

# Timeline of Significant Milestones for CMS/WCPSS

## National Milestones

**1920**—Education for Citizenship

**1950**—Focus on Higher Education

**1954**—*Brown vs. the Board of Education of Topeka, Kansas*, the U.S. Supreme Court rules that the “*separate but equal*” doctrine in education is unconstitutional and that racially separate schools are “*inherently unequal*.” Public schools must desegregate with “*all deliberate speed*.”

**Mid-1950s**—Mecklenburg and Wake counties, like most of the Southern U.S. communities, are racially segregated with segregated public places including schools.

**1983**—“A Nation at Risk” Report Issued

**1988**—Public schools in the South are the most integrated in the nation.

**1990**—School-based Accountability Programs are implemented.

**2001**—“No Child Left Behind” federal legislation passed.

**2004**—Focus on High School 2009—Common Core Standards

**2010**—Public schools in the South are resegregating at alarming rates.

Charlotte-Mecklenburg	Wake County
<p><b>1959</b>—Residents of Charlotte and Mecklenburg County voted 2 to 1 in favor of consolidating the two public school systems (city and county).</p>	
<p><b>1964</b>—After 1959 merger of city and county schools, CMS had 88 schools, all identifiable by race (57 white &amp; 31 black schools).</p>	
<p><b>1965</b>—Vera and Darius Swann sued the Charlotte-Mecklenburg Schools for not allowing their son, James, to attend an all white school; they were joined by nine other families. Attorney Julius Chambers represents these families in <b><i>Swann vs. the Charlotte-Mecklenburg Board of Education</i></b>. Mr. Chambers alleged in the suit that:</p> <ul style="list-style-type: none"> <li>• Dual (black and white districts) school zones operated side by side.</li> <li>• The School Board permitted transfers out of integrated schools, but not transfers into integrated schools.</li> <li>• School faculties were completely segregated.</li> </ul>	
<p><b>1969</b>—In the final ruling on the <b><i>Swann</i></b> case, U.S. District Court Judge James McMillan orders that CMS use “all known ways of desegregating, including busing,” making <b><i>Swann</i></b> a landmark case and setting the precedent for school desegregation cases across the nation.</p>	
	<p><b>1973</b>—Non-binding referendum on merging City and County school systems failed by a 3:1 margin. Community and business leaders convinced N.C. General Assembly to force the merger, which occurred in 1976 without court order).</p>
<p><b>1975</b>—After reviewing CMS efforts to desegregate schools, including an extensive busing program that included both magnet schools (where applications were processed through a lottery and a 60/40 white/black enrollment was maintained) and “paired” schools (where an elementary school in a white neighborhood would serve grades K-3 and would be paired with an elementary school in a black neighborhood serving grades 4-6), Judge McMillan satisfied that plan was working to integrate schools and closed the <b><i>Swann</i></b> case.</p>	<p><b>1975</b>—Nearly \$1 million in federal funds are cut from the Raleigh City Schools by the Office of Civil Rights related to desegregation issues. The Boards of Education of the Raleigh City and Wake County school districts vote merger into effect to begin July 1, 1976, despite a non-binding community referendum several years earlier in which voters of the two school districts voted against the idea of merger by more than a two-to-one margin.</p> <p>Factors influencing the decision:</p> <ul style="list-style-type: none"> <li>• White flight from the older, more urban sections of Raleigh.</li> <li>• The well-documented downward spiral of urban decay occurring across the country</li> </ul>

	<p>was beginning in Raleigh.</p> <ul style="list-style-type: none"> <li>• Raleigh was in danger of becoming racially polarized.</li> <li>• The likelihood of civil rights action and court mandated desegregation if action not taken locally.</li> <li>• Equity in educational programs.</li> </ul> <p>The General Assembly of North Carolina approves legislation enabling the creation of the merged system on June 25, 1975.</p>
	<p><b>1976</b>—Approximately 20,000 Raleigh City students and approximately 33,000 Wake County students join to form the Wake County Public School System to create a district of approximately 53,000 students.</p> <p>Dr. John Murphy appointed as superintendent to lead the system through merger.</p>
	<p><b>1977</b>—Magnet programs are first introduced in the district at Hunter (Gifted and Talented) and Phillips (Extended Day).</p>
	<p><b>1980</b>—Magnet programs expand to include five schools: Apex Elementary, Hunter, Ligon, Enloe (Gifted and Talented), and Phillips (Extended Day).</p>
	<p><b>1981</b>—Dr. Walter Marks becomes superintendent of the Wake County Public School System.</p>
	<p><b>1982</b>—Superintendent Walter Marks expands the magnet program-opening 27 magnet schools, joining a few that had opened prior to 1982. These magnet schools were racially balanced, had waiting lists, and fully utilized downtown schools.</p> <p>Major problems/needs for which the plan was developed:</p> <ul style="list-style-type: none"> <li>• Under/over utilization of schools</li> <li>• Inequity of educational opportunity</li> <li>• Racial balances</li> <li>• Improving educational programs</li> <li>• A long-range plan for student assignment and facility use</li> </ul>
	<p><b>1984-1985</b>—Dr. Robert Bridges is appointed superintendent.</p>
	<p><b>1985</b>—<b>\$70 million</b> school construction bond is approved by voters, the first bond to be approved in 14 years.</p>
	<p><b>1985-1986</b>—In June 1986, the school system is awarded <b>\$3.8 million</b> for the following two years from the federal Magnet Schools Assistance Program.</p>
	<p><b>1987-1988</b>— Board of Commissioners urge new task force to <i>investigate year-round education</i> to save school construction costs.</p>
	<p><b>1988</b>—Voters approve a bond referendum for <b>\$125 million</b> for 11 schools and 40 renovations.</p>

	<p><b>1989 to 1990</b>—At urging of the Board of Commissioners, WCPSS opens the state’s first four-track year-round school, Kingswood Elementary, the first year-round school in the nation to place students by application. During the 1990’s, ten additional year-round schools were opened and one school voluntarily converted from a traditional to a year-round calendar.</p> <p>Dr. Robert Wentz is appointed superintendent.</p> <p>The district decides to air condition all classrooms, taking until 1992 to complete the project.</p>
	<p><b>1990-1991</b>—Superintendent Robert Wentz predicts that by <b>2000 at least half of the schools</b> may be multi-track year-round schools.</p> <p><b>1991-1992</b>—The Kingswood staff and student body move to Morrisville Elementary school which opens as a K-5 year-round multi-track program. The school was originally named Crosstimbers, but the town of Morrisville wanted the school to be named Morrisville Elementary School. Following the Wake County School Board policy of naming schools after the road they are located on, the town of Morrisville changed the name of Crosstimbers Parkway to Morrisville Parkway so the Board of Education would change the name of the school.</p>
<p><b>1992</b>—Superintendent John Murphy leads an effort to expand the system's magnet school program including the International Baccalaureate (IB) program. The intent is to replace the system’s 22-year method of paired schools with more voluntary movement. New magnet schools are designed to match student interests with themes.</p>	<p><b>1992-1993</b>—In June 1993, the Wake County Public School System is awarded a \$1.3 million grant for each of two-years from the federal government’s Magnet Schools Assistance Program. The two-year project targeted eight magnet schools: Bugg, Conn, Fuller, Hunter, Poe, Powell, Ligon, and Enloe. Wilburn Elementary becomes the first traditional school to convert to a year-round calendar.</p> <p><b>School officials predict 118,000 students by 2005.</b></p>
<p><b>1994-1996</b>—No racial achievement gap at West Charlotte High School (a magnet high school), but a gap still is present elsewhere in the system.</p>	<p><b>1994</b>—Enrollment at year-round schools in the district comes in at over 5,000 students.</p>
<p><b>1995-1996</b>—Racial achievement gap for EOG reading and math composite scores across grades 3-8 is 43.7 percentage points.</p>	<p><b>1995-1996</b>—Jim Surratt is named as Superintendent.</p> <p>Wake County Public School System receives <b>\$6,256,425</b> from the Magnet Schools Assistance Program grant for Bugg, Poe, Carnage, Ligon, Enloe, and Southeast Raleigh.</p>

<p><b>1996</b>—The Bright Beginnings Program, a literacy-based pre-K program, was developed in CMS to help preschool students “arrive at the schoolhouse door ready and eager to learn.”</p>	
<p><b>1996-97</b>—Racial achievement gap is 44.5 percentage points, grades 3-8, reading and math EOG composite scores.</p>	
<p><b>1997-1998</b>—William Capacchione sued CMS, claims his daughter is denied enrollment at a magnet school because she was not black, and six other white parents and two African-American families join the lawsuit in 1998. U.S. District Court Judge Robert Potter reactivated the <b>Swann case</b>.</p>	<p><b>1997</b>—Due to disagreements with the County Commissioners about the operating budget; the School Board invokes state law to demand a mediated settlement over the budget. The resulting action was that the school system would get a set part of the property tax rate and the Board is allowed to force a tax increase unless it is vetoed by 5 of 7 commissioners. The deal only lasted a few years.</p>
<p><b>1997-98</b>—Racial achievement gap is 42.9 percentage points, grades 3-8, reading and math EOG composite scores.</p>	
<p><b>1998-99</b>—Racial achievement gap is 41 percentage points, grades 3-8, reading and math EOG composite scores.</p>	<p><b>1998</b>—Board of Education sets <b>Goal 2003</b>: “By 2003, 95 percent of students tested will be at or above grade level as measured by NC end-of-grade testing at grades 3 and 8.”</p>
	<p><b>1998-1999</b>—Wake County Public School System receives <b>\$7,493,934</b> from the Magnet Schools Assistance Program grant for Conn, Fuller, Carnage, East Millbrook, and Year-Round Community-Based Accelerated Learning Centers.</p>
<p><b>1999-00</b>—Racial achievement gap is 40.4 percentage points, grades 3-8, reading and math EOG composite scores. About 84 percent of Mecklenburg County’s school-aged children attend CMS public schools, with 16 percent choosing home school, or private or charter schools.</p>	<p><b>1999</b>—\$650 million bond is <b>defeated</b> by Wake County voters.</p> <p>After the defeat of the bond, County Commissioners approve a 10-cent property-tax increase with eight cents going to school construction in an effort to keep up with growth.</p>
<p><b>1999</b>—Judge Potter rules that CMS is “unitary,” issues an <u>injunction against the use of race in student assignment</u>. The Board of Education appeals Judge Potter’s ruling to the Court of Appeals for the Fourth Circuit in Richmond, Va., and asks Judge Potter for a one-year delay in implementing a new plan. Judge Potter rejects the Board’s request for a delay in implementing a new plan, but the Board votes to take its request one more time to the Appeals Court in Richmond, which grants a stay of the ruling, meaning the Board was not required to implement a new student assignment plan before the 2001-2002 school year.</p>	<p><b>1999 to 2000</b>—A Citizens Advisory Committee is formed to recommend a capital-spending plan. Committee recommends: “that the WCPSS provide more optional year-round schools, especially in areas where the year-round option does not currently exist.”</p>

<p><b>January 21, 2000</b>—The CMS Board of Education approves a Student Assignment Oversight Committee to provide feedback to the board on student assignment and equity issues.</p>	<p><b>2000</b>—Board of Education approve <b>PLAN 2000</b>, a 3.5 year, \$550 million building program which includes expansion of the multi-track year-round calendar by one "module" consisting of 1 middle school and 3 elementary schools.</p>																		
	<p><b>2000</b>—The Board of Education begins assigning base areas to year-round schools to ensure diversity in year-round school enrollment which came primarily through an annual application process. <b>Year-round schools open with over 10,000 students.</b></p>																		
	<p><b>2000</b>—After the court rules against CMS, they dismantle the race-based assignment plan, <b>WCPSS moves to assignment based on family income and student achievement</b>, with a goal of having no more than 40 percent of students from low income families and no more than 25 percent of students scoring below grade level at any single school.</p>																		
	<p><b>2000</b>—Bill McNeal is named as Superintendent.</p> <p>School board approves \$550 million construction plan (\$500 from bonds), half for renovation and improvements and half for new schools.</p> <p>Voters overwhelmingly approve a <b>\$500 million</b> school bond issue.</p>																		
	<p><b>2000-2001</b>—The Magnet Schools Assistance Program proposal is funded at approximately <b>\$7.4 million</b> dollars and used for the following projects:</p> <ul style="list-style-type: none"> <li>• Moore Square Museums Magnet Middle School (2002-2003)</li> <li>• Brooks Museums Magnet Elementary School (2002-2003)</li> <li>• Joyner Language Explorations Magnet Elementary School (2001-2002)</li> <li>• Powell GT Magnet Elementary School: (2001-2002)</li> <li>• Millbrook Magnet Elementary School: IB Primary Years (2002-2003)</li> </ul>																		
<p><b>2001</b>—Free and Reduced Lunch in CMS and WCPSS</p> <table border="1" data-bbox="77 1525 808 1814"> <thead> <tr> <th>F&amp;R Range</th> <th># CMS Schools</th> <th># WCPSS Schools</th> </tr> </thead> <tbody> <tr> <td>1-20%</td> <td>19</td> <td>32</td> </tr> <tr> <td>21-40%</td> <td>31</td> <td>41</td> </tr> <tr> <td>41-60%</td> <td>37</td> <td>30</td> </tr> <tr> <td><b>61-80%</b></td> <td><b>18</b></td> <td><b>11</b></td> </tr> <tr> <td><b>81-100%</b></td> <td><b>21</b></td> <td><b>6</b></td> </tr> </tbody> </table>	F&R Range	# CMS Schools	# WCPSS Schools	1-20%	19	32	21-40%	31	41	41-60%	37	30	<b>61-80%</b>	<b>18</b>	<b>11</b>	<b>81-100%</b>	<b>21</b>	<b>6</b>	<p><b>2001-2002</b>—No new schools open for the first time in 14 years because of the 1999 bond defeat.</p>
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\***Before** the Family Choice Plan implemented, CMS had 39 schools with where 61 percent or more of the students qualify for free & reduced lunch (use to estimate students from low-income homes). WCPSS has 17 schools with similar high concentrations of poverty.

**August, 2002—CMS implements its Family Choice Plan.**

- Needed enrollment “caps” to manage schools in high-demand
- 30 – 40 trailers needed at some schools
- Increased bus fleet by 109 buses to 1,132 buses
- Buses traveled an average of 28,000 more miles per day
- Buses travel 5 million more miles this year as compared to WCPSS

**2002**—CMS enrollment is 108,333 students—43 % White, 44 % Black, 8 % Hispanic.

**2002**—\$224 million bond referendum passed by 63 percent of voters.

**2003-2004**—The impact of the Family Choice Plan shows a dramatic increase in the number of CMS schools with high levels of poverty.

F&R Range	# CMS Schools	# WCPSS Schools
1-20%	23	34
21-40%	28	51
41-60%	31	34
<b>61-80%</b>	<b>17</b>	<b>4</b>
<b>81-100%</b>	<b>32</b>	<b>0</b>

**2003-04**—Racial Achievement Gap for grades 3-8, reading and math EOG composite scores- 25 points (For reading it is 18 pts and for math only 16 pts)

**2003**—While WCPSS fell short of its 95 percent goal, **91 percent** of targeted students were passing the EOG tests and performing at or above grade level. Gains were highest for black students more than 18 percentage points better than in 1998.

**2003**—A **\$450 million** bond issue is approved; it includes expanded use of four-track year-round schools.

\*After first year of the implementation of the Family Choice Plan, CMS has an increase of schools with more than 61 percent of students on free and reduced lunch—up to 49 schools from 39 schools the year before—“choice” led to greater economic segregation. Wake County decreases from six higher poverty schools to four such schools.

**2003-November 5**—Wake County Board of Education approves challenging new goal—**Goal 2008:** “WCPSS is committed to academic excellence. By 2008, 95 percent of students in grades 3 through 12 will be at or above grade level as measured by the State of North Carolina End-of-Grade or End-of-Course tests, and all student groups will demonstrate high growth.”

	<p><b>2003-2004</b>—Three WCPSS High Schools above 1100 on 2004 SAT: Enloe, Green Hope, and Leesville Road High Schools.</p>																		
<p><b>2004</b>—Teacher turnover escalates; CMS implements a program to hire first-year teachers from Teach for America for failing schools</p>	<p><b>2004</b>—Healthy Schools Task Force makes 20 recommendations to strengthen the Wake County Public School System; enhancing programming for high achieving students; continuing the commitment to <b>maintaining diversity in all schools</b>; adopting a long-term view of student assignment for children; and, reviewing the magnet school program and explaining to the citizens of Wake County how magnet schools support and promote the educational health of all schools in the district.</p>																		
<p><b>2004-05</b>—“Choice Plan” leads CMS to a tipping point within three years; there are 71 schools that have more than 61 percent of their students living in poverty (39 schools in 2001-02).</p> <table border="1" data-bbox="77 693 808 1001"> <thead> <tr> <th>F&amp;R Range</th> <th># CMS Schools</th> <th># WCPSS Schools</th> </tr> </thead> <tbody> <tr> <td>1-20%</td> <td>28</td> <td>25</td> </tr> <tr> <td>21-40%</td> <td>22</td> <td>55</td> </tr> <tr> <td>41-60%</td> <td>27</td> <td>42</td> </tr> <tr> <td><b>61-80%</b></td> <td><b>25</b></td> <td><b>9</b></td> </tr> <tr> <td><b>81-100%</b></td> <td><b>36</b></td> <td><b>1</b></td> </tr> </tbody> </table>	F&R Range	# CMS Schools	# WCPSS Schools	1-20%	28	25	21-40%	22	55	41-60%	27	42	<b>61-80%</b>	<b>25</b>	<b>9</b>	<b>81-100%</b>	<b>36</b>	<b>1</b>	<p><b>2004-05—Enrollment growth was higher than projected</b> and K-12 enrollment reached 114,068, an increase of 5,099 students. Seven new schools were opened and the annual reassignment plan impacted about 6,412 students. Because of the surge in growth, the school board delays projects approved in the 2003 bond issue in order to put up modular schools and install mobile classrooms.</p>
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1-20%	28	25																	
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<b>81-100%</b>	<b>36</b>	<b>1</b>																	
<p><b>2005</b>—CMS has more than 121,000 students—38 percent are White, 46 percent are Black, and 12 percent are Hispanic. Enrollment is expected to exceed 170,000 students by 2014.</p>	<p><b>2005</b>—On September 21, 2005, the Board of Education and Board of County Commissioners jointly adopted a set of Capital Program Planning Issues. The document included limitations on the use of “temporary” classrooms and <b>urges</b> that future elementary and middle schools open on a year-round calendar.</p>																		
<p><b>2005— <i>High teacher turnover continues</i></b>; CMS starts STAR Bonus program, offers financial rewards to teachers to work in targeted FOCUS schools (schools with students who need “additional resources, attention &amp; support for academic growth”). Program considered ineffective; discontinued in 2007.</p>	<p><b>2005-06—Enrollment growth again exceeded projections</b>, and K-12 enrollment reached 120,504, an increase of 6,436 students. One new school and three new modular campuses were opened, and the annual reassignment plan impacted approximately 2,246 students. More than 20% of students taught in trailers, storage closets &amp; other uncommon spaces.</p>																		
<p><b>May 2005</b>—Wake County Superior Court Judge Howard Manning Jr., presiding over the <b>Leandro</b> decision on public education in North Carolina, issues a ruling in which he accused CMS of <b>“academic genocide”</b> against at-risk, low-income students in low-scoring high schools.</p>																			

<p><b>July 2006</b>—Dr. Gorman hired.</p>	<p><b>2006-07</b>—Enrollment growth again exceeds projections, and K-12 enrollment reached 128,072, an increase of 7,568 students. Five new schools and one modular campus were opened, and the annual reassignment plan impacted approximately 9,307 students.</p> <p><b>2006</b>—Del Burns is named as Superintendent. New magnet Objectives are approved by the BOE: Magnet Programs will be used to create Healthy Schools throughout Wake County through:</p> <ul style="list-style-type: none"> <li>• <b>The utilization of schools</b> to make optimal use of all facilities</li> <li>• <b>Use of choice to help create diverse student populations, increase student achievement and reduce high concentrations of poverty</b> to promote respect for cultures and beliefs and to enrich the learning experience and achievement</li> <li>• <b>The expansion of educational opportunities</b> to make innovative programs accessible to all students so they can discover and develop gifts and talents</li> <li>• <b>Promotion of program innovations that foster system-wide improvement</b> to raise the standards for the whole district by implementing innovative programs that meet the needs of all students.</li> </ul>
	<p><b>2006</b>—SAT scores for WCPSS students consistently <b>rank in top 5</b> in state and top quartile in county for a single urban district.</p>
	<p><b>2006</b>—Wake County voters approve a <b>\$970 million</b> bond referendum under which 16 to 30 elementary schools would change to a year-round calendar. Bond to fund construction of 17 new schools, acquire land and complete plans for 13 more schools for which construction would be funded in a future bond program.</p> <p><b>2006</b>—WCPSS has the <b>most National Board Certified Teachers</b> in the nation, with 1,137.</p>

**2007-08**—Faced with growth, Board of Education **converts 22 schools** to a four-track year-round schedule and implements a calendar application process through which families can apply for a traditional calendar school if they are assigned to a year-round school.

Board of Education begins a review of magnet programs in the district, and revises the magnet objectives:

*Magnet Programs will be used to create healthy schools throughout the Wake County Public School System by using choice to help:*

- **reduce high concentrations of poverty and support diverse populations**
- *maximize use of school facilities*
- *provide expanded educational opportunities*

**2008-09**—In an attempt to stem teacher turnover and help retain the best teachers and principals at the most challenged schools, CMS implements the Incentive Bonus Program (Strategic Staffing Initiative). Teachers who sign a 3 year commitment to work in failing schools receive an additional \$20,000. Principals and their instructional and administrative teams also receive substantial merit pay/bonuses.

<b>F&amp;R Range</b>	<b># CMS Schools</b>	<b># WCPSS Schd</b>
1-20%	41	37
21-40%	28	63
41-60%	18	39
<b>61-80%</b>	<b>36</b>	<b>16</b>
<b>81-100%</b>	<b>42</b>	<b>1</b>

**2009**—CMS eliminates bus transportation for grandfathered students, and districts consolidated bus stops for many students.

F&R Range	# CMS Schools	# WCPSS Schools
1-20%	25	28
21-40%	30	77
41-60%	28	39
<b>61-80%</b>	<b>45</b>	<b>9</b>
<b>81-100%</b>	<b>47</b>	<b>1</b>

**2009- 2010**—Racial achievement gap is 40 percentage points, grades 3-8, reading and math EOG composite scores. Mecklenburg County has the **most private school students in the state**, with 18,928 private school students; 3,131 students in Mecklenburg County were home schooled.

**March 2009**—After 18 months of planning, community feedback meetings with stakeholders around the county and Community Engagement Hearings throughout the county, the Office of Growth and Planning presented the Board of Education with its **first-ever three-year Student Assignment Plan** for the 2009-10 through 2011-12 school years. **Families notified in spring 2009 where their children would be attending school starting August 2009 until the end of the 2012 school year.** The multi-year student plan was a direct result of feedback from stakeholders wanting more **stability** in the assignment process and was linked to the anticipated opening dates of schools funded by the bonds approved in 2006.

**2009**—WCPSS has 139,599 students enrolled in 159 schools. The **annual school campus capacity is 152,177 seats** (including **1,071 mobile classrooms, about 16 percent of total capacity**), resulting in an overall **crowding/utilization of 91.7 percent**. High schools range from 84 percent capacity to 109 percent. Middle schools range from 65 percent to 121 percent capacity. Elementary schools ranged from 67 percent (excluding newly opened schools) to 135 percent.

**2009-10**—Racial Achievement Gap for grades 3-8, reading and math EOG composite scores is 39 points (For reading only it is 34 points and math only it is 26 pts).

**2010**—CMS enrollment is 137,000 for 2010-11 school year—34 percent are White, 46 percent are Black, and 16 percent are Hispanic.

**2010**—WCPSS has 1,440 National Board Certified Teachers, second highest number in the nation.

**February, 2010**—Board-initiated parent survey (40,000 parents replied), reports that 94.5 percent of parents were satisfied or very satisfied with their child's school assignment.

**February 2010**—Dr. Del Burns resigns.

**March, 2010**— By a 5-4 vote, the Board majority approves resolution to **rewrite student assignment policy**, with nine- to 15-month process to develop plan with community stakeholders. New policy eliminates socio-economic diversity & student achievement from assignment

	<p>criteria. Also voted down: amendment “to provide each child with an equal opportunity to a sound, basic education &amp; no substandard schools.” No public hearings held to date.</p>
	<p><b>March, 2010</b>— By a 5-4 vote, the Board <b><i>votes against taking steps to assure that segregation does not reoccur</i></b> in WCPSS. Board majority also votes 5-4 <b><i>against considering the financial implications</i></b> of the directive. About 40 speakers--including noted Civil Rights attorney Julius Chambers--spoke against the directive as proposed by the majority, citing decades of research, moral necessity and student achievement. Only 10 spoke in favor, most stating a desire for <b>“neighborhood schools” and parent convenience.</b></p>
	<p><b>March/April 2010</b>— Board <b><i>breaks 3 year assignment plan</i></b>, reassigns 3,200+ students (100 nodes/46 schools). No notice to parents and they do not get a public hearing.</p> <p><b>April, 2010</b>—Dr. Donna Hargens is named Interim Superintendent.</p>
<p><b>2010</b>—In its second <b>“choice”</b> assignment lottery, CMS has at least 27 of 133 schools <b>draw few takers</b>, leaving them with <b>empty seats</b>, students who wanted to go elsewhere, or both. Most of the 17,000 students at those schools are poor and black or Hispanic, groups that trail their counterparts on test scores.</p>	<p><b>September, 2010</b>—Proposed Zone plan announced. Zones have widely varied capacities for elementary, middle and high schools; one zone has 1,000 extra elementary seats, while another zone has a deficit of 1,000 elementary seats. For example, the Fuquay-Varina zone has less than half the middle school seats needed for the middle school students living in that zone. Apex zone has 1,000 too many middle school seats; Wakefield zone has more than 1000 excess elementary school seats (about 6,800 seats), while the Wake Forest/Rolesville/Heritage zone has about a 1000-seat deficit in elementary school seats (only 5,800 seats). About 6,800 elementary aged children live in WF/R/H zone, while about 5,600 live in Wakefield’s zone.</p>
<p><b>2010</b>—Facing a \$50 million budget shortfall, Superintendent announces potential closure of up to 14 schools that are under-enrolled. However, 17 schools, many in the north suburbs are more than 133 percent over-capacity—one elementary school is at 169 percent capacity.</p>	<p><b>October 2010</b>—<b><i>Board Directive on Student Assignment approved.</i></b> Community Assignment Zone effort abandoned, WCPSS to “remain engaged in Board approved three year assignment plan,” but allows for “adjustments” (reassignments) in year three. Socioeconomic diversity and student achievement are STILL not in the criteria used to assign students.</p>