

Six libraries meet the schools' own standards for library holdings. That just leaves more than 100 opportunities for improvement. See Page 5.

Would stable assignments help raise test scores of poor kids – of all kids?

New York Times education columnist Richard Rothstein was listening Tuesday as the Senate began looking into President Bush's \$25 billion education plan.

It got him to thinking smaller. Suppose, he wrote, that we saw the problem with poor children's test scores as a result not of problems at the schools, but as a predictable outgrowth of their poverty? What if, instead of trying to fix the schools, our society tried to overcome the results of their poverty?

Rothstein's action agenda was, by the Bush education plan's standards, modest in cost. He suggested dental clinics so children wouldn't be distracted from their work by toothache. Cleaning up lead paint in youngsters' homes is

known to eliminate a source of learning disabilities and hyperactivity. And discouraging tobacco use among pregnant teens would protect infants from IQ losses tied to a mother's smoking. Charlotte-Mecklenburg has programs under way to address all these issues in one fashion or another.

Rothstein had one other suggestion that CMS could implement as part of its ongoing review of pupil assignment.

"Pupil transiency stemming from poor housing," Rothstein wrote, "is an important cause of low scores. In the midst of a national urban housing crisis, keeping children in the same classrooms by stabilizing their families' housing would be costly

Continued on Page 2

New reading textbooks are coming next fall

By **STACEY GIBBS**

Have you met Joy? Joy is a kindergarten student at a Charlotte area elementary school. She enjoys looking at pictures when her mother reads to her, but she can't wait to learn how to read the odd shapes next to those pictures on her own. Research shows that how well Joy learns to read during elementary school will determine her success in middle and high schools, college and eventually her performance in society.

Charlotte-Mecklenburg Schools wants to develop great readers and, in turn, produce great leaders in society. A new reading text-

book series was recently adopted for grades K-12 to ensure that Joy and every child in the system grows up to be a strong reader.

The new textbooks were chosen after research by the English/Language Arts Textbook Adoption Committee. The following new textbooks will be in use next fall:

Grades K-5 – Open Court series.

Grades 6-8 – McDougal-Littell ("The Language of Literature," "Language Network" and "Interactive Reader").

Grades 9-12 – Prentice Hall ("Timeless Voice," "Timeless Themes" and "Communication in

Action."

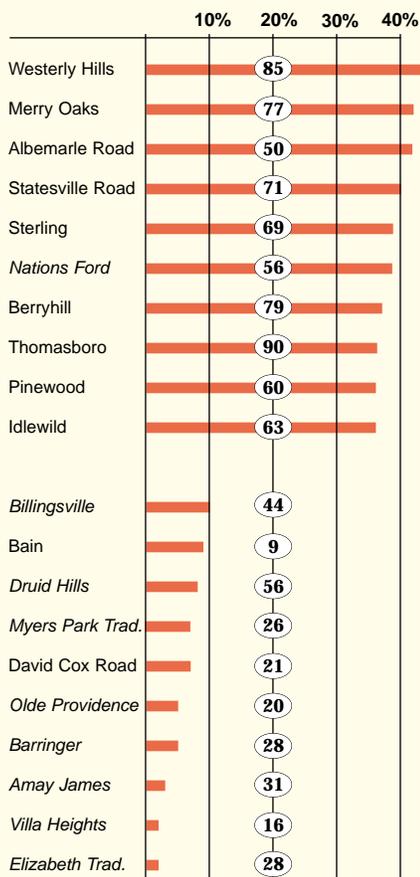
"This new series is a means to take our students' achievement to the next level," says Dr. Frances Haithcock, associate superintendent for education services. "While CMS has made progress with current resources, we have reached a plateau in reading achievement. We would like to see 100% literacy in CMS."

Currently, almost 28% of CMS students in the third grade are not reading on grade level, and the literacy gap between African-American and white students systemwide is 30 percentage points. Between free/reduced lunch and

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Student mobility and family income

Schools below had highest or lowest percentages of student mobility in 1998-99. Bar shows percentage of student mobility. Numbers inside ovals are the percentages of students in the school on free- or reduced-price lunch, an indicator of family income. Magnet schools' names are in *italic type*.



Data from Education Foundation, CMS

Would stability raise test scores?

Continued from Page 1

– but less so when we consider what is now spent in schools, often fruitlessly, to compensate for mobility.”

While Rothstein is focused on housing, CMS could, at much less expense, fix childrens' assignments. It would simply involve treating all children the way magnet school children are treated.

When a Northwest School of the Arts magnet student moves from Pineville to Mint Hill, what changes is the student's bus route, not the student's teachers, curriculum and school friends. Such stability has been provided magnet students since the mid-1970s. Isn't it time to give the system's most struggling students a similar assurance of stability?

It ought to be a parent's option to keep children in schools they begin attending, no matter where circumstances force her to live.

Stability enhances education. As such, it can and should be a fundamental value that drives pupil assignment. As such, it is a value that all courts could embrace as part of whatever becomes Charlotte-Mecklenburg's next proposal to end the Swann litigation.

Proximity of school assignment is of great value to parents. Perhaps stability is of even greater value to children, and ought to be honored as such.

In his Times column, Rothstein wrote, "Somehow, both Republicans and Democrats have become convinced that schools can

be immune to social environments. To make poor children academically proficient, we think only to raise standards, create sanctions for failure, and perhaps provide better teachers, smaller classes or more school time.

"These reforms may work. But it is curious that, when we see poor children with lower test scores, we fail to consider if improving the conditions of poverty, sometimes at relatively little cost, might also have an impact."

Calendar

- 12** School board and commissioners lunch, noon.
- 13** School board meeting, Board Room, 6 p.m.
League forum on voting, Devonshire Elementary, 7 p.m.
- 16** School board budget work session, 11 a.m.-1:30 p.m.
- 20** Bond oversight committee, Services, 7:30 a.m.
School board budget work session, 5 p.m.-8 p.m.
- 27** School board meeting, Board Room, 6 p.m.

Young Artists:

Share with all of us what you see! Send your words, digital photos and digital artwork to SwannFello@aol.com. Mail goes to The Swann Fellowship, 1510 E. 7th St., Charlotte, NC 28204-2410.

Educate! a newsletter of The Swann Fellowship

1510 E. 7th St. Charlotte NC 28204
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Lucy Bush, president; B.B. DeLaine, vice president. Published since September 2000. 6-week avg. circ. through last issue: 2,443

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The name: The Swann Fellowship was named for Darius and Vera Swann, who on behalf of their son James became the lead plaintiffs in Swann vs. Mecklenburg in the 1960s. Darius Swann was the first African American Presbyterian missionary ever assigned outside of Africa. His experiences in India led him to appreciate the value of an integrated society for human development.

The vision: As people of faith, our vision is that all children in the Charlotte-Mecklenburg School System will have excellent educational

opportunities which are both equitable and integrated.

The background: Formed in 1997 out of several Charlotte religious congregations, the Fellowship focuses on being a witness to the value of diversity, and educating the public on public school issues as they relate to this and allied subjects. The Swann Fellowship is a non-profit organization exempt under Section 501(c)(3) of the Internal Revenue Code 56-2106776. Financial information about this organization and a copy of its license are available from the State Solicitation Licensing Branch at 1-888-830-4989. The license is not an endorsement by the state.

New reading texts to be used this fall

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paid lunch students, the gap is 33 points.

All students arrive at school with different levels of knowledge and skills. A major factor in the new textbook series is that it meets the needs of the largest range of students.

“No matter what race, gender or socioeconomic status, all students can benefit from a reading program that is scientifically proven to work,” says Supt. Eric Smith. “CMS is equally committed to access and acceleration for all students.”

With a strong foundation so essential for improving reading at higher grades, CMS sees the highlight of the textbook adoption as the Open Court series for grades K-5.

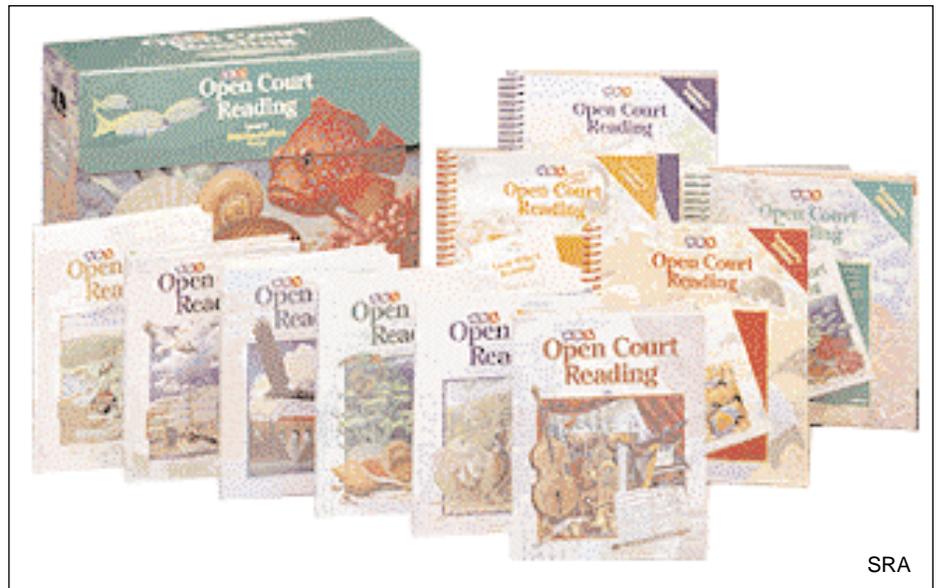
Open Court is a direct instruction model based on phonics and decoding. The National Reading Panel found that phonics approaches, as in Open Court, produce the highest gains in beginning reading skills.

Data on the Open Court program chronicles its success in other urban school districts, including Baltimore, Houston, Ft. Worth and Los Angeles. It is in use in Charlotte at Country Day K-4, Charlotte Latin K-3 and Charlotte Christian K-5.

And at CMS's Druid Hills Elementary, where the Open Court books are in use, 80% of African-American fifth-graders and 95% of white fifth-graders are testing on grade level. Looked at by socioeconomic status, 71% of the free/reduced lunch students and 100% of paid lunch students were testing on grade level.

The middle and high school textbooks will complement the phonics-based elementary series.

The new textbooks are only tools. Teachers remain the most important element in the classroom.



SRA

“The success of any program is dependent on the dedication of teachers to influence the program rigorously and enthusiastically,” Smith said. To that end, Smith said the system is working on professional development programs to prepare teachers to make best use of the new tools. “We want to prepare and empower our teachers with the best practices based on the latest sci-

entific research.”

For elementary school student Joy, learning to read is a vital first step toward achieving the great things she is destined for. “We are excited about the opportunities the new textbook adoption will bring to our students,” Smith said.

Stacey Gibbs is on the public information staff of Charlotte-Mecklenburg Schools.

Open What?

Open Court Publishing Co., like so many other successful ventures seem to have been, was founded on a kitchen table.

And for years after its founding in 1962, the venture was a joint project of Blouke Carus and Mara McAdoo out in Peru, Ill.

The family business was sold in 1995 to SRA, one of the largest educational publishers in the country.

The Baltimore Sun's Mike Bowler wrote this in 1999 after his city's schools spent \$3.8 million to adopt Open Court.

“Here's what Open Court has accomplished in nine months:

“It's produced citywide consistency. In a system with pupil turnover approaching 50% at some schools [see CMS figures, page 2], it's important that

Johnny can easily adapt when he leaves Patapsco Elementary in Cherry Hill and moves in with an aunt near Matthew A. Henson Elementary in West Baltimore. On Wednesday, first-graders in both schools were reading the same story.

“It appears to have improved teacher morale. That's a dangerous generalization in a system with 6,000 teachers, but I found unusually high satisfaction with Open Court, even among teachers who opposed it a year ago....

“It's improving behavior. ‘It didn't happen overnight,’ said Deborah Moore, a consulting teacher at Henson, ‘but I've been watching carefully. When a child learns to read, his self-image shoots up, and his negative behavior goes down.’”

Is Charlotte the place that can make 'separate but equal' work?

As Americans, as Charlotteans, we pride ourselves on our utilitarian approach to problems, on doing what WORKS.

In the matter of school assignment, however, we – the citizens of Charlotte-Mecklenburg, its elected and its self-designated leaderships, as well as the school system itself – appear determined to put in place pupil assignment policies that in school system after school system across the nation have failed to educate children successfully.

Or at least some children.

Two recent studies – one by the Raleigh News and Observer and another by researchers at Harvard University – have confirmed the wisdom some thought we had gained thirty years ago.

Both studies clearly demonstrated that while separating children by race, class, and socioeconomic status as we attempt to educate them does no serious academic harm to privileged kids, those who already labor under disadvantages suffer further harm from a segregated education.

Item: “The academic achievement of students from all minority groups suffers when they are placed in largely segregated schools.” The Raleigh News and Observer, 2/18/01

Item: In Louisville, Ky., 83 per cent of black students and 77 per cent of white students believe that experiencing diversity in their school settings is important to “long-term success in life.” Harvard University Study

Item: North Carolina state achievement test results show that black students fare better academically in integrated schools and that resegregation of schools has the greatest negative academic impact on middle class black children. N&O, 2/18/01

Item: More than 80 per cent of white students in the Louisville study said that being in school with children of different ethnic

Commentary

Araminta S. Johnston



groups helped them learn better how to work with people different from themselves and would have the same impact in the future. Harvard University Study

Item: Diversity in school population has little if any negative effect on the academic achievement of middle-class white students who show approximately 80 per cent passing rates whether or not a school is diversely populated. N&O, 2/18/01

Item: The statistic above was seconded by the opinions and experience of white students in Louisville. Harvard University Study.

Item: Predominantly black schools are far more likely to have a higher percentage of inexperienced and uncertified teachers, who are also far more likely to lack the skills needed to teach already disadvantaged kids. N&O, 2/18/01

Item: “There is no evidence that separate but equal works today any more than it did a century ago.” Harvard University Study

But in Charlotte, in the face of this and an abundance of similar evidence, we seem to be determined to ignore what both common sense and the facts tell us.

We appear increasingly determined to do what will fail us as a community.

We – or at least some of us – continue to insist that we must have school assignment policies that will inevitably resegregate our schools by race and class.

And the so-called leadership of this community continues to insist that WE MUST DO SOMETHING RIGHT NOW to end the impasse caused by the determination of

some to show special concern for disadvantaged kids – those whom Jesus called “the least of these” – in our school assignment policies, and the apparently equal determination of others to insist, despite what common sense and the facts tell us, that we really can educate all children equally even if we educate them separately.

When those who favor separation are asked for indications that such segregated education will work, they do one of two things.

They point to individual schools in particular school systems where disadvantaged children, even though segregated from their more fortunate peers, manage to achieve at high levels.

These advocates of separation are, of course, unable to point to an entire school system where such segregation has worked, because there are none. They dismiss this fact with a wave of the hand, however, and boldly proclaim that “we’ve just got to figure out how to systematize those individual successes.”

Or, on the other hand, brimming with civic pride, they proclaim that Charlotte is DIFFERENT, and that just as its citizens made school integration “work” thirty years ago, this time we will manage to do what no other diversely populated school system in the entire nation in its entire history has managed to do – make separate equal.

Many of us don’t have to worry: We already have a multitude of other choices for our children.

What about those who don’t?

Are we going to look out just for “me” and “mine”?

Or are we going to behave like a real community and make some small sacrifices for the benefit of those who already have less than we do?

It’s not looking good.

Are we going to change that?

If we don’t, we’re headed for serious trouble down the road.

Briefs

Vermont scores up: Three years ago Vermont changed the way it funds schools to equalize resources between rich and poor, urban and rural school districts. A study of three years of testing now shows that test scores are rising not just at the poorer schools, but at all schools, the Rutland Herald reports. Per-pupil spending has indeed dropped at the wealthiest districts from \$7,764 to \$7,075, but scores improved anyway. Scores improved the most in the poorer 20% of districts. The study was conducted by the Rural School and Community Trust.

<http://rutlandherald.nybor.com>

Selling college: Charlotte-Mecklenburg Schools can tell you that of its 1999 graduates, 60% planned to go off to four-year colleges, 27% to two-year colleges, 12% to the military. In Chicago, according to the Chicago Tribune, the schools have paid so little attention to promoting education after high school that they don't even know how many do so. Their best guess is less than half go to four-year colleges. The Tribune reported that the board has joined in sponsoring a college fair Oct. 26 and 27, and will provide free bus service to students wanting to go.

www.chicagotribune.com

Short on intimacy: EdWeek reports on adults' consternation over freak dancing, the latest teen rebellion on the dance floor that has antecedents in, oh, the waltz, the Charleston, swing and rock 'n' roll. Freaking, aka grinding, jacking, booty dancing and the nasty, goes like this: "A girl might be on all fours, with one boy's pelvis pressed into her face and another's pressed into her bottom ... boys on their backs with girls spread-eagled over them; girls bent forward with boys' hips thrust into their backsides,"

Continued on Page 6

6 libraries meet CMS standards

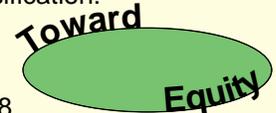
All schools meet the requirement for 10 books per student. But CMS also inventoried holdings by copyright standards (to be sure collections were not out of date) and for a list of selected titles. Below are results of the combined survey, by Dewey Decimal classification:

000s for encyclopedias, 100s for philosophy and psychology, 200s for religion, 300s for social science, 400s for languages. Not all schools are listed. Libraries meeting the standard as of Feb. 8 are marked with an oval to the left of the school name.

In each Dewey Decimal category, the collection was rated as follows:

Outstanding Developing Minimum

Note the anomalies: Not all schools at standard are new; not all new schools are at standard. Magnet schools don't outperform regular schools. Social studies holdings are most likely to be outstanding.



Data from CMS

School	000	100	200	300	400	School	000	100	200	300	400
Albemarle Rd Ele	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Mallard Creek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Albemarle Rd Mid	<input type="checkbox"/>	Matthews	<input type="checkbox"/>								
Alexander Mid	<input type="checkbox"/>	McAlpine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Nathaniel Alexander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	McClintock	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ashley Park	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	McKee Road	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bain	<input type="checkbox"/>	Metro Center	<input checked="" type="checkbox"/>								
Barringer	<input type="checkbox"/>	Montclair	<input type="checkbox"/>								
Berryhill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Morehead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Beverly Woods	<input type="checkbox"/>	Myers Park High	<input type="checkbox"/>								
Billingsville	<input type="checkbox"/>	Myers Park Trad.	<input checked="" type="checkbox"/>								
Blythe	<input checked="" type="checkbox"/>	Nations Ford	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Bradley Mid	<input checked="" type="checkbox"/>	Newell	<input type="checkbox"/>								
Briarwood	<input type="checkbox"/>	North Meck High	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Bruns Avenue	<input type="checkbox"/>	Northeast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Butler High	<input checked="" type="checkbox"/>	Northridge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Carmel Mid	<input type="checkbox"/>	Northwest	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Clear Creek	<input type="checkbox"/>	Oakdale	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
Cochrane Mid	<input type="checkbox"/>	Oakhurst	<input checked="" type="checkbox"/>								
Collinswood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Oaklawn	<input type="checkbox"/>				
Cornelius	<input type="checkbox"/>	Olympic	<input type="checkbox"/>								
Cotswold	<input type="checkbox"/>	Park Road	<input type="checkbox"/>								
David Cox	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Paw Creek	<input type="checkbox"/>				
Crestdale	<input checked="" type="checkbox"/>	Piedmont Mid	<input type="checkbox"/>								
Crown Point	<input type="checkbox"/>	Pineville	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Davidson	<input checked="" type="checkbox"/>	Pinewood	<input type="checkbox"/>								
Davidson IB Mid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Piney Grove	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marie G. Davis Mid	<input type="checkbox"/>	Providence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Derita	<input type="checkbox"/>	Quail Hollow	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Devonshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Rama Road	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dilworth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Randolph Middle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Druid Hills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ranson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
East Meck High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Reedy Creek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Eastover	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reid Park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Eastway	<input type="checkbox"/>	Sedgefield Ele	<input type="checkbox"/>								
Elizabeth Lane	<input type="checkbox"/>	Sedgefield Mid	<input type="checkbox"/>								
Elizabeth Trad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Selwyn	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
First Ward	<input type="checkbox"/>	Shamrock Gardens	<input type="checkbox"/>								
Garinger	<input type="checkbox"/>	Sharon	<input type="checkbox"/>								
Alex. Graham Mid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Smith Mid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Greenway Park	<input type="checkbox"/>	Smithfield	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
J.H. Gunn	<input type="checkbox"/>	South Meck High	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Harding High	<input type="checkbox"/>	Spaugh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Hawk Ridge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Starmount	<input type="checkbox"/>				
Hawthorne	<input type="checkbox"/>	Statesville Road	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Hickory Grove	<input type="checkbox"/>	Steele Creek	<input type="checkbox"/>								
Hidden Valley	<input type="checkbox"/>	Sterling	<input checked="" type="checkbox"/>								
Hornets Nest	<input checked="" type="checkbox"/>	Thomasboro	<input type="checkbox"/>								
Huntersville	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Tuckaseegee	<input checked="" type="checkbox"/>				
Hunt'towne Farms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	University Meadows	<input type="checkbox"/>				
Idlewild	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	University Park	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Independence	<input type="checkbox"/>	Vance High	<input checked="" type="checkbox"/>								
Irwin Ave.	<input type="checkbox"/>	Villa Heights	<input type="checkbox"/>								
Amay James	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	West Charlotte High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kennedy Middle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	West Meck High	<input type="checkbox"/>				
Lake Wylie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	J.T. Williams Mid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lansdowne	<input checked="" type="checkbox"/>	Wilson Mid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Lebanon Road	<input type="checkbox"/>	Winding Springs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Lincoln Heights	<input checked="" type="checkbox"/>	Windsor Park	<input type="checkbox"/>								
Long Creek	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Winterfield	<input type="checkbox"/>				

Briefs

Continued from Page 5

EdWeek wrote. "Freak trains" are "lines of tightly pressed bodies undulating through space." What troubles adults, EdWeek says, is the impersonal nature of what comes across as simulated sex. The core of the problem is confirmed in a response by a girl in Tallahassee, Fla.: "Dancing is just a form of expression, like the way you dress. It doesn't have anything to do with sex." Says Baltimore-area sex educator Deborah Roffman, "If you think of sex as recreational, like bowling, then it is meaningless. Freak dancing is an outgrowth of that attitude. What they are doing is engaging in sexual behavior without taking responsibility for it." Schools' responses have varied: Some ban "inappropriate dancing." One bans "bending over past a 45-degree angle." Others have simply stopped sponsoring dances. www.edweek.com/ew/ewstory.cfm?slug=24freak.h20

Girls lead math, science:

Girls now outnumber boys in math and science classes in California, according to a study by the Public Policy Institute of California. The Contra Costa Times reported that the gap is narrowest among whites and Asians, widest among African-Americans, "especially in advanced math and chemistry, with boys lagging far behind." Overall, boys still lead in computer science classes. Institute report author Anne Danenburg told the Times that the gaps begin to show up as early as middle school, suggesting that curriculum reform should be concentrated at that age.

www.contracostatimes.com

Rankings that reek: The accountability movement has come full circle: The tests and class ranks put in place to encourage schools to broaden student achievement are now getting in

the way of North Carolina's best students. At East Chapel Hill High, where 80% of the kids take Advanced Placement courses and SATs average 1,200, splendid student performance can rank a student in the lower half of the class -- instantly ruling out admission to many colleges. The News and Observer reports that East has applied for permission NOT to rank students by grade-point average, which is now required by state law. Some private schools have dropped rankings. The N.C. School of Science and Mathematics is exempt. East's students are also leading a student movement to protest exit exams and a new requirement for students to choose a career track as freshmen. The N&O says students believe the tracking limits their choice of courses.

www.newsobserver.com

Race as a factor: San Francisco, ordered by a federal judge to de-emphasize race as a factor in pupil assignment, will go back to court with a plan that

lists eight factors. The others, already long used by the district, include family income, education level, English proficiency and home address. The San Francisco Chronicle says the plan is "to first use the seven race-neutral factors in assigning students. After the assignments are complete, the district will determine whether the incoming class is 'diverse enough.' If it is not, students' names will go back into the computer and be reprocessed using race." The full report is at www.sfusd.edu. The plan also involves magnet and other programs to be phased in over a five-year period.

www.sfgate.com

Dropouts rising: New York City is bracing for another decline in graduation rates as testing requirements phase in. The New York Times reported a schools projection that "40% of the class of 2001 would graduate on time, compared with 50% of the class of 2000."

www.nytimes.com

Sound off! for quality education

Your words in support of a quality, equitable, integrated education can help make the case for community support of Charlotte-Mecklenburg Schools. Pick up your pen! Or get your mouse in motion! Here's information on how to submit your letters to area media.

The Charlotte Post: By e-mail: thepost@clt.mindspring.com; by fax: 704-342-2160; by mail: Editor, The Charlotte Post, 1531 Camden Road, Charlotte, NC 28203-4783.

The Charlotte Observer: By e-mail: opinion@charlotteobserver.com; by fax: 704-358-5022; by mail: The Observer Forum, The Charlotte Observer, P.O. Box 30308, Charlotte, NC 28230-0308.

The Charlotte World: By e-mail: warren.smith@thecharlotteworld.com; by fax: 704-503-6691; by mail: 8701 Mallard Creek Road, Charlotte, NC 28262-9705.

The Leader: By e-mail: editor@leadernews.com; by fax: 704-347-0358; by mail: 800 E. Trade St., Charlotte, NC 28202-3014

Creative Loafing: By e-mail: charlotte@creativeloafing.com; by fax: 704-522-8088; by mail: P.O. Box 241988 Charlotte, NC 28224-1988.

Educate!: By e-mail: SwannFello@aol.com; by fax: 704-342-4550; by mail: 1510 E. 7th St. Charlotte, NC 28204-2410.