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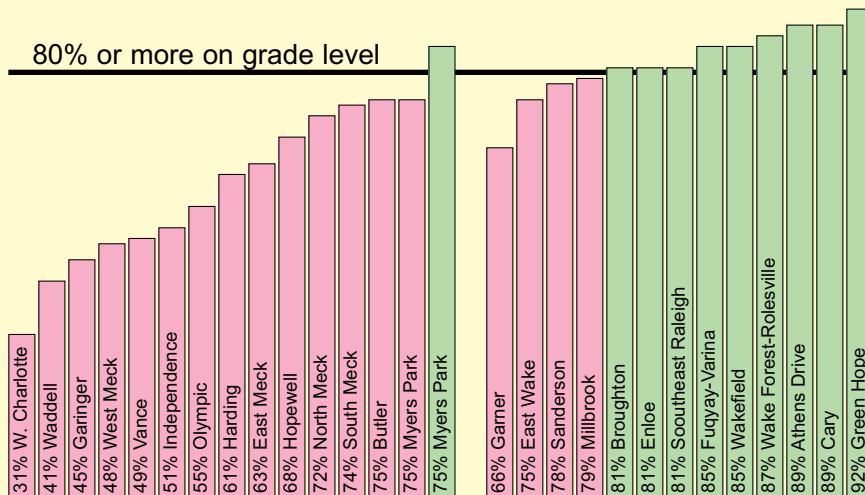
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CMS: \$2,403 (per-pupil local spending supplement) **Wake: \$1,849**



– Data source: Judge Howard Manning’s Nov. 10 memo. EOC data for CMS is generally 1 to 2 percentage points higher than results previously released.

CMS high schools thrust into Leandro limelight as judge pushes focus on ‘sound basic education’

Superior Court Judge Howard Manning’s latest memo to lawyers and state officials uses a comparison between CMS and Wake County high school achievement to push educators to refocus on what Manning and the N.C. Supreme Court have ruled is the first and mandatory goal for N.C. public education: providing every child, irrespective of background or residence, a “sound basic education.”

And, the judge suggests, the failure to have all children at or above grade level may not be a matter of money. Wake County spends less per pupil than CMS but has more high schools pushing 80% or more of students on grade level.

“Where there are plenty of funds available and academic performance is below Level III, the focus should be on the quality and effectiveness of leadership and faculty in that school and/or the entire [school district],” Manning wrote in a Nov. 10 memo.

“If more resources are required to correct a problem, the present resources within the [school district] must be examined and reallocated to meet the basic Leandro requirements for all students. If there is a deficit, then the additional resources must be targeted towards educational success with accountability.”

The Rhinoceros Times reported that CMS Supt. Jim Pughsley wrote school board members that while CMS scores are “unacceptable,” that the high schools, “if they receive the necessary, additional resources, are on the cusp of significantly raising the student achievement level for all of their students.” Excerpts from Manning’s memo begin on Page 3. Pughsley’s response begins on Page 5.

Manning used composite end-of-course test results, and concluded that 69% of the state’s regular high schools have fewer than 80% of their students on grade level. He did explain why he chose the 80%.

‘Opportunity to re-invent the district’

Pughsley reframes pressures for change

Pressures mounting on Charlotte-Mecklenburg Schools for reform are creating “an opportunity to re-invent the district,” Supt. Jim Pughsley told a business group Wednesday morning.

Pughsley mentioned three specific challenges: raising high school achievement; improving teacher quality; and revising student assignment.

High school achievement was Pughsley’s focus last year when the Education Budget Advisory sought a three-year forecast of budget needs. His request for more than \$95 million went nowhere among county commissioners.

Raising teacher quality is equally costly, but Pughsley told EBAC Wednesday, “We’ve got to find a way, whatever it is, so that we get quality teachers before all kids in this district in every school, no matter where that school is.

“Until we find that way,” he said, students “are not going to

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– Choose the public good, II: Another look at principles a new assignment plan should incorporate, along with data on middle and high schools. Page 12.

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Judge continues push to meet need for basic education

Excerpts from a Nov. 10 memo to lawyers representing plaintiffs and the state in the decade-old Leandro lawsuit over school funding adequacy.

The writer is Superior Court Judge Howard Manning Jr., who presides over the case. Manning's memo describes what some readers might consider unusual: The judge is doing his own research on academic achievement outcomes.

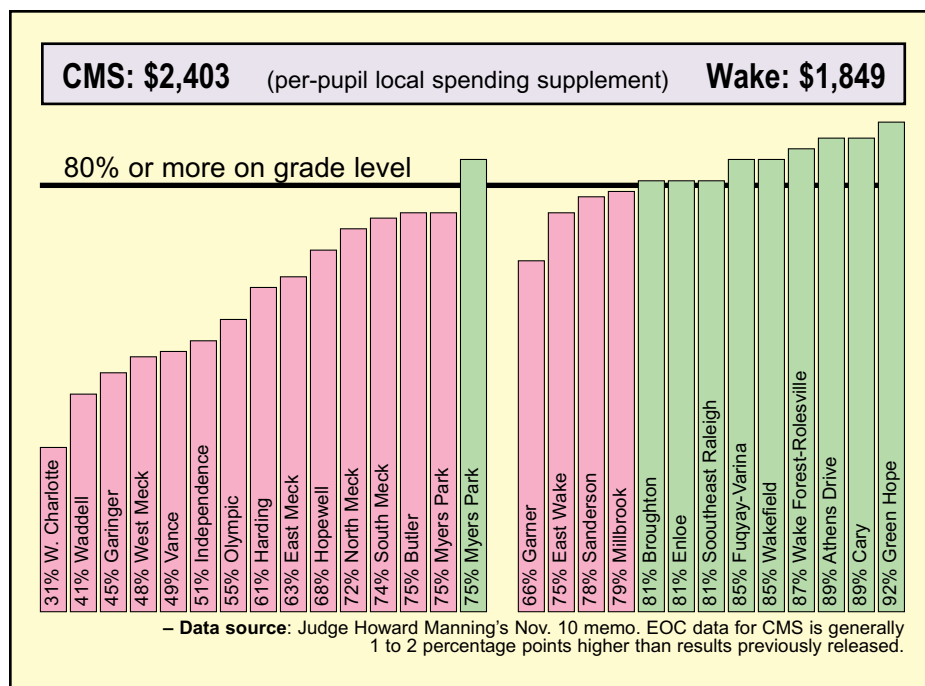
The lawyers addressed in the memo, however, were probably not surprised: During his years presiding over the case, Manning has taken his Raleigh-based court on the road to school districts, visited classrooms and quizzed educators and students alike.

Readers will note that Manning allows for the possibility that more money will ultimately be needed to meet the basic education needs of all schoolchildren. But he leaves that legislative prerogative alone. Instead, in this memo as in an infamous earlier aside about "bells and whistles," the judge presses state officials to meet first the basic needs of all students.

Abbreviations include the following: LEA for local education agency (school district); and ADM for average daily membership.

I want to take this opportunity to advise all the parties and their counsel that I have requested, and have received, the 2003-2004 ABC composite scores for all N.C. public schools compiled by LEA. I have also requested, and have received, from the Public School Forum an advance copy of 2004 North Carolina Local School Finance Study.

I have examined all of the composite scores by school and LEA with a few towards identifying LEAs that are successfully meeting their mandate under Leandro and those (including individual schools) that are clearly failing to



meet the mandate. I am pleased to report that over 50% of all schools have a composite score of 85% and above and that some 30% of all schools have a composite score above 90%.

Disaggregating the scores between elementary, middle and high schools shows that:

- 55% of all elementary schools have a composite score of 90 or above.
- 90% of all elementary schools have a composite score of 80 and above.
- 28% of all middle schools have a composite score of 90 or above.
- 82% of all middle schools have a composite score of 80 or above.

When the high school scores are reviewed, the good news disappears.

High school composites

I have continually pointed out that high school academic performance is overall under par across the state with exceptions here and there. Eliminating alternative high schools and charters, I counted the grade (9-12) high schools using 80% composite and above as the cut-off. The results of this examination showed that only 31% of our high schools had composite scores at or above 80%. That leaves 69% of our high schools with composite scores

under 80%.

My review of the high school composite performance uncovered an area of concern in CMS' high schools. [See bar chart above.]

There was no CMS high school with a composite of 90 or above.

The level of academic performance (10 out of 15 with composites below 70%) in these high schools is below par to put it mildly. This below par performance is especially troubling in view of the amount of local spending per pupil in Mecklenburg County.

The 2004 Public School Forum preliminary report shows that per pupil (ADM) spending dollars from Mecklenburg County is \$2,403 per pupil. At 23 students per classroom, the local funds per classroom would result in \$55,269 in local money per classroom with 23 students. CMS ranks 4th in local spending per pupil (ADM).

I compared CMS with Wake County Schools high school performance record for 2003-2004. [See bar chart.]

The 2004 Public School Forum preliminary report shows that the level of per pupil (ADM) spending from Wake County local funds is at \$1,849 per pupil. At 23 students per classroom, the local funds per class would result in \$42,527 in local money per class-

Leandro memo

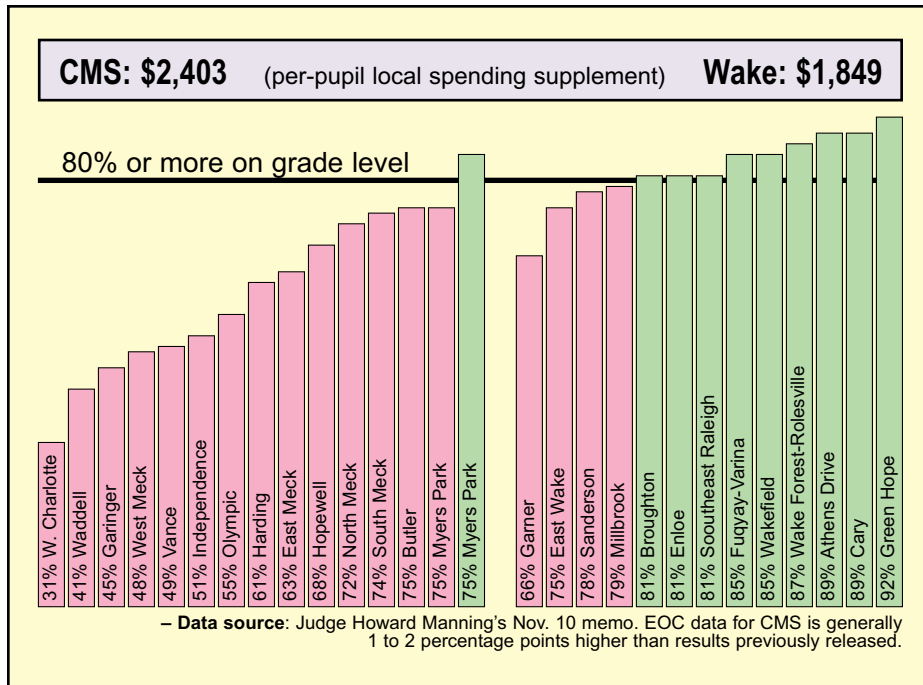
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room with 23 students. Wake ranks 11th in local spending per pupil (ADM). Wake spends \$12,742 less per classroom than Mecklenburg yet its high school composite scores are head and shoulders above Mecklenburg.

Poor performance in multiple schools when an LEA has plenty of funds as compared to other LEAs that are performing well would, initially at least, tend to indicate a management problem in the LEA arising out of its allocation of the system's human resources (principals, teachers and staff development) in those schools that are failing to achieve.

There are smaller LEAs – Craven and Onslow, among others – that are doing an outstanding job and spending less than \$1,100 per ADM in local spending. Their ABC scores indicate that those LEAs are focused on the fundamentals required by the Constitution – competent principals, teachers and resources in each school.

Where resources in local spending such as are present in CMS per ADM (\$2,403) and academic performance is down in a school or schools within the LEA, the logical conclusion is that the proximate cause is not the lack of money, but rather that the school



does not have a qualified, well-trained teacher in each classroom, a qualified well-trained principal and the resources necessary to support a Leandro compliant educational program in that school or schools within the LEA.

While the parties and their lawyers are “conferencing” about this case, the simple, basic requirements of Leandro compliance should be kept in focus.

Each school must have the competent principal, teachers and resources to support the program. Where there are plenty of funds available and academic performance is below Level III, the focus

should be on the quality and effectiveness of leadership and faculty in that school and/or entire LEA.

As stated many times previously, there is no “blank check” nor is there going to be a “spending spree.” If more resources are required to correct a problem, the present resources within the LEA must be examined and reallocated to meet the basic Leandro requirements for all students. If there is a deficit, then the additional resources must be targeted toward education success with accountability.

‘How much longer?’

In a Nov. 17 memo to State School Board Chairman Howard Lee, the lawyer for plaintiffs in the Leandro school funding adequacy lawsuit suggests that the annual cost of meeting the court's education mandate will be higher than the state's \$225 million estimate that made headlines months ago.

Lawyer Robert Spearman called the state's proposed “Disadvantaged Students Supplemental Fund” a “thought-

ful response” to court rulings. The legislature refused to fund it last summer, and Gov. Mike Easley under court pressure moved \$22 million to get started in 16 low-wealth counties. The fund is designed to help districts plan and implement what it takes “to help at-risk students obtain a sound basic education.”

But Spearman added that the \$225 million estimate “was not based on an analysis of the needs of disadvantaged students, and we expect that number is low, given the magnitude of the task.” His memo asks a

new estimate of the cost, and full funding within three years.

The question for the state, Spearman wrote, was not what initial amount to fund, but “How much longer are we willing to deprive children of their constitutional right to a sound basic education, and how much longer can we afford the status quo in an increasingly competitive world economy, particularly considering our massive loss of manufacturing jobs.” Asking the question that way underscores the very real urgency of the task.”

Pughsley responds to Manning memo in Leandro case

Following is Supt. Jim Pughsley's Nov. 19 response to Judge Howard Manning's Nov. 10 memo. Pughsley addressed school board members, and the memo was released Wednesday by CMS.

Introduction

No excuses. Charlotte-Mecklenburg Schools ("CMS") acknowledges that its high schools' 2004 End-of-Course ("EOC") composite scores, as highlighted in Judge Howard Manning's memorandum dated November 10, 2004 ("Manning Memo"), are unacceptable and must improve dramatically.

CMS also acknowledges its responsibility to improve those scores. Furthermore, CMS recognizes that it must address certain focus and execution concerns at the district and schoolhouse levels to help ensure that those scores will improve significantly.

While CMS readily acknowledges the above, the Manning Memo reaches some unwarranted conclusions because it discusses only EOC composite scores and the amount of local funding without exploring, in depth, the challenges CMS must overcome to improve achievement for all students and the significant progress CMS has made toward that goal.

A more comprehensive analysis of this district's efforts to improve student achievement, along with the challenges it faces in attaining that goal, would show a markedly different and more complete picture.

That analysis would demonstrate that additional resources are needed for CMS to dramatically improve those high school EOC composite scores. The following highlights some areas that are revealed by a more comprehensive analysis:

- CMS is in the midst of implementing plans to raise student

Another kind of CMS report card

Excerpts from a University of North Carolina report on CMS graduates who enrolled as first-time freshmen in UNC institutions in fall 2002. All numbers are percentages of the CMS students enrolled.

Institution	In remedial English	In remedial Math	In honors program	Back for year 2 with 30 hours of credit
Systemwide	1.9	13.4	7.0	34.2
Appalachian State	1.6	31.3	8.5	23.9
East Carolina	0	52.7	23.7	39.8
Elizabeth City State	40.1	60.1	20.1	60.1
Fayetteville State	0	0	0	20.6
N.C. A&T	1.8	9.1	0	29.0
N.C. Central	18.9	53.7	2.9	27.6
N.C. State	3.4	0	25.7	51.7
UNC-Asheville	0	0	5.9	41.2
UNC-Chapel Hill	0	0	4.4	41.4
UNC-Charlotte	0	14.2	2.0	28.3
UNC-Greensboro	0	8.1	0	33.1
UNC-Pembroke	5.1	15.1	0	40.1
UNC-Wilmington	1.5	0	4.5	28.0
Western Carolina	0	0	1.5	30.9
Winston-Salem State	5.2	16.7	0	34.7

- Data source: UNC report provided by Supt. Jim Pughsley to Education Budget Advisory Committee

achievement at all grade levels and those plans have significantly raised student achievement levels in its elementary and middle schools.

- CMS has developed more aggressive plans to improve high school achievement that, in some instances, are in the first year of implementation, but needs additional resources to have its plans fully implemented.

- CMS has struggled with high teacher turnover and having to hire too many lateral entry, alternative and emergency licensed teachers.

- The changing demographics of Mecklenburg County present additional challenges to dramatically raising student achievement; however, those challenges can be overcome with additional funding to support their learning.

- Implementation of the current student assignment plan has created additional challenges to improving student achievement at all grade levels, especially the high schools.

- Despite the challenges, CMS high schools have had significant achievements and, if they receive the necessary, additional resources, are on the cusp of significantly raising the student achievement levels for all of their students.

When Adequately Funded, CMS's Implementation Of Its Comprehensive Plans For Improving The Academic Achievement Levels For All Students Has And Will Work

In mid-1990s, academic achievement throughout CMS at all grade levels and with most racial and socioeconomic groups was simply unacceptable. For example, for the 1995-96 school year, the reading achievement for African-American students in grade 5, as measured by the North Carolina Grade 5 End-of-Grade ("EOG") reading test, was 35% on or above grade level (65% were not on grade level). As

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another example, for the 1995-96 school year, the mathematics achievement for Free/Reduced Price Lunch students in grade 6 on the EOG mathematics test was less than 50% on or above grade level. In 1996, CMS had twenty-two schools designated as "low-performing" under North Carolina's ABCs accountability program.

Faced with those poor scores, the CMS administration and the Charlotte-Mecklenburg Board of Education in the mid- to late-1990s developed comprehensive strategies and plans to raise the academic achievement at all levels.

Because CMS and its Board determined that it was necessary to improve "the pipeline" (i.e., students who would enter school in the early grades and remain with CMS over time) to positively improve the "end product" (i.e., high school students graduating from CMS schools), special emphasis was placed on improving the academic achievement of elementary and middle school students first.

From that time period to the present, CMS took or is undertaking a number of initiatives aimed specifically at improving student achievement for those grade levels:

- CMS developed its nationally acclaimed Bright Beginnings program for pre-kindergarten children. This program is designed to address the educational needs of four-year-old children who are at-risk for academic failure. The program was implemented in 1997 because of the large number of children entering kindergarten without the important experiences and skills that would enable them to succeed both in kindergarten and later grades.

Over the last few years, CMS has spent over \$8 million from local funds and millions of federal dollars each year to support this initiative. As a result of the

Black male graduation rates estimated at 40%

The Schott Foundation looked nationwide at the percentage of ninth-graders who graduate on time four years later. Nationwide in 2001-02, only 41% of black males did so. In North Carolina, the rate was 40%, in CMS, 34%. More observations from "Public Education and Black Male Students: A State Report Card":

"We isolated Black male students for study because as a group, the cumulative consequences of school failure are most severe for this group of students. It is also our belief that all vulnerable students will benefit when the school experience and environment has been optimized for Black male students...."

"Among large North Carolina public school districts, Charlotte-Mecklenburg has the largest gap between White and Black male graduation rates, a gap only slightly more than the district's Black male graduation rate: Two-thirds of this group do not graduate with their class, while two-thirds of their White peers do graduate with their cohort.

2001-02 graduation rates (Males, in percent)

	Blacks	Whites	Gap
N.C.	40	62	22
CMS	34	67	33
Cumberland	49	56	7
Guilford	39	68	28
Wake	40	70	29

"The state as a whole has low graduation rates for both White and Black students. Among the state's counties enrolling 10,000 or more African-American males, only Wake County reaches the national average for White male graduation rates and it, too, is below the national average for Black male graduations.

"Cumberland County - which like the other three counties shown here is racially balanced - has the state's smallest achievement gap, has the highest graduation rate among this group for Black males and the lowest for White males.

Inequities in Discipline and Special Education

"In Charlotte, North Carolina, non-Hispanic Black students accounted for 43% of public school enrollments in 2000-2001 and non-Hispanic White students accounted for 45%. Black students received 72% of the out of school suspensions, while White students received 22%.

"Black students accounted for 78% of "Total Mental Retardation" classifications, while White students accounted for 17%. Black students accounted for 77% of classifications for "Emotional Disturbance" and 57% of "Specific learning disabilities" while White contributions to these categories were significantly lower than enrollment ratios for both White females and males.

"Taking these three categories together, they account for 2% of White Female enrollments, 7% of Black Female enrollments, 7% of White Male enrollments and 15% of Black Male enrollments."

- "Public Education and Black Male Students: A State Report Card," published by The Schott Foundation for Public Education. Download the report from www.schottfoundation.org/serv01.htm

Bright Beginnings initiative, at-risk four-year-old children who attend Bright Beginnings are entering kindergarten on a readiness level equal to other kindergarten students. Judge Manning

recognized the Bright Beginnings program as an effective means to assist at-risk students in achieving academic success. In recent years, the North Carolina

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General Assembly has also recognized that this type of program is an effective school readiness strategy by appropriating funds to support the “More at Four” program.

– CMS developed a comprehensive, system-wide elementary school reading initiative in 2001. CMS used over \$7.5 million of local funds in 2001 to purchase the textbooks and supplementary reading materials and over \$2 million of local funds for professional development for this initiative. Since then, CMS has used over \$6 million of local funds to purchase additional materials related to this initiative. CMS has also used additional local funds for the staff development necessary to make this initiative successful.

– CMS developed policies and strategies that recognize that at-risk students require additional resources in order to succeed. While these strategies have been implemented across grade levels, subject to available funding, CMS has emphasized implementing some of these strategies at the elementary and middle school levels.

Those strategies, many of which have been targeted to schools with large concentrations of at-risk students, have included lowering class sizes, providing additional instructional materials and supplies, providing differentiated staffing and providing financial and other incentives to attract high quality teachers.

Implementing these “equity” strategies has caused the expenditure of close to or more than \$40 million annually, primarily from local sources, for each of the last few years.

The above-referenced initiatives have required additional resources; however, the results of those and other initiatives are clear. The academic achievement for elementary and middle school children in all subcategories (race,

socioeconomic status) has risen, quite dramatically so for some groups.... In addition, CMS went from having twenty-two low-performing schools in 1996 to having zero prior to this school year (currently, CMS has one, a high school).

Furthermore, on the highly regarded national assessments administered by the National Assessment of Educational Progress (“NAEP”) in 2003 for fourth and eighth graders across the nation and in ten urban districts, including CMS, students in CMS did extremely well when compared to the nation and those other urban districts.

For example, when compared to students in the nine other urban districts, CMS students achieved significantly higher average scale scores in math and reading in both grades and also had significantly higher percentages of students at or above proficient in math and reading in both grades.

As another example, the average scale scores in reading and mathematics for CMS African-American students in both grades were higher than the nation as a whole and higher than or the same as all states with data to report. Those NAEP scores are a direct result of CMS’s efforts to improve academic performance at those grade levels.

For some of the reasons outlined below, improving students’ academic achievement in CMS’s elementary and middle schools will require, at a minimum, a continued funding commitment at the local level and an increased funding commitment at the state level.

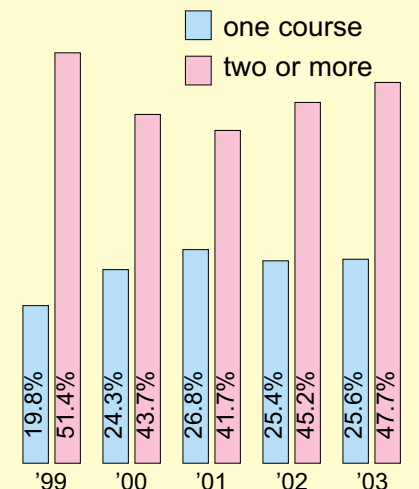
CMS Has Focused Its Attention On Improving Its High Schools

At the same time CMS initiated programs designed to address the academic achievement levels for elementary and middle school students, CMS started working to improve its high schools.

However, as the “pipeline” is now developing better-equipped

CPCC remediation

Percentage of CPCC students enrolled in remedial coursework over time:



– Data: CPCC presentation to CMS high school principals, April 20, 2004

students, CMS is now, more than ever, deliberately focusing on targeted efforts to improve its high schools. CMS has developed comprehensive plans for doing so, including, but not limited to:

– High School Charter – This is CMS’ strategic annual plan and monitoring system for all of its high schools.

– A+ – This is the systemic way a school organizes its instruction to ensure quality control of instruction.

– Algebraic Thinking – This is a specialized course to ensure mastery of critical math skills necessary for success in Algebra I.

– AVID (Advancement Via Individual Determination) – This is a program that prepares average ability students with the potential and desire to go to college to be successful in college.

– Department of Instructional Excellence – This department provides professional development and support through mentoring and coaching of first and second year teachers.

– High School Challenge – This is an approximately \$6 million, one-time grant offered by Mecklenburg County Commission

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to CMS, which it accepted, to improve student achievement at three of its high schools.

– Student Support Case Management – This is a high school drop-out prevention program in which case managers work with high needs students in ninth and tenth grade who are at significant risk of dropping out of school. The case managers support the academic, social/emotional and behavioral progress of students on their caseload by monitoring attendance, academic progress and behavioral adjustment, coordinating community involvement, accessing school based resources and promoting family involvement.

– Transition 9 – This is an initiative for 9th grade that will provide intensive academic/instructional intervention to students who were in the 8th grade who did not meet the competency or computer skills requirements. This intensive intervention will help students become successful in high school.

CMS would like to implement other initiatives at its high schools, including lowering class sizes, attracting more licensed personnel to teach EOC courses (as opposed to lateral entry, alternative and emergency licensed teachers) and hiring additional staff to re-teach students immediately, where necessary.

As with the plans for improving student achievement at the elementary and middle schools, CMS’ plans to retool its high schools require significant, additional resources focused on those initiatives. As you know, CMS uses its “Sunset Clause” to evaluate programs and redirect resources from ineffective programs to those that are proven to be effective.

Unfortunately, even after redirecting resources, the additional resources that become available have been insufficient to fund these plans. Moreover, the State

has been mired in a few lean budget years.

In addition, the level of resources at the local level has essentially stagnated, even while enrollment has grown substantially. Except for the High School Challenge mentioned above, over the last three years, CMS has received level funding from the Mecklenburg County Commission. At the same time, CMS has experienced tremendous growth: from approximately 109,605 K-12 students in 2002-03 to approximately 118,599 enrolled this school year.

As a result, insufficient state funding, coupled with level funding from the county, prevents CMS from fully implementing its initiatives, and threatens potential gains in student achievement.

Teacher Turnover And High Use Of Lateral Entry, Alternative And Emergency Teachers Present Challenges To High Student Achievement

Judge Manning correctly found that a key to each student receiving a sound, basic education is having a qualified teacher in every classroom. While recent trends are encouraging, CMS has long struggled with high teacher turnover, which directly impacts its ability to have a qualified, well-prepared teacher in each classroom every day.

The following charts, pulled from the 2004 North Carolina Report Cards, published in November 2004, illuminate this issue.

The following shows the percentage of classroom teachers who have left their school from the start of the prior year to the start of the current year:

Location	Elem	Middle	High
CMS	24%	29%	24%
Wake	21%	22%	16%
NC	20%	23%	20%

The following shows the percentage of teachers who left their school district from the start of the prior year to the start of the current year:

Location	Elem	Middle	High
CMS	16%	20%	19%
Wake	14%	15%	14%
NC	14%	17%	16%

As a result, CMS, like the rural plaintiff districts in the Leandro suit, has had to hire many lateral entry, alternative or emergency licensed teachers and has had to use significant resources to develop these teachers.

The following chart, reprinted from the NC Report Cards, shows the percentage of classroom teachers with clear initial or clear continuing licenses (not lateral entry, alternative or emergency licensed teachers):

Location	Elem	Middle	High
CMS	89%	73%	76%
Wake	90%	85%	86%
NC	90%	79%	82%

Changing Demographics Present Challenges To High Student Achievement

The comparisons in the Manning Memo between CMS and Wake County are incomplete and potentially very misleading because they fail to recognize the demographic make-up of each district’s student body.

A quick look at just a few demographic statistics is revealing:

Free and Reduced Priced Lunch (“FRL”)

– In CMS, approximately 42.3% of its students received FRL for the 2003-04 school year (approximately 48% of its students are receiving FRL for this school year)

– In Wake, approximately 26.4% of its students received FRL for the 2003-04 school year

– In NC, approximately 44.6% of its students received FRL for the 2002-03 school year (2003-04 numbers were not readily available from the NC Department of Public Instruction).

Race

– In CMS, approximately 58% of its students were non-white in the 2003-04 school year

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- In Wake, approximately 42% of its students were non-white in the 2003-04 school year
- In NC, approximately 42% of its students were non-white in the 2003-04 school year

Limited English Proficient (“LEP”)

- In CMS, as of October 1, 2004, 11,510 or approximately 9.7% of its students were classified as LEP
- In Wake, as of October 1, 2004, 6,777 or approximately 6% of its students were LEP

In addition, the demographic composition of CMS students is changing.

For example, in the 2001-02 school year, the FRL population was 37.8%; now it is approximately 48%. Similarly, the LEP population, as of October 1, 2002 was 6,705 students or approximately 6.1% of the total student population; now it is 11,510 students or 9.7% of the total student population.

In addition, CMS also experienced high student mobility rates, especially at certain schools.

Notwithstanding these statistics, CMS firmly believes that all students can receive a sound, basic education and, indeed, it embraces its responsibilities to meet the needs of these students to enable them to be highly successful in academics.

However, these students bring greater educational needs when they arrive at CMS and additional resources must be provided to support their learning.

The Current Student Assignment Plan Has Created Additional Challenges To Improving Student Achievement At All Grade Levels, Especially The High Schools

After being declared a unitary school district by the federal judicial system, CMS implemented a new student assignment plan

effective for the 2002-03 school year. This plan provides choice of school assignment for students that includes the guaranteed availability of a “home” school assignment choice for every student in proximity to the student’s home.

In addition, priorities are given for certain students to be assigned to schools based on their socioeconomic status and/or academic achievement levels.

This student assignment plan has changed the racial and socioeconomic composition of many schools. More specifically, many schools are now more racially identifiable and certain schools have extremely high concentrations of poor students.

In addition, because of the student assignment plan and rapid student enrollment growth, many schools are now well over the desirable student population capacities.

These changes have made the district’s efforts to raise student achievement more challenging, especially at the high school level.

CMS High Schools Are Producing Some Positive Results

While CMS acknowledges that there is much room for improvement, especially when high school EOC composite scores are examined, many CMS high school students are doing very well. The following are just a few examples:

- For the 2002-03 school year, the average SAT score for the top 10% of CMS graduates was 1228; North Carolina’s average for the top 10% of its students was 1185; the top 10% of students in the nation was 1192.

- For the 2003-04 school year, the average SAT score CMS students was 1005; North Carolina’s average for its public school students was 1003.

- In 2003-04, CMS’s enrollment in Advanced Placement (“AP”) courses was 11,474. Fifty-eight percent of CMS seniors took at least one AP/International Baccalaureate (“IB”) course.

Manning Memo’s Use Of Data Only Examines Part Of The Funding Picture

Judge Manning’s use of the Public School Forum preliminary data on financial support of districts reveals only part of the picture because it only discusses local funding.

While the Manning Memo notes that CMS receives among the highest amount of local funding per average daily membership (“ADM”) in the State, it fails to note that CMS receives among the lowest amount of State funding per ADM (in 2002-03, CMS ranked 108 in the State in the amount of state funding per ADM).

The North Carolina Report Cards show the following financial support per student, excluding facilities costs, for the 2003-04 school year:

CMS	
Local:	\$2,364 per student
State:	\$4,308 per student
Federal:	\$628 per student
Total:	\$7,300 per student
Wake	
Local:	\$2,256 per student
State:	\$4,249 per student
Federal:	\$484 per student
Total:	\$6,989 per student
NC	
Local:	\$1,724 per student
State:	\$4,563 per student
Federal:	\$ 723 per student
Total:	\$7,010 per student

Conclusion

As is stated at the outset of this memorandum, there are no excuses for CMS’ 2004 high school EOC composite scores. We can and must do better. We have the plans to do better.

However, CMS needs significant, additional resources to successfully implement those plans.

Indeed, it especially needs additional resources to successfully educate the increasing number of students who arrive at CMS with greater educational needs.

Re-invent the district

Continued from Page 1

achieve” at the levels “we have our sights set upon.”

He mentioned both incentives and “administrative action,” a probable reference to assignment of teachers if they don’t volunteer to take positions where they are needed.

On student assignment, Pughsley said the school board in January would begin a “comprehensive review” of the 2001 student assignment plan that has resegregated many CMS schools and created dozens of high-poverty schools. In earlier comments, Pughsley said a school with 50% to 55% of its students from impoverished households was a school that put at risk the academic achievement of any student assigned to it, whether the student was poor or rich or in between.

In comments Wednesday, Pughsley said high-poverty schools make CMS’s task harder. Some students will achieve in any school, but with mixed-income schools, “we stand a better chance of all students making it.”

“If we don’t get that piece right, then it becomes nearly impossible to accomplish what we need to accomplish on the academic side.”

“Whether or not there is going to be courage” to do what would be necessary to eliminate high-poverty schools “is yet to be determined. It is going to take some stepping out to make it happen.”

Indeed, Pughsley did not even say he would recommend such changes. But he did say that Mecklenburg will pay for its low-income schools.

“What kind of community are we going to have if we allow that to continue?” he asked.

“I endorse choice, but some of the mechanics” of the 2001 plan are unwieldy, he said. And “without seats to have the kids in” makes any assignment plan unstable.

Pughsley said CMS was not “stepping away from diversity. It

DidYaHear?

✓ “What do you do for leisure?” Supt. Jim Pughsley was asked. His reply: “What is that?”

✓ Charlotte Advocates for Education announced its new board of directors for 2005. Taking the chair is Gerald Johnson, publisher of the Charlotte Post. Vice chair and fund-raising chief is Allen Prichard, a lawyer with Kennedy Covington Lobdell & Hickman.

✓ The N.C. Forum’s Friday Report took note of the release of the annual N.C. report cards by noting “areas of concern in the high student performance priority.” Mentioned: “Declines in the percentage of students scoring at or above grade level on the geometry end-of-course test (25% to 19%); declines in the percentage of eighth-graders taking algebra (61% to 59%); and declines in the percentage of students taking upper level math courses (30% to 26%).” The report is at www.ncforum.org

✓ Rod Paige will depart from the U.S. Department of Education, and Education Week says President Bush’s nominee to replace Paige, Margaret Spellings, “is considered a principal architect of the president’s first-term education plans, especially the No Child Left Behind Act, and she will likely have his ear in a way that many observers say Secretary Paige has not.”

✓ Every school district is squeezed for funds, and few are blessed with a groundswell of support for more local taxation to bolster teaching staffs. Even in Wake County. Last September’s “Wake Public Education Community Assessment by the Wake Education Partnership put it this way: “Support for the system remains fairly strong around questions regarding fiscal needs. While a majority of respondents believe the school system needs more money and manages its funding effectively, the support for increased funding varies according to age and gender and there is only moderate support for specific revenue options that would increase taxes....”

✓ Wake watches Mecklenburg carefully when it comes to assignment issues. Word has it that Wake leaders think Mecklenburg made a huge mistake going to choice, and won’t ever get rid of it because courts won’t intervene. For now, Wake is using a mixture of socioeconomic status and academic performance measures to ensure that all schools are reasonably balanced. The Wake Ed pollsters found this about Wake attitudes toward assignment: “In responding to a series of questions on diversity and student assignment, Wake citizens hold conflicting opinions. Although support for maintaining racial and economic diversity in the schools has increased since 2002 and fewer than one-fourth of those polled say it should not be a priority, still a majority of those polled also believe that students should be permitted to attend the school closest to their home, regardless of overcrowding or student population.” Hmmm.

– Send intelligence to swannfello@aol.com

is emphasizing diversity by way of its core values. I hope that is not lost (on the public) when we start to roll this out.”

Pughsley said the school board had already begun a rewriting of

its vision and mission statements. He forecast that the outcome would turn the early 1990s statement on its head.

“In the past, success in CMS

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Re-invent the district

Continued from Page 10

has been defined in terms of desegregation. The new mission and vision statement defines success in terms of academic success.”

The old statement “speaks to both desegregation and it speaks to student achievement – but in that order.”

The superintendent said the Dec. 11 United Agenda for Children Town Hall “could play a significant role in the reinventing of the district itself” because it promises to be the first time members of the community “sit down and talk about what we want for the youth of this community.”

Upcoming Democratic control of the Board of County Commissioners might “create some opportunities we have not had in the last three years.” But Pughsley emphasized that CMS budget requests would remain reasonable: “We are just as concerned... about the whole budget situation.”

Enrollment increases and low capital budgets are also a “tremendous challenge.” And he said that of the 7,800 students new to the district, about 1,000 already lived in Mecklenburg and were drawn from private, parochial, charter and home schools.

“We have stepped up the marketing program and we are going after the students,” he said.

Pughsley renewed his call for something beyond the “sound basic education” now being promoted as part of a state lawsuit. Pughsley calls his goals “basic plus.”

“When I ‘plus’ it I mean... the opportunity to take those higher-level courses... a wide range of courses... a balanced curriculum in terms of performing and visual arts.”

Being satisfied with a sound basic education means “we’re talking about arithmetic, reading and writing. We have to go

An argument for cultural relevance

Greer, S.C. seventh-grade literature teacher Peggy Groover in Education Leadership:

“African American boys averaged scores between 65 and 71 on the novels with white characters only. Test scores jumped to between 87 and 93, however, when the literature featured African American characters.... African American boys become more engaged in reading and writing when they read literature that is culturally relevant to them.”

– www.ascd.org/publications/class_lead/200412/groover.html

beyond that.”

In their public comments, Pughsley and N.C. Superior Court Judge Howard Manning are talking past one another. (See story, Page 1, and excerpts from recent memos.)

While Pughsley is talking “basic plus,” Manning is using low high school achievement scores to suggest that CMS is not providing its students with the sound basic education required by the N.C. Constitution. In a Nov. 10 memo, he suggests that where money is relatively plentiful, as in CMS, resources should be shifted to achieve success with the basic educational requirements. Pughsley’s written reply cites millions spent and successes achieved. The reply, emanating from CMS’s legal department, even suggests, at the risk of provoking a tart reply from the bench, that the judge’s assessments of CMS are flawed.

In an update on the county-backed High School Challenge, Pughsley said portions of the complex program had already been implemented and others would follow. He said he’d negotiated with County Manager Harry Jones to bring the total budget to the full \$6 million offered by commissioners.

And Pughsley said achievement targets, initially set at having 90% or more of all students on or above grade level, would be reset lower, probably in the 72% to 75% range for the three high-poverty high schools in the program.

CMS’s highest-performing high school, low-poverty Providence, would fail the 90% goal.

On another matter, Pughsley offered a “personal opinion” that the county-appointed EBAC dominated by business executives “has strayed” from its budget advisory mission. “Its scope has become too broad. I don’t think EBAC should allow itself to be a quasi-school board.”

Former EBAC chairman Ken Harris suggested the group had focused on “the substance” of CMS’s program, “what really is important, not what is said.” And county commissioner Dumont Clarke said EBAC “was created to have an independent group that would bring stronger credibility” to CMS budget requests.

“Having a bunch of citizens who are educated about the challenges we face... one of our biggest challenges is helping everybody understand the challenges we face. When things change rapidly there is a tremendous lag in people’s perceptions.”

“I don’t think anybody can focus just on the numbers,” said EBAC member Sue Breckenridge.

“We recommended all along support either for the exact CMS request, or more.... It is pretty evident that if we don’t address these [nonbudget] issues as a whole they’re going to get worse and this community is going to suffer hugely. This partnership is critical for the success of our students.”

Choose the public good

Evidence from first years of 'choice' plan demands realignment of how children are assigned to school

Last week's edition that focused on test and other data for elementary schools included a preliminary look at the lessons that CMS and the Charlotte-Mecklenburg community might glean as it approaches a review, beginning in January, of the 2001 pupil assignment plan.

This week's edition includes similar data for middle and high schools. Among the most revealing is the information on what portion of parents are choosing to leave their assigned area to find what they want; and how choice is most heavily used by parents assigned to CMS's lowest-performing students;

To recap last week's observations: **Principle 1: Isolating poor children shortchanges all students.**

The inequity of high-poverty schools hits all assigned to them. Achievement tends to vary inversely with the level of poverty in a school. Despite educators' assurances, CMS has not proven 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.

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

At the middle and high schools, as at elementaries, percentages of children on or above grade level at predominantly white schools are far higher than at predominantly minority schools.

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

At white schools, there are generally 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.

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. Higher turnover at schools where the fewest children are on grade level means the least-experienced teachers are handed the toughest jobs.

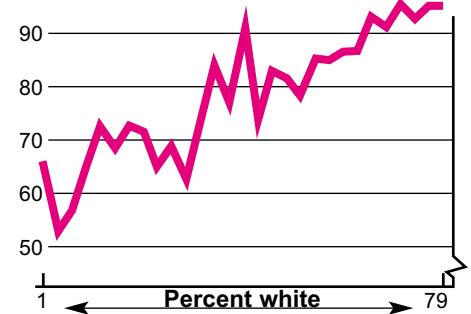
Principle 5: Parents are heavily using the choice plan to vote with their feet against low-performing schools.

At all school levels, parents in attendance areas with low-performing schools are opting out. Where they are going is not clear from the data presented to the school board recently, but they are voting with their feet, seeking higher-performing schools for their children.

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 2001 assignment plan installed a 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

Middle school student achievement



School	Pct. white	'05 on grade EOG reading
J. T. Williams	1	66.2
Marie G. Davis	1	53.1
Spaugh	4	56.6
Cochrane	6	65.3
Northridge	8	72.5
Eastway	9	68.2
Ranson	9	72.7
Martin	10	71.5
Sedgefield	10	64.9
Albemarle Rd.	12	68.8
Wilson	16	62.7
Kennedy	18	73.1
Randolph	26	84.0
McClintock	29	77.0
Piedmont	30	90.6
Coulwood	38	73.8
Alexander	41	82.8
Southwest	43	81.9
Quail Hollow	43	78.5
Smith	44	85.5
Northeast	46	84.9
Carmel	58	86.5
Alex. Graham	67	86.7
Mint Hill	68	92.9
Bradley	73	91.2
Davidson IB	75	>95.0
Crestdale	77	92.5
Robinson	78	>95.0
South Charlotte	79	>95.0

a boom in population meant that the best chance for a good education goes to the privileged.

Mecklenburg can choose another approach. It won't be painless, and it will demand a focus on the common good, not the highest good for individuals. This is precisely what Mecklenburg agreed to do a generation ago only after a federal court made it a legal command. Now it most likely must do

Principles for review

Continued from Page 12

it on its own. It will, as Supt. Jim Pughsley said Wednesday morning, take “some stepping up to make it happen.”

– **Unlink assignment from residence.** De-coupling will end the annual instability for entire neighborhoods as new schools open. It will make access to schools more equitable by eliminating the socioeconomic advantage ensured by the current assignment plan.

– **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.”** It appears clear that 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, etc.

– **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.

– **Alter poverty.** What needs to end is not the subsidized lunch program – but children’s need for it. Mecklenburg is too comfortable with poverty in its midst.

– **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 concen-

Choose the public good

trations 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.

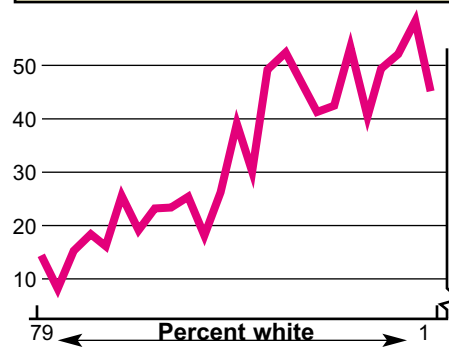
– **Assign by lottery.** In a litigious era, there is no more solid defense in the allocation of finite resources. And a lottery would accommodate the cap on subsi-

dized 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

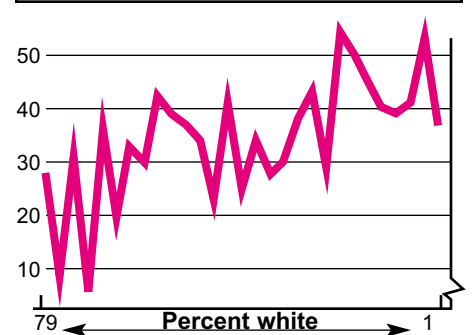
Continued on Page 14

Middle school choice-out



School	Pct. white	Pct. parents choosing out
South Charlotte	79	14
Robinson	78	8
Crestdale	77	15
Bradley	73	18
Mint Hill	68	16
Alexander Graham	67	25
Carmel	58	19
Northeast	46	23
Quail Hollow	43	23
Southwest	43	25
Alexander	41	18
Coulwood	38	26
McClintock	29	39
Kennedy	18	30
Wilson	16	49
Albemarle Rd.	12	52
Sedgefield	10	47
Martin	10	41
Ranson	9	42
Eastway	9	53
Northridge	8	40
Cochrane	6	49
Spaugh	4	52
Marie G. Davis	1	58
J. T. Williams	1	45

Middle school newest teachers



School	Pct. white	Pct. new teachers
South Charlotte	79	28
Robinson	78	9
Crestdale	77	31
Davidson IB	75	6
Bradley	73	36
Mint Hill	68	20
Alex, Graham	67	33
Carmel	58	30
Northeast	46	42
Smith	44	39
Quail Hollow	43	37
Southwest	43	34
Alexander	41	23
Coulwood	38	41
Piedmont	30	25
McClintock	29	34
Randolph	26	28
Kennedy	18	30
Wilson	16	38
Albemarle Rd.	12	43
Sedgefield	10	29
Martin	10	54
Ranson	9	50
Eastway	9	45
Northridge	8	40
Cochrane	6	39
Spaugh	4	41
Marie G. Davis	1	53
J. T. Williams	1	37

Principles for review

Continued from Page 13

es 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 middle, high school charts

These notes on the charts on the following pages use Albemarle Road Middle, at right, as an example:

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


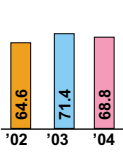
Albemarle Road is a partial magnet, so it is marked with this symbol: **P** 

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 Albemarle Road Middle, then, there is both a regular program and a magnet program. There are 165 students in the regular program who have choiced in, and 484 come from the Albemarle Road attendance area. The magnet drew 65 students from other attendance areas, and 64 from nearby. There are a total of 68 English as a Second Language students, and a third of the children in self-contained exceptional children's classes are from outside the attendance area.

The "choiced out by program" line shows that 458 students from the Albemarle Road attendance area chose regular programs elsewhere. And while 65 students were drawn to the Albemarle Road magnet, 117 students living in the Albemarle Road attendance area are enrolled in magnets elsewhere. The "choice out" category includes 47 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

Albemarle Rd P 	Regular	Magnet	ESL	EC	Total	EOG trend:
Choice in	165	65	33	4	267	
From home area	484	64	35	8	591	
Total enrollment	649	129	68	12	858	
Choice out by program	458	117	7	47	629	
Children in home area	942	181	42	55	1220	
Pct. white	12					Pct. choosing out: 52
Pct. new teachers	43					Pct. choosing in: 31
Pct. teach. tm'ovr	30					Pct. AYP goals made: 86

student enrollment. "New teachers" is based on N.C. report card data released last 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 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.

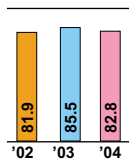
Teacher and EOG data is from the N.C. report cards. All other data is from CMS. Similar charts for elementary schools were published in the Nov. 19 *Educate!* That edition may be downloaded online from the *Educate!* archives at www.educateclt.org.

Middle schools

Educate! 04-12-03 **15**

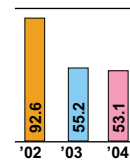
Alexander	Regular	Magnet	ESL	EC	Total
Choice in	189		21	24	234
From home area	1365		26	26	1417
Total enrollment	1554		47	50	1651
Choice out by program	78	207	4	20	309
Children in home area	1443	207	30	46	1726
Pct. white	41		Pct. choosing out: 18		
Pct. new teachers	23		Pct. choosing in: 14		
Pct. teach. trn'ovr	17		Pct. AYP goals made: 97		

EOG trend:



Marie G. Davis	Regular	Magnet	ESL	EC	Total
Choice in	55			4	59
From home area	369			17	386
Total enrollment	424			21	445
Choice out by program	192	288	6	55	541
Children in home area	561	288	6	72	927
Pct. white	1		Pct. choosing out: 58		
Pct. new teachers	53		Pct. choosing in: 13		
Pct. teach. trn'ovr	20		Pct. AYP goals made: 77		

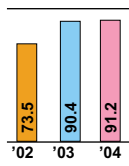
EOG trend:



Title I school; '05 transfer: Yes

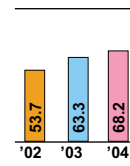
Bradley	Regular	Magnet	ESL	EC	Total
Choice in	76			19	95
From home area	1557			6	1563
Total enrollment	1633			25	1658
Choice out by program	84	245	15	17	361
Children in home area	1641	245	15	23	1924
Pct. white	73		Pct. choosing out: 18		
Pct. new teachers	36		Pct. choosing in: 6		
Pct. teach. trn'ovr	32		Pct. AYP goals made: 100		

EOG trend:



Eastway P	Regular	Magnet	ESL	EC	Total
Choice in	196	100	13	16	325
From home area	463	40	110	17	630
Total enrollment	659	140	123	33	955
Choice out by program	319	324	24	36	703
Children in home area	782	364	134	53	1333
Pct. white	9		Pct. choosing out: 53		
Pct. new teachers	45		Pct. choosing in: 34		
Pct. teach. trn'ovr	26		Pct. AYP goals made: 86		

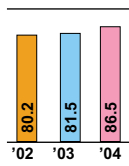
EOG trend:



Title I school; '05 transfer: Yes

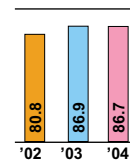
Carmel P	Regular	Magnet	ESL	EC	Total
Choice in	117	209	24	39	389
From home area	695	29	41	9	774
Total enrollment	812	238	65	48	1163
Choice out by program	94	65	7	12	178
Children in home area	789	94	48	21	952
Pct. white	58		Pct. choosing out: 19		
Pct. new teachers	30		Pct. choosing in: 33		
Pct. teach. trn'ovr	15		Pct. AYP goals made: 100		

EOG trend:



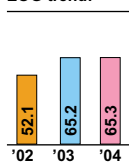
Alexander Graham	Regular	Magnet	ESL	EC	Total
Choice in	126			29	157
From home area	769			7	797
Total enrollment	895			36	954
Choice out by program	47	182	8	24	261
Children in home area	816	182	29	31	1058
Pct. white	67		Pct. choosing out: 25		
Pct. new teachers	33		Pct. choosing in: 16		
Pct. teach. trn'ovr	30		Pct. AYP goals made: 95		

EOG trend:



Cochrane P	Regular	Magnet	ESL	EC	Total
Choice in	62	222	8	36	328
From home area	148	13	14	4	179
Total enrollment	210	235	22	40	507
Choice out by program	93	54	9	14	170
Children in home area	241	67	23	18	349
Pct. white	6		Pct. choosing out: 49		
Pct. new teachers	39		Pct. choosing in: 65		
Pct. teach. trn'ovr	33		Pct. AYP goals made: 88		

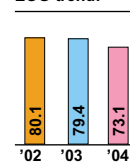
EOG trend:



Title I school; '05 transfer: Yes

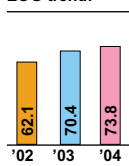
Kennedy P	Regular	Magnet	ESL	EC	Total
Choice in	123	150	21	17	311
From home area	364	38	43	9	454
Total enrollment	487	188	64	26	765
Choice out by program	119	55	6	15	195
Children in home area	483	93	49	24	649
Pct. white	18		Pct. choosing out: 30		
Pct. new teachers	30		Pct. choosing in: 41		
Pct. teach. trn'ovr	47		Pct. AYP goals made: 88		

EOG trend:



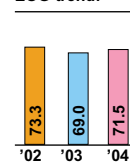
Coulwood	Regular	Magnet	ESL	EC	Total
Choice in	159			23	209
From home area	974			13	1004
Total enrollment	1133			36	1213
Choice out by program	125	204		24	353
Children in home area	1099	204	17	37	1357
Pct. white	38		Pct. choosing out: 26		
Pct. new teachers	41		Pct. choosing in: 17		
Pct. teach. trn'ovr	34		Pct. AYP goals made: 94		

EOG trend:



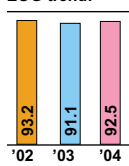
Martin	Regular	Magnet	ESL	EC	Total
Choice in	75			17	102
From home area	1342			33	1498
Total enrollment	1417			50	1600
Choice out by program	400	544	22	58	1024
Children in home area	1742	544	145	91	2522
Pct. white	10		Pct. choosing out: 41		
Pct. new teachers	54		Pct. choosing in: 6		
Pct. teach. trn'ovr	36		Pct. AYP goals made: 85		

EOG trend:



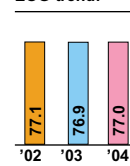
Crestdale	Regular	Magnet	ESL	EC	Total
Choice in	199			30	229
From home area	938			11	949
Total enrollment	1137			41	1178
Choice out by program	138	14	2	8	162
Children in home area	1076	14	2	19	1111
Pct. white	77		Pct. choosing out: 15		
Pct. new teachers	31		Pct. choosing in: 19		
Pct. teach. trn'ovr	32		Pct. AYP goals made: 100		

EOG trend:



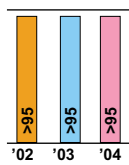
McClintock	Regular	Magnet	ESL	EC	Total
Choice in	194			23	242
From home area	684			29	766
Total enrollment	878			52	1008
Choice out by program	135	192	9	19	355
Children in home area	819	192	62	48	1121
Pct. white	29		Pct. choosing out: 39		
Pct. new teachers	34		Pct. choosing in: 24		
Pct. teach. trn'ovr	39		Pct. AYP goals made: 90		

EOG trend:



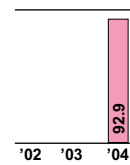
Davidson IB	Regular	Magnet	ESL	EC	Total
Choice in					
From home area					
Total enrollment					
Choice out by program					
Children in home area					
Pct. white	75		Pct. choosing out:		
Pct. new teachers	6		Pct. choosing in:		
Pct. teach. trn'ovr	20		Pct. AYP goals made: 100		

EOG trend:



Mint Hill	Regular	Magnet	ESL	EC	Total
Choice in	252			14	266
From home area	769			2	771
Total enrollment	1021			16	1037
Choice out by program	94	20	17	20	151
Children in home area	863	20	17	20	920
Pct. white	68		Pct. choosing out: 16		
Pct. new teachers	20		Pct. choosing in: 26		
Pct. teach. trn'ovr	NA		Pct. AYP goals made: 100		

EOG trend:

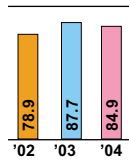


Middle schools

Educate! 04-12-03 **16**

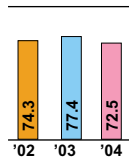
Northeast	Regular	Magnet	ESL	EC	Total
Choice in	483		7	22	512
From home area	520		19	10	549
Total enrollment	1003		26	32	1061
Choice out by program	140	55	6	12	213
Children in home area	863	20	17	20	920
Pct. white	46				Pct. choosing out: 23
Pct. new teachers	42				Pct. choosing in: 48
Pct. teach. trn'ovr	38				Pct. AYP goals made: 93

EOG trend:



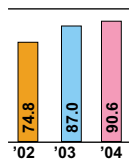
Northridge	Regular	Magnet	ESL	EC	Total
Choice in	160		8	15	183
From home area	965		42	16	1023
Total enrollment	1125		50	31	1206
Choice out by program	370	248	12	53	683
Children in home area	1335	248	54	69	1706
Pct. white	8				Pct. choosing out: 40
Pct. new teachers	40				Pct. choosing in: 15
Pct. teach. trn'ovr	23				Pct. AYP goals made: 93

EOG trend:



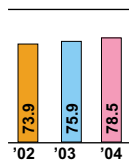
Piedmont	Regular	Magnet	ESL	EC	Total
Choice in					
From home area					
Total enrollment					
Choice out by program					
Children in home area					
Pct. white	30				Pct. choosing out: 40
Pct. new teachers	25				Pct. choosing in: 15
Pct. teach. trn'ovr	21				Pct. AYP goals made: 100

EOG trend:



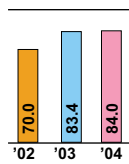
Quail Hollow	Regular	Magnet	ESL	EC	Total
Choice in	207		38	8	253
From home area	865		99	6	970
Total enrollment	1072		137	14	949
Choice out by program	85	174	3	21	283
Children in home area	950	174	102	27	1253
Pct. white	43				Pct. choosing out: 23
Pct. new teachers	37				Pct. choosing in: 27
Pct. teach. trn'ovr	29				Pct. AYP goals made: 94

EOG trend:



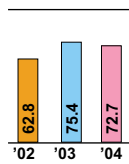
Randolph	Regular	Magnet	ESL	EC	Total
Choice in					
From home area					
Total enrollment					
Choice out by program					
Children in home area					
Pct. white	26				Pct. choosing out: 23
Pct. new teachers	28				Pct. choosing in: 27
Pct. teach. trn'ovr	17				Pct. AYP goals made: 100

EOG trend:



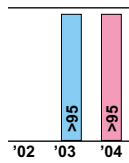
Ranson	Regular	Magnet	ESL	EC	Total
Choice in	176	124	6	42	349
From home area	507	35	27	18	587
Total enrollment	683	159	33	60	935
Choice out by program	194	182	14	34	424
Children in home area	701	217	41	52	1011
Pct. white	9				Pct. choosing out: 42
Pct. new teachers	50				Pct. choosing in: 37
Pct. teach. trn'ovr	34				Pct. AYP goals made: 96

EOG trend:



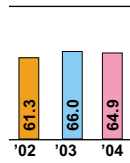
Robinson	Regular	Magnet	ESL	EC	Total
Choice in	216		8		224
From home area	942		4		946
Total enrollment	1158		12		1170
Choice out by program	30	33	7	8	82
Children in home area	972	33	7	12	1024
Pct. white	78				Pct. choosing out: 8
Pct. new teachers	9				Pct. choosing in: 19
Pct. teach. trn'ovr	20				Pct. AYP goals made: 100

EOG trend:



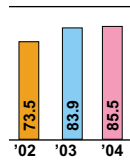
Sedgefield	Regular	Magnet	ESL	EC	Total
Choice in	78	120	7	31	236
From home area	235	35	68	6	344
Total enrollment	313	155	75	37	580
Choice out by program	162	115	14	15	306
Children in home area	397	150	82	21	650
Pct. white	10				Pct. choosing out: 47
Pct. new teachers	29				Pct. choosing in: 41
Pct. teach. trn'ovr	26				Pct. AYP goals made: 100

EOG trend:



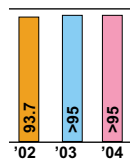
Smith	Regular	Magnet	ESL	EC	Total
Choice in					
From home area					
Total enrollment					
Choice out by program					
Children in home area					
Pct. white	44				Pct. choosing out: 47
Pct. new teachers	39				Pct. choosing in: 41
Pct. teach. trn'ovr	23				Pct. AYP goals made: 93

EOG trend:



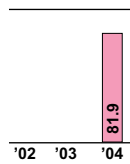
South Charlotte	Regular	Magnet	ESL	EC	Total
Choice in	73		5		78
From home area	1004		3		1007
Total enrollment	1077		8		1085
Choice out by program	97	45	15	9	166
Children in home area	1101	45	15	12	1173
Pct. white	79				Pct. choosing out: 14
Pct. new teachers	28				Pct. choosing in: 7
Pct. teach. trn'ovr	21				Pct. AYP goals made: 100

EOG trend:



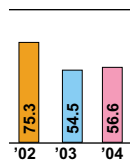
Southwest	Regular	Magnet	ESL	EC	Total
Choice in	160	55	5	8	228
From home area	708		19	3	730
Total enrollment	868	55	24	11	958
Choice out by program	109	81	27	22	239
Children in home area	817	81	46	25	969
Pct. white	43				Pct. choosing out: 25
Pct. new teachers	34				Pct. choosing in: 24
Pct. teach. trn'ovr	NA				Pct. AYP goals made: 91

EOG trend:



Spaugh	Regular	Magnet	ESL	EC	Total
Choice in	119		13		132
From home area	415		20		435
Total enrollment	534		33		567
Choice out by program	159	233	28	56	476
Children in home area	574	233	28	76	911
Pct. white	4				Pct. choosing out: 52
Pct. new teachers	41				Pct. choosing in: 23
Pct. teach. trn'ovr	28				Pct. AYP goals made: 53

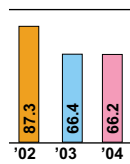
EOG trend:



Title I school; '05 transfer: Yes

J.T. Williams	Regular	Magnet	ESL	EC	Total
Choice in	54	174	5	16	249
From home area	397	41	26	7	471
Total enrollment	451	215	31	23	720
Choice out by program	99	202	3	74	378
Children in home area	496	243	29	81	849
Pct. white	1				Pct. choosing out: 45
Pct. new teachers	37				Pct. choosing in: 35
Pct. teach. trn'ovr	31				Pct. AYP goals made: 95

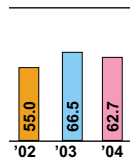
EOG trend:



Title I school; '05 transfer: Yes

Wilson	Regular	Magnet	ESL	EC	Total
Choice in	91	44	7	20	162
From home area	273	14	24	6	317
Total enrollment	364	58	31	26	479
Choice out by program	106	178	2	20	306
Children in home area	379	192	26	26	623
Pct. white	16				Pct. choosing out: 49
Pct. new teachers	38				Pct. choosing in: 34
Pct. teach. trn'ovr	32				Pct. AYP goals made: 71

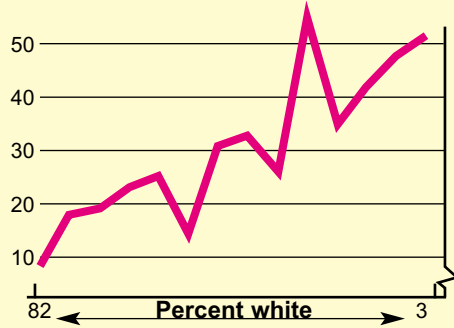
EOG trend:



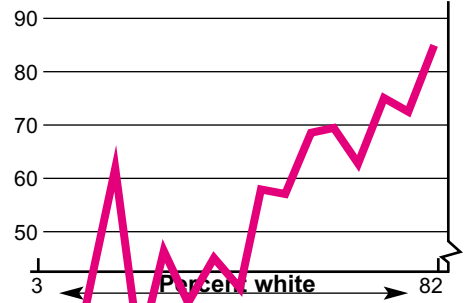
Title I school; '05 transfer: Yes

High school choice-out

School	Pct. white	Pct. parents choosing out
Providence	82%	8
Butler	73%	18
Myers Park	66%	19
Hopewell	65%	23
South Meck	63%	25
North Meck	62%	14
East Meck	39%	31
Olympic	38%	33
Independence	33%	26
West Meck	23%	55
Vance	23%	35
Waddell	19%	42
Garinger	9%	48
West Charlotte	3%	52

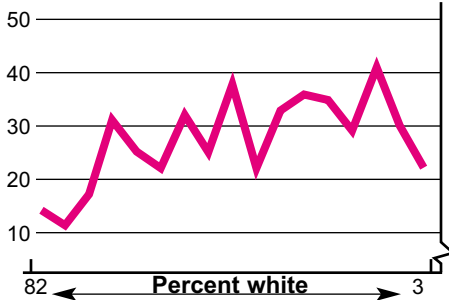


High school student achievement



School	Pct. white	'05 on grade EOG reading
West Charlotte	3%	22.5
Garinger	9%	18.2
Berry Academy	10%	41.2
Harding	12%	62.6
Waddell	19%	28.3
Vance	23%	46.9
West Meck	23%	36.8
Independence	33%	46.0
Olympic	38%	40.0
Northwest	38%	58.1
East Meck	39%	57.4
North Meck	62%	68.4
South Meck	63%	69.6
Hopewell	65%	63.1
Myers Park	66%	74.9
Butler	73%	72.8
Providence	82%	84.9

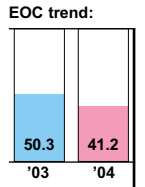
High school newest teachers



School	Pct. white	Pct. new teachers
Providence	82%	14
Butler	73%	11
Myers Park	66%	17
Hopewell	65%	31
South Meck	63%	25
North Meck	62%	22
East Meck	39%	32
Northwest	38%	25
Olympic	38%	38
Independence	33%	22
West Meck	23%	33
Vance	23%	36
Waddell	19%	35
Harding	12%	29
Berry Academy	10%	41
Garinger	9%	30
West Charlotte	3%	22

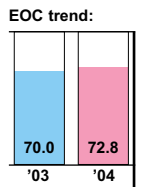
Berry

	Regular	Magnet	ESL	EC	Total
Choice in					
From home area					
Total enrollment					
Choice out by program					
Children in home area					
Pct. white	10				Pct. choosing out:
Pct. new teachers	41				Pct. choosing in:
Pct. teach. trn'ovr	31				Pct. AYP goals made: 77



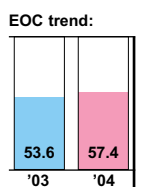
Butler

	Regular	Magnet	ESL	EC	Total
Choice in	486		4	44	534
From home area	1687		13	11	1711
Total enrollment	2173		17	55	2245
Choice out by program	239	100	14	24	377
Children in home area	1926	100	27	35	2088
Pct. white	73				Pct. choosing out: 18
Pct. new teachers	11				Pct. choosing in: 24
Pct. teach. trn'ovr	14				Pct. AYP goals made: 100



East Meck

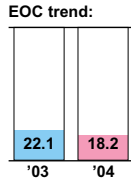
	Regular	Magnet	ESL	EC	Total
Choice in	423	171	20	58	672
From home area	1313	101	117	30	1561
Total enrollment	1736	272	137	88	2233
Choice out by program	408	185	31	66	690
Children in home area	1721	286	148	96	2251
Pct. white	39				Pct. choosing out: 31
Pct. new teachers	32				Pct. choosing in: 30
Pct. teach. trn'ovr	18				Pct. AYP goals made: 89



High schools

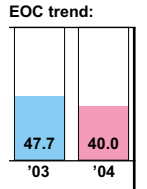
Garinger P

	Regular	Magnet	ESL	EC	Total
Choice in	163	139	19	43	364
From home area	1059	92	127	43	1321
Total enrollment	1222	231	146	86	1685
Choice out by program	570	488	57	81	1196
Children in home area	1629	580	184	124	2517
Pct. white	9				Pct. choosing out: 48
Pct. new teachers	30				Pct. choosing in: 22
Pct. teach. trn'ovr	40				Pct. AYP goals made: 48



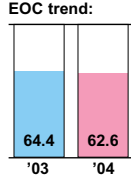
Olympic P

	Regular	Magnet	ESL	EC	Total
Choice in	138	102	13	17	270
From home area	1179	89	73	32	1373
Total enrollment	1317	191	86	49	1643
Choice out by program	312	299	24	50	685
Children in home area	1491	388	97	82	2058
Pct. white	38				Pct. choosing out: 33
Pct. new teachers	38				Pct. choosing in: 16
Pct. teach. trn'ovr	25				Pct. AYP goals made: 78



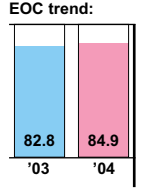
Harding P

	Regular	Magnet	ESL	EC	Total
Choice in					
From home area					
Total enrollment					
Choice out by program					
Children in home area					
Pct. white	12				Pct. choosing out:
Pct. new teachers	29				Pct. choosing in:
Pct. teach. trn'ovr	26				Pct. AYP goals made: 81



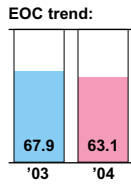
Providence

	Regular	Magnet	ESL	EC	Total
Choice in	386		14	52	452
From home area	2038		18	9	2065
Total enrollment	2424		32	61	2517
Choice out by program	50	91	2	17	187
Children in home area	2088	91	20	26	2225
Pct. white	82				Pct. choosing out: 8
Pct. new teachers	14				Pct. choosing in: 18
Pct. teach. trn'ovr	18				Pct. AYP goals made: 92



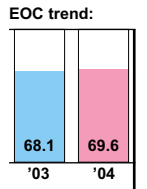
Hopewell

	Regular	Magnet	ESL	EC	Total
Choice in	173		1	32	206
From home area	1985		4	30	2019
Total enrollment	2158		5	62	2225
Choice out by program	186	363	17	27	593
Children in home area	2171	363	21	57	2612
Pct. white	65				Pct. choosing out: 23
Pct. new teachers	31				Pct. choosing in: 9
Pct. teach. trn'ovr	24				Pct. AYP goals made: 91



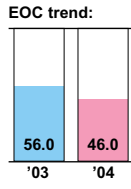
South Meck

	Regular	Magnet	ESL	EC	Total
Choice in	293		21	22	336
From home area	1812		126	28	1966
Total enrollment	2105		147	50	2302
Choice out by program	291	309	13	29	642
Children in home area	2103	309	139	57	2608
Pct. white	63				Pct. choosing out: 25
Pct. new teachers	25				Pct. choosing in: 15
Pct. teach. trn'ovr	19				Pct. AYP goals made: 92



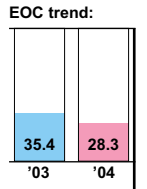
Independence P

	Regular	Magnet	ESL	EC	Total
Choice in	377	39	72	28	516
From home area	1881	18	89	32	2020
Total enrollment	2258	57	161	60	2536
Choice out by program	368	277	8	70	723
Children in home area	2249	295	97	102	2743
Pct. white	33				Pct. choosing out: 26
Pct. new teachers	22				Pct. choosing in: 20
Pct. teach. trn'ovr	24				Pct. AYP goals made: 78



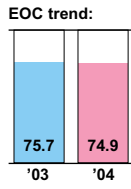
Waddell P

	Regular	Magnet	ESL	EC	Total
Choice in	196	93	20	42	351
From home area	599	46	119	24	788
Total enrollment	795	139	139	66	1139
Choice out by program	364	129	29	38	560
Children in home area	963	175	148	62	1348
Pct. white	19				Pct. choosing out: 42
Pct. new teachers	35				Pct. choosing in: 31
Pct. teach. trn'ovr	34				Pct. AYP goals made: 47



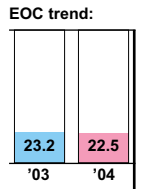
Myers Park P

	Regular	Magnet	ESL	EC	Total
Choice in	456	359	19	57	891
From home area	1384	348	38	26	1796
Total enrollment	1840	707	57	83	2687
Choice out by program	143	146	5	37	395
Children in home area	1527	494	43	63	2127
Pct. white	66				Pct. choosing out: 19
Pct. new teachers	17				Pct. choosing in: 33
Pct. teach. trn'ovr	21				Pct. AYP goals made: 71



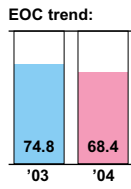
West Charlotte P

	Regular	Magnet	ESL	EC	Total
Choice in	153	428	4	21	606
From home area	885	103	38	54	1080
Total enrollment	1038	531	42	75	1686
Choice out by program	383	633	17	136	1169
Children in home area	1268	736	55	190	2249
Pct. white	3				Pct. choosing out: 52
Pct. new teachers	22				Pct. choosing in: 36
Pct. teach. trn'ovr	26				Pct. AYP goals made: 41



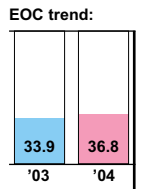
North Meck P

	Regular	Magnet	ESL	EC	Total
Choice in	353	145	18	45	561
From home area	1866	264	26	19	2175
Total enrollment	2219	409	44	64	2736
Choice out by program	156	176	6	23	361
Children in home area	2022	440	32	42	2536
Pct. white	62				Pct. choosing out: 14
Pct. new teachers	22				Pct. choosing in: 21
Pct. teach. trn'ovr	16				Pct. AYP goals made: 76



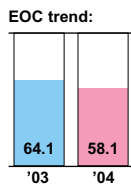
West Meck P

	Regular	Magnet	ESL	EC	Total
Choice in	97	70	3	17	187
From home area	1204	42	78	45	1369
Total enrollment	1301	112	81	62	1556
Choice out by program	331	1199	7	149	1686
Children in home area	1535	1241	85	194	3055
Pct. white	23				Pct. choosing out: 55
Pct. new teachers	33				Pct. choosing in: 12
Pct. teach. trn'ovr	31				Pct. AYP goals made: 35



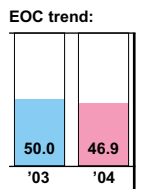
Northwest P

	Regular	Magnet	ESL	EC	Total
Choice in					
From home area					
Total enrollment					
Choice out by program					
Children in home area					
Pct. white	38				Pct. choosing out:
Pct. new teachers	25				Pct. choosing in:
Pct. teach. trn'ovr	30				Pct. AYP goals made: 97



Vance

	Regular	Magnet	ESL	EC	Total
Choice in	218		14	20	252
From home area	1737		137	29	1903
Total enrollment	1955		151	49	2155
Choice out by program	345	602	12	68	1027
Children in home area	2082	602	149	97	2930
Pct. white	23				Pct. choosing out: 35
Pct. new teachers	36				Pct. choosing in: 12
Pct. teach. trn'ovr	34				Pct. AYP goals made: 81



698 No Child transfers: Where they left, where they went

Title I schools that did not make annual yearly progress last spring had to offer parents a way to transfer to a better-performing schools. Of the roughly 10,900 students eligible, 698 or about 6% transferred. Across the top are the sending schools, with the total sent or transferred listed below the name. Receiving schools are listed, with their totals, down the left edge of the table. - Source: CMS

	Elementary sending schools										Middle sending							
	Allenbrook	Ashley Park	Brunswick	Brun. Ave.	Chantilly	Devonshire	Druid Hills	Hidden Hills	Lincoln Valley	N. Alexander	Reid Park	Shamrock Gar.	Westerly Hills	Cochrane	J.T. Williams	M.G. Davis	Spaugh	Wilson
Totals by school	20	8	30	27	40	34	29	1	1	38	22	10	77	90	71	53	71	76
Elementary receiving																		
Grier	33				1	27		1			4							
Hornets Nest	31	5	4	3			4				10		1					
Oakhurst	29	3		4	8	3	4	1			6							
Morehead	18		1	1		1	5	5			3	2						
Myers Park Trad.	17	2	1	2	1		4				5		2					
Oaklawn	17	3		6			2				4	2						
Cotswold	15	1		5	5		4											
Nath. Alexdr. magnet	12							6		1	3		2					
Univ. Park	12	3	1	6				1					1					
Elizabeth	8				4		1	2			1							
Beverly Woods	7				1		2				4							
Dilworth	6		1					2			3							
Gunn	6				1	5												
Lansdowne	5				3							2						
Lincoln Heights	5			3			2											
Statesville Rd.	4							2			2							
Tuckaseegee	4	1					1				1		1					
Highland Mill	3					2					1							
Univ. Meadows	3							2			1							
Winding Sp.	3						2	1										
Irwin Ave.	2										2							
Lebanon Road	2				1	1												
Piney Grove	2						1					1						
Rama Road	2					1						1						
Thomasboro	2	1					1											
Barringer	1												1					
Clear Creek	1				1													
Collinswood	1				1													
Druid Hills	1							1										
Eastover	1						1											
Mallard Creek	1							1										
Reedy Creek	1										1							
Winterfield	1										1							
Middle receiving																		
Randolph	156												30	27	40	9	23	27
Southwest	86												4		5	19	28	30
McClintock	38												12	24	2			
Smith	38	1											7	3	2	10	5	8
Carmel	26												4	4	9	3	3	3
Northeast	25												8	12	3			2
Crestdale	22												6	15		1		
Northwest Arts	18													1	8	3	4	2
Coulwood	6												2			1		3
Martin	5													3	1			1
Sedgefield	5												1			2	1	1
Quail Hollow	4															4		
Ranson	4												1		1		1	1
Alexander	3																3	
Mint Hill	3												2	1				
Bradley	1																	1
J.T. Williams	1								1									
Kennedy	1															1		

Briefly...

Charters assessed: A

Department of Education report comparing achievement levels of students in charter schools with those in public schools found that charter school students are less likely to meet their achievement goals, the New York Times reported. The data was collected from five states, including North Carolina, that had all made significant investments in charter schools. Although charter schools are funded by the public, they are run by private individuals or companies. Part of the No Child Left Behind mandate says that public schools may be converted into charter schools if they fail to meet their objectives.

www.nytimes.com

Meeting expectations:

According to the National Conference of State Legislators, 22% of the nation's schools failed to meet their achievement goals this year, compared to 35% last year. The Christian Science Monitor reported that this decrease is due to several factors, including greater familiarity with the law and changes by the Department of Education that granted more flexibility in the accountability plans in 35 states. The number of schools not meeting their goals for two years in a row, however, rose in 40 of 47 states.

www.csmonitor.com

Transients: By the time children complete high school, at least 40% change schools one or more times, CNN.com told its readers. Because each state chooses its own curriculum and testing, this means that those students crossing state lines could be at a disadvantage when it comes to end-of-grade tests. Under No Child Left Behind, schools do not have to count the test scores of those students who have not been in the system a full year.

www.cnn.com

Calendar

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

9 "Going Hungry in a City of Plenty," noon, Covenant Presbyterian, 1000 E. Morehead St. \$6 includes lunch, no reservation.

14 School board meets, 6 p.m., Government Center Meeting Chamber.

16 "Breaking Bread Together: The Religious and Economic Meaning of Sharing a Meal," noon, Covenant Presbyterian, 1000 E. Morehead St. \$6 includes lunch, no reservation needed.

Paddling: The School Board in Memphis County in Tennessee, one of the last school systems to allow corporal punishment, decided in a 5-4 vote to ban the practice in their public schools, the Los Angeles Times reported. In the 2003-2004 school year, the district had more than 118,000 students and administered 27,918 paddlings.

www.latimes.com

Biology curriculum: In Dover, Pa., ninth grade biology teachers are required to teach Intelligent Design, which, although it steers clear of creationism, states that the formation of the earth and evolution could only be caused by "a higher intelligence," the Christian Science Monitor reported. The Supreme Court outlawed the teaching of creationism in 1987 and since then many districts have been seeking methods other than evolution to explain the development of the earth. Intelligent Design accepts evolution but states that it is not random and that a greater intelligence is guiding the progression.

www.csmonitor.com

A University of Southern California study found that chil-

dren who are deprived of nutrients such as zinc, iron, vitamin B and protein in their first three years are more likely to be aggressive and antisocial, the BBC reported. The study, conducted in an island off the coast of Africa over a 14-year period found that children who were nutrient-deprived before age 3 were more likely to pick fights at age 8 and 11 and by age 17, they were more likely to steal and take drugs. The study found that there are more factors involved in bad behavior but a poor diet is an important factor.

www.bbc.com

Assessing achievement:

Sixteen states are requesting use of value-added models to meet their No Child accountability requirements – rather than strictly the percent of children passing end-of-grade tests, Education Week reported. Value-added models track students' progress from year to year rather than their achievement on tests. Many educators believe that value-added models provide a more fair way to measure students' growth and teacher effectiveness.

www.edweek.org