

Goals 2005: High Schools

You needn't love numbers be fascinated by the tables below. But if you would wish for all children in this community a bright future, you may find them troubling.

Across the board, CMS high schools have an immense task ahead if they are to meet Goals 2005. But making progress is more than a school matter: It will take a lot more work from individual teens and their families; from teachers and administrators; and from taxpayers.

There is lots of room for quibbling. Should the

first goal listed below be set at 90% or 85%, for example? And yet, almost whatever reasonable number is set, nearly all of our schools have an immense journey yet to take.

A CMS spokesman says there is not comparable data available for prior years. Systemwide results, from Tuesday's equity report, are listed where available. High school names, abbreviated below, are listed in full on page 9. Data in the charts is from www.cms.k12.nc.us, where it is isolated by school under "School Profiles."

The goal: 90% of students in grades 9-12 will perform on grade level or above on end-of-course tests.

| | Butler | East | Garing. | Hard'g. | Hopew. | Indep. | M.Park | North | N'west | Olymp. | Prov. | South | Vance | Wadd. | W.Char. | W.Meck |
|---------------------------------|--------|------|---------|---------|--------|--------|--------|-------|--------|--------|-------|-------|-------|-------|---------|--------|
| Algebra I CMS: 65% | 54.4 | 55.4 | 39.9 | 49.6 | 48.6 | 46.8 | 41.7 | 45.8 | 48.1 | 36.2 | 57.1 | 61.5 | 33.7 | 29.9 | 32.1 | 47.7 |
| Algebra II CMS: 65% | 78.7 | 69.5 | 25.7 | 72.1 | 78.0 | 66.3 | 80.2 | 64.3 | 51.6 | 50.8 | 88.2 | 65.5 | 58.0 | 32.8 | 31.7 | 79.8 |
| Biology CMS: 65% | 81.3 | 66.3 | 42.6 | 65.6 | 75.4 | 67.7 | 70.1 | 75.3 | 73.6 | 62.7 | 82.4 | 68.3 | 57.1 | 54.9 | 32.9 | 47.2 |
| Chemistry CMS: 54% | 43.1 | 54.3 | 21.3 | 54.0 | 68.4 | 54.4 | 68.6 | 64.5 | 60.3 | 31.1 | 74.0 | 63.9 | 63.5 | 29.8 | 19.0 | 50.0 |
| ELPS CMS: 60% | 58.1 | 67.9 | 42.8 | 65.4 | 64.4 | 60.9 | 77.7 | 72.0 | 57.3 | 52.2 | 78.6 | 67.4 | 61.2 | 41.9 | 33.5 | 44.6 |
| English I CMS: 69% | 69.3 | 72.3 | 53.2 | 79.3 | 70.7 | 68.8 | 75.7 | 74.9 | 73.8 | 60.4 | 81.7 | 72.4 | 73.0 | 50.1 | 53.0 | 47.8 |
| Geometry CMS: 51% | 44.3 | 49.1 | 23.0 | 47.4 | 58.3 | 48.5 | 58.2 | 47.6 | 41.1 | 29.7 | 73.3 | 54.0 | 41.0 | 29.7 | 15.1 | 35.3 |
| U.S. History CMS: 52% | 60.4 | 60.4 | 20.8 | 59.5 | 55.5 | 47.3 | 61.1 | 56.1 | 65.7 | 48.4 | 73.5 | 65.3 | 50.3 | 24.8 | 16.1 | 38.3 |
| Physics CMS: 80% | 72.1 | 87.0 | 26.7 | 68.9 | 94.7 | 84.0 | 91.7 | 85.5 | 86.5 | 53.6 | 80.5 | 87.1 | 82.2 | 33.3 | 58.8 | 83.3 |

The goal: 95% of respondents on an annual survey will indicate that they feel safe at school.

| | Butler | East | Garing. | Hard'g. | Hopew. | Indep. | M.Park | North | N'west | Olymp. | Prov. | South | Vance | Wadd. | W.Char. | W.Meck |
|----------|--------|------|---------|---------|--------|--------|--------|-------|--------|--------|-------|-------|-------|-------|---------|--------|
| CMS: 73% | 67.3 | 62.6 | 27.2 | 55.4 | 79.7 | 72.2 | 59.3 | 55.9 | NA | 37.8 | 76.1 | 56.6 | 40.1 | 22.2 | 31.7 | 18.6 |

The goal: 95% of respondents on a family survey will indicate that they feel free to express concerns or make suggestions.

| | Butler | East | Garing. | Hard'g. | Hopew. | Indep. | M.Park | North | N'west | Olymp. | Prov. | South | Vance | Wadd. | W.Char. | W.Meck |
|----------|--------|------|---------|---------|--------|--------|--------|-------|--------|--------|-------|-------|-------|-------|---------|--------|
| CMS: 82% | 65.3 | 66.9 | 53.2 | 63.6 | 67.2 | 66.5 | 62.8 | 61.2 | 71.5 | 71.0 | 59.5 | 74.2 | 55.1 | 78.6 | 61.5 | 63.1 |

Teachers must go where most needed

The writer is chairman of the NAACP's education committee.

Dr. Pughsley is right on the money. The single most important thing he needs to do, to help low-performing schools, is to provide them with well-trained and experienced teachers.

The next most important thing he needs to do is make sure his determination of the success or failure of these well-trained experienced teachers meets with system goals. The goal(s) should be simple.

Goal: the students should pass their End of Grade (EOG) test with a score that places them on or above grade level.

Education should, like most all other industries, judge their workers by the product they produce. What a teacher does in the classroom should meet four requirements. It should be legal, ethical, moral and effective. Too

many times poor administrators in the local schools frustrate good teachers by trying to micro-manage them.

As Dr. Pughsley meets resistance, he should keep in mind that public school teachers are no different from policemen, firemen and other first responders. They are public servants.

I can't imagine firemen, policemen or any first responder refusing to go whenever and wherever they are needed for the greater good of the public they serve.

The Board of Education has the responsibility of providing the safest and securest environment for all its employees. This is a great first step. Congratulations to Dr. Pughsley. I hope this community will give him their full support.

Richard A. McElrath, Sr.

Tate to join State Board of Education

John Tate III of Charlotte will be sworn in next Thursday as a member of the N.C. State Board of Education.

Tate, a Wachovia senior vice president in Charlotte, served on the CMS school board from 1990 to 1997. He was appointed to an eight-year at-large term on the state board by Gov. Mike Easley, replacing Zoe Locklear of UNC Pembroke, who took a state schools staff position.

Tate graduated from UNC in 1969 and earned a Georgia State MBA. His wife Claire heads Partners in Out-of-School Time, an afterschool programs advocate.

Next week, the state board is scheduled to deal with, among other things, budget reductions for the 2003-2004 school year, and changes in the N.C. mathematics curriculum.

From Readers

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Official replies to 'Choice Denied'

The writer is assistant superintendent for planning and development for Charlotte-Mecklenburg Schools. He was responding to an article in the Jan. 23 edition.

By DR. ERIC BECOATS

Thanks to Mr. Johnson for sharing information on priorities that were put into place when the choice plan was developed.

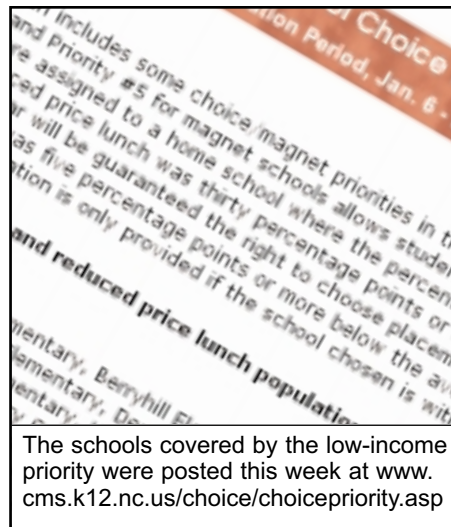
However, it is important to make sure that correct information is conveyed to the public – in the interest of public trust. Below you will find that we have bolded some statements made in the article and provided a response to the statement.

He notes, correctly, that staff identified choice-out as a fourth-ranked priority. Further, the guarantee has been diluted into a fourth-ranked priority.

The priority as approved when the Choice Plan was adopted moved from rank number five to rank number four as a result of the grandfathering provision no longer being made available to students. Therefore, no change was made to the priority as originally approved. This priority is certainly a high one; falling under the guaranteed home school students and siblings of students in the school.

The chart also assumes that if you're in the fourth group in line for a seat, there's not much point in applying to a school that is already full this year.

Making assumptions is not a good practice when one wants to provide accurate information and build/maintain public trust. The main point – to look at a school's current capacity/utilization and say that the school will be full next year is very misleading since last year a large number of students were grandfathered into their 2001-2002 school. The



majority of students who were grandfathered are in the terminal grade (5,8,12) this school year. Given this fact, and that these are the same students, except for current seniors, who will choose this year for the majority of empty seats in grades 6 and 9 (entry grades), these students will have a high probability of getting a seat in the school of their choice.

It's vital to know whether there might be any seats. This information will not be on a parent's choice application form.

Correct. The number of seats available is not indicated on any student's choice form. Providing that information on a choice form is very misleading to families. The student assignment plan does allow for choice, which is an "unknown" as it relates to what choices families will make. As a result, seat availability is, in part, dependent upon the choices families make.

But the information is listed under the heading, "After You Apply."

This is taken out of context. Page 7 in the Application Guide first outlines the four ways you can apply followed by the lottery process under "After You Apply."

Correction

The Jan. 23 *Educate!* overstated Cornelius Elementary's subsidized lunch percentage. It is 12%.

CMS flyers will promote choice-out

CMS began last weekend to distribute flyers highlighting a choice priority that parents at high-poverty schools may not have known they had.

Last Thursday's *Educate!*, in a story headlined "Choice Denied," focused on a school board commitment two years ago to offer a choice out of high-poverty schools to parents assigned there against their will. Tuesday, the Charlotte Observer printed a story on the issue headlined, "Parents in dark on 'opt-out' choice; CMS board members, administrators admit the confusion is justified."

"A great deal has been said of late having to do with the free and reduced lunch situation surrounding the choice priority," Supt. Jim Pughsley told the school board Tuesday during a televised meeting. "In the time remaining, we have and will continue to provide additional publicity with

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Maybe Griffin was right about choice

The writer was an appointed member of the Charlotte-Mecklenburg school board in 2001.

By BOB SIMMONS

My family moved to a neighboring county this past July. We have enjoyed life in the country, and we have been active in supporting our children in their new public school environment. As they thrived in CMS, so are they thriving in their new schools. Despite that move, I still keep informed about developments in CMS, and I still volunteer weekly at Devonshire Elementary – as I

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have since 1991. I've also volunteered in the past year at Garinger High in civics and history classes studying constitutional law.

I've been particularly interested in watching the implementation of the choice plan. As you mentioned in "Choice Denied" (*Educate*, Jan. 23), I spent considerable time talking to all of the other board members and working with Dr. Smith, Dr. Becoats and other staff members in negotiating the April, 2001 resolution that passed 6-3 and the plan that was adopted 8-1 in July, 2001. As I told Arthur Griffin at the time, I shared many of the concerns that led him to vote against the plan, but I believed that a more united board, Dr. Smith, the CMS staff, the County Commission and the Charlotte community could make this plan work if we all maintained the will to implement it and to support it as designed. Unfortunately, I'm afraid that Arthur may have been right.

The plan's design was a compromise that arose out of many factors: the Capacchione lawsuit, community input, school stabilization and increasing academic success under Dr. Smith, investment by the business community under the Chamber's leadership and increased capital and operational funding from the County Commission to make real equal educational opportunity available to all students regardless of their family resources or neighborhood. But that compromise was built on trust that the design would be honored in implementation.

Why make the compromise? Why not continue the fight to carry the desegregation order to completion? First, after witnessing the hearing in Richmond in February, 2001, we realized that the entire Fourth Circuit would not repeat the holding of the

No hope for student who is behind?

Excerpt from a Jan. 16 speech to Los Angeles educators by Hayes Mizell, director of the Program for Student Achievement at the Edna McConnell Clark Foundation and a leader in middle school reform:

"In some schools, educators assume that if a student enters the sixth grade reading below grade level by two or more years there is little that can be done. They expect that by the end of the eighth grade, the student will be just as far behind, if not more so. These educators imagine middle school as a place that can only effectively educate students who enter performing at grade level. Even though these educators may know that this concept is wildly unrealistic in today's world, emotionally they are resentful that students do not come prepared to learn at the levels and in the ways their

teachers want to teach.

"This 'we don't teach elementary school' attitude is understandable, but it creates a school climate that is defensive and rigid rather than accepting and innovative. The school's de facto posture is that elementary schools and their students should change to meet the needs of the middle school – not that the middle school must adapt in whatever ways may be necessary to enable students who are behind grade level to make up lost ground.

"If a school's educators are not willing to give up this mental model, reform will never be anything but veneer that fails to change the substance of the school or the results its students achieve."

Text: www.middleweb.com/mw/resources/HMguidingQs.html

three-judge panel reversing Judge Potter and remanding the question of unitary status for further hearings under directions that would make a finding of unitary status less likely. So, we could either wait for the ruling and the disorder that it might cause, or we could anticipate the ruling and control an orderly transition on our terms with maximum continuing community support under Dr. Smith.

As you know, the Capacchione lawsuit was a political gambit to take advantage of courts sympathetic to ending desegregation orders. The students and the schools they attended were successful, so the lawsuit had nothing to do with unsuccessful students in unsuccessful schools and everything to do with a desire among a limited group of parents to have their children attend schools closer to home with other children from their nearer neighborhoods rather than farther from

home with children from a variety of neighborhoods.

The legal theory was that the use of racial data in the creation of a remedy for universally acknowledged invidious discrimination by race violated the equal protection clause of the Constitution by being, in itself, racial discrimination. This theory is often advanced under the banner of "colorblindness." While it is true that the Constitution demands equal justice, equal opportunity and equal liberty for all citizens regardless of native and fundamental factors such as skin color, origin and religion, the constitutional demand is based on a theoretical starting point of equality that has never been actually true in the history of our nation. The proposition of "colorblindness" by the neighborhood schools advocates in support of their political agenda is nothing more than a clever use of the lan-

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Maybe Griffin was right about the plan

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guage of the civil rights movement to add an appealing veneer to the discredited concept of “reverse discrimination.”

Race must be a consideration in the remedy of a wrong based on race. Because of the institutionalization of that wrong over 300 years in America, and because of resistance to the remedy and its incomplete implementation since 1969 – only 34 years – progress under that remedy was slow and difficult. We still have not reached the point that our practice meets our legal theory of equal opportunity. The legacy of the wrong is entrenched in disproportionate black poverty and the largely segregated living patterns we see in our community. The current majority on the Federal courts shares the colorblindness of the neighborhood schools advocates: blindness to the continuing unconstitutional disadvantage of color. As the late Supreme Court Justice Harlan said, they mistake the cure for the disease.

Regardless, the school board was right in 2001 to defer appeal to the Supreme Court. Starting with Judge Potter (a former opponent of school desegregation while a lawyer in private practice) through the Fourth Circuit identified with the self-styled conservative wing of the Republican Party to the Supreme Court, where the chief justice wrote a memo as a law clerk to Justice Jackson in 1953 arguing that *Plessy v. Ferguson* had been correct in holding that separate racial accommodations could be equal, the Swann desegregation order never stood a chance of survival after Capacchione filed his lawsuit in 1997.

The best course for the school

board to hold the line against segregation of the schools would have been simply to maintain the assignment plan in place when Judge Potter rendered his order, and to adapt it going forward to population changes without regard to race but with regard to socio-economic isolation. Maintaining the status quo would have been defensible on the educational bases of demonstrated academic improvement and the need to maintain assignment stability to preserve that improvement. I proposed this solution to the board members in an e-mail as a parent in 1999. Bill James republished that e-mail when I was appointed to the board to fuel opposition to me in District 1. Among those I heard from in opposition were Jim Puckett and Larry Gauvreau. Understandably, this strategy was considered too risky – in effect begging another lawsuit or a court-ordered neighborhood schools plan.

The next best option was a choice plan that would guarantee a reasonably proximate home school with home school attendance areas and home school choice zones drawn to minimize socio-economic isolation to the extent possible, backed up with guarantees for poor children in poor schools and low-performing children in low-performing schools to choose assignment to schools at the other end of the spectrum. Although the Fourth Circuit unanimously reversed Judge Potter’s unconstitutional prohibition on the use of race for any purpose in administering CMS, any use of race in student assignment would be unlikely to stand up under the strict scrutiny standard as applied by the Fourth Circuit. The use of socio-economic status in creating assignment boundaries, on the other hand, would be likely to pass muster based on solid educational research.

The relatively close correlation in our community between race and socio-economic status led the

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This journal will continue for

26

more issues, based on the funds on hand at the beginning of this month. We offer our thanks to the

7%

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Maybe Griffin was right about the plan

Continued from Page 5

neighborhood schools advocates, including Mr. Gauvreau, to claim that the plan was a ruse: racial desegregation in disguise. It didn't seem to bother them that the relative closeness of the correlation and its reflection in living patterns was proof of the continuing discriminatory legacy of de jure segregation 47 years after Brown and de facto segregation 32 years after Swann. As they argued to the court, segregated living patterns don't reflect active, passive or institutionalized racial discrimination; it's just the way it is: people choosing to live with those like them.

The neighborhood schools advocates also cite the relatively rapid growth of the black middle class sharing their suburban and upscale neighborhoods as proof of their purity of heart and the lack of further need for mandatory desegregation, failing to understand that the growth of that black middle class resulted in substantial part from the removal of the unconstitutional skin color disadvantage through mandatory school desegregation and affirmative action in the workplace. These remedies succeeded in holding open doors barring equal access on the basis of skin color by remaining conscious of color. Still, the numbers are relatively and disproportionately small because the remedies have not yet worked their course.

So, the plan had a guarantee of admission for every student to a reasonably proximate home school to remove the burden of required, extended busing, but balanced attendance boundaries by socioeconomic status to the extent reasonably possible.

So, in the first year, the plan grandfathered students in the penultimate grades at each level to finish at their current assignments if they chose.

So, the plan guaranteed admission to younger siblings of older students only if they lived in the same choice zone.

So, the plan limited admissions by choice outside of the home school and other transfers by the capacity of the school. This element of the plan was necessary not only to protect current students by controlling overpopulation, but also to accelerate the transition to the stabilization of the new plan in three years: reducing the duration of the increased transportation burden and leaving room to implement the poverty and performance guarantees in the second and third years.

So, the plan guaranteed first priority in the second year (fall, 2003), after the home school guarantee, for poor students in schools shown in the first year of the plan to have high concentrations of poverty to choose assignment into schools with low levels of poverty.

So, the plan guaranteed first priority in the third year (fall, 2004), after the home school guarantee for lower-performing students in schools shown in the first two years to have low performance to choose assignment into schools with high levels of performance.

In addition to transportation, the poverty and performance guarantees required the control of utilization to maintain room for the students who would choose out. The plan commits not only to transportation, but also to keeping and making room.

But now there appears to be no room. Now the guarantees to choose out seem to be phantoms. Now it appears that Arthur Griffin's concerns for the reality of the implementation of this plan may not have been exaggerated. Now it appears that, despite the design for the implementation of the plan to full realization over

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**THE SWANN FELLOWSHIP
IS PLEASED TO INVITE THE PUBLIC TO
LUNCH AND CONVERSATION WITH
WILHELMENIA REMBERT**

**CMS SCHOOL BOARD CHAIR
AND ASSOCIATE VICE PRESIDENT FOR
GRADUATE STUDIES, WINTHROP UNIVERSITY**

**TUESDAY, FEB. 11, 2003
NOON**

**COVENANT PRESBYTERIAN CHURCH
FELLOWSHIP HALL, 1000 E. MOREHEAD ST.**

\$5 AT DOOR GOES TO CHURCH FOR LUNCH BUFFET

Maybe Griffin was right about the plan

Continued from Page 6

three years, the school board exercised its discretion to allow the grandfathering of students in lower grades, the co-assignment of siblings out of choice zones, transfers and choices beyond capacity, undermining protections against overutilization that were intended to mitigate the effect of socio-economic segregation from the outset and to preserve room for the poverty and performance guarantees in the second and third years.

Why? For many reasons, such as: the changes in the board, the administrative uncertainty created in the protracted superintendent transition and an unwillingness in the community to accept some short-term disruption for greater stability and equity in the longer term.

When you are a board member on a panel hearing a transfer appeal or reviewing a transfer denial, it is difficult to disappoint an active, concerned parent and a student who states a desire to attend a school. It is difficult to remember that an active, concerned parent will remain active

and concerned in any school and that a student who wants to go to school will pursue an education in any school. It is difficult to remember that everybody must make some personal sacrifice to derive benefit from the greater good of their community. It is difficult to remember that every school is a good school if the people there choose to make it a good school.

Whatever the reason, the failure to follow the plan has accelerated the socio-economic segregation of the schools, dramatically unbalanced utilization and jeopardized the implementation this fall and next fall of the protections built into the plan against these effects.

This has adversely affected most schools in some manner, but especially the underutilized schools and the overutilized schools. Most importantly, this has adversely affected the children left behind and the children crowded together.

The good news is that Dr. Pughsley seems to be intent on making the plan work by bringing implementation back to the design: holding down class sizes and providing experienced

instructors in schools with more students facing greater challenges, and controlling population in more affluent and higher-performing schools to keep and make room for the poverty and performance guarantees. Perhaps Dr. Pughsley will succeed in feeding the realization of the greater balance anticipated in the designation of home school attendance boundaries and home school zones.

He is the right man in the right place at the right time to achieve this success, but he will need the support of school administrators, teachers, other school staff, students, parents, the County Commission and the Board of Education. Will he receive that support?

I hope so. Even though I don't live in the county or have children in its schools, I hope so. I hope so in part because I feel like I delivered a baby as healthy as it could be under the circumstances and have watched it wither in the care of its adoptive parents.

But mostly I hope so for the future of the city and county where I work and the larger community of which my family is still a part, and I hope so for the children with whom I will continue to volunteer at Devonshire and Garinger.



Griffin

FRL priority, school list printed on flyers

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regards to this.

"There is a flyer that has been developed which highlights the priorities and the list of the schools, and that has been posted on the CMS web site ...

[www.cms.k12.nc.us/choice/choicepriority.asp]

"The flyer was distributed at the booths at Concord Mills, Eastland Mall, Carolina Place Mall this weekend. The Family Application Center has the flyers for distribution as well.

Information has been included in the CMS employee e-mail newsletter this week also.

"Mailing of the flyers is taking place to PTA presidents, houses of worship and the Housing Authority itself. Family Services Department is distributing these flyers to their family advocates, and Family Services is taking the flyers to key areas and to neighborhoods as well. And flyer distribution at the choice information session will also take place on Jan. 30. So that gives us somewhat of an update.

"I would also remind the board and those who are viewing this evening that that choice moves in two directions: not only for those

students who are in schools that have 30 percent or better above the district average free and reduced lunch, but also those students who are in schools that are 5 percent or more LESS free and reduced lunch. So it's a two-way street."

Parents at low-poverty schools have a priority (No. 6 for regular schools, No. 7 for magnets) if they seek a seat "where their choice would enhance the free and reduced lunch status" but not push the receiving school's subsidized lunch above 50%.

The final public choice information session will be next Thursday at 6:30 p.m. at Oakhurst Baptist, 5037 Monroe Road.

Goals 2005: High Schools

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The goal: 50% of students in grades 9-12 will perform at achievement level 4 on each of the 9 end-of-course tests.

| | Butler | East | Garing. | Hard'g. | Hopew. | Indep. | M.Park | North | N'west | Olymp. | Prov. | South | Vance | Wadd. | W.Char. | W.Meck |
|---------------------------------|--------|------|---------|---------|--------|--------|--------|-------|--------|--------|-------|-------|-------|-------|---------|--------|
| Algebra I CMS: 29% | 7.8 | 8.1 | 5.2 | 5.1 | 10.1 | 5.4 | 5.8 | 6.8 | 8.2 | 2.6 | 9.8 | 15.2 | 3.3 | 2.6 | 3.3 | 7.3 |
| Algebra II CMS: 30% | 34.1 | 36.6 | 3.2 | 38.6 | 31.4 | 23.0 | 52.0 | 21.2 | 14.5 | 8.9 | 53.5 | 38.3 | 23.3 | 3.1 | 2.6 | 32.8 |
| Biology CMS: 20% | 32.0 | 23.2 | 4.8 | 21.8 | 18.6 | 16.6 | 27.6 | 27.4 | 23.0 | 14.5 | 34.5 | 24.5 | 11.1 | 4.5 | 1.4 | 7.1 |
| Chemistry CMS: 21% | 10.4 | 20.9 | 3.7 | 22.8 | 26.2 | 17.3 | 30.4 | 33.9 | 22.7 | 7.4 | 37.0 | 27.2 | 21.7 | 4.3 | 1.6 | 15.3 |
| ELPS CMS: 27% | 22.2 | 35.2 | 7.3 | 28.3 | 26.9 | 26.7 | 49.7 | 36.5 | 17.1 | 18.4 | 46.0 | 31.3 | 25.4 | 8.0 | 5.3 | 13.5 |
| English I CMS: 32% | 31.8 | 34.7 | 11.2 | 35.4 | 29.3 | 30.7 | 47.0 | 40.8 | 33.3 | 19.4 | 47.4 | 35.6 | 34.7 | 17.3 | 13.7 | 14.4 |
| Geometry CMS: 18% | 7.6 | 13.2 | 1.5 | 9.5 | 10.9 | 11.2 | 20.3 | 14.6 | 7.9 | 3.4 | 29.0 | 15.3 | 8.2 | 0.9 | 0.5 | 5.0 |
| U.S. History CMS: 18% | 18.3 | 19.2 | 3.4 | 25.1 | 16.3 | 14.7 | 25.5 | 17.9 | 22.3 | 11.6 | 32.2 | 27.0 | 15.5 | 3.3 | 2.9 | 11.4 |
| Physics CMS: 41% | 37.7 | 40.6 | 0.0 | 26.1 | 36.8 | 34.6 | 51.9 | 43.9 | 40.5 | 17.9 | 51.4 | 51.4 | 37.6 | 8.3 | 20.6 | 16.7 |

The goal: Average SAT scores will meet or exceed the national average (1,020 in 2002).

| | Butler | East | Garing. | Hard'g. | Hopew. | Indep. | M.Park | North | N'west | Olymp. | Prov. | South | Vance | Wadd. | W.Char. | W.Meck |
|----------|--------|------|---------|---------|--------|--------|--------|-------|--------|--------|-------|-------|-------|-------|---------|--------|
| CMS: 996 | 973 | 1025 | 843 | 984 | NA | 1000 | 1113 | 1035 | 990 | 879 | 1093 | 998 | 974 | NA | 834 | 901 |

The goal: 50% of all graduating students will have received credit for at least one AP/IB course.

| | Butler | East | Garing. | Hard'g. | Hopew. | Indep. | M.Park | North | N'west | Olymp. | Prov. | South | Vance | Wadd. | W.Char. | W.Meck |
|----------|--------|------|---------|---------|--------|--------|--------|-------|--------|--------|-------|-------|-------|-------|---------|--------|
| CMS: 50% | 42.2 | 52.2 | 51.8 | 58.6 | NA | 44.0 | 61.6 | 52.5 | 54.2 | 43.7 | 63.4 | 58.6 | 47.9 | NA | 37.8 | 32.7 |

The goal: Disparity between African American and white scores will be no greater than 10 percentage points on the 9 end-of-course tests.

| | Butler | East | Garing. | Hard'g. | Hopew. | Indep. | M.Park | North | N'west | Olymp. | Prov. | South | Vance | Wadd. | W.Char. | W.Meck |
|---------------------|--------|------|---------|---------|--------|--------|--------|-------|--------|--------|-------|-------|-------|-------|---------|--------|
| Algebra I | 14.5 | 14.8 | 30.8 | 20.4 | 37.8 | 26.3 | 36.1 | 35.5 | 24.6 | 14.4 | 31.4 | 31.6 | 29.6 | 16.3 | 19.9 | 15.7 |
| Algebra II | 18.8 | 33.2 | 12.4 | 23.8 | 17.5 | 13.5 | 39.2 | 35.6 | 36.8 | 20.8 | 26.5 | 33.5 | 35.1 | 17.4 | 29.0 | 16.9 |
| Biology | 22.2 | 43.1 | 24.4 | 31.4 | 34.5 | 26.0 | 54.8 | 42.1 | 42.7 | 37.7 | 40.7 | 53.7 | 35.5 | 31.9 | 19.1 | 34.2 |
| Chemistry | 29.1 | 39.1 | 10.6 | 21.2 | 23.9 | 24.7 | 44.9 | 33.5 | 38.3 | 27.9 | 24.4 | 31.5 | 35.0 | 26.0 | 42.6 | 20.9 |
| ELPS | 37.5 | 36.5 | 23.6 | 30.5 | 41.9 | 27.0 | 51.1 | 50.6 | 36.7 | 40.1 | 42.4 | 54.5 | 34.7 | 25.6 | 31.1 | 25.8 |
| English I | 32.2 | 33.1 | 15.9 | 20.6 | 42.7 | 27.1 | 53.8 | 50.0 | 31.0 | 37.6 | 46.1 | 46.1 | 31.7 | 23.7 | 18.6 | 22.9 |
| Geometry | 38.7 | 46.3 | 25.6 | 26.2 | 36.0 | 26.5 | 1.9 | 51.7 | 33.0 | 29.1 | 46.8 | 54.3 | 32.5 | 40.1 | 45.3 | 27.7 |
| U.S. History | 14.5 | 14.8 | 30.8 | 20.4 | 37.8 | 26.3 | 36.1 | 35.5 | 24.6 | 14.4 | 31.4 | 31.6 | 29.6 | 16.3 | 19.9 | 15.7 |
| Physics | 16.7 | 28.5 | 20.0 | 39.8 | 6.7 | 3.6 | 22.7 | 1.0 | 18.2 | 11.0 | 7.2 | 7.7 | 16.7 | 57.2 | 22.6 | 0 |

The goal: Disparity between Hispanic and white scores will be no greater than 10 percentage points on the 9 end-of-course tests.

| | Butler | East | Garing. | Hard'g. | Hopew. | Indep. | M.Park | North | N'west | Olymp. | Prov. | South | Vance | Wadd. | W.Char. | W.Meck |
|---------------------|--------|------|---------|---------|--------|--------|--------|-------|--------|--------|-------|-------|-------|-------|---------|--------|
| Algebra I | 7.6 | 0.3 | 26.0 | 27.5 | 39.2 | 1.0 | 7.6 | 0.8 | 35.7 | 11.4 | 14.8 | 12.6 | 21.2 | 11.9 | 25.3 | 24.3 |
| Algebra II | 12.2 | 17.1 | 11.8 | 10.1 | 6.5 | 10.5 | 14.1 | 8.9 | 11.2 | 13.1 | 6.4 | 22.5 | 8.8 | 31.5 | 18.9 | 9.3 |
| Biology | 28.0 | 24.1 | 19.1 | 20.9 | 15.3 | 26.0 | 29.6 | 22.4 | 43.4 | 31.1 | 41.9 | 31.0 | 13.7 | 46.4 | 21.9 | 29.3 |
| Chemistry | 18.6 | 23.6 | 21.9 | 14.8 | 10.3 | 6.4 | 24.7 | 25.4 | 34.5 | 26.1 | 13.2 | 9.0 | 28.3 | 16.5 | 34.0 | 38.0 |
| ELPS | 40.1 | 21.3 | 26.5 | 19.3 | 24.9 | 32.6 | 46.2 | 41.9 | 50.0 | 35.2 | 44.3 | 43.7 | 3.6 | 46.1 | 38.7 | 8.5 |
| English I | 12.7 | 25.2 | 29.2 | 21.4 | 6.5 | 16.8 | 43.3 | 17.7 | 14.0 | 49.0 | 37.4 | 49.1 | 1.1 | 57.7 | 55.7 | 14.6 |
| Geometry | 1.4 | 37.5 | 18.2 | 4.4 | 48.1 | 13.3 | 24.4 | 62.1 | 12.8 | 21.9 | 30.1 | 34.8 | 9.5 | 29.7 | 45.8 | 20.4 |
| U.S. History | 7.6 | 0.3 | 26.0 | 27.5 | 39.2 | 1.0 | 7.6 | 0.8 | 35.7 | 11.4 | 14.8 | 12.6 | 21.2 | 11.9 | 25.3 | 24.3 |
| Physics | 75.1 | 9.0 | 100 | 35.7 | 6.7 | 18.8 | 8.0 | 15.3 | 10.4 | 16.6 | 20.3 | 12.3 | 13.3 | 57.2 | 75.0 | 100 |

The goal: 80% of students leaving 10th grade will have scored at least a level 3 on the geometry end-of-course test.

| | Butler | East | Garing. | Hard'g. | Hopew. | Indep. | M.Park | North | N'west | Olymp. | Prov. | South | Vance | Wadd. | W.Char. | W.Meck |
|-----------------|--------|------|---------|---------|--------|--------|--------|-------|--------|--------|-------|-------|-------|-------|---------|--------|
| CMS: 49% | 68.0 | 70.0 | 57.8 | 83.4 | NA | 64.2 | 74.9 | 67.4 | 75.6 | 59.6 | 83.1 | 80.5 | 70.7 | NA | 64.2 | 50.5 |

The goal: 95% of respondents on an annual survey will indicate that they believe students are well behaved.

| | Butler | East | Garing. | Hard'g. | Hopew. | Indep. | M.Park | North | N'west | Olymp. | Prov. | South | Vance | Wadd. | W.Char. | W.Meck |
|-----------------|--------|------|---------|---------|--------|--------|--------|-------|--------|--------|-------|-------|-------|-------|---------|--------|
| CMS: 50% | 92.7 | 92.3 | 81.1 | 90.8 | 88.8 | 93.9 | 89.8 | 90.4 | NA | 88.3 | 90.9 | 87.5 | 84.9 | 92.4 | 89.4 | 88.5 |

The goal: 95% of respondents on an annual survey will indicate that they know the rules for appropriate behavior and consequences for any infraction.

| | Butler | East | Garing. | Hard'g. | Hopew. | Indep. | M.Park | North | N'west | Olymp. | Prov. | South | Vance | Wadd. | W.Char. | W.Meck |
|-----------------|--------|------|---------|---------|--------|--------|--------|-------|--------|--------|-------|-------|-------|-------|---------|--------|
| CMS: 92% | 81.0 | 71.6 | 40.6 | 67.1 | 88.8 | 86.4 | 75.2 | 82.2 | NA | 50.0 | 73.8 | 74.6 | 70.2 | 35.9 | 65.0 | 41.6 |

The goal: 95% of respondents on a family survey will indicate that they receive enough communication to be kept informed of school activities.

| | Butler | East | Garing. | Hard'g. | Hopew. | Indep. | M.Park | North | N'west | Olymp. | Prov. | South | Vance | Wadd. | W.Char. | W.Meck |
|-----------------|--------|------|---------|---------|--------|--------|--------|-------|--------|--------|-------|-------|-------|-------|---------|--------|
| CMS: 87% | 75.0 | 85.1 | 68.1 | 68.6 | 71.5 | 85.2 | 83.0 | 74.3 | 61.9 | 76.6 | 75.8 | 74.2 | 54.2 | 50.0 | 64.1 | 65.9 |

The goal: 95% of respondents on a family survey will indicate that they get adequate information about their child's progress between report cards.

| | Butler | East | Garing. | Hard'g. | Hopew. | Indep. | M.Park | North | N'west | Olymp. | Prov. | South | Vance | Wadd. | W.Char. | W.Meck |
|-----------------|--------|------|---------|---------|--------|--------|--------|-------|--------|--------|-------|-------|-------|-------|---------|--------|
| CMS: 89% | 80.1 | 83.3 | 72.4 | 78.7 | 82.1 | 81.0 | 74.4 | 72.0 | 71.4 | 83.9 | 77.9 | 74.2 | 69.4 | 71.5 | 76.9 | 77.4 |

Data sources: CMS school profiles, at www.cms.k12.nc.us/departments/instrAccountability/schprofile/schoolprofiles.asp/ , and 2003 Equity Status Report at www.cms.k12.nc.us/discover/goals/equityScorecard/toc.asp. Full names of the high schools are: Butler, East Mecklenburg, Garinger, Harding, Hopewell, Independence, Myers Park, North Mecklenburg, Northwest School of the Arts, Olympic, Providence, South Mecklenburg, Vance, E.E. Waddell, West Charlotte and West Mecklenburg.

Media centers meeting CMS qualitative standards

CMS's annual equity report includes a look at how many media centers meet its qualitative standards for holdings. The qualitative standards judge not the number of books, but whether they are new or old, reflective of the curriculum or not, representative of the students' diversity or not, as well as their physical condition, reading level and appropriateness of content. Four of the six schools found in compliance in 2000 have remained so all three years. In the lists below, schools listed in *italics* were in compliance the previous year.

2000

Davidson Elementary
Crestdale Middle
James Martin Middle
Butler High
Hopewell High
E.E. Waddell High
Vance High

2001

Blythe Elementary
Davidson Elementary
Hornets Nest Elementary
Crestdale Middle
Butler High
Vance High

2002

Barringer Academic Center
W.G. Byers Elementary
Davidson Elementary
Druid Hills Elementary
Highland Mill Montessori
Highland Renaissance Elem.
Lincoln Heights Elementary
Mountain Island Elementary
Providence Spring Elementary
Sedgefield Elementary
Coulwood Middle
Crestdale Middle
James Martin Middle
Northridge Middle
Robinson Middle
Butler High
Garinger High
Hopewell High
E.E. Waddell High
Vance High

Source: Achieving the CMS Vision: Equity & Student Success Status Report, January 2003. Available by download at www.cms.k12.nc.us/discover/goals/equityScorecard/toc.asp

Annual equity report lists progress, challenges

CMS's third annual status report on equity, released Tuesday night, shows a district struggling toward a goal not reached.

CMS officials pointed to progress in 10 of 12 areas of the report, but said "additional focus" was needed toward goals in two areas: instructional materials for exceptional children's classes, and advanced degrees for faculties.

And the report quantifies the inequalities in categories from facilities to staff to materials.

The report continues to focus on CMS's high-poverty and low-performing schools, which it designates Equity Plus II schools. This year's list includes 54 schools (33 elementaries, 14 middle schools and seven high schools).

But some of the report's analysis, including the media center report above, include all schools.

Tuesday night, most of the school board discussion focused on EC materials and faculties. Chair Wilhelmenia Rembert said, "Unless we are able and willing to make sure that we have the very best teachers we can in front of all students, and especially those students who have extraordinary challenges before them, I think we will miss the boat on our student achievement goals."

On faculties, the report lists information only on Equity Plus II schools. *Educate!* Wednesday repeated its request that CMS release information on all faculties. Similar requests were made

by school board members when last year's report was released.

At Equity Plus schools, challenges lie not only in meeting the goal that about a third of each faculty hold an advanced degree. Indeed, in the whole system, only Berryhill and Idlewild elementaries appear to have met all six standards listed below.

Here are the number of Equity Plus II schools meeting the goals:

| | Elem. | Mid. | High |
|-----------------------|-----------|-----------|----------|
| Totl. in level | 33 | 14 | 7 |
| Licensure | 10 | 0 | 1 |
| Adv. degree | 12 | 2 | 2 |
| New teacher | 10 | 2 | 1 |
| Avg. experience | 12 | 3 | 1 |
| Board certified | 9 | 2 | 3 |
| 5+ yrs. exp. | 9 | 3 | 2 |

Briefs

Premise questioned: A foundation of the No Child Left Behind reforms is that bringing principles of the marketplace to schooling will improve education. Two researchers who studied 16 California public and private schools serving different socioeconomic groups found little difference between schools serving the same populations, Education Week reported. Catholic diocese schools and public schools serving low-income children were highly controlled, uninnovative, had little parent involvement and feared firing bad teachers because they would be hard to replace. At the other extreme, private schools complained of too much parent involvement, were more likely to ask a student to leave than fire a teacher, and most parents tended not to complain because the schools had a waiting list.

www.edweek.org

Voluntary desegregation: A settlement reached in a 14-year-old lawsuit against Connecticut schools prescribes new magnet schools in New Haven and choice out of New Haven into suburban districts, the Hartford Courant reported. Three existing magnets, which draw suburban whites into the city, have waiting lists. The choice-out program dates from the 1970s, but now involves 850 students, or 5% of the city's students. The settlement calls for increasing that over four years to 30%.

www.ctnow.com

Naming rights: Bi-Lo High? Home Depot Elementary? Wired.com reported that California's Belmont-Redwood Shores is considering a \$1 million auction for naming rights to six elementary and middle schools. The proposal is part of the district's efforts to overcome a \$4 million state budget cut.

www.wired.com

How to build a child's vocabulary

Author Jim Trelease, from "The Read-Aloud Handbook":

"Whenever an adult reads to a child, three important things are happening simultaneously and painlessly: (1) a pleasure-connection is being made between child and book; (2) both parent and child are learning something from the book they're sharing (double learning); and (3) the adult is pouring sounds and syllables called words into the child's ear.

"Inside the ear these words collect in a reservoir called the listening vocabulary. Eventually, if you pour enough words into it, the reservoir starts to overflow – pouring words into the speaking vocabulary, reading vocabulary, and writing vocabulary. And all have their origin in the listening vocabulary."

Trelease will conduct a free public session in Charlotte March 3 at 7 p.m. at the Great Aunt Stella Center, 926 Elizabeth Ave., sponsored by the Charlotte Chamber, Wachovia and Trinity Episcopal School. RSVP: randerson@charlottechamber.com.

Volunteer subs: When the Tulsa schools' budget from the state was cut \$17 million, the \$800,000 budget for substitutes was eliminated, and volunteers were sought, Education Week reported. Thus far about 230 have stepped forward, but the district needs 3,000 to cover the work formerly done by 750 subs. With the shortfall, an Oklahoma Education Association official says teachers end up covering other teachers' classes, disrupting education for two classes.

www.edweek.org

Research-based?: Just what it means when No Child legislation requires that reading programs must proven effective by scientific research may be played out in New York City. Last week the city said all schools would combine Month By Month Phonics, a reading program, with use of books from classroom libraries, a decision that "treads a cautious line between" the advocates of phonics and whole language, the Times reported. But the decision brought a warning from the White House official who helped write No Child, saying research had not proved the value of Month by Month. A New York offi-

cial said Month by Month would cost \$4 million, while it would cost the city \$10 million to adopt the more intensive Open Court program used in Charlotte-Mecklenburg and elsewhere.

www.nytimes.com

Media rule rescinded: Just hours after it had been sent out, Philadelphia schools chief Paul Vallas rescinded a communications department memo ordering school personnel to obtain approval before talking to the media, the Philadelphia Inquirer reported. Advance approval was to be required for discussions of "school district issues, activities and/or personnel; disseminating written information of any kind to the media; or granting the media access into our schools." Vallas told the Inquirer: "My philosophy is free flow of information. You can't restrict information. It's just not what we're about."

www.philly.com

Teacher recruiting: Buffalo schools, skirting the teachers union's opposition to signing bonuses, will offer bonuses to pay for further education, the Buffalo News reported. New teachers in

Continued on Page 12

Briefs *continued*

hard-to-fill positions are eligible for up to \$3,400, new teachers in other fields up to \$2,400 per year. New York teachers must obtain a master's degree within five years of initial certification.

www.buffalonews.com

Individual attention: A

Detroit-area school system is bringing up middle-school grades with Skills for Success, the Free Press reported. The \$190,000 program at four middle schools bookends at-risk students' day with two hour-long classes taught by the same teacher. In small classes, teachers help students with assignments and study skills. Grades and self-esteem are up, and social and behavioral problems are down.

www.freep.com

Keeping teachers: Ex-governors Jim Hunt of North Carolina and Richard Riley of South Carolina are among the panelists of a group led by former IBM Chairman Louis Gerstner to study ways to reduce teacher turnover, the New York Times reported. The issue has often been studied, but Gerstner said the

group would "drive this topic to a level of political commitment that we see real change."

www.nytimes.com



www.rpcs.org

Laptop programs: In a survey of Baltimore area private schools, the Baltimore Sun found some schools, like 450-student Roland Park Country School, have mandatory purchase programs and integrate the hardware into all school activities. Other schools said their curricula do not require the laptops, and they prefer to avoid the cost, upkeep and obsolescence issues that laptop programs bring.

www.sunspot.com

Literate boys: Ontario researchers tracked several dozen boys for three years, poking into their backpacks and desks to see what they read, the National Post reported. Their study says boys are bored with traditional literature, but are reading: on Internet Web pages and chat sites, in newspapers and magazines. Co-

Research favors focusing on teacher quality

Jimmy Kilpatrick, a senior fellow at the Alexis de Tocqueville Institution:

"If I wanted to rise to the challenge of using research to insure we leave no child behind, I would invest heavily into teacher quality and professional development for all educators – that is what the research says we should be doing. But we don't seem to be doing that..."

"I firmly believe that we are so willing to invest billions of dollars

into teacher-proof programs because we are afraid to tackle the much more challenging problem of teacher quality. It is easier to buy a highly scripted program than it is to provide high-quality, long-term professional development for teachers. But until we insure that all teachers are highly qualified, highly trained, and very knowledgeable, we will not begin to rise to the challenge of leaving no child behind."

www.educationnews.org

author Kelly Sanford at the University of Victoria urged teachers to welcome games and even Pokeman cards into the classroom. "This is who they are. This is how they learn."

www.nationalpost.com

Wake growth: Planning director Melanie Wilson told the Wake County school board to expect 160,500 students by 2020. The district added 12,746 students in the last four years.

www.wcpss.net

Calendar

- 30** Retreat Planning Committee, 1:30 p.m., Board Conference Room.
- 31** Equity Committee, 8 a.m., Board Room.
- 31** Sit-In Reunion celebrating 1960 and 1961 confrontations at segregated lunch counters in Charlotte, Rock Hill. Through Feb. 1. Information: Kemuel Murray, Levine Museum, 704-333-1887 ext. 222 or kmurray@museumofthenewsouth.org

February

- 1** District 6 meeting, 9 a.m., Presbyterian Hospital Matthews community room.
- 4** District 4 meeting, 6 p.m., Shamrock Gardens Elementary.
- 7** Equity Committee, 8 a.m., Board Room.
- 10** Legislative breakfast, Berry Academy multipurpose room.
- 11** School board meeting, 6 p.m., Board Room.
- 20** "Character Development and Work Ethic: Are They Linked?", 8:30 a.m.-1 p.m., Westin hotel downtown. Free, but for reservation, message kcramer@charlottechamber.com.

March

- 3** Author Jim Trelease, author of *The Read-Aloud Handbook*, at Stella Center, 7 p.m., on the value of reading to children.
- 29** Parents on the Move, parent conference, UNCC, 10 a.m.-2 p.m. For information: Blanche Penn, 704-890-4101.