

## End the home-school guarantee?

**Educate! readers offer their take on challenges that CMS should tackle**

*Schools reopened Monday with about 117,000 students, 746 mobile classrooms, and a flat budget.*

*Educate! readers who responded to an invitation to identify the district's "most pressing" needed improvements addressed themselves to growth pressures, student assignment, teacher quality and the achievement gap. Excerpts:*

### Send newcomers to empty seats

*The writer is chairman of the Mountain Island Elementary school leadership team.*

MIE is one of the highest performing schools in CMS and is also way over capacity, as are most high-performing schools. At last count our two-year

old school (going into our third year) has 10, yes 10 trailers! CMS claims our school is closed, yet if you move into the home-school zone you can still get in.

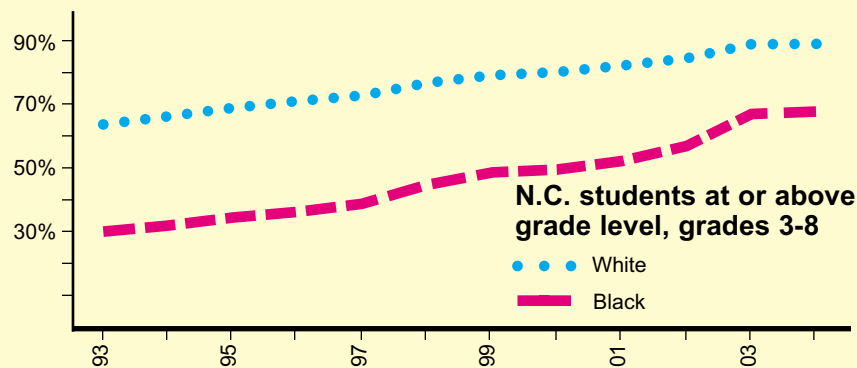
Construction is booming in our area of the county and thousands of homes are being built including 300 townhomes and 300 apartment units in our home-school zone, as well as hundreds of single-family homes.

How many children can you imagine living in those type dwellings? And more importantly, where will they go to school?

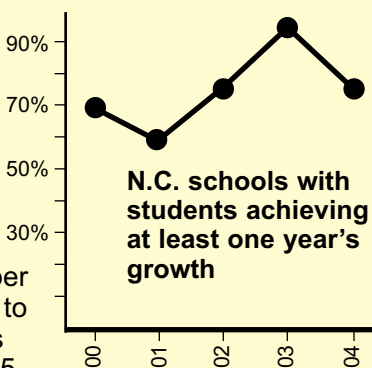
I have an idea: When you say a school is closed, actually close it to all new families. Send new kids

**Continued on Page 4**

### Mixed news on N.C. testing front



The summer's testing reports showed state composite scores continuing to rise, though not at earlier years' rates. Black-white achievement gaps remained, and the percentage of schools seeing students achieve at least one year's growth in achievement (chart at right) plummeted. CMS saw the number of high-growth schools drop from 100 to 37, with the number of middle schools making high growth falling from 20 to 5. And the No Child Left Behind bar for adequate yearly progress rises next spring – for elementaries from 68.9% on or above grade level to 74.6%.



**Chart sources:** Top: N.C. Forum Friday Report, using N.C. Dept. of Public Instruction data. Bottom: Charlotte Advocates for Education

## N.C. ruling puts onus on state to educate all kids

In a July 30 ruling, the N.C. Supreme Court expanded the state's obligations to assure that every N.C. child, irrespective of residence or economic circumstance, has the opportunity to receive a sound basic education.

Implementing the ruling may take decades.

"I'm thrilled with the decision," said Jack Boger, deputy director of the UNC Center for Civil Rights and a litigant in the case.

"I believe it places the full weight of the North Carolina Constitution and the state judicial branch behind every child who lacks a competent teacher, a good principal, and adequate State and local resources to succeed. It signals the end to gradualism. The General Assembly and the state's educational leaders must make educational reform the top issue of the 2005 legislative session."

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# Leandro ruling

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This year's legislators hardly made additional school funding a priority. Gov. Mike Easley sought \$22 million for a pilot program in a handful of N.C. districts. When legislators did not respond, Easley shifted \$12 million to get the pilot started.

The decision not only upheld Superior Court Judge Howard Manning's trial court rulings in the case, it clarified that the constitutional guarantee applies to all children regardless of economic status. The ruling, written by Judge Robert Orr, says:

"We conclude our evaluation of the case's procedural posture with a caveat concerning the trial court's characterization of this Court's holding in Leandro.

"Under the Leandro doctrine and the North Carolina Constitution,' the trial court concluded, 'the right to an opportunity to receive a sound basic education in the public schools is not to be conditioned upon age but rather upon the need of the particular child.' (Emphasis added.)

"This Court disagrees with the italicized portion of the trial court's characterization. We read Leandro and our state Constitution, as argued by plaintiffs, as according the right at issue to all children of North Carolina, regardless of their

respective ages or needs.

"Whether it be the infant Zoë, the toddler Riley, the preschooler Nathaniel, the 'at-risk' middle-schooler Jerome, or the not 'at-risk' seventh-grader Louise, the constitutional right articulated in Leandro is vested in them all."

Rulings describe a right to the "opportunity to receive" a sound basic education. That's not a guarantee of that all children must learn. But the Supreme Court in 1997 said a sound basic education meant preparing students for life after school.

And Manning, now upheld by the Supreme Court, ruled that below-grade-level student outcomes, when combined with evidence of state failure to fund services proven effective with at-risk children, was sufficient evidence to require state intervention.

The appeal in the 10-year-old case named for a Hoke County student saw the state argue that school boards, not the state, were responsible if students don't receive a sound basic education. The state also said Level 2 test results, which the state defines as below grade level, should signal a sound basic education.

Whatever else the ruling did, it held the state responsible for providing a sound basic education, defined as achievement at or above grade level.

But the practical effect of the ruling is unclear. The conservative court reined in Manning,

declaring he had overstepped his authority by ordering the state to provide pre-kindergarten for at-risk 4-year-olds. Whatever value the ruling's lofty rhetoric may ultimately have, it appeared this summer that Leandro was now a jobs bill for attorneys:

With legislators stalling and the courts avoiding edicts, every advance N.C. children make may have to be fought out in court.

Unless, of course, legislators are moved by their constituents to make good on what both Democratic-dominated and Republican-dominated N.C. Supreme Courts have now held to be the state's responsibility to its children.

N.C. urban districts, including Mecklenburg, intervened seeking additional state help with the costs of educating children with special needs. Those claims haven't reached the courtroom.

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**Educate!** is a journal on public education focusing on Charlotte-Mecklenburg and N.C. Our aim is to supply information useful to you in your role as student, parent or citizen.

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## Winners and losers in '03-'04 enrollment

CMS elementary enrollment generally increases each year. And with 585 more students in May 2004 than in September 2003, last year was no exception.

There were winners and losers.

Elementaries closing smaller, at less than 95% of 20th-day enrollment:

School	1st mo.	9th mo.	Pct.
Sedgefield	456	426	93.42
Merry Oaks	565	531	93.98
Highland Mill	241	227	94.19
Cotswold	509	480	94.30

Big percentage gainers were small schools not on the growth edge of the county. Elementaries closing out the year at 105% or more of 20th-day enrollment:

School	1st mo.	9th mo.	Pct.
Thomasboro	349	396	113.47
Chantilly	334	367	109.88
Ashley Park	271	297	109.59
Pawtuckett	420	460	109.52
Byers	353	380	107.65
Albemarle Rd.	739	789	106.77
Long Creek	637	670	105.18
Montclair	456	479	105.04

# Board chair banks on Pughsley

Behind closed doors next Tuesday, the school board begins the annual evaluation of Supt. Jim Pughsley.

Pughsley is in his third year as superintendent. He is 65 in October, but faces no mandatory retirement age. His contract was extended last year, and now ends next June.

School board Chairperson Joe White says five large urban schools nationally are searching for a superintendent. He asserts that Pughsley could easily leave, and receive far more money than his current CMS salary.

“But he likes this community,” White said, suggesting that Pughsley would rather stay.

Pughsley is held in esteem internally, and White emphasizes his national stature as an educator. Public division appears to be framed in terms of whether Pughsley is the advocate that the district needs.

The schools are entering their third budget year of flat funding.

And in a town that traditionally has been heavily influenced by the wheeler-dealers of its corporate elite, White is well aware



that some people think Pughsley’s not the right man for the job.

“He’s not going to go downtown and kiss you-know-what,” claims White.

“But what:

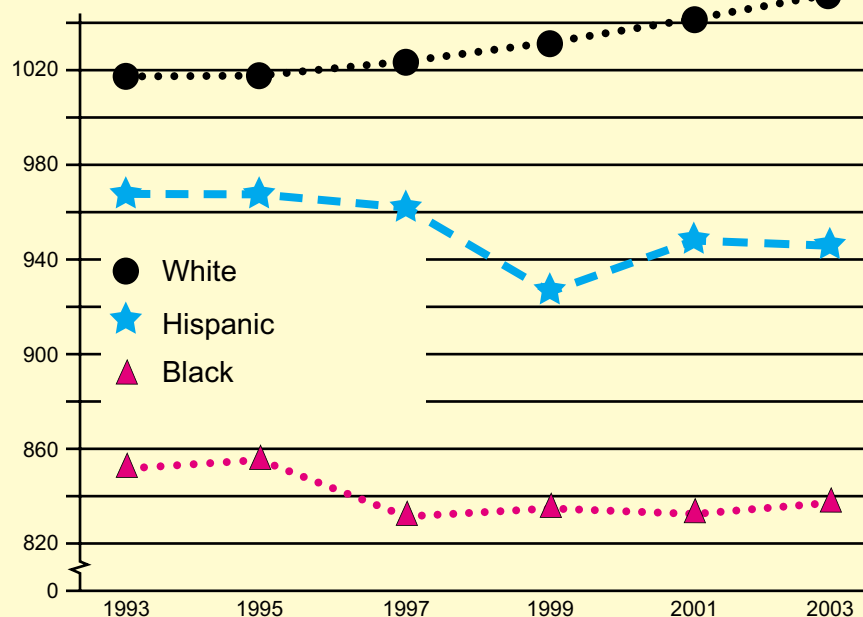
Should I go out and get a song-and-dance guy like John Murphy (superintendent from 1991 to 1995)?

“Not me. I’m going to stick with what I’ve got.”

White said he had negotiated the “instrument” that will guide the board’s evaluation, and has told board members to meet individually with Pughsley to tell him “what they want from him during the process.”

## N.C. average SAT score gaps widening

Average SAT scores by race/ethnicity for N.C. students.



– Source: The College Board, cited in “Goals for Education: North Carolina 2004” Southern Regional Education Board, www.sreb.org

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# Citizens' suggestions for CMS

Continued from Page 1

to the next available school with empty seats. We have three other schools within a couple of miles of Mountain Island.

And it would be free: We wouldn't need the trailers, and empty desks in other school could be filled.

Let's stop dumping money into schools that are low-performing. No one is going to send their kids there anyway, no matter how much money you throw at the problem.

Maybe we could try to stop underbuilding! It has to be cheaper to build a larger school to begin with, than to add all these trailers with electricity, plumbing, concrete, railings, etc., which are supposed to be merely temporary! Temporary is always a waste of money.

Tammy S. Salm

## Use SES in assignment

*The writer is senior attorney for the Atlanta office of the U.S. Department of Education's Office for Civil Rights.*

Since the 4th Circuit Court of Appeals in *Belk v Charlotte-Mecklenburg* said that Charlotte-Mecklenburg could not longer use race as a factor in pupil assignment – a decision, which, since *Grutter*, I believe, is no longer good law – why can't Charlotte-Mecklenburg at least use socio-economic status in student assignment decisions, denying parent choice transfers where the effect will be to increase the concentration of low-income students in excess of the systemwide average?

School systems throughout the Southeast continue to look to Charlotte-Mecklenburg for the leadership it displayed ever since the 1971 Swann case.

Roger Mills

## Focus on teacher support, fewer rules

A few things I would do:

1) Provide more support and mentoring time for new teachers. This will ultimately save money on account of reduced turnover.

2A) Reduce centralized decision-making, and empower principals and experienced teachers more. There are way too many rules.

2B) Reward good teachers and principals with more autonomy.

3) Provide financial incentives for longevity at Equity-Plus II schools. [Just such an incentive program is now being phased out.]

Mickey Aberman

## Do what Wake County does

*The writer is a sociologist and education researcher at UNCC.*

I suggest that CMS follow the model provided by Wake County, N.C., where the pupil assignment policy ensures that no school has a concentration of

## DidYaHear?

✓ On the second day of its school year, Wake schools announced that first-day attendance was 108,353, up 5,426 or 5.27%. On its third day, Guilford announced a less-than-projected 1.52% increase of 981 students, to 65,518. Meanwhile, on the third day of school on Wednesday, CMS had nothing to report.

✓ No blue jeans on teachers this year, even on dress-down Fridays? That's the word from folks who believe the edict comes from Supt. Jim Pughsley. Some parents have long argued that to nudge students out of their sloppiness, staff need to set a better example.

✓ An area public official recalls days growing up in N.C. schools when teachers handed out forms requiring students to answer whether the family owned a home or was in rental. The official still recalls covering up the answer so richer classmates wouldn't know that the family lived in rent. Today, we still haven't learned this lesson about stigma. Many high school students decline the free lunches for which their families are eligible. They possibly go hungry rather than be branded poor. If we can fix Hubble with a robot, can't we fix this? Why not make every cafeteria at all grade levels an all-you-can-eatery-but-no-wastery. Or at least tell the public what it would cost and let 'em decide.

– Send intelligence to [swannfello@aol.com](mailto:swannfello@aol.com)

poor or low-performing students.

WCPSS's pupil assignment plan permits controlled parent choice; however, no school has more than 25% of students performing below proficiency and no school has more than 40% of students on free/reduced lunch.

Importantly, Wake's average performance on EOGs and EOCs is the highest in the state, and average scores for blacks and whites have increased during the past five years while the black/white test score gap has narrowed more rapidly than CMS's.

The cost of this change in pupil assignment can be paid for with the funds used to finance the current pupil assignment plan.

Roslyn Mickelson  
Continued on Page 5

## Citizen suggestions

Continued from Page 4

### Raise pay, cut class size

My agenda:

1. Raise teacher pay to average for the nation.
2. Reduce student-teacher ratios in classroom from the current ratios of 10:1 for kindergarten (counting assistant and teacher); 15:1 for first grade and 20:1 for grades 2-12.
3. Increase Talent Development options at all schools.
4. Increase curriculum flexibility for teachers.

How should we pay for my agenda?

1. Revise the local tax code to incorporate dwelling size into tax rates. Large homes in the suburbs would be taxed not only on their value, but their size: A two-bedroom, 1,000-square-foot condo worth \$500,000-\$600,000 would carry a similar tax bill to a 6,000-square-foot house valued at \$400,000. The premise is that the larger house and occupants would use more city resources than the smaller house.

2. Collect a payroll tax for people who work in Charlotte but live outside of Charlotte. The tax would be based on income.

3. Collect higher building taxes (from builders) for new construction to limit growth and generate revenue to cover the costs of amenities, like schools to new families.

Janice Habash

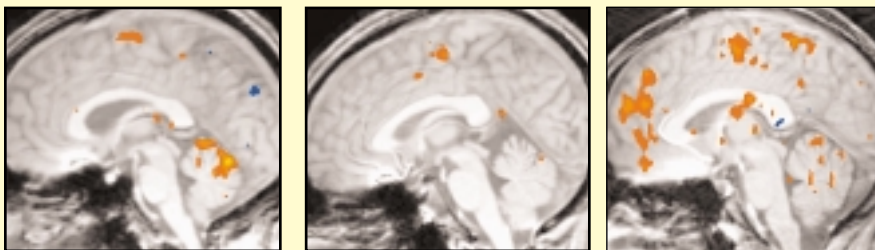
### Stop the hype over 'success'

...It is nothing less than outrageous... to operate a school system, with a plurality of black students, while failing adequately to provide professional education to teachers on African American history-culture....

I challenge CMS officials to "cease and desist" with their incessant barrage of propaganda over their alleged but very bloated "success" in educating our students....Generally, white students in CMS are being successful. However, I maintain that CMS also is engaged in destroying black students and, by extension, black families....

I challenge CMS officials to transcend their usual propaganda campaign – including that "Diversity Matters" television program – and to initiate some

## Marvelously – and differently – made



MRI images at [http://old.cast.org/tesmm/example2\\_3/brain.htm](http://old.cast.org/tesmm/example2_3/brain.htm)

MRI images show in color the highly active areas of the brain in three individuals engaged in the same activity: tapping a finger. Evidence of the wide variations in location of brain activity have helped researchers understand some of the reasons why children learn in different ways. The Center For Applied Special Technology of Wakefield, Mass., a nonprofit set up in 1984 to harness technology to expand educational opportunities for individuals with disabilities, has published "Teaching Every Student in the Digital Age: Universal Design for Learning" by David H. Rose & Anne Meyer. This excerpt is from Chapter 2: "What Brain Research Tells Us About Learner Differences":

"Specific differences in the recognition networks of individual learners range from the subtle to the profound. The recognition cortex in Albert Einstein's brain was disproportionately allocated to spatial cognition (Harvey, Kigar, & Witelson, 1999). He had difficulty recognizing the letter patterns and sound-to-symbol connections required for reading, but he was a genius at visualizing the deepest fundamentals of physics. Awareness of these differences across his recognition networks could have helped Einstein's teachers shape instruction that would both capitalize on his spatial genius and support his areas of weakness."

– [www.cast.org/teachingeverystudent/ideas/tes/chapter2\\_2.cfm](http://www.cast.org/teachingeverystudent/ideas/tes/chapter2_2.cfm)

intelligent discussions on underlying causes of alleged black student underachievement, with related proposed remedial measures.

These propaganda specialists also should tell us more about their "tracking" system, the segregation of students within the school system, including the very limited number of black students in so-called "gifted" or related programs.... And they should tell us why their most qualified teachers are not assigned to schools where students' needs are the greatest.

And... CMS should provide us with statistics and the related rationale on the alleged abuse or misuse of drugs, such as Ritalin, on our students....

If I were a Black student within CMS, being subjected daily to an irrelevant Euro-centric curriculum, with often non-caring teachers and school board members who know very little or not a "pinch-of-snuff" about my history-culture, I think that I may be tempted to try drugs, simply to escape this incessant madness that is perpetrated in the name of education....

Minister (Dr.) Gyasi A. Foluke

# No Child: A closer look at impact on schools

The No Child Left Behind hammer fell over the summer when few parents were engaged. And in CMS, only a few thousand parents were directly affected by this year's sanctions.

Those parents, with about 8,200 students at 16 schools, were offered transfers. CMS has not yet released results of the transfer process, but the number of children moved runs to the hundreds, up from about 25 last year.

Overall, 76 schools this year (up from 51) made Annual Yearly Progress. That's an increase from 38% to 55.5%.

The following schools made huge gains in AYP results. The percentage-point gain at each school is in the furthest-right column. Note that some, but not all, of the schools had fewer targets to reach. Each target represents a demographic group of students under No Child Left Behind:

School	'03 targets		'04 targets		Target	Percent of		Chg.
	Totl.	Made	Totl.	Made	total	'03	'04	in
					chg.			pts.
J. T. Wms.	21	8	19	18	-2	38	95	57
Byers	17	9	15	15	-2	53	100	47
Beverly W.	21	12	21	21	0	57	100	43
Chantilly	17	9	15	13	-2	53	87	34
Eastover	21	15	17	17	-4	71	100	29
Devonshire	25	17	23	22	-2	68	96	28
Sterling	21	16	17	17	-4	76	100	24
A. Graham	21	15	21	20	0	71	95	24
M.G. Davis	17	9	17	13	0	53	76	23
Ashley Park	17	10	17	14	0	59	82	23
Coulwood	33	24	33	31	0	73	94	21
Carmel	33	26	33	33	0	79	100	21
Smithfield	29	23	29	29	0	79	100	21
Randolph	25	20	29	29	4	80	100	20
Idlewild	25	20	25	25	0	8	100	20

Among these top-growth schools, J.T. Williams, Chantilly, Devonshire, Marie G. Davis and Ashley Park will nevertheless offerer parents the opportunity to transfer out.

Individual children fueled these academic gains. Students below grade level last year have performed better this year. Some of the parents of those children will, understandably, see no advantage to a No Child transfer from a school they believe is working.

Schools could hypothetically have 41 separate targets to meet. In Mecklenburg, Steele Creek Elementary and Alexander, Carmel, Coulwood, Martin, Kennedy, and Quail Hollow Middles each had 33 targets to reach. Officials argue that making a large number of targets is more difficult than making a few.

The district is resegregating, sorting itself into white schools and minority schools. As this sorting occurs, some schools have fewer targets to reach, while others have more. If the theory holds, schools with fewer targets should improve.

Following is the list of schools seeing reversals:

School	'03 targets		'04 targets		Target	Percent of		Chg.
	Totl.	Made	Totl.	Made	total	'03	'04	in
					chg.			pts.
North Meck	15	15	21	16	6	100	76	-24
W. Charl.	17	10	17	7	0	59	41	-18
Waddell	21	13	17	8	-4	62	47	-15
Berry Tech	16	15	16	13	0	94	81	13
West Meck	19	9	17	6	-2	47	35	-12
Myers Park	17	14	21	15	4	82	71	-11
Druid Hills	15	12	17	12	2	80	71	-9
Providence	9	9	13	12	4	100	92	-8
Allenbrook	13	11	13	10	0	85	77	-8
Smith	25	25	27	25	2	100	93	-7
Harding	17	15	21	17	4	88	81	-7
Northeast	25	25	29	27	4	100	93	-7
Vance	23	20	21	17	-2	87	81	-6
States. Rd.	19	19	21	20	2	100	95	-5
Paw Creek	19	19	21	20	2	100	95	-5

Title 1 schools that had to offer transfers:

School	'03 targets		'04 targets		Target	Percent of		Chg.
	Totl.	Made	Totl.	Made	total	'03	'04	in
					chg.			pts.
<b>Elementaries</b>								
Allenbrook	13	11	13	10	0	85	77	-8
Ashley Park	17	10	17	14	0	59	82	24
Bruns Ave.	17	9	17	12	0	53	71	18
Chantilly	17	9	15	13	-2	53	87	34
Devonshire	25	17	23	22	-2	68	96	28
Druid Hills	15	12	17	12	2	80	71	-9
Hidden Vall.	19	15	21	20	2	79	95	16
Reid Park	17	12	17	13	0	71	76	5
Shamrock	23	18	23	21	0	78	91	13
Westerly Hills	17	15	13	13	-4	88	100	12
<b>Middles</b>								
Cochrane	29	26	25	22	-4	90	88	-2
M.G. Davis	17	9	17	13	0	53	76	23
Eastway	31	23	29	25	-2	74	86	12
Spaugh	17	9	17	9	0	53	53	0
J.T. Williams	21	8	19	18	-2	38	95	57
Wilson	25	20	19	18	-6	80	95	15

The median for percentage of targets made at the transfer schools was 86.5%. Title 1 money goes only to high-poverty elementaries and middle schools. The following schools, not covered by sanctions, turned in worse performances:

Pct. tartgets made		Pct. tartgets made	
Albemarle Rd. Middle	86	Myers Park High	71
Martin Middle	85	North Meck High	76
Sedgefield Middle	83	Olympic High	78
Berry Tech High	77	Waddell High	47
Garinger	48	West Charlotte High	41
Harding High	81	West Meck High	35
Independence High	78		

Continued on Page 7

# No Child: A closer look at data

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Does having fewer targets – an indicator of a more homogeneous student body – make it easier to meet AYP? The evidence appears mixed:

– Among elementaries, nine schools had four or fewer targets this year compared with last year. Every school made more of their targets – except those that maintained the previous year’s 100% rating.

At the four middle schools, three went up; one went down. At the three high schools, all saw their percentages fall, not rise.

– Does having more targets make it more difficult? Perhaps, but among the 13 elementaries that added four or more targets, every one held steady or rose, and nine maintained their 100% rating. Among the three middle schools with four additional targets, two saw percentages rise, while one fell. Seven high schools picked up four or more new targets this year. Three saw percentages rise; four fell.

Some of the NCLB demographic subgroups are not factors in No Child results. No schools had sufficient numbers of multi-racial or Native American students at even one grade level to require reporting on those subgroups.

Only 17 CMS schools had enough Asians to require reports, and all of the Asian subgroups at those schools made AYP.

At the 59 schools reporting Hispanic subgroups, 47 saw Hispanics make AYP. Schools missing the target included two elementaries, five middles and five high schools.

Of more interest is the list of schools that got a “free ride” when it comes to the challenged subgroups. Below, schools without the identified subgroups, along with their percent of targets made and overall ABCs rating of students on or above grade level

## NO GROUPS OF BLACK CHILDREN

School	Pct. targets made	ABCs pct.	School	Pct. targets made	ABCs pct.
Bain	96.4	95.1	Hawk Ridge	100	98.0
Berryhill	100	81.1	McKee Road	100	98.9
Collinswood	100	94.0	Olde Prov.	100	96.8
Davidson	96.4	97.6	Prov. Spring	100	99.6
Elizabeth Ln	100	98.5	Davidson Mid.	100	99.2
Endhaven	100	99.6			

## NO GROUPS OF POOR CHILDREN

School	Pct. targets made	ABCs pct.	School	Pct. targets made	ABCs pct.
Elizabeth Ln.	100	98.5	Prov. Spring	100	99.6
Elizabeth Trad.	100	94.4	Villa Heights	100	99.0
Endhaven	100	99.6	Davidson Mid.	100	99.2
Hawk Ridge	100	98.0	Providence Hi	97.3	84.9
McKee Road	100	98.9			

## Importance of a caring stance

*Rick Allen, writing in Education Update, published by the Association for Supervision and Curriculum Development:*

Christopher Unger, a researcher at Brown University's Education Alliance, has extensively interviewed high school students in Washington State, Connecticut, and New York....

Unger asked a group of African American senior boys who were on the cusp of failing school in Seattle for their advice to educators: What would you tell teachers to do that would make a difference if you could start high school over again? Despite the boys' teenage posturing and cool reception to the query, one young man finally said that if teachers "cared or at least pretended to care" about him, his attitude toward school and studying would improve, Unger recalls.

– [www.ascd.org](http://www.ascd.org)

## NO GROUPS OF EXCEPTIONAL CHILDREN

(Number after name is total exceptional children tested at year's end. There must be 40 children enrolled the full year to create a demographic group.)

School	Pct. targets made	ABCs pct.	School	Pct. targets made	ABCs pct.
Albemarle Rd (0)	96.3	85.1	Newell (0)	100	81.0
Allenbrook (12)	76.9	69.6	Oakdale (0)	100	80.0
Bain (0)	100	95.1	Oakhurst (28)	100	86.9
Barringer (0)	100	87.9	Park Road (0)	100	93.6
Berryhill (18)	100	81.1	Pawtucket (12)	100	81.1
Briarwood (14)	100	74.0	Pinewood (2)	100	82.3
Clear Creek (0)	100	91.9	Prov. Spring (0)	100	99.6
Collinswood (0)	100	94.0	Sedgefield (0)	100	85.5
Dilworth (0)	100	83.4	Selwyn (17)	100	94.0
Eastover (27)	100	88.6	Sharon (15)	100	90.9
Elizabeth Trad. (0)	100	94.4	Sterling (19)	100	79.3
Endhaven (0)	100	99.6	Thomasboro (8)	100	75.7
Hidden Valley (0)	95.2	79.8	Tuckaseegee (0)	100	87.1
Highland Mont. (0)	100	89.1	Villa Heights (0)	100	99.0
Huntersville (0)	100	97.9	Westerly Hills (11)	100	71.8
Hunt. Farms (0)	100	86.1	Winding Springs (3)	100	87.6
Morehead (34)	100	85.8	Windsor Park (16)	90.5	76.1
Grier Academy (0)	100	89.0	Winterfield (13)	100	80.7
Lincoln Heights (0)	100	83.5	Davidson Mid. (0)	100	99.2
McKee Road (11)	100	98.9	Northwest Arts (42)	97.7	68.0
Merry Oaks (0)	100	79.5	Berry Tech (0)	81.3	44.5
Montclair (12)	100	81.1	Butler High (40)	100	74.5
Mountain Is. (12)	100	93.3	South Meck (45)	92.0	74.1
Myers Park Tr. (14)	100	90.8	Waddell High (48)	84.4	40.7
Nations Ford (11)	100	77.8	West Meck (53)	86.8	48.0

The following schools failed AYP in part because they failed to test 95% of the subgroups listed:

- |                           |                          |
|---------------------------|--------------------------|
| <b>Middle schools</b>     | Providence: EC.          |
| Northridge: LEP.          | South Meck: Hispanics.   |
| Ranson: LEP.              | Waddell: Hispanics.      |
| Wilson: Hispanics.        | West Charlotte: EC.      |
| <b>High schools</b>       | West Meck: African-      |
| East Meck: Hispanics.     | Americans, subsidized    |
| Garinger: Hispanics, LEP, | lunch, all students.     |
| EC.                       | Vance: Subsidized lunch. |
| Harding: EC.              |                          |

## Briefly...

### ... in the Carolinas

**More help:** About 800 are taking part in "Transition 9," a program aimed at helping students who moved into high school without passing their 8th grade EOGs, the Charlotte Observer reported. The program includes special reading, math and computer classes aimed at helping them catch up to their peers. The program is part of Charlotte-Mecklenburg's plan to strengthen high school performance.

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

### ... in the nation

**More students:** Georgia public schools will be allowed to increase high school science class sizes to 30, despite the fact that the National Science Teachers Association recommends no more than 24 students per class, the Atlanta Journal-Constitution reported. Large districts can save up to \$4 million with each additional student allowed in class.

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

**More time:** Miami-Dade County Supt. Rudy Crew has a plan to fix 39 under-performing schools, the Miami Herald reported. The plan would add an hour to the school day and 10 additional days to the school year. In addition, schools would receive extra teachers, counselors and specialists.

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

**More degrees:** The American Association of Colleges for Teacher Education issued a report recommending that teachers who work with infants and toddlers should have four-year degrees, Education Week reported. "While emphasis on curriculum and content is important, high-quality early-childhood-education teachers are essential for addressing pervasive and persistent educational problems such as low read-

## Calendar

### AUGUST

**21** Charlotte Advocates for Education, CMS and Classroom Central open the ABC Designer Show House at 16229 Jetton Road, Cornelius, to benefit Advocates and Classroom Central. Tickets \$12, or \$10 with a school supply donation. Through Sept. 12.

**24** School Board Curriculum Committee, 2 p.m., Room 414, Education Center.

**24** School Board meeting, 6 p.m., Board Room.

**26** Finance, Capital & Facilities Committee, 4 p.m., Room 414, Education Center.

### NOVEMBER

**17** Cheryl Brown Henderson and Linda Brown Thompson to discuss *Brown v. Board*, 7 p.m., Dana Auditorium, Guilford College, Greensboro. The Brown sisters are daughters of the lead plaintiff in the landmark *Brown v. Board of Education* case of 1954.

ing and math achievement, particularly of children from low socioeconomic environments," the group's report asserted.

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

**More money:** A major education lawsuit in California that accused the state of denying poor children an adequate education has been tentatively settled by Gov. Arnold Schwarzenegger's administration and the American Civil Liberties Union, the Los Angeles Times reported. The settlement would provide more than \$1 billion for over 2,400 low-performing schools, additional resources and more oversight. It would also put in place a process for parent, student and teacher complaints.

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

**Poor showing:** Only 10% of poor 10th-graders in Colorado were considered proficient or advanced on their end-of-grade math tests, the Rocky Mountain News reported. In 2000, only about 33% of teachers in poor Colorado high schools had a college degree in their subject areas.

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

**Immersion backed:** The Arizona Department of Education said a scientific study found that students immersed in regular classes learn more than those kept in bilingual education class-

es, the Arizona Republic reported. An advocacy group for bilingual education questioned the science behind the study, which claimed that by eighth grade, immersed students are a full year ahead of students in bilingual classes in reading, language and math.

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

**Big donations:** Baltimore's mayor expects tradesmen and companies involved in a school fix-up campaign will have donated material and labor worth \$5 million to \$10 million to city schools by time school starts next month, the Sun reported. About 2,500 volunteers have painted, fixed electrical and ventilation systems, and cleaned the grounds of 80 schools.

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

**Lower scores:** A majority of California schools saw annual test scores in English and math stay the same or drop, the Los Angeles Times reported this week. The percentage of students rated proficient or advanced in English-language arts were 40% of fourth-graders, 33% of eighth-graders and 35% of 10th-graders. High school results were flat. Fifth-graders performed better in English, but scores were static or dropped in second and third grades, where classes are smaller and the material is easier.

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