

Wake County demonstrates power of a goal

Supt. Jim Pughsley last week set a goal: Principals WILL have 75% of high school students to grade level by June.

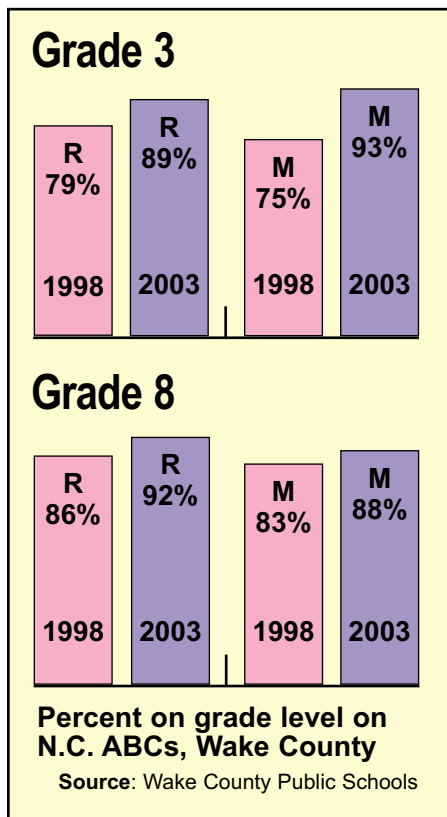
As humorists say about a hanging, goal-setting can certainly concentrate the mind.

Wake County recently marked the end of Goal 2003, which was established in 1998. The goal was to have 95% of grades 3 and 8 on grade level in reading and math. At right are the results.

No, Wake didn't meet its goal. Nor will all of Pughsley's principals make the June goal. But the process in Wake focused a lot of energy and financial resources on a key objective. The results were substantial improvement in achievement numbers that are very difficult to move quickly.

Wake testing chief Karen Banks said she pushed to use grades 3 and 8, rather than the "graduation" grades of 5 and 8, for a very practical reason.

"We had so much further to go



at third grade," Banks says. "We needed that push!... The research says that a child who is not reading by grade 3 is not likely to finish high school."

CMS needs a push too. Fewer than 10% of high school students are on grade level in some courses at some schools.

Choice

Enrollment data shows resegregation and huge enrollment changes as a result of assignment plan

No collection of numbers tells a complete story about our schools. But the enrollment data for the 20th day of school tells the tale of racial resegregation brought about by the choice assignment plan. The data also quantifies the huge enrollment swings at some schools as a result of those choices.

On Page 5 are systemwide summaries for the years 2001, 2002 and 2003. School-by-school numbers follow on Page 6, with 2003 numbers paired with numbers from 2001, the year before choice.

CMS student data from the 1960s through 2001 identifies students as either black or nonblack, as required by a court case. More recent data uses more demographic groups. To track how schools have changed in terms of race, the only comparable num-

Continued on Page 5

Now is time for YOU to place a value on this journal

The days of "let somebody else do it" are about over.

The publisher of *Educate!* is just about out of money. New foundation grants are months, if not a pipedream, away.

The premise of this community journal is about to be tested. The premise? That readers so value an independent source of information about their public schools that they will support it

based on their ability to pay. A community effort, if you will, in support of a community journal.

Four issues ago we had money for nine more issues. Today it's eight more issues. That's not funny math: It's the impact of small gifts from folks like you.

If you have ever helped cover the costs of this journal, thanks.

If you've never donated in support of this work, there are two

ways to do so. Send your tax-deductible donation to The Swann Fellowship, 1510 E. 7th St., Charlotte, NC 28204-2410. Or at www.networkforgood.org, use keyword Swann Fellowship, and follow the directions. Web site gifts may be anonymous.

Thanks for pausing now, placing a value on this journal, and donating that amount to assure its future. —Steve Johnston

Last call for Southern Summitters: 3rd annual event plans off-record talks

Charlotte's answer to Hilton Head's Renaissance Weekend begins at 7:45 a.m. Oct. 18 in the classrooms and dining hall of the McColl Graduate School of Business at Queens University.

Applications for the invitation-only event, first due Sept. 5, then Sept. 18, are now due by tomorrow, Oct. 3. Perhaps a phone call would be appropriate: 704-543-9201.

Application and registration forms to be faxed back are at www.southernsummit.org. The \$90 fee can be paid by credit card and covers breakfast, lunch, snacks and evening cocktail, but not optional dinner.

A biography is also to be faxed in, but it's not the usual list of corporate and academic accomplishments. One question: "In no more than two sentences, what was one moment that changed your life?"

A long list of Charlotte nonprofit stalwarts are listed as sponsors.

The summit has a "mission of building a greater sense of shared community for our rapidly growing and increasingly diverse region.... You can expect diversity, varying viewpoints, and lively discussion."

The expected 200 participants will attend seven 70-minute sessions divided into 32 separate panels on a range of topics. Every participant will be a panelist in at least one session.

Organizers quote three ground rules for the day:

- "Be willing to share experiences and expertise, professional and personal.
- "Be both a good conversationalist and a good listener.
- "Be willing to leave your ego and agenda at home."

No word on whether Bill and Hilary Clinton plan to attend.

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This journal has only 8

more issues to publish, based on the funds on hand at the beginning of this month. A community journal must have the support of its readers. Can you help?

To make a tax-deductible donation, send your check to The Swann Fellowship, 1510 E. 7th St., Charlotte, NC 28204-2410 or, at www.networkforgood.org, use keyword Swann Fellowship.

Educate! is a journal on public education in Charlotte-Mecklenburg financed by individual and corporate donors and a grant from the Z. Smith Reynolds Foundation. 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. *Educate!* is published by The Swann Fellowship, 1510 E. 7th St., Charlotte, NC 28204. Leonard R. (Deacon) Jones, Lucy Bush Carter, co-presidents; B.B. DeLaine, vice president; Steve Johnston, executive director. Voice: 704-342-4330. E-mail: swannfello@aol.com. Published since September 2000; 6-week average circulation through last issue: 2,942.

Stephanie Southworth assisted with this edition.

The Swann Fellowship, named for Darius and Vera Swann, was formed in 1997 out of several Charlotte congregations to be a witness to the value of diversity in public education and to educate the public on 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.

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Data on remaining issues is approximate and will rise or fall with readers' financial support. Details available on request.

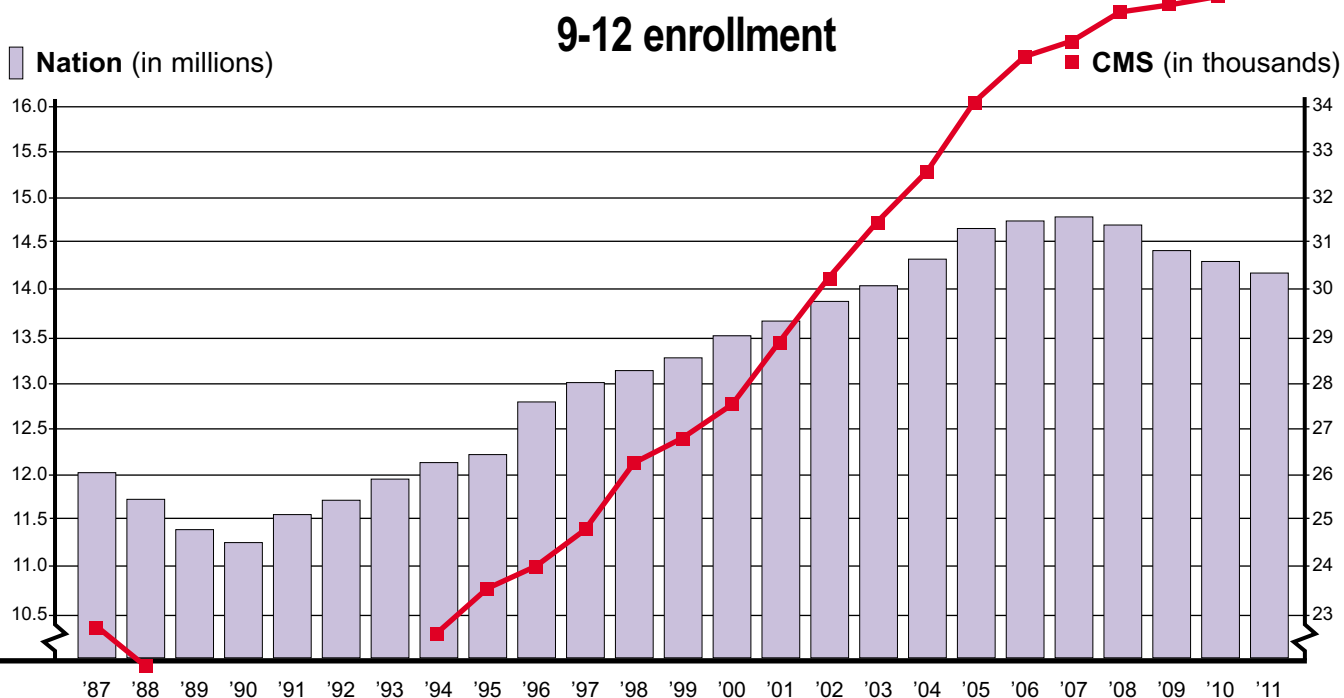
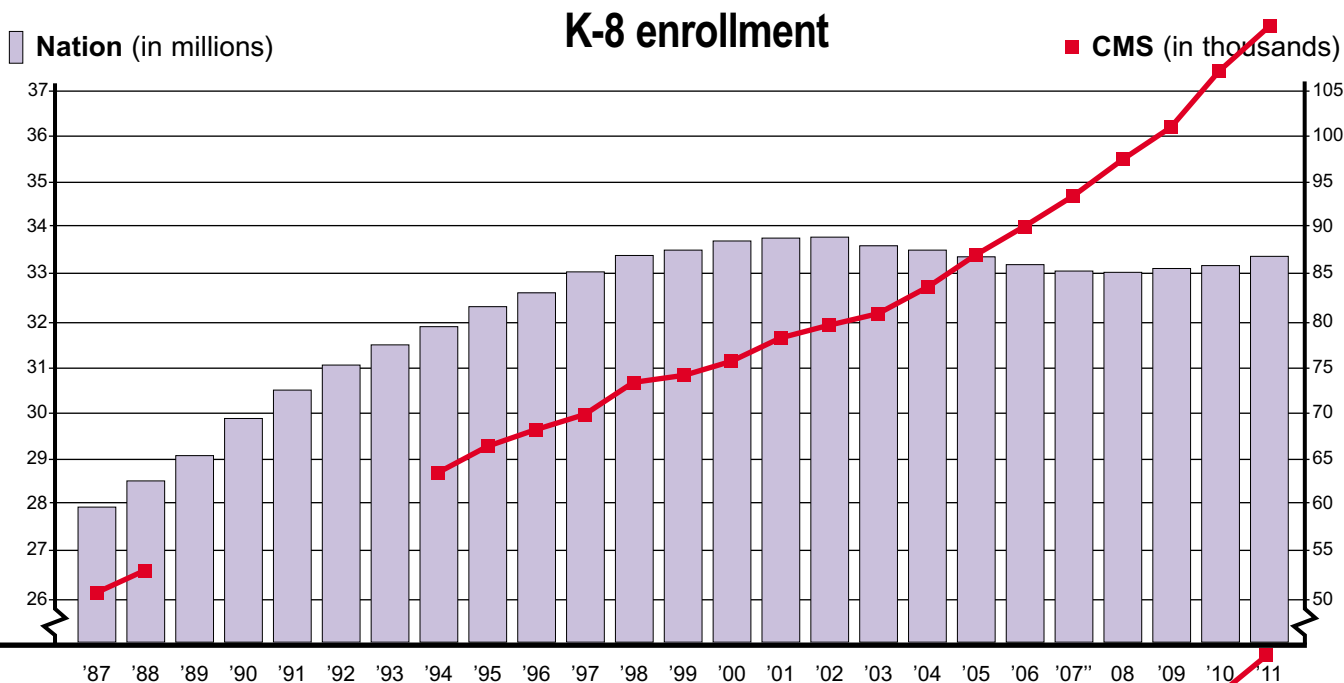
Sunbelt city bucks national trend in enrollment growth

As CMS plans for enrollment increases in the next few years, national school designers are preparing for declines. If Sunbelt migration cools, what should CMS be doing now by way of building design?

Frank Locker and Steven Olson, writing in "Flexible School Facilities," say that "demographic trends suggest we may have too many schools in the upcoming decades. Planning schools today for future conversions is simply good planning."

"Consideration could be given to floor depths for conversion to housing, or bay sizes for conversion to offices or commercial. A school building conceived as a campus of smaller buildings would allow partial conversion to community or other use without violating the integrity of components needed for continued use as a school."

– The full article is at www.designshare.com/Research/Locker/flexibleschools2.asp



Sources: CMS data is from N.C. Statistical Profiles and current CMS Long-Range Plan draft, using actual enrollment through 2002; data for 1989-1993 unavailable; national data from U.S. Dept. of Education at nces.ed.gov/pubs2002/proj2012/table_01.asp

10 are named national schools of character

The nation offers exemplars as CMS turns to expanding its character education efforts.

Ten U.S. schools were honored as National Schools of Character.

The award-winning school closest to Charlotte is Wake County's Combs Elementary, a K-5 magnet in a Cotswold-like neighborhood in southwest Raleigh. In addition to its leadership magnet, Combs has ESL classes and about 60 special education students. Students hail from 50 countries; about 95% are on or above grade level.

The 10 schools listed at right were honored by the Character Education Partnership, a Washington, D.C. group funded by the UAW-GM Center for Human Resources, the Boeing Co., the Anschutz Foundation, and the John Templeton Foundation.

Winners receive a flag and \$2,000 and are represented at an annual awards ceremony to be held Oct. 17 in Arlington, Va.

In a statement, the Grand Island, Nebraska schools said character education had helped turned Walnut Middle, the "toughest school in town," into a safe school where Iowa Test of Basic Skills scores have risen



Students from each grade and wearing dress native to their family's homeland greet a visitor to Combs Elementary in Raleigh last spring. The schools recently honored by the Character Education Partnership:

K-4	Public	Izard Elementary, Van Buren, Ark.
K-5	Public	Philip R. Smith Elementary School, South Windsor, Conn.
K-5	Public	Thomas A. Edison Community School, Port Chester, N.Y.
K-5	Public	A.B. Combs Leadership Magnet Elementary, Raleigh, N.C.
K-5	Public	Penn Valley Elementary, Levittown, Pa.
P-8	Private	Carrollwood Day School, Odessa, Fla.
6-8	Public	Walnut Middle, Grand Island, Neb.
K-12	Charter	Community of Peace Academy, St. Paul, Minn.
P-12	Private	Montclair Kimberley Academy, Montclair, N.J.
9-12	Parochial	St. Genevieve High, Panorama City, Calif.

from the 32nd to the 40th percentile in reading and from the 31st to the 44th percentile in math.

"More than half of the 2003 National Schools of Character," the statement continued, "began their character education initiatives in response to an existing problem, such as poor academic achievement, financial crisis or safety issues.

"When these schools examined

the causes of their problems, they concluded that they needed to emphasize character development and to make it a major part of their transformation.

"More than half of the winning schools have students who are economically disadvantaged, with large numbers of students qualifying for a free or reduced price lunch. Many of the award recipients also have high percentages of multicultural students."

'This is the irreducible minimum of school improvement'

"We can't meet the [No Child Left Behind] goal of bringing all children to proficiency without closing the achievement gap among low-income and minority students, and we can't close the achievement gap without stopping the indefensible practice of consistently assigning those students to the least effective, least well-prepared teachers.

"This is the irreducible minimum

of school improvement, the one thing no state can afford not to do.

"NCLB is unambiguous on this. It requires states to measure the extent of the maldistribution, and take steps to fix it.

"Unfortunately, the Department [of Education] has so far displayed remarkably little interest in this most important issue. States have received no guidance whatsoever from the Department on

how to comply with these provisions. Nor does the Department seem to really care."

— From *"In Need of Improvement: Ten Ways the U.S. Department of Education Has Failed to Live Up to Its Teacher Quality Commitments,"* The Education Trust, August 2003, available at www2.edtrust.org/edtrust

Enrollment numbers

Continued from Page 1

bers are the 2001 and 2003 percentages of black enrollment.

The state requires all N.C. districts to file such 20th-day enrollment numbers. They are used for a variety of purposes, including setting teacher allotments. The report does not include any information about school capacity.

Totals on this page include special education students. School totals and percentages on the following pages do not. About 100 regular schools serve from as few as one to as many as 75 special ed students.

Not included in the school tallies are numbers about students in each grade, or attendance data for the first month of school.

Elementary							CMS TOTALS		
2003	K	1	2	3	4	5	2003	Total	Pct.
White	3,823	3,907	3,640	3,646	3,700	3,462	White	47,402	41.6
Black	3,650	3,673	3,574	3,750	3,860	3,985	Black	48,687	42.8
Hispanic	1,249	1,088	994	954	856	826	Hispanic	10,234	9.0
Am. Indian	105	89	50	64	53	46	Am. Indian	648	0.6
Asian	384	415	383	339	391	361	Asian	4,920	4.3
Multi	388	329	218	205	180	148	Multi	1,968	1.7
Total	9,599	9,501	8,859	8,958	9,040	8,828	Total	113,859	
2002	K	1	2	3	4	5	2002	Total	Pct.
White	3,780	3,701	3,652	3,753	3,648	3,637	White	47,482	43.3%
Black	3,382	3,527	3,504	3,802	3,786	4,044	Black	46,715	42.6%
Hispanic	948	937	868	793	719	693	Hispanic	8,515	7.8%
Am. Indian	105	51	71	55	62	57	Am. Indian	634	0.6%
Asian	389	368	337	382	350	363	Asian	4,730	4.3%
Multi	333	220	174	177	151	120	Multi	1,528	1.4%
Total	8,937	8,804	8,606	8,962	8,714	8,914	Total	109,604	
2001	K	1	2	3	4	5	2001	Total	Pct.
Nonblack	5,111	5,110	5,100	4,931	4,942	4,828	Nonblack	61,059	57.5
Black	3,319	3,457	3,507	3,804	3,837	4,035	Black	45,123	42.5
Total	8,430	8,567	8,607	8,735	8,779	8,863	Total	106,192	

Middle				High				Special ed		
2003	6	7	8	2003	9	10	11	12	2003	All grades
White	3,618	3,631	3,565	White	4,350	3,745	3,320	2,995	White	663
Black	4,262	4,370	3,978	Black	5,440	3,739	2,506	1,900	Black	2,071
Hispanic	763	804	642	Hispanic	917	557	340	244	Hispanic	144
Am. Indian	52	29	41	Am. Indian	57	32	15	15	Indian	9
Asian	387	368	380	Asian	491	400	343	278	Asian	39
Multi	125	91	61	Multi	94	59	39	31	Multi	21
Total	9,207	9,293	8,667	Total	11,349	8,532	6,563	5,463	Total	2,947
2002	6	7	8	2002	9	10	11	12	2002	All grades
White	3,689	3,668	3,679	White	4,198	3,727	3,292	3,060	White	685
Black	4,175	3,977	3,888	Black	5,143	3,336	2,218	1,933	Black	2,051
Hispanic	721	580	570	Hispanic	718	427	310	231	Hispanic	121
Am. Indian	41	40	36	Am. Indian	54	30	15	17	Am. Indian	11
Asian	355	359	405	Asian	428	393	321	280	Asian	34
Multi	81	57	52	Multi	63	42	44	14	Multi	20
Total	9,062	8,681	8,630	Total	10,604	7,955	6,200	5,535	Total	2,922
2001	6	7	8	2001	9	10	11	12	2001	All grades
Nonblack	4,649	4,644	4,557	Nonblack	5,275	4,651	3,829	3,432	Nonblack	812
Black	3,912	3,865	3,638	Black	4,569	3,190	2,168	1,822	Black	1,919
Total	8,561	8,509	8,205	Total	9,844	7,841	5,997	5,254	Total	2,731

Resegregation By Choice – Elementary

		'01			'03		
Shamrock Gard.		472			513		
Yr.	W	B	H	A	AI	M	
03	40	306	128	19	9	11	
	8%	60%	25%	4%	2%	2%	
Yr.	Nonblack		Black				
01	177		295				
			63%				

		'01			'03		
Sterling		480			435		
Yr.	W	B	H	A	AI	M	
03	22	294	102	1	6	10	
	5%	68%	23%	1%	2%		
Yr.	Nonblack		Black				
01	259		221				
			46%				

		'01			'03		
Villa Heights		296			305		
Yr.	W	B	H	A	AI	M	
03	99	157	5	28	5	11	
	33%	52%	2%	9%	2%	4%	
Yr.	Nonblack		Black				
01	162		134				
			45%				

		'01			'03		
Sharon		431			485		
Yr.	W	B	H	A	AI	M	
03	351	92	18	15	4	5	
	72%	19%	4%	3%	1%	1%	
Yr.	Nonblack		Black				
01	249		182				
			42%				

		'01			'03		
Thomasboro		389			349		
Yr.	W	B	H	A	AI	M	
03	9	281	28	18	5	8	
	3%	81%	8%	5%	1%	2%	
Yr.	Nonblack		Black				
01	75		314				
			81%				

		'01			'03		
Westerly Hills		435			341		
Yr.	W	B	H	A	AI	M	
03	30	235	26	37	6	7	
	9%	69%	8%	11%	2%	2%	
Yr.	Nonblack		Black				
01	119		316				
			73%				

		'01			'03		
Smithfield		720			968		
Yr.	W	B	H	A	AI	M	
03	380	248	248	54	7	31	
	39%	26%	26%	6%	1%	3%	
Yr.	Nonblack		Black				
01	445		275				
			38%				

		'01			'03		
Tuckasegee		543			581		
Yr.	W	B	H	A	AI	M	
03	182	228	72	78	1	20	
	31%	39%	12%	13%		3%	
Yr.	Nonblack		Black				
01	287		256				
			47%				

		'01			'03		
Winding Springs		581			438		
Yr.	W	B	H	A	AI	M	
03	78	288	36	11	7	18	
	18%	66%	8%	3%	2%	4%	
Yr.	Nonblack		Black				
01	299		282				
			49%				

		'01			'03		
Statesville Road		469			426		
Yr.	W	B	H	A	AI	M	
03	85	209	70	45	4	13	
	20%	49%	16%	11%	1%	3%	
Yr.	Nonblack		Black				
01	258		211				
			45%				

		'01			'03		
University Meadows		934			912		
Yr.	W	B	H	A	AI	M	
03	164	483	179	45	10	31	
	18%	53%	20%	5%	1%	3%	
Yr.	Nonblack		Black				
01	411		523				
			56%				

		'01			'03		
Windsor Park		552			506		
Yr.	W	B	H	A	AI	M	
03	56	218	167	44	6	15	
	11%	43%	33%	9%	1%	3%	
Yr.	Nonblack		Black				
01	209		343				
			62%				

		'01			'03		
Steele Creek		975			1,006		
Yr.	W	B	H	A	AI	M	
03	272	457	146	85	10	36	
	27%	45%	15%	8%	1%	4%	
Yr.	Nonblack		Black				
01	537		438				
			45%				

		'01			'03		
University Park		653			568		
Yr.	W	B	H	A	AI	M	
03	122	382	40	12	5	7	
	22%	67%	7%	2%	1%	1%	
Yr.	Nonblack		Black				
01	340		313				
			48%				

		'01			'03		
Winterfield		598			545		
Yr.	W	B	H	A	AI	M	
03	40	279	195	19	2	10	
	7%	51%	36%	4%		2%	
Yr.	Nonblack		Black				
01	275		323				
			54%				



VOLUNTEER IN YOUR SCHOOLS

FOR A RESERVATION, CALL 980-343-6245

Resegregation By Choice – Middle

			'01		'03	
Yr.	W	B	H	A	AI	M
03	109	579	161	41	5	4
	12%	64%	18%	5%	1%	
Yr. Nonblack	440	Black	530			
01			55%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	6	487	11	4	1	3
	1%	95%	2%	1%	1%	
Yr. Nonblack	365	Black	330			
01			48%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	131	888	118	42	2	7
	11%	75%	10%	4%		1%
Yr. Nonblack	519	Black	746			
01			59%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	695	524	89	68	5	12
	50%	38%	6%	5%		1%
Yr. Nonblack	887	Black	239			
01			21%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	113	572	211	34	5	9
	12%	61%	22%	4%	1%	1%
Yr. Nonblack	288	Black	568			
01			66%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	299	474	39	42	7	10
	34%	54%	5%	5%	1%	1%
Yr. Nonblack	456	Black	324			
01			42%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	1,248	297	57	30	4	17
	76%	18%	3%	2%		1%
Yr. Nonblack	677	Black	465			
01			41%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	583	232	20	14	7	3
	68%	27%	2%	2%	1%	
Yr. Nonblack	393	Black	270			
01			41%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	509	376	193	50	5	12
	45%	33%	17%	4%		1%
Yr. Nonblack	822	Black	415			
01			34%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	666	270	95	58	4	7
	61%	25%	9%	5%		1%
Yr. Nonblack	616	Black	267			
01			30%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	122	406	95	59	2	8
	18%	59%	14%	9%		1%
Yr. Nonblack	492	Black	506			
01			51%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	261	354	48	47	3	6
	36%	49%	7%	7%		1%
Yr. Nonblack	423	Black	486			
01			54%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	43	454	78	24	3	10
	7%	74%	13%	4%	1%	2%
Yr. Nonblack	187	Black	469			
01			72%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	202	1156	215	105	13	17
	12%	68%	13%	6%	1%	1%
Yr. Nonblack	445	Black	745			
01			63%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	88	619	37	38	5	9
	11%	78%	5%	5%	1%	1%
Yr. Nonblack	374	Black	789			
01			68%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	469	621	66	70	8	13
	38%	50%	5%	6%	1%	1%
Yr. Nonblack	459	Black	610			
01			57%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	351	445	97	27	2	8
	38%	48%	10%	3%		1%
Yr. Nonblack	517	Black	306			
01			37%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	944	108	44	63	3	9
	81%	9%	4%	5%		1%
Yr. Nonblack	Not open	Black	Not open			
01						

			'01		'03	
Yr.	W	B	H	A	AI	M
03	907	163	23	57	2	18
	78%	14%	2%	5%		2%
Yr. Nonblack	1,206	Black	132			
01			10%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	665	165	44	25	1	12
	73%	18%	5%	3%		1%
Yr. Nonblack	Not open	Black	Not open			
01						

			'01		'03	
Yr.	W	B	H	A	AI	M
03	84	352	127	33	2	10
	14%	58%	21%	5%		2%
Yr. Nonblack	224	Black	282			
01			56%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	189	30	6	11	1	5
	78%	12%	3%	5%		2%
Yr. Nonblack	211	Black	30			
01			12%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	514	358	71	24	8	19
	52%	36%	7%	2%	1%	2%
Yr. Nonblack	869	Black	391			
01			31%			

			'01		'03	
Yr.	W	B	H	A	AI	M
03	439	305	92	21	4	31
	49%	34%	10%	2%		4%
Yr. Nonblack	456	Black	360			
01			44%			

Resegregation By Choice – Middle

								'01	'03									'01	'03												
South Charlotte								1,608	960	Spaugh								602	642	Wilson								662	589		
Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M	
03	770	89	38	58	1	4		03	29	582	15	12	2	2		03	93	381	49	50	5	11									
	80%	9%	4%	6%					5%	91%	2%	2%		1%			16%	65%	8%	9%	1%	2%									
Yr.	Nonblack			Black					Yr.	Nonblack			Black					Yr.	Nonblack			Black									
01	1,436			172					01	234			368					01	212			450									
							11%							61%								68%									
Southwest								Not open	784	J.T. Williams								752	803												
Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M									
03	397	313	41	19	8	6		03	10	723	47	15	4	4		03	10	723	47	15	4	4									
	51%	40%	5%	2%	1%	1%			1%	90%	6%	2%	1%	1%			1%	90%	6%	2%	1%	1%									
Yr.	Nonblack			Black					Yr.	Nonblack			Black					Yr.	Nonblack			Black									
01	Not open			Not open					01	289			463					01	212			450									
														62%																	

Resegregation By Choice – High

								'01	'03									'01	'03												
Berry Tech								Not open	1,145	Independence								2,360	2,729	South Meck								1,954	2,216		
Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M	
03	147	903	48	33	8	6		03	994	1371	241	88	11	24		03	1,448	358	241	140	4	25		03	1,448	358	241	140	4	25	
	13%	79%	4%	3%	1%	1%			36%	50%	9%	3%		1%			65%	16%	11%	6%		1%			65%	16%	11%	6%		1%	
Yr.	Nonblack			Black					Yr.	Nonblack			Black					Yr.	Nonblack			Black									
01	Not open			Not open					01	1,376			984					01	1,523			431									
														42%								22%									
Butler								2,010	2,048	Myers Park								2,609	2,613	Vance								2,324	2,420		
Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M	
03	1,484	426	59	65	5	9		03	1,693	634	100	160	10	16		03	632	1412	191	151	14	20		03	632	1412	191	151	14	20	
	73%	21%	3%	3%					65%	24%	4%	6%		1%			26%	58%	8%	6%	1%	1%			26%	58%	8%	6%	1%	1%	
Yr.	Nonblack			Black					Yr.	Nonblack			Black					Yr.	Nonblack			Black									
01	1,277			733					01	1,817			792					01	1,248			1,076									
							37%							30%								46%									
East Meck								2,132	2,275	North Meck								1,667	2,387	Waddell								1,041	1,054		
Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M	
03	997	973	198	82	8	17		03	1,594	588	94	79	10	22		03	219	581	197	50	5	2		03	219	581	197	50	5	2	
	44%	43%	9%	4%		1%			67%	25%	4%	3%		1%			21%	55%	19%	5%	1%				21%	55%	19%	5%	1%		
Yr.	Nonblack			Black					Yr.	Nonblack			Black					Yr.	Nonblack			Black									
01	1,430			702					01	1,273			394					01	514			527									
							33%							24%								51%									
Garinger								1,671	1,488	Northwest Arts								1,196	1,183	West Charlotte								1,819	1,483		
Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M	
03	165	1007	190	111	11	4		03	486	630	26	14	7	20		03	35	1330	72	37	2	7		03	35	1330	72	37	2	7	
	11%	68%	13%	8%	1%				41%	53%	2%	1%	1%	2%			2%	90%	5%	3%		1%			2%	90%	5%	3%		1%	
Yr.	Nonblack			Black					Yr.	Nonblack			Black					Yr.	Nonblack			Black									
01	617			1,054					01	648			548					01	460			1,359									
							63%							46%								75%									
Harding								1,406	1,409	Olympic								1,138	1,387	West Meck								1,704	1,524		
Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M	
03	267	999	39	93	4	7		03	555	567	162	88	8	7		03	387	924	74	119	4	16		03	387	924	74	119	4	16	
	19%	71%	3%	7%		1%			40%	41%	12%	6%	1%	1%			25%	61%	4%	8%		1%			25%	61%	4%	8%		1%	
Yr.	Nonblack			Black					Yr.	Nonblack			Black					Yr.	Nonblack			Black									
01	613			793					01	637			501					01	692			1,012									
							56%							44%								59%									
Hopewell								1,278	2,048	Providence								2,594	2,436												
Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M		Yr.	W	B	H	A	AI	M									
03	1,368	554	49	53	9	15		03	1,983	229	63	142	2	17		03	1,983	229	63	142	2	17									
	69%	27%	2%	3%		1%			81%	9%	3%	6%		1%			81%	9%	3%	6%		1%									
Yr.	Nonblack			Black					Yr.	Nonblack			Black					Yr.	Nonblack			Black									
01	925			353					01	2,197			397					01	2,197			397									
							28%							15%																	

Briefs

More homework, really:

While polls say most parents think the amount of homework assigned to their kids is appropriate, and only 10% say it's too much, the amount has truly risen lately, the Miami Herald reported. "A 1999 U.S. Department of Education study showed about 75% of 9-year-olds have daily homework, up from 66% in 1984. Another study, at the University of Michigan, found that children spent 33.5 hours per week in 1997 on after-school assignments, up from 26.51 hours in 1981."

www.miami.com

Bad for country?:

Writing in USAToday, UCal educator Dennis L. Evans suggests that home schooling may not be good for the country. "The isolation implicit in home teaching is anathema to socialization and citizenship. It is a rejection of community and makes the home-schooler the captive of the orthodoxies of the parents."

www.usatoday.com

No Child revisions:

Nashville's school board passed a resolution seeking revisions in the federal No Child Left Behind legislation that tests children in English even when they have not yet had time to become proficient, and expects some special education students to pass tests based on material they have not been taught "due to their cognitive functioning."

www.mnps.org

Grading the parents:

Philadelphia schoolteachers have begun grading the parents of their K-8 students, the Inquirer reported. Parents will be rated on whether the parent replies to notes or calls from home, and whether child has supplies, gets attention for hearing or vision problems, has homework done

A 'champion for children'

The North Carolina Child Advocacy Center has named Charlotte parent leader Blanche Penn one of its Champions for Children. In an article on its Web site, the institute recounts Penn's struggles to get CMS support and outside funding for parent education groups. Penn now directs the West Charlotte Community Center. An earlier part-time job at another center taught her to question labels put on children at school. "I'd see that some of the kids would act one way in school, but afterwards with me, they'd act totally different," the Institute's Damien Jackson quoted Penn as saying. "The same kids educators often labeled as troublesome, Penn 'saw them in a different light. That was one of the reasons I was encouraged to work closer with these children.'"



Penn

www.ncchild.org/others.htm

and appears rested.

www.philly.com

Industrial efficiency: Public Education Network quoted from Malcolm Gladwell's Sept. 9 New Yorker piece in which he says No Child Left Behind harkens back to early 20th century industrial visionaries. In the update, "curriculum standards sail down from Washington through a chute, and fresh-scrubbed, defect-free students come bouncing out the other end. It is an extraordinary vision, particularly at a time when lawmakers seem mostly preoccupied with pointing out all the things that government cannot do. The only problem, of course – and it's not a trivial one – is that children aren't widgets."

www.pen.org

Persistently avoided: Each state controls its definition under No Child of "persistently dangerous" school, and Education Week found that definitions shaped around high numbers of reports of violent behavior allowed 44 states and the District of Columbia to report no such schools. Among the states with no dangerous schools were North Carolina and California. Schools identified under the law must allow students to transfer out, and victims at those

schools to be relocated.

www.edweek.org

Pay to park: Triangle-area districts are covering the cost of providing student parking at high schools by issuing permits, and students determined not to take buses will pay whatever the price is, the News and Observer reported.

Systems, with the cost of an annual permit and the number expected to be issued this year:

Chapel Hill-Carrboro	\$100	750
Durham	75	1,200
Johnston	20-25	1,073
Orange	55	382
Wake	120	5,833

www.newsobserver.com

Multiage classrooms:

Kentucky is shrinking from its '90s mandate that primary classrooms be multiage and multigrade, Education Week reported. New teachers were overwhelmed, parents believed their older children were spending the day tutoring younger peers, and testing of grade-specific curriculum has fueled the shift since districts in 1998 were allowed to exempt schools from the mandate. Proponents say multiage classrooms still benefit the children most.

www.edweek.org

Briefs *continued*

More into AP: In the last five years, the number of Miami-Dade, Fla., students taking at least one Advanced Placement course, now more than 11,000, has increased 60%, the Herald reported. Statewide the number is up 76%. Ethnic participation gaps are narrowing but remain: 5.5% of blacks took one course last year, compared with 10.5% of Hispanics and 20% of whites.

www.miami.com

Calendar

OCTOBER

- 2** Education Budget Advisory Committee, 7:30 a.m., Government Center, Room CH14.
- 9** Equity Committee, 6 p.m., Board Room.
- 13** Board work session on transportation, 11:30 a.m., Board Room.
- 14** School board meets, 6 p.m., Board Room. Public forum section of this meeting may be time designated for public comment on student assignment changes.
- 15** Education Budget Advisory Committee, 7:30 a.m., Chamber of Commerce, 330 S. Tryon St.
- 16** Charlotte Advocates for Education annual meeting, 7-9 a.m., Hilton uptown, 222 E. 3rd St., Piedmont Ballroom. Speaker: Dr. Michael D. Usdan, senior fellow, Institute for Educational Leadership, on "Re-Thinking School Board Governance;" followed by moderated panel with school board candidates. Cost: \$25. For reservations, call 704-335-0100 ext. 14 or message annualmeeting@advocatesfored.org.
- 16** Finance, Capital & Facilities committee of the board, 4 p.m., Board Conference Room.
- 25** "Do Children/Youth Need Our Time?" sponsored by Parents on the Move, 10 a.m.-2 p.m.,

8

Based on the funds on hand at the beginning of this month, this journal will be able to publish just eight more issues.

A community journal must have the support of its readers. Are you doing your part?

To make a tax-deductible donation, send your check to The Swann Fellowship, 1510 E. 7th St., Charlotte, NC 28204-2410.

Or if you prefer to donate online or anonymously, go to www.networkforgood.org. Use keyword Swann Fellowship.

Thank you

UNCC Cone Center.
Information, Blanche Penn, 704-890-4101.

- 31, Nov. 1, 2** Faith and Literacy Weekend, a project of the Charlotte Reads Literacy Coalition to encourage faith groups to partner with schools in

improving reading.

NOVEMBER

- 8** Education Fair, exhibits by area nonpublic, charter and public schools, 9 a.m.-4 p.m., Merchandise Mart. Free admission. Sponsor: Bessire & Associates.