSSF composite index formula is not revised, it is foreseeable that teacher quality and student performance in the LEAs receiving DSSF funding will oscillate from year to year as the LEA gains and loses the DSSF program resources which are responsible for improving teacher quality and student performance.

As a result, LEAs that effectively implement DSSF action plans that increase student performance and improve teacher quality will lose access to the funds that made those improvements possible. Insofar as the long term success of the DSSF program is dependent on the availability of a stable source of funding to sustain additional educational opportunities for at-risk students, the State Board believes the DSSF formula must be revised.

In light of these problems with the present DSSF composite index formula, the Court, at the end of the October 25th hearing, directed the State Board to develop an alternative to the present DSSF composite index that would

support long term, statewide implementation of the DSSF program. The Court also directed the State Board to seek input from the parties and other interested educational organizations regarding revisions to the DSSF composite index formula.

Consistent with the Court's directive, the Superintendent of Public Instruction along with Department of Public Instruction staff have held meetings with representatives of the parties as well as representatives of a variety of organizations and individuals interested in improving educational opportunities for at-risk students. The purpose of those meetings was to provide the participants with the opportunity to make comments and suggestions on any subject they believed to be important to the education of at-risk students but especially on the construction of a more useful and effective DSSF index formula for ranking LEAs based upon their capacity and the educational needs of their at-risk students....

As a result of those meetings and considerable analysis of a number of alternatives, the State Board is now considering whether future DSSF funding should be allocated according to the composite index described in Exhibit 1 [see "Glimpse of districts," Page 8].

The proposed DSSF composite index is intended to meet the State's obligation to identify those LEAs that have a higher percentage of students who possess some of the characteristics which this Court and the Supreme Court have specifically identified as indicative of "at-risk students." The selected characteristics are: (1) the percentage of students with at least one parent who has

less than a high school diploma; (2) the percentage of students in single-parent families; and (3) the percentage of students eligible for federal ESEA Title 1. The composite index... as described in Exhibit 1 will provide a stable, equitable, independent and objective means for long-term funding of the DSSF program.

The State Board is not at this time recommending that the composite index be related to a particular amount of supplemental funding. The amount of funding to be generated by the composite index is a separate issue that is dependent on a variety of factors. The State Board believes the results of the programs now being implemented in the sixteen pilot LEAs should be considered in any long-term funding decisions.

In summary, the State Board of Education believes that the present DSSF formula is not an appropriate basis upon which to build a long-term, statewide program for providing additional educational opportunities for at-risk students. After hearing from the parties and other interested persons and organizations, the Superintendent of Public Instruction and Department of Public Instruction have recommended that the State Board of Education revise the DSSF formula in accordance with Exhibit 1.

The State Board of Education is reviewing the recommendation and submits the proposed formula for the Court's review and comment before the State Board of Education presents a revised formula for the DSSF program to the General Assembly.

# Glimpse at districts

The state's proposed method for sorting out which counties are most in need of additional education dollars offers a wealth of information about North Carolina counties that should prove useful

to groups working on a variety of reform topics. For the spreadsheet to pursue correlation studies, message swannfello@aol.com.

Except for the "Index" column, all numbers are percentages of students in the district. "Poor" stands for the percentage of chil-

dren 5-17 in the district living below the poverty line.

N.C. school districts are mostly countywide. The remaining city districts may be identified by looking after the district name for a county abbreviation in (parentheses).

District	At or above Level 3	1-parent family	Poor	< H.S. degree	Index	Adjusted ADM	District	At or above Level 3	1-parent family	Poor	< H.S. degree	Index	Adjusted ADM
Alamance-Burlington	75.70	15.01	12.11	16.81	3.59	20.54	Mooresville (Ire.)	85.10	15.27	12.30	11.89	4.83	19.30
Alexander	79.10	14.31	13.99	19.67	2.45	21.68	Jackson	77.80	16.35	19.86	11.61	1.30	22.83
Alleghany	82.50	11.66	20.04	19.13	1.96	22.17	Johnston	81.40	12.36	15.88	16.16	4.02	20.11
Anson	63.50	21.66	21.98	18.81	-5.09	29.22	Jones	81.90	16.94	24.30	20.68	-3.54	27.67
Ashe	87.00	12.61	20.63	18.73	1.24	22.89	Lee	78.30	14.91	17.73	18.38	1.00	23.13
Avery	84.30	12.86	20.90	17.73	1.28	22.85	Lenoir	77.70	17.43	23.75	18.36	-2.94	27.07
Beaufort	75.60	14.97	22.41	19.43	-1.17	25.30	Lincoln	80.60	11.44	15.43	22.02	3.02	21.11
Bertie	65.50	17.91	28.01	24.45	-6.73	30.86	Macon	83.60	16.58	18.72	13.74	0.95	23.18
Bladen	70.50	19.04	23.16	18.81	-3.87	28.00	Madison	79.80	14.55	21.82	19.86	-0.80	24.93
Brunswick	76.70	17.49	20.79	17.52	-1.58	25.71	Martin	72.30	20.02	25.72	16.86	-4.91	29.04
Buncombe	85.20	14.75	14.10	13.58	3.96	20.17	McDowell	80.10	15.45	15.02	19.73	1.30	22.83
Asheville (Bunc.)	76.00	20.28	28.08	10.49	-4.07	28.20	<b>CMS</b>	<b>75.60</b>	<b>13.17</b>	<b>13.42</b>	<b>10.80</b>	<b>6.07</b>	<b>18.06</b>
Burke	82.40	15.58	16.06	25.04	-0.79	24.92	Mitchell	79.10	11.08	17.92	20.42	2.76	21.37
Cabarrus	84.10	11.41	9.73	12.21	8.20	15.93	Montgomery	68.20	15.10	21.35	29.52	-3.88	28.01
Kannapolls (Cab.)	72.10	17.74	16.10	25.48	-2.32	26.45	Moore	82.50	13.27	16.54	15.33	3.43	20.70
Caldwell	84.10	16.61	15.80	23.59	-0.91	25.04	Nash-Rocky Mount	74.80	14.59	20.66	18.36	0.08	24.05
Camden	87.90	16.72	16.89	7.94	3.32	20.81	New Hanover	84.00	15.17	18.08	9.72	3.31	20.82
Carteret	85.00	16.64	17.77	11.09	2.08	22.05	Northampton	63.80	18.07	29.48	24.13	-7.31	31.44
Caswell	76.20	14.33	18.30	18.38	1.15	22.98	Onslow	85.30	14.60	19.16	10.66	2.97	21.16
Catawba	83.00	11.89	11.27	17.76	5.63	18.50	Orange	81.10	14.27	12.11	13.61	5.03	19.10
Hickory (Catawba)	77.20	17.03	18.11	19.64	-0.88	25.01	Chapel Hill (Orange)	88.80	13.70	12.94	5.66	7.47	16.66
Newt.-Conover (Cat.)	78.70	22.41	14.25	23.22	-3.91	28.04	Pamlico	83.40	15.07	24.07	16.11	-0.87	25.00
Chatham	80.70	11.77	11.68	17.61	5.59	18.54	Pasquotank	71.90	18.54	24.48	11.70	-1.92	26.05
Cherokee	87.30	14.09	23.08	18.96	-0.72	24.85	Pender	81.70	12.90	21.31	17.18	1.26	22.87
Edenton/Chowan	76.10	17.48	25.54	16.42	-3.08	27.21	Perquimans	79.00	17.68	28.67	18.29	-4.98	29.11
Clay	84.70	12.13	20.54	19.93	1.23	22.90	Person	80.50	14.56	16.53	16.01	2.41	21.72
Cleveland	81.10	15.96	13.60	19.32	1.65	22.48	Pitt	75.30	14.96	21.90	13.93	0.70	23.43
Columbus	69.50	18.83	26.04	21.04	-5.53	29.66	Polk	88.30	12.50	12.83	16.38	5.05	19.08
Whiteville (Colum.)	72.60	21.53	24.66	15.75	-5.13	29.26	Randolph	80.10	14.91	11.50	21.84	2.37	21.76
Craven	82.80	15.54	19.23	12.65	1.75	22.38	Asheboro (Rand.)	75.10	16.34	16.29	24.49	-1.20	25.33
Cumberland	76.70	18.04	20.93	9.61	0.40	23.73	Richmond	72.00	21.08	23.02	19.20	-5.24	29.37
Currituck	89.60	15.52	16.14	17.66	1.45	22.68	Robeson	67.80	20.94	25.99	26.55	-8.52	32.65
Dare	87.30	13.15	12.65	7.64	7.34	16.79	Rockingham	75.90	15.21	16.37	22.05	0.23	23.90
Davidson	85.30	11.67	10.43	15.58	6.75	17.38	Rowan-Salisbury	78.40	14.57	16.18	16.71	2.32	21.81
Lexington (David.)	64.30	28.92	23.08	31.32	-14.00	38.13	Rutherford	80.30	15.56	18.82	22.59	-1.10	25.23
Thomasville (David.)	64.10	19.34	18.90	27.62	-5.07	29.20	Sampson	76.90	12.36	19.90	23.91	0.13	24.00
Davie	86.10	13.36	10.19	11.82	6.89	17.24	Clinton (Samp.)	78.30	19.18	26.99	13.35	-3.80	27.93
Duplin	75.60	13.60	21.75	26.54	-2.18	26.31	Scotland	75.10	17.65	23.10	19.53	-3.18	27.31
Durham	71.20	15.12	17.30	13.50	2.51	21.62	Stanly	80.40	12.47	14.81	17.06	4.09	20.04
Edgecombe	66.40	21.26	23.11	18.94	-5.31	29.44	Stokes	79.90	13.17	13.37	17.61	4.04	20.09
Forsyth	74.50	14.54	14.93	11.66	4.35	19.78	Surry	82.70	13.75	16.17	24.29	0.57	23.56
Franklin	72.80	13.30	18.01	19.70	1.53	22.60	Elkin (Surry)	85.80	11.00	17.25	20.39	3.08	21.05
Gaston	78.50	15.91	16.05	21.21	0.16	23.97	Mount Airy (Surry)	84.90	17.79	16.27	15.81	0.50	23.63
Gates	75.70	10.35	20.88	15.76	3.49	20.64	Swain	80.90	16.96	31.16	15.78	-4.73	28.86
Graham	85.40	14.10	25.02	24.47	-3.14	27.27	Transylvania	89.20	13.89	19.25	12.37	2.88	21.25
Granville	76.10	16.80	17.20	18.31	0.02	24.11	Tyrrell	82.80	21.55	31.48	15.61	-7.74	31.87
Greene	72.30	13.86	20.07	26.19	-1.59	25.72	Union	83.40	10.06	12.94	13.45	7.45	16.68
Guilford	77.20	14.71	15.11	12.00	4.07	20.06	Vance	62.70	20.28	25.94	24.32	-7.41	31.54
Halifax	67.10	20.89	33.81	27.10	-11.68	35.81	Wake	85.30	11.52	10.35	6.95	9.48	14.65
Roanoke Rap. (Hali.)	76.90	16.94	15.17	10.59	3.04	21.09	Warren	67.30	21.34	29.93	24.63	-9.72	33.85
Weldon (Hali.)	51.10	21.67	26.82	22.47	-8.08	32.21	Washington	57.40	16.20	26.87	24.75	-5.29	29.42
Harnett	75.50	17.61	18.78	15.19	-0.17	24.30	Watauga	90.50	12.96	15.19	11.18	5.41	18.72
Haywood	81.70	14.79	19.99	13.57	1.65	22.48	Wayne	74.70	16.91	20.52	13.29	0.18	23.95
Henderson	85.40	14.18	17.10	15.86	2.47	21.66	Wilkes	81.30	12.88	17.81	23.78	0.64	23.49
Hertford	61.30	22.35	29.22	19.97	-8.69	32.82	Wilson	80.90	17.28	23.91	21.39	-3.82	27.95
Hoke	66.40	15.15	22.25	16.08	-0.21	24.34	Yadkin	78.00	11.55	14.34	18.13	4.54	19.59
Hyde	73.50	15.20	30.78	15.22	-3.29	27.42	Yancey	84.70	13.30	21.94	19.27	0.13	24.00
Iredell-Statesville	79.70	12.50	12.43	14.16	5.87	18.26							

## Is state serious about Leandro?

*A group of lawyers argued in a memorandum to Judge Manning that state officials were not asking legislators for enough money to respond to court rulings to improve education. An excerpt:*

“The State Board of Education and the State Department of Public Instruction... sought only \$3 million in additional monies to fund the Disadvantaged Students Supplemental Fund beyond the \$22 million which the Governor located this summer.... Moreover, this additional \$3 million will apparently be used exclusively for evaluative purposes, not for delivery of any additional services.... They have made no request to the Governor for any additional funding from the General Assembly during the next two calendar years to support the crucial DSSF program devised in response to Leandro, except to continue the funding stream begun by the Governor during the summer and fall of 2004. This request... is barely 10% of the \$233 million that the SBE/DPI indicated to the Court on June 7, 2004 would be necessary to support the DSSF fund statewide.”

## Fewest students on grade level

District	At or above Level 3	District	At or above Level 3
Weldon City (Halifax)	51.10	Sampson	76.90
Washington	57.40	Hickory City (Catawba)	77.20
Hertford	61.30	Guilford	77.20
Vance	62.70	Lenoir	77.70
Anson	63.50	Jackson	77.80
Northampton	63.80	Yadkin	78.00
Thomasville City (Davidson)	64.10	Lee	78.30
Lexington City (Davidson)	64.30	Clinton City (Sampson)	78.30
Bertie	65.50	Rowan-Salisbury	78.40
Edgecombe	66.40	Gaston	78.50
Hoke	66.40	Newton-Conover City (Catawba)	78.70
Halifax	67.10	Perquimans	79.00
Warren	67.30	Alexander	79.10
Robeson	67.80	Mitchell	79.10
Montgomery	68.20	Iredell-Statesville	79.70
Columbus	69.50	Madison	79.80
Bladen	70.50	Stokes	79.90
Durham	71.20	McDowell	80.10
Pasquotank	71.90	Randolph	80.10
Richmond	72.00	Rutherford	80.30
Kannapolis City (Cabarrus)	72.10	Stanly	80.40
Greene	72.30	Person	80.50
Martin	72.30	Lincoln	80.60
Whiteville City (Columbus)	72.60	Chatham	80.70
Franklin	72.80	Swain	80.90
Hyde	73.50	Wilson	80.90
Forsyth	74.50	Cleveland	81.10
Wayne	74.70	Orange	81.10
Nash-Rocky Mount	74.80	Wilkes	81.30
Asheboro City (Randolph)	75.10	Johnston	81.40
Scotland	75.10	Haywood	81.70
Pitt	75.30	Pender	81.70
Harriett	75.50	Jones	81.90
Beaufort	75.60	Burke	82.40
Duplin	75.60	Alleghany	82.50
<b>Charlotte-Mecklenburg</b>	<b>75.60</b>	Moore	82.50
Alamance-Burlington	75.70	Surry	82.70
Gates	75.70	Craven	82.80
Rockingham	75.90	Tyrrell	82.80
Asheville City (Buncombe)	76.00	Catawba	83.00
Edenton/Chowan	76.10	Pamlico	83.40
Granville	76.10	Union	83.40
Caswell	76.20	Macon	83.60
Brunswick	76.70	New Hanover	84.00
Cumberland	76.70	Cabarrus	84.10
Roanoke Rapids City (Halifax)	76.90	Caldwell	84.10

District	At or above Level 3	District	At or above Level 3
Avery	84.30	Elkin City (Surry)	85.80
Clay	84.70	Davie	86.10
Yancey	84.70	Ashe	87.00
Mount Airy City (Surry)	84.90	Cherokee	87.30
Carteret	85.00	Dare	87.30
Mooreville City (Iredell)	85.10	Camden	87.90
Buncombe	85.20	Polk	88.30
Davidson	85.30	Chapel Hill-Carrboro (Orange)	88.80
Onslow	85.30	Transylvania	89.20
Wake	85.30	Currituck	89.60
Graham	85.40	Watauga	90.50
Henderson	85.40		

## Most single-parent families

District	Living w/single parent	District	Living w/single parent
Lexington City (Davidson)	28.92	Montgomery	15.10
Newton-Conover City (Catawba)	22.41	Pamlico	15.07
Hertford	22.35	Alamance-Burlington	15.01
Weldon City (Halifax)	21.67	Beaufort	14.97
Anson	21.66	Pitt	14.96
Tyrrell	21.55	Lee	14.91
Whiteville City (Columbus)	21.53	Randolph	14.91
Warren	21.34	Haywood	14.79
Edgecombe	21.26	Buncombe	14.75
Richmond	21.08	Guilford	14.71
Robeson	20.94	Onslow	14.60
Halifax	20.89	Nash-Rocky Mount	14.59
Asheville City (Buncombe)	20.28	Rowan-Salisbury	14.57
Vance	20.28	Person	14.56
Martin	20.02	Madison	14.55
Thomasville City (Davidson)	19.34	Forsyth	14.54
Clinton City (Sampson)	19.18	Caswell	14.33
Bladen	19.04	Alexander	14.31
Columbus	18.83	Orange	14.27
Pasquotank	18.54	Henderson	14.18
Northampton	18.07	Graham	14.10
Cumberland	18.04	Cherokee	14.09
Bertie	17.91	Transylvania	13.89
Mount Airy City (Surry)	17.79	Greene	13.86
Kannapolis City (Cabarrus)	17.74	Surry	13.75
Perquimans	17.68	Chapel Hill-Carrboro (Orange)	13.70
Scotland	17.65	Duplin	13.60
Harriett	17.61	Davie	13.36
Brunswick	17.49	Franklin	13.30
Edenton/Chowan	17.48	Yancey	13.30
Lenoir	17.43	Moore	13.27
Wilson	17.28	<b>Charlotte-Mecklenburg</b>	<b>13.17</b>
Hickory City (Catawba)	17.03	Stokes	13.17
Swain	16.96	Dare	13.15
Roanoke Rapids City (Halifax)	16.94	Watauga	12.96
Jones	16.94	Pender	12.90
Wayne	16.91	Wilkes	12.88
Granville	16.80	Avery	12.86
Camden	16.72	Ashe	12.61
Carteret	16.64	Iredell-Statesville	12.50
Caldwell	16.61	Polk	12.50
Macon	16.58	Stanly	12.47
Jackson	16.35	Johnston	12.36
Asheboro City (Randolph)	16.34	Sampson	12.36
Washington	16.20	Clay	12.13
Cleveland	15.96	Catawba	11.89
Gaston	15.91	Chatham	11.77
Burke	15.58	Davidson	11.67
Rutherford	15.56	Alleghany	11.66
Craven	15.54	Yadkin	11.55
Currituck	15.52	Wake	11.52
McDowell	15.45	Lincoln	11.44
Mooreville City (Iredell)	15.27	Cabarrus	11.41
Rockingham	15.21	Mitchell	11.08
Hyde	15.20	Elkin City (Surry)	11.00
New Hanover	15.17	Gates	10.35
Hoke	15.15	Union	10.06
Durham	15.12		

## Most children in poverty

District	Below poverty line	District	Below poverty line
Halifax	33.81	Perquimans	28.67
Tyrrell	31.48	Asheville City (Buncombe)	28.08
Swain	31.16	Bertie	28.01
Hyde	30.78	Clinton City (Sampson)	26.99
Warren	29.93	Washington	26.87
Northampton	29.48	Weldon City (Halifax)	26.82
Hertford	29.22	Columbus	26.04

District	Below poverty line	District	Below poverty line	District	Parent < H.S.	District	Parent < H.S.
Robeson	25.99	Carteret	17.77	Alamance-Burlington	16.81	Union	13.45
Vance	25.94	Lee	17.73	Rowan-Salisbury	16.71	Clinton City (Sampson)	13.35
Martin	25.72	Durham	17.30	Edenton/Chowan	16.42	Wayne	13.29
Edenton/Chowan	25.54	Elkin City (Surry)	17.25	Polk	16.38	Craven	12.65
Graham	25.02	Granville	17.20	Johnston	16.16	Transylvania	12.37
Whiteville City (Columbus)	24.66	Henderson	17.10	Pamlico	16.11	Cabarrus	12.21
Pasquotank	24.48	Camden	16.89	Hoke	16.08	Guilford	12.00
Jones	24.30	Moore	16.54	Person	16.01	Mooresville City (Iredell)	11.89
Pamlico	24.07	Person	16.53	Henderson	15.86	Davie	11.82
Wilson	23.91	Rockingham	16.37	Mount Airy City (Surry)	15.81	Pasquotank	11.70
Lenoir	23.75	Asheboro City (Randolph)	16.29	Swain	15.78	Forsyth	11.66
Bladen	23.16	Mount Airy City (Surry)	16.27	Gates	15.76	Jackson	11.61
Edgecombe	23.11	Rowan-Salisbury	16.18	Whiteville City (Columbus)	15.75	Watauga	11.18
Scotland	23.10	Surry	16.17	Tyrrell	15.61	Carteret	11.09
Cherokee	23.08	Currituck	16.14	Davidson	15.58	<b>Charlotte-Mecklenburg</b>	<b>10.80</b>
Lexington City (Davidson)	23.08	Kannapolis City (Cabarrus)	16.10	Moore	15.33	Onslow	10.66
Richmond	23.02	Burke	16.06	Hyde	15.22	Roanote Rapids City (Halifax)	10.59
Beaufort	22.41	Gaston	16.05	Harriett	15.19	Asheville City (Buncombe)	10.49
Hoke	22.25	Johnston	15.88	Iredell-Statesville	14.16	New Hanover	9.72
Anson	21.98	Caldwell	15.80	Pitt	13.93	Cumberland	9.61
Yancey	21.94	Lincoln	15.43	Macon	13.74	Camden	7.94
Pitt	21.90	Watauga	15.19	Orange	13.61	Dare	7.64
Madison	21.82	Roanote Rapids City (Halifax)	15.17	Buncombe	13.58	Wake	6.95
Duplin	21.75	Guilford	15.11	Haywood	13.57	Chapel Hill-Carrboro (Orange)	5.66
Montgomery	21.35	McDowell	15.02	Durham	13.50		
Pender	21.31	Forsyth	14.93				
Cumberland	20.93	Stanly	14.81				
Avery	20.90	Yadkin	14.34				
Gates	20.88	Newton-Conover City (Catawba)	14.25				
Brunswick	20.79	Buncombe	14.10				
Nash-Rocky Mount	20.66	Alexander	13.99				
Ashe	20.63	Cleveland	13.60				
Clay	20.54	<b>Charlotte-Mecklenburg</b>	<b>13.42</b>				
Wayne	20.52	Stokes	13.37				
Greene	20.07	Chapel Hill-Carrboro (Orange)	12.94				
Alleghany	20.04	Union	12.94				
Haywood	19.99	Polk	12.83				
Sampson	19.90	Dare	12.65				
Jackson	19.86	Iredell-Statesville	12.43				
Transylvania	19.25	Mooresville City (Iredell)	12.30				
Craven	19.23	Alamance-Burlington	12.11				
Onslow	19.16	Orange	12.11				
Thomasville City (Davidson)	18.90	Chatham	11.68				
Rutherford	18.82	Randolph	11.50				
Harriett	18.78	Catawba	11.27				
Macon	18.72	Davidson	10.43				
Caswell	18.30	Wake	10.35				
Hickory City (Catawba)	18.11	Davie	10.19				
New Hanover	18.08	Cabarrus	9.73				
Franklin	18.01						
Mitchell	17.92						
Wilkes	17.81						

## By state's proposed index of need

(Districts at top of list would be most likely to receive funds.)

District	Index value	District	Index value
Lexington City (Davidson)	-14.00	Wilkes	0.64
Halifax	-11.68	Pitt	0.70
Warren	-9.72	Macon	0.95
Hertford	-8.69	Lee	1.00
Robeson	-8.52	Caswell	1.15
Weldon City (Halifax)	-8.08	Clay	1.23
Tyrrell	-7.74	Ashe	1.24
Vance	-7.41	Pender	1.26
Northampton	-7.31	Avery	1.28
Bertie	-6.73	Jackson	1.30
Columbus	-5.53	McDowell	1.30
Edgecombe	-5.31	Currituck	1.45
Washington	-5.29	Franklin	1.53
Richmond	-5.24	Cleveland	1.65
Whiteville City (Columbus)	-5.13	Haywood	1.65
Anson	-5.09	Craven	1.75
Thomasville City (Davidson)	-5.07	Alleghany	1.96
Perquimans	-4.98	Carteret	2.08
Martin	-4.91	Rowan-Salisbury	2.32
Swain	-4.73	Randolph	2.37
Asheville City (Buncombe)	-4.07	Person	2.41
Newton-Conover City (Catawba)	-3.91	Alexander	2.45
Montgomery	-3.88	Henderson	2.47
Bladen	-3.87	Durham	2.51
Wilson	-3.82	Mitchell	2.76
Clinton City (Sampson)	-3.80	Transylvania	2.88
Jones	-3.54	Onslow	2.97
Hyde	-3.29	Lincoln	3.02
Scotland	-3.18	Roanote Rapids City (Halifax)	3.04
Graham	-3.14	Elkin City (Surry)	3.08
Edenton/Chowan	-3.08	New Hanover	3.31
Lenoir	-2.94	Camden	3.32
Kannapolis City (Cabarrus)	-2.32	Moore	3.43
Duplin	-2.18	Gates	3.49
Pasquotank	-1.92	Alamance-Burlington	3.59
Greene	-1.59	Buncombe	3.96
Brunswick	-1.58	Johnston	4.02
Asheboro City (Randolph)	-1.20	Stokes	4.04
Beaufort	-1.17	Guilford	4.07
Rutherford	-1.10	Stanly	4.09
Caldwell	-0.91	Forsyth	4.35
Hickory City (Catawba)	-0.88	Yadkin	4.54
Pamlico	-0.87	Mooresville City (Iredell)	4.83
Madison	-0.80	Orange	5.03
Burke	-0.79	Polk	5.05
Cherokee	-0.72	Watauga	5.41
Hoke	-0.21	Chatham	5.59
Harriett	-0.17	Catawba	5.63
Granville	0.02	Iredell-Statesville	5.87
Nash-Rocky Mount	0.08	<b>Charlotte-Mecklenburg</b>	<b>6.07</b>
Sampson	0.13	Davidson	6.75
Yancey	0.13	Davie	6.89
Gaston	0.16	Dare	7.34
Wayne	0.18	Union	7.45
Rockingham	0.23	Chapel Hill-Carrboro (Orange)	7.47
Cumberland	0.40	Cabarrus	8.20
Mount Airy City (Surry)	0.50	Wake	9.48
Surry	0.57		

## No high school degree

District	Parent < H.S.	District	Parent < H.S.
Lexington City (Davidson)	31.32	Clay	19.93
Montgomery	29.52	Madison	19.86
Thomasville City (Davidson)	27.62	McDowell	19.73
Halifax	27.10	Franklin	19.70
Robeson	26.55	Alexander	19.67
Duplin	26.54	Hickory City (Catawba)	19.64
Greene	26.19	Scotland	19.53
Kannapolis City (Cabarrus)	25.48	Beaufort	19.43
Burke	25.04	Cleveland	19.32
Washington	24.75	Yancey	19.27
Warren	24.63	Richmond	19.20
Asheboro City (Randolph)	24.49	Alleghany	19.13
Graham	24.47	Cherokee	18.96
Bertie	24.45	Edgecombe	18.94
Vance	24.32	Anson	18.81
Surry	24.29	Bladen	18.81
Northampton	24.13	Ashe	18.73
Sampson	23.91	Caswell	18.38
Wilkes	23.78	Lee	18.38
Caldwell	23.59	Lenoir	18.36
Newton-Conover City (Catawba)	23.22	Nash-Rocky Mount	18.36
Rutherford	22.59	Granville	18.31
Weldon City (Halifax)	22.47	Perquimans	18.29
Rockingham	22.05	Yadkin	18.13
Lincoln	22.02	Catawba	17.76
Randolph	21.84	Avery	17.73
Wilson	21.39	Currituck	17.66
Gaston	21.21	Chatham	17.61
Columbus	21.04	Stokes	17.61
Jones	20.68	Brunswick	17.52
Mitchell	20.42	Pender	17.18
Elkin City (Surry)	20.39	Stanly	17.06
Hertford	19.97	Martin	16.86

# Scores alone shroud gaps between Wake and CMS, Leandro judge told

*Last week, Educate! published a memo from CMS to Judge Howard Manning arguing that demographics in Wake and Mecklenburg make the two districts hard to compare, and that CMS is spending much local money to improve achievement.*

*Documents submitted before Tuesday's hearing before the judge included another effort to delineate those differences.*

*Below are excerpts from a letter to the judge from Luke Largess, a Charlotte attorney who was heavily involved in the last stages of the Swann v Mecklenburg litigation and who has played a friend-of-the-court role in the Leandro case on behalf of the N.C. Association of Educators.*

There are two major factors at play in Charlotte-Mecklenburg that – for the time being – do not impact Wake County.

First, CMS has been wrenched over the last five years by the end of the Swann desegregation order. CMS put a “choice” plan in Swann’s place that has led to undeniable resegregation of the schools by race and class. Instead of limiting the number of poor students in any one school, like Wake does, the CMS “choice” plan has concentrated poor minority students in identifiable elementary and middle and high schools that more affluent families avoid like leper colonies.

These schools cannot keep experienced teachers. Many of them struggle to have an adult in each classroom, let alone a qualified teacher. And the “choice” plan has given those involved parents who would try to engage in their children’s school a priority right to leave those schools. The sucking sound from that policy is audible. It is those schools, overwhelmingly poor and minority, with all the attendant problems, that are at the bottom of your list.

Your memo does not begin to weigh the impact of these polar opposite student assignment policies on each system’s test scores. What the data shows is not that money does not make a difference, but that CMS has not begun to approach the amount of resources needed to overcome the barriers present in concentrating its poorest students in these schools segregated de facto by race and class. Indeed, the argument could be made that CMS’s student assignment method violates Leandro by creating insuperable barriers to educational opportunity for tens of thousands of students in a modern version of dual schools.

Second, on top of the disastrous effects of resegregation, CMS faces a level of poverty in its student population far greater than does Wake.... I understand that about 26% of Wake County’s students qualify for subsidized lunch. Wake tries to keep each school close to that system-wide percentage. This year 48% of CMS’s students so qualify. And under the CMS assignment plan the high schools at the bottom of your memos’ list are populated from feeder elementary and middle schools with FRL rates of well over 80% and 90%.

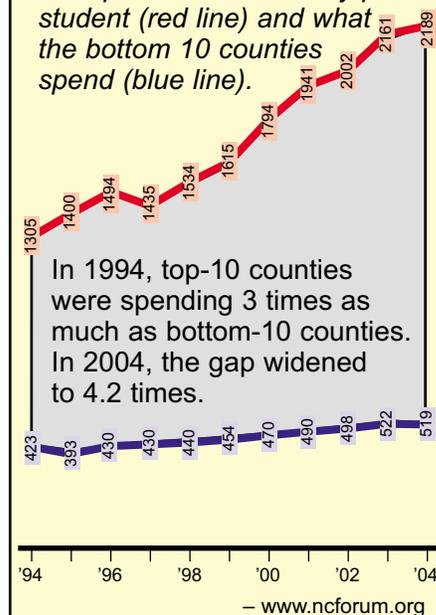
Another statistic has a less dramatic affect, but it certainly causes a blip in ABC data. CMS has almost twice the percentage of students who are not English proficient (almost 10%) as does Wake (about 5%).

Finally... almost 15% of the student-age population in Charlotte-Mecklenburg attends private schools... about three times the private schooling rate in Wake County.... If those kids were in the public schools in a ratio comparable to Wake, the scores of CMS would rise significantly.

If you assigned a good social scientist to look at the data, I expect

## N.C. spending gap

*The Public School Forum looks annually at school funding in its annual “Local School Finance” study. Chart below tracks the widening gap between what the top 10 counties spend in local money per student (red line) and what the bottom 10 counties spend (blue line).*



you would learn that most of the differences in scores between the two districts are explainable by these differences in the levels of poverty, English proficiency, private schooling -- and by the dramatic difference in student assignment. I think you would also find that the differences in scores would be even more pronounced but for the local funding Mecklenburg County provides its schools, some of which goes to reduce class size and offer teachers bonuses to work in the poorest schools (a policy that is having little impact on teacher turnover).

In short, the data you have relied on to conclude that resources are not the issue, and that no spending spree will come from this case, is not based in the kind of thorough analysis that has been the landmark of this case and led to richly deserved respect you have gained for your efforts in it....

## Briefly...

**Low-hanging fruit:** One consequence of the No Child Left Behind act is that districts are focusing their efforts on children who are most likely to pass end-of-grade tests with extra help, the Los Angeles Times reported. Because NCLB does not give credit for improvement over the course of a year, districts are focused on children just about competent enough to pass the test – rather than on increasing the knowledge of all children.

[www.latimes.com](http://www.latimes.com)

**Tech challenge:** Cell phones, electric organizers and other handheld devices are creating new dilemmas for educators the Pittsburgh Post-Gazette reported. Although electronic organizers and sometimes cell phones can help students keep up with assignments, they can also be used to cheat on tests. Some districts are choosing to ban all cell phones and electronic devices in schools, while others are more concerned with keeping the use in classrooms legal. The guidelines are unclear at this point. On the one hand, teachers do not want the students to use technology to cheat.

On the other hand, they do not want to limit students' access to cutting-edge technology.

[www.post-gazette.com](http://www.post-gazette.com)

**Suspension alternatives:** In an effort to improve graduation rates and keep children out of the juvenile justice system, school principals and administrators are finding new alternatives to suspending students, the Indianapolis Star reported. The new methods include court appearances, cleaning schools, separate classrooms and therapy. The traditional method of out-of-school suspension often caused students to fall behind in their coursework and steered children towards the juvenile court system.

[www.indystar.com](http://www.indystar.com)

## Calendar

### DECEMBER

**14** School board meets, 6 p.m., Government Center Meeting Chamber.

**16** "Breaking Bread Together: The Religious and Economic Meaning of Sharing a Meal," noon, Covenant Presbyterian, 1000 E. Morehead St. \$6 lunch, no reservation needed.

### Lower expectations:

Researchers have found that there is a disparity in the homework given, as well as the homework completed, between middle class, suburban school districts and high-poverty school districts, the Kansas City Star reported. This is important because studies show a correlation between the amount and quality of the homework students complete and their grades and test scores. Experts argue that the reason the students who may need homework the most have less assigned to them is because it will not get completed and more students will fail due to missing assignments.

[www.kansas city.com](http://www.kansas city.com)

**Transfers protested:** "Highly qualified" Baltimore County school teachers are frustrated over their inability to transfer to other schools in the district, the Baltimore Sun reported. A new rule, which took effect this school year, states that "highly qualified" school teachers in low-income schools cannot transfer to another school unless their replacement is equally qualified. The district is trying to live up to No Child mandates for a stable teacher population, but teachers feel like they are "being held hostage." The local teachers union is seeking the right for teachers to transfer after two years.

[www.baltimoresun.com](http://www.baltimoresun.com)

**Drop in crime:** Crime against juveniles in school has been cut in

half over the past decade, the Philadelphia Inquirer told its readers. Schools appear to be focusing on reducing crime more since school shootings in the 1990s. They are also taking more security precautions, such as installing metal detectors.

[www.philly.com](http://www.philly.com)

**No thanks:** Although 175,000 Chicago-area students were eligible to transfer to a higher performing school under No Child Left Behind, only 5,933 applied to do so, the Chicago Tribune reported. The district ran a lottery for the 438 available seats, but only 200 showed up to claim their seat at the new schools. This pattern, which has been occurring around the country, has educators looking for new methods of transferring eligible children. When students don't show up, a seat that might have benefited another child stays empty.

[www.chicagotribune.com](http://www.chicagotribune.com)

**Teacher impact:** A CNA Corp. study found that students benefit from having board-certified teachers, Education Week reported. The four-year study of 108,000 students found that teachers who had National Board certification, state certification in their field and who taught classes in their field were the most effective. State-certified teachers had the most positive impact on black and Hispanic students.

[www.edweek.org](http://www.edweek.org)

**Teaching culture:** The Indian Education for All Act, passed in 1999, requires all Montana school children to learn about tribal culture and history. The Seattle Post-Intelligencer told its readers that the purpose of the act is to help close the achievement gap between Indian and non-Indian students in Montana. Until now, lack of funding to follow through on the act has made it difficult to carry out. This fall, the state Supreme Court found Montana guilty of underfunding the act.

[www.seattlepi.com](http://www.seattlepi.com)