



What must we know to choose a school? Or to monitor district efforts to educate all children?

An N.C. report card goes home today. The Web version on Vance High (above) begins on Page 3. The data's old, but there's a bigger problem:

The state can't tell us all we need to know.

Beginning on Page 5, read more about Vance, used for this example. You'll find data that's now scattered in many places. You'll see spaces left blank for information CMS has but does not publish. We've collected ideas from across the nation to offer a vision of what could be on a world-class...

School Report Card

Board asked to be sure to deliver multicultural education at student level

Bring CMS's commitment to multicultural education down to the student level, a member of the Charlotte-Mecklenburg Community Relations Committee told the school board last week.

Bill Garrott said the CMS multicultural policy was designed to promote the "development of positive and productive interaction among people and experiences of diverse cultural groups."

CMS's own studies, however, have found that a "focus on diversity has never been addressed at all levels of CMS," Garrott said.

It is particularly important, he said, that action be taken "to ensure that the principles of multiculturalism reach the student level."

"Guidelines should be developed to define what is an acceptable diversity program at the school and student level in order that a comprehensive, consistent and targeted program could be developed at each school in the district."

Garrott said the CRC was willing to help the board develop such a program.

Garrott's address was the third by members of the CRC during recent meetings of the board.

In an earlier message, CRC member Curt Bradley said multicultural programs vary widely from school to school.

"There clearly are many substantive possibilities," Bradley told the board in January, "for promoting multiculturalism at the student level already in practice in CMS."

"Our goal has to be to insure that all schools take advantage of these programs so that all students are given the opportunity to experience and appreciate the many diverse cultures within our community."

Correction

The Feb. 13 *Educate!* misidentified 4,100 students, all of whom were in "gateway" grades and did not pass one or another section of the ABCs test last year; 2,700 of whom were promoted anyway; and 1,400 of whom were retained. All the students were in CMS, not statewide.

This journal will continue for
23

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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Details! Details! Or Not?

The week brought release of the N.C. School Report Card, the latest entry in an effort to keep parents and taxpayers informed about their schools.

The Web-based report is a good start. Some of the pieces that are contemplated (a count of acts of crime and violence per hundred students at each school, for example) will show up in future reports.

And for parents with both Internet access and an appetite for the numbers, the report card is a great introduction to a small slice of the information about N.C. schools. Data on Vance High is at right.

The report card isn't designed to compare schools within a district. And there's been media attention to the year-old nature of the information. With CMS's choice plan, which was instituted this fall, dozens of schools changed radically, limiting the utility of those schools' report cards.

The fundamental limitations of the state's report card, however, lie elsewhere, and particularly in three places: factors unreported, issues ignored, and academic progress uncodified. A word about each:

Factors unreported

There is a lot of useful information about the schools that didn't get in the state's report card. Some of it is in the prototype report card that begins on Page 5. A district like CMS that's now driven by choice needs to do a much better job sharing information.

Issues ignored

Here's one: All parents know that teacher quality is key to their child's learning. Many have also noticed that great teachers will do just about anything to work for a great principal. So who the great principals are is of vital interest to parents. Yet there's not a word about that in the report card.

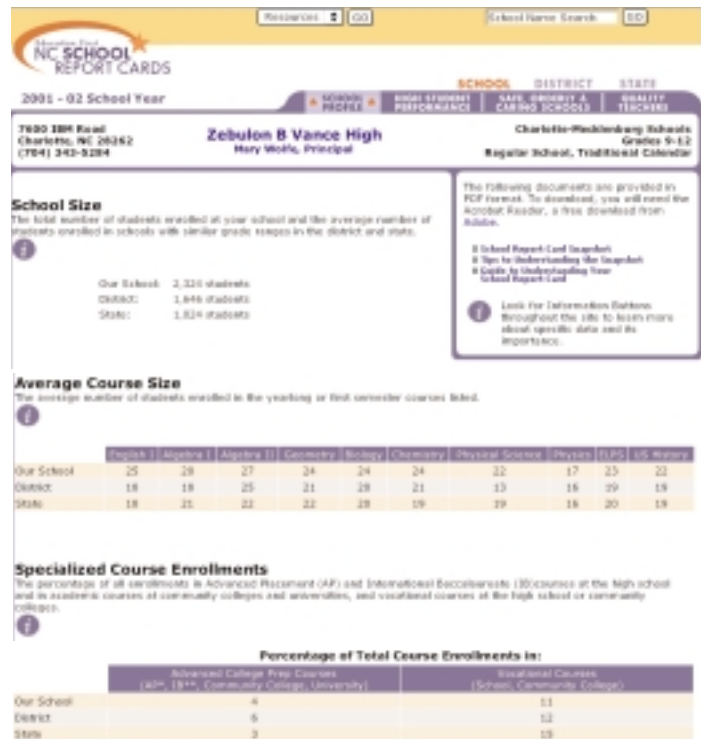
Principals' job performance reviews are already based in part on a variety of measures of their students' success. Publishing such data is crucial, while at the same time respecting personnel privacy.

Academic progress uncodified

The state ABCs reward teachers and principals when their children as a whole make an expected amount of academic progress in a year's time.

Parents can review these designations for individual schools, but overall in CMS, only a small minority of schools are not making expected progress. Does that mean that most schools are making measurable progress with all children? In a word, no.

There is widespread belief that the ABCs encourage schools to focus resources on the children believed to



Continued on Page 4

be able to move forward the fastest. In some cases that may be the most struggling kids. In other cases, it may be the children already doing well.

The federal No Child Left Behind act will force states and schools to verify that children in all demographic groups are making Annual Yearly Progress. The groups relate to ethnicity, disability and poverty. The groups do not directly track achievement.

CMS has data on students on all achievement levels. It could publish the amount of progress made at each school by the children in each of the state's four achievement levels. Such data would help parents identify schools that have a track record of success with children like theirs.

Supt. Jim Pughsley said Wednesday that such information is available to parents about their own child. But publishing school-by-school data would cost money the system doesn't now have, he said.

CMS officials are, however, actively looking for ways to identify the "where" and "who" behind the children – at all levels of achievement – who register phenomenal academic growth. The goal is not only to celebrate and reward the where and who.

The primary goal, as Dr. Seuss might say, is to create more wheres, and hire more whos.

– Steve Johnston

State report card released

Continued from Page 3

STUDENT PERFORMANCE

North Carolina students in grades 3-8 must complete annual ABCs End-of-Course tests in reading and mathematics. Students enrolled in any of 18 courses—English I, Algebra I, Algebra II, Geometry, Biology, Chemistry, Physical Science, Physics, ELPS, and US History—must complete ABCs End-of-Course tests. Results from each of these tests are reported below.

Overall Student Performance

Performance of Students in Each Course on the ABCs End-of-Course Tests

Percentage of students' scores at or above grade level*

	English I	Algebra I	Algebra II	Geometry	Biology	Chemistry	Physical Science	Physics	ELPS	US History
Our School	72.9	33.8	38.8	43.8	37.0	43.3	41.3	32.2	41.3	38.4
# of Tests Taken	716	490	482	322	808	412	171	397	782	328
District	67.5	63.6	65.2	49.7	64.6	54.1	39.3	68.4	60.6	52.7
State	69.7	79.8	77.2	66.5	68.2	78.6	61.4	64.4	69.5	58.3

* ELPS = Economic, Legal and Political Systems
 * If the number of students in a category is 5 or less, then results are not shown and are represented by a N/A.

Performance of Each Student Group on the ABCs End-of-Course Tests

The percentage of passing scores on the state End-of-Course tests grouped by gender, ethnicity and other factors.*

	Male	Female	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.O.	N.E.O.	L.E.P.	English Learners	Students with Disabilities
Our School	54.9	55.4	74.7	39.9	64.7	55.6	61.8	67.8	N/A	N/A	N/A	N/A	21.1
# of Tests Taken	2,620	2,519	2,152	2,495	328	27	305	23	N/A	N/A	N/A	0	366
District	48.8	60.3	77.8	38.9	48.6	48.7	68.3	64.8	N/A	N/A	N/A	N/A	21.6
State	48.5	64.6	78.2	47.8	58.2	52.8	74.8	72.7	N/A	N/A	N/A	N/A	33.6

* If the number of students in a category is 5 or less, then results are not shown and are represented by a N/A.
 * E.O. = "Economically Disadvantaged"
 * N.E.O. = "Not Economically Disadvantaged"
 * L.E.P. = Limited English Proficient Students

Additional Student Performance Data

Graduation Rate

Due to delays in federal guidance to define "graduation rates," these data will be available for 2002-03.

Our School	N/A
District	N/A
State	N/A

SAT

The percentage of high school seniors who took the SAT along with average combined scores on the SAT I verbal and SAT II math scores.

	Participation Rate (%)	Average Total SAT Score
Our School	81	974
District	73	996
State	67	996
Nation	46	1,028

SCHOOL PERFORMANCE

Each year, schools in North Carolina may receive several designations based on their performance on the state's ABCs tests. These designations are awarded on the basis of the percentage of students performing at grade level and on whether students have learned as much as they are expected to learn in one year. The designations earned by your school are displayed below, followed by a brief description of each designation.

Designation	Performance: Students performing at grade level	Growth: Learning achieved in one year			Percent of Schools with Designation	
		High Growth	Expected Growth	Exceeded Growth Not Achieved	District	State
School of Excellence	At least 90% of students at grade level				0	1
School of Distinction	85 to 90% of students at grade level				0	11
School of Progress	80 to 85% of students at grade level				53	90
No Recognition	80 to 80% of students at grade level	—	—	—	0	13
Priority School	80 to 80% of students at grade level or less than 50% of students at grade level		✓		35	29
Low Performing	Less than 50% of students at grade level	—	—	—	0	2

SCHOOL SAFETY AND ACCESS TO TECHNOLOGY

School Safety

The average number of acts of crime and violence per 100 students. Rates for each school for 2002-03 will be included in the next report card.

Our School	N/A
District	2
State	1

Attendance

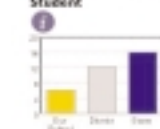
The percentage of students who attend school daily.

Our School	93
District	93
State	95

Access to Books and Technology

(From data of 2001)

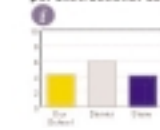
Number of Books per Student



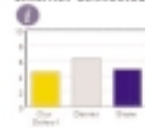
Average Age of Media Center/Library Collection

Category	Year
Our School	1999
District	1988
State	1987

Number of Students per Instructional Computer



Number of Students per Internet-Connected Computer



Classroom Teachers

The total number of classroom teachers in this school and the average number of teachers in schools with similar grade ranges at the district and state levels.

Our School	136
District	109
State	69

Fully Licensed Teachers

Percentage of classroom teachers meeting all requirements for a NC teaching license.

Our School	78
District	75
State	81

Classes Taught by "Highly Qualified Teachers"

Due to delays in federal guidance to define "highly qualified teachers," these data will be available for 2002-03.

Our School	N/A
District	N/A
State	N/A

Teachers with Advanced Degrees

The percentage of teachers who have completed an advanced college degree, including a master's or doctoral degree.

Our School	27
District	38
State	26

National Board Certified Teachers

The number of school staff, including teachers, administrators and guidance counselors, who have received national certification and the average number of school staff with similar grade ranges at the district and state levels.

Our School	6
District	6
State	3

Years of Teaching Experience

The percentage of teachers who have taught for 0 - 3 years, 4 - 10 years or over 10 years.

	0 - 3 Years	4 - 10 Years	10+ Years
Our School	27	33	39
District	27	26	48
State	25	23	56

Teacher Turnover Rate

The percentage of teachers employed in a school last year who are no longer employed in the same school this year.

Our School	21
District	26
State	26

Teacher Working Conditions

In May 2002, North Carolina's teachers were asked to complete a survey on the working conditions in their school. 24 teachers in your school responded. Data from this survey may be requested from your school principal. The survey data is available on the North Carolina Professional Teaching Standards Commission Web site.



Full details of state, district and individual school report cards may be viewed at www.ncreportcards.org

Buildings and supplies

Address:

7600 IBM Drive 28262
704-343-5284; fax 704-343-5286

Construction:

Opened in 1997 at the 200-acre Governors Village, a four-school site purchased in 1995.

Capacity:

Permanent classrooms: 77. Mobile classrooms as of 10-25-02: 31, for total capacity of 2,020. Enrollment as of 9-17-02: 2,519. Total capacity of high schools as of 10-25-02:

Berry	1,600	Northwest	1,000
Butler	1,700	Olympic	1,560
East	1,720	Providence	2,080
Garinger	1,359	South	1,740
Harding	1,120	Vance	2,020
Hopewell	1,440	E.E. Waddell	1,360
Indepen.	2,120	W. Charlotte	1,800
Myers Park	2,020	West Meck	1,900
North	1,520		

Utilization:

Figures are for 10-25-02, and take account of all mobile classrooms on the campus on that date, along with other spaces converted to classroom use. Classroom size is determined by use, and is reduced at E+II schools.

Facility standards:

Berry	46%	North	123%
(phased opening)		Northwest	114%
Butler	112%	Olympic	74%
East	122%	Providence	113%
Garinger	82%	South	116%
Harding	116%	Vance	122%
Hopewell	121%	E.E. Waddell	76%
Indepen.	123%	W. Charlotte	84%
Myers Park	120%	West Meck	85%

Vance is one of 38 schools (and five high schools) that meet all current equity standards. The other high schools are Butler, Hopewell, Berry Academy of Technology and Waddell.

Instructional materials:

The Manage Inventory Process Charter is focusing on raising all E+II schools to standard. Vance is not an E+II school. The last materials inven-



tory at Vance was in 2000-2001.

EC instructional supplies:

Percent of supplies in place on the listed survey dates for programs operating on campus:

Resource	2001	88%
Cross-Cat.	2000	84%
B.E.D.	2000	6%
Autistic	2000	84%

Technology:

- ✓ Campus is fully cabled.
- Data line is: 100 Mbps.
- ✓ At standard for 8:1 computer ratio.
- ✓ At standard 5:1 computer ratio.

Media center:

On qualitative standards for holdings, Vance rates outstanding in all areas. Standards call for 10 volumes per student. Middle and high schools with more than 1,500 students are to have 15,000 usable volumes. Data from June 2002 survey:

Co-curriculars:

Per student	Volumes	Per student	Volumes
Butler	6 12,004	N'west	11 12,882
East	10 21,594	Olympic	16 19,543
Garinger	19 26,395	Prov.	17 17,399
Harding	11 15,505	South	11 23,283
Hopew.	6 10,647	TAPS	22 4,455
Indep.	10 26,561	Vance	6 13,674
Midwd.	22 4,458	Waddell	15 15,491
M. Park	8 18,804	W. Char.	11 17,328
North	8 15,069	W. Meck.	10 17,383

Limited funding has delayed implementation of all programs, particularly at elementary and middle levels. The 9 high school extracurriculars are:

1. Marching band
2. Career/tech ed.
3. Chess
4. Debate
5. Theatre arts
6. Journalism
7. Science Olympiad
8. Student Govt.
9. Yearbook

	1	2	3	4	5	6	7	8	9
Butler	y	y	y	y	y	y	N	y	y
East	y	y	y	y	y	y	y	y	y
Garinger	y	y	y	y	y	y	y	y	y
Harding	y	y	y	y	y	y	y	y	y
Hopewell	y	y	N	y	y	y	y	y	y
Independence	y	y	y	y	y	y	y	y	y
Midwood/TAPS	y	N	N	y	N	y	N	y	N
Myers Park	y	y	y	y	y	y	y	y	y
North	y	y	N	y	y	y	y	y	y
Northwest	y	y	N	y	y	y	N	y	y
Olympic	y	y	y	y	y	y	y	y	y
Providence	y	y	N	y	y	y	y	y	y
South	y	y	N	y	y	y	y	y	y
Vance	y	y	y	y	y	y	y	y	y
yWaddell	y	y	y	y	y	y	y	y	y
W. Charlotte	y	y	y	y	y	y	y	y	y
West Meck.	y	y	y	y	y	y	y	y	y



Teachers and leadership

Staff size:

	Vance	H.S. Avg.
Teachers	162	
Administrators	6	
Assistants	8	
Other certified staff	14	
Other staff	56	
Total	246	
Students/teacher	14.2	

Highest degree earned:

	Vance	H.S. Avg.
Bachelor's	70.99%	
Master's	25.31%	
Adv. certificate	0.62%	
Doctorate	3.09%	

Years of experience:

	Vance	H.S. Avg.
Less than 1	19.8%	
1 to 3	14.2%	
4 to 8	24.1%	
9 to 15	16.7%	
16 to 24	13.0%	
25+	12.3%	

Teaching in certified area:

	Vance	H.S. Avg.
English	%	%
Foreign lang.	%	%
Math	%	%
Science	%	%
Social studies	%	%
Voc/tech	%	%

Avg. staff SATs by area:

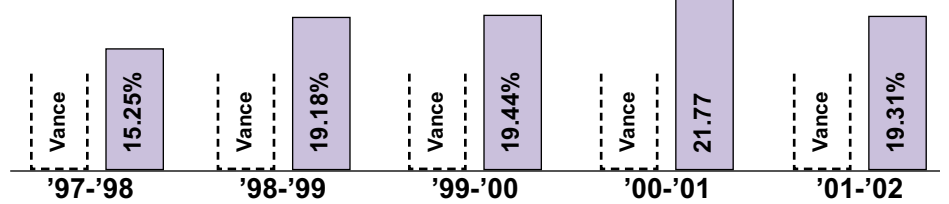
Experts say one of the best forecasts of excellent teaching is a teacher's own SAT scores from high school. Listed are combined verbal and math scores; the maximum score is 1,600.

	Vance	H.S. Avg.
English		
Foreign lang.		
Math		
Science		
Social studies		
Voc/tech		

Teacher attendance

	Vance	H.S. Avg.
Avg. days missed		
Pct. missing 5+		

School, CMS teacher turnover rates compared

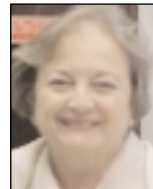


Experience, training percentages as of fall 2002

	Clear licensure	Adv. degrees	New to teaching	Avg. exper.	Board certified	5+ years
Berry Tech	89.66	34.48	34.48	9.17	0	55.17
Butler						
East						
Garinger	84.11	40.19	5.61	14.45	1.87	71.96
Harding						
Hopewell						
Independence	85.54	30.72	9.64	12.67	6.02	74.70
Midwood/TAPS						
Myers Park						
North						
Northwest						
Olympic	94.19	27.91	12.79	10.81	4.65	54.65
Providence						
South						
Vance						
Waddell	87.95	49.19	13.25	11.44	1.20	59.05
W. Charlotte	79.83	30.25	13.45	11.45	1.68	68.91
West Meck.	82.35	29.41	17.65	11.72	7.56	60.50

Principal:

Mary L. Wolfe, 61, began teaching in 1975 at Sharon Elementary. She taught at Northwest 1983-87, then served as assistant principal at Wilson Middle 1987-88 and Alexander Middle 1988-92. She was principal at Derita Elementary 1992-94 and Quail Hollow Middle from 1994 until 2001, when she was transferred to Vance.



Assistant principals:

Pamela Aiken, Jametta Martin-Tanner, John Trela, Gregory Wade; Ashlee Luff, administrative intern.

The mascot: Cougar.

Programs:

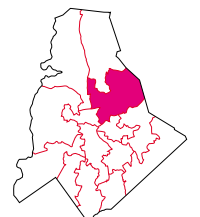
About a third of its students are enrolled through a workplace magnet, which requires parents to volun-



teer at the school.

Attendance area:

Vance, situated in the University Research Park area near I-85, has an attendance area in northeast Charlotte.



Parent profile

Survey results:

	Vance	H.S. Avg.	District
Rate returned	83.7%	%	%
Income less than \$25,000	5.6%	%	34.0%
2-adult family	83.7%	%	49.3%
Mother some college or tech. school	29.2%	%	32.8%
Attends conference once a year	45.9%	%	77.9%
Volunteers at child's school once/yr.	59.2%	%	82.1%
Feel safe at school	40.1%	%	%
Say school's students well-behaved	84.9%	%	%
Know behavior rules and consequences of misbehavior	70.2%	%	%

Open environment:

Percentage of parents in annual survey who say they feel free to express concerns or make suggestions:

Butler	65.3	Northwest	71.5
East	66.9	Olympic	71.0
Garinger	53.2	Providence	59.5
Harding	63.6	South	74.2
Hopewell	67.2	Vance	55.1
Independence	66.6	E.E. Waddell	78.6
Midw./TAPS	-	West Charlotte	61.5
Myers Park	62.8	West Meck	63.1
North	61.2		

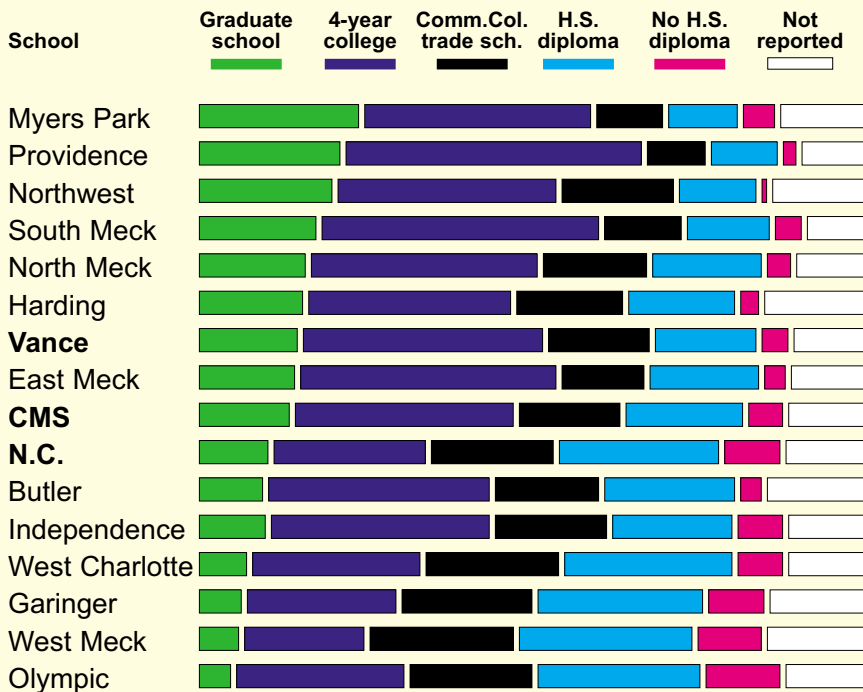
Staying in touch:

Percentage of parents in annual survey who express satisfaction with level of information coming from school in two areas: school activities, and child's progress between report cards. CMS goal is 95%.

	Activities	Academics
Berry	NA	NA
Butler	75.0	80.1
East Meck	85.1	83.3
Garinger	68.1	72.4
Harding	68.6	78.7
Hopewell	71.5	82.1
Independence	85.2	81.0
Myers Park	83.0	74.4
North Meck	74.3	72.0
Northwest Arts	61.9	71.4
Olympic	76.6	83.9

Parents' education levels

Portion of each schools' parents attaining indicated levels of education. Bars based on data reported with end-of-course tests in English I, a course taken by all students.



Source: N.C. Department of Public Instruction

	Activities	Academics
Providence	75.8	77.9
South	74.2	74.2
Vance	54.2	69.4
Waddell	50.0	71.5
West Charlotte	64.1	76.9
West Meck	65.9	77.4

PTA budget:

Total amount of budget, dollars per student, and average dollar-per-student at all CMS high schools.

	Per student	H.S. Avg.
\$	\$	\$

Parents' choices:

In the 2002 assignment lottery, if whites and blacks responded proportionally to their share of the CMS population, numbers below would be zeros. In reality, whites were more likely than blacks to choose their home school. This data is CMS-wide.

	Whites	Blacks
Want home school	+26%	- 28%
Prefer a magnet	- 44%	+ 50%
Stay in ch. zone	- 26%	+ 28%
Prefer current school	0	+ 7%

Parents give the grade

Percentage of students giving school each letter grade in 2001-2002 family survey:

	Vance	All H.S.
A	22.6	6.0
B	45.2	37.7
C	19.4	43.1
D	12.9	10.5
F	0	2.6

Student profile, I

By grade level:

	Total	Pct. of school	Pct. of Grade 9
Grade 9	814	35.5	100
Grade 10	596	26.0	73
Grade 11	490	21.3	60
Grade 12	396	17.2	49
Total	2,296		

By race, ethnicity:

	Total	Pct. of school	Pct. in CMS
White	989	43.07	44.5
Black	1,079	46.99	42.5
Asian	154	6.71	4.4
Hispanic	54	2.35	7.0
Multiracial	9	0.39	1.1
Native Am.	11	0.48	0.5

By lunch status:

	Total	Pct. of school	Pct. in CMS
Free	326		
Reduced	79		
Subtotal	405	17.6	37.8
Paid	1,891	82.4	62.2

Other categories:

	Total	Pct. of school	Pct. in CMS
Male	1,185	51.6	51.0
Gift.&talented	361	15.7	13.6
Limit. English	49	2.1	6.7
Learn. disab.	0	0	5.1
Speech/lang.	2	1.1	2.3
Mental	137	6.0	1.7
Behavioral	0	0	0.9
Other	48	2.0	1.3
Tot. disab.	187	8.1	11.4

Daily attendance:

Vance	H.S. Avg.
92.9%	93.1%

Percent absent 18+ days:

	Vance	H.S. Avg.
Whites	14.5	10.0
Blacks	21.2	21.6
Other	12.7	19.1
Male	20.3	16.2
Female	14.5	14.8
Sub. lunch	31.7	26.8
Paid lunch	14.4	12.4



Retentions:

Percent of students by category recommended to remain in the same grade.

	Vance	H.S. Avg.
Black	27.2	23.1
White	6.8	6.6
Other	10.0	16.2
Male	21.8	17.7
Female	11.5	10.6
Sub. lunch	37.3	25.7
Paid lunch	12.2	10.9

Stability:

Percent of students enrolled at end of year who were continually enrolled since first week. The higher the percentage, the more stable the student population.

Vance	H.S. Avg.
%	%

Turbulence:

Movement in and out of a school during the year after the first 20 days. Percentage adds all entries and withdrawals, divided by the total number of students. Lower percentage means less mobility.

Vance	H.S. Avg.
%	%

Black percentage: (Fall '02)

Pct.	Enrollment
86	West Charlotte 1,595
74	Berry Academy 743
67	Garinger 1,411
63	Harding 1,370
63	West Meck 1,689
55	Vance 2,519
53	Waddell 1,077
47	Independence 2,695
42	Olympic 1,201
40	East Meck 2,188
27	Myers Park 2,507
26	Hopewell 1,783
25	Butler 1,944
23	North Meck 1,928
16	South Meck 2,050
9	Providence 2,387

Students give the grade

Percentage of students giving school each letter grade in 2001-2002 family survey:

	Vance	All H.S.
A	5.9	15.2
B	37.4	43.2
C	32.5	27.4
D	15.4	8.4
F	8.9	3.2

Academic successes and challenges, I

College preparation:

Percentage of graduating seniors who successfully completed all courses required for entry into the University of North Carolina system.

	Vance	H.S. Avg.
'01-'02		
'00-'01		
'99-'00		
'98-'99		

Tech/prep completers:

Percentage of graduating seniors who successfully completed tech/prep requirement.

	Vance	H.S. Avg.
'01-'02		
'00-'01		
'99-'00		
'98-'99		

Geometry:

CMS 2002 goal is 45%, 2005 goal is 80% of students leaving 10th grade will be on grade level or above on EOC test.

	CMS	47%	Myers Pk	–
Berry	–		North	–
Butler	–		N'west	–
East	–		Olympic	–
Garinger	–		Provid.	–
Harding	–		South	–
Hopewell	–		Vance	–
Independ.	–		W. Char.	–
Midw/TAPS	–		W. Meck.	–

'01-'02 competency test, percent not yet passing

Year, test	CMS	Vance	Black	White	Other	Male	Fem.	FRL	Paid
Grade 12									
Reading	2.4	0.8	0.6	1.1	0	0.5	0.9	4.3	0.3
Math	2.4	1.5	1.9	1.6	0	2.2	0.9	6.5	0.9
Both	3.2	1.5	1.9	1.6	0	2.2	0.9	6.5	0.9
Grade 11									
Reading	4.9	3.4	5.8	0.6	6.8	4.4	2.5	9.4	2.5
Math	4.5	3.0	4.8	1.4	2.3	3.5	2.5	11.1	1.7
Both	6.6	4.9	7.7	1.8	6.8	6.1	3.7	15.6	3.2
Grade 10									
Reading	10.3	7.5	12.0	3.0	7.1	9.1	5.1	14.7	5.6
Math	8.8	6.1	12.4	0.8	1.8	5.8	6.5	13.2	4.3
Both	13.3	10.9	18.5	3.8	8.9	13.0	8.9	23.1	7.8
Grade 9									
Reading	21.1	20.5	33.7	4.7	9.7	26.5	12.9	40.6	12.7
Math	12.2	9.8	16.3	12.0	4.2	11.6	7.5	20.7	5.4
Both	23.6	22.0	35.9	5.3	11.1	27.6	15.0	41.8	13.9

Chemistry, physics:

CMS 2002 goal is 75%, 2005 goal is 85% of graduating students will have received credit for at least one chemistry or physics course.

	CMS	78%	Myers Pk	–
Berry	–		North	–
Butler	–		N'west	–
East	–		Olympic	–
Garinger	–		Provid.	–
Harding	–		South	–
Hopewell	–		Vance	–
Independ.	–		W. Char.	–
Midw/TAPS	–		W. Meck.	–

IB diploma programs, by 2002 rate of diplomas received

School	2000			2001			2002		
	Enrolled	Dip. given	Pct.	Enrolled	Dip. given	Pct.	Enrolled	Dip. given	Pct.
CMS	216	149	69	197	158	80	211	172	82
Berry		No program							
Butler		No program							
East	5	5	100	17	16	94	19	15	79
Garinger		No program							
Harding	30	18	60	28	21	75	26	17	65
Hopewell		No program							
Indepen.	76	36	47	47	30	64	42	29	69
Myers Park	78	73	94	81	75	93	86	75	87
North Meck	27	17	63	24	16	70	38	36	95
Northwest		No program							
Olympic		No program							
Providence		No program							
South		No program							
Vance		No program							
E.E. Waddell		No program							
West Charlotte		New							
West Meck		No program							

Advanced courses:

CMS 2002 goal is 48%, 2005 goal is 50% of graduating students completing at least one International Baccalaureate or Advanced Placement course.

	CMS	50%	Myers Pk	–
Berry	–		North	–
Butler	–		N'west	–
East	–		Olympic	–
Garinger	–		Provid.	–
Harding	–		South	–
Hopewell	–		Vance	–
Independ.	–		W. Char.	–
Midw/TAPS	–		W. Meck.	–

Promotion rate by grade:

	Vance	H.S. Avg.
Grade 9		
Grade 10		
Grade 11		
Grade 12		

Academic successes and challenges, II

AVID advanced classes:

CMS 2002 goal is 20%, 2005 goal is 50% of graduating AVID students will receive credit for at least one IB or AP course.

CMS	36%	Myers Pk	–
Berry	–	North	–
Butler	–	N'west	–
East	–	Olympic	–
Garinger	–	Provid.	–
Harding	–	South	–
Hopewell	–	Vance	–
Independ.	–	W. Char.	–
Midw/TAPS	–	W. Meck.	–

Adv. course success:

CMS 2002 goal is 50%, 2005 goal is 75% of students tested will score level 3 on AP exams or level 4 or IB exams.

CMS	46%	Myers Pk	–
Berry	–	North	–
Butler	–	N'west	–
East	–	Olympic	–
Garinger	–	Provid.	–
Harding	–	South	–
Hopewell	–	Vance	–
Independ.	–	W. Char.	–
Midw/TAPS	–	W. Meck.	–

Adv. course minorities:

CMS 2002 goal is 25%, 2005 goal is 75% of underrepresented students tested will score level 3 or higher on AP exams and level 4 or higher on IB exams.

CMS	27%	Myers Pk	–
Berry	–	North	–
Butler	–	N'west	–
East	–	Olympic	–
Garinger	–	Provid.	–
Harding	–	South	–
Hopewell	–	Vance	–
Independ.	–	W. Char.	–
Midw/TAPS	–	W. Meck.	–

Closing the black-white achievement gap on EOCs:

CMS has goals to reduce the race/ethnic gaps in achievement scores on end-of-course tests. This chart focuses on the gaps between blacks and whites. The CMS 2002 goal was to reduce the gap to 30 percentage points. The 2005 goal is to cut the gap to 10 points. Here's how CMS overall and individual schools are doing in reducing the gap on the following end-of-course tests:

	Algebra I	Algebra II	Biology	Chemistry	ELPS
CMS	35.4	–	–	38.0	–
Berry	–	–	–	–	–
Butler	15.5	–	–	29.1	–
East Meck	15.5	–	–	39.2	–
Garinger	28.7	–	–	10.6	–
Harding	24.4	–	–	21.3	–
Hopewell	37.8	–	–	24.1	–
Independence	24.9	–	–	24.8	–
Myers Park	36.1	–	–	45.0	–
North Meck	34.2	–	–	33.3	–
Northwest Arts	25.3	–	–	38.2	–
Olympic	19.2	–	–	27.9	–
Providence	30.1	–	–	24.4	–
South	32.5	–	–	31.4	–
Vance	27.6	–	–	34.7	–
Waddell	15.8	–	–	26.0	–
West Charlotte	21.3	–	–	42.7	–
West Meck	16.2	–	–	20.9	–

	English I	Geometry	Phys. Sci.	Physics	US Hist.
CMS	36.5	–	–	–	–
Berry	–	–	–	–	–
Butler	33.8	–	–	–	–
East Meck	33.7	–	–	–	–
Garinger	16.4	–	–	–	–
Harding	19.6	–	–	–	–
Hopewell	42.8	–	–	–	–
Independence	28.1	–	–	–	–
Myers Park	55.7	–	–	–	–
North Meck	50.7	–	–	–	–
Northwest Arts	27.7	–	–	–	–
Olympic	41.4	–	–	–	–
Providence	49.1	–	–	–	–
South	47.0	–	–	–	–
Vance	32.4	–	–	–	–
Waddell	23.4	–	–	–	–
West Charlotte	19.2	–	–	–	–
West Meck	22.2	–	–	–	–

Gaps were computed for three tests for illustrative purposes. Scores for blacks and whites are on the state's Web site, but the "gap" is not listed.

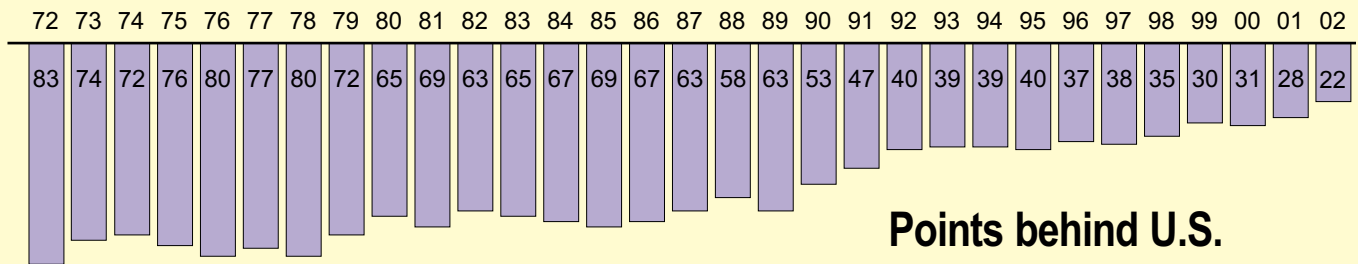


Academic successes and challenges, III

Slow catchup: N.C.'s 30-year push to reach national average SAT score

Chart shows how North Carolina's average SAT score compared with the U.S. average from 1972 to 2002. Note the progress, but also how there have been ups and downs along the way, and periods of apparent stagnation.

Source: N.C. Department of Public Instruction



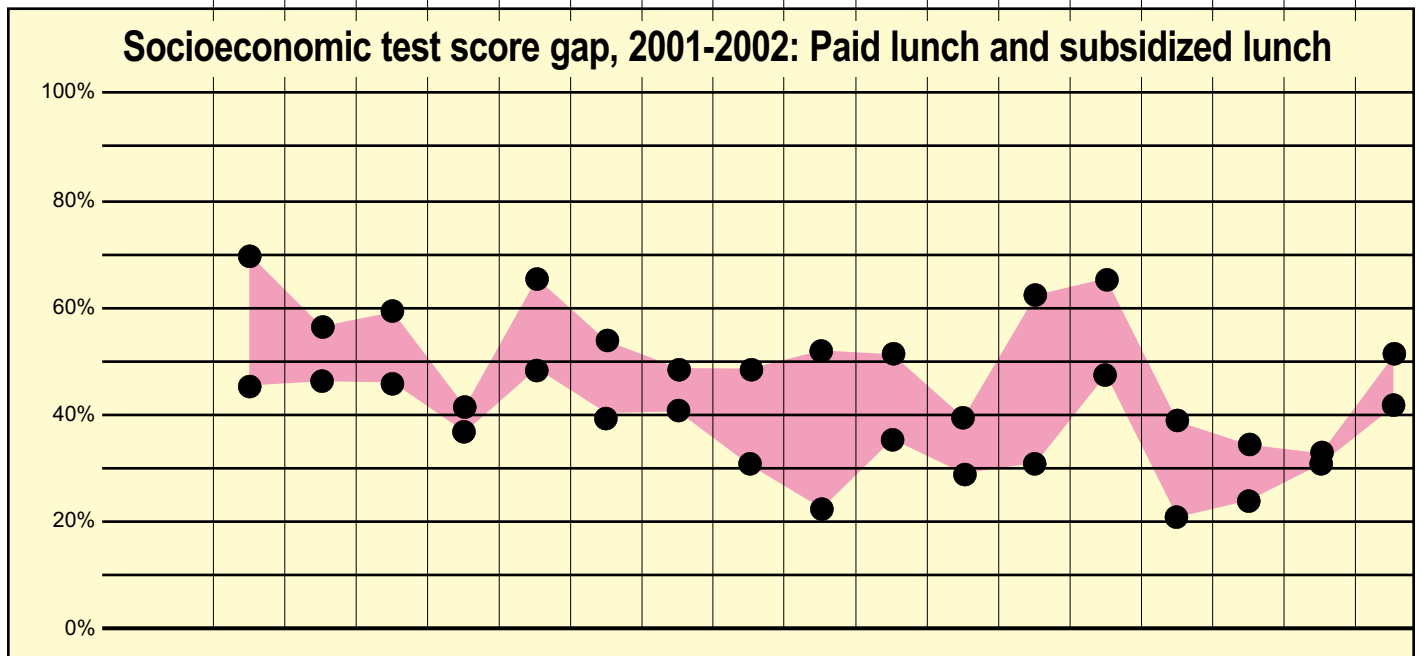
SAT scores compared

	Average Verbal Score			Average Math Score			Average Total Score		
	'99-'00	'00-'01	'01-'02	'99-'00	'00-'01	'01-'02	'99-'00	'00-'01	'01-'02
United States	505	506	504	505	514	516	1,019	1,020	1,020
North Carolina	492	493	493	492	499	505	988	992	998
CMS	492	497	494	492	500	502	989	997	996
Berry									
Butler	474	478	480	478	489	493	952	967	973
East	504	511	509	511	520	516	1,015	1031	1025
Garinger	433	438	424	415	423	418	848	861	843
Harding	492	495	480	516	502	504	1,008	997	984
Hopewell				New school					
Independence	487	495	496	501	505	504	988	1,000	1,000
Myers Park	529	557	553	531	554	560	1,060	1,111	1,113
North Meck	507	504	512	518	508	523	1,025	1,012	1,035
Northwest Arts	522	506	524	491	479	466	1013	985	990
Olympic	438	424	436	442	429	443	880	853	879
Providence	531	533	539	536	540	554	1,067	1,073	1,093
South Meck	508	506	497	509	513	500	1,017	1,019	998
Vance	495	488	483	498	485	491	993	973	974
E.E. Waddell				New school					
West Charlotte	434	420	412	453	423	423	887	843	834
West Meck	417	443	444	421	454	457	838	897	901
Vance All	495	488	483	498	485	491	993	973	974
Black	428	423	448	428	412	445	856	835	893
White	536	521	528	534	518	537	1,070	1,039	1,065
Other	479	488	459	513	512	477	992	1,000	936
Male	505	484	493	527	495	509	1,032	979	1,002
Female	486	492	476	473	475	476	960	967	952

EOC: Algebra I (Similar charts could cover the other nine EOCs.)

Percent on or above grade level

	CMS	Butler	East	Garinger	Harding	Hopewell	Indepen.	M. Park	North	N'west	Olympic	Providence	South	Vance	Waddell	West Char.	West Meck
2002																	
Overall	63.5	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
White	80.4	62.2	62.6	63.6	68.2	64.2	60.3	62.3	57.0	60.5	47.9	65.2	74.5	51.5	40.0	52.6	44.5
Black	44.9	46.3	47.0	34.9	43.5	26.4	36.1	26.5	23.5	35.2	29.4	34.4	43.0	24.1	23.7	31.1	44.5
Other	67.0	69.2	64.8	40.4	59.1	53.8	56.3	57.8	61.5	55.6	39.3	65.4	63.0	42.5	36.2	30.4	40.7
Male	60.4	54.1	51.7	35.4	44.2	42.3	42.4	44.2	43.1	34.7	34.3	56.2	58.3	32.9	25.7	31.3	45.0
Female	66.7	54.8	60.0	44.6	56.1	55.2	51.8	38.3	49.1	53.0	38.6	57.8	65.6	34.7	35.0	32.8	51.1
FRL	46.7	47.3	46.5	42.5	38.4	29.1	41.8	31.1	22.2	36.5	29.1	31.7	48.5	20.8	24.4	32.5	42.7
Paid	69.8	57.2	59.2	37.6	56.0	54.2	49.4	48.4	52.7	52.7	39.7	62.4	66.2	39.0	34.2	31.6	51.3
2001																	
Overall	54.7	45.4	59.4	25.1	32.6		41.9	34.6	39.5	42.0	24.2	57.2	55.1	28.0		16.0	47.8
White	74.4	60.4	63.4	40.5	46.9		50.8	54.3	51.7	56.6	38.9	70.6	70.0	37.7		41.0	54.6
Black	34.4	34.2	48.4	21.4	26.1		36.4	23.2	22.4	22.1	18.7	30.1	28.3	20.3		13.3	43.1
Other	53.2	32.0	52.0	24.6	63.6		40.5	37.8	34.2	0	22.2	63.3	60.8	46.3		19.3	60.6
Male	51.9	43.6	54.2	23.4	30.5		42.1	33.7	37.1	37.9	21.6	55.1	50.0	25.4		15.6	43.0
Female	57.6	47.5	55.7	26.9	35.0		41.6	35.7	42.5	44.7	27.4	59.4	61.0	30.9		16.4	52.8
FRL	33.6	31.6	42.6	23.2	18.0		34.7	21.7	19.5	27.3	22.0	22.9	29.8	18.1		12.5	42.9
Paid	61.9	49.9	58.2	26.5	38.1		45.1	42.0	44.3	45.6	25.4	65.5	62.0	32.6		18.8	50.7
2000																	
Overall	52.8	43.3	37.7	15.4	23.3		40.1	22.3	38.7	34.6	28.6	59.1	27.4	27.9		7.7	88.3
White	70.6	50.4	51.2	25.3	32.1		53.1	37.4	48.0	46.6	37.5	68.2	39.3	45.5		12.0	93.5
Black	29.8	33.9	27.7	10.9	18.6		29.2	10.1	17.2	19.4	23.0	29.8	14.0	18.1		5.2	84.0
Other	55.4	56.3	37.5	24.6	33.3		44.1	36.0	44.4	33.3	34.0	66.7	45.2	19.0		17.1	100
Male	52.0	42.8	33.8	13.8	19.3		39.9	22.0	40.7	24.7	28.5	57.3	29.8	32.7		9.1	88.2
Female	53.5	43.9	41.7	16.8	30.3		40.4	22.6	36.3	41.6	28.8	61.0	24.1	21.8		6.2	88.5
FRL	32.5	39.5	24.1	14.8	8.3		36.7	17.5	21.3	13.7	29.4	20.6	14.3	18.0		8.0	87.3
Paid	58.8	44.8	42.5	15.7	28.8		41.5	24.4	41.9	41.1	28.3	65.4	31.9	30.6		7.4	88.7



Briefs

Budget talk: A Wake County citizens group jointly appointed by commissioners and the school board has recommended raising local school spending by 27% over the next four years, the News and Observer reported. The group, similar to Mecklenburg's Education Budget Advisory Committee, wants the largest part of the new money for maintenance, but would also add teachers for ESL students and at high-poverty schools, expand pre-K programs, boost teacher training and add a high-paying "master teacher" level to retain experienced teachers.

www.newsobserver.com

Grading parents: The Lebanon, Pa. schools are looking at giving parents a grade, the Arizona Republic reported. Teachers would be asked to check "yes" or "no" about attendance at conferences, whether forms get returned to school, and whether children are healthy and properly dressed. Parents with unsatisfactory marks would be visited; the children of uncooperative parents would be assigned an adult mentor.

www.arizonarepublic.com

Class size: A Louisiana study raises questions about the value of cutting class sizes, the Times-Picayune reported. The Education Department's study found little

Hearing leads to better reading

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

"SSR [sustained silent reading] is based upon a single simple principle: Reading is a skill – and the more you use it, the better you get at it... When the International Association for the Evaluation of Educational Achievement (IEA) compared the reading skills of 210,000 students from thirty-two different countries, it found the highest scores (regardless of income level) among children:

- Who were read to by their teachers daily
- Who read the most pages for pleasure daily."



Trelease

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 Charlotte Reads, Wachovia and Trinity Episcopal School. RSVP: randerson@charlottereads.org.

connection between school performance and class size, but strong correlations between district-level performance and the number of highly qualified teachers. Experts said that in Louisiana, as in California, the push for smaller classes may have had the unintended consequence of filling smaller classrooms with underqualified employees who could not teach children well.

www.nola.com

Calendar

- 20** Finance, Capital & Facilities Committee, 4 p.m., Board Conference 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 kramer@charlottechamber.com.

- 25** Curriculum Committee, 3 p.m., Board Conference Room.
- 25** School Board meeting, 6 p.m., Board Room.
- 26** Education Budget Advisory Committee, Government Center, 11th floor conference room.

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.

V

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