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OA/ID Number: 13772
Folder ID Number: 13772-002

Folder Title:
Blue Ribbon Schools 9/25/91 [OA 8328] [2]

Stack:	Row:	Section:	Shelf:	Position:
G	26	21	6	4

2a

1990-91 BLUE RIBBON SCHOOLS

A Few Profile Statistics of Interest

- During the nine years of Blue Ribbon Schools Program operations, 1982-83 through 1990-91, a total of 2,123 schools have been recognized; 62 of the schools have been recognized twice.
- In 1990-91, 222 schools are being awarded national recognition at the September 24-25, 1991, ceremony in Washington DC.
- Some 76% of these Blue Ribbon Schools are public schools, and 24% are private.
- The 222 schools enroll 203,345 students. This includes 172,652 students in the 169 public schools being recognized, and 30,693 students in the 53 private schools.
- The 222 schools are situated in the following kinds of communities: 40% are located in suburbs or large towns; 36% are in large central cities or mid-size cities; and 24% are located in rural or small town areas.
- The enrollment sizes of schools being recognized range as follows: Overall, 64 to 3,143 students; public schools, 82 to 3,143 students; private schools, 64 to 1,873 students. Some 25% of the schools being recognized have enrollments under 500; 38% enroll 500-999 students; 23% enroll 1,000-1,499; 8% enroll 1,500-1,999; and 6% have enrollments over 2,000. Approximately half of all public schools being recognized have enrollments over 1,000; only 15% of the private schools enroll over 1,000 students. Indeed, 51% of the private schools enroll under 500 students, while this is true of only 16.5% of the public schools.
- The grade spans of schools being recognized are as follows: Overall, 52% are 9-12 schools, 25% 5-10, 9.5% 7-12, 9.5% 7-9, and 3% 5-12. Approximately 81% of the public schools are 9-12 high schools; this is true of 68% of the private schools, while another 21% of the private schools enroll grades 7-12.
- The overall racial/ethnic makeup of students enrolled at recognized schools is approximately 78% White, 11% African-American, 6% Hispanic, 5% Asian, and 1% Native American.
- At approximately 23% of the schools being recognized, minorities comprise more than one-third of the student population. Minorities comprise 10% or less of the student population at 41% of the schools being recognized. Of note, 10 public schools (6% of all public schools being recognized) and 5 private schools (9% of the private schools being recognized) have enrollments that are more than two-thirds non-White.
- Some 16.5% of the schools being recognized are characterized by high or very high poverty. The category breakdowns are as follows: 3% very high poverty (i.e., schools in which 50% or more of the students come from low income families); 13% high (25% to 49% of the students are from low income families); 29% medium (10% to 24% of the students are from low income families); and 54% low poverty (less than 10% of the students are from low income families). These low income estimates are based on 182 schools that reported free/reduced price lunch and other poverty-related information; excluded are 75% of the private schools, which do not participate in the federal school lunch program and were unable to provide alternative estimates.

Smallest

①

A BRIEF HISTORY

Created by the Secretary of Education in 1982, the purpose of the Blue Ribbon Schools Program is to identify and honor America's outstanding public and private schools while encouraging other schools and communities to look to them for ideas and inspiration. To receive recognition, a school must first be nominated by its Chief State School Officer or the Council for American Private Education and then pass a rigorous screening and a two-day site visit. Each school is evaluated on outcome measures and conditions of effective schooling, such as leadership, teaching environment, curriculum and instruction, student environment, parent and community support, and organizational vitality. Recommendations on which schools best meet the recognition program criteria are made to the Secretary of Education by a national panel of distinguished educators and other prominent private citizens.

In the first year of the Blue Ribbon Schools Program, 42 States and the District of Columbia participated. Since then, every State in the Union, the District of Columbia, Puerto Rico, the Bureau of Indian Affairs and the Department of Defense Dependents Schools have joined the ranks. For the first three years, the program identified only secondary schools. In 1986, "the Year of the Elementary School," Secretary Bennett expanded the program to include primary and intermediate levels. The program now honors elementary and secondary schools in alternate years. During its nine-year history, the Blue Ribbon Schools Program has honored 2,123 schools. Sixty-two schools recognized in earlier years of the program have been successful a second time, demonstrating their unusual ability to continue to strive toward excellence.

Each year two special emphases are designated. For the 1990-91 Program, content-rich visual and performing arts and history were selected. The subjects chosen represent areas in which, according to national and international comparisons and professional judgment, school performance needs to be greatly improved and where effective models are sought. Excellence in these areas, however, is not a condition of national recognition.

It has been commonly noted that schools honored in the Blue Ribbon Schools Program represent the full diversity of American education. Some schools are large, and some are quite small; some are traditional, and some are very innovative. They exist in urban, suburban and rural communities. They serve students from a wide range of social, ethnic, and economic backgrounds. But while other things differ, their commitment to excellence as a singular purpose does not. This is their hallmark. Their message to the American people is that with the winning combination of leadership, hard work, caring, vision and common sense, excellence can be achieved in even the most unexpected situations.

(2)

The 1990-91 program, which continued the search for outstanding secondary schools, highlighted the National Education Goals adopted by the President and the 50 Governors. As a result, the schools selected for national recognition this year possess a number of characteristics of AMERICA 2000'S "better and more accountable schools" for today's students as well as innovative features of "a new generation of American schools" for tomorrow's students.

AMERICA
2000

The creation of any successful large-scale program is a difficult feat. The positive reaction by the public to the Blue Ribbon Schools Program has exceeded even the highest expectations of the U.S. Department of Education. For this success, we owe particular thanks to the Council of Chief State School Officers and the other major education associations, most especially the Council for American Private Education and the National Association of Elementary and Secondary School Principals.

18 September 1991
5:15 p.m.

MEMORANDUM FOR DAN MCGROARTY

FROM:

JEANNIE BUNTON

SUBJECT:

BLUE RIBBON SCHOOLS - TEXAS AND MISSOURI

GENESIS, Kansas City, Missouri

convo with Susan Hilton, Director of Resource Development

"We help them find their voice, so they can help others find theirs. It's about empowerment."

located in the heart of the inner city, an alternative inner city school for at risk youth, located in 38th district, mostly African-American students in an African-American community, lower class, middle class, working class neighborhood, family oriented school, no mascot, no school colors, no kidding, most students will return to public schools, some get GED from Genesis, majority return to public school, at Genesis 1 to 2 years or less, students for one reason or another have not had success in public school, this is their first blue ribbon award, 65% of student enrollment (450 youth/yr.) are positively placed -- ie: don't go back to courts or drop out of school, "that is a considerable number for people considered to be losers"

ATTENDEES: **Alan M. DuBois**, first and only executive director of school, **Mamie Isler** (Iss ler) not (IZ ler), program director, and **John Officer**, Coordinator of youth services.

Genesis means "new beginning"

ANECDOTALISH: when a story about Genesis winning the award appeared in the local paper, a parent wrote a letter to the editor wanting to know why the story didn't appear on the front page

SUCCESS STORIES: **Janae Gaston**, 15, truant, troubles student in 2 years now student host on the Genesis Radio Show and recipient of full-scholarship to area private school

Debbie Wade, 17, dropped out of school for one year, earned her GED and now doing secretarial work at Genesis, going to college in January;

Joseph Newton, 18, was failing, was told he had a learning disability, was at Genesis for 1 to 1.5 years graduated high school, now at jr. college, given scholarship to the Kansas City Art Institute

NORTHSIDE HEALTH CAREERS HIGH SCHOOL, San Antonio, Texas

convo with John M. Boyers, principal

NHCHS is: home of the Phoenix, colors royal blue, maroon, white; student body composed of 54% hispanic, 37% other, 2% Asian/Pacific Islander, and 8% Black; has the third largest percentage of free or reduced lunch program recipients of the 7 high schools in the district, located in the South Texas Medical Complex, surrounded by medical support facilities, community ranges from extreme poverty to extreme wealth,

ATTENDEES: Mrs. Joey Lynch, assistant principal; Mrs. Dorothy Hall, English Teacher, Mrs. Gayle Adams, History Teacher, Mrs. Isabel Vazquez, head secretary, John Boyers, principal; Mrs. Peggy Brown, member of the school advisory committee, works with the Baptist Hospital system the school business partner.

This guy was more interested in asking me about his accommodations at the Riverside Inn and if he "should bring a bullet-proof vest" along.

This just in -- 9/19/91 10:42 am

DR. MCGUANE (DENNIS) IS COMING FROM HAHN AMERICAN HIGH SCHOOL, HAHN AIR FORCE BASE, GERMANY, DOD SCHOOL IN HUNSRUCK MOUNTAINS NEAR THE TIER, KOBLENZ, WIESBADEN TRIANGLE MIDDLE BETWEEN. AM WAITING ON FAX TO CONFIRM RELATIONSHIP W SCHOOL. THINK HE'S PRINCIPAL. (?) NOT SURE YET. YEP HE IS.

NO ADDITIONAL ACKS AT THIS TIME. WAITING CONFIRM FROM POLITICAL AFFAIRS.

(19)

**Northside Health Careers High School
San Antonio, Texas**

Rationale

Northside Health Careers High School (NHCHS) is a magnet school for students interested in pursuing careers in health care. The Northside School District, in collaboration with the South Texas Medical Center, created NHCHS to relieve a shortage of skilled health care personnel. For admission, interested students must fill out an application, be approved by their home school counselor, and have at least a "C" average in their previous school. The school has operated for seven years and has a reputation for providing students with an understanding of careers in health and medicine, while promoting excellence in all subjects.

NHCHS serves 819 students in grades 9-12 from 23 school districts. The school's enrollment is 55 percent Hispanic, 37 percent white, 5 percent black, and 3 percent Asian. Twenty-five percent of the students qualify for free or reduced-price lunches. The U.S. Department of Education recognized NHCHS as a Blue Ribbon School in 1990-91.

Project Description

NHCHS students take many math and science courses to prepare for careers in medical and health-related fields. All students complete biology, anatomy and physiology, and chemistry by the end of their sophomore year, and many continue with physics and Advanced Placement courses in the sciences. NHCHS promotes hands-on experience, with students performing over 40 percent of their science work in the lab. Math courses integrate practical medical applications: geometry students learn how to design an orthodontic layout for

braces, and calculus students compute the dissipation rates for different medicines in the body.

Students' skills in communication and other subjects are not neglected, however. To maintain students' reading and writing skills during the summer, NHCHS administers a summer English program. All students are given assigned readings and asked to complete a summer writer's notebook.

Because the medical profession changes so rapidly, NHCHS faculty research and compile their own study guides and reading materials instead of using textbooks. In addition, NHCHS students take a variety of field trips to hospitals and medical clinics in their first and second years. As juniors, they get hands-on experience in a clinical rotation program where they spend part of each day in a hospital, rotating through various departments. Students shadow professional medical staff in each department and serve in a variety of capacities, including lab assistant or nurse's aide. Seniors enroll in a daily two-hour seminar on their chosen field.

NHCHS works closely with parents and the community. Over 50 percent of the parents and all teachers play an active role in the PTA. Parents often give lectures on their specialty field, recruit other guest speakers, and sponsor field trips. The San Antonio Medical Foundation and Bexar County Medical Society provide scholarship support and donate supplies and equipment. Many other local health care facilities serve as sites for clinical assignments.

NHCHS students score well above the district average on the Test of Achievement and Proficiency (TAP), and consistently score in the 90th percentile on the Texas Assessment of Academic Skills (TAAS). The school's average daily attendance rate is 96 percent, and less than one percent of its students dropped out in 1989-90.

(21)

Contact

John M. Boyers
 Northside Health Careers High School
 4646 Hamilton Wolfe
 San Antonio, TX 78229
 (512) 692-0022 *convoy*

*the Phoenix,
 royal blue, maroon, white*

54% Hispanic

37% other

2% Asian/Pacific Islander

8% Black

3rd largest % of free or reduced lunch program in district - at 7 highschools in

in South Texas medical complex - medical support entities

~ some poor to some quite wealthy - broad range

Attendees Mrs. Joy Lynch, ast. principal

Mrs. Dorothy Hall, english teacher

Mrs. Gaybe Adams, history teacher

Mrs. Isabel Vazquez, head secretary

John Boyers

Mrs. Peggy Brown, mbr. school advisory comtee, works w/ Baptist Hosp. system - his/school partners

can't compare to other schools?

Assault, Inc.

(24)

**James Madison Memorial High School
Madison, Wisconsin**

Rationale

James Madison Memorial High School has modified its curriculum and added new support services to serve its increasingly disadvantaged student population. As the school's proportion of college-bound graduates declined, Memorial added innovative vocational ^{what} classes and career counseling. Teachers *hands on course & at risk freshmen (3 yrs. old)* also developed alternative educational and support programs for the growing number of students experiencing failure in one area or another. An increasingly multicultural and multilingual student population prompted the school to revise its curriculum to reflect students' diversity. Through all of its changes, Memorial has maintained a consistently high level of community involvement in the school and remarkable student achievement. *still pretty high*

Memorial serves ^{1,500} 1,484 students in grades 9-12, with minorities making up 14 percent of the school. Five percent of its students qualify for free or reduced-price lunches. James Madison Memorial High School was recognized as a Blue Ribbon School in 1990-91. *for what*

Project Description

Memorial offers all of its students a challenging array of courses designed to prepare them for postsecondary educational careers or employment. College-bound students enroll in a wide range of Advanced Placement, foreign language, and elective courses in drama, journalism, and speech. Non-college-bound students are encouraged to enroll in challenging, college-prep courses and may also select courses emphasizing basic skills in English, social studies, math, science, reading, and health. They can enroll in vocational

courses such as aerospace technology, drafting, business education, and marketing. They may take a course on how to start a small business. Cooperative programs allow staff and local businesses to work together to train students for jobs in the local community.

Madison also offers at-risk students the opportunity to experience success in and out of school. The Freshmen Focus program, developed by six staff members following a five-day conference on at-risk students, targets incoming freshmen whom junior high teachers identify as needing special attention. Focus students enroll in regular classes and attend small sessions that develop their study skills, vocational awareness, and self-esteem; tutors also provide homework assistance in groups of five students. In 1990-91, 91 percent of the Focus students passed all of their classes in the first quarter. The School Within A School program serves 60 juniors and seniors who have fallen behind in accumulating credits for graduation. The program offers students smaller classes, career counseling services, and on-the-job training in a professional field. Memorial was also the first Madison high school to open an on-site daycare facility for teen parents and community-based tutoring centers staffed by University of Wisconsin student volunteers.

The school has made impressive progress in adjusting to its increasingly diverse student population. English and American History teachers, for example, make extensive use of multicultural readings in their classes. A Minority Parents Advisory Group meets monthly with the principal and Minority Services Coordinator to discuss issues relevant to them and their children. A 1990-91 Minority Achievement grant from the district allowed the school to develop pilot programs to raise minority students' achievement in the school.

26

The school has also expanded its English as a Second Language and foreign language programs.

In 1990, 82 percent of Memorial's students took the American College Test (ACT) and tied with a high school in Iowa for the highest median scores in the United States. On average, students score in the 70th and 80th percentiles in reading and math on the California Achievement Test. The average daily student attendance rate is 93 percent, and 6 percent of the students dropped out in 1989-90. Eighty-seven percent of the 1990 graduating class continued their education at a postsecondary institution.

Contact

Carolyn Taylor
Principal, James Madison Memorial High School
201 S. Gammon Rd.
Madison, WI 53717
(608) 829-4000

9/17/91
Called @
4:30 pm
left msg.
Community (C)

- Teacher
- Princi
- Dist. S

Shirley Baum

end Feb - first of March visit by team

have celebrations planned all yr. long -

community - resp. very positive
parents very supportive

↓ down - since arrived @ 12:00
last yr. not have a school @
it's a journey

SM. urban setting →
inc. in crime; inc. violent
acts - on interstate by from
Chicago - wide variance in preparation
lvs of students -

city of 300,000 w/ 4 large public
schools - all equal in size

increasingly diverse community
both ethnically & economically → State
Capital and Uni. of Wis. home main
campus

3

first person from family to graduate
4 to Stanford and Harvard -
on same stage -
strive to make pd. work for everybody

First-time won @ National lvl.

names of Hawaii, Puerto Rico, Alaska Schools and
attendees

names of attendees

17 SEPTEMBER 1991
3:45 p.m.

MEMORANDUM FOR DAN MCGROARTY

FROM: JEANNIE BUNTON *[Signature]*
SUBJECT: EVEN More BLUE RIBBON SCHOOLS

Gaylin Hooley said they were expecting 10-15 minutes of remarks - I said at 8 in the morning!

DEEP BACKGROUND: POTUS returned from National Governor's Education Summit (Charlottesville, VA) on 9/28/89 to Blue Ribbon Schools Program on South Lawn. [2 years ago this month - almost to the day]

At last year's Blue Ribbon speech [9/17/90] he listed the 6 national education goals to be met by the year 2000. Talked about choice in school selection.

April 91 launched America 2000.

And its working...

More than 2,500 people called the America 2000 hotline week ending Oct. 30 for information about America 2000.

Week of Sept. 1, Maine, Maryland, Nebraska, and City of Omaha joined America 2000. On Aug. 22 Oregon joined Colorado as one of the first states to adopt America 2000. Tulsa 2000 was launched on Aug. 23.

A recent USA TODAY poll found that 28 of 37 Governors support the America 2000 strategy and think it will work.

ACKs: Include Sec. Alexander, Corporate Sponsors (about 30), audience of 850 broken down as follows: 3 avg. from each of 222 winning schools - some students, faculty, board of directors, community people, parents, Blue Ribbon selection team members: site visitors and review panelists.

43 states will be represented - farthest are Hawaii, Alaska, and Puerto Rico; closest is Washington, D.C....also one BIA school from New Mexico and the DOD School from Germany will be represented - no one is coming from Germany.

Of this year's 222 awardees, 32 are winning for the second time -- 1/2 the total of all-time 2-time awardees (62).

32 winners.

name

CONFIGURATION: Sec. Alexander and POTUS come from Oval, ascend to dias, {no remarks from Alexander} POTUS speaks, at conclusion POTUS goes to first row of seats to shake hands with students and some corporate sponsors.

Random quote: "Nothing will kill the movies except education."
Will Rogers

more coming -- the Madison and the Vermont principals are in board meetings -- I'm waiting call backs...

2 time winner?
No
First time winning National

4 pm 9/17/91

Diane Jones - (selection process office)
(219-2146)

- how many repeat winners

32 ~~43~~

furthest away - has Hawaii come every yr.?

Steve O'Brian - (219-2141)



[names of schools] sort

coming from - PR, HA, AK } by secong. district
and Washington, DC
(couple)

roughly half the
total of all-time
winners

9/18/91 @ 9:11 am. is faxing over info on the
schools from furthest and
closest

9/19/91 → 10:35 am

Hahn Air Base

Dr. McGuane is coming from , Germany,
~~principal~~ of DOD school
middle of in Hunsruck Mountains
Trier, Koblenz, Wiesbaden

7/17/91

Gaylin Hoodley @ 12:20 p.m.

- 850 attendees → 3 (on more) from ea. of 222 schools - students, faculty, bal mbrs, community people, board mbrs, parents, selection team → site visitors and review panelists
- no governors have been invited; no congressional call tol to find out
- Sec. Alexander on stage w/ POTUS

see regional reps & b in audience, Corporate Sponsor

- configuration open seats; Corp spon. front row; couple of NUNS from one school;

no remarks from Alexander
walk to dias from oval

- (10-15 min remarks) @ 8 a.m.


POTUS shake corp pep - but more kids hands

- 43 states represented → Hawaii, Alaska, Puerto Rico - furthest closest DC.
Yin addi: BIA school from New Mexico; (DOD school from Germany) No one from Germany

- ~~schools repeat winners~~ (type ag or more)
repeat winners -

17 SEPTEMBER 1991
9:45 a.m.

MEMORANDUM FOR DAN MCGROARTY

FROM: JEANNIE BUNTON 
SUBJECT: More BLUE RIBBON SCHOOLS

POTUS returned from National Governor's Education Summit (Charlottesville, VA) on 9/28/89 to Blue Ribbon Schools Program on South Lawn. [2 years ago this month - almost to the day]

At last year's Blue Ribbon speech [9/17/90] he listed the 6 national education goals to be met by the year 2000. Talked about choice in school selection.

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And its working...

More than 2,500 people called the America 2000 hotline week ending Oct. 30 for information about America 2000.

Colorado? August? Week of Sept. 1, Maine, Maryland, Nebraska, and Omaha joined America 2000. On Aug. 22 Oregon joined Colorado as one of the first states to adopt America 2000. Tulsa 2000 was launched on Aug. 23.

A recent USA TODAY poll found that 28 of 37 Governors support the America 2000 strategy and think it will work.

ALSO:

ACKS. include Sec. Alexander and Corporate Sponsors (about 30). still calling on it....

** States attending →*

*repeat winners →
how many*

*who is coming? kids - administrators? How many
how did they get here
enrollment - who from school -*

(2800)

9/17/91 9:15 am.

Share

Blue Ribbon Schools

acknowledgements → VIP types

✓ Don't copy of is delayed
 ✓ Horace Mann
 Model ed
 ed → New. Society
 Back to school
 Address
 - anniversary edge
 State public schools

■ Corporate sponsors: (about 30 tot.)

■ VIPS →

✓ Call poster
 in Utah
 Staff office

→

↓ GAYLIN HOOLEY (401-0404) [ED.] FOUND ZERO left a message @ 9:15 am

Call
 Pool

~~are any recipients winning for second time?~~

~~any "Education" Gov's attend? any gov's attending?~~

[~~Sec. Alexander~~] → and some corp. sponsors

[James Madison elem. school] - what's neighborhood like? urban?; 1 achievement get more info → putting

Gifts by card, etc. → area
des. journal entry?

small, big

(*) Horace Mann quote → direct quote -
 look @ quotes



**U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH
AND IMPROVEMENT**

Fax number: 219-2106

DATE: 9/19/91

TO: MS. BUNTON

FROM: STEVE O'BRIEN

NUMBER OF PAGES TO FOLLOW, INCLUDING COVER SHEET: 5

If you did not receive the complete transmission, please call 202/219-2141
(phone number)

FAX NUMBER: _____

Please note sections marked.

Sfm

CHECK ONE:
 SENIOR HIGH SCHOOL
 JUNIOR HIGH SCHOOL
 MIDDLE SCHOOL

Code 9-300HOB
 ED USE ONLY

1990-91 Secondary School Recognition Program

Cover Sheet

Department of Defense Dependents Schools (DoDDS)

Congressional District (All schools: Provide Congressional District as of 11/1/90)

Name of Principal Dr. Dennis R. McGuane
 (Specify: Mrs., Miss, Ms., Dr., Mr., Other)

School Name Hahn American High School

School Address Hahn American High School School Tel. (49) 6543-3307
APO New York 09122-0005

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

Dennis R. McGuane
 (Principal's signature)

Date 16 November 1990

Private Schools: If the information requested is not applicable to you, write N/A in the space.

Name of Superintendent Dr. Joyce Wilson
 (Specify: Mrs., Miss, Ms., Dr., Mr., Other)

District Address DoDDS Bad Kreuznach District District Tel. (49) 671-72037
225th Station Hospital, Bldg. 5261c
APO New York 09252-0005

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

Joyce Wilson
 (Superintendent's signature)

Date 16 November 1990

Name of School Board President/Chairperson Mrs. Peggy Givens
 (Specify: Mrs., Miss, Ms., Dr., Mr., Other)

Board Address Hahn American High School Board Tel. (49) 6543-3307
APO New York 09122-0005

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

Peggy Givens
 (School Board President's/Chairperson's signature)

Date 16 November 1990

7. Percent of students who qualify for free/reduced price lunch: 8 % If this is not a reasonable estimate of the percentage of students from low-income families, explain and specify a more accurate estimate.

8. Percent of students receiving special education services: 2 % Total number served: 12
 Indicate below the number of handicapped students according to handicapping conditions designated in the Education of the Handicapped Act, Public Law 94-142.

<u> </u> Deaf	<u> </u> Other Health Impaired
<u> </u> Deaf-Blind	<u> </u> Seriously Emotionally Disturbed
<u> </u> Hard of Hearing	<u> 12 </u> Specific Learning Disability
<u> </u> Mentally Retarded	<u> </u> Speech Impaired
<u> </u> Multihandicapped	<u> </u> Visually Handicapped
<u> </u> Orthopedically Impaired	

9. Describe any significant changes in the data reported in items 4-8 that have occurred during the past five years.

Our enrollment has dropped approximately 100 students due to the closure of the Wueschheim Missile Wing.

10. Indicate the full-time equivalent (FTE) staff members in each of the following categories:

	FTE	Number	
Administrators	<u>2</u>	<u>2</u>	
Classroom teachers	<u>34.5</u>	<u>35</u>	
Paraprofessionals	<u>1.4</u>	<u>2.0</u>	
Counselors, psychologists, nurses	<u>3.5</u>	<u>4.0</u>	
Subject area specialists	<u>3</u>	<u>3</u>	
Library/media professionals	<u>1</u>	<u>1</u>	
Clerical	<u>4</u>	<u>4</u>	
Custodial personnel	<u>5</u>	<u>11</u>	
Food service personnel	<u>3</u>	<u>9</u>	
Security officers	<u>0</u>	<u>0</u>	
Others	<u>-</u>	<u>-</u>	
Total FTE's / Number of Staff	<u>57.4</u>	<u>71</u>	Total Number of Part-Time Staff Members:
			<u>16</u>

Specify your classroom teacher turnover rate for each of the last five years, as well as any significant changes in other staffing.

85 - 86	9%	Turnover is due mostly to the military re-assignment of spouses of locally hired teachers.
86 - 87	6%	
87 - 88	9%	
88 - 89	8%	
89 - 90	12.5%	

6

11. Number of years the principal has been in his/her position at this school? 4
- If less than three years, how long was the previous principal at this school? N/A

12. **Context Statement:** Schools are judged within their own context rather than in direct comparison with all other schools. Describe the context of your school. Include, for example, the population it serves, socioeconomic conditions in the community, student mobility issues, historical milestones in the school's operation, school tradition, and the school's physical location and surroundings. Limit your statement to this page.

Hahn High School has created its own educational context while taking into consideration the unique characteristics of the community and the student population.

Hahn High School is a 7-12 secondary school run by the Department of Defense Dependents Schools (DoDDS) in Germany. The school is located on Hahn Air Base, a rural area in the Hunsruck Mountains. Hahn is in the center of a geographic triangle formed by the three major cities of Trier, Koblenz, and Wiesbaden, each about an hour's drive away through small German farm villages and winding country roads. One must drive for at least a half hour in any direction before gaining access to the German autobahn system.

Because of its physical isolation, the school is a focal point for students. The faculty and students organize and provide a full range of both curricular and co-curricular activities, including a full athletic program. Students compete with other American schools in Germany, Belgium, the Netherlands, and the United Kingdom. Hahn has a rich tradition of activities such as student elections, homecoming, carnivals, pep rallies, academic assemblies, dances, field days, prom, honor roll trip, and graduation ceremonies.

The student population is a unique subset of the American student population. Hahn High School has virtually no poverty, no vandalism, and few discipline problems. Students come from every state and are well traveled since their military sponsors move on an average of every three years. This high mobility rate requires the school to constantly reinforce its high expectations for the student body. The school's motto "WE SOAR ABOVE THE REST" serves as a constant reminder of these expectations. To encourage high achievement, students can earn academic, athletic, and service letters in addition to weekly, quarterly, and special forms of recognition from the administration and faculty. Daily bulletin announcements reinforce expectations and praise students as they are "caught doing something good." The faculty expects, demands, and recognizes excellence at every opportunity.

Hahn has completed a 5.5 million dollar addition this year. The school has transformed the traditional 7-12 structure to a separate "school within a school" by implementing mid-level educational concepts, while maintaining the integrity of the high school programs. Seventh and eighth grade students have their own sense of identity along with core teaching teams with common preps, teaming periods, daily advisory groups, and a more personalized education. This one change has surpassed expectations in its implementation stages and should serve as a major milestone in the history of the school.

13. Nomination Abstract: Summarize the strengths of your school, focusing on what it is that makes your school a unique and successful place worthy of national recognition. Limit your abstract to one page.

At the beginning of each school year, staff members, parents, and students meet to review the school philosophy, mission statement, strengths and limitations. This process sets goals for the year. The final product of their combined efforts is called the School Improvement Plan (SIP), which influences and drives all major decisions made during the school year. For the past four years the top three strengths have been the students, staff, and community members respectively. It is people, united by common goals, who are Hahn High School. They make the school unique and worthy of national recognition.

Hahn enjoys a fine reputation within the American military community in Europe. Families come to Hahn expecting the very best and are not disappointed. This can be verified by a recent DoDDS parent survey in which parents evaluated the overall quality of school programs, the principal, and teachers. Hahn ranked second in the Overall Quality of Programs of the 28 high schools in Germany and tied for second place of all DoDDS high schools worldwide. The Principal was ranked second in Germany and third worldwide. The Teachers ranked fifth in Germany and tied for ninth place worldwide. A major project this year is the implementation of a "Renaissance" academic program which emphasizes the respect, reward, and recognition of all people in the school. Since it is people who make the school unique, Hahn takes great care to acknowledge their contributions and to encourage their pursuit of excellence. Initiated this year, an academic logo will further emphasize the importance of academics. Further, the staff has agreed to expand the reward system for academic excellence. In addition to existing academic recognition programs (quarterly certificates of achievement, honor roll trip, awards assembly, high-five program), the school will initiate a green & gold card to give students special privileges for their academic efforts and establish individual honor rolls in the various curriculum areas. Both staff and students are constantly reminded of school expectations and praised at every opportunity for their hard work and accomplishments. A "Positive Box," placed in the lounge this year, encourages staff members to cite positive contributions or accomplishments by colleagues or students who deserve special recognition. The principal then writes a brief note of appreciation to people whose names are submitted. This emphasis on the positive aspects of human nature enables the school to move closer and closer to excellence with each succeeding year.

Students and staff take pride in their accomplishments which are acknowledged and rewarded. Self-esteem is omnipresent. An indicator of this pride is the clean and orderly physical environment. The staff is caring, well qualified, and dedicated to students' needs. An atmosphere of polite, mutual respect pervades the school and provides an excellent climate for teaching and learning. Staff training in effective school research, collaborative teaching strategies, and curriculum alignment with emphasis on higher level thinking skills, creative scheduling, teacher empowerment, and the personalization of the education process: all subsumed under the School Improvement Plan, have caused Hahn High School to truly "SOAR ABOVE THE REST."



91 SEP 18 A10: 1

Recognition Division
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, N.W.
Washington, DC 20208-5645

TO: Ms. Bunton
FAX #: (202) 456-6218
FROM: Stephen O'Brien, Coordinator, Blue Ribbon Schools Program *Stam*
(202) 219-2141 FAX: (202) 219-2106
RE: Information on Six Blue Ribbon Schools
DATE: September 18, 1991 SHEET #1 OF 25

Attached is information you requested on the schools from Alaska, the District of Columbia, Hawaii, and Puerto Rico. Included is the name of the principal, some demographic information, the self-described context statement and nomination abstract.

The schools six schools are:

East Anchorage High School, AK
Benjamin Banneker High, DC
Hine Junior High, DC
Kalaheo High, HI
Ponce de León High, PR
Colegio Ponceño, PR

I hope this information is helpful. If you need any additional information, please call.

CHECK ONE:

- SENIOR HIGH SCHOOL
- JUNIOR HIGH SCHOOL
- MIDDLE SCHOOL

ED USE ONLY

①

1990-91 Secondary School Recognition Program

Cover Sheet

Congressional District (All schools: Provide Congressional District as of 11/1/90.)

Name of Principal Dr. Rita J. Holthouse
(Specify: Mrs., Miss, Ms., Dr., Mr., Other)

School Name East Anchorage High School

School Address 4025 E. Northern Lights Blvd. School Tel. (907) 263-1297
Anchorage, Alaska 99508

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

Rita J. Holthouse Date November 20, 1990
(Principal's signature)

Private Schools: If the information requested is not applicable to you, write N/A in the space.

Name of Superintendent Dr. Thomas C. O'Rourke
(Specify: Mrs., Miss, Ms., Dr., Mr., Other)

District Address 4600 DeBarr District Tel. (907) 333-9561

P.O. Box 196614

Anchorage, Alaska 99519-6614

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

[Signature] Date _____
(Superintendent's signature)

Name of School Board President/Chairperson Ms. Sharon Richards
(Specify: Mrs., Miss, Ms., Dr., Mr., Other)

Board Address 4600 DeBarr Board Tel. (907) 269-2113

Anchorage, Alaska 99508

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

Sharon O. Richards Date 11-20-90
(School Board President's/Chairperson's signature)

4
2

PART II - SCHOOL CHARACTERISTICS

District *(Questions 1 and 2 not applicable to private schools; question 3 applies to all schools)*

1. Total number of students (K-12) enrolled in the district: 42,420

2. Number of schools in the district:

56	Elementary schools
-	Middle schools
8	Junior high schools
10	High schools*
74	TOTAL

*Four are alternative schools which graduate students.

3. Population category that describes the public school district within which your school is located:

- Large central city (in an SMSA* and population greater than or equal to 400,000)
- Mid-size city (in an SMSA* and population less than 400,000 but greater than 50,000)
- Suburban (in an SMSA* but not a large or mid-size city)
- Large town (not in an SMSA* and population greater than or equal to 25,000)
- Small town (not in an SMSA* and population less than 25,000 and greater than or equal to 2,500)
- Rural (population less than 2,500)

FOR SITE VISIT PLANNING ONLY:

Nearest Major Airport: _____ Town/City: _____

Distance From School: _____ Miles _____ Hours Driving Time

School *(To be completed by all schools)*

4. Number of students enrolled at each grade level or its equivalent in your school:

5th	7th	421	9th	378	11th	-	Postgraduate	
6th	8th	446	10th	379	12th	-	Other	1624
								TOTAL

5. Racial/ethnic composition of the students in your school:

13.8	%	American Indian or Native Alaskan
8.0	%	Asian or Pacific Islander
4.5	%	Hispanic
13.9	%	Black, not Hispanic origin
59.8	%	White, not Hispanic origin

6. Limited-English-proficient students in the school: 90 Number 5.5 %
 Number of languages represented: 18 Specify which: Hawaiian, 2; Samoan, 8; Athabascan, 7; Eskimo, 2; Cantonese, 1; Pueblo Indian, 2; Tongan, 2; Inupiaq, 3; Laotian, 4; Yugoslavian, 1; Tlingit, 1; Aleut, 2; Japanese, 5; Korean, 6; Cambodian, 1; Spanish, 14; Filipino, 14; Yupik, 15.

* A standard metropolitan area (SMSA) includes a central city with a population of at least 50,000 or an urbanized area with a population of at least 50,000 with the neighboring area having a total of 100,000 or more inhabitants.

6
3

11. Number of years the principal has been in his/her position at this school? 4

If less than three years, how long was the previous principal at this school? -

12. **Context Statement:** Schools are judged within their own context rather than in direct comparison with all other schools. Describe the context of your school. Include, for example, the population it serves, socioeconomic conditions in the community, student mobility issues, historical milestones in the school's operation, school tradition, and the school's physical location and surroundings. Limit your statement to this page.

East High School, opened in 1962, is the second oldest senior high school in Anchorage. In 1962, the school's location placed it in a reclaimed swamp in the extreme outskirts of the city, with only narrow, unpaved roads connecting it with the heart of Anchorage. During the ensuing years, the city has spread until East High is now regarded as an "inner-city" school in Anchorage.

The original school plant has undergone many additions and changes during the quarter century of its operation, and the resulting building was an architectural hodge-podge. Using a state grant, the school's exterior was painted three years ago, using the school colors to highlight its unique architectural features; the appearance of the school is now a source of pride to the school, the East community, and to the city. While an old school plant, by Anchorage standards, the school is well-maintained and is known throughout the school district for enduring less vandalism than any of the other senior high schools.

The school population reflects its varied socio-economic, cultural, and ethnic community. There is a wide range of socio-economic conditions, with many of the students coming from low socio-economic homes. Slightly over 40% of the students are minority, including over 200 Alaskan Native and Eskimo students. In the late 1970's, East High struggled with tensions among various racial groups. However, the school is now highly regarded for its success in melding students of varied races and cultures. The trend in student population is toward increasing variability in the racial and cultural composition of the student body. The student body is a mixture of students from long-time community families and from highly mobile families. An average of about 300 students enroll and 400-500 students withdraw during each school year.

East High School has the traditions of offering alternative programs to meet the needs of its varied population, of having an orderly and friendly student body, of enjoying an active student activities program, and of demonstrating a high level of academic achievement.

7
4

13. **Nomination Abstract:** Summarize the strengths of your school, focusing on what it is that makes your school a unique and successful place worthy of national recognition. Limit your abstract to one page.

East High is worthy of national recognition for five major reasons: its success in melding a varied cultural, socio-economic, and racial student body into an orderly, friendly school that celebrates the plurality of its students; its successful alternative programs, designed to capture the interests and foster the abilities of its students; its emphasis on recognition for staff and students; its traditions of strict discipline; and the school's academic offerings and achievements.

Forty per cent of East High's students are minority, including 230 Alaskan Natives and Indians (the largest such population of an Alaskan school): The school emphasizes its racial and ethnic variability in numerous ways: (1) Elitnaurvik-Within-East has significantly reduced the dropout rate among its students and was recognized in 1989 as a model program by the Alaska Federation of Natives. (2) Multicultural performers and artists are scheduled into classes and assemblies throughout the school year. (3) Courses in Yupik, Black History, Black Music, Multicultural Dance, Native Games, Multicultural Literature, and Humanities and Art Studio taught from an Alaskan Native emphasis are included in the curriculum. (4) Active Native and Black Culture Clubs conduct activities for their members and the school.

The school has a tradition of strict discipline and high expectations of good behavior, with the result that East High has a reputation as an unusually quiet, orderly, and friendly school.

In its attempt to offer programs that capitalize on the interests and abilities of its students, East High has the following alternative programs and program emphases in addition to EWE: (1) School-Within-a-School (SWS), which was established fourteen years ago by the Anchorage School Board as a building-based alternative school, emphasizes independent study and individualized instruction. (2) East High has an outstanding Fine Arts program. In addition to excellent music and art programs, the school also enjoys a highly regarded modern dance program, which includes five classes and a performing group. Two school plays will be produced this year as well as a musical (Fiddler on the Roof), a Talent and Creative Fair, and a talent show. (3) An emerging emphasis is East High's international flavor. The school has sister schools in four foreign countries: Soviet Union, Germany, Austria, and Japan. East High currently has enrolled eight foreign exchange students from six countries.

East High emphasizes academics and recognition of student/staff accomplishments and recognizes students for improvement and for good, solid citizenship as well as for high level achievement.

CHECK ONE:

- SENIOR HIGH SCHOOL
- JUNIOR HIGH SCHOOL
- MIDDLE SCHOOL

Code _____ ED USE ONLY

9DCH01

5

1990-91 Secondary School Recognition Program

Cover Sheet

Congressional District (All schools: Provide Congressional District as of 11/1/90.)

Name of Principal Mrs. Linette M. Adams
(Specify: Mrs., Miss, Ms., Dr., Mr., Other)

School Name Benjamin Banneker High School

School Address 800 Euclid Street, N.W. School Tel (202) 673-7322
Washington, D.C. 20001

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

Linette M. Adams
(Principal's signature)

Date November 13, 1990

Private Schools: If the information requested is not applicable to you, write N/A in the space.

Name of Superintendent Dr. William H. Brown
(Specify: Mrs., Miss, Ms., Dr., Mr., Other)

District Address District of Columbia District Tel (202) 724-4222
Public Schools
415 12th Street, N.W.
Washington, D.C. 20004

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

William H. Brown
(Superintendent's signature)

Date 12/14/90

Name of School Board President/Chairperson Mr. Nathaniel Bush
(Specify: Mrs., Miss, Ms., Dr., Mr., Other)

Board Address Presidential Building Board Tel (202) 724-4289
415 12th Street, N.W. - Suite 1108
Washington, D.C. 20004

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

Nathaniel Bush
(School Board President's/Chairperson's signature)

Date 12/14/90

4 (6)

PART II -- SCHOOL CHARACTERISTICS

District (Questions 1 and 2 not applicable to private schools; question 3 applies to all schools)

1. Total number of students (K-12) enrolled in the district: 80,694

2. Number of schools in the district:	<u>122</u>	Elementary schools
	<u>2</u>	Middle schools
	<u>25</u>	Junior high schools
	<u>24</u>	High schools
	<u>173</u>	TOTAL

3. Population category that describes the public school district within which your school is located:

- Large central city (in an SMSA* and population greater than or equal to 400,000)
- Mid-size city (in an SMSA* and population less than 400,000 but greater than 50,000)
- Suburban (in an SMSA* but not a large or mid-size city)
- Large town (not in an SMSA* and population greater than or equal to 25,000)
- Small town (not in an SMSA* and population less than 25,000 and greater than or equal to 2,500)
- Rural (population less than 2,500)

FOR Site Visit Planning ONLY:

Nearest Major Airport: _____ Town/City: _____

Distance From School: _____ Miles _____ Hours Driving Time

School (To be completed by all schools)

4. Number of students enrolled at each grade level or its equivalent in your school:

<u> </u> 5th	<u> </u> 7th	<u>122</u>	<u>9th</u>	<u>103</u>	<u>11th</u>	<u> </u> Postgraduate
<u> </u> 6th	<u> </u> 8th	<u>76</u>	<u>10th</u>	<u>68</u>	<u>12th</u>	<u> </u> Other
						<u>369</u> TOTAL

5. Racial/ethnic composition of the students in your school:

<u> </u>	% American Indian or Native Alaskan
<u>.5</u>	% Asian or Pacific Islander
<u>1.9</u>	% Hispanic
<u>97.3</u>	% Black, not Hispanic origin
<u>.3</u>	% White, not Hispanic origin

6. Limited-English-proficient students in the school: 0 Number 0 %
 Number of languages represented: 1 Specify which: English

* A standard metropolitan area (SMSA) includes a central city with a population of at least 50,000 or an urbanized area with a population of at least 50,000 with the neighboring area having a total of 100,000 or more inhabitants.

7

- 11. Number of years the principal has been in his/her position at this school? 2
- If less than three years, how long was the previous principal at this school? 2

12. **Context Statement:** Schools are judged within their own context rather than in direct comparison with all other schools. Describe the context of your school. Include, for example, the population it serves, socioeconomic conditions in the community, student mobility issues, historical milestones in the school's operation, school tradition, and the school's physical location and surroundings. Limit your statement to this page.

Each year at graduation, the senior class of Benjamin Banneker Academic High School stands on the stage of Howard University's Cramton Auditorium to sing three songs: the Alma Mater, one verse of which says, "And inside these walls wisdom is her king"; "Family," which recalls that "We are a family, like a giant tree branching out toward the sky"; and "It's Very Hard to Say Good-Bye," which evokes the poignant sadness of realizing that "there are places we must go, ways we need to grow." Few parents, teachers, or students are able to hold back the tears, for we all know what attending Benjamin Banneker Academic High School has meant to these new graduates.

Erected in 1939 as a junior high school, Benjamin Banneker Academic High School was created by the superintendent and Board of Education in 1981. Our proximity to Howard University, one of America's leading Black institutions of higher learning, is not coincidental. Banneker was established with the idea that ties would be established with Howard University, and that a partnership between the two schools would be mutually rewarding. This partnership was reaffirmed on November 21, 1990, at a breakfast meeting attended by Banneker's principal, Linette M. Adams, Dr. Franklyn G. Jenifer, Howard's new president, and the deans of the university's many colleges.

As a magnet school, Banneker serves students from all areas of Washington, D.C. Our approximately three hundred and seventy predominantly minority students come, in general, from financially stable families, and many parents are college graduates. Academic excellence is a pervasive theme at Banneker, and parents are very supportive of our mission. All Banneker students must go through a rigorous application process, and our resulting student body is therefore academically able and very loyal to the school. The administration and teaching staff do not encourage a sense of elitism, however, and students are taught that leaders must share their talents with society.

We often tell those who cross our threshold, "Once a member of the Banneker Family, always a member of the Banneker Family." When our graduates receive their diplomas at Commencement each June, we know that we are not really saying good-bye to them. We know they will enrich whatever communities in which they work and live, as Benjamin Banneker Academic High School has enriched their lives, and the lives of so many people in Washington, D.C. Like Benjamin Banneker himself, they will always be "Achievers" and be open to making new discoveries.

13. **Nomination Abstract:** Summarize the strengths of your school, focusing on what it is that makes your school a unique and successful place worthy of national recognition. Limit your abstract to one page.

On the first day of school in September, 1989, Scott Simon, host of National Public Radio's "Weekend Edition," came to Benjamin Banneker High School to look at our school and interview one of our teachers. In his broadcast, Mr. Simon described Banneker as "a lifeboat in the often stormy sea of urban education." In September, 1990, a group of fifty students from Bonn, Germany, visited Banneker, accompanied by the Bonn superintendent of schools, Werner Koch-Gombert. Herr Gombert sent a thank you letter to Banneker's staff in which he commented on "the good atmosphere in your school, which we could feel during our visit." In November, 1990, the veteran principal of an inner-city high school in Seattle, Washington, spent a morning touring the school and visiting classes. Upon leaving, he told Banneker's principal, "If I hadn't seen it [Banneker] I wouldn't have believed it!"

We at Benjamin Banneker Academic High School are used to hearing praise from the many visitors who come to us from this country and abroad. We are, after all, a unique institution within the D.C. Public Schools. We have an exceptionally talented and committed teaching staff, a highly motivated student body, and a young, energetic, and creative administrative team which one parent called, in a note to the principal, one of President Bush's "thousand points of light."

While the national rates for dropouts, truancy, and acts of school violence show few signs of improving, Benjamin Banneker High School maintains a 100% college acceptance rate for its graduates, an average daily attendance rate of 95%, with nearly one-third of our students having perfect attendance for the first quarter of 1990-91, in a safe, civil and nurturing environment.

Many social commentators have recently said that the 1990's will be the decade of volunteerism and public service. Since its founding, in 1981, Benjamin Banneker High School has had, as an integral part of its curriculum, a program of community service called the Community Laboratory Project. Only 8% of American high school students perform some type of community service, and of that number it is unlikely that many perform 270 hours of service over four years of high school, as do Banneker "Achievers."

We are never surprised, therefore, when visitors to Banneker High School tell us what a wonderful institution we are. And when our alumni return to tell us that they find themselves better prepared than most for the academic rigors of college, we are gratified, but we know that this is as it should be.

As Benjamin Banneker High School completes its tenth year, we feel confident that our accomplishments of the past decade, our improvements of the past several years, and our current efforts to strengthen and expand our already extensive academic and extracurricular programs are worthy of national recognition.

CHECK ONE:
 SENIOR HIGH SCHOOL
 JUNIOR HIGH SCHOOL
 MIDDLE SCHOOL

Code _____ ED USE ONLY 9

9DCT01

1990-91 Secondary School Recognition Program

Cover Sheet

Congressional District (All schools: Provide Congressional District as of 11/1/90.)

Name of Principal Mrs. Princess D. Whitfield
(Specify: Mrs., Miss, Ms., Dr., Mr., Other)

School Name Lemon G. Hine Junior High School

School Address 8th & Pennsylvania Ave. S.E. School Tel. (202) 724-4772
Washington, D.C. 20003

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

Princess D. Whitfield Date November 13, 1990
(Principal's signature)

Private Schools: If the information requested is not applicable to you, write N/A in the space.

Name of Superintendent Dr. William H. Brown
(Specify: Mrs., Miss, Ms., Dr., Mr., Other) D.C. Public Schools

District Address 415 Twelfth Street, N.W. District Tel. (202) 724-4222
Washington, D.C. 20004

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

William H. Brown Date 12/14/90
(Superintendent's signature)

Name of School Board President/Chairperson Mr. Nate Bush
(Specify: Mrs., Miss, Ms., Dr., Mr., Other)

Board Address 415 Twelfth Street, N.W. Board Tel. (202) 724-4222
Washington, D.C. 20004

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

Nate Bush Date 12/14/90
(School Board President's/Chairperson's signature)

PART II - SCHOOL CHARACTERISTICS

District (Questions 1 and 2 not applicable to private schools; question 3 applies to all schools)

1. Total number of students (K-12) enrolled in the district: 80,694

2. Number of schools in the district:

<u>122</u>	Elementary schools
<u>2</u>	Middle schools
<u>25</u>	Junior high schools
<u>24</u>	High schools
<u>173</u>	TOTAL

3. Population category that describes the public school district within which your school is located:

- Large central city (in an SMSA* and population greater than or equal to 400,000)
- Mid-size city (in an SMSA* and population less than 400,000 but greater than 50,000)
- Suburban (in an SMSA* but not a large or mid-size city)
- Large town (not in an SMSA* and population greater than or equal to 25,000)
- Small town (not in an SMSA* and population less than 25,000 and greater than or equal to 2,500)
- Rural (population less than 2,500)

FOR Site Visit Planning ONLY:

Nearest Major Airport: _____ Town/City: _____

Distance From School: _____ Miles _____ Hours Driving Time

School (To be completed by all schools)

4. Number of students enrolled at each grade level or its equivalent in your school:

<u>5th</u>	<u>264</u>	<u>7th</u>	<u>184</u>	<u>9th</u>	<u>11th</u>	<u>Postgraduate</u>
<u>6th</u>	<u>255</u>	<u>8th</u>	<u>10th</u>	<u>12th</u>	<u>Other</u>	<u>703</u> TOTAL

5. Racial/ethnic composition of the students in your school:

<u>.14</u> %	American Indian or Native Alaskan
<u>.28</u> %	Asian or Pacific Islander
<u>.57</u> %	Hispanic
<u>98.58</u> %	Black, not Hispanic origin
<u>.43</u> %	White, not Hispanic origin

6. Limited-English-proficient students in the school: 0 Number 0 %
Number of languages represented: 1 Specify which: English

* A standard metropolitan area (SMSA) includes a central city with a population of at least 50,000 or an urbanized area with a population of at least 50,000 with the neighboring area having a total of 100,000 or more inhabitants.

Number of years the principal has been in his/her position at this school? 8

If less than three years, how long was the previous principal at this school? _____

12. **Context Statement:** Schools are judged within their own context rather than in direct comparison with all other schools. Describe the context of your school. Include, for example, the population it serves, socioeconomic conditions in the community, student mobility issues, historical milestones in the school's operation, school tradition, and the school's physical location and surroundings. Limit your statement to this page.

Although we serve a predominantly black population of students who travel by public transportation from many areas around the city, our school is located on Capitol Hill in an affluent, predominantly white neighborhood. Many of these students are products of drug-plagued neighborhoods and low-economic, matriarchal families. Many families are recipients of Aid to Dependent Children. Some come to Hine with low self-esteem and misplaced values. Many come seeking a safe, wholesome academic environment. As you approach our school, you are able to view the beautiful area that has replaced a blighted community. Our neighbors include the Capitol, the Library of Congress, Eastern Market, the Supreme Court, the Folger Library, churches, small parks, metro rail, beautiful homes, medical buildings, banks, unique eateries, antique shops, a public library, and a public natatorium. Many of these facilities serve as an adjunct to the educational program.

We have gone from a dilapidated physical plant known as "Horrible Hine" to a well-equipped structure that has earned the appellation by its administrators, staff, students, and community, "The Thrill on Capitol Hill." In the last five years, our school has graduated valedictorians and salutatorians who have been awarded full scholarships and are now enrolled in prestigious institutions of higher learning. George Mason University set a precedent by offering scholarships to two of our former outstanding students. The old image has undergone a complete metamorphosis. A once hopeless, hostile school population has been transformed into a proud, cohesive family of students, parents, administrators, staff, community -- all working toward a common goal: to empower our students with the desire and ability to learn. The school has embraced the theme, "All teachers will teach, all students will learn, and Hine will be successful."

The Capitol Hill community has adopted us, for we have become friendly, cooperative, concerned neighbors. The U.S. Department of Transportation and Latham & Watkins, a law firm, have become our partners-in-education, genuine friends who have afforded us the opportunity to welcome and respond to varied outreach programs such as tutorial service, employee shadowing, comprehensive field trips. The leadership of the principal has been spotlighted in the Department of Education's publication, Schools That Work.

In the last five years, our students have brought many honors to the school: "It's Academic" citywide championship, Math Counts trophies, Odyssey of the Mind placement, marching band awards, Metric 500 first place, oratorical and poetry contests, etc. The administration, staff, and student body enthusiastically and diligently uphold their motto: "A School with a Purpose."

Commendation Abstract: Summarize the strengths of your school, focusing on what it is that makes your school a unique and successful place worthy of national recognition. Limit your abstract to one page.

Hine's strengths support and complement the system-wide mission, making the school a unique place of commitment and achievement. Hine is a school of order, excitement, and inspired learning. Strong leadership and effective working relations (school, community, parents and students) result in Hine's success.

Hine's principal has been the recipient of numerous community and educational awards on a local and national level. Hine has been cited in feature articles by William Bennett (former Secretary of the Department of Education), James Kilpatrick (nationally syndicated columnist and author), and Courtland Milloy (columnist, Washington Post). A dedicated, involved faculty provides the framework for these commendations as they address and implement the latest in educational research.

Through a faculty-advisory council and a principal whose door is always "open," a comfortable line of communication is encouraged and enhanced among administrators, faculty, staff, and students. Individual programs have been developed and implemented to address system-wide initiatives (drugs awareness, drop-out prevention, improved attendance, values, computer education, writing initiative, careers, and African-Centered Education). Our most recent dropout prevention program, Best on Capitol Hill (BOCH), is so named to decrease any stigma that may be associated with the term "drop-out." An intensive, school-developed test-taking program resulted in Hine receiving a commendation from the Superintendent in 1989, as one of the schools with improved standardized test scores. Student excellence is displayed through numerous awards, scholarships, and prize-winning achievement.

Close community relations are evidenced by vibrant tutorial and enrichment programs with the U.S. Department of Transportation, Latham and Watkins, Congress of the United States, Office of Technology Assessment, Capitol Hill Arts Workshop, National Telecommunications Service, Capitol Hill Methodist Group Ministry, parents, student volunteer workers in the community, Howard University, artist-in-residence in poetry, career day speakers, and mentoring programs.

During the last five years, Hine has grown from two hundred fifty-three students to over seven hundred, and enrollment continues to increase. A variety of activities goes beyond the extra-curricular framework. There are annual ski-trips, parents' classes, school/community breakfasts, special monthly birthday lunches, annual bosses' day, annual teacher appreciation week, peer-conferencing, lunch-time intramural activities, sleep-ins, "earn and learn" after-school jobs for students, tuition-free scholarships to citywide workshops and classes. Positive social behavior and academic achievement are recognized with daily "Hine Dollar Bills" and through student profiles in Hine Highlights school newspaper and Inside Hine school newsletter. Most importantly, in an often impersonal world, hugs are a common part of our activity. A warm, tranquil, loving, and supportive piece of the world is provided at Hine. The faculty, staff, and students are held to high standards, personally and academically. Self-esteem, nurturing, and the worth of each individual are stressed. Hine promotes excellence through an instructional program that will enable each student to function as a useful citizen.

CHECK ONE:
 SENIOR HIGH SCHOOL
 JUNIOR HIGH SCHOOL
 MIDDLE SCHOOL

Code 9-HIH02 (13)
ED USE ONLY

1990-91 Secondary School Recognition Program

Cover Sheet

Congressional District 2nd (All schools: Provide Congressional District as of 11/1/90.)

Name of Principal Mr. William Tam, Jr.
(Specify: Mrs., Miss, Ms., Dr., Mr., Other)

School Name Kalaheo High School

School Address 730 Iliaina Street School Tel. (808) 254-3551
Kailua, HI 96734

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

William T. Tam, Jr.
(Principal's signature)

Date December 6, 1990

Private Schools: If the information requested is not applicable to you, write N/A in the space.

Name of Superintendent Mr. Charles T. Toguchi
(Specify: Mrs., Miss, Ms., Dr., Mr., Other)

District Address Hawaii State Dept. of Education District Tel. (808) 586-3310
P.O. Box 2360
Honolulu, HI 96804

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

Charles T. Toguchi
(Superintendent's signature)

Date December 6, 1990

Name of School Board President/Chairperson Dr. Mitsugi Nakashima
(Specify: Mrs., Miss, Ms., Dr., Mr., Other)

Board Address Hawaii State Board of Education Board Tel. (808) 586-3334
P.O. Box 2360
Honolulu, HI 96804

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

Mitsugi Nakashima
(School Board President's/Chairperson's signature)

Date December 6, 1990

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PART II - SCHOOL CHARACTERISTICS

District (Questions 1 and 2 not applicable to private schools; question 3 applies to all schools)

1. Total number of students (K-12) enrolled in the district: 19,459
2. Number of schools in the district:

24	Elementary schools
--	Middle schools
4	Junior high schools
4	High schools
32	TOTAL
3. Population category that describes the public school district within which your school is located:
 - Large central city (in an SMSA* and population greater than or equal to 400,000)
 - Mid-size city (in an SMSA* and population less than 400,000 but greater than 50,000)
 - Suburban (in an SMSA* but not a large or mid-size city)
 - Large town (not in an SMSA* and population greater than or equal to 25,000)
 - Small town (not in an SMSA* and population less than 25,000 and greater than or equal to 2,500)
 - Rural (population less than 2,500)

FOR Site Visit Planning ONLY:

Nearest Major Airport: _____ Town/City: _____

Distance From School: _____ Miles _____ Hours Driving Time

School (To be completed by all schools)

4. Number of students enrolled at each grade level or its equivalent in your school:

5th	7th	308	9th	256	11th	Postgraduate	
6th	8th	250	10th	229	12th	Other	
						1043	TOTAL
5. Racial/ethnic composition of the students in your school:

.005	% American Indian or Native Alaskan
13	% Asian or Pacific Islander
3	% Hispanic
5	% Black, not Hispanic origin
52	% White, not Hispanic origin
6. Limited-English-proficient students in the school: 18 Number 2 %
 Number of languages represented: 7 Specify which:
 Tagalog, Korean, Japanese, Cantonese, Spanish, Samoan, Puerto Rican

* A standard metropolitan area (SMSA) includes a central city with a population of at least 50,000 or an urbanized area with a population of at least 50,000 with the neighboring area having a total of 100,000 or more inhabitants.

(15)

11. Number of years the principal has been in his/her position at this school? 10

If less than 3 years, how long was the previous principal at this school? n/a

12. CONTEXT STATEMENT:

Kalaheo High is a four-year public school in Kailua, Hawaii on the Windward side of the island of Oahu. Visitors and residents alike generally approach this beach community from Honolulu by way of the Pali Highway which cuts through the Koolau Mountain Range. With a small and restricted campus, further expansion is inhibited by adjacent private residences, the surrounding hillsides, and a major highway connecting Kailua with neighboring Kaneohe.

Kalaheo was originally established in 1966 as an intermediate school (grades 7-9). Between the school years 1973-74 and 1976-77, a four-year transition from intermediate to high school took place. The change presented unique challenges in every aspect of the life of the school, from developing school facilities appropriate for high school students and activities to fostering school pride and traditions. Kalaheo graduated its first class in our nation's bicentennial year. Since then, administrators, faculty, staff, parents, and students have continually worked toward better curriculum, facilities, and opportunities.

The Kalaheo High School attendance area encompasses the land stretching along the Kailua coastline from Lanikai proper, Kalaheo Hillside, Aikahi, and as far as Mikiola Drive on the northeastern extremity of Kaneohe. All military dependents of secondary school age living on the Kaneohe Marine Corps Air Station (KMCAS) attend Kalaheo. Personal and family incomes are relatively higher than those of the general population of Oahu and this is reflected in the small percentage of residents who receive public assistance. According to the 1980 census, the residents of the area are relatively well-educated. Of those who are 20 years or older, 84.2% are high school graduates, and 26.6% in the same category are college graduates. Many residents are employed in private and government sectors as professionals, technicians, and administrators. Ethnically, the area is comprised of 65.4% Caucasians, 8.7% Japanese, 8.3% Hawaiian/part-Hawaiian, 4.7% Black, 2.8% Filipino, 2.6% Chinese, and 7.5% of other racial extractions. The average family is 3.5 persons, and 12.5% of the students come from single-parent families. Approximately 30% of the students are dependents of military personnel who are typically stationed at KMCAS for four-year. Military rotations invariably present challenges in enrollment projections and scheduling of classes.

Kalaheo enjoys a reputation placing it above other schools in the district, a distinction supported by families who admit a deliberate move into Kalaheo's attendance area. Conscientious, on-going efforts are made to maintain and deserve this perception. Many students and teachers have won awards and recognition through academics, performing and visual arts, athletics, and professional achievements. In years past, Kalaheo's enrollment exceeded 1,500; classrooms were overflowing, teachers shared rooms, and students were tightly packed onto a small campus. Since 1982-83, Kalaheo has experienced a reduction of approximately 50-60 students per year and this year is just over 1000.

Seven principals and numerous vice-principals have administered Kalaheo. The current principal is in his eleventh year, a long tenure providing administrative stability. A few teachers from the original staff remain. As times have changed, so have the challenges, both in and out of the classroom. Fortunately, there always seem to be innovative, energetic, creative members of the school community to provide the necessary leadership.

(16)

13. NOMINATION ABSTRACT

Kalaheo High School attributes its uniqueness and success not to its tropical location or comprehensive curriculum or special programs but, borrowing a phrase from a prosperous Hawaii company, to three things: people, pride, and profit.

School and community role groups strive for harmonious and constructive relationships for the benefit of all. The truth of this prosaic statement is clearly evident when Kalaheo's people are faced with difficulties. From common experiences we have learned that complaining is counter-productive, and we strive to direct our energies toward finding solutions, improvements, or ways to work around seemingly insurmountable obstacles. This positive, aggressive attitude has shaped a curriculum which addresses the needs of all learners, improved grounds and facilities, created a symbiotic relationship with the military community, produced professional faculty relationships, and gained parent and community involvement. If indeed students are the center of the school, the fact that they view Kalaheo as a home-away-from-home and a place for education is to our credit.

Pride of place has not been easily achieved at Kalaheo. Known for years as an intermediate school or the "other" Kailua high school, students and faculty often thought Kalaheo more humble than did those who viewed it from a broader perspective, including substitute teachers, District office personnel, and others in the community. While our championship athletic teams made headlines, we were also producing formidable academic teams, National Merit Scholars, better test scores, effective policies, professional camaraderie, State Teachers of the Year, award-winning videos, and students who now regularly report the evening news. Perhaps testing the limits of hubris, we go on record with this document, publishing the positive and, in so doing, contributing to our collective self-esteem.

Kalaheo profits from the many educational, service, lobbying, athletic and social activities of its students, educators, parents, and friends--all documented in this report. Other rewards are more personal and, we think, can be directly attributed to the good work being done in both regular and special programs. A young mother who decides not to drop out, a new instructional strategy that absolutely works, appreciative parents who invite the entire faculty and staff over for dinner, a letter from a supportive father, a scholar who leaves the stage with four years of paid college tuition in hand, a colleague who helps solve a problem, and so many valedictorians that the ceremony is just too long--these are the rewards for students, parents and teachers who try their best.

In a very real sense, we have made education our business, providing quality products and buying-in to the next century. This report describes the factors contributing to our success.

CHECK ONE:
 SENIOR HIGH SCHOOL
 JUNIOR HIGH SCHOOL
 MIDDLE SCHOOL

Code _____ ED USE ONLY

9PRH01

(17)

1990-91 Secondary School Recognition Program

Cover Sheet

Congressional District _____ (All schools: Provide Congressional District as of 11/1/90)

Name of Principal Mr. José Anibal Altieri Rosado
(Specify: Mrs., Miss, Ms., Dr., Mr., Other)

School Name José Emilio Luco Ponce de León High School

School Address Urb. Los Cerros School Tel. (809) 829-0408

Francisco Pietri Street #75

Adjuntas, Puerto Rico

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

Jose A. Altieri Rosado
(Principal's signature)

Date December 7, 1990

Private Schools: If the information requested is not applicable to you, write N/A in the space.

Name of Superintendent Mr. Edgar Reyes Pérez
(Specify: Mrs., Miss, Ms., Dr., Mr., Other)

District Address Rodolfo González Street District Tel. (809) 829-7610/2140

Adjuntas, Puerto Rico

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

[Signature]
(Superintendent's signature)

Date December 7, 1990

Name of School Board President/Chairperson N/A
(Specify: Mrs., Miss, Ms., Dr., Mr., Other)

Board Address _____ Board Tel. () _____

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

(School Board President's/Chairperson's signature)

Date _____

PART II -- SCHOOL CHARACTERISTICS

District *(Not applicable to private schools)*

1. Total number of students (K-12) enrolled in the district: 4,373
2. Number of schools in the district:

13	Elementary schools
02	Middle schools
01	Junior high schools
01	High schools
17	TOTAL

School *(To be completed by all schools)*

3. Population category that describes where your school is located:

- Large central city (in an SMSA* and population greater than or equal to 400,000)
- Mid-size city (in an SMSA* and population less than 400,000 but greater than 50,000)
- Suburban (in an SMSA* but not a large or mid-size city)
- Large town (not in an SMSA* and population greater than or equal to 25,000)
- Small town (not in an SMSA* and population less than 25,000 and greater than or equal to 2,500)
- Rural (population less than 2,500)

FOR Site Visit Planning ONLY:

Nearest Major Airport: Mercedita Airport Town/City: Puerto Rico

Distance From School: 25 Miles 1.5 Hours Driving Time

4. Number of students enrolled at each grade level or its equivalent in your school:

5th	7th	9th	243	11th	Postgraduate		
6th	8th	259	10th	222	12th	Other	724 TOTAL

5. Racial/ethnic composition of the students in your school:

	% American Indian or Native Alaskan
	% Asian or Pacific Islander
100	% Hispanic
	% Black, not Hispanic origin
	% White, not Hispanic origin

6. Limited-English-proficient students in the school: 554 Number 77.69 %
 Number of languages represented: one Specify which: Spanish

* A standard metropolitan area (SMSA) includes a central city with a population of at least 50,000 or an urbanized area with a population of at least 50,000 with the neighboring area having a total of 100,000 or more inhabitants.

(19)
6

11. Number of years the principal has been in his/her position at this school? 1
- If less than three years, how long was the previous principal at this school? 3

12. **Context Statement:** Schools are judged within their own context rather than in direct comparison with all other schools. Describe the context of your school. Include, for example, the population it serves, socioeconomic conditions in the community, student mobility issues, historical milestones in the school's operation, school tradition, and the school's physical location and surroundings. Limit your statement to this page.

José Emilio Lugo Ponce de Leon High School, located in Urbanización Los Cerros, Francisco Pietri Street #75, Adjuntas, Puerto Rico, is an urban high school which serves the rural areas as well. Grades from tenth to twelfth are offered. Academic courses such as the Business Program and the Vocational Industrial Program are offered at the school.

According to the latest socioeconomic report for the year 1990-91, the number of students arising from low-income families is 641, or 88.53%. One hundred thirty seven, or 18.92%, are students whose annual family income is \$3,000 or less. Besides, 378, or 52.20% of the students are offered free transportation and 622, or 85.91% are offered lunch room services at no cost.

Every year, the school celebrates a series of activities such as the following:

- a. The School's Anniversary
- b. A week dedicated to the programs in the school: English Week, Spanish Week, Science Week, Social Studies Week and Mathematics Week
- c. Achievement activities of the Business and the Vocational Industrial Programs
- d. Christmas Concert by the School's Choir
- e. About three or four plays prepared by the Theater Program
- f. Two expositions prepared by the Art Program
- g. Open House
- h. Scientific Fair sponsored by the Mathematics and the Science Program
- i. Demosthenes Oratory Competition
- j. Tanama Poetry Recitation Competition
- k. Educational Forum
- l. Lectures by Government and Private Agencies: Drugs, Alcohol, AIDS, Civil Rights, Disasters, etc. (Coordinated through the Orientation Program)
- m. Orientations about the different universities and colleges (Coordinated through the Orientation Program)

13. **Nomination Abstract:** Summarize the strengths of your school, focusing on what it is that makes your school a unique and successful place worthy of national recognition. Limit your abstract to one page.

The José Emilio Lugo Ponce de Leon High School is one that possesses enough physical and human resources to serve its clientele. Following the recommendations of the Department of Education, the academic programs are being updated. Special emphasis is given to the development of goals and to the priority standards of the system. This way, the focus towards curriculum revision through the integrating principles of critical thinking, school pertinence and values education, has been emphasized in a special way. All this framed in a general teaching strategy known as Exploration, Conceptualization, Application (E.C.A.).

During the last three years, the faculty has had training, follow-up and evaluation, and has been able to digest the curriculum content and blend these with the needs and capabilities of the students. Thus, a whole and integrated human being equipped for daily life strife will be developed.

We are working on a more humanizing curriculum that will be able to sensitize the students' outlook on current issues, so they can contribute to the making of a better world.

During the last two years the following programs have been developed: Advanced Placement in Spanish and Mathematics, Migrant Education Program, an intensive program of academic achievement in the basic subjects areas: Spanish, English, Mathematics, Social Studies and Science. Strengthening of students organizations and the creation of others such as the following: Student Council, Library Club, Liaison Program, Student Counselors Club, Science Clubs, Students' Choir Board, Future Business Leaders of America (F.L.C.A.), Youth Association of Home Economics and the Vocational and Industrial Club of America.

The participation of parents and community members as the Parent Teacher Association (with student representation) directed to strengthen the ties between the school and the community through an intensive work program and the active participation of the principal and teachers in district, region and state activities.

CHECK ONE:
 SENIOR HIGH SCHOOL
 JUNIOR HIGH SCHOOL
 MIDDLE SCHOOL

Code 9PRHP01 (21)
ED USE ONLY

1990-91 Secondary School Recognition Program **Cover Sheet**

Congressional District PR (All schools: Provide Congressional District as of 11/1/90.)

Name of Principal Fr. José A. Basols, Sch. P.
(Specify: Mrs., Miss, Ms., Dr., Mr., Other)

School Name Colegio Ponceño

School Address Coto Laurel PR 00644-9508 School Tel. (809) 848-2525

I have reviewed the information in this form and to the best of my knowledge is accurate.

Date November 9, 1990

(Principal's signature)

Private Schools: If the information requested is not applicable to you, write N/A in the space.

Name of Superintendent Sor María Uña, RAD
(Specify: Mrs., Miss, Ms., Dr., Mr., Other)

District Address Box 557 Station 6 UCPR District Tel. (809) 842-2102
Ponce PR 00732

I have reviewed the information in this form and to the best of my knowledge is accurate.

Date November 9, 1990

(Superintendent's signature)

Name of School Board President/Chairperson Dr. Rafael Mateu, MD
(Specify: Mrs., Miss, Ms., Dr., Mr., Other)

Board Address Colegio Ponceño Board Tel. (809) 843-6240
Coto Laurel PR 00644-9508

I have reviewed the information in this form and to the best of my knowledge is accurate.

Date November 9, 1990

(School Board President's/Chairperson's signature)

22

PART II - SCHOOL CHARACTERISTICS

District *(Questions 1 and 2 not applicable to private schools; question 3 applies to all schools)*

1. Total number of students (K-12) enrolled in the district: _____
2. Number of schools in the district:

_____	Elementary schools
_____	Middle schools
_____	Junior high schools
_____	High schools
_____	TOTAL
3. Population category that describes the public school district within which your school is located:
 - _____ Large central city (in an SMSA* and population greater than or equal to 400,000)
 - _____ Mid-size city (in an SMSA* and population less than 400,000 but greater than 50,000)
 - _____ Suburban (in an SMSA* but not a large or mid-size city)
 - _____ Large town (not in an SMSA* and population greater than or equal to 25,000)
 - _____ Small town (not in an SMSA* and population less than 25,000 and greater than or equal to 2,500)
 - _____ Rural (population less than 2,500)

FOR Site Visit Planning ONLY:

Nearest Major Airport: San Juan Town/City: San Juan, P. R.

Distance From School: 75 Miles 1.5 Hours Driving Time

School *(To be completed by all schools)*

4. Number of students enrolled at each grade level or its equivalent in your school:

_____ 5th	<u>58</u> 7th	<u>64</u> 9th	<u>74</u> 11th	-	Postgraduate	
_____ 6th	<u>76</u> 8th	<u>86</u> 10th	<u>58</u> 12th	-	Other	<u>416</u> TOTAL
5. Racial/ethnic composition of the students in your school:

_____	% American Indian or Native Alaskan
<u>1</u>	% Asian or Pacific Islander
<u>97%</u> Puerto Ricans	<u>98</u> % Hispanic
<u>1%</u> other hispanic	_____ % Black, not Hispanic origin
	<u>1</u> % White, not Hispanic origin
6. Limited-English-proficient students in the school: 416 Number 100 %
 Number of languages represented: 3 Specify which: Spanish, Chinese, German.

* A standard metropolitan area (SMSA) includes a central city with a population of at least 50,000 or an urbanized area with a population of at least 50,000 with the neighboring area having a total of 100,000 or more inhabitants.

23

6

11. Number of years the principal has been in his/her position at this school? 7

If less than three years, how long was the previous principal at this school? _____

12. **Context Statement:** Schools are judged within their own context rather than in direct comparison with all other schools. Describe the context of your school. Include, for example, the population it serves, socioeconomic conditions in the community, student mobility issues, historical milestones in the school's operation, school tradition, and the school's physical location and surroundings. Limit your statement to this page.

COLEGIO PONCEÑO IS a Roman Catholic Pk-12 school, college preparatory, fully accredited by the Puerto Rico Department of Education and the Middle State Association of Colleges and Schools. Is a permanent member of the College Board, and a Test Center for the TOEFL and the ATP. There is an Elementary school, grades Pk-6, and the Secondary School, grades 7-12; each one is directed by a different Principal.

Colegio Ponceño was FOUNDED in 1926 as a boys' school; it became coed in 1973; at present there is 44% of girls. Owned and directed by the Marianist Brothers till 1969, is presently a parent owned non-profit organization with a yearly Board of Director. Since 1969 is run by the Piarist Fathers, Padres Escolapios.

Colegio Ponceño is LOCATED in the suburbs of Ponce, a city of 190,000, the second largest city in Puerto Rico. Its language is Spanish. Ponce is a traditional town, that preserves its culture and traditions. Its industrial development decreased greatly in the '80s, with the closing of many enterprises. The unemployment is over 20%. There are some Cuban families; but almost all of the student body is Puerto Rican. There is 29% of students coming from nearby towns. Many of our students are alumni's children or grandchildren.

There is a HEALTHY ENVIRONMENT AND COMMUNICATION between parents, teachers and the school administration. All parents are members of the P.T.A. There is also an excellent group of school volunteers who help in different school areas. The student body is very proud of their school and satisfied with it. They feel that "belong" to Colegio Ponceño; that is why they come back to visit the school years later after graduation. Its alumni are succeeding in life all throughout the world.

IN SUMMARY, Colegio Ponceño is considered one of the best academic schools in Puerto Rico.

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15. **Nomination Abstract:** Summarize the strengths of your school, focusing on what it is that makes your school a unique and successful place worthy of national recognition. Limit your abstract to one page.

These are some of the reasons to believe that Colegio Ponceño is a unique and successful place worthy of national recognition:

-THE OUTSTANDING AND UNIQUE PASTORAL AND RELIGION PROGRAM enriched with time allocated for learning personal prayer, so at every moment of each school day some students are praying for each other and the whole world.

-THE DEMANDING AND SOLID CURRICULUM REQUIRED FOR H.S. GRADUATION, 27.5 credits, including 5.5 credits of Science; 4 credits of Spanish, English, Mathematics and Social Studies; 2 credits of Religion and Physical Ed.; plus 2 credits of electives.

-THE ACCEPTANCE OF 100% OF OUR SENIOR CLASS every year into the finest colleges and universities of Puerto Rico and the mainland, to pursue a bachelorr degree and post-graduate studies.

-THE SCHOOL CLIMATE of friendly rapport between teachers and students, and between parents and school. Colegio Ponceño's main focus is the student. The professionalism and dedication of its faculty, administration, and other school personnel.

-PARENTS' INVOLVEMENT IN THE SCHOOL, specially in the Board of Directors, the Parent-Teacher Association, the Pastoral and Religious Committee, and in many other school activities.

-THE STUDENT CO-CURRICULAR ACTIVITY PROGRAM which promotes the physical, social, religious, and emotional values; complementing the academic instruction, and including the involvement in the community to help others.

-The academic, artistic and athletic AWARDS RECEIVED BY OUR STUDENTS, AND THE SUCCESS OF OUR ALUMNI speak highly about the kind of school Colegio Ponceño is.

-THE REWARD PROGRAM established for student academic achievement and for teachers and other school personnel, with local sponsors.

-THE CANDID APPRAISAL WRITTEN in the Evaluation Report of the Middle States Association Visiting Committee, on November 1985. The Chairman stated: "There is a need for a more sustained public relations program to share with the community-at-large, the quality, the strenghts, and the numerous positive aspects of Colegio Ponceño. The entire Committee feels these to be too good not to be more widely shared. It is evident that the school already has a fine, well-deserved reputation, but its strengths and glories deserve to be both motivation and inspiration to more people, as they were to this Committee."