

Magnet programs, originally desegregation tools on the west side, are moving south, and focus exclusively on academic offerings in 2002. Elementary sites are marked in blue, middle in gray, high schools in magenta. Each magnet program is available to children from each high school attendance area. Story, school lists begin on page 5.

## After Appeals Court: Freedom to choose

### Judges rule schools unitary, send plea to community to run district equitably without further oversight

A divided Fourth Circuit Court of Appeals may have succeeded Sept. 21 in ending Charlotte-Mecklenburg's decades in court over past school segregation.

Chief Judge Harvey Wilkinson declared that "Charlotte has earned the right to begin anew." The majority said all vestiges of segregation had been eliminated, and that there was no evidence the schools would unconstitutionally discriminate again.

The schools' new start begins next fall. But the assignment plan in place to let Charlotte-Mecklenburg "begin anew" calls for dozens of schools that will be black or white, dozens of schools that will be rich or poor.

Little wonder that people who grew up convinced that "separate will never be equal" found the situation confusing.

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On the morning after the ruling, the Charlotte Observer

announced on its front page that the court "said the district must launch a race-neutral student assignment plan by the 2002-03 school year." (Lead sentences from other media outlets are on page 3.)

In fact, in setting aside all court orders that the courts have issued since the 1960s requiring the dismantling of segregation, the Fourth Circuit did not issue any new orders.

It did, however, unanimously strike down Judge Robert Potter's 1999 injunction against using race as a factor either in assignment or in allocating other educational programs. The majority said it could "discern no danger of future violations."

The majority wrote, "At this point, we can discern nothing in the record indicating that CMS will ignore the district court order and continue to use race in an unconstitutional manner in the operation of the magnet schools or other schools in the system."

All this careful language covers a legal morass: The Supreme Court hasn't decided the constitutional limits on schools' use of race. Until the justices decide, CMS and other districts no longer under court order are, as a matter of law, free to use race as one factor in school assignment and in how they distribute educational services.

Not that CMS is going to, of course, as a matter of practical

## Internet indigestion: A tale of PDF errors

To readers:

We appreciate your patience when last week's Educate! set off error messages, security alerts and multiple copies in mailboxes.

The issue quadrupled in size to accommodate the Sept. 21 4th Circuit Appeals Court ruling. Readers within AOL reported no problems, but alarms started ringing across the country.

One techie we talked to sus-

pects size was the prime problem, but that recent mail server software patches to block the Nimda virus may have misdiagnosed the attachment as dangerous. Knowledge can be dangerous, but...

We're back to normal size this week. If you still need the court ruling, we have it available in three small pieces! Message us at SwannFello.aol.com for a copy.

Lucy Bush

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## To new readers of *Educate!*

a free community journal  
on public education in  
Charlotte-Mecklenburg

Welcome to this week's edition. Our aim is to supply information useful to you in your role as student, parent or citizen interested in the welfare of Charlotte-Mecklenburg Schools. To be removed from our mailing list, send a "Remove" message to SwannFello@aol.com

*Educate!* is published by The Swann Fellowship, 1510 E. 7th St., Charlotte, NC 28204. Voice: 704-342-4330 Fax: 704-342-4550. E-mail: SwannFello@aol.com Lucy Bush, president; B.B. DeLaine, vice president. Published since September 2000. Six-week average circulation through last issue: 2,524.

**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 nonprofit 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.

## *From Readers*

### Mark election forums on your calendar

The Charlotte-Mecklenburg Education Foundation has launched a community awareness campaign, Make Your Mark on the Board, around the upcoming school board elections.

Town meetings will be held on Oct. 29 from 7-9 p.m. in each district. Meet your school board candidates and discuss the issues that are important to you! The meetings:

District 1: North Mecklenburg High School, 11201 Old Statesville Road, Huntersville, auditorium.

District 2: West Charlotte High School, 2219 Senior Drive, auditorium.

District 3: Garinger High School, 1100 Eastway Drive, auditorium.

District 4: East Mecklenburg High School, 6800 Monroe Road, Auditorium.

District 5: South Mecklenburg High School, 8900 Park Road, auditorium.

District 6: Butler High School, 1810 Matthews-Mint Hill Road, auditorium.

Eshe Glover

### *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.

## Policy landscape after Appeals ruling

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politics. The school board declared on the day of the ruling that it would not appeal, and indicated that it would not use race as a factor in student assignment or in admissions to its magnet programs.

Wilkinson characterized what the appeals court was doing in its decision as a “covenant of faith” with the school board. He wrote that the majority held the belief that “the invidious practices of an indefensible era have indeed been dismantled and that Charlotte has earned the right to begin anew.” He acknowledged that some people would see the court’s “embrace of local governance as an act of judicial abandonment.”

### Caught in time

The appeals court was looking at the record from a 1999 District Court trial – not at the school board’s July 31 assignment plan for 2002.

That plan, which assigns children on the basis of residence, will create schools that reflect the area’s racially and economically segregated neighborhoods. The appeals court noted that at the 1999 District Court trial, there was “no evidence presented... about what CMS proposed to do as a unitary school system.” That’s because Judge Potter refused to hear testimony on the matter. So parents looking at 2002 assignments are privy to information that was not allowed to influence the appeals court.

### Old orders rescinded

The appeals court decision would lift all previous court orders in the case. Many of those dealt with student assignment, but others took on other issues. Faculties were ordered to be integrated. Siting of new schools had to be equitable. The orders went

## Sept. 22 news leads

*The Times-Dispatch, Richmond*

“The federal appeals court in Richmond yesterday lifted the more-than-30-year-old court order that integrated the public school system in Charlotte and Mecklenburg County, N.C., after ruling that the system has done away with the vestiges of segregation.”

*The Times, Los Angeles*

“A federal appeals court ruled Friday that the Charlotte schools no longer practice intentional segregation and can scrap a 30-year-old, court-ordered busing plan. The decision means the 105,000-student system in the city and surrounding Mecklenburg County no longer has to use race to determine a student’s school assignment.”

*The Times, New York*

“A federal appeals court issued a ruling today that will end three decades of court-ordered desegregation efforts in the Charlotte-Mecklenburg School District.”

*The News & Observer, Raleigh*

“Charlotte’s public schools have achieved the racial equity required by federal courts 30 years ago and can no longer consider race when making student assignments, the U.S. 4th Circuit Court of Appeals ruled Friday.”

*The Observer, Charlotte*

“A federal appeals court Friday ended more than 30 years of court-ordered desegregation policies in the Charlotte-Mecklenburg Schools and said the district must launch a race-neutral student assignment plan by the 2002-03 school year.”

*The Post, Charlotte (Sept. 27)*

“Charlotte-Mecklenburg Schools can move ahead without the conflict over student assignment that ripped apart the school board and the community in recent years.”

*www.cms.k12.nc.us, the CMS website, Charlotte (Sept. 21)*

“In a 7-4 decision, the 4th Circuit Court of Appeals affirmed Judge Potter’s decision that Charlotte-Mecklenburg Schools has achieved ‘unitary status,’ allowing the district to move forward with the 2002-2003 Student Assignment Plan.”

to the heart of what it meant to end segregation.

The goals of some of these orders were for the first time codified in school policy this summer, in large part because of the persistence of school board member Louise Woods. The new policies require an annual review by the school board for lingering inequities in the schools. She wrote last week that the policies give the community “a window through which to oversee compliance... and the assurance that

without a public hearing, these policies cannot change.”

The appeals court decision, if it stands, dismisses the 1965 Swann vs. Mecklenburg lawsuit “with prejudice,” meaning the case could not be reopened again, as it was most recently when white parent William Capacchione sued over magnet school admissions in 1997.

One lawyer who observed the early days of the Swann case views the dismissal as a loss. The

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old case had a long chain of evidence and court findings. In layman's terms, it saved a lot of time when going to court not to have to cover old ground.

But another lawyer says little is lost by closing Swann. Most of the old court orders, he says, were not being enforced, and there is no indication that they would be in the future.

Clearly, if the Swann case is permanently closed, citizen monitoring of school conditions will be needed as never before.

### The new segregation

The school board has in place an assignment plan for next fall that will turn Bruns Avenue Elementary from an integrated magnet into a nearly all-black school. Ditto at Billingsville. Ditto at Druid Hills.

To extrapolate from the appeals court majority decision, these steps would not be considered vestiges of old segregation. But are they examples of a new segregation – government policies that have the effect of isolating racial or economic minorities, an isolation that leads communities over time to provide at those locations inferior educational opportunities?

School administrators focus on how they can teach all children. In its press release after the appeals court ruling, the schools quoted Supt. Eric Smith as saying that “the burden is now on the district, the Board and the community to ensure all students have access to the best education possible.”

Harvard desegregation expert Gary Orfield told the Observer's Fannie Flono last week, “Almost every urban educator who has come out of court-ordered desegregation has said that. None has achieved it.”

It will take years to develop new data to show if the new Bruns

**“We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.”**

**– *Brown vs. Board of Education (1954)***

Avenues and new Billingsvilles provide students an equal education. But sociologist Roz Mickelson says the old data is still persuasive. She wrote last week:

“Compared to their peers who attend integrated elementary schools, high school students who attend segregated elementary schools earn lower grades and test scores. Furthermore, the more time both black and white students spend in segregated elementary schools, the lower their high school track placement. This remains true even with family background and individual characteristics held constant. Because more blacks spend time in segregated learning environments, they suffer more from its consequences than do whites.”

Three days before the appeals court ruling, attorney Julius Chambers told a breakfast audience that it may fall to plaintiffs and lawyers “to rebuild *Brown vs. Board* all over again.”

But some lawyers counter that even if evidence develops that assignment to a minority or low-income school leaves students at a disadvantage, there might be no recourse in the courts.

That's because court use of the idea of “racially discriminatory purpose” has narrowed. It is now very difficult to prove an intent to discriminate. Some lawyers would argue that, in Charlotte's case, it would be impossible, given the high levels at which African Americans have been involved in

setting Charlotte's new course.

### The next step

Judges in the minority on the appeals court accused their colleagues of “dashing the hopes of the citizens of Mecklenburg County, particularly those of African-American descent, who have long fought for the fair and equitable implementation of the desegregation plan.” To the minority on the court, today's predominantly black schools and classrooms and inequitable distribution of resources are signs that the desegregation task was never completed.

It is possible that the black plaintiffs will ask the U.S. Supreme Court to review the appeals court decision, on those and possibly other grounds. But Orfield said last week that he doubted the court would hear the case.

The school board has, by an 8-1 decision July 31, set its course toward neighborhood schools that isolate whites from blacks, rich from poor. It voted unanimously not to appeal the Sept. 21 court decision. Changes, if any, in the makeup of the board after November's election are not expected to change either of those decisions.

But public opinion can be a force to be reckoned with. And even as there is a community-wide sigh of relief that, in the Charlotte Post's words, “the conflict over student

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assignment that ripped apart the school board and the community” might be over, there is support for maintaining an integrated school system.

CMS Supt. Eric Smith’s “2005 Goals” continue to say that “The vision is to ensure that Charlotte-Mecklenburg Schools becomes the premier urban, integrated school system in the nation in which all students acquire the knowledge, skills and values necessary to live rich and full lives as productive and enlightened members of society.”

In its last community survey, the Charlotte-Mecklenburg Education Foundation found half of those surveyed “strongly support ensuring that low-income students and minority students are not concentrated in a few schools.”

Business leaders, who depend on harmony and cooperation within their workforces, may insist that schools continue to operate diverse schools so that graduates will be prepared with those life skills so valued in the workplace.

And parents at magnet schools can continue to recruit applicants so that the chances of an economically and racially diverse student body are virtually assured.

The rub comes with the neighborhood schools. Attendance lines – the new “de jure” segregation – have a “back-to-the-’50s” feel.

They can create low-income minority schools surrounded by richer majority-white schools. They mean that westside and near eastside schools will mostly be low-income minority schools. And, as in the ‘50s, most schools at the edge of Charlotte’s growth will be white – and economically segregated.

A few westside schools may become economically and racially integrated as whites realize they can be within a few minutes’ com-

mute of uptown job sites by reclaiming neighborhoods abandoned by those of their grandparents’ generation. Whites’ arrival will, of course, displace the poor and could lead to new lawsuits, unless the community finds a solution to persistent shortages of affordable housing and ways to foster socioeconomically integrated neighborhoods.

There are models available to Charlotte-Mecklenburg if it wants to find a way out of creating new segregation. One is just a couple of hours away.

The Raleigh-Wake County schools are now assigning children based on their academic achievement and their family’s income. All schools have some children who are behind, some who are poor; no schools are allowed to be dominated by these challenges.

There are, in sum, many things to think about as the community ponders the appeals court’s call to “begin anew.”

### Smith: ‘It has been a good five years’

*An excerpt from Supt. Eric Smith’s Sept. 13 state-of-the-schools speech:*

“In 1995-96, the third-grade reading levels were dismal. Only 61% of third-graders were reading at grade level. Last year, 75% of our 3rd-grade students performed on grade level in reading.

“In 1995-96 for grade five, 59% of fifth-graders were reading on grade level and in 2000-01, 86% were reading on grade level. The success can be attributed to all who participated. These children deserve recognition.

“In 1995-96, 35% of our fifth-grade African-American students were reading on grade level. Last year, that number more than doubled with 76% of students on grade level.

“In 1995-96, only one-third of children-of-poverty at the fifth-grade level were reading on grade level and by 2000-01, 71% were reading on grade level.

“In 1995-96, 76% of white children were reading on grade level and by 2000-01, 94% were reading on grade level.

“More than 3,000 students are now enrolled in the Bright Beginnings Program. When these students

begin school they are much better prepared and competitive with all children in Charlotte-Mecklenburg Schools and they have a solid foundation. Our Bright Beginnings program is having a significant impact on student achievement early on.

“Our strong focus on academic rigor and access for all students is paying off. Over the past five years, we have seen tremendous gains in students taking geometry. In 1995-96, 54% of students took geometry and by 2000-01, 66% of all students took geometry.

“Student enrollment in Advanced Placement (AP) and International Baccalaureate (IB) courses has skyrocketed over the past five years. Since 1995-96, there has been an increase of 15 percentage points (48% increase) of graduates completing at least one AP or IB course; 10 percentage points (71% increase) of African-American graduates completing at least one AP/IB course.

“The district’s focus on access to rigorous courses for all students has resulted in a 244% increase in African-American students enrolled in AP courses over the past five years -- from 371 students in 1995-96 to 1,277 in 2000-2001.”

# Magnets refocus on their academic offerings

The student assignment plan for 2002, approved July 31, is a hybrid beast. About three-quarters of all students will be in assigned schools, based on their residential address (Educate!, Sept. 9, Sept. 16). Others will be allowed into those schools through a "choice" system to be discussed in an upcoming issue.

The remainder will be going to school in the system's magnet programs. Magnets, created chiefly to achieve voluntarily desegregated schools, are now justified as alternative academic programs sought out by some parents.

Race was long a factor in admissions, and for decades the magnet schools were the most reliably integrated schools in Charlotte-Mecklenburg. The factor was dropped, reimposed, then dropped again, based on court rulings. The Sept. 21 Appeals Court decision upheld the magnet program, but school officials told the court they would not use race as a factor in admissions unless the court told them they had to. The court did not make such a finding, so race is out.

What has been consistent about the magnets, since the first ones were created in the early 1970s, is that they were a place parents chose for their children. The act of choosing tended to draw parents who would be more involved in their children's education and their children's schools. Magnets drawing this "educational elite" had key advantages over assigned schools.

For educators and the school board, magnets have long been a mixed blessing. National and local studies have shown that magnets drew a disproportionate percentage of their students from regular schools that were struggling. This emptying out of the most-involved parents tended to accelerate a struggling school's problems. Even in the '70s, this trend was accepted on the grounds that at least the parents were staying in the public system, and not moving their chil-

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## Assignment 2002

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3rd in a series

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dren to private schools.

Today's assignment plans are moving toward more choice. The magnets are now grounded in academics, and rise or fall on the popularity of that programming.

The 2002 plan closes some old magnets – classical studies, for example – and rearranges others. The staff and board revised plans this summer to accommodate a growing interest in language immersion programs. The programs offered will no doubt continue to change.

But perhaps the biggest changes for 2002 involve those designed to provide parents and students from all areas of the county reasonable access to all magnet programs offered. Residential qualifications once based on ZIP codes have been reconfigured to match the new high school attendance zones. The smaller magnet programs will continue to serve the entire county, but large programs use multiple sites and a dizzying number of "tracks" to serve all children.

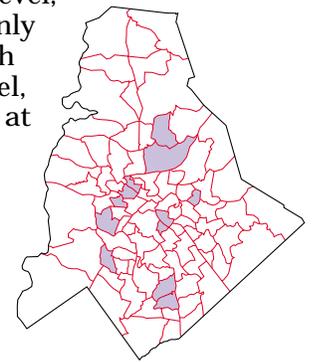
### Understanding system

Two programs, "open" and "traditional," began the magnets during the '70s and '80s, and enrolled 2% or so of the school population. This fall's 18 or so programs at dozens of sites enroll about a quarter of all students.

For parents looking at their options for 2002, the best starting point is the list, beginning on page 7, of magnet programs by high school attendance area. The list for each high school shows the physical locations of each program available to students from that attendance area. A chart on page 6 shows how entering a magnet program can lead to graduation at one of six to seven high schools, depending on the atten-

dance area. The chart verifies two things: There is reasonable equity in the choices offered across all attendance areas; and the magnet programs continue to be used to lure the "educational elite" to schools that would stand to benefit from their presence.

Some programs operate at all grade levels – one only on the elementary level, another only at the high school level, a number at only elementary and middle school levels. Details about those and other matters:



Magnet programs will close in 2002 at these schools.

### Single-site magnets

Accelerated Learning is at First Ward and has no middle or high school links. The magnet applies to all students the teaching methods found helpful with gifted students. The school's location makes it, in effect, a workplace magnet for uptown.

Advanced Placement is to operate alongside other magnets at Piedmont Middle. It has no elementary or high school links.

Medical sciences is a high school-only magnet at Garinger, and is geared to training for health-care industry positions.

### Single track magnets

Some programs operate across all grade levels, but only at one school at each grade level.

Spanish is housed at Collingswood Elementary, Smith Middle and West Meck. The French, German and Japanese magnet is housed at Smith for K-8, then West Meck.

The Math/Science and

**Continued on Page 7**

# Magnets offer variety of academics

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Environmental Studies program is at Morehead Elementary, Cochrane Middle and Harding.

The open program, Charlotte-Mecklenburg's first magnet program, is housed at Irwin Avenue Elementary, Piedmont Middle and West Charlotte. Its original conception was as an environment in which students would "take responsibility for their learning."

## Multiple track magnets

Then things get more complex. The Center for Leadership, International Studies, Global Economics and Finance will have one track at Beverly Woods-Kennedy-Olympic, another at Winding Springs-Eastway-Garinger.

The Communications Arts program will have two elementary-middle tracks: Sharon-Carmel and Hornets Nest-J.T. Williams. Both go on to Garinger.

The Learning Immersion & Talent Development has seven elementary-middle tracks: Barringer-Randolph, Barringer-Sedgefield, Idlewild-Albemarle Road, Lincoln Heights-Davidson, Lincoln Heights-Piedmont, Tuckaseegee-Sedgefield and Villa Heights-Ranson. There is no high school in the magnet program.

The Montessori program will operate at Highland and Park Road elementaries. The program then ends, but children will move to Piedmont and West Charlotte.

The Paideia program operates at Oakhurst and Sterling. Both then move to Randolph Middle. There is no high school in the magnet program.

The Visual and Performing Arts program will operate at Dilworth and University Park elementaries, then continue at Hawthorne Middle and Northwest.

The International Baccalaureate program is offered at seven

### Access to high school magnets, by high school attendance area

Find your assigned high school at left. Filled-in boxes at right mark high school magnet programs to which you will have access. There will be no magnet programs at Butler, Hopewell, Independence, Providence, South Meck, Vance and Waddell. Magnets at Garinger, Harding, Northwest Arts, West Charlotte and West Meck serve the entire system. These programs serve smaller geographic areas: International Baccalaureate programs at East Meck, Myers Park and North Meck; and the Centers for Leadership at Olympic and Garinger.

	Butler	East Meck	Garinger	Harding	Hopewell	Independence	Myers Park	North Meck	Northwest Arts	Olympic	Providence	South Meck	Vance	Waddell	West Charlotte	West Meck
Butler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
East Meck	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Garinger	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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North Meck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Olympic	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Providence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Meck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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West Charlotte	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
West Meck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

elementaries, six middles and five high schools. To offer programs close to home, students move along about 15 different tracks. For precise information, it is probably easiest to read the individual IB entries under each high school.

Information for parents interested in exactly how these programs truly vary should be prepared to do some digging. Materials from the school system are skimpy, and some programs now in operation will undergo changes next fall. Discussions with parents already involved in the programs are a splendid source of information. Schools will also hold information sessions during the winter as deadlines for magnet applications approach.

## You just apply, right?!

Applicants for admission must meet academic requirements at some magnets; others are open without prerequisites. Once entry requirements are met, admission is by lottery, but the lottery has layers and layers of preferences, or priorities. Here's a list of the priorities, in the order in which they take effect:

- Students already in programs get to stay through the last grade of the program. This applies in 2002, particularly for children

whose programs move to new school sites.

- Next: siblings of current students.

- Next in, for fall 2002, are children who attended a school in 2001 that in 2002 converts to a full magnet. So, for example, a child at Dilworth this year might be able to stay next year as the school becomes a full visual and performing arts magnet.

- Foster children, group home residents and students who've moved three or more times in the previous 12 months get in if they live in any high school feeder area served by the magnet. This priority would allow such children a preference to attend the systemwide language, math/science or open magnets, for example, plus any other magnet serving their high school feeder area.

- For 2002, the next children in would be those on free- or reduced-price lunch, so long as their presence would not push the FRL percentage above 50%.

- Finally, everybody else who applied would be admitted, based on their lottery order number.

The board added priorities for children who want to leave high-poverty or low-performing schools, but those priorities won't be used for lottery admissions until 2003 and 2004.

# Magnet programs, by assigned high school

Find your assigned high school. All magnet programs are available in all assigned high school areas, but specific locations vary. Some magnets operate at only one site at each grade level but others operate at multiple sites.

## Butler High

Accelerated Learning: First Ward Elementary.  
 Advanced Placement: Piedmont Middle  
 Center for Leadership: Winding Spring Elementary, Eastway Middle, Garinger  
 Communication Arts: Sharon Elementary, Carmel Middle, Garinger  
 International Baccalaureate: Lansdowne Elementary, Albemarle Road Middle, East Meck or Harding  
 Languages Spanish: Collinswood Elementary, Smith Middle, West Meck  
 Languages French German Japanese: Smith K-8, West Meck  
 Learning Immersion & Talent Development: Idlewild Elementary, Albemarle Road Middle  
 Math/Science & Environmental Studies: Morehead Elementary, Cochrane Middle, Harding  
 Medical Sciences: Garinger  
 Montessori: Highland Elementary, Piedmont Middle, West Charlotte  
 Open: Irwin Ave. Elementary, Piedmont Middle, West Charlotte  
 Paideia: Oakhurst, Randolph Middle  
 Traditional: Elizabeth Elementary, Sedgefield Middle  
 Visual & Performing Arts: Dilworth, Hawthorne Middle, Northwest

## East Meck High

Accelerated Learning: First Ward Elementary.  
 Advanced Placement: Piedmont Middle  
 Center for Leadership: Winding Springs Elementary, Eastway Middle, Garinger  
 Communication Arts: Sharon Elementary, Carmel Middle, Garinger  
 International Baccalaureate: Lansdowne Elementary, Albemarle Road Middle, East Meck or Harding  
 Languages Spanish: Collinswood Elementary, Smith Middle, West Meck  
 Languages French German Japanese: Smith K-8, West Meck  
 Learning Immersion & Talent Development: Idlewild Elementary, Albemarle Road Middle  
 Math/Science & Environmental Studies: Morehead Elementary, Cochrane Middle, Harding  
 Medical Sciences: Garinger  
 Montessori: Highland Elementary, Piedmont Middle, West Charlotte  
 Open: Irwin Ave. Elementary, Piedmont Middle, West Charlotte  
 Paideia: Oakhurst Elementary, Randolph Middle  
 Traditional: Elizabeth Elementary, Sedgefield Middle  
 Visual & Performing Arts: Dilworth, Hawthorne Middle,

## Northwest

## Garinger High

Accelerated Learning: First Ward Elementary.  
 Advanced Placement: Piedmont Middle  
 Center for Leadership: Winding Springs Elementary, Eastway Middle, Garinger  
 Communication Arts: Hornets Nest Elementary, J.T. Williams Middle, Garinger  
 International Baccalaureate: Cotswold Elementary Ranson Middle, East Meck or Harding  
 Languages Spanish: Collinswood Elementary, Smith Middle, West Meck  
 Languages French German Japanese: Smith K-8, West Meck  
 Learning Immersion & Talent Development: Villa Heights Elementary, Ranson Middle  
 Math/Science & Environmental Studies: Morehead Elementary, Cochrane Middle, Harding  
 Medical Sciences: Garinger  
 Montessori: Highland, Piedmont Middle, West Charlotte  
 Open: Irwin Ave. Elementary, Piedmont Middle, West Charlotte  
 Paideia: Oakhurst Elementary, Randolph Middle  
 Traditional: Elizabeth Elementary, Sedgefield Middle  
 Visual & Performing Arts: University Park Elementary, Hawthorne Middle, Northwest

## Hopewell High

Accelerated Learning: First Ward Elementary.  
 Advanced Placement: Piedmont Middle  
 Center for Leadership: Winding Springs Elementary, Eastway Middle, Garinger  
 Communication Arts: Hornets Nest Elementary, J.T. Williams Middle, Garinger  
 International Baccalaureate: Statesville Road Elementary, Davidson Middle, North Meck or Harding  
 Languages Spanish: Collinswood Elementary, Smith Middle, West Meck  
 Languages French German Japanese: Smith K-8, West Meck  
 Learning Immersion & Talent Development: Lincoln Heights Elementary, Davidson  
 Math/Science & Environmental Studies: Morehead Elementary, Cochrane Middle, Harding  
 Medical Sciences: Garinger  
 Montessori: Highland Elementary, Piedmont Middle, West Charlotte  
 Open: Irwin Ave. Elementary, Piedmont Middle, West Charlotte

Paideia: Oakhurst Elementary, Randolph Middle  
 Traditional: Druid Hills, Wilson  
 Visual & Performing Arts: University Park Elementary,  
 Hawthorne Middle, Northwest

### **Independence High**

Accelerated Learning: First Ward Elementary.  
 Advanced Placement: Piedmont Middle  
 Center for Leadership: Winding Springs Elementary,  
 Eastway Middle, Garinger  
 Communication Arts: Hornets Nest Elementary, J.T.  
 Williams Middle, Garinger  
 International Baccalaureate: Lansdowne Elementary,  
 Albemarle Road Middle, East Meck or Harding  
 Languages Spanish: Collinswood Elementary, Smith  
 Middle, West Meck  
 Languages French German Japanese: Smith K-8,  
 West Meck  
 Learning Immersion & Talent Development: Idlewild  
 Elementary, Albemarle Road Middle  
 Math/Science & Environmental Studies: Morehead  
 Elementary, Cochrane Middle, Harding  
 Medical Sciences: Garinger  
 Montessori: Highland, Piedmont Middle, West  
 Charlotte  
 Open: Irwin Ave. Elementary, Piedmont Middle, West  
 Charlotte  
 Paideia: Oakhurst Elementary, Randolph Middle  
 Traditional: Elizabeth Elementary, Sedgefield Middle  
 Visual & Performing Arts: University Park Elementary,  
 Hawthorne Middle, Northwest

### **Myers Park High**

Accelerated Learning: First Ward Elementary.  
 Advanced Placement: Piedmont Middle  
 Center for Leadership: Beverly Woods Elementary,  
 Kennedy Middle, Garinger  
 Communication Arts: Sharon Elementary, Carmel  
 Middle, Garinger  
 International Baccalaureate: Cotswold Elementary,  
 Randolph Middle, Myers Park or Harding  
 Languages Spanish: Collinswood Elementary, Smith  
 Middle, West Meck  
 Languages French German Japanese: Smith K-8,  
 West Meck  
 Learning Immersion & Talent Development: Barringer  
 Elementary, Randolph Middle  
 Math/Science & Environmental Studies: Morehead  
 Elementary, Cochrane Middle, Harding  
 Medical Sciences: Garinger  
 Montessori: Park Road Elementary, Piedmont Middle,  
 West Charlotte  
 Open: Irwin Ave. Elementary, Piedmont Middle, West  
 Charlotte  
 Paideia: Sterling Elementary, Randolph Middle  
 Traditional: Elizabeth or Myers Park Elementaries,  
 Sedgefield Middle  
 Visual & Performing Arts: Dilworth Elementary,  
 Hawthorne Middle, Northwest

### **North Meck High**

Accelerated Learning: First Ward Elementary.  
 Advanced Placement: Piedmont Middle  
 Center for Leadership: Winding Springs Elementary,  
 Eastway Middle, Garinger  
 Communication Arts: Hornets Nest, J.T. Williams  
 Middle, Garinger  
 International Baccalaureate:  
 Languages Spanish: Collinswood Elementary, Smith  
 Middle, West Meck  
 Languages French German Japanese: Smith K-8,  
 West Meck  
 Learning Immersion & Talent Development: Lincoln  
 Heights Elementary, Davidson Middle  
 Math/Science & Environmental Studies: Morehead  
 Elementary, Cochrane Middle, Harding  
 Medical Sciences: Garinger  
 Montessori: Highland, Piedmont Middle, West  
 Charlotte  
 Open: Irwin Ave. Elementary, Piedmont Middle, West  
 Charlotte  
 Paideia: Oakhurst Elementary, Randolph Middle  
 Traditional: Druid Hills Elementary, Wilson  
 Visual & Performing Arts: University Park Elementary,  
 Hawthorne Middle, Northwest

### **Olympic High**

Accelerated Learning: First Ward Elementary.  
 Advanced Placement: Piedmont Middle  
 Center for Leadership: Beverly Woods Elementary,  
 Kennedy Middle, Olympic  
 Communication Arts: Sharon Elementary, Carmel  
 Middle, Garinger  
 International Baccalaureate: Paw Creek Elementary,  
 Sedgefield Middle, Harding  
 Languages Spanish: Collinswood Elementary, Smith  
 Middle, West Meck  
 Languages French German Japanese: Smith K-8,  
 West Meck  
 Learning Immersion & Talent Development:  
 Tuckaseegee Elementary, Sedgefield  
 Math/Science & Environmental Studies: Morehead  
 Elementary, Cochrane Middle, Harding  
 Medical Sciences: Garinger  
 Montessori: Park Road, Piedmont Middle, West  
 Charlotte  
 Open: Irwin Ave. Elementary, Piedmont Middle, West  
 Charlotte  
 Paideia: Sterling Elementary, Randolph Middle  
 Traditional: Myers Park Elementary, Wilson Middle  
 Visual & Performing Arts: Dilworth Elementary,  
 Hawthorne Middle, Northwest

### **Providence High**

Accelerated Learning: First Ward Elementary.  
 Advanced Placement: Piedmont Middle  
 Center for Leadership: Beverly Woods Elementary,  
 Kennedy Middle, Olympic

Communication Arts: Sharon Elementary, Carmel Middle, Garinger  
 International Baccalaureate: Huntingtowne Farms Elementary, Randolph Middle, Myers Park or Harding  
 Languages Spanish: Collinswood Elementary, Smith Middle, West Meck  
 Languages French German Japanese: Smith K-8, West Meck  
 Learning Immersion & Talent Development: Barringer Elementary, Randolph Middle  
 Math/Science & Environmental Studies: Morehead Elementary, Cochrane Middle, Harding  
 Medical Sciences: Garinger  
 Montessori: Park Road Elementary, Piedmont Middle, West Charlotte  
 Open: Irwin Ave. Elementary, Piedmont Middle, West Charlotte  
 Paideia: Sterling Elementary, Randolph Middle  
 Traditional: Myers Park Elementary, Sedgefield Middle  
 Visual & Performing Arts: Dilworth Elementary, Hawthorne Middle, Northwest

### **South Meck High**

Accelerated Learning: First Ward Elementary.  
 Advanced Placement: Piedmont Middle  
 Center for Leadership: Beverly Woods Elementary, Kennedy Middle, Olympic  
 Communication Arts: Sharon Elementary, Carmel Middle, Garinger  
 International Baccalaureate: Huntingtowne Farms Elementary, Randolph Middle, Myers Park or Harding  
 Languages Spanish: Collinswood Elementary, Smith Middle, West Meck  
 Languages French German Japanese: Smith K-8, West Meck  
 Learning Immersion & Talent Development: Barringer Elementary, Randolph Middle  
 Math/Science & Environmental Studies: Morehead Elementary, Cochrane Middle, Harding  
 Medical Sciences: Garinger  
 Montessori: Park Road, Piedmont Middle, West Charlotte  
 Open: Irwin Ave. Elementary, Piedmont Middle, West Charlotte  
 Paideia: Sterling Elementary, Randolph Middle  
 Traditional: Myers Park Elementary, Sedgefield Middle  
 Visual & Performing Arts: Dilworth Elementary, Hawthorne Middle, Northwest

### **Vance High**

Accelerated Learning: First Ward Elementary.  
 Advanced Placement: Piedmont Middle  
 Center for Leadership: Winding Springs Elementary, Eastway Middle, Olympic  
 Communication Arts: Hornets Nest Elementary, J.T. Williams Middle, Garinger  
 International Baccalaureate: Irwin Ave. Elementary, Ranson Middle, West Charlotte or Harding

Languages Spanish: Collinswood Elementary, Smith Middle, West Meck  
 Languages French German Japanese: Smith K-8, West Meck  
 Learning Immersion & Talent Development: Villa Heights Elementary, Ranson Middle  
 Math/Science & Environmental Studies: Morehead Elementary, Cochrane Middle, Harding  
 Medical Sciences: Garinger  
 Montessori: Highland Elementary, Piedmont Middle, West Charlotte  
 Open: Irwin Ave. Elementary, Piedmont Middle, West Charlotte  
 Paideia: Oakhurst Elementary, Randolph Middle  
 Traditional: Druid Hills Elementary, Wilson Middle  
 Visual & Performing Arts: University Park Elementary, Hawthorne Middle, Northwest

### **Waddell High**

Accelerated Learning: First Ward Elementary.  
 Advanced Placement: Piedmont Middle  
 Center for Leadership: Beverly Woods Elementary, Kennedy Middle, Olympic  
 Communication Arts: Sharon Elementary, Carmel Middle, Garinger  
 International Baccalaureate: Huntingtowne Farms Elementary, Sedgefield Middle, Harding  
 Languages Spanish: Collinswood Elementary, Smith Middle, West Meck  
 Languages French German Japanese: Smith K-8, West Meck  
 Learning Immersion & Talent Development: Barringer Elementary, Sedgefield Middle  
 Math/Science & Environmental Studies: Morehead Elementary, Cochrane Middle, Harding  
 Medical Sciences: Garinger  
 Montessori: Park Road, Piedmont Middle, West Charlotte  
 Open: Irwin Ave. Elementary, Piedmont Middle, West Charlotte  
 Paideia: Sterling Elementary, Randolph Middle  
 Traditional: Myers Park Elementary, Sedgefield Middle  
 Visual & Performing Arts: Dilworth Elementary, Hawthorne Middle, Northwest

### **West Charlotte High**

Accelerated Learning: First Ward Elementary.  
 Advanced Placement: Piedmont Middle  
 Center for Leadership: Beverly Woods Elementary, Kennedy Middle, Olympic  
 Communication Arts: Hornets Nest Elementary, J.T. Williams Middle, Garinger  
 International Baccalaureate: Irwin Ave. Elementary, Piedmont Middle, Harding or West Charlotte  
 Languages Spanish: Collinswood Elementary, Smith Middle, West Meck  
 Languages French German Japanese: Smith K-8, West Meck  
 Learning Immersion & Talent Development: Lincoln Heights Elementary, Piedmont Middle

Math/Science & Environmental Studies: Morehead Elementary, Cochrane Middle, Harding  
 Medical Sciences: Garinger  
 Montessori: Park Road Elementary, Piedmont Middle, West Charlotte  
 Open: Irwin Ave. Elementary, Piedmont Middle, West Charlotte  
 Paideia: Oakhurst Elementary, Randolph Middle  
 Traditional: Druid Hills Elementary, Wilson Middle  
 Visual & Performing Arts: University Park Elementary, Hawthorne Middle, Northwest

### **West Meck High**

Accelerated Learning: First Ward Elementary.  
 Advanced Placement: Piedmont Middle  
 Center for Leadership: Beverly Woods Elementary, Kennedy Middle, Olympic  
 Communication Arts: Hornets Nest Elementary, J.T. Williams Middle, Garinger  
 International Baccalaureate: Paw Creek Elementary,

Sedgefield Middle, Harding  
 Languages Spanish: Collinswood Elementary, Smith Middle, West Meck  
 Languages French German Japanese: Smith K-8, West Meck  
 Learning Immersion & Talent Development: Tuckaseegee Elementary, Sedgefield  
 Math/Science & Environmental Studies: Morehead Elementary, Cochrane Middle, Harding  
 Medical Sciences: Garinger  
 Montessori: Park Road Elementary, Piedmont Middle, West Charlotte  
 Open: Irwin Ave. Elementary, Piedmont Middle, West Charlotte  
 Paideia: Sterling Elementary, Randolph Middle  
 Traditional: Myers Park or Druid Hills Elementaries, Wilson Middle  
 Visual & Performing Arts: Dilworth Elementary, Hawthorne Middle, Northwest

Source: CMS

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## Briefs

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**Pressure for choice:** The Buffalo, N.Y. school board is pressuring its staff to institute a pending choice plan, the Buffalo News reported. The city would have three zones, and within each zone parents would apply to any school. But the News said parents would apply at each level: elementary, middle and high school. The board is still dealing with key issues: how to accommodate students already attending a school, how to adjust the geographic zones where they separate a neighborhood's schools, and what the program will cost.

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

**Fewer tests:** School systems nationwide are culling their testing programs of duplication, Education Week reported. In the wake of statewide testing programs, some systems are dropping local tests tied to their curriculum that essentially duplicate new state tests. Among the systems cutting back are Montgomery County, Md., Buffalo, N.Y., and Rochester, N.Y. Fairfax County, Va., reportedly is testing one or another set of students on 100 days of the school year.

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

**Promotion test upheld:** A panel of the 5th Circuit Court of Appeals has upheld the constitutionality of the Louisiana Educational Assessment test, which 4th- and 8th-graders must pass to be promoted. Opponents, who say a test should not be the sole criterion for promotion, plan to appeal.

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

**Civility crackdown:** Two Seattle school districts have instituted civility guidelines – for parents. The Seattle Times reported a small minority of parents in the wealthy districts are accustomed

to wielding unchecked power in business, and approach teachers in the same way. The principles in the civility guidelines: “Being respectful, positive and flexible, not using vulgar language, scheduling appointments to talk to teachers instead of dropping in, and offering solutions, not blame.” And cornering teachers in the grocery store is out of line.

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

**Targeting truants:** A \$200,000 grant will help Orange County, Calif., assign three deputy DA's to finding students and getting them back into school, the Los Angeles Times reported. Prosecution will put truants on probation that requires regular school attendance; the threat of jail time then may get some violators' attention. But letters from prosecutors to parents alone may do the trick. “Our main focus is to keep kids in school by getting involved in problems early, not just bringing down the hammer,” deputy district attorney Nikki Erlandson told the Times.

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

**Teacher incentives:** Guilford County schools, which lag

Charlotte and Raleigh on teacher pay, have launched a program of incentives for new teachers at both public and private schools, the News and Record reported. The incentives are in the form of discounts for services from area businesses. Examples include deposit and rental cost breaks from an apartment complex and a month's free rent and free installation of cable service. Teachers with college-age dependents could qualify for up to \$8,000 in discounts from Greensboro College.

[www.news-record.com](http://www.news-record.com)

**Reducing dropouts:** The Washington Post quoted University of Chicago economist Jonathan Guryan as saying that desegregation plans have been dismantled without first studying their benefits. In a study published by the National Bureau of Economic Research, Guryan concludes from census data that desegregation efforts during the 1970s “reduced the high school dropout rates of blacks by 1 to 3 percentage points” while not increasing dropout rates of whites.

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

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## Calendar

### October

- 4** Common Sense Foundation meeting on testing policy, Greensboro Central Library, 7 p.m. 219 N. Church St.
- 9** School board meeting, Education Center, 6 p.m.
- 11** Curriculum Committee, Education Center, 9:30 a.m.
- 16** Bond Oversight Committee, Building Services, 7:30 a.m. Personnel/Policy Committee, Education Center, 3 p.m.
- 23** School board meeting, Education Center, 6 p.m.
- 25** Community Relations Committee forum for religious leaders on school issues, Little Rock AME Church, 9:30 a.m.-1:30 p.m.