

Struggling toward success

Grim achievement data part of larger CMS equity report

The school board received this week its fifth annual status report on CMS efforts to raise student achievement and ensure equity in distribution of teachers, materials and facilities across the district.

The district has already surpassed some 2005 goals. It's nearly achieved others. But some goals

are far off. Below is achievement data for the district, as well as for its E+ or EquityPlus II schools with large numbers of low-income or low-performing students. Updates on other aspects of work being done toward "Achieving the CMS Vision" begin on Page 1 and inside today's edition.

(All figures in percent)	CMS 2001 baseline	CMS 2003 target	CMS 2003 actual	CMS 2004 target	CMS 2004 actual	E+ 2004 actual	Did CMS make its '04 goal?	CMS 2005 goal
Grade 3 reading on grade level	75	84	82	89	84	71	NO	95
Grade 3 math on grade level	72	83	88	92	89	80	NO	95
Grade 3 reading at level 4	40	46	46	48	48	30	YES	50
Grade 3 math at level 4	34	42	47	49	47	27	NO	50
Grade 5 reading on grade level	82	86	87	91	88	78	NO	95
Grade 5 math on grade level	85	90	92	94	93	89	NO	95
Grade 5 reading at level 4	41	44	44	47	45	25	NO	50
Grade 5 math at level 4	50	56	64	50	66	49	YES	50
Grade 8 reading on grade level	78	86	84	90	86	80	NO	95
Grade 8 math on grade level	74	85	81	88	83	75	NO	95
Grade 8 reading at level 4	38	44	43	47	45	31	NO	50
Grade 8 math at level 4	39	47	48	49	50	35	YES	50
EOC Algebra I on grade level	55	74	65	78	68	65	NO	90
EOC Algebra II on grade level	65	74	66	78	70	53	NO	90
EOC Biology on grade level	58	74	54	72	52	34	NO	90
EOC Chemistry on grade level	54	66	57	74	56	30	NO	90
EOC English I on grade level	67	76	77	84	76	62	NO	90
EOC Geometry on grade level	52	64	57	74	53	41	NO	90
EOC Physics on grade level	70	84	78	84	79	45	NO	90
EOC Algebra I at level 4	19	36	27	39	29	19	NO	50
EOC Algebra II at level 4	28	37	32	41	35	16	NO	50
EOC Biology at level 4	21	30	16	33	15	4	NO	50
EOC Chemistry at level 4	21	31	23	37	21	5	NO	50
EOC English I at level 4	31	38	38	44	39	18	NO	50
EOC Geometry at level 4	18	29	21	36	19	11	NO	50
EOC Physics at level 4	25	44	42	46	40	14	NO	50

Equity Status Report

Hardly a great year

Faculty indicators well short of goals

After three years of flat local funding, the cracks and fissures in a key CMS commitment are growing wider and deeper.

Tuesday's status report on "equity and student success" shows some successes but also some gaps in the mid-'90s push to give all children access to quality teachers and up-to-date materials in a schoolhouse that will support today's curriculum.

Lack of money is a factor, but districts nationwide are struggling with other issues as well: added federal requirements, higher parent expectations, fewer

And what have YOU done lately?

Children Helping The Community (CHTC) reported Tuesday night on its \$800 fund drive on behalf of Oprah's Angels Network. And on its ingathering of toys for disadvantaged students, day cares and shelters.

"The success of the CHTC has brought principals, teachers, parents, community leaders, neighborhoods and even other towns together for a good cause.

"My aim for the CHTC," said the CHTC spokesperson, "is to go global. We don't think it's fair that some children have all the things they may need, and some of the things they want. Other

experienced, highly qualified teacher applicants. In CMS, teacher quality is rising toward existing standards at such a glacial rate, said board member Louise Woods, that "we won't make it in our lifetime the way we're going."

Today, there are 51 elementary,

kids don't have anything. The CHTC is trying to make better things for all of us."

And will the CHTC now rest on its laurels?

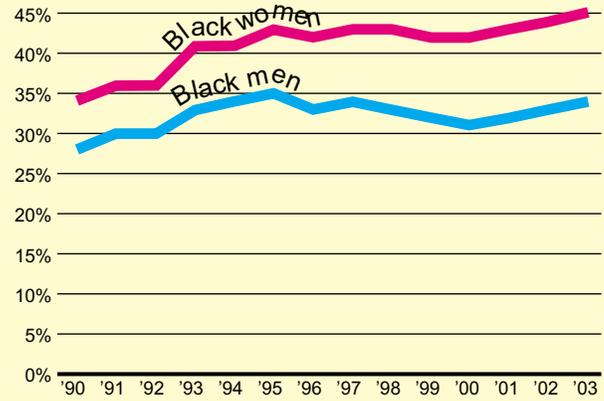
"In the spring we will be focusing all our attention on the environment. We must take care of the planet....

"It is amazing what first-graders can do when they put their minds to it," announced CHTC founder Courtney Gilbert, 6, a first-grader at Barringer Academic Center.



Rising college graduation rates – black students

The good news from the annual study by the Journal on Blacks in Higher Education is at the right: Graduation rates for black women over the last 13 years have shown "strong and steady gains," while the declining rates among black men during the late '90s have reversed.



www.jbhe.com/features/45_student_grad_rates.html

But the bad news in "The Persisting Racial Gap in College Student Graduation Rates" is "a stubborn, and very large, graduation rate gap between blacks and whites." More, Page 9.

middle and high schools formally identified as struggling with low-performing students. The district's efforts to provide extra resources have focused on those schools.

The list included only 23 schools in 1997-1997 (chart, Page 8). The list grew as school budgets rose, and as the 2001 assignment plan resegregated children by race and socioeconomic status.

Tuesday's school board debate explored some of the reasons for gains and declines against the equity standards. But it also unearthed the details about a community failure to follow through on the equity commitment.

Not only are Equity Plus schools not meeting standards: There is another batch of high-needs schools that are getting no additional help.

Woods said that in response to her request, staff had identified 17 schools with high poverty rates (60% or more children on subsidized lunch) that have not been

Continued on Page 2

named Equity Plus II schools and are therefore not receiving additional support.

"For those 17 schools... what was the major reason they were not designated?" Woods asked. "Was funding part of that decision?"

Supt. Jim Pughsley replied, "Funding was definitely part of that. You heard earlier that the Equity Plus schools receive, on average, about 30% more in the way of resources. Thirty percent across an additional 17 schools, when you have level funding... and the funding from the local level being the discretionary monies primarily for that purpose, then it becomes very evident as to why we don't have more than what we do have in place at the present time.

"Equity is not supposed to be based on the availability of funding," Woods remarked. "It's supposed to be based on the need of the students.

"And when we have 60% of students on free and reduced lunch, and are not able to even begin to provide for those 17 schools what we have said is necessary for those schools to be successful, then that's certainly something

Exceptional children

This year's report says CMS made its 2004 goal for Exceptional Children's resources. The goal was for 100% of Equity Plus schools and 36% of schools districtwide to have all designated EC instructional materials. The report says all E+ schools and 42% of schools overall were at standard. But unlike previous reports, this year's report does not give detailed information for individual schools. The schools listed as "needs improvement" are Harding and Independence.

Last year, the staff report surveyed Equity Plus and all schools in the Green Zone student assignment area, and found 72 or 45% of classes fully equipped. Overall, 13% of E+ schools and 10% of all schools surveyed were at standard.



we need to be looking at at budget time.

"We need to recognize that if we're talking equity, we're not there if we're not providing those resources for those schools that we've said need it."

In the synopsis of Tuesday night's discussion that follows, material in sans serif type under each headline is a summary of overall findings. Quoted material is from Assistant Supt. Susan Agruso's presentation to the board. Following that material is a summary of discussion among board members or staff responses

to questions.

Faculty

"We have what I would call a mixed set of results. Overall we see "improving" for the standards here but there are some issues that need to be addressed."

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Educate!'s future: A note to readers

From Swann Fellowship President Leonard R. (Deacon) Jones and Educate! editor Steve Johnston:

As announced earlier, The Swann Fellowship is no foundation. It depends on readers of this advertising-free, no-subscription-fee journal to support its continued publication. Donations to date earmarked for 2005 would normally carry *Educate!* only through this edition.

But none of us want to shutter this community asset. So for the next few months, staff expense will be cut 69% to \$1,000 a month while the Fellowship works to broaden support for the journal.

You can help: Bring your skills and your interest in stabilizing this journal to a breakfast meeting Thursday, Feb. 10, at 7:30 a.m. Call 704-342-4330 or e-mail swannfello@aol.com for directions.

If you can't attend Feb. 10 but would like to donate, make a secure donation online at www.networkforgood.org, using the keyword Swann Fellowship. Or send your check to The Swann Fellowship, 1510 E. 7th St., Charlotte, NC 28204-2410.

Again, please join us Feb. 10. You can help put more community into this community journal.

Clear licensure: Improving; 43 of 51 schools at or above standard.

Advanced degrees: Improving, 17 of 51 schools at or above standard.

Average teaching experience: Improving, 17 of 51 schools at or above standard.

Five or more years experience: 25 of 51 schools at or above standard.

New to teaching: Steady; 21 of 51 schools at or above standard.

National Board Certification: Declining; 11 of 51 schools at or above standard.

School board members gave most of their attention to this area of the report.

Kaye McGarry asked about teacher financial incentives, noting that an earlier program had been discontinued. Kit Cramer suggested that the earlier incentives were too small.

Human resources chief Barbara Jenkins said they got small during budget whittling. They ended up being “pretty small carrots to dangle in front of our teachers” to go to Equity Plus schools.

Louise Woods asserted that clear licensure advances were spurred by No Child Left Behind. But Jenkins said she was “pleased with the progress” on licensure. She acknowledged, however, that “while we have growth in some areas, certainly some areas show flat-lining or no growth....”

“By 2005 we were aiming to have all Equity Plus schools meet the measures. When you look at our totals here we are certainly, in most of these areas, significantly short....”

George Dunlap noted variations from 0% to 18% among Equity Plus schools in the presence of National Board certified teachers. “This board has to have the guts to say there needs to be a leveling process so all students will have access to high quality teachers.

“If this isn’t a glaring fact to board members of the inequities that exist within our district, I don’t know what is.”

Facilities

54 of 147 schools are at stan-

Elementary school faculty

The staff report offers key measures of teacher quality at CMS Equity schools, but once again this year fails to list non-Equity schools for comparison. The chart below compares this year’s data to last year’s. Data going in the right direction is marked in green, data going in the wrong direction in red. At the elementary level, there is more green than red. Equity schools overall haven’t reached the CMS goal for average teacher experience, but 11 schools have surpassed the goal. Equity schools are compared against a standard based on similar data from CMS Schools of Distinction and Excellence in 2001-02 and 2002-03. All data is in percent, except average teacher experience, which is in years. Note that small changes in one year in some of the statistics could be caused by the departure of as little as one teacher. Underlining indicates 2004 results at or above standard.

(In percent except) (avg. exper. column)	Clear license		Adv. degrees		New to teaching		Avg. exper. (yrs)		Board cert.		5+ yrs. exper.	
	'03	'04	'03	'04	'03	'04	'03	'04	'03	'04	'03	'04
STANDARD	93	95	31	30	7	8	10.7	10.7	6	8	65	68
Albemarle Rd.	96	<u>96</u>	26	23	14	4	9.7	9.5	2	6	50	62
Allenbrook	<u>96</u>	<u>100</u>	21	30	4	7	10.5	<u>10.8</u>	0	4	54	71
Ashley Park	<u>100</u>	<u>96</u>	30	35	9	4	8.9	10.1	4	0	61	78
Berryhill	100	<u>100</u>	50	36	0	18	16.3	<u>14.2</u>	18	18	82	82
Briarwood	84	<u>95</u>	18	24	20	12	10.1	8.9	0	0	58	59
Bruns Ave.	90	90	26	43	19	10	7.9	7.6	3	7	45	60
W.G. Byers	100	<u>100</u>	21	23	14	13	11.1	<u>10.8</u>	4	3	57	56
Chantilly/B'ville.	91	94	30	27	12	11	10.2	7.1	6	6	64	62
Devonshire	<u>100</u>	<u>97</u>	40	36	5	8	11.6	<u>12.2</u>	0	0	60	74
Druid Hills	83	<u>95</u>	12	19	7	9	10.0	<u>10.7</u>	0	0	49	60
First Ward	96	<u>100</u>	30	39	2	0	10.7	<u>13.0</u>	11	12	66	80
Hidden Valley	90	<u>100</u>	26	36	7	2	7.6	9.4	2	2	52	69
Highland Ren.	100	<u>100</u>	20	38	7	4	9.9	10.3	11	15	67	81
Hunt'towne Farms		<u>98</u>		24		24		7.1		7		56
Idlewild	94	<u>93</u>	33	41	6	6	12.1	<u>12.6</u>	6	15	78	81
Irwin Avenue	95	<u>98</u>	21	27	9	16	8.7	9.2	5	5	53	57
Lincoln Heights	95	<u>100</u>	30	25	5	8	11.4	<u>11.3</u>	3	6	59	67
Merry Oaks	96	<u>96</u>	26	25	4	8	13.3	<u>13.1</u>	10	10	78	84
Montclair	98	<u>98</u>	40	42	12	2	11.9	<u>12.6</u>	7	12	72	74
Nations Ford	97	<u>100</u>	26	29	12	17	8.6	8.3	3	2	62	71
Oakdale	90	<u>97</u>	17	24	10	0	8.8	9.5	7	9	50	67
Pawtucket	89	94	21	9	11	16	6.9	5.2	4	6	46	48
Pinewood	93	93	22	25	7	4	6.6	8.3	11	11	37	64
Reid Park	94	<u>100</u>	39	34	3	20	10	7.5	6	3	76	69
Sedgefield	98	<u>100</u>	37	38	2	2	13.5	<u>13.8</u>	5	5	84	88
Shamrock Gar.	91	<u>96</u>	36	42	11	7	8.8	<u>10.8</u>	0	2	60	78
Sterling	97	<u>97</u>	38	35	3	12	12.6	<u>11.8</u>	6	9	68	71
Thomasboro	94	<u>100</u>	34	30	6	8	13.7	<u>12.9</u>	0	0	78	70
Westerly Hills	97	<u>97</u>	36	34	3	3	9.1	10.4	6	6	61	72
Windsor Park	89	<u>95</u>	24	26	24	2	7.6	9.5	0	0	42	60
Winterfield	96	87	20	24	11	2	9.1	9.5	2	7	47	62
Equity Plus Avg.	94	97	28	30	9	8	10.2	10.3	5	6	61	69

dard. “We are improving. We need to have continued focus.”

“Of the... K-12 schools that we

have, 70 do not meet our standards,” said assistant Supt. Guy Chamberlain. He said he’d return

later with a project list for a 2005 bond referendum.

“How many equity projects get into that mix is going to be up to this board. Clearly there needs to be a balance of new schools as well as projects to bring older schools up to standard.”

George Dunlap asked Chamberlain to separate out the schools that are in a “critical state.”

“Of the 70 that don’t meet standards,” Chamberlain said, “probably the top 25 we could either bulldoze or do significant renovations today.”

And asked about overall capacity issues by Vilma Leake, Chamberlain noted: “The schools that are either under construction or in design today are not going to take care of the growth deficit we are experiencing right now.

“We’re going to have over 20,000 kids in mobile classrooms next fall.”

Instructional materials

All Equity Plus schools are at standard.

The board had no questions.

EC materials

All Equity Plus schools are at standard.

George Dunlap suggested the board have a separate work session to understand problems that “are a big area of concern for a lot of parents” who have exceptional children.

Kit Cramer suggested that board committees examine problems raised by the report that fall within their purview.

Technology

79% of schools are at the five students per computer standard. “This is an area that is improving but needs continued focus.”

CMS is scrambling to replace obsolete equipment while at the same time adding computers to meet the new 5:1 standard.

Audio-visual

All 137 affected schools are at standard.

Board members had no ques-

Middle, high school faculty

The staff report offers key measures of teacher quality at CMS Equity schools, but once again this year fails to list non-Equity schools for comparison. The chart below compares this year’s data to last year. Data going in the right direction is marked in green, data going in the wrong direction in red. While data is improving at middle schools and high schools, both levels of schools fall well short of standards for training and experience. Equity schools are compared against a standard based on similar data from CMS Schools of Distinction and Excellence in 2001-02 and 2002-03. All data is in percent, except average teacher experience, which is in years. Readers should note that small changes in one year in some of the statistics could be caused by the departure of as little as one teacher.

Underlining indicates 2004 results at or above standard.

Middle schools

(In percent except) (avg. exper. column)	Clear license		Adv. degrees		New to teaching		Avg. exper. (yrs)		Board cert.		5+ yrs. exper.	
	'03	'04	'03	'04	'03	'04	'03	'04	'03	'04	'03	'04
STANDARD	87	91	29	33	10	8	9.4	9.7	6	8	56	63
Albemarle Road	83	90	25	23	9	16	9.2	9.4	2	2	48	57
Cochrane	96	92	29	31	6	16	9.7	9.2	0	0	55	63
Coulwood	84	96	24	20	14	11	9.2	8.4	2	1	56	64
Marie G. Davis	81	92	21	13	5	13	6.9	6.7	0	0	42	46
Eastway	88	98	23	25	15	6	6.3	8.7	8	8	41	62
Kennedy		96		12		16		9.9		2		65
Martin	81	90	18	21	16	12	6.1	7.5	1	1	37	55
Northridge	88	94	27	29	11	6	7.7	8.3	4	1	56	65
Piedmont	97	98	34	26	5	11	10.7	10.3	8	13	68	77
Ranson	91	93	20	19	11	11	6.6	6.8	2	2	46	58
Sedgefield	89	96	19	30	13	10	9.5	10.0	4	4	64	78
Spaugh	92	96	16	15	20	9	7.4	7.7	2	0	54	63
J.T. Williams	89	98	29	34	13	11	8.3	8.3	0	2	55	70
Wilson	75	98	13	15	13	12	8.2	7.5	2	5	46	57
Equity Plus Avg.	88	95	23	22	11	11	8.3	8.5	2	3	52	63

High schools

(In percent except) (avg. exper. column)	Clear license		Adv. degrees		New to teaching		Avg. exper. (yrs)		Board cert.		5+ yrs. exper.	
	'03	'04	'03	'04	'03	'04	'03	'04	'03	'04	'03	'04
STANDARD	93	92	38	48	6	5	14.4	15.5	6	9	73	81
Berry Tech	79	94	26	27	31	19	8.2	8.5	1	1	52	60
Garinger	82	94	31	32	20	10	11.6	12.1	2	3	61	75
Olympic	85	96	25	28	20	13	10.6	11.5	9	6	59	68
E.E. Waddell	86	97	43	45	11	18	11.1	11.5	2	7	57	67
West Charlotte	86	93	28	25	10	10	12.5	12.8	2	3	72	78
West Meck	87	95	31	29	10	13	11.6	11	7	8	62	70
Equity Plus Avg.	84	95	31	31	17	14	10.9	11.2	4	4	60	70

Equity Status Report

tions.

Library books

The overall rating is "Declining".

Qualitative analysis ratings by category – all schools, in percent

	Outstand- ing	Devel- oping	Mini- mum
Nonfiction	100	0	0
Reference	25.7	72.1	0
Fiction & Story	100	0	0
Easy	3.4	96.6	0
Professional	0	100	0

The staff report says all CMS schools continue to meet the minimum quantitative standards for book holdings. Against quality standards, however, there is a more mixed story:

The good news: No schools are at "minimal" levels for the core collection. That means conditions have improved at 18 elementaries, four middle schools and two alternative schools.

But the task of analyzing all media center collections has been phased in over time, and two areas left to last are now being dealt with. The percentage of schools that are rated at standard for qualitative core collection standards has dropped in one year from 16.8% to 3.4%.

The two problem areas are "easy" books in elementary schools and "professional" books at all levels. Only three elementaries – Ashley Park, Bain and Blythe – have outstanding "easy" collec-

tions. And none of the "professional" collections were rated outstanding. Staff told the board Tuesday night that book acquisitions arriving this spring should bring all school collections up to standard.

Course offerings

All schools have met standards. Board members had no questions.

Co-curriculars

"We see a declining overall rating."

Number of schools at standard, co-curriculars

Year	Elem.	Mid.	High
'02-'03	8	21	11
'03-'04	53	25	10
'04-'05	60	17	4

Percent of schools at standard, co-curriculars

Year	Elem.	Mid.	High
'02-'03	9	75	58
'03-'04	60	83	65
'04-'05	67	56	23

CMS offerings in this area have fallen on hard times, and the staff report marks the occasion by dropping all information previously included on individual schools.

Elementary school participation is up, but it's down at middle and high schools.

"There are a variety of reasons," the report says, "which include sponsors not being available, stu-

dents not being able to stay after school, and other activities having a higher priority."

"We are having fewer personnel within the schools available to sponsor these events," said assistant Supt. Lloyd Wimberly. Both staff and students are tied up with remedial and tutorial work.

Woods replied that these co-curriculars are "what stimulates students to come on and be the mathematicians or scientists of the future.... These things to me are basic.

"It's hard for me to believe that if there are enough students for football there wouldn't be enough students to do this."

The co-curriculars are Chess and Math Olympiad at elementaries; Chess and National Academic League at middle schools; and Chess, Debate and Science Olympiad at high schools.

The target last year was 65% of all schools being at standard, and the target was reached.

This year's target was 100%, but only 59% of schools met the standard.

Kit Cramer suggested that community volunteers take over the co-curriculars. "As a country, we are getting our tail kicked in terms of higher-level math and science courses our kids are taking.... That may very well be a reflection of kids falling off in this kind of co-curricular activity."

Textbooks

The standards were met at all schools.

But last August, many students went weeks without textbooks. Agruso said the formal standard addresses only the timely delivery of books ordered through June. Schools with unanticipated enrollment in August re-ordered, and those orders were outside the standard. Agruso said the larger problems are being worked on so that "in all cases, for whatever the reason, all children have textbooks on time."

Student ratios

All Equity Plus schools are meeting standards.

Technology

The staff report says CMS has moved to a goal of one computer for each five children, or a 5:1 ratio. All schools meet the earlier 8:1 ratio, and 79% meet the 5:1 ratio, up from 67% last year. These schools do not yet meet the 5:1 ratio:

Elementary

Bain
Clear Creek
Cornelius
David Cox
Crown Point
Davidson
Eastover
Elizabeth Lane
Endhaven
Greenway Park

Huntersville
H'towne Farms
Long Creek
Mallard Creek
McKee Road
Mountain Island
Pineville
Piney Grove
Providence Spring
Rama Road
Reedy Creek

Sharon
Smithfield
Steele Creek
Univ. Meadows
Univ. Park

Pre-K

Amay James
Double Oaks
Plaza Road
Starmount

It was at this point that Woods engaged Pughsley in a discussion, reported above, about 17 schools with equity needs that are not being addressed because the community has not provided funding.

Right time for report?

Agruso told the board that data for the annual equity report is gathered in December, while the goals are to be met by June.

“Some of the standards we will actually report today will actually show you that we are not meeting them yet, and in one case it may be declining.

“But we do have another half a year, and a lot of our activity is not done.

“So one of the issues we do raise about this is the timing of the report and it’s one of the issues that we will look forward to in the future perhaps addressing in a different way.”

A June 2001 school board policy ordered the annual equity report to be “aligned with the annual budget process,” meaning that it be released as the budget is being written early in the calendar year to have an impact on the following fiscal year’s budget.

History of report

Woods recalled that the equity report came out of recommendations from a citizens committee.

“There are many of us that

Another way to encourage achievement

Hugh B. Price, former CEO of the National Urban League, in Education Week:

“...the centerpiece of my administration was our Campaign for African-American Achievement. The straightforward goal was to galvanize kids, families, and communities to care about academic achievement.... The campaign hit the mark with much of its work, notably the National Achievers Society and the Doing the Right Thing celebrations that actually reached the children. I vividly recall the induction ceremony for the local chapter of the Achievers Society staged by the San Diego Urban League one Saturday afternoon in December at Bayview Baptist Church.

“Arrayed before us were 350 inductees, all of whom had earned B averages or better in school – and half of whom were boys. The church was packed with 1,000 well-wishers who cheered on the achievers.... Not one of those inductees that day disparaged achievement as ‘acting white.’ They all eagerly stepped forward to be anointed as achievers, and proudly wore the customized jackets available only to society members. Many that I talked with there and in other ceremonies around the country asked, in effect, what took the grown-ups so long to find them, to recognize them, and to provide them with the protective cover of a like-minded peer group....

“Youngsters will respond affirmatively to the message that ‘achievement matters,’ if it is conveyed with imagination and persistence....”

– www.washingtonpost.com/wp-dyn/articles/A57870-2005Jan7.html

worked on the Committee of 25 who fought to have this type of information available. We got fired from our jobs by the Board of Education, even though it was free work.

“Everything in here is very important. There may be many of these areas that we feel sad about

that we don’t want to discuss....

“There are areas where we are going backwards that we may want to talk about if we think equity is still important. This is the one time during the year that we’re doing this.”

Benefits of an arts-based curriculum

Nick Rabkin and Robin Redmond, executive director and associate director of Columbia College Chicago’s Center for Arts Policy, in the Washington Post:

“A study of 23 arts-integrated schools in Chicago showed test scores rising up to two times faster there than in demographically comparable schools. A study of a Minneapolis program showed that arts integration has substantial effects for all students, but appears to have its greatest impact on disadvantaged learners. Gains go well beyond the basics and test scores. Students become better thinkers, develop higher-order skills, and deepen their inclination to learn....

“We use these same thinking tools in science, philosophy, math and history. The advantage of the arts is that they link cognitive growth to social and emotional development. Students care more deeply about what they study, they see the links between subjects and their lives, their thinking capacities grow, they work more diligently, and they learn from each other.”

– www.washingtonpost.com/wp-dyn/articles/A57870-2005Jan7.html

Cut and run, shall we?

Amid discussion Tuesday night of plans to entice quality teachers to serve at the district's high-poverty or low-performing EquityPlus II schools, board member Larry Gauvreau suggested giving the problem away.

"If you're going to declare ... a state of emergency, perhaps it's time to deconsolidate this school district...," Gauvreau said.

"We're applying enormous resources already into these so-called equity schools....

"You reach a point where the business model ought to say, if these schools are that special,

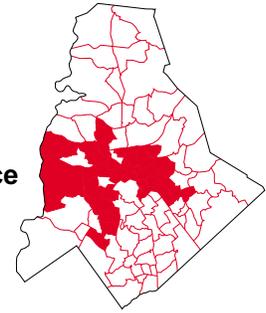
spin that group off, deconsolidate this school district....

"Turn it into a separate enterprise. I'd be more interested in understanding if a new set of business leaders – I shouldn't say business leaders – leadership in those those schools at an executive level, a new LEA, would maybe change the dynamics. I'd be interested in talking about that...."

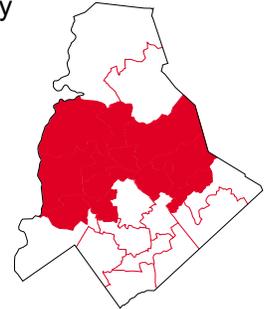
A district of all Equity Plus II schools (see maps) would probably contain the lion's share of the county's business property tax base. A district of the

remaining, mostly suburban residential areas would be pauperized by its lack of property tax base – the main source of local educational funding.

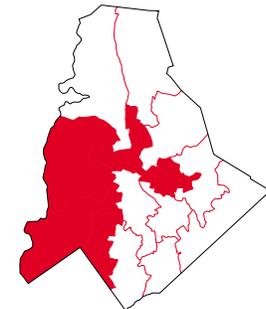
2004 Equity Plus II schools and their attendance areas:



Top: Elementary schools



Middle: Middle schools



Bottom: High schools

EQUITY PLUS II SCHOOLS OVER TIME

	-98	-99	-00	-01	-02	-03	-04	-05
ELEMENTARY SCHOOLS								
Albemarle Rd.	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ
Allenbrook	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ
Ashley Park			Δ	Δ	Δ	Δ	Δ	Δ
Berryhill	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ
Briarwood		Δ	Δ	Δ	Δ	Δ	Δ	Δ
Bruns Ave.						Δ	Δ	Δ
W.G. Byers						Δ	Δ	Δ
Chantilly/B'ville.						Δ	Δ	Δ
Collinswood	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ
Devonshire	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ
Druid Hills						Δ	Δ	Δ
First Ward		Δ	Δ			Δ	Δ	Δ
Hidden Valley	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ
Highland	Δ	Δ	Δ	Δ	Δ			
Highland Ren.						Δ	Δ	Δ
Hunt'towne Farms								Δ
Idlewild			Δ	Δ	Δ	Δ	Δ	Δ
Irwin Avenue	Δ	Δ	Δ		Δ	Δ	Δ	Δ
Lincoln Heights		Δ	Δ			Δ	Δ	Δ
Merry Oaks					Δ	Δ	Δ	Δ
Montclair			Δ	Δ	Δ	Δ	Δ	Δ
Nations Ford			Δ	Δ	Δ	Δ	Δ	Δ
Oakdale			Δ	Δ	Δ	Δ	Δ	Δ
Oaklawn			Δ	Δ	Δ			
Park Road					Δ			
Paw Creek		Δ	Δ	Δ	Δ			
Pawtucket		Δ	Δ	Δ	Δ	Δ	Δ	Δ
Pinewood					Δ	Δ	Δ	Δ
Reid Park						Δ	Δ	Δ
Sedgefield			Δ	Δ	Δ	Δ	Δ	Δ
Shamrock Gar.	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ
Smithfield			Δ	Δ	Δ			
Starmount	Δ	Δ	Δ	Δ	Δ			
Statesville Road	Δ	Δ	Δ	Δ	Δ	Δ	Δ	
Sterling			Δ	Δ	Δ	Δ	Δ	Δ
Thomasboro	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ
Westerly Hills	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ
Winding Springs		Δ	Δ					
Windsor Park			Δ	Δ	Δ	Δ	Δ	Δ
Winterfield						Δ	Δ	Δ
Total	13	19	30	25	29	32	32	31

	-98	-99	-00	-01	-02	-03	-04	-05
MIDDLE SCHOOLS								
Albemarle Road				Δ	Δ	Δ	Δ	Δ
Cochrane		Δ	Δ	Δ	Δ	Δ	Δ	Δ
Coulwood		Δ	Δ	Δ	Δ	Δ	Δ	Δ
Marie G. Davis						Δ	Δ	Δ
Eastway		Δ	Δ	Δ	Δ	Δ	Δ	Δ
Hawthorne			Δ	Δ	Δ			
Kennedy				Δ	Δ	Δ		Δ
Martin							Δ	Δ
Northridge							Δ	Δ
Piedmont							Δ	Δ
Randolph						Δ	Δ	Δ
Ranson		Δ	Δ	Δ	Δ	Δ	Δ	Δ
Sedgefield			Δ	Δ	Δ	Δ	Δ	Δ
Smith				Δ	Δ	Δ		
Spaugh							Δ	Δ
J.T. Williams							Δ	Δ
Wilson		Δ	Δ	Δ	Δ	Δ	Δ	Δ
Total	5	7	10	10	11	14	14	14

	-98	-99	-00	-01	-02	-03	-04	-05
HIGH SCHOOLS								
Berry Tech							Δ	Δ
Garinger		Δ	Δ	Δ	Δ	Δ	Δ	Δ
Independence		Δ	Δ	Δ	Δ	Δ		
Olympic		Δ	Δ	Δ	Δ	Δ	Δ	Δ
E.E. Waddell						Δ	Δ	Δ
West Charlotte		Δ	Δ	Δ	Δ	Δ	Δ	Δ
West Meck		Δ	Δ	Δ	Δ	Δ	Δ	Δ
Total	5	5	5	5	6	7	6	6

Briefly...

Shuttering schools: Declining enrollment is forcing the Detroit Public Schools to close almost half of their schools in the next three years, the Detroit Free Press reported. The city's shrinking population has reduced the number of children in public schools. By 2008, the district expects to have only 100,000 students.

www.freep.com

Tougher courses: The disparity in low income vs. high income schools' course selection is being addressed by the Miami school board, the Miami Herald reported. Children at wealthier schools have almost twice the options as do students at inner-city schools. The proposed increase in courses at inner-city schools is part of Miami's effort to narrow the gap between low-income and high-income students.

www.miami.com

Social studies: Social studies experts say that the enactment of No Child Left Behind has reduced the amount of time given to social studies instruction, the Kansas City Star reported. The law, which does not require a social studies test, has forced educators to spend more time on subjects measured by end-of-grade tests and less time on other academic areas. The result: More than 80% of fourth-, eighth- and 12th-graders fail the National Assessment of Educational Progress (NAEP) in U.S. History.

www.kansascity.com

Lower state standards: State end-of-grade test scores show fourth-graders in Mississippi and Colorado leading the nation in academic achievement. But the New York Times reported that Mississippi scored last on the National Assessment of Educational Progress (NAEP). A recent comparison of state and national scores has showed a great disparity between state-issued end-of-grade tests and the

Black graduation rates in state universities

A study by the Journal on Blacks in Higher Education focused in large part on graduation rate at selective colleges and universities. But "America's large state universities educate three-fourths of all African-American college students in the United States." In the chart below, the journal uses NCAA data to track graduation rates of black students enrolled at those flagship state universities. The national average in the chart below is based on all large state-operated universities nationwide.

Black graduation rate		Black graduation rate		Black graduation rate	
Univ. of Virginia	86	Univ. of South Carolina	53	Univ. of Oklahoma	39
UNC Chapel Hill	69	Univ. of Vermont	53	Univ. of Montana	38
Univ. of Calif. Berkeley	67	Univ. of Tennessee	50	Univ. of North Dakota	37
Univ. of New Hampshire	66	Univ. of Maine	50	Univ. of Kansas	37
Penn State Univ.	64	Univ. of Massachusetts	49	Univ. of Rhode Island	37
Univ. of Michigan	64	Univ. of Colorado	48	Univ. of New Mexico	36
Univ. of Delaware	63	Univ. of Wisconsin	48	Univ. of South Dakota	36
Univ. of Florida	63	Univ. of Iowa	47	Univ. of Minnesota	34
Rutgers Univ. (N.J.)	61	Univ. of Oregon	47	Univ. of Nevada	34
Univ. of Connecticut	61	West Virginia Univ.	47	Univ. of Wyoming	34
State Univ. of New York	59	Univ. of Mississippi	46	Univ. of Utah	32
Univ. of Georgia	59	Louisiana State Univ.	45	Univ. of Nebraska	31
Univ. of Illinois	59	Indiana Univ.	44	Univ. of Arkansas	30
Univ. of Texas	58	Univ. of Hawaii	44	Univ. of Idaho	30
Univ. of Washington	55	Ohio State Univ.	42	Univ. of Alaska	12
Univ. of Maryland	54	Univ. of Kentucky	42	Univ. of Dist. of Col.	5
Univ. of Alabama	53	NATIONAL AVERAGE	40		
Univ. of Missouri	53	Univ. of Arizona	39		

In their article, the journal's editors comment, "This journal has always placed emphasis on financial pressures as a major agent in producing low black graduation rates. But, clearly, cultural and family issues bear a huge responsibility. Invariably, the critical problem is that a very high number of young blacks are entering college with wholly inadequate academic credentials, ambition, and study habits..."

— www.jbhe.com/features/45_student_grad_rates.html

NAEP. The smallest gap between state and NAEP tests included scores from Massachusetts, Maine, Wyoming, South Carolina, Vermont and Missouri.

www.nytimes.com

Graduation rate: Georgia's high school graduation rate is one of the lowest in the nation at just 63%, the Atlanta Journal-Constitution reported. Part of the problem is that students are failing the science portion of their graduation tests. The state is trying to combat this by expanding online practice tests and changing the sequence of science courses taught in middle school.

www.ajc.com

Expectations: For Miami-Dade school board vice chairman

Robert Ingram, when you set high expectations for children, they will meet them, the Miami Herald reported. Area students appear to be doing just that. High expectations have resulted in eight Miami-Dade high schools with some of the highest minority student performance in the nation.

www.miami.com

Calendar

FEBRUARY

7-8 School board meets with legislative delegation, Raleigh.

26 Let's Talk R.A.C.E. Conference focusing on "Language, Culture and Education," 9 a.m.-4 p.m., UNC Chapel Hill. Speakers: Lisa Delpit, Enrique Murillo. For online registration: www.unc.edu/sites/ltr