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Editor

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# Choose the public good

**As CMS readies assignment review, evidence mounts that change is needed if the community is to be true to its vision of being a place that works for all people**

The state's report cards arrived this week. And the school board received a lengthy accounting of how parents have sorted themselves out under the 2001 assignment plan that resegregated our schools.

From these documents and other data, and using CMS elementary schools as examples, the following principles emerge:

– White students are mostly doing fine, but CMS has not achieved its goal of teaching minority children, particularly when assignment has isolated them in high-minority schools. And all children, no matter what their background, suffer academically when assigned to high-poverty schools.

– With exceptions, CMS staffs those high-poverty schools with teachers who bring to their immense task the least experience.

– Teacher turnover rates are highest at low-performing schools.

– Parents are using choice to leave the district's troubled schools at a phenomenal rate – a rate not appreciated by the public. Seats are empty, but

there has been no rush of parents to take those seats. The public agrees on this: High-poverty schools don't work.

– Parents all over the district use choice, but those at under-achieving schools are opting out the most.

– Schools where choice turned mixed schools into white schools saw big jumps in the test scores. Those scores create comfort for white parents and bonuses for staff. The "haves" benefited from resegregation, just as they did from Jim Crow segregation.

Overall, achievement remains intertwined with race and economics: A child who is poor or minority may succeed, and many do, but the deck is stacked against them.

Our community is ignoring the N.C. constitutional mandate that every child receive a sound basic education. It is ignoring its own aspirations of being a thriving place that works for all people.

The evidence begins on Page 3. The solutions are within reach. But solutions are not easy. The school board will act only if citizens demand justice. And that, dear citizen, is your mission.

## From Readers

### Teachers must pitch to furthest-behind student

Who is surprised that high-poverty schools drag down the educational results of high-income students instead of the high-income students pulling up the results of the low?

Teachers have to teach to the lowest factor, not the highest.

Lewis Guignard

### High-poverty schools have qualified teachers

To clarify the summary of my remarks at the Tuesday Morning Breakfast Forum as quoted in *Educate!*, Nov. 12:

Someone who wasn't at the meeting might believe that I claim none of the teachers at high-poverty schools are qualified. That is neither what I believe nor is it the actual situation.

There are many highly qualified, dedicated teachers at high-poverty schools. This is important because research shows that qualified, licensed teachers instructing in their areas of expertise are the single most important school-based factor contributing to student learning.

Overall, though, high-poverty schools have less-qualified, less-experienced teachers than either moderate- or low-poverty schools. This is true in CMS and everywhere else in the nation.

Unqualified teachers are a problem not only for their own students but for others as well. In addition to their teaching responsibilities, the highly qualified, experienced teachers on staff must mentor the neophytes. As new teachers come and go, the experienced, highly qualified teachers have less time and energy to devote to their own students.

Principals and other education-

al leaders at high-poverty schools face similar dilemmas. They are forced to spend so much time with their new teachers, they have less time for the other demanding aspects of their jobs.

Principals at low poverty schools with more stable teacher (and student) populations are able to devote more of their time to being an educational leader for the entire school.

All schools have a mix of experienced and inexperienced teachers. The key is that, compared to moderate- and low-poverty schools, it is highly likely that high-poverty schools have more of the inexperienced and underqualified teachers.

Roslyn Mickelson

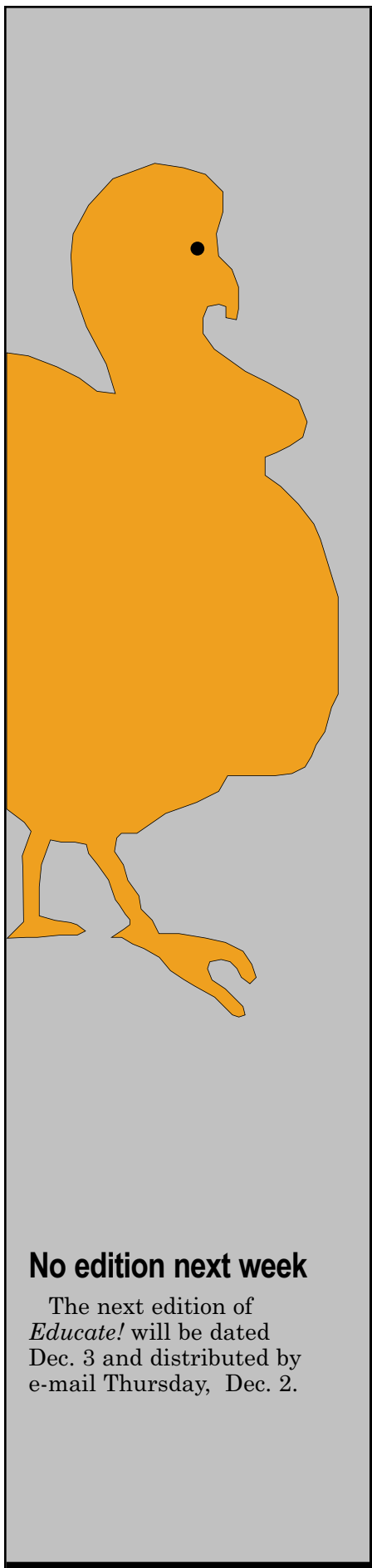
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### No edition next week

The next edition of *Educate!* will be dated Dec. 3 and distributed by e-mail Thursday, Dec. 2.

# Choose the public good

## Evidence demands realignment of CMS assignment plan

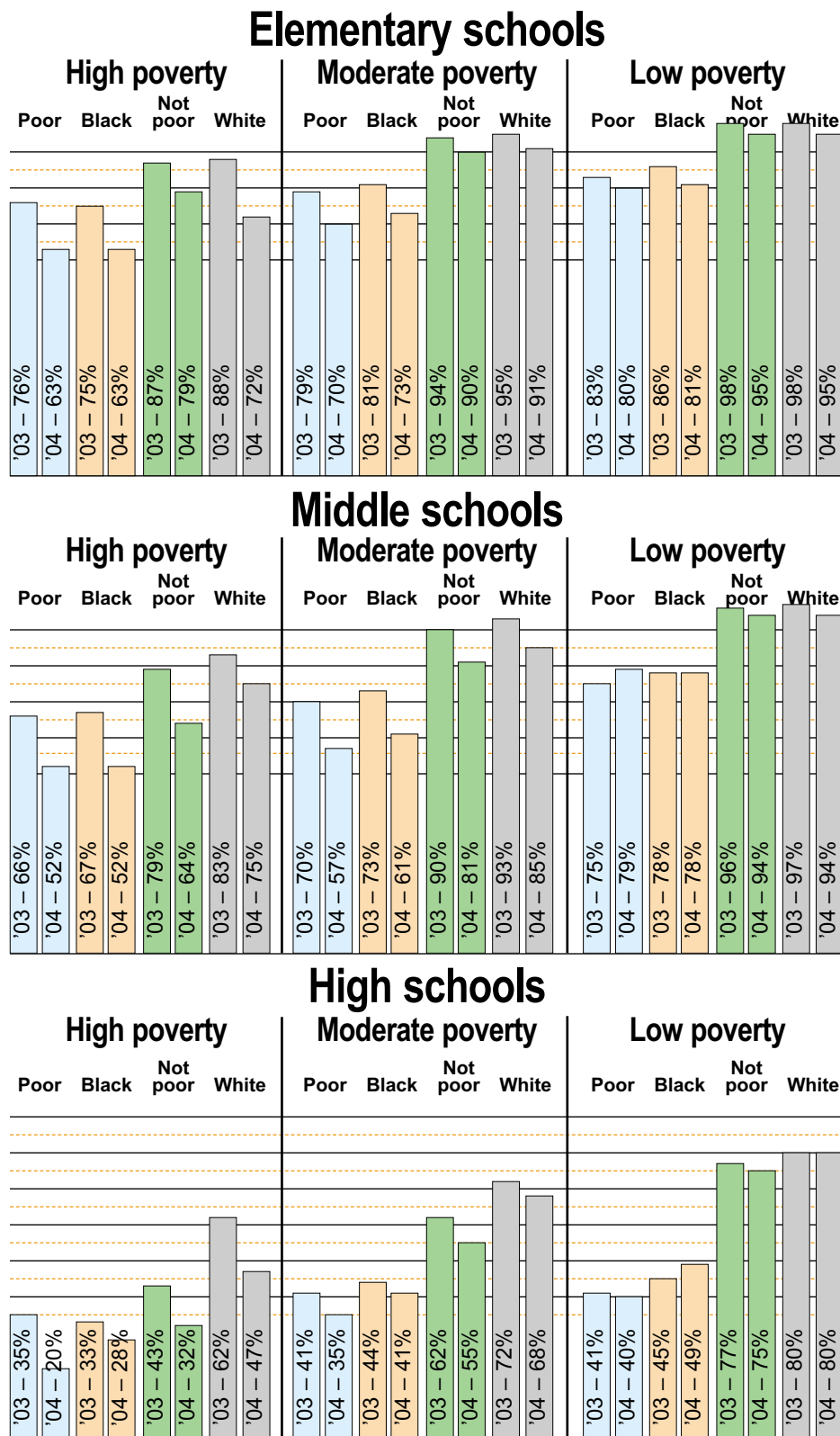
### Principle 1: *Isolating poor children short-changes all students.*

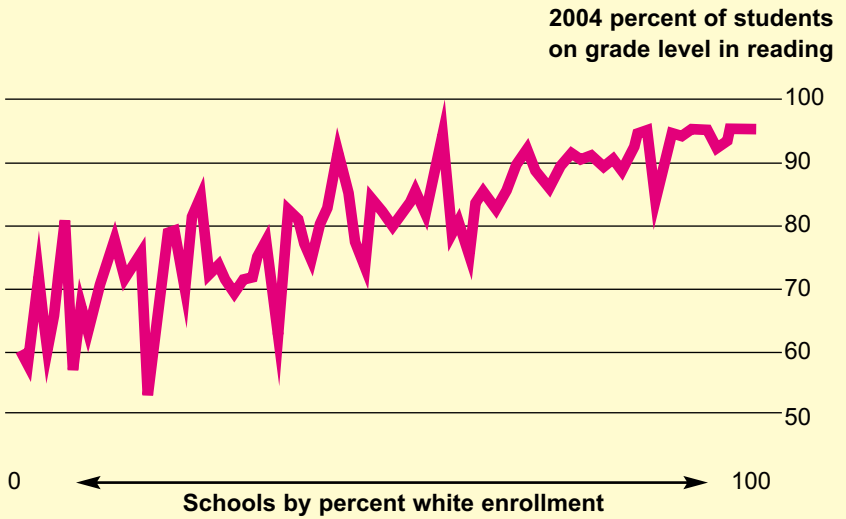
The inequity of high-poverty schools is seen in the data at right, as printed last week in *Educate!*. Researcher Roslyn Mickelson showed that achievement tends to vary inversely with the level of poverty in a school. No surprise there, perhaps. But it does show that CMS is not able to educate children well at high-poverty schools.

The data also shows that all children, no matter what their racial or economic background, tend to achieve least well at high-poverty schools.

### Notes to chart

UNCC sociologist Roslyn Mickelson compared 2003 and 2004 CMS test scores for students at or above grade level. Graphs at right focus on four color-coded groups: poor students (blue); blacks (brown); those not poor (green) and whites (gray). All four groups tended to do least well at high-poverty schools (80% or more on subsidized lunch); better at moderate poverty schools (21-79%); and best at low-poverty schools (20% or less.) Mickelson says the adverse impact of high-poverty schools is found not only among groups, but also among students more closely matched for background, income, etc.



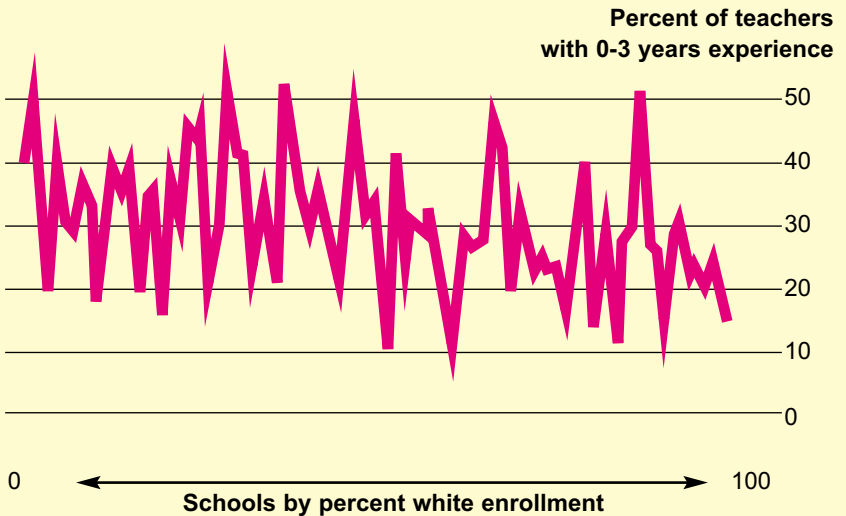


	2004 Pct. White	On grade EOG Reading		2004 Pct. White	On grade EOG Reading
Druid Hills	1%	60.7	J. H. Gunn	23%	80.3
Bruns	1%	56.7	Huntingtowne Farms	25%	83.3
Hidden Valley	1%	72.9	Piney Grove	26%	85.8
Reid Park	1%	58.5	Tuckaseegee	28%	82.1
Byers	1%	66.8	Oakhurst	29%	82.5
First Ward	2%	83.2	Villa Heights	30%	>95.0
Ashley Park	3%	55.6	Rama Road	30%	77.1
Briarwood	3%	68.4	Greenway Park	32%	81.5
Devonshire	3%	62.1	Berryhill	33%	74.1
Thomasboro	4%	68.6	Smithfield	34%	83.8
Sterling	5%	76.1	Reedy Creek	35%	85.9
Winterfield	5%	78.3	Cotswold	37%	82.0
Nations Ford	6%	71.1	Lebanon Road	37%	83.2
Irwin Ave.	6%	72.9	Paw Creek	40%	87.5
Highland Renaissance	7%	76.4	Mallard Creek	41%	90.3
Chantilly	7%	50.3	Elizabeth Traditional	42%	92.7
Westerly Hills	7%	66.9	David Cox Road	43%	88.7
Sedgefield	8%	78.8	Crown Point	47%	86.3
Lincoln Heights	8%	79.4	Pineville	53%	85.5
Shamrock Gardens	9%	68.9	Lake Wylie	53%	89.9
Albemarle Road	9%	80.7	Lansdowne	53%	91.4
Joseph W. Grier	9%	85.1	Myers Park Trad.	56%	90.5
Nathaniel Alexander	9%	71.5	Park Road	57%	91.2
Merry Oaks	9%	74.0	Mountain Island	60%	91.1
Montclair	10%	70.3	Blythe	66%	88.9
Windsor Park	10%	68.7	Clear Creek	68%	90.3
Oakdale	11%	72.2	Eastover	68%	88.3
Hornets Nest	11%	71.5	McAlpine	70%	91.6
Idlewild	11%	77.5	Beverly Woods	71%	94.5
Hickory Grove	11%	78.0	Hawk Ridge	73%	>95.0
Allenbrook	12%	60.1	Long Creek	74%	82.8
Morehead	13%	83.3	Sharon	75%	90.3
Winding Springs	13%	82.0	Endhaven	78%	>95.0
University Park	14%	77.4	Matthews	80%	93.8
Newell	14%	73.5	Olde Providence	80%	>95.0
University Meadows	15%	81.2	Huntersville	81%	>95.0
Statesville Road	16%	82.7	Cornelius	81%	>95.0
Collinswood	16%	92.0	Selwyn	83%	92.0
Highland Mill Mont.	17%	84.4	Bain	85%	92.8
Pinewood	19%	76.7	Elizabeth Lane	85%	>95.0
Pawtucket	19%	72.5	McKee Road	85%	>95.0
Barringer	21%	84.6	Davidson	87%	>95.0
Steele Creek	23%	82.6	Providence Spring	88%	>95.0
Dilworth	23%	79.3			

**Principle 2:** *Minorities isolated by the choice plan are not getting a sound basic education.*

The N.C. Supreme Court has endorsed the *Leandro* finding that students being on or above grade level should be the test for whether the state has fulfilled its constitutional mandate to provide every child a sound basic education.

At the predominantly white elementaries in CMS, percentages of children on or above grade level are far higher than at schools predominantly minority schools.



**Principle 3:** *Schools serving minorities have more than their share of least-experienced teachers.*

There is a great deal of choppiness in the line graph at right, but the trend is clear: At white schools, there are fewer inexperienced teachers. Conversely, the educators new to teaching tend to be assigned at high-minority schools.

Clearly, all children do not have equal access to an experienced teacher. This is at the heart of the *Leandro* lawsuit on the state level.

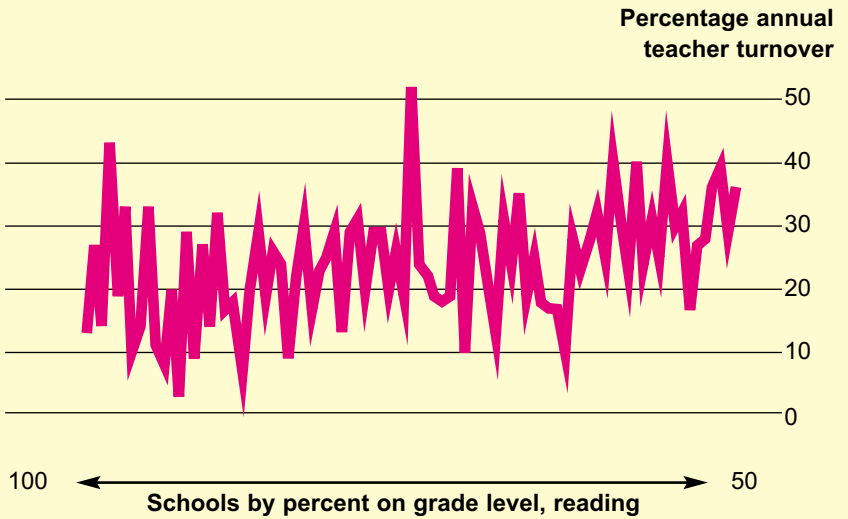
	2004 Pct White	Pct. New Teachers		2004 Pct White	Pct. New Teachers
Druid Hills	1%	39	Dilworth	23%	29
Bruns	1%	50	J. H. Gunn	23%	8
Hidden Valley	1%	37	Huntingtowne Farms	25%	43
Reid Park	1%	18	Piney Grove	26%	23
Byers	1%	41	Tuckaseegee	28%	31
First Ward	2%	30	Oakhurst	29%	28
Ashley Park	3%	28	Villa Heights	30%	33
Briarwood	3%	37	Rama Road	30%	33
Devonshire	3%	34	Greenway Park	32%	12
Thomasboro	4%	16	Berryhill	33%	10
Sterling	5%	30	Smithfield	34%	29
Winterfield	5%	40	Reedy Creek	35%	26
Nations Ford	6%	34	Cotswold	37%	27
Irwin Ave.	6%	40	Lebanon Road	37%	30
Highland Renais.	7%	17	Paw Creek	40%	47
Chantilly	7%	34	Mallard Creek	41%	41
Westerly Hills	7%	36	Elizabeth Trad.	42%	17
Sedgefield	8%	12	David Cox Road	43%	33
Lincoln Heights	8%	38	Crown Point	47%	30
Shamrock Gardens	9%	29	Pineville	53%	22
Albemarle Road	9%	46	Lake Wylie	53%	25
Joseph W. Grier	9%	43	Lansdowne	53%	22
Nathaniel Alexander	9%	46	Myers Park Trad.	56%	24
Merry Oaks	9%	19	Park Road	57%	15
Montclair	10%	29	Mountain Island	60%	31
Windsor Park	10%	54	Blythe	66%	41
Oakdale	11%	41	Clear Creek	68%	12
Hornets Nest	11%	41	Eastover	68%	25
Idlewild	11%	22	McAlpine	70%	30
Hickory Grove	11%	30	Beverly Woods	71%	10
Allenbrook	12%	35	Hawk Ridge	73%	27
Morehead	13%	20	Long Creek	74%	30
Winding Springs	13%	54	Sharon	75%	52
Oaklawn	14%		Endhaven	78%	27
University Park	14%	36	Matthews	80%	26
Newell	14%	29	Olde Providence	80%	14
University Meadows	15%	36	Huntersville	81%	28
Statesville Road	16%	35	Cornelius	81%	31
Collinswood	16%	25	Selwyn	83%	21
Highland Mill Mont.	17%	20	Bain	85%	24
Pinewood	19%	44	Elizabeth Lane	85%	19
Pawtucket	19%	48	McKee Road	85%	25
Barringer	21%	31	Davidson	87%	22
Steele Creek	23%	34	Providence Spring	88%	14

**Principle 4:** *Teacher turnover is greatest at low-performing schools, which also tend to be high-poverty schools.*

High teacher turnover affects all students at a school. As UNCC researcher Roslyn Mickelson argues in a letter on Page 2, not only are the students assigned to the new teachers affected, but the students with experienced teachers suffer as their experienced teachers put time into mentoring the new staff.

Higher turnover at schools where the fewest children are on grade level means the least-experienced teachers are handed the toughest jobs. This is like sending the most untested surgeons into the most difficult surgeries.

School boards here and elsewhere are trying to use monetary and other incentives to halt the drain of experienced teachers from struggling schools. The data at right does not show change over time, but it is clear that action to date has not solved the problem.



	Pct. on grade level, reading	Annual teacher turnover		Pct. on grade level, reading	Annual teacher turnover
Cornelius	>95	13	Tuckaseegee	82.1	24
Davidson	>95	27	Cotswold	82.0	22
Elizabeth Lane	>95	14	Winding Springs	82.0	19
Hawk Ridge	>95	43	Greenway Park	81.5	18
Huntersville	>95	19	University Meadows	81.2	19
McKee Road	>95	33	Albemarle Road	80.7	39
Olde Providence	>95	10	J. H. Gunn	80.3	10
Providence Spring	>95	14	Lincoln Heights	79.4	33
Villa Heights	>95	33	Dilworth	79.3	29
Beverly Woods	94.5	11	Sedgefield	78.8	21
Matthews	93.8	8	Winterfield	78.3	13
Bain	92.8	20	Hickory Grove	78.0	31
Elizabeth Traditional	92.7	3	Idlewild	77.5	24
Collinswood	92.0	29	University Park	77.4	35
Selwyn	92.0	9	Rama Road	77.1	19
McAlpine	91.6	27	Pinewood	76.7	25
Lansdowne	91.4	14	Highland Renais.	76.4	18
Park Road	91.2	32	Sterling	76.1	17
Mountain Island	91.1	17	Berryhill	74.1	17
Myers Park Trad.	90.5	18	Merry Oaks	74.0	10
Clear Creek	90.3	7	Newell	73.5	28
Mallard Creek	90.3	20	Hidden Valley	72.9	23
Sharon	90.3	29	Irwin Ave.	72.9	28
Lake Wylie	89.9	19	Pawtucket	72.5	32
Blythe	88.9	26	Oakdale	72.2	25
David Cox Road	88.7	24	Hornets Nest	71.5	40
Eastover	88.3	9	Nathaniel Alexander	71.5	31
Paw Creek	87.5	22	Nations Ford	71.1	23
Crown Point	86.3	30	Montclair	70.3	40
Reedy Creek	85.9	17	Shamrock Gardens	68.9	24
Piney Grove	85.8	23	Windsor Park	68.7	31
Pineville	85.5	25	Thomasboro	68.6	25
Barringer	84.6	29	Briarwood	68.4	40
Highland Mill Mont.	84.4	13	Westerly Hills	66.9	30
Smithfield	83.8	29	Byers	66.8	32
Huntingtowne Farms	83.3	31	Devonshire	62.1	17
Morehead	83.3	20	Druid Hills	60.7	27
First Ward	83.2	29	Allenbrook	60.1	28
Lebanon Road	83.2	29	Reid Park	58.5	36
Long Creek	82.8	20	Bruns	56.7	39
Statesville Road	82.7	26	Ashley Park	55.6	29
Steele Creek	82.6	19	Chantilly	50.3	36
Oakhurst	82.5	52			

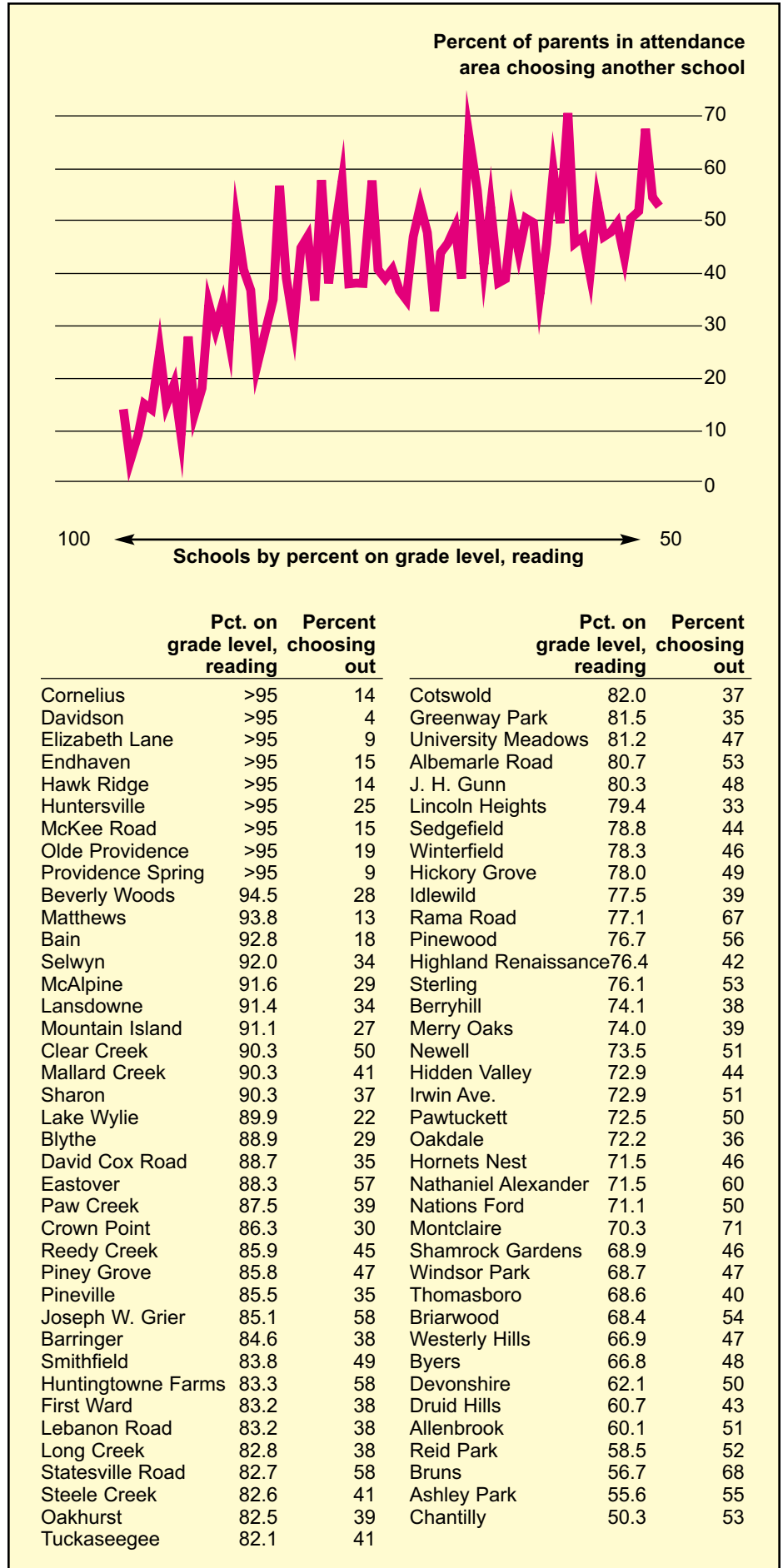
**Principle 5:** *Parents are heavily using the choice plan to vote with their feet against low-performing schools.*

Much of the public discussion about choice tends to focus on suburban parents isolating themselves in high-performing, close-by schools. But the CMS choice plan essentially guarantees them seats at such schools.

What the data at right show is that 40% and 50% of all parents in some attendance areas with low-performing schools are opting out. Where they are going is not clear from the data presented to the school board last week, but they are voting with their feet, seeking higher-performing schools for their children.

CMS no doubt has or could track who is leaving. Is it the highest-performing children? Is it the highest-poverty children who are left behind? The answers might further outrage parents and taxpayers – which might be a good thing.

Such data is available for other districts. See Briefs, Page 17.





# Solutions:

## Many elements must be combined to create viable resolution

Decades ago, the Charlotte-Mecklenburg school board was prodded by the federal courts toward justice. Today, the board must search on its own for a just, workable assignment plan, one that ensures a sound basic education for all, is affordable, and revives community belief in one of its key institutions – its public schools. A state lawsuit may revamp how North Carolina finances its schools, but courts are not focused on assignment.

The shadow of busing falls over any conversation about assignment here. And the crux of what's generally meant by busing is not the cost of tires, gasoline and yellow vehicles. It is ride times. It is racial or socioeconomic "mixing." In a word, it is coercion.

But the 2001 assignment plan installed a different form of coercion. It is the coercion of proximity, and its cousin, the privilege of wealth: Those with means sufficient to buy their way close to a good school were guaranteed a seat at that good school. Everybody else could apply, of course. But scarcity of seats amid a boom in population meant that a good education goes to the privileged. Real estate agents laughed all the way to the bank.

There is another way. It involves doing what's necessary to make all schools good schools. Some elements:

- **Unlink assignment from residence.** Lawsuits may soon attempt to

hold school boards responsible for homeowners' loss of property values. The school board heard this argument just this month: A parent complained that board decisions have cost people money when their neighborhood was assigned to one school instead of another. De-coupling assignment and residence will also end the annual instability for entire neighborhoods as new schools open.

- **Recommit to stability.** Previous boards found it advantageous not to split feeder patterns, and to create a system that would allow parents of a kindergartner to know where their child would graduate. Both are sound public policies.

- **Get beyond teacher "incentives."** The experiments may go on for a number of years, but the outcome already seems clear: No amount of money will entice trained, experienced teachers to remain at troubled schools. Part of the "trouble" in a "troubled" school should be laid at the feet of parents. But other parts are of the schools' making: Schools get troubled when they are overwhelmed by high-needs students; when those students sense that they are not valued by the larger community; when the schools are overcrowded, or too big, or unkempt, or staffed with neophytes or led by incompetents.

Schools that cannot compete for the

best teachers should be closed.

– **Reconstitute schools.** Indeed, the school board has the power, and now should use it, to rename and restaff every school that has failed to provide a sound basic education for children. Reputations in an era of choice are vital, and nearly impervious to change. No amount of paint or trimming of the shrubs will do the job.

– **Alter poverty.** They are today's Scarlet Letters: FRL. And so long as there is a subsidized lunch program, low-income students will be stigmatized by whatever acronym gets attached to the program. The students who are recipients deserve the assistance. What needs to end is not the program – but their need for it.

It is a blemish on a wealthy community that aspires to “world class” that its employers maintain thousands of their workers in an economic hell – untrained for more skilled jobs, yet insufficiently paid for their labor to provide a decent life for their children. No governmental action is required for employers to begin solving this problem. It could be accomplished by next Graduation Day.

And it is a testament to the low esteem in which employers are rightly held that virtually no reader of the previous paragraph believes that any action will be taken.

– **Cap subsidized lunch numbers.** The board has been unable, for very good reasons, to deliver an equal education in high-poverty schools. The reasons are not temporary. A resolution

requires a decision to prevent large concentrations of high-needs students.

– **Make every school a magnet.** When assignment and residence are unlinked, every school will need a vision. CMS has, since the mid-1970s, operated schools with a variety of different visions. These visions can address curricular specialties, or different learning styles. In a district in nearly constant upheaval, the popularity of “magnet” or “theme” schools has been a constant.

– **Assign by lottery.** In a litigious era, there is no more solid defense in the allocation of finite resources. And a lottery would accommodate the cap on subsidized lunch numbers. It would be fiscally responsible with taxpayer investments by allocating all existing seats before building new ones. It would give all parents an equitable shot at the best the school district has to offer.

— — —

A community comes together in crisis. During a crisis, it responds to clear need. It places its top priority on people, not things. It pulls together, not apart. It chooses the public good.

One day, this community will know whether it was being tested in 2004 and 2005 and 2006. Many indicators today suggest that it is. It is past time for the school board to respond. It is past time for every citizen to demand justice for every child.


It is time to choose the public good.


– Steve Johnston

# How to read these charts

These notes on the charts on the following pages use First Ward Elementary as an example:

In a document provided to school board members last week, CMS offered an unusually detailed look, as of the 20th day of school, at how parents have used the choice plan to pick schools.

First Ward is a partial magnet, so it is marked with this symbol: **P** 

Schools that are full magnets are marked with this symbol:  The full magnets do not have attendance areas, and CMS did not provide detailed data for the full magnets.

At First Ward, then, there is both a regular program and a magnet program. There are 122 students in the regular program who have choiced in, and 163 come from the First Ward attendance area. The magnet drew 321 students from other attendance areas, but only 18 from nearby. There are no English as a Second Language students, and most of the children in self-contained exceptional children's classes are from outside the attendance area.

The "choiced out by program" line shows that 64 students from the First Ward attendance area chose regular programs elsewhere. And while 321 students were drawn to the First Ward accelerated learning magnet, 36 students living in the First Ward attendance area are enrolled in magnets elsewhere. The "choice out" category includes 11 EC students, which raises this principle: Choice out

includes lottery choices, administrative reassignments, board transfers and, in the case of special programs like EC, students who attend those programs housed at other locations.

"Pct. white" is a reference to the percent of white student enrollment. "New teachers" is based on N.C.

report card data released this week of the number of teachers with 0-3 years experience. Teacher turnover is for last year, as calculated by the state.


"Pct. choosing out" compares the total number of "choiced-out" children to the total residing in the attendance area. "Pct.

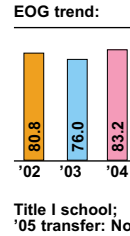
choosing in" compares the total choosing in (for whatever program) to the total enrollment.

The "EOG trend" bars are based on data from the N.C. report cards, and chart the school average percent on or above grade level in reading. Careful readers will see how scores changed at some schools between 2002, the last year of the previous assignment plan, and 2003, the first year of testing under the current assignment plan.

Below the bars, text identifies Title I schools, and those that must offer choice out to parents in 2005. AYP stands for Annual Yearly Progress, and the percent of targets reached by each school is identified.

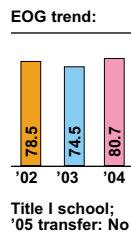
Teacher and EOG data is from the N.C. report cards. All other data is from CMS. Similar charts for middle schools and high schools could not be prepared in time for this edition.

First Ward 	Regular	Magnet	ESL	EC	Total
Choice in	122	321	13		456
From home area	163	18	2		183
Total enrollment	285	339	15		639
Choice out by program	64	36	11		111
Children in home area	227	54	13		294
Pct. white	2				Pct. choosing out: 38
New teachers	30				Pct. choosing in: 71
Teacher turnover	29				Pct. AYP goals made: 100

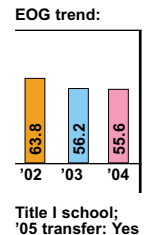


## Elementary schools

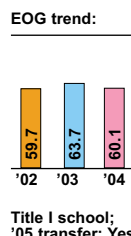
Albemarle Road	Regular	Magnet	ESL	EC	Total
Choice in	105	18			123
From home area	458	132			590
Total enrollment	563	150			713
Choice out by program	464	131	36	30	661
Children in home area	922	131	168	30	1251
Pct. white	9				Pct. choosing out: 53
New teachers	46				Pct. choosing in: 17
Teacher turnover	39				Pct. AYP goals made: 100



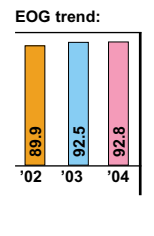
Ashley Park	Regular	Magnet	ESL	EC	Total
Choice in	86	3	19		108
From home area	154	1	5		160
Total enrollment	240	4	24		268
Choice out by program	105	51	34	9	199
Children in home area	259	51	35	14	359
Pct. white	3				Pct. choosing out: 55
New teachers	28				Pct. choosing in: 40
Teacher turnover	29				Pct. AYP goals made: 82



Allenbrook	Regular	Magnet	ESL	EC	Total
Choice in	48	5			53
From home area	244	27	6		277
Total enrollment	340	27	11		330
Choice out by program	174	97	4	14	289
Children in home area	418	97	31	20	566
Pct. white	12				Pct. choosing out: 51
New teachers	35				Pct. choosing in: 16
Teacher turnover	28				Pct. AYP goals made: 77



Bain	Regular	Magnet	ESL	EC	Total
Choice in	214				214
From home area	622				622
Total enrollment	836				836
Choice out by program	94	21	2	15	132
Children in home area	716	21	2	15	754
Pct. white	85				Pct. choosing out: 18
New teachers	24				Pct. choosing in: 26
Teacher turnover	20				Pct. AYP goals made: 100

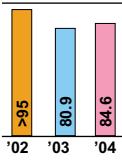


# Elementary schools

**Barringer**

	Regular	Magnet	ESL	EC	Total
Choice in	183	302			485
From home area	180	11			191
Total enrollment	363	313			676
Choice out by program	70	38	1	9	118
Children in home area	250	49	1	9	309
Pct. white	21	Pct. choosing out: 38			
New teachers	31	Pct. choosing in: 72			
Teacher turnover	29	Pct. AYP goals made: 100			

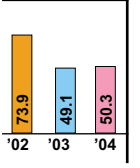
EOG trend:



**Chantilly**

	Regular	Magnet	ESL	EC	Total
Choice in	23		2	2	27
From home area	259		78	11	348
Total enrollment	282		80	13	375
Choice out by program	239	111	26	16	392
Children in home area	498	111	104	27	740
Pct. white	7	Pct. choosing out: 53			
New teachers	34	Pct. choosing in: 7			
Teacher turnover	36	Pct. AYP goals made: 87			

EOG trend:

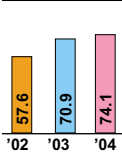


Title I school; '05 transfer: Yes

**Berryhill**

	Regular	Magnet	ESL	EC	Total
Choice in	45		10	16	71
From home area	166		60	1	227
Total enrollment	211		70	17	298
Choice out by program	83	48	8	2	141
Children in home area	249	48	68	3	368
Pct. white	33	Pct. choosing out: 38			
New teachers	10	Pct. choosing in: 24			
Teacher turnover	17	Pct. AYP goals made: 100			

EOG trend:

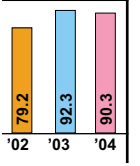


Title I school; '05 transfer: No

**Clear Creek**

	Regular	Magnet	ESL	EC	Total
Choice in	159				159
From home area	386				386
Total enrollment	545				545
Choice out by program	292	69	17	12	390
Children in home area	678	69	17	12	776
Pct. white	68	Pct. choosing out: 50			
New teachers	12	Pct. choosing in: 29			
Teacher turnover	7	Pct. AYP goals made: 100			

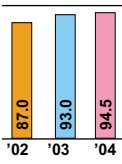
EOG trend:



**Beverly Woods**

	Regular	Magnet	ESL	EC	Total
Choice in	148	175	47		370
From home area	338	33	2		373
Total enrollment	486	208	49		743
Choice out by program	47	91	2	3	143
Children in home area	385	124	2	5	516
Pct. white	71	Pct. choosing out: 28			
New teachers	10	Pct. choosing in: 50			
Teacher turnover	11	Pct. AYP goals made: 100			

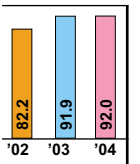
EOG trend:



**Collinswood**

	Regular	Magnet	ESL	EC	Total
Total enrollment	510				510
Pct. white	16				
New teachers	25				
Teacher turnover	29	Pct. AYP goals made: 100			

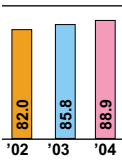
EOG trend:



**Blythe**

	Regular	Magnet	ESL	EC	Total
Choice in	166		12	13	191
From home area	1187		66	10	1263
Total enrollment	1353		78	23	1454
Choice out by program	290	225	22	17	534
Children in home area	1477	225	88	27	1817
Pct. white	66	Pct. choosing out: 29			
New teachers	41	Pct. choosing in: 13			
Teacher turnover	26	Pct. AYP goals made: 96			

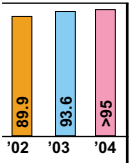
EOG trend:



**Cornelius**

	Regular	Magnet	ESL	EC	Total
Choice in	91		8		99
From home area	1142		58		1200
Total enrollment	1233		66		1299
Choice out by program	162	18	3	16	199
Children in home area	1304	18	61	16	1399
Pct. white	81	Pct. choosing out: 14			
New teachers	31	Pct. choosing in: 8			
Teacher turnover	13	Pct. AYP goals made: 100			

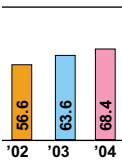
EOG trend:



**Briarwood**

	Regular	Magnet	ESL	EC	Total
Choice in	70		18	11	99
From home area	374		77	4	455
Total enrollment	444		95	15	554
Choice out by program	296	179	21	14	524
Children in home area	670	179	98	18	965
Pct. white	3	Pct. choosing out: 54			
New teachers	37	Pct. choosing in: 18			
Teacher turnover	40	Pct. AYP goals made: 100			

EOG trend:

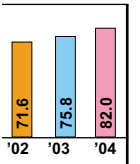


Title I school; '05 transfer: No

**Cotswold**

	Regular	Magnet	ESL	EC	Total
Choice in	89	119	10	19	237
From home area	223	40	38		301
Total enrollment	312	159	48	19	538
Choice out by program	74	90	1	10	175
Children in home area	297	130	39	10	476
Pct. white	37	Pct. choosing out: 37			
New teachers	27	Pct. choosing in: 44			
Teacher turnover	22	Pct. AYP goals made: 100			

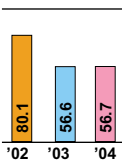
EOG trend:



**Bruns Avenue**

	Regular	Magnet	ESL	EC	Total
Choice in	23		10		33
From home area	257		7	3	267
Total enrollment	280		7	13	300
Choice out by program	307	212	8	30	557
Children in home area	564	212	15	33	824
Pct. white	1	Pct. choosing out: 68			
New teachers	50	Pct. choosing in: 11			
Teacher turnover	39	Pct. AYP goals made: 71			

EOG trend:

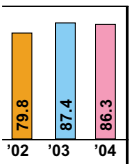


Title I school; '05 transfer: Yes

**Crown Point**

	Regular	Magnet	ESL	EC	Total
Choice in	248		32	10	290
From home area	420		43	1	464
Total enrollment	668		75	11	754
Choice out by program	152	30	12	9	203
Children in home area	572	30	55	10	667
Pct. white	47	Pct. choosing out: 30			
New teachers	30	Pct. choosing in: 43			
Teacher turnover	30	Pct. AYP goals made: 100			

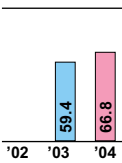
EOG trend:



**Byers**

	Regular	Magnet	ESL	EC	Total
Choice in	85		15	7	107
From home area	296		23	4	323
Total enrollment	381		38	11	430
Choice out by program	205	75	7	16	303
Children in home area	501	75	30	20	626
Pct. white	1	Pct. choosing out: 48			
New teachers	41	Pct. choosing in: 25			
Teacher turnover	32	Pct. AYP goals made: 100			

EOG trend:

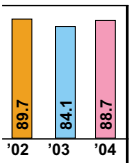


Title I school; '05 transfer: No

**David Cox Road**

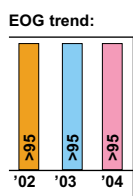
	Regular	Magnet	ESL	EC	Total
Choice in	229		44		273
From home area	814		22		836
Total enrollment	1043		66		1109
Choice out by program	236	192	5	19	452
Children in home area	1050	192	27	19	1288
Pct. white	43	Pct. choosing out: 35			
New teachers	33	Pct. choosing in: 25			
Teacher turnover	24	Pct. AYP goals made: 95			

EOG trend:

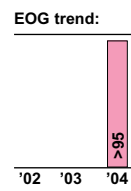


# Elementary schools

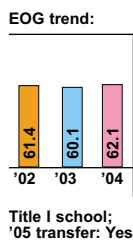
Davidson	Regular	Magnet	ESL	EC	Total
Choice in	178			4	182
From home area	716			2	718
Total enrollment	894			6	900
Choice out by program	15	5	5	5	30
Children in home area	731	5	5	7	748
Pct. white	87				Pct. choosing out: 4
New teachers	22				Pct. choosing in: 20
Teacher turnover	27				Pct. AYP goals made: 100



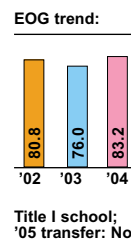
Endhaven	Regular	Magnet	ESL	EC	Total
Choice in	171				171
From home area	688				688
Total enrollment	859				859
Choice out by program	56	36	24	7	123
Children in home area	744	36	24	7	811
Pct. white	78				Pct. choosing out: 15
New teachers	27				Pct. choosing in: 20
Teacher turnover	NA				Pct. AYP goals made: 100



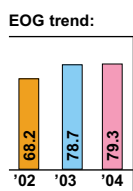
Devonshire	Regular	Magnet	ESL	EC	Total
Choice in	74		10	18	102
From home area	278		86	2	366
Total enrollment	352		96	20	468
Choice out by program	243	90	18	17	368
Children in home area	521	90	104	19	734
Pct. white	3				Pct. choosing out: 50
New teachers	34				Pct. choosing in: 22
Teacher turnover	17				Pct. AYP goals made: 96



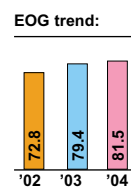
First Ward	Regular	Magnet	ESL	EC	Total
Choice in	122	321		13	456
From home area	163	18		2	183
Total enrollment	285	339		15	639
Choice out by program	64	36		11	111
Children in home area	227	54		13	294
Pct. white	2				Pct. choosing out: 38
New teachers	30				Pct. choosing in: 71
Teacher turnover	29				Pct. AYP goals made: 100



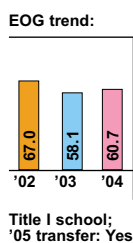
Dilworth	Regular	Magnet	ESL	EC	Total
Total enrollment					375
Pct. white					23
New teachers					29
Teacher turnover					29
Pct. AYP goals made:					100



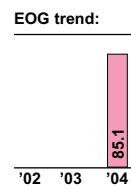
Greenway Park	Regular	Magnet	ESL	EC	Total
Choice in	171		28	19	218
From home area	443		83	11	537
Total enrollment	614		111	30	755
Choice out by program	190	84	8	9	291
Children in home area	633	84	91	20	828
Pct. white	32				Pct. choosing out: 35
New teachers	12				Pct. choosing in: 29
Teacher turnover	18				Pct. AYP goals made: 96



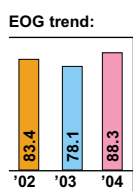
Druid Hills	Regular	Magnet	ESL	EC	Total
Choice in	60	41	2	13	116
From home area	253	16	31	12	312
Total enrollment	313	57	33	25	428
Choice out by program	116	101	11	10	238
Children in home area	369	117	42	22	550
Pct. white	1				Pct. choosing out: 43
New teachers	39				Pct. choosing in: 27
Teacher turnover	27				Pct. AYP goals made: 71



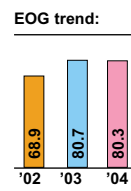
Grier	Regular	Magnet	ESL	EC	Total
Choice in	227		22	5	254
From home area	248		63	3	314
Total enrollment	475		85	8	568
Choice out by program	242	146	16	10	414
Children in home area	490	146	79	13	728
Pct. white	9				Pct. choosing out: 58
New teachers	43				Pct. choosing in: 45
Teacher turnover	NA				Pct. AYP goals made: 100



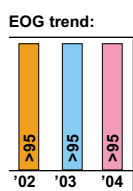
Eastover	Regular	Magnet	ESL	EC	Total
Choice in	153			28	181
From home area	257			2	259
Total enrollment	410			30	440
Choice out by program	62	275		4	341
Children in home area	319	275		6	600
Pct. white	68				Pct. choosing out: 57
New teachers	25				Pct. choosing in: 41
Teacher turnover	9				Pct. AYP goals made: 100



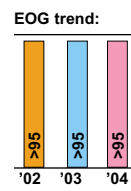
J.H. Gunn	Regular	Magnet	ESL	EC	Total
Choice in	175		18	23	216
From home area	378		53	6	437
Total enrollment	553		71	29	653
Choice out by program	283	93	10	13	399
Children in home area	661	93	63	19	836
Pct. white	23				Pct. choosing out: 48
New teachers	8				Pct. choosing in: 33
Teacher turnover	10				Pct. AYP goals made: 100



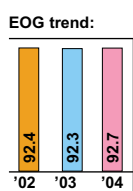
Elizabeth Lane	Regular	Magnet	ESL	EC	Total
Choice in	83				83
From home area	879				879
Total enrollment	962				962
Choice out by program	47	27	10	5	89
Children in home area	926	27	10	5	968
Pct. white	85				Pct. choosing out: 9
New teachers	19				Pct. choosing in: 9
Teacher turnover	14				Pct. AYP goals made: 100



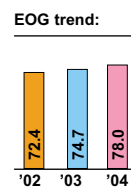
Hawk Ridge	Regular	Magnet	ESL	EC	Total
Choice in	33				33
From home area	1163				1163
Total enrollment	1196				1196
Choice out by program	103	44	11	11	180
Children in home area	1266	44	11	11	1332
Pct. white	73				Pct. choosing out: 14
New teachers	27				Pct. choosing in: 3
Teacher turnover	43				Pct. AYP goals made: 100



Elizabeth Trad.	Regular	Magnet	ESL	EC	Total
Total enrollment					522
Pct. white					42
New teachers					17
Teacher turnover					3
Pct. AYP goals made:					100



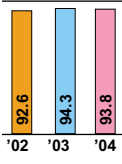
Hickory Grove	Regular	Magnet	ESL	EC	Total
Choice in	151		14	15	180
From home area	483		75	6	564
Total enrollment	634		89	21	744
Choice out by program	351	148	18	20	537
Children in home area	834	148	93	26	1101
Pct. white	11				Pct. choosing out: 49
New teachers	30				Pct. choosing in: 24
Teacher turnover	31				Pct. AYP goals made: 96





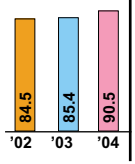
Matthews	Regular	Magnet	ESL	EC	Total
Choice in	173		3		176
From home area	805		13		818
Total enrollment	978		16		994
Choice out by program	81	21	9	7	118
Children in home area	886	21	22	7	936
Pct. white	80		Pct. choosing out:		13
New teachers	26		Pct. choosing in:		18
Teacher turnover	8		Pct. AYP goals made:		100

EOG trend:



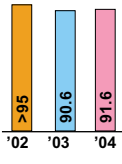
Myers Park Trad.	Regular	Magnet	ESL	EC	Total
Total enrollment					620
Pct. white	56				
New teachers	24				
Teacher turnover	18		Pct. AYP goals made:		100

EOG trend:



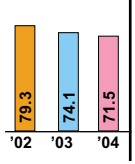
McAlpine	Regular	Magnet	ESL	EC	Total
Choice in	146		41	13	200
From home area	538		24	3	565
Total enrollment	684		65	16	765
Choice out by program	179	41	8		228
Children in home area	717	41	24	11	793
Pct. white	70		Pct. choosing out:		29
New teachers	30		Pct. choosing in:		26
Teacher turnover	27		Pct. AYP goals made:		100

EOG trend:



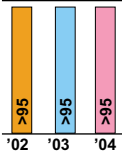
Nathaniel Alexander	Regular	Magnet	ESL	EC	Total
Choice in	266		8	27	301
From home area	591		82	7	680
Total enrollment	857		90	34	981
Choice out by program	428	434	82	7	951
Children in home area	1019	434	111	33	1597
Pct. white	9		Pct. choosing out:		60
New teachers	46		Pct. choosing in:		31
Teacher turnover	31		Pct. AYP goals made:		92

EOG trend:



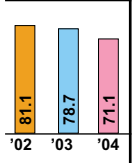
McKee Road	Regular	Magnet	ESL	EC	Total
Choice in	53			11	64
From home area	822				822
Total enrollment	875			11	886
Choice out by program	93	35	2	11	141
Children in home area	915	35	2	7	959
Pct. white	85		Pct. choosing out:		15
New teachers	25		Pct. choosing in:		7
Teacher turnover	33		Pct. AYP goals made:		100

EOG trend:



Nations Ford	Regular	Magnet	ESL	EC	Total
Choice in	89		24	7	120
From home area	238		65	2	305
Total enrollment	327		89	9	425
Choice out by program	168	106	14	14	302
Children in home area	406	106	79	16	607
Pct. white	6		Pct. choosing out:		50
New teachers	34		Pct. choosing in:		28
Teacher turnover	23		Pct. AYP goals made:		100

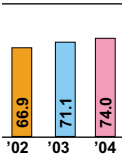
EOG trend:



Title I school; '05 transfer: No

Merry Oaks	Regular	Magnet	ESL	EC	Total
Choice in	137		76		213
From home area	210		106		316
Total enrollment	347		182		529
Choice out by program	114	64	9	11	198
Children in home area	324	64	115	11	514
Pct. white	9		Pct. choosing out:		39
New teachers	19		Pct. choosing in:		40
Teacher turnover	10		Pct. AYP goals made:		100

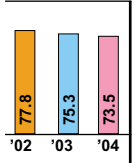
EOG trend:



Title I school; '05 transfer: No

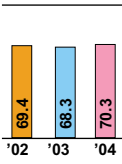
Newell	Regular	Magnet	ESL	EC	Total
Choice in	125		8		133
From home area	428		180		608
Total enrollment	553		188		741
Choice out by program	374	162	60	33	629
Children in home area	802	162	240	33	1237
Pct. white	14		Pct. choosing out:		51
New teachers	29		Pct. choosing in:		18
Teacher turnover	28		Pct. AYP goals made:		100

EOG trend:



Montclair	Regular	Magnet	ESL	EC	Total
Choice in	77		53	3	133
From home area	166		159	3	328
Total enrollment	243		212	6	461
Choice out by program	267	90	25	12	394
Children in home area	267	90	184	15	556
Pct. white	10		Pct. choosing out:		71
New teachers	29		Pct. choosing in:		29
Teacher turnover	40		Pct. AYP goals made:		100

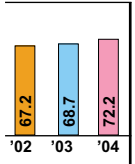
EOG trend:



Title I school; '05 transfer: No

Oakdale	Regular	Magnet	ESL	EC	Total
Choice in	75		13	7	95
From home area	291		15		306
Total enrollment	366		28	7	401
Choice out by program	222	163	5	21	411
Children in home area	513	163	20	21	1128
Pct. white	11		Pct. choosing out:		36
New teachers	41		Pct. choosing in:		24
Teacher turnover	25		Pct. AYP goals made:		100

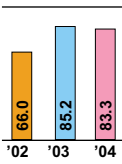
EOG trend:



Title I school; '05 transfer: No

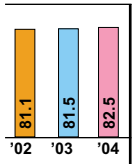
Morehead	Regular	Magnet	ESL	EC	Total
Total enrollment					462
Children in home area					
Pct. white	13		Pct. choosing out:		
New teachers	20		Pct. choosing in:		
Teacher turnover	20		Pct. AYP goals made:		100

EOG trend:



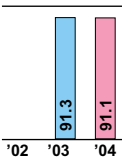
Oakhurst	Regular	Magnet	ESL	EC	Total
Choice in	51	271	12	36	370
From home area	59	34	16		109
Total enrollment	110	305	28	36	479
Choice out by program	47	18	3	3	71
Children in home area	106	52	19	3	180
Pct. white	29		Pct. choosing out:		39
New teachers	28		Pct. choosing in:		77
Teacher turnover	52		Pct. AYP goals made:		100

EOG trend:



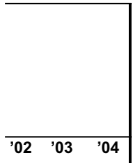
Mountain Island	Regular	Magnet	ESL	EC	Total
Choice in	192			9	201
From home area	778				778
Total enrollment	970			9	979
Choice out by program	174	85	16	16	291
Children in home area	952	85	16	16	1069
Pct. white	60		Pct. choosing out:		27
New teachers	31		Pct. choosing in:		21
Teacher turnover	17		Pct. AYP goals made:		100

EOG trend:



Oaklawn	Regular	Magnet	ESL	EC	Total
Total enrollment					184
Pct. white	14				
New teachers	NA				
Teacher turnover	NA		Pct. AYP goals made:		NA


EOG trend:





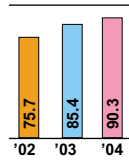


# Elementary schools

**Sharon** 

	Regular	Magnet	ESL	EC	Total
Choice in	24	136	7		167
From home area	312	46	13	1	372
Total enrollment	336	182	13	8	539
Choice out by program	98	111	4	9	222
Children in home area	410	157	17	10	594
Pct. white	75				Pct. choosing out: 37
New teachers	52				Pct. choosing in: 31
Teacher turnover	29				Pct. AYP goals made: 100

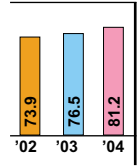
EOG trend:



**University Meadows**

	Regular	Magnet	ESL	EC	Total
Choice in	118		21	8	147
From home area	701		109	2	812
Total enrollment	819		130	10	959
Choice out by program	393	279	20	30	722
Children in home area	1094	279	129	32	1534
Pct. white	15				Pct. choosing out: 47
New teachers	36				Pct. choosing in: 15
Teacher turnover	19				Pct. AYP goals made: 97

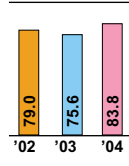
EOG trend:




**Smithfield**

	Regular	Magnet	ESL	EC	Total
Choice in	112		19	8	139
From home area	637		167	1	805
Total enrollment	749		186	9	944
Choice out by program	406	337	21	20	784
Children in home area	1043	337	188	21	1589
Pct. white	34				Pct. choosing out: 49
New teachers	29				Pct. choosing in: 15
Teacher turnover	29				Pct. AYP goals made: 100

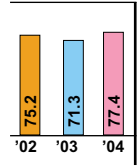
EOG trend:




**University Park** 

	Regular	Magnet	ESL	EC	Total
Total enrollment					533
Pct. white	14				
New teachers	36				
Teacher turnover	35				Pct. AYP goals made: 100

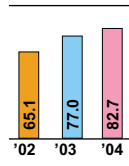
EOG trend:




**Statesville Rd.** 

	Regular	Magnet	ESL	EC	Total
Choice in	152	49	44	22	267
From home area	144	20	20	2	186
Total enrollment	296	69	64	24	453
Choice out by program	152	94	2	5	253
Children in home area	296	114	22	7	439
Pct. white	16				Pct. choosing out: 58
New teachers	35				Pct. choosing in: 59
Teacher turnover	26				Pct. AYP goals made: 95

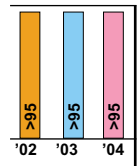
EOG trend:



**Villa Heights** 

	Regular	Magnet	ESL	EC	Total
Total enrollment					294
Pct. white	30				
New teachers	33				
Teacher turnover	33				Pct. AYP goals made: 100

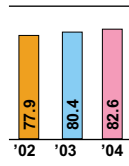
EOG trend:



**Steele Creek**

	Regular	Magnet	ESL	EC	Total
Choice in	113		5	9	127
From home area	787		158	15	960
Total enrollment	900		163	24	1087
Choice out by program	328	268	22	38	656
Children in home area	1115	268	180	53	1616
Pct. white	23				Pct. choosing out: 41
New teachers	34				Pct. choosing in: 12
Teacher turnover	19				Pct. AYP goals made: 97

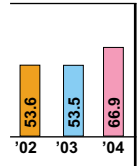
EOG trend:




**Westerly Hills**

	Regular	Magnet	ESL	EC	Total
Choice in	80		29	19	128
From home area	187		21	1	209
Total enrollment	267		50	20	337
Choice out by program	120	50	1	13	184
Children in home area	307	50	22	14	393
Pct. white	7				Pct. choosing out: 47
New teachers	36				Pct. choosing in: 38
Teacher turnover	30				Pct. AYP goals made: 100

EOG trend:

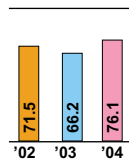


Title I school; '05 transfer: No


**Sterling** 

	Regular	Magnet	ESL	EC	Total
Choice in	58	212		21	291
From home area	104	35		1	140
Total enrollment	162	247		22	431
Choice out by program	98	46	12	4	160
Children in home area	202	81	12	5	300
Pct. white	5				Pct. choosing out: 53
New teachers	30				Pct. choosing in: 68
Teacher turnover	17				Pct. AYP goals made: 100

EOG trend:

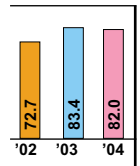


Title I school; '05 transfer: No

**Winding Springs** 

	Regular	Magnet	ESL	EC	Total
Total enrollment					519
Pct. white	13				
New teachers	54				
Teacher turnover	19				Pct. AYP goals made: 100

EOG trend:

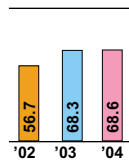


Transfer-out guarantee:

**Thomasboro**

	Regular	Magnet	ESL	EC	Total
Choice in	128		3	7	138
From home area	260		19	3	282
Total enrollment	388		22	10	420
Choice out by program	113	60	15	18	188
Children in home area	373	60	19	18	470
Pct. white	4				Pct. choosing out: 40
New teachers	16				Pct. choosing in: 49
Teacher turnover	25				Pct. AYP goals made: 100

EOG trend:

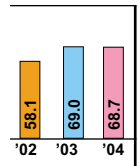


Title I school; '05 transfer: No


**Windsor Park**

	Regular	Magnet	ESL	EC	Total
Choice in	80		17	14	111
From home area	257		172	1	430
Total enrollment	337		189	15	541
Choice out by program	231	95	45	4	375
Children in home area	488	95	217	5	805
Pct. white	10				Pct. choosing out: 47
New teachers	54				Pct. choosing in: 21
Teacher turnover	31				Pct. AYP goals made: 91

EOG trend:

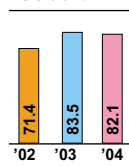


Title I school; '05 transfer: No

**Tuckaseegee** 

	Regular	Magnet	ESL	EC	Total
Choice in	136	76	24		236
From home area	249	53	67		369
Total enrollment	385	129	91		605
Choice out by program	127	107	5	17	256
Children in home area	376	160	72	17	625
Pct. white	28				Pct. choosing out: 41
New teachers	31				Pct. choosing in: 39
Teacher turnover	24				Pct. AYP goals made: 100

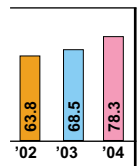
EOG trend:



**Winterfield**

	Regular	Magnet	ESL	EC	Total
Choice in	99		27	7	133
From home area	264		158	6	428
Total enrollment	363		185	13	561
Choice out by program	223	84	46	16	369
Children in home area	487	84	204	22	797
Pct. white	5				Pct. choosing out: 46
New teachers	40				Pct. choosing in: 24
Teacher turnover	13				Pct. AYP goals made: 100

EOG trend:



Title I school; '05 transfer: No

## Briefly...

**For sale:** Philadelphia is selling naming rights for a new high tech school for \$5 million, the Inquirer reported. The school, built in partnership with Microsoft, has attracted attention for its proposed advanced technology. Sale of the name is designed to raise the money for the the technology. Naming rights for classrooms and the auditorium are also for sale, at \$25,000 each.

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

**Who opts out:** Fairfax schools are finding that students who transfer from under-performing schools are not the ones who need the extra help, the Washington Post reported. Instead, children who choose to opt out of low-performing schools are most often higher scoring, middle class students. This means that the receiving schools do not have to adjust their curriculum for underperforming children, and the money and resources spent on students who transfer is not being spent on the children who most need the resources.

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

**Still not good enough:** Auxiliadora Granizo, a part-time bilingual instructional assistant at Seattle's Beacon Hill Elementary, will receive one of KCTS Television's 2004 Golden Apple Awards for her work. Granizo is a Nicaraguan mother of two. She has organized a Latino PTA, translated letters and tutored Latino parents and children. But under No Child Left Behind, Granizo might not qualify to work in the school after Jan. 8, 2006. She has until then to get her associate's degree, complete two years of college study or pass proficiency tests.

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

**Teaching science:** In 2007, No Child Left Behind will require state testing of science skills. Education Week reported that this could change the way science

## Calendar

**18** School board's Personnel Committee, 2 p.m., Board Conference Room, Education Center.  
**18** School board's Finance, Capital & Facilities Committee, 4 p.m., Board Conference Room, Education Center.  
**18** Habitat For Humanity annual Volunteer Appreciation, 6 p.m., Myers Park Baptist. RSVP: Beth Van Gorp at Habitat, 704-376-2054 ext.12 or [bvangorp@habitatcharlotte.org](mailto:bvangorp@habitatcharlotte.org) by Nov. 12.  
**19** Bond Oversight Committee, 11:30 a.m., Building Services, 3301 Stafford Dr., off Wilkinson Boulevard.  
**23** School board's Curriculum Committee, 3 p.m., Room 414, Education Center.  
**23** School board meeting, 6 p.m., Government Center.  
**30** School board work session on Efficiency and Effectiveness Business Process Review, Room 414, Education Center.

**DECEMBER**

**3** North Carolina Action Plan for High School Innovation Conference, Adam's Mark Hotel. Speaker: Bill Daggett on "Economic Imperative for Change" and "Proven High School Reform Strategies." Registration \$35 using form at [www.ncpublicschools.org/newschool-project/actionplanform.pdf](http://www.ncpublicschools.org/newschool-project/actionplanform.pdf)  
**9** "Going Hungry in a City of Plenty," noon, Covenant Presbyterian, 1000 E. Morehead St. \$6 includes lunch, no reservation.

is taught in schools. In-class experiments and hands-on discovery learning may be replaced with direct science instruction. Critics of the direct instruction approach such as Wayne Carley, the executive director of the National Association of Biology Teachers, believe that although direct instruction is less expensive than hands-on learning it is not appropriate for science instruction. "...Science is not just a set of facts, but a process for discovering more facts," says he.

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

**Diverse faculty:** The National Education Association, along with other organizations, is pushing policy makers to emphasize diversity in school faculty, the Houston Chronicle told its readers. Despite research that shows that minority teachers have higher expectations of minority students and that minority students tend to do better academically, only about 60% of the nation's schools have any minority teachers on staff.

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

**Pay teachers:** UNESCO is calling for greater political involvement in schools, the BBC reported. Their 2005 Education For All report states that, in some African countries, teachers who have as many as 60 pupils per class are not being paid enough to survive. Others scored lower than their students on tests. UNESCO is recommending that countries help by assigning more of their GDP, or gross domestic product, to improving education.

[www.bbc.co.uk](http://www.bbc.co.uk)

**Stretched thin:** An influx of immigrants is causing Baltimore City schools to reevaluate their curriculum, the Baltimore Sun reported. The number of immigrant students in the district has doubled since 2000. Although the children appear to enjoy the diversity, schools with limited budgets are struggling to staff their schools with enough ESOL (English for Speakers of Other Languages) teachers to accommodate the additional students.

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