

Lines that divide

Citizen advisers raise questions on assignment plan

Will filled-up schools elsewhere leave poor kids with no choice? they ask

By ARAMINTA S. JOHNSTON

Four dedicated citizen members of CMS' Student Assignment Oversight Committee turned out early Monday morning to consider Dr. Eric Smith's latest proposal for student assignment.

Those present attributed the low committee turnout to family vacations during the week of the Fourth of July.

Present were attorney and committee chair Anthony Fox, CMS media specialist and parent Sandy Watkins, attorney and parent Julian Wright, and parent Ellen Martin. The four represent a fairly broad range of opinion on how quickly the school board should seek to approve a student assignment plan.

One member of the committee asked only half jokingly if it were possible for major initiatives such as Dr. Smith's latest pupil assignment plan, first presented to the school board itself less than a week earlier, to be scheduled at more convenient times for the committee and the community.

The four had clearly done their homework, however, and they found much to be cautious and even skeptical about in the proposed plan.

They raised questions in a number of different areas, including whether the plan offers "real choice" to all parents.

Committee members, especially Wright, questioned the implications of the school system staff's numbers on school utilization and capacity.

Those numbers play a crucial

Take a close look at plan – and US!

By LUCY BUSH

My friends think school board members have lost their noodles.

I think our board members are utterly, spectacularly representative of US.

We're tired of assignment fights. We say harsh things about people across town. We are focused most on our kid, and in discussing the issue we're about as mannerly as, well, the school board.

We can do better. If we do, the school board will too.

There are lots of small problems with the choice plan brought to the board in June. But I think we need to talk about the big ones.

– The plan starts in a premise that separate can be equal. We

A commentary

know separate wasn't in the past. And don't think this is some academic argument. Thousands of Mecklenburg taxpayers were forced to attend deliberately inferior segregated schools – at tremendous cost to us all.

Show me a school system that routinely gives all kids the same chance when it separates them by race or socioeconomics. You can't. A few minority schools eke out good test scores, but I'm not persuaded that the educational experience even there is truly equal. I

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Citizens challenge parts of new plan

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role in determining whether low-achieving children or children in low-achieving schools would really have the option of transferring to higher achieving schools as the proposed plan implies that they would.

Watkins said that the meaning of the numbers “needs to be made very clear to the public,” and the others agreed.

Martin said, “We have these priorities [for school choice in the plan], but what do they mean if you can’t move children anywhere?”

Fox commented, “If you talk about choice, you create expectations. If you can’t meet those expectations...,” and Martin said of the so-called choice plan, “If it’s not really a choice plan, don’t call it what it’s not.”

Fox speculated that the complexity of the plan could work against choice. “Even if this gets adopted, how is a parent going to be able to negotiate it? I think people will just opt for their home school,” and again Martin added, “That’s another way that we may not be creating real choice.”

Watkins raised questions about the system’s IB program, which would be revised under the new plan, dropping the program at some schools and adding it at others.

She expressed concern that the proposal does not appear to link pre-IB programs at middle schools with IB programs at specific high schools, something she said is required by the body that supervises and certifies IB programs throughout the world.

Staff members present were unable to answer most of the questions about the plan presented to them, as was also the case at the school board’s meeting the previous Tuesday, but they promised to get back to committee

members with answers.

Those answers, however, will not be as readily available to the general public as would be the case if they were presented in public meetings. Educate! is attempting to ensure that it will get access to school system responses, and will share them with the public as possible.

Copies of the assignment plan should be available in all public libraries.

School board chair Arthur Griffin, the only school board member present at the meeting, told committee members to “drill down on the equity piece” of the plan.

Griffin also indicated that the school board may not vote to approve the proposed plan before August 1, the date for approval set in a resolution that a majority of the board voted for.

Observers had anticipated that by now the Fourth Circuit Court of Appeals would have issued its ruling in the student assignment case against CMS that the court heard arguments on last February. That anticipation probably influenced some members of the school board to support the

resolution introduced by then-newly appointed board member Bob Simmons.

Simmons recently announced that he is moving to Iredell County and therefore will not run for a full term on the board.

Griffin said Monday, “We’ll know on July 10 [the board’s next regularly scheduled meeting] whether or not we’ll vote on July 31. If we can’t vote on July 10, and the administration’s position is that we can’t have a [“home school” assignment lottery] for this fall if we don’t vote then, then there’s no need to rush into this and vote on July 31.”

Reports indicate that the school system’s legal advisers are telling their clients that approving an assignment plan while there is an appeals court stay on District Judge Robert Potter’s finding that CMS is unitary would be illegal.

Members of the school board who are attorneys – Simmons, John Lassiter and Molly Griffin – are privately and publicly pushing other school board members to move ahead with approval of the plan, but they are not legal specialists in the field of school desegregation.

Student Assignment Calendar

July

- 10** Public hearing during regular board meeting, Education Center, 6 p.m.
- 12** Board work session on assignment, Education Center, 6 p.m.
- 23** Board work session on assignment, Education Center, 6 p.m.
- 31** School board special meeting which, Smith has declared to the board via memo, is for “Adoption of Student Assignment Plan.” (The CMS Web site more judiciously says the board is scheduled to vote on it.) Board Room, Education Center, 6 p.m.

Calendar '01-'02

AUG	15	First day of school
SEP	3	Labor Day holiday
	17	Progress reports
	20-21	Teacher workdays
OCT	22-23	Teacher workdays; parent conferences
	31	Report cards
NOV	6	Teacher workday
	21-23	Thanksgiving holidays
DEC	3	Progress reports
	6	Teacher workday
	20-01	Winter break
JAN	18	Teacher workday (make-up if needed)
	21	M.L. King holiday
	30	Report cards
FEB	18-19	Presidents Day, teacher workday (make-up)
	25	Progress reports
MAR	28-29	Make-up days if needed
	29-31	Spring break
APR	1-5	Spring break
	15	Report cards
MAY	6	Progress reports
	27	Memorial Day; teacher workday (make-up)
JUN	4	Last day of school; ele- mentary report cards
	5-7	Graduation
	11	Secondary report cards in mail

Where has separate ever been equal?

Continued from Page 1

take educators at their word that they'll teach children wherever they are. But this is not about educators. It is about US, the people who perpetually underfund minority schools, who dispatch only inexperienced staff to teach poor kids, who don't fix the roof leaks, don't provide the same number of computers and library books and so on. The only guarantee against inferior schools is for us all to go to school together.

– The plan's assignment boundaries have an instant impact on home property values. You may think that's OK if the proposed plan puts your home in a "good" school. But how might you feel in three years if your house gets re-assigned to the "worst" school in the system just before you have to sell it? Such things HAVE happened. Talk to your friends.

– Children love to learn from one another, but this plan won't let all of them do that. By effectively segregating most children by socioeconomics, advantaged children will not be in the classroom to help their disadvantaged peers. This is a loss to the advantaged children, and it handicaps

our ability to help disadvantaged students learn.

– The proposed plan presumes that we can consistently, reliably, perpetually find teachers to staff schools with high numbers of disadvantaged children. I'm not so sure. Teachers don't like the idea of mandatory assignments to these schools. They're resisting school board efforts to create a policy that would call on the superintendent to assign teachers to those schools. Instead, the whole thrust now is on incentives: higher pay, free tuition into a master's program, etc. I'm afraid this is a pipe dream. I worry that no amount of incentives will generate enough teachers. My understanding is that the current incentives are not really working.

So for me, the key problem with the plan is not your attendance zone or mine, or the low utilization numbers found starting on page 6. The problem is what the plan says about us as people, as a community. For me, and I hope for you, it is not a pretty picture.

What can we do? On page 4 is something to get you started thinking. From there, talk amongst yourselves. And keep in mind that we must reckon with what the courts have to say.

But ultimately, it is WE who must be committed to educating all children. Then the school board will make it so.

Offer your friends an *Educate!*ion

Please forward this issue of *Educate!* to people you think would find the information useful. And please let us know if there are people in your address book you think we should be sending each issue to. Just send us their names and e-mail addresses and we'll add them to our regular distribution list. Send those names to SwannFello@aol.com

As we noted June 16, *Educate!* is on something of a summer hiatus. This special edition, prompted by the school administration's release of a student assignment plan, may be followed by others as events warrant. Regular publication of this free, weekly newsletter will resume in late August.

Build one community via student assignment

Are you looking for a plan that can lead this community, even this nation, away from segregation, away from isolation of poverty, away from complacency with undereducated children, away from schoolhouse environments that are unstable both for children and for staff?

Begin by erasing all of the lines from your maps. All of them.

Drop all the preferences, too.

Give everyone real choice, full choice. Common sense tells us that not everyone will get her or his first choice, maybe not even a fifth choice. That's just the way life is. But choice is invaluable. It instills a sense of ownership.

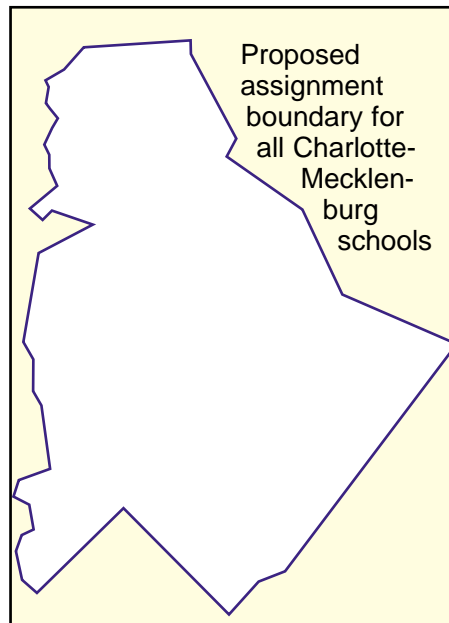
A Proposal

The schools staff should stop thinking that they are called upon to limit parents' choices to a few schools they think are appropriate. Make every school available for every parent's consideration. All parents should have the opportunity to rank all of the schools in preferred order of interest for their children.

Make every school worth choosing, either for some specific program or for overall general quality. The magnet program was a first stab at this; now we must finish the job.

Set out clearly, as the proposed plan does, how choice of an elementary school sends a child on to a middle school and on to a high school.

The school system must accept its responsibility to give all chil-



dren transportation to their choice school, wherever the choice is. Transportation should not be a right just for some children going to some schools.

Citizens of this community want their school system to accept the moral responsibility, even if the courts say it is not their legal responsibility, for assuring a desegregated, economically and racially diverse environment in every classroom in the school system. Citizens will not accept a turning back to the days of separate and unequal education. For only if we go to school together will we sinful people, over the long haul, share the fruits of this community's wealth equally with all children.

Place students by lottery using their priority choices as a guide in

such a way that every school – every school – mirrors the community's racial and economic diversity. In doing so, every classroom will be a place where there are children who can teach other children – for teachers cannot do the job alone. Every classroom will more likely be under the eyes of watchful, well-connected parents. These parents are the only true guarantee that resources will go to every classroom. In doing all this, the school system will help build a community of “we”, not of “us” and “them.”

Some members of the school board may worry that their assignment plan decisions might lead to their defeat at the polls in November. They are absolutely right.

If they caved in to injustice, if they vote to create a school assignment plan so byzantine that few people can understand it, if they underutilize schools in poor neighborhoods in a capitulation to the forces of racial and economic segregation, there is no doubt that they have every reason to be worried.

Every citizen, every board member, every staff member has an opportunity to be a peacemaker. And to pursue justice.

But the heaviest burden falls on members of the school board, who have been granted extraordinary powers and responsibility by the people to educate all the children of this community.

All of the children – of this one community.

Educate! a newsletter of The Swann Fellowship

1510 E. 7th St. Charlotte NC 28204
704-342-4330 SwannFello@aol.com Locally produced content © The Swann Fellowship. Lucy Bush, president; B.B. DeLaine, vice president. Published since September 2000. 6-week avg. circ. through last issue: 2,202.

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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.

Healthy democracy involves fireworks all year long

Last week we Americans celebrated the two hundred and twenty-fifth anniversary of the origins of our democracy. We pledged allegiance to our flag and to “one nation, under God, with liberty and justice for all.”

Those events made me, as they probably did many of us, stop and reflect on our heritage.

First, democracy is messy and inefficient. As my father used to say, “Democracy is the worst form of government on earth – except for every other form of government.”

He was an attorney, and when my mother would comment on the inefficiency of the legal process, he would respond, “But a person’s property, liberty, or life is at stake. We’ve got to move slowly so we can do our best to see that justice is done.”

Democracy, liberty, and justice.

As the actor Morgan Freeman pointed out on the Fourth, the Declaration of Independence wasn’t written with him in mind. Or with me, for that matter, because although, unlike Freeman, I’m white, I’m also female.

But as Freeman went on to say, the history of this nation is the history of expanding the reach of citizen rights and privileges promised to us by the Declaration and the Constitution. That history is a history of imperfection, but our heritage is to keep trying to achieve that “more perfect union.”

These, I believe, are the kind of lessons we should bring to the messy, inefficient process of student assignment in the Charlotte-Mecklenburg school system.

Undoubtedly many citizens are simply fed up with the process. “Just tell me where my child is going to school!” they plead.

Their frustration is understandable, but they – and all of us – need to remember: democracy is messy and inefficient, but ensuring justice, as well as liberty, for all often must be a slow process if

Commentary

Araminta S. Johnston



we are going to have any hope of achieving it.

The local media suggests that the reason more citizens didn’t show up at the first public hearing on student assignment less than 48 hours after the assignment plan was presented to the school board is because they are disgusted with their elected representatives and “cynical” about the process.

A friend of mine in Huntersville who just graduated one child from CMS and has two still in its schools, sees it differently. “I think that more people didn’t show up because the people with

the loudest voices have gotten what they wanted,” she says.

It may be that both the media and my friend are right. Or it may be that they are wrong.

But make no mistake about it. When our elected officials on the county commission debate budget and taxes and when our elected officials on the school board debate equity and pupil assignment, that’s democracy at work.

As a community we recently sent a message to the city council that we don’t like it when our elected officials try to “streamline” this messy, inefficient, imperfect process.

When we think and talk about the school board, then, don’t we need to remember this – and also that “democracy is the worst form of government on earth – except for every other form.”

Had you rather have a different one?

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.

La Noticia: 6101 Idlewild Road Suite 328, Charlotte, NC 28212.

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

Choice plan underscores socioeconomic divide

One of the key criticisms of the proposed choice plan is that Charlotte-Mecklenburg high schools are going to become separate and unequal places.

To visually show what people are talking about is the primary reason for running the following table of numbers. The red bars, showing projected percentages of low-income children at each school, tell the story.

In an unmistakable pattern, West Charlotte High is to become, by far, the poorest school. It is listed first in the chart, with 65% of its students eligible for free- or reduced-price lunch. Near the bottom of the chart is Providence, with 1% of its students from low-income families. A court or a community looking for evidence that the plan isolates the poor, and thereby discriminates against them, need look no further.

And no matter how race-neutral the numbers become, the community and its leaders know that this community's poor are overwhelmingly minorities. So isolating the poor has the effect of isolating minorities. An assignment plan with such effect becomes a new, and potentially legal, but certainly suspect way to return to segregated public schools.

The schools below are clumped by high school, then by the so-called "feeder system" – the middle schools and elementaries that send their regular-program students to a given high school.

Many schools are marked (split) and show up more than once in the chart. The split usually occurs at the elementary level, where the attendance area is split for middle school. This means these children really will not go to school together for 13 years, a goal parents value. Plan revisions this year created more splits, not fewer.

Magnet schools, which have their own feeder system, are listed at the end. (And yes, if the movable magnet programs housed at West Charlotte depart, the school would better mirror elementaries in its feeder system, and become about 85% poor, not the 65% listed. Garinger would be about 68% poor, not the 45% listed.)

Thus, it is the feeder system that ordains some high schools to be dominated by low-income students. The idea behind stable feeder patterns is laudable: They tell parents where their first-graders will graduate. The community and its school board will be discussing the proposed plan, however, because the feeder sys-

tem creates high schools that will not be very many parents' preferred choice.

The chart has numbers missing. Absent are free- and reduced-price lunch numbers for this fall. Details about magnets in 2002-2003 are missing. We will continue to refine the chart and may publish parts or all of it again.

The first two columns contain number of permanent classrooms and mobile units this fall. For those who believe mobile units are an inferior educational space acceptable only in emergencies, the data should prove useful.

About utilization numbers: CMS materials say officials calculated 2001-2002 utilization rates on the basis of 22 students per classroom. The 2002-2003 numbers appear to be figured on the same basis. Yet 1999's "Achieving the CMS Vision" guarantees 16 students per teacher at schools of 60% or more low-income children. Most parents would expect that to mean classes of 16 kids. Officials should clarify the commitment, or their numbers: A spot check of high-poverty elementaries suggests that most would be full in 2002-2003 if each class had 16 children – not wastefully half-empty as the numbers suggest.

	Data for 2001-2002							Data for 2002-2003		
	Total permanent classrooms	Rooms Mobile for EC, pre-K	Rooms for EC, pre-K	Net for Gross capacity	Regular students expected	Percent utilized	% Util. without mobiles	Estimated percent utilized	Pct. FRL	
Bars represent percentage of low-income children for each school in '02-'03										
	10%	20%	30%	40%	50%	60%	70%	80%	90%	
WEST CHARLOTTE HIGH	96	1	6	1920	1800	1905	106	106	100	65
Ranson (split)	52	5	4	1254	1166	918	79	87	99	45
Statesville Road	28	0	2	616	572	479	84	84	79	57
Spaugh (split)	42	0	3	924	858	595	69	69	82	83
Bruns Ave.	37	0	1	814	792	642	81	81	61	93
Thomasboro	20	4	0	440	440	377	86	86	96	90
J.T. Williams	39	1	4	880	792	777	98	101	102	81
Druid Hills	18	2	0	440	440	363	83	92	55	95
Lincoln Hts. Greenville	34	0	4	748	660	491	74	74	63	93
Oaklawn	27	0	4	594	506	335	66	66	55	89
Wilson (split)	39	4	3	880	814	683	84	86	100	51
Allenbrook	21	0	3	462	396	303	77	77	72	75

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	Data for 2001-2002							Data for 2002-2003		
	Total permanent classrooms	Mobile units	Rooms for EC, pre-K	Net for Gross capacity	regular classes	Regular students expected	Percent utilized	% Util. without mobiles	Estimated percent utilized	Pct. FRL
Bars represent percentage of low-income children for each school in '02-'03										
	10%	20%	30%	40%	50%	60%	70%	80%	90%	
WEST MECK HIGH	102	0	7	2040	1900	1561	82	82	94	48
Coulwood (split)	45	8	6	1166	1034	947	92	110	101	32
New Plank Road (split)									64	26
Oakdale	28	0	4	616	528	445	84	84	73	66
Paw Creek	37	3	5	880	770	672	87	95	61	25
Pawtucket	23	1	0	528	528	452	86	89	84	55
Marie G. Davis (split)	49	0	5	1078	968	767	79	79	82	82
Amay James	15	0	0	330	330	300	91	91	70	93
Reid Park	36	0	11	792	550	342	62	62	70	90
Barringer	32	0	3	704	638	482	76	76	101	48
Spaugh (split)	42	0	3	924	858	595	69	69	82	83
Ashley Park	22	3	7	550	396	355	90	108	74	93
Westerly Hills	22	1	0	506	506	444	88	92	44	87
Wilson (split)	39	4	3	880	814	683	84	86	100	51
Berryhill	20	4	0	528	528	401	76	91	72	69
Tuckaseegee	28	3	2	682	638	553	87	97	103	44
GARINGER HIGH	89	4	7	1780	1640	1562	95	95	100	45
Cochrane	43	0	4	946	858	614	72	72	89	64
Devonshire	32	0	4	704	616	485	79	79	79	83
Eastway (split)	42	4	5	1012	902	771	85	95	102	60
Merry Oaks	24	8	5	704	594	509	86	122	73	73
Shamrock Gardens	30	0	2	660	616	487	79	79	66	78
Windsor Park	32	2	4	748	660	584	88	95	79	64
Winterfield	24	5	0	638	638	622	97	118	75	64
Northridge (split)	40	19	4	1298	1210	1260	104	159	101	35
Briarwood	32	2	2	748	704	602	86	91	86	78
Hickory Grove	33	3	0	792	792	784	99	108	99	45
E.E. WADDELL HIGH	75	0	7	1500	1360	1146	84	84	81	37
Carmel (split)	52	0	4	1144	1056	918	87	87	94	12
Hunt'ne Farms (split)	26	0	1	572	550	518	94	94	113	54
Kennedy (split)	41	3	4	968	880	864	98	106	101	28
Nations Ford	27	0	5	594	484	368	76	76	73	79
Quail Hollow (split)	50	6	2	1232	1188	1159	98	110	100	24
Pineville	36	4	0	880	880	836	95	106	84	55
Sterling	31	0	2	682	638	460	72	72	72	59
Sedgefield (split)	41	2	4	902	814	585	72	72	81	49
Montclair	24	3	3	594	528	451	85	98	85	68
VANCE HIGH	77	30	6	2140	2020	2374	118	167	113	34
Alexander (split)	45	10	4	1210	1122	1102	98	122	92	24
David Cox Road	37	0	0	814	814	800	98	98	119	23
Martin	67	0	5	1474	1364	1159	85	85	100	49
Hidden Valley	39	0	0	858	858	638	74	74	81	82
Nathaniel Alexander	54	0	2	1188	1144	838	73	73	78	51
Highland/Craighead	34	0	0	748	748	254	34	34	67	89
Newell	32	0	0	704	704	635	90	90	111	54
University Meadows	40	2	0	924	924	872	94	99	100	29
Ranson (split)	52	5	4	1254	1166	918	79	87	99	45
Hornets Nest (split)	36	9	2	990	946	878	93	117	101	44

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	Total permanent classrooms	Mobile units	Rooms for EC, pre-K	Gross capacity	Net for regular classes	Regular students expected	Percent utilized	% Util. without mobiles	Estimated percent utilized	Pct. FRL
Bars represent percentage of low-income children for each school in '02-'03										
	10%	20%	30%	40%	50%	60%	70%	80%	90%	
OLYMPIC HIGH	84	0	6	1680	1560	895	57	57	82	30
Marie G. Davis (split)	49	0	5	1078	968	767	79	79	82	82
Sedgefield (split)	25	0	5	550	440	328	75	75	67	86
Kennedy (split)	41	3	4	968	880	864	98	106	101	28
Lake Wylie	39	11	2	1100	1056	1039	98	128	98	12
Steele Creek	33	14	2	1034	990	917	93	134	99	40
Sedgefield (split)	41	2	4	902	814	585	72	72	81	49
Pinewood	24	3	2	594	550	489	89	101	87	59
Sedgefield (split)	25	0	5	550	440	328	75	75	67	86
INDEPENDENCE HIGH	100	19	7	2140	2000	2313	116	124	100	25
Albemarle Road (split)	51	3	3	1188	1122	922	82	87	114	30
Albemarle Road Elem.	34	4	5	836	726	658	91	103	111	59
J.H. Gunn	30	1	3	682	616	608	99	102	101	43
Northeast (split)	54	6	5	1320	1210	1199	99	111	96	12
Lebanon Road	36	2	4	836	748	725	97	103	100	29
Northridge (split)	40	19	4	1298	1210	1260	104	159	101	35
New Grier Road									57	50
Reedy Creek	30	12	2	924	880	858	98	139	97	21
EAST MECK HIGH	82	10	7	1840	1700	2010	118	134	130	24
Albemarle Road (split)	51	3	3	1188	1122	922	82	87	114	30
Piney Grove	37	0	6	814	682	618	91	91	100	39
Eastway (split)	42	4	5	1012	902	771	85	95	102	60
Chantilly	16	2	0	396	396	326	82	93	97	83
Oakhurst/Grier Road	34	0	13	748	462	459	99	99	57	50
McClintock	45	2	6	1034	902	801	89	93	99	30
Greenway Park	37	4	2	902	858	841	98	109	101	33
Idlewild	37	0	5	814	704	607	86	86	98	30
Lansdowne	32	2	6	748	616	596	97	104	62	18
Rama Road	36	0	6	792	660	513	78	78	85	40
MYERS PARK HIGH	96	28	7	2280	2140	2520	118	142	100	23
Alexander Graham (AG)	37	0	6	814	682	611	90	90	90	29
Billingsville	26	0	3	572	506	405	80	0.8	71	93
Cotswold	27	3	4	660	572	503	89	99	98	39
Eastover	24	0	3	528	462	450	97	97	67	29
Selwyn	24	1	3	550	484	478	99	103	72	23
Sharon (split)	29	0	5	638	528	419	79	79	96	17
Carmel (split)	52	0	4	1144	1056	918	87	87	94	12
Olde Providence (split)	32	2	0	748	748	733	98	104	98	8
Sharon (split)	29	0	5	638	528	419	79	79	96	17
Marie G. Davis (split)	49	0	5	1078	968	767	79	79	82	82
First Ward	34	0	10	748	528	426	81	81	92	88
Irwin Ave.	36	0	4	792	704	499	71	71	82	65
NORTH MECK HIGH	86	10	6	1720	1600	1675	105	105	101	8
Alexander (split)	45	10	4	1210	1122	1102	98	122	92	24
Blythe (split)	50	5	2	1210	1166	1119	96	106	100	23
Mallard Creek	40	0	2	880	836	818	98	98	94	8
Bradley (split)	54	0	3	1188	1122	998	89	89	100	9
Cornelius (split)	39	6	0	990	990	979	99	114	124	11
Davidson	35	8	0	946	946	939	99	122	98	11
Huntersville (split)	38	0	3	836	770	617	80	80	121	11

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	Data for 2001-2002							Data for 2002-2003		
	Total permanent classrooms	Mobile units	Rooms for EC, pre-K	Gross capacity	Net for regular classes	Regular students expected	Percent utilized	% Util. without mobiles	Estimated percent utilized	Pct. FRL
Bars represent percentage of low-income children for each school in '02-'03										
	10%	20%	30%	40%	50%	60%	70%	80%	90%	
BUTLER	75	16	5	1820	1720	2015	117	144	99	7
Albemarle Road (split)	51	3	3	1188	1122	922	82	87	114	30
Crown Point	37	3	2	880	836	828	99	108	61	18
Crestdale (split)	54	11	1	1430	1408	1401	100	120	96	3
Matthews	46	0	4	1012	924	884	96	96	82	13
Northeast (split)	54	6	5	1320	1210	1199	99	111	96	12
Bain	37	0	0	814	814	769	94	94	83	9
Clear Creek	30	0	0	660	660	515	78	78	97	18
HOPEWELL HIGH	75	0	2	1500	1460	1033	71	71	100	7
Alexander (split)	45	10	4	1210	1122	1102	98	122	92	24
Blythe (split)	50	5	2	1210	1166	1119	96	106	100	23
Bradley (split)	54	0	3	1188	1122	998	89	89	100	9
Cornelius (split)	39	6	0	990	990	979	99	114	124	11
Huntersville (split)	38	0	3	836	770	617	80	80	121	11
Long Creek	34	3	6	814	682	528	77	86	100	11
Coulwood (split)	45	8	6	1166	1034	947	92	110	101	32
New Plank Road (split)									64	26
Ranson (split)	52	5	4	1254	1166	918	79	87	99	45
Hornets Nest (split)	36	9	2	990	946	878	93	117	101	44
SOUTH MECK HIGH	91	0	5	1820	1720	1790	104	104	100	7
Carmel (split)	52	0	4	1144	1056	918	87	87	94	12
Beverly Woods	38	0	7	836	682	492	72	72	48	5
Hunt'ne Farms (split)	26	0	1	572	550	518	94	94	113	54
New Cato (split)									88	2
Hawk Ridge	34	16	0	1100	1100	1084	99	145	150	3
Quail Hollow (split)	50	6	2	1232	1188	1159	98	110	100	24
Smithfield	37	0	3	814	748	675	90	90	111	30
McAlpine (split)	35	0	3	770	704	652	93	93	96	6
PROVIDENCE HIGH	88	26	6	2280	2160	2539	118	155	100	1
Crestdale (split)	54	11	1	1430	1408	1401	100	120	96	3
McKee Road (split)	31	41	0	1584	1584	1438	91	211	99	2
New Providence Road									84	1
New Cato (split)									88	2
McAlpine (split)	35	0	3	770	704	652	93	93	96	6
McKee Road (split)	31	41	0	1584	1584	1438	91	211	99	2
South Charlotte	40	41	2	1782	1738	1734	100	207	98	2
Elizabeth Lane	35	15	0	1100	1100	1134	103	147	100	3
Olde Providence (split)	32	2	0	748	748	733	98	104	98	8

	Data for 2001-2002						Data for 2002-2003			
	Total permanent classrooms	Mobile units	Rooms for EC, pre-K	Gross capacity	Net for regular classes	Regular students expected	Percent utilized	% Util. without mobiles	Estimated percent utilized	Pct. FRL
Bars represent percentage of low-income children for each school in '02-'03										
	10%	20%	30%	40%	50%	60%	70%	80%	90%	
FULL MAGNET SCHOOLS in 2002-2003										
Collinswood	22	2	2	528	484	433	89	98		
Davidson IB 6-8	11	0	0	242	242	245	101	101		
Derita	29	6	7	770	616	576	94	119		
Dilworth	25	0	2	550	506	326	64	64		
Elizabeth	25	1	0	572	572	528	92	96		
Harding High	55	12	7	1340	1200	1423	119	148		
Highland Montessori										
Morehead	53	0	10	1166	946	866	92	92		
Myers Park Trad.	21	9	3	660	594	519	87	131		
Northwest 9-12	28	4	3	640	580	670	116	134		
Northwest 6-8	21	1	2	484	440	488	111	117		
Park Road	20	0	5	440	330	218	66	66		
Piedmont 6-8	29	14	3	946	880	823	94	144		
Randolph 6-8	46	3	6	1078	946	825	87	94		
Smith 6-8	41	0	4	902	814	699	86	86		
University Park	34	0	3	748	682	628	92	92		
Villa Heights	12	1	0	286	286	298	104	113		
PRESCHOOLS										
Double Oaks	29	0	23	638	132					
Plaza Road	16	0	19	352	-66					
Starmount	31	0	21	682	220	176	80	80		
Tryon Hills	18	0	18	396	0					
SWING SPACE in 2002-2003										
Hawthorne	33	0	6	726	594	303	51	51		
Winding Springs	36	0	7	792	638	508	80	80		

Sources: "CMS Facility Capacity & Utilization for the 2001-02 School Year," revised through early July; CMS Student Assignment Proposal 2002-2003, released June 26, 2001; "Achieving the CMS Vision: Equity and Student Success," presented to the school board March 9, 1999