



**Proposed School Locations  
for the state of North Carolina  
United States of America**

**August 2018**

**for Silver Wolf Wushu**

**using SAITO software version 2.2.7.0 08/17/2018**

title page image: the state mammal of North Carolina is the Eastern Gray Squirrel (*Sciurus carolinensis*). This squirrel is native to the eastern and midwestern US – fox squirrels (*Sciurus niger*) and red squirrels (*Sciurus vulagris*) tend to occur to the west. The Eastern Gray Squirrel was introduced into Ireland, the United Kingdom, Italy, South Africa, western Canada, the United States Pacific coast and Australia where it is generally regarded as a pest. From the point of view of population biology, relative to the red squirrel, the Eastern Gray Squirrel is larger and can store up to four times more fat; produces more young and can live at higher densities. The Eastern Gray Squirrel is largely immune to the Parapoxvirus, which is lethal to red squirrels. Physicians in the United States have warned that squirrel brains should not be eaten because of the risk that they may carry Creutzfeldt-Jakob disease.

## Geography

Our SAITO software views North Carolina state as a rectangle 320 miles wide (average east to west) and one hundred sixty miles high (average north to south). Inside SAITO we have embodied a dislike for obliging people, with or without disabilities, to travel long distances, so the size of North Carolina and the seasonal severity of the weather (hurricanes) imposes some constraints on the solution.



Although there are school districts in the United States that allow students to be transported across county and even state boundaries SAITO treats states and provinces in isolation. This also means any possible schools in, for example, Danville in Virginia, Florence in South Carolina, Helen in Georgia, Knoxville in Tennessee and so on would be ignored.

North Carolina State is home to several First Peoples administrative areas. For those populations we are not knowledgeable about the frequencies of the 1400 genes we currently find of interest. Nor do we have any knowledge about education code specifically or special needs generally for those populations.

## Demographics

We believe the state population is about 10,250,000 and that it has been growing at about 1% per year. The larger cities, towns and census-defined places are

Charlotte	859,035
Raleigh	464,758
Greensboro	290,222
Durham	267,743
Winston-Salem	244,605
Fayetteville	209,899
Cary	165,904
Wilmington	119,045
High Point	111,513
Greenville	92,156
Concord	92,067
Asheville	91,902
Gastonia	76,593

It has NOT been established that the medical conditions we find of interest are uniformly distributed, so North Carolina could have anywhere between zero and 500,000 people with the disabilities we find of interest. We used 400,000 as a state-wide estimate. The SAITO software reduces that prevalence to compensate for people who are too remote, cannot walk, are not interested, prefer to take vitamin B-13 and so on.

For school locations the SAITO calculated recommendations are

1. Charlotte – 3 schools
2. Raleigh – 2 schools
3. Greensboro – 1 school
4. Durham – 1 school
5. Winston-Salem – 1 school
6. Fayetteville – 1 school
7. Cary – 1 school
8. Wilmington – 1 school
9. High Point – 1 school
10. Greenville – 1 school
11. Concord – 1 school
12. Asheville – 1 school

Probably dependent on subscriptions

13. Murphy
14. Elizabeth City
15. Jacksonville

We used the US Census (2010) data to estimate tribe populations

Eastern Band of Cherokee Indians	15,300
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The State of North Carolina recognizes seven other Indian tribes – a likely population for these is 85,000 identifying as American Indian alone and 120,000

as partly American Indian. We have no appreciation of what interest there might be in our curriculum, and we have no information about population densities on tribal lands and reservations. The SAITO results are



The major determinant for whether a school could or should be built at a smaller town like Murphy or Elizabeth City is whether the tuition can cover rent, utilities and a teacher's salary. If not, it is possible for students to follow an internet broadcast from home, school or day care and send video recordings in to be graded. We would recommend daily filming and grading. Note that if the internet connection for the broadcast is interrupted the student can obtain the class video from the archives. Likewise, winter weather might delay the uploading of daily student videos so some tolerance and patience may be needed.