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TO: Christen Gear
456-6218

FROM: Betsy Vining
Secondary School
Recognition Program
Ceremony
732-5409

Chrستن,

I have included
several fact sheets as
well as the Talking Points
that were prepared for
the Secretary. If you
have any questions I
can be reached at
732-5409.

Thank you.

Betsy Vining

TENTATIVE AGENDA**Wednesday, September 27**

4:00 - 5:00 pm

Early Registration
Ramada Renaissance**Thursday, September 28**

11:00 - 12:00 am

Registration
Ramada Renaissance

1:00 - 1:15 pm

Orientation - Jacquelyn Smith
Junior Ballroom - Ramada Renaissance

1:15 - 2:00 pm

Congressional Briefing

2:00 - 2:30 pm

Department Briefing

2:30 pm

Board Buses for White House

2:45 pm

White House, South Lawn Gate

4:15 pm

President George Bush
Remarks
Press Time

5:15 pm

Depart White House

5:30 pm

Arrive Hotels

6:15 pm

Buses depart Auxiliary hotels for
Ramada Renaissance

6:30 pm

Awards Banquet

7:30 pm

Program
Grand Ballroom - Ramada RenaissanceHost Ted Sanders, Under Secretary
Pledge of Allegiance
Introduction of the Secretary
Secretary of Education
Address:
Lauro F. Cavazos
Presentation of Awards

**UNITED STATES
DEPARTMENT OF EDUCATION****NEWS**

FOR RELEASE
May 16, 1989

Contact: Jane Glickman
(202) 732-4307

CAVAZOS NAMES 218 SCHOOLS FOR EXCELLENCE

Secretary of Education Lauro F. Cavazos today named the 218 public and private secondary schools selected as schools of excellence in the Department's 1988-89 School Recognition Program.

"In the midst of many problems in education," said Cavazos, "we can look to these 218 schools as examples of what's right with American education. In these schools, community involvement is strong, expectations are high, and good ideas are hard at work in the classrooms. Their success is evidence of the tremendous potential we must tap in all our nation's schools."

Now in its seventh year, the school recognition program identifies and calls attention to a diverse group of public and private schools that demonstrate superior effectiveness in educating their students. Elementary and secondary schools are recognized in alternate years.

This year's winning middle, junior, and senior high schools are located in 42 states, the District of Columbia, and Puerto Rico. The roster of winners consists of 176 public schools, including a Bureau of Indian Affairs school and two Department of Defense Dependents schools, and 42 private schools, both religiously affiliated and independent.

Twenty-two schools that were recognized in previous years of the program have again earned recognition. Schools can

-MORE-

reapply for the program every four years.

"Instead of resting on their laurels," Cavazos said, "these schools kept their goals and standards high and continued striving for excellence. They deserve a special thanks."

Public schools were nominated by the chief school official in each state, and private school nominations were coordinated by the Council for American Private Education, an umbrella organization for private schools. Winning schools were selected from 629 nominations.

The program examines overall qualities that contribute to school effectiveness and student success. Nominees respond to about 50 questions that call for descriptions of their school's philosophy, programs and practices, focusing on the areas of:

- leadership
- the teaching environment
- the learning environment
- institutional vitality
- parental and community support
- indicators of success.

There are no specific standards dictated by the Federal program; rather, each school is judged on how successfully it meets its own goals and how well programs are tailored to local needs.

This year special attention was given to geography education and strengthening curriculum requirements and course content.

Representatives from the 218 schools will be invited to Washington in the fall to participate in a host of activities, including a recognition ceremony where each school will receive a specially designed flag of excellence.

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NOTE TO EDITORS: Attached is a fact sheet about the program, and a list of the recognized schools.

U.S. DEPARTMENT OF EDUCATION

1988-89 Secondary School Recognition Program Selection Process

As a first step, the chief school officer of each state was invited to nominate public schools, based on procedures determined within the state. States could nominate a number of schools up to the total of its Congressional delegation.

The Council for American Private Education was invited to submit up to 130 private schools for consideration, a number based on the percentage of private schools nationwide.

In January, a review panel appointed by the Department met in Washington to study the 629 nomination forms and recommend schools for site visits. The panel consisted of 100 members -- about two-thirds practicing educators and one-third private citizens active in education. Three panel members reviewed each school nomination form. They selected 263 schools for site visits.

In the spring, each selected school was visited for two days by two evaluators. They observed classroom instruction, met with parents, teachers, staff, community members and students, and clarified any questions about the nomination forms. Site visitors were predominantly practicing educators. Each submitted a report to the review panel.

None of the review panelists or site visitors was an employee of the Education Department. In addition to educators and knowledgeable citizens, this year's panelists and visitors included experts in geography.

In May, the review panel reconvened in Washington and considered the two site visit reports prepared for each school. Based on their recommendation, the Secretary recognized 218 schools.

Talking Points for Secretary's Remarks at Awards Ceremony for
218 Schools Selected for National Recognition in the 1988-89
Secondary School Recognition Program, September 28, 1989

o It is with pride that I celebrate with you the educational excellence in diversity that you represent.

- Gathered here today are 107 public high schools, 69 public middle and junior high schools, and 42 private high schools.

- Private high schools include 32 Catholic, 6 Independent, 2 Lutheran, 1 Episcopal, and 1 Christian

o You reflect the fact that outstanding schools may be found in all parts of this great country.

- You are located in 42 States, the District of Columbia, and Puerto Rico and represent Bureau of Indian Affairs Schools and Department of Defense Dependents Schools.

- 29 of your schools are located in cities of over 400,000 people; 34 in areas with fewer than 25,000; 80 in the suburbs, and the remainder in small towns and cities.

o You are living proof that students can receive an excellent education in schools of all sizes.

- Seven (7) of your schools serve fewer than 200 students.

- Eleven of your schools meet the challenge of schools with more than 2,000 students.

o I am particularly encouraged by the fact that almost 10% of the schools represented here tonight are serving student bodies with more than 50% minority students. Many more are meeting the needs of large numbers of low-income students.

o In honoring the 218 schools you represent, we are raising the total of excellent schools recognized in the 7 years of the School Recognition Program to an impressive 1700. And with your schools as models, we expect the number to continue to grow in future years.

o I understand that 22 of you are receiving national recognition for a second time. Perhaps the single greatest benefit of the recognition a school receives is the stimulus it provides to staff, students, parents, and the community to strive for even greater educational excellence. For all of you, national recognition is but a milestone on your continuing journey to serve the comprehensive educational needs of your students.

Page 2 - Talking Points for Secretary

o What unites you in your diversity are your impressive contributions to the lives of young people. In your unique ways you provide:

- Visionary leadership
- A supportive, professional environment for staff
- An instructional program that challenges each student to succeed
- An environment that fosters not only academic achievement but builds character as well
- The opportunity for parents and the business community to work in partnership with the school
- And the day-to-day recognition and celebration of excellence

o As a group you have heeded the warnings of A Nation at Risk and have challenged your students with a more demanding core curriculum.

o And a number of you are taking steps to rectify the woeful NAEP statistics on geographic literacy. I would particularly acknowledge the expanding role of the National Geographic Society in helping schools improve their geography education programs. The Society has contributed substantially to the success of this year's Secondary School Recognition Program. Special congratulations to the four schools singled out for excellence in geography by the Society

remember -- "rhymes with pie"

Davis/Martin
Sept. 26, 1989
Draft: One
Title: Teacher

**PRESIDENTIAL ADDRESS: SCHOOL RECOGNITION AWARDS/SOUTH LAWN
THURSDAY, SEPT. 27, ((time))**

Thank you Secretary Cavazos. Welcome to the White House.

And happy birthday to the executive director of the council
for American private education -- Joyce McCray.//

I understand that Milto McPike of East High School in
Madison promised that if his school was selected for this honor,
he would "do a jackknife through a Cheerio."// Milto, we'd like
to see you do that.///

We have here today the proud representatives of 218
secondary schools -- America's best. Some schools are private,
some religiously affiliated, some public; a mixture of middle,
junior and senior high schools from 42 states, the District of
Columbia and Puerto Rico. But you all have one thing in common: a
determination to excel.

I am especially impressed by the 22 schools receiving this
award for the second time. You did not take your first win as a
reason to slack off. This clearly shows that **all** the schools
here today have a commitment to quality that is unwavering and
true. Congratulations to all.

As you know, I just returned from an historic summit on
education with the nation's governors. And one of the first

points we all agreed on was the need for schools and communities to work together.

This is what Douglas Molzahn ((Mole-ZAHN)) of Lincoln High in Wisconsin, meant when he said that this honor is not a spotlight on his school, but a floodlight on his whole community. Every school here today represents a successful community of businessmen and women, civic groups and parents.

No one had to tell you to do this. Not Washington, not your state government. You set your own high goals and then you met them.

Of course, in the Virginia Compact I reached with the governors in Charlottesville, we did agreed to set national goals.

But no one will impose these goals on our school. It is up to every community, every principal, every teacher, to do that. Can it be done? Yes. In fact, it has been done, in 218 different ways, with 218 different styles, along 218 different paths to excellence in education.

America very desperately needs for every school to match your high standard. There are more than forty million Americans who have never graduated from high school. And there are ((number)) million Americans who cannot read at all. Benjamin Franklin was once asked what was the most pitiful thing in life. He replied: "a lonesome man on a rainy day who does not know how to read."

Because of your schools, thousands of children will never know this very special kind of loneliness. They will be readers. They will be learned in many subjects, and will possess the skills our changing economy will need. And there is no secret to the way in which you did this; no secret to your success.

Danford Sakai ((Suh-KAI)) of Waiakea ((WHY-kay-uh)) High School//described an academic method in an aliteration:
"commitment, caring, common sense, communication and courage."
I think that says it all.

Thank you, God bless and God bless America.

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1988-89 SECONDARY SCHOOL REC
SUMMARY OF SELECTED PRINCIPAL (

SPEECH MATERIAL

1. Humorous or Unexpected Occurrence
Notification of the Recognition A

I received hundreds of notes from teachers that they get to go to Washington, DC to
FLJ02

I attempted to make an announcement over the PA system to share this honor with our students and staff. However, I was so flabbergasted that I became speechless. FLH04

Students were crying and hugging me out of excitement and pride.
FLJ01

✓ While interviewing a very young math applicant, I was interrupted to talk with an unhappy father. I excused myself and spent more than an hour encouraging treatment for his son, who exhibited violent, drug-addicted behavior. The father left more unhappy than he came in. I returned to the interview, distressed at my failure in dealing with the father and his son. The young applicant became wide-eyed as I shared the sad circumstances of the student's situation and the bleak outlook without immediate intervention. Soon my secretary rushed in, interrupting again to tell me that Senator Nickles's office was on the phone. I knew that the father had left unhappy, but I was surprised that he had already reached Senator Nickles. I told my secretary that this was not a senatorial issue and that I wouldn't take the call. She urged me to take the call. The applicant's eyes grew even wider as I resisted her pleas to talk with the Senator. I fumed and fussed, but finally took the call. [Then] the Senator's representative told me about the award....People swarmed the office. Squeals became the norm. The young applicant appeared totally befuddled and confused. I pulled out the sack of star-studded balloons I had tucked away, "just in case." Helium tanks remained busy as teachers...created colorful bouquets for each classroom. I returned to a thoroughly befuddled applicant, who still waited for his interview. Almost every question was punctuated with an exploding balloon in the workroom next door, [and] the aspiring teacher left clear air space between his seat and the chair with each bursting balloon. It became apparent that a 3-hour attempt at an interview had created a shell-shocked young man wondering what public education was all about, especially at this madhouse. Oh, yes, we scheduled another interview later and hired the young man. OKH05

West Med High School
Norman, Oklahoma

1. Clear goals

2. Community involvement

micro. of Nat'l
Summit

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✓ It was very late in the afternoon when I learned that our school had received the award. Since it was so late, I could not find anyone at school to share the news, so I jumped into my car and quickly drove home. In an effort to alert my husband, I drove up the driveway beeping my horn. My husband came out of the house just as I turned into the garage area. I was so excited that I...hit my rear fender on the edge of the garage. [My husband] was a little surprised to see me so happy as I hit the garage! Fortunately, he was as happy as I once he heard the news. MOJ01

*Brentwood Middle School
Brentwood, Missouri*

My 6'8" superintendent nearly hit the ceiling when I told him of our selection; [he brought] to my house a bottle of champagne that evening. IAH02

My wife was not unduly impressed, she still made me take out the garbage. MTH01

A great deal of "junk mail" began to pour in--pins, buttons, tie pins (are all principals male?), plaques, banners, etc., for sale. HIH01

I relaxed thinking "we had arrived"--but the rigors of the next day brought me back to reality with an abusive confrontation with one of our sports enthusiasts over the quality of our coaching staff. GAH02

✓ Our writing team included in our application, as an example of the collegiality of the staff, the renovation of the faculty men's restroom. Many laughs have occurred as we have discussed how exemplary that restroom has made us! CAJ12

Raymond J. Fisher School, Los Gatos, California

Our district is in a terrible budget situation. Multi-million dollar cuts have taken place. Our award was announced just on the day that the final district budget was being finalized. After my phone call announcing our award to the superintendent, \$1600 was "found" to help defray the expense of the trip to Washington for our representative. NMJ03

✓ Seven parents from neighboring schools called to request an immediate transfer [for their children] to our school. CAJ13

Rolling Hills Middle School, Los Gatos, California

I was notified of the award via a phone call by a person I thought was joking around. I really didn't accept [the truth of the matter] until I returned a call to the State Department [of Education]. CAH02

We were notified of the award on 5/15/89, my 44th birthday! Perhaps the most satisfying present I've ever received. CAH05

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✓ I received the call late one evening at work. I was so excited I went home immediately. My wife and daughter were having a mother-daughter discussion in the kitchen. I casually passed through and said, "You two can finish that discussion in Washington in the fall." I went on into the living room. There was a pregnant pause and all of a sudden my wife screamed, "You got it? You got it? You really got it?"...I went into the kitchen and my 11 year-old sat at the counter with a huge smile on her face. She said, "Dad does this mean I get to go talk to George Bush?" I laughed and said, "I hope so darlin'--I hope so!" TXJ10

Schimelpfenig Middle School, Plano, Texas

The state of euphoria was just too much! I walked around school all day with a huge Cheshire-cat grin. The neatest part about this was that the entire staff mirrored my excitement as well. WAH05

✓ I promised the staff that if we won, I'd do "a jackknife through a Cheerio." After I received the call that we had won, I worried about how I would fulfill my promise. At 6'6", 250 lbs., this would be a rather difficult task. WIH01

East High School, Madison, Wisconsin

The pride we felt for our school was indescribable. WVH01

I was reminded by a parent that a principal of a nationally recognized school should be able to solve any problem. Whew! CAJ10

My Congressman, Bill Thomas, called from Washington, DC to inform me that Highland had been chosen. I didn't believe him at first, and then I screamed and the whole office staff heard me. I probably sounded like a 16 year-old winning a cheerleading competition. CAH11

I received a call from a CBS radio newscaster before I had been officially notified. The newscaster interviewed me at length over the telephone and because it was a surprise, I can't even remember what I said. CAJ03

Upon receiving notice of the award,...the principal...was so elated that he called our entire student body out of their classes to the lawn area. Realizing that he lacked a raised platform, he climbed to the roof of the school to address the student body and faculty [numbering some 700 people]. CAJ16

✓ I called the local TV stations to announce our receiving the award. During the interview, I was asked what would happen in the next week or two. In a flash of creativity, I replied that we would have an awards assembly and invite the Governor. The next day the Governor called and said, "I hear I'm supposed to attend an assembly at Poky High." I told him that he was correct. The next week, we bought a plaque and the Governor presented it at an assembly. IDH01

Pocatello High School, Pocatello, Idaho

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We discovered that another selected National Distinguished School in a close-by school district has a principal who has the same name as our principal (Marilyn Miller). CAJ01

Total staff and student excitement. Both laughter and tears were observed. Tears were even observed in the eyes of a state department official. TNH01

✓ We set up "the world's biggest banana split" in a new rain gutter the length of the football field to treat our students. CAH04

Castro Valley High School
✓ The day I received notification of the award was the day of our end-of-the-year awards night. We were working after school finishing the program and everyone was exhausted. The young lady at the switchboard said I had a call, and I told her to take a message because I was not going to talk to anyone else. I got up to return to my office and walked past the switchboard. The receptionist was taking the message from a "Senator in Washington." Needless to say, I found the energy to answer one more call.... TXJ06

Labay High School, Houston Texas
Our superintendent recognized our award at a general meeting, but [gave] the wrong high school's [name]. TXH06

✓ The Lincoln School Committee Chairperson, Eleanora E. Kelley, began circulating the anecdote that her Rhode Island license plate number, EEK 12, did not signify her initials but stood for "Excellence in Education K-12." RIH01 *Lincoln Jr.-Sr. High School*

✓ I learned that my best friend's school in Japan also won the award. My school is in Panama. DDJ01

Curander Junior High School, Panama
✓ My first surprise was that the notice was given by phone on the exact day (May 15) the visiting team suggested it might be received. Upon hearing the good news, I made a public address announcement to the students, faculty, and staff, summarizing some of the statistics concerning the number of schools in the state receiving recognition this year and the fact that Weber was the only high school in Chicago receiving the honor this year. Before I could consider ways in which to make this information [available] to the news media and to the school's general public, I began receiving telephone calls of congratulations. In all my years of administration, knowing of--but never fully fathoming the sources of--the proverbial grapevine, I suddenly became aware of the power of individual contacts. Our faculty members who have offices (and phones!) must have gotten on the phone within the next five minutes....Many other sentiments of congratulations arrived in the weeks following the announcement, the farthest in distance coming from the United States Ambassador to Botswana, the Honorable John F. Kordek, an alumnus of the school. ILHP08 *Weber High School, Chicago*

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✓ The initial announcement was a phone call from Sen. Dan Coats. Since I was out of the building, my assistant principal took the call. He really did not believe it was the Senator, so his response was "Oh, sure, we get calls from him every day." INHP02

Emondia Lutheran High School, Fort Wayne, Indiana
Because of the "devilish" nature of some colleagues in our district, we called our Congressman to be sure the news was accurate. We thought for sure someone was up to no good. MIJ03

✓ I received a call from a local radio station asking me when the President was coming to our school. Later the same day I received a call from the local bus company asking if it were true that the Governor was coming to our school that same day. INJ02

Henry W. Eggers Middle School, Hammond, Indiana
The unexpected excitement of my 10 year-old son: He thought receiving an award in Washington, DC from the President of the United States was more distinguished than getting Mickey Mantle's autograph. (He would love to have the President's autograph.) ILH02

We announced to our students that we had won the award, and a 7th grader stopped me in the hall. He asked, "Did we really win?" and I replied, "Yes!" His response, as he walked away, was simply, "I knew I could do it." Now that's confidence--a little self-centered, but confidence nonetheless. MNJ05

[Do] you consider a greying principal doing cartwheels in the halls humorous? MIH06

✓ I was in Ireland visiting my daughter, who was student teaching. My assistant principal called the home where she was staying and left the message that we had won the award. By the time we got the [message], it was "Someone called from your school, and you won the basketball award." ILH06

John Hervey High School, Arlington Heights, Illinois
A reporter with the local newspaper called to give us the good news! INH03

The students, parents, and staff of our school were resigned to the fact that our school was being closed due to school district financial problems. When we received word of the award, our spirits were raised. We were proud of our school and our accomplishments. The celebration included a balloon launch from the campus; balloons were reported by finders in North Carolina, West Virginia, and neighboring states. INJ05

2. How Is This Award Being Used to Benefit the School?

[We intend] to wear the exemplary tag with pride, not arrogance, and to use it as a springboard to impel our school to new levels of accomplishments....We released all students early one day--free dance, with a band, open swim, gym, food, etc., as appreciation. MIH06

We advocate that this award is a true celebration of learning in public education. We also have stated to our faculty and parents that this award signifies the importance of change in education, and we have used it as a focus for change, noting that we cannot accept the status quo, but that we must strive for even more progress. FLJ02

We have incorporated the words "Surpass Yourself" as a guiding theme, with a clear focus on areas selected for continued growth. CTJ02

The benefit of this award...demonstrates to our community that educational quality is rising rather than declining with our demographic changes. [Our school's minority population grew from 17% to 35% over the last 5 years; over half the district's new enrollees are minority.] CAH29

We held a staff party at a local corporation's headquarters. The students were given a field day at the end of school that included a rock band. We will use the recognition to promote school pride. NYJ01

The thrust will be to change the "spot light" into a "flood light"-that is, to share the recognition with the community, parents, and the other elementary and secondary schools who all contributed to this recognition. WIH05

Lincoln High, Maitowoc WI, Mr. Douglas D. Malzahn

We have used this award to make our school more positively visible to our community. I have arranged for my entire school to take a 1-day educational field trip to St. Louis...in the fall. All 700 students will participate, along with staff and 100 parents. This trip will be a significant event in the lives of our students. We feel the students need to be rewarded for their success. We believe in our kids. MOJ05

We gave ourselves an awards ceremony [in the spring so that] our seniors [could] share in the recognition. IDH01

4. What Do Principals Believe Is the Secret of Their Success?

Knowing how to listen: to parents, to students, to teachers, etc.
Knowing an effective teacher when I meet one. OHH09

It is essential to know what is good education and to give qualified staff the resources and permission to succeed. CAH14

I am convinced that "excellence" is a journey rather than a destination. WVH01

To answer this question I sought help from some teachers and counselors. They came up with visionary, nurturing, and participatory/collaborative. I believe that seeing where a school community should be headed, and then working with others to "move the school" along the path towards the vision is the most important thing a principal can contribute. Needless to say, the way we relate to each other and to our students--nurturing, mentoring--establishes the climate of the school. CAJ17

The principalship of a high school is like a marriage. It must fit two needs--the personal need of the individual and the institutional need of the school. I have been successful because both professional and personal needs have been met. Truly believing in the worth of students and staff and allowing for an avenue of trust, a climate of freedom with responsibility has been developed. An involved interaction with both in-school and out-of-school activities, a humanistic approach, a bit of daring, eccentricity, and clear direction are all qualities for success. OHH03

There is no "secret," no magic formula for success. The one personal quality which I try to share is a respect, a caring for staff and students. Communication of this caring reinforces the value of all aspects of an educational effort. The quality also becomes contagious and elevates the process of education toward the importance it deserves. NYH01

[What's important for success is] a missionary spirit that embraces the beliefs that all students can be successful learners and all teachers can be effective teachers. TXH07

I try to model the 5 C's: commitment, caring, common sense, communication, and courage. HIH03

Teaching is a difficult and demanding profession that draws criticism from most quarters, so I make sure the climate is positive and my teachers have everything necessary so they can teach. I suppose my "secret" is, I believe in my teachers and staff and support them in every way I can. I let them know how important each one is and how much I appreciate the job each one does. TXJ06

Why-Kay-ah

Waiakea HS Hilo, HI
Mr. Danford I. Sakai
Sa Kie

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The firm belief that the school is a cooperative venture involving the school staff, the students, and the school's community. Affording each of these groups the opportunity to become involved and develop true ownership leads to a "family" environment where communication is open, concerns are heard, and support is unparalleled. TXJ04

We need to realize that we only have our students one time and must do the job correctly. CAH16

My impression is that FOCUS, DETERMINATION, AND COMMUNICATION are key!....I suspect that some of our faculty would agree and that others would say that focus is often fuzzy, determination is inconsistent, and communication isn't always clear....Some might feel the focus is too broad or too ambitious. Others might feel that the determination is too demanding or not demanding enough. Still others might not see or hear the communication because they are not thrilled with what is being said. When all is said and done, [being principal is] a very exciting and demanding vocation. MDHP01

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5. The Process of Applying Produced These Benefits for Schools:

We all learn by working on such instruments, whether questionnaires, exams, evaluations, or applications for recognition. The more people involved in the preparation of the document, the more likely it is that the process itself becomes educational....Even had the school not earned the federal distinction, the process would have been eminently worthwhile. ILHP08

It was used as a tool for critiquing our programs as well as a rallying point for school pride. We will continue to go through the process every year--even if not eligible. NYH10

It forced us to be reflective as a staff in reviewing our accomplishments, i.e., listing our areas of success. INH03

This process brought out very diverse parent populations closer. Highland services a middle-class, predominantly Anglo area, two Hispanic barrios, a black inter-city neighborhood, and Southeast Asian families. As parents talked about Highland, they saw that they shared the same aspirations for their children--to have them succeed, graduate, and go on to college or into a productive occupation, and the same desire that Highland continue to be a loving, peaceful, student-centered school. [Our multicultural school enjoys a 43% minority composition, and sends most of its graduates on to college.] CAH11

Just applying for the award had a positive influence. We spent days brainstorming ideas. Then we had teams working on the responses to the questions. We did not realize that we had such strong feelings about the old place. High school teachers tell you how tough they are; this was the first time we shared our love openly. IDH01

The people who were part of the interview groups--students, staff, parents, and board members--became our most ardent, vocal supporters after hearing the comments of others in their group. ILH06

After completing the application, I think we were all amazed when we realized all the different programs and opportunities offered to our students and parents. The application process helped us crystalize our thinking in so many areas. The application process and the visitation also increased staff morale. We were all working toward a common goal and we all took a step back and realized what a really good school we have. ILH10

The faculty became very supportive after a long period of indifference. ILH02

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Although the time committed to the application process was staggering, the results have made it worthwhile. The feelings of pride and affirmation will lead to accepting new challenges. These new challenges will be tackled with greater confidence, and our students will benefit. That is, after all, our mission, to make each student the best they can be! MNJ05

It enabled me to create a sense of belonging, family, among my teachers, parents, community, and especially STUDENTS. Everyone has a clear picture of our school mission, philosophy, and motto. Test scores went up. Grades, honor roll, discipline showed great improvements. With positive self-esteem we are now self-actuating.
FLJ01

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OTHER POSSIBLE SERVICES SCHOOLS SUGGESTED BE PROVIDED IN CONJUNCTION WITH THE RECOGNITION CEREMONY: (in addition to services rank ordered on p. 2 of questionnaire)

Briefing on functions of U.S. Dept. of Ed.

A brief written statement about exemplary practices or programs, which could be organized into a small book, e.g., EXEMPLARY PROGRESS IN AMERICA'S OUTSTANDING SCHOOLS.

Sharing groups.

Tour of D.O.E. and meet with key personnel there as a linkage system.

Tap the resources of the Dept. of Education to run a few short seminars or presentations on "front-line issues" that are happening in education. OHH09

"Suggestion box" or similar device to provide input from principals directly to the secretary. NYH12

Organize a FOCUS ON EXCELLENCE FAIR, during which 1/4 of the award winning schools would staff a booth for 2 hrs and be available to the other recipients. All schools would rotate throughout the day. WAH05

Provide a composite summary of the primary characteristics that the 218 recognized schools were cited for. OHHP04

A summary of our school's final report, indicating both positive aspects and those aspects which need strengthening would be a service which we would appreciate. MOHP02

A list of successful practices these schools use.

Make available for purchase School Recognition certificates and/or lapel pins for administrators and teachers.

Have a follow-up meeting a couple of years down the road.

Time for principals to meet together.

Synopsis from each school principal on his/her most effective program--what works the best--in his/her school, with categories including 1) educational/academic improvement; 2) school climate improvement; 3) community service; and 4) public relations plan. GAHP01

UNITED STATES
DEPARTMENT OF EDUCATION

FOR RELEASE
May 16, 1989



NEWS

Contact: Jane Glickman
(202) 732-4307

CAVAZOS NAMES 218 SCHOOLS FOR EXCELLENCE

Secretary of Education Lauro F. Cavazos today named the 218 public and private secondary schools selected as schools of excellence in the Department's 1988-89 School Recognition Program.

"In the midst of many problems in education," said Cavazos, "we can look to these 218 schools as examples of what's right with American education. In these schools, community involvement is strong, expectations are high, and good ideas are hard at work in the classrooms. Their success is evidence of the tremendous potential we must tap in all our nation's schools."

Now in its seventh year, the school recognition program identifies and calls attention to a diverse group of public and private schools that demonstrate superior effectiveness in educating their students. Elementary and secondary schools are recognized in alternate years.

This year's winning middle, junior, and senior high schools are located in 42 states, the District of Columbia, and Puerto Rico. The roster of winners consists of 176 public schools, including a Bureau of Indian Affairs school and two Department of Defense Dependents schools, and 42 private schools, both religiously affiliated and independent.

Twenty-two schools that were recognized in previous years of the program have again earned recognition. Schools can

-MORE-

reapply for the program every four years.

"Instead of resting on their laurels," Cavazos said, "these schools kept their goals and standards high and continued striving for excellence. They deserve a special thanks."

Public schools were nominated by the chief school official in each state, and private school nominations were coordinated by the Council for American Private Education, an umbrella organization for private schools. Winning schools were selected from 629 nominations.

The program examines overall qualities that contribute to school effectiveness and student success. Nominees respond to about 50 questions that call for descriptions of their school's philosophy, programs and practices, focusing on the areas of:

- leadership
- the teaching environment
- the learning environment
- institutional vitality
- parental and community support
- indicators of success.

There are no specific standards dictated by the Federal program; rather, each school is judged on how successfully it meets its own goals and how well programs are tailored to local needs.

This year special attention was given to geography education and strengthening curriculum requirements and course content.

Representatives from the 218 schools will be invited to Washington in the fall to participate in a host of activities, including a recognition ceremony where each school will receive a specially designed flag of excellence.

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NOTE TO EDITORS: Attached is a fact sheet about the program, and a list of the recognized schools.

U.S. DEPARTMENT OF EDUCATION

1988-89 Secondary School Recognition Program
Selection Process

As a first step, the chief school officer of each state was invited to nominate public schools, based on procedures determined within the state. States could nominate a number of schools up to the total of its Congressional delegation.

The Council for American Private Education was invited to submit up to 130 private schools for consideration, a number based on the percentage of private schools nationwide.

In January, a review panel appointed by the Department met in Washington to study the 629 nomination forms and recommend schools for site visits. The panel consisted of 100 members -- about two-thirds practicing educators and one-third private citizens active in education. Three panel members reviewed each school nomination form. They selected 263 schools for site visits.

In the spring, each selected school was visited for two days by two evaluators. They observed classroom instruction, met with parents, teachers, staff, community members and students, and clarified any questions about the nomination forms. Site visitors were predominantly practicing educators. Each submitted a report to the review panel.

None of the review panelists or site visitors was an employee of the Education Department. In addition to educators and knowledgeable citizens, this year's panelists and visitors included experts in geography.

In May, the review panel reconvened in Washington and considered the two site visit reports prepared for each school. Based on their recommendation, the Secretary recognized 218 schools.

Private
School
Director

JOYCE Mc CRAY

KEY

EXECUTIVE DIRECTOR
COUNCIL FOR AMERICAN
PRIVATE EDUCATION (CAPE)

Jeanne
NARAYANAN
Educ. Dept.

SCHOOLS FIT
1) Nat'l Goals
2) Community needs
Ahead of their time

1.

Birthday - September 28

d to site

(Listed first):

- o Mrs. Judith Johnson, West Nyack, New York (914) 353-0605
- o Mrs. Lillian Stephens, Niagara Falls, New York (716) 286-1034

2. Kahuku High & Intermediate School, Kahuku, Hawaii

Special Features: Isolated rural school, predominantly Hawaiian, Pacific Islander population, unusually high concentration of low-income children, strong influence of Mormon church, a fine example of a turnaround school that has overcome a history of substandard achievement, disciplinary problems, and transitory faculty and administration.

Site Visitors:

- o Ms. Norma Carolan, Sacramento, California (916) 323-6395
- o Mr. Daniel Ellsworth, Nyssa, Oregon (503) 372-2287

3. Weber High School, Chicago, Illinois

Special Features: a fine 100 year old Catholic institution in the inner city that has maintained its commitment to its philosophy of developing scholarship and character in the minds and lives of youth, captured in its motto "Veritas et Caritas." While maintaining commitment to this goal, the school is accepting the challenges of a changing student body and new and broader responsibilities for serving youth.

Site Visitors:

- o Dr. Samuel Peavey, Louisville, Kentucky (502) 459-2058
- o Mr. Edward Reitz, St. Louis, Missouri (314) 389-3100

4. Fredericksburg Community School, Fredericksburg, Iowa

Special Features: A small rural school that serves only 187 students. As one site visitor said, this school "may be a true mecca in the middle of northeast Iowa." The community

supports the school with money and time; students achieve well on standardized tests; all are required to take music and art and are encouraged to explore and participate in athletics, music, speech, etc; and there are no disciplinary and drug problems. The school seems to provide what many other schools have lost sight of--that students not only need a good academic education, but opportunities to explore, to have their confidence and self-esteem built, and to become worthwhile, productive citizens. Small is beautiful at Fredericksburg High!

Site Visitors:

- o Dr. Charles Thompson, Northlake, Illinois (312) 451-3154
- o Dr. James L. Coburn, Des Plaines, Illinois (312) 827-6176

5. James P. Timilty Middle School, Boston/Roxbury, Massachusetts

Special Features: This school is successfully serving a student population that is 90% Minority and 86% poor. The students at Timilty face the struggles of all inner-city adolescents--peer pressure, pregnancy, drugs, attempted suicides, family crises and poverty. In the past, it has had the usual inner-city school problems--low reading and math scores, a high suspension rate, and a bad reputation as a low-achieving school. Through the introduction of a number of innovative programs, the staff at Timilty is making a difference in the lives of disadvantaged youth.

Site Visitors:

- o Mr. J. Joseph Whelan, East Cleveland, Ohio, (216) 268-6640
- o Susanne Murphy, Norwich, Connecticut (203) 823-4214

6. Brentwood Middle School, Brentwood, Missouri

Special Features: See summary attached to site visit reports.

Site Visitors:

- o Dr. J. Robert Hendricks, Tucson, Arizona (602) 887-1100
- o Mr. Robert Dulli, Washington, D.C. (202) 857-7134

7. Edward R. Murrow High School, Brooklyn, New York

Special Features: See summary attached to site visit reports.

Site Visitors:

- o Mr. Ronald Toleos, Chelsea, Massachusetts (617) 884-5688
- o Dr. James Collins, Boston, Massachusetts (617) 929-8577

8. St. Gabriel's Hall School, Audobon, Pennsylvania

Special Features: For a period of between 9 and 12 months this school serves about 220 of society's "throw-away children." All boys sent to St. Gabriel's have been found guilty of felony charges. The mission of St. Gabriel's is to provide stability, therapy, counseling, and education to prepare residents for a successful return to home and community with self-respect, discipline, and an understanding of why they were sent to St. Gabriel's. Dedicated staff at this "school" do that and more, and students are learning.

Site Visitors:

- o Dr. William Ellis, Beaver Dam, Wisconsin (414) 885-3373
- o Dr. Gene Aug, Springfield, Missouri (417) 881-5711

Talking Points for Secretary's Remarks at Awards Ceremony for
218 Schools Selected for National Recognition in the 1988-89
Secondary School Recognition Program, September 28, 1989

o It is with pride that I celebrate with you the educational excellence in diversity that you represent.

- Gathered here today are 107 public high schools, 69 public middle and junior high schools, and 42 private high schools.

- Private high schools include 32 Catholic, 6 Independent, 2 Lutheran, 1 Episcopal, and 1 Christian

o You reflect the fact that outstanding schools may be found in all parts of this great country.

- You are located in 42 States, the District of Columbia, and Puerto Rico and represent Bureau of Indian Affairs Schools and Department of Defense Dependents Schools.

- 29 of your schools are located in cities of over 400,00 people; 34 in areas with fewer than 25,000; 80 in the suburbs, and the remainder in small towns and cities.

o You are living proof that students can receive an excellent education in schools of all sizes.

- Seven (7) of your schools serve fewer than 200 students.

- Eleven of your schools meet the challenge of schools with more than 2,000 students.

o I am particularly encouraged by the fact that almost 10% of the schools represented here tonight are serving student bodies with more than 50% minority students. Many more are meeting the needs of large numbers of low-income students.

o In honoring the 218 schools you represent, we are raising the total of excellent schools recognized in the 7 years of the School Recognition Program to an impressive 1700. And with your schools as models, we expect the number to continue to grow in future years.

o I understand that 22 of you are receiving national recognition for a second time. Perhaps the single greatest benefit of the recognition a school receives is the stimulus it provides to staff, students, parents, and the community to strive for even greater educational excellence. For all of you, national recognition is but a milestone on your continuing journey to serve the comprehensive educational needs of your students.

Page 2 - Talking Points for Secretary

o What unites you in your diversity are your impressive contributions to the lives of young people. In your unique ways you provide:

- Visionary leadership
- A supportive, professional environment for staff
- An instructional program that challenges each student to succeed
- An environment that fosters not only academic achievement but builds character as well
- The opportunity for parents and the business community to work in partnership with the school
- And the day-to-day recognition and celebration of excellence

o As a group you have heeded the warnings of A Nation at Risk and have challenged your students with a more demanding core curriculum.

o And a number of you are taking steps to rectify the woeful NAPE statistics on geographic literacy. I would particularly acknowledge the expanding role of the National Geographic Society in helping schools improve their geography education programs. The Society has contributed substantially to the success of this year's Secondary School Recognition Program. Special congratulations to the four schools singled out for excellence in geography by the Society

Edward R. Murrow High School, Brooklyn, N.Y.- A Place Where All Students Succeed

o All students college bound even though admissions requirement that 25 % of kids enter reading below grade level and no more than 25 % read above grade level upon entering. Over 90 % of the students go on to college. The dropout rate is less than 2%, one of the lowest rates in New York.

o Racial mix: 45% white and 55% minority and increasing numbers of students who speak English as a second language.

o No entrance examination, but competition for admission is intense, with well over 9,000 applications for 800 entering class vacancies.

o Strategies for helping students --all students--achieve:

- Rich and varied academic program--lots of academically challenging courses, with unusually high number of advanced courses in science and math.

-Modular scheduling allowing classes to meet 4 times a week, twice for one hour and twice for 45 minutes.

-No tracking of students--most classes are heterogeneous--open to all students--tutoring readily available.

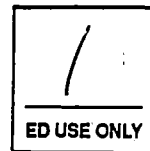
-Teachers receive special training in mastery learning techniques to help students achieve.

-Strong elective program so that students with special abilities and interests in a given area can take 5 & 6 years of a subject in 4 years. Independent study for both advanced students and those needing remediation.

-Extensive guidance services. Each students in interviewed a minimum of 4 times a year by counselors in addition to group counseling sessions. An aggressive staff in the college counseling area assists in all aspects of college decisionmaking and application.

-Frequenting reporting on student progress--report card at the end of four mini-terms of 40 days--laborious but builds strong home-school communication.

-Optional time (free unassigned time each day) .



(10) 14/17/89

Site Visit Report 1988-89 Secondary School Recognition Program

Cover Sheet

School Name: EDWARD R. MURROW H.S. Code: 7 NY H08

City: BROOKLYN State: NY

Visitor: Ronald T. Toleos Ronald T. Toleos
(Printed) (Signature)

Date of Visit: 3/2 + 3/3/89

Context Statement

Write a brief statement describing the school and its community to give the panelists a better idea of the context in which education takes place in this school.

Murrow High was built in 1974 as an attempt to integrate minority students in a predominantly Jewish neighborhood. A watchdog local group strongly opposed the school, and succeeded in limiting the school in several ways, where they couldn't totally stop it.

There are no athletic fields, hence, no athletic program, hence not many students bouncing balls after school. Murrow has instead developed as a magnet school for the communicative arts. "We have plays instead of football," says the Principal.

Saul Bruckner, who grew up in the neighborhood was brought in as the first and only principal. He spent hours speaking with community groups convincing them that the students would not ruin the neighborhood. "Saul came first, then the school," as one teacher said. It is Saul's school, his vision, and his influence that everyone says makes this school so good.

From the outside, one sees a bricked-window-less school, with much graffiti covering

the surrounding walls. Upon passing the activity, one sees students sitting and laying in corridors. The students are quietly talking or studying and see this corridor space as their own. A frequent wheelchair is found student passing by is met with a quick pulling in of the legs.

There is an obvious mixing of ^{ages} ~~ages~~ and ages and deep style; students appear friendly and relaxed.

This is a school where there is no

detention, little suspension, and a waiting list of 8,000 a year trying to enter the school.

Moreover high must select by computer a percentage of students reading two grades below level (11%)

and is also a magnet school for the handicapped from one sees that first impression of large school only mask the reality of extreme organization

and saving for student instruction

Many students take five years of classes in the four years, using the two "OPTI BARS" Periods a day to take one of the extensive independent study courses which meet with an instructor once a week.

Verification of Information in Nomination Form

Part III - Conditions of Effective Schooling

A. Leadership

1. What is the principal's vision for the school and its students?

A. Information in the nomination form is (check one):

☐ Accurate as stated.
☒ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☐ Document Review
☒ Observations:
☒ Informal Settings
☒ Classroom

☐ Interviews:

☒ With Classroom Teachers
☒ With Students
☒ With School Administrators
☒ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

The principal has formed this school from its inception. His "vision" is not only clear; it is shared enthusiastically by all levels of the school.

2. How has the school leadership created a sense of shared purpose among the faculty, students, parents, and community?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☒ Observations:
☒ Informal Settings
☐ Classroom

☐ Interviews:

☒ With Classroom Teachers
☒ With Students
☒ With School Administrators
☐ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

Report on Interviews

- 1. Interview(s) with Classroom Teachers (p. 24)**
- 2. Interview(s) with Students (p. 25)**
- 3. Interview(s) with School Administrators (p. 26)**
- 4. Interview(s) with Special Service Personnel (p. 27)**
- 5. Interview(s) with Other Support Staff (p. 28)**
- 6. Interview(s) with Parents and Community (p. 29)**
- 7. Interview(s) with District Staff/School Board (p. 30)**

Description of Observations

- 1. Informal Settings (p. 31)**
- 2. Formal Instructional Settings (pp. 32-33)**
- 3. Physical Facilities (p. 34)**

1. Do you have input on the curriculum?

Yes Teachers have the free to create new courses to meet the needs of students. We then advertise to attract the students. Our "CSIP" program creates many new courses.

2. What make Missouri High worthy of recognition?

We develop excellence in many areas. Although we are officially a magnet school for communication arts,

we have a unique blend of many courses. Many students take 5 years of classes in four, as they take extra courses. The students are flourishing. Our Special Ed. is the best in the city.

Teachers don't leave out here, they come alone. The

average student can take any A.P. course. Teachers change each quarter, so we get to teach many different students.

There is collegiality here; this is my family; I don't see any teachers here. Teachers go to a conference, then they share their knowledge.

The administration supports us with a strong

organization. Students are not "surprised" at grades,

they get a full report card every 2 weeks.

We have 4 student newspapers. Students act as

guides, and assisting to the staff.

We have quite, but no vandalism.

Interviews with Students

Do you have opportunities to influence school programs?

yes! we can write our feelings in any of the four student newspapers. we have SAOD; we're planning a "Walk America". we have Asian-Korean Club, parties, an African Coalition, a theatre major, a TV program, trips to Greece, USSR, and Spain, and amnesty International.

Is this a drug-free school?

yes, ... Students want to come here to learn.

This school prepares us for college; it gives us a college-like setting, but with support. We start the Freshoff with an Adopt-A-Student Program.

Are you given good guidance?

We meet with our counselor before each course selection time (4x year) we adjust well to the school.

What makes this school excellent?

We have many options to choose. There are no bells here, we know when it's time for class. We get lots of homework. I take extra classes so it will look good for college. I travel one hour to come here although there is another high school across the street from my home.

The Principal likes us. He gives me homework, even though I'm not in his class. He teaches a class.

What makes this school exceptional?

The principal has communicated his vision of child-centeredness. The main complaint we hear is, "why can't my child get in?"

We have a good mix of gifted and special ed. Murrow is a training school for administrators. Here students are nurtured and guided to college.

Our organization is superior. We have a new registration every quarter. We work hard to keep school interesting and flexible for our students.

How is good teaching maintained?

We have a strong evaluation program. The principal has gone after bad teachers.

Teachers are given help with mentors (I saw some) and they are paid extra if they go to the Mastery Teaching Center and use those techniques. (I saw much of this)

We send many "Good Deed Letters" to encourage character development.

Teachers are given compensatory time to develop new programs, or meet with students on independent study.

Our students excel because we have so many encouraging opportunities for them.

The interview with the Special Ed teachers was animated, positive, and moving as the staff told many stories of successes of the students, some of which whom are presently working as aides in the school, or have gone on to college.

They explained how there are 300 Special Ed. students in Murrow. The amount of mainstreaming is high. Students are visible in most classes.

The use of wheelchairs is ubiquitous in the school. The staff has cultivated an acceptance of "different" students among ^{regular} students. SPED students partake of school plays and sports.

Teachers mentioned good relationships with parents via telephone calls, parent nights and school visits.

Other teachers in regular ed. support the excellence of the program as Murrow has more SPED students than any other burrough high school. The word is out; Murrow does a great job with Special Ed.

Support Staff

28

Doesn't the graffiti bother you?

No. The students write on lockers and walls, but it's a form a expression in this city. The don't vandalize. I'd rather have the graffiti.

The group of custodians and secretaries elaborated on the 'family' atmosphere by saying, "The school is part of me." "We're like a family here. Everyone is invited to parties. People smile here. I travel 60 miles a day to work here. As long as you do a good job, the Principal is your friend."

They noted that their problems are readily addressed by the Principal.

The group was extremely positive about the school. They all spoke of good leadership and how pleased they are to have their children attend.

They spoke of how their other children who attended other schools, all regret not going to Murron where every student is a "star".

asked students in halls about the school. They all really enjoy the freedom and special programs. They spoke about being better prepared for college the Murray way. They enjoyed the classes which change often, and spoke highly of the caring and professional staff.

Students often "dropped into" learning centers to visit with teachers for extra help, or to work on independent study.

Some students were clearly "growing off." Students generally looked down on wasting time.

The college placement office was an active and vibrant place decorated with pennants from many schools. The office produces packets of materials, and students report that they are well prepared for the application process.

One student who was in the "Dean of Discipline's" office said she is there for acting out in class, and that the Dean "helps her" when she has problems. The Dean said that there is no detention; problems are solved here, not punished. Another student had returned after getting her S.E.D. to say "hi" and get information from the college office.

Formal Instructional Settings

During the two days, I visited 15 different classes. Most teachers were using a Mastery Teaching Model of putting the "Aims" on the board and a "Do Now" as well. All the classes (except one) were taught well. Students all had notebooks, assignment books, and were paying attention to the teachers.

The question - lecture - discussion mode was the usual manner of instruction. Many teachers had good equipment to use like overhead projectors, maps, globes, and models (like in health ed.)

The health teacher used the analogy of the egg being a "guest" in the uterus. I saw a mentor visiting a new teacher, and the President of the P.T.O. runs the elevator.

Tests were typed, and teachers moved around the classrooms during the lessons.

Some students arrived late to about $\frac{1}{3}$ of the observed classes.

Many groups of students gathered in

also to receive extra credit instruction. The

33

interaction was friendly and informal, yet

each student had a formal document which

had to be completed in order to receive credit.

There was much formal instruction after school

as well. I invited Mark Tins and Mark Tins

for the kind of hearing. One class with thing

Students were there for their weekly meeting with a

dynamic social worker guiding them excellent

therapeutic supervision in a program called,

* "Friendly Visit To The Aged" - students adopt-

a - client and deal with complex emotional issues

life, what happens when my client dies, and

how to deal with trust over time. The experience

was moving to see students learning as much

about life and therapy.

After four anthropology and last like they

were being presented to parents and friends. The

students feel like "STARS" at Museum, as one

student put it.

The physical plant is clean, there are areas covered with graffiti both outside and inside the classrooms. The school is not "covered" with graffiti, there are many little scribbles interspersed throughout. The staff accept these. They become defensive when pointed to. They all say, look at our students' behavior in class, with SPED students, on Regents - a little graffiti is a tiny price to pay for so much else that is positive. No one was upset about it.

Review Panel Questions

1. What do parents / students perceive to be the real strength of the counseling program?

Both groups feel that the program is strong in that there is a real effort to find out where the student might excel. Intensive course selection sessions are helping students decide on classes; the college placement office is extraordinary. College placement is the expectation, and it is supported.

2. Verify test scores and Regents examinations. It is not clear that all take it.

I saw verification of all stated test data.

The rate of Competency is very high as is the number of students who opt for the Regents Exam (not all opt; the state says 15% must take the exam; Murrow far exceeds the requirement as noted on p. 23 of their application).

I found the Advanced Placement scores very high (many 3's) given that there are NO entrance requirements.

Panel Questions

3. Please determine what level of the administration creates the discipline policy. The policies have been well established since 1974 at Mission. Policy is envisioned by the Principal with constant input from teachers, parents, and students.

Concluding Statement

Murrow is a unique American school. It has made the innovative educational ideas of the 60's and 70's work, where other schools have abandoned them. Student free expression, rights, freedom to choose, relaxed atmosphere, and college orientation, are the goals of Murrow. The outside doors are locked and guarded; it is not wide open; it is a very well organized place to allow all the freedom.

The low drop out rate, the high Test achievement, and college placement, the high attendance rate all point to a school excellence.

The student outcomes were the highest of all schools I visited.

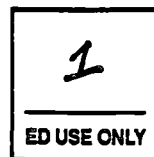
Review Panel Questions and Answers

Retype each question posed by the Review Panel and then provide a clear and succinct answer. Wherever possible, digest and summarize information rather than attach a lengthy document.

Concluding Statement

Use this space to note anything that you believe is important to understanding this school that is not mentioned elsewhere in the report.

Rev'd 3/10/89



(10)

Site Visit Report 1988-89 Secondary School Recognition Program

Cover Sheet

School Name: Edward R. Murrow Code: NYH 08

City: BROOKLYN State: N. Y.

Visitor: James F. Collins James F. Collins
(Printed) (Signature)

Date of Visit: March 2 & 3, 1989

Context Statement

Write a brief statement describing the school and its community to give the panelists a better idea of the context in which education takes place in this school.

The Edward R. Murrow school opened in 1974 as an experimental magnet school accommodating over 3000 students drawn from the borough of Brooklyn. It is situated in a residential Jewish Orthodox community which presented numerous objections to a magnet school being placed in their midst.

One of the unique features of the school is that it treats all of its students as college-bound. No tracking exists despite the fact that it is mandated that 25% of Murrow's entering students read below grade level and no more than 25% may read above grade level. In addition there exists a racial mix of approximately 45% white and 55% minority groups and increasing numbers of students who speak English as a second language. Nonetheless, over ninety percent of the students at Murrow go on to College and it has one of the lowest drop-out rates in the city of New York.

There is no entrance examination for entrance at Murrow, but competition for admission is intense as well over 9,000 applications have been received for the 800 entering class vacancies. This very process of applying and competing for admission would appear to generate pride and satisfaction in attending Murrow, creating a positive environment for learning among students who want to be there.

All students are expected and required to take a strong academic program including a minimum of five academic programs throughout the school year. Yet independent study and optional time affords a freedom and a need for mature decision-making which makes Murrow unique.

Report on Interviews

- 1. Interview(s) with Classroom Teachers (p. 24)**
- 2. Interview(s) with Students (p. 25)**
- 3. Interview(s) with School Administrators (p. 26)**
- 4. Interview(s) with Special Service Personnel (p. 27)**
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- 6. Interview(s) with Parents and Community (p. 29)**
- 7. Interview(s) with District Staff/School Board (p. 30)**

Description of Observations

- 1. Informal Settings (p. 31)**
- 2. Formal Instructional Settings (pp. 32-33)**
- 3. Physical Facilities (p. 34)**

Reports on Interviews

The free-flowing nature of these interviews prevents a precise reporting of the question-answer format here. The essence of each groups' reactions are included here with direct quotes and paraphrased notations.

Teachers: Students opt to be here thus they work and keep nonsense at a minimum.

We've come to realize that more can be accomplished in a free environment than a coercive one.

Giving students a choice of courses, programs, leisure time prepares him for college and develops maturity and natural interest in their subjects.

The SPED Dept. Is the best in the city - they work very closely with us.

We get encouraging support from the administration.
This is a school where you can really teach.

There are so many choices and opportunities for all the students that they get excited about learning.

This is home to me and the faculty is family.

The students push us to perform beyond what we are expected to do.

If a teacher in another school asked students to stay after school they'd be horrified...Here they want to stay.

The principal can relate to teachers' problems because he teaches classes too.

He is accessible, not just an audience.

He encourages us through training workshops and self-example.

Pupils: Responsibility is given to you at this school-no spoon feeding.

All of the best qualities of my friends are put to good use in a variety of ways. We work so well on major play productions like West Side Story, Spoon River Anthology, Mock Trials - it gives us all a lot of pride.

Our Student Government works mostly on social things although we do put on forums (on racial policy) and bring in guest speakers (Doug White), (Student Government Officers).

Once a month we meet with the principal, the PTA, and teachers to talk about what to improve and money-raising enterprises we can do.

Guidance is great - they're always there and willing to help. I don't know how, but they seem to know every kid in the school and what each kid needs.

There are no problems with drugs or drinking in school. We're promoting the SPARK program.

School Administrators:

Parental involvement is difficult to get at this level of schooling, especially when the bulk of the parents do not live near the school. Most pupils come from 1 parent families or 2 parent families with both parents working. Parents do turn out for orientation sessions at initial admission and for major artistic events.

Seven classes represent a normal high school load (5 major + 2 elec.) - The average student here takes 8 and some take 9.

Special Service Personnel:

More paper work for us than other teachers due to State and Federal mandates, but quality time is afforded to students. Excellent coordination and cooperation between classroom teachers and special needs.

This is a multi-service school with a lot of caring.

Over half of our physically handicapped kids go on to college.

Murrow is considered the cutting edge for Special Ed. Services in N.Y.

Exemplary integration of special needs and other students.

Other Support Staff:

The feeling, caring, non-threatening environment makes it unique.

Sound character through monitoring own behavior and making choices for oneself.

Parents:

This is a great school - other parents would do anything to get their kids in here.

I don't care for all the hanging around in the halls, but it doesn't seem to hurt them with their studies.

The Principal is a terrific example, he's always visible and available.

The kids come home from school happy. They're all working together to get into college and they feel good about themselves knowing they're going to make it.

Communication is excellent - we get report cards, other notices, and phone calls if needed.

Superintendent:

Murrow should be recognized because:

- A. They are taking a varied student body from every geographic, racial, and ethnic component in the borough and making them succeed.
- B. They are exposing all students to high levels of expectation resulting in an abundance of Regents endorsed diplomas and a commendable number of college acceptances.
- C. The Special Ed. Component is highly commendable - the largest number of disability categories are fully mainstreamed and active participants in all aspects of school life.

Informal Settings

A. The general nature of the interactions among students and among students and adults in corridors, cafeteria, and other gathering places provides one of the unique qualities of this school.

Since students are allowed freedom during their optional time, the students are constantly moving throughout the halls, lounging on the floors in the corridors, moving in and out of the cafeteria, library, specialty areas, etc. Security guards are posted at exits to ensure that nobody enters or leaves the building.

The students are quite friendly and helpful toward each other, moving out of the way or moving to assist blind people or students in wheelchairs meandering through the halls. There is a natural intermixing of races and ethnic groups and a camaraderie exists there which is wonderful to behold.

Clusters of students can be observed lounging on the corridor floor engaged in a variety of activities such as: eating, studying, socializing, discussing upcoming projects, going over homework, quizzing each other in preparation for an exam, etc.

Certainly, one of the overwhelming strengths of this school is the social interaction and cooperative nature of such a diverse group of students. The students are urged to make mature decisions and to be responsible for themselves and it seems to work!

B. While classes are in session there were no interruptions and the noise level in corridors was imperceptible within the classrooms, a no-nonsense - seriousness of purpose atmosphere prevails,

C. The media center/library is on the noisy-side as far as libraries go. However, much of the noise is constructive work noise of large numbers of students actively involved in researching, operating machines, requesting and receiving assistance from the three librarians. The size of the faculty is too small to accommodate the large numbers of students earnestly working on one project or another.

Formal Instructional Settings

- A. Physical Environment - This category reflects one of the poorest elements of this school. The school as a whole - classrooms, corridors, lavatories are dirty, strewn with litter and evidence of graffiti. Chairs and desks in classrooms are broken and shades are torn, dirty or in place sporadically on some windows. Glass and window areas are filthy. Although movable furniture exists, a row by row pattern predominates. Textbooks were seldom used in classrooms, although handouts and transparencies were popular.

Atmosphere, Interactions and Activities

Socratic Questioning, Mastery Learning and Cooperative Learning methods were very much in evidence and seem to be uniformly accepted as the primary methods to be employed. Discussion and problem solving activities along with project centered activities in the communications areas were common.

Although student teacher ratios were relatively large 28 - 32 to 1, the overall classroom atmosphere was positive, supportive and constructive. Class sessions were lively and spirited with respect shown for differences of opinion, indeed different perspectives and viewpoints were openly encouraged.

Excellent Components of the Facility include:

A Planetarium, greenhouse, auditorium (lacks storage area), gymnasium, Black Box Theatre

Review Panel Questions and Answers

Retype each question posed by the Review Panel and then provide a clear and succinct answer. Wherever possible, digest and summarize information rather than attach a lengthy document.

1. What do parents and students perceive to be the strengths of the counseling program?

- A. More guidance services are provided at Murrow than at other schools - each student is interviewed a minimum of four times per school year by counselors, in addition to group guidance sessions.
- B. Extensive guidance provided in selection of courses, a process which occurs several times through the year.
- C. Outstanding College office staffed by 3 aggressive, helpful individuals who work diligently to cover every contingency relative to college applications, information, testing, interviewing, etc.
- D. The Dean of Behavior Counseling - works with students and teachers to remedy any discipline problems.

Parents Quotes:

- 1. "My son is in a Resource Room and the counselors here know him and how to lead him into courses where he'll be successful, totally removing the frustration he felt at another school."
- 2. "It's amazing how in a big school they know each kid's strengths and weaknesses."
- 3. "The guidance counselors are in on the scheduling process and they know the kids personally."
- 4. "Special times are arranged and set aside for counseling for each home room."
- 5. "They are always available to us by phone or in person."
- 6. "The College Guidance Office can't be beat."

2. Verify test scores and regents exams (not clear that all take them).

It should be noted that the Murrow School has the largest ^{number} of disabled students, falling into ten of the eleven State identified special needs categories. All of these students are mainstreamed. Thus (aprox 475) blind students, deaf students, cerebral palsy students, and a wide range of students who are learning disabled, emotionally disturbed, orthopedically impaired, mentally retarded, or otherwise health impaired (along with absences) account for the perception that not all take the tests.

A sample analysis of Board of Regents June 1988 exam is included below:

	Total # Students Available	# Taking Exam
Comp, English	424	393
Comp, French	71	69
Comp, Hebrew	21	21
Comp, Italian	31	28
Sequential Math	312	311
Sequential Math II	392	384
Sequential Math III	284	272
Biology	370	367
Earth Science	88	81
Physics	139	133
U.S. History	493	478

3. What level of administration creates the discipline policy?

New York City has adopted a uniform discipline code for all students. Violations of the uniform behavior code are to be dealt with according to the level of severity and minimum/maximum approved actions for violation of the behavior code.

The levels of severity and corresponding approved actions are clearly enumerated in the Student Guide (page 6-10) and in the Parents' letter which informs and congratulates them on their child's admission to the Murrow School.

Thus, although the discipline policy is established at the Regent's level of administration, interpretation and adaptation remains in the hands of the local school. At Murrow, the Comprehensive School Improvement Committee devised and implemented a contract for discipline and a behavior code which was signed by every student in the school. Teachers, parents, and students alike agree that discipline problems at this school are minimal, and that the contract idea has proven to be effective. Indeed, one of the most recurring statements heard was that the Murrow is a safe, friendly school. Our observations during our two day visit would underscore this fact. A mandatory provision of the Regents is that security guards will be provided for each school. Murrow has the fewest security guards of any of the other area high schools.

Concluding Statement

Use this space to note anything that you believe is important to understanding this school that is not mentioned elsewhere in the report.

Upon first impression, one could easily discount the effectiveness of schooling at Murrow by concentrating only upon students lounging in the corridors, litter, dirt and graffiti.

However, upon closer inspection it becomes obvious that a quality academic program looms behind the facade. A cyclical pattern of organization providing four mini-terms of forty days; modular scheduling allowing classes to meet four times a week (2 one hour and 2 forty-five minute meetings); a letter grading report card at the end of each mini term; elective course offerings; independent study (for acceleration or remediation); optional time (free unassigned time each day); an abundance of course selections; and advanced placement courses in thirteen different areas.

Ten percent of the student body are pupils with handicapping conditions, yet they are fully integrated and socially accepted within the school. The school does not exclude average or below-average students from any of its upper-level courses, thus even advanced placement courses include a diverse range of students.

Comparing the dropout rate of 96 New York city schools shows Murrow with the fourth lowest rate (2.0%) in a range from 0.6% To 42.2%. Discipline problems are minimal as a cooperative friendly environment prevails. Murrow is perceived as a safe school - strong academically, holding students to high levels of expectation.

The school's philosophy asserts the belief that all students can succeed and each student is provided with a college preparatory program along with extensive guidance and support.

Murrow is not the typical stereotypic high school (athletic teams, bells, locked-in schedules and students) but it is a successful one.

Joel Barlow High School in West Redding, Connecticut, is an exciting school because...

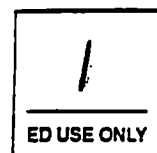
Context: Demographics and Nature of Community

- o School located in a rural setting on the "Gold Coast of Connecticut; regional high school that brings students from two towns, Easton and Redding, but the school is remarkably unified
- o Student population is 97.8% white and 2.2% minority
- o Very few low-income students - .8%; 8 students (1.17%) of limited English proficiency
- o Total student population in grades 9-12 of 682 students
- o 60 handicapped students (8.8%)
- o Community is affluent; the funds available to support education reflect the community's commitment. Good investment of dollars reflected in both the high quality of teaching and the high quality of the physical facilities
- o School serves a community with a common set of values and expectations for its students. The school staff is adept at reading this environment and meeting expectations.

Unique Characteristics/Programs:

- o Staff are treated as professionals with numerous opportunities to influence school policy and practice. Teachers play an important role on The Futures Planning Team, charged with bringing about consensus on five to ten year action plans. Current foci of this team include Restructuring, Curriculum, Communication, Thinking, Writing, Assessment, Technology, and Instruction. Teachers also serve on a number of Standing Committees, including Teacher Advisory, which addresses present needs and concerns; Student Assistance Team, Staff Development, School Discipline Policies, and those of individual departments.
- o High premium placed on staff development in the district; in the past two years the Board of Education has committed \$56,500 for professional growth activities (58 classroom teachers). Recent programs have included drug abuse prevention training, sessions led by national experts on promoting intellectual growth of the learner, and a consultation with a former national teacher of the year on helping students function in an ever complex and interdependent. Twenty percent of Joel Barlow's teachers serve as consultants in other districts and make presentations at state and national conferences.

- o Classroom environments are extremely exciting; the quality of teaching, excellent. Teachers guide students in discussions involving elaboration, interpretation, and relevant associations. Students direct discussion in seminar settings; cooperative learning is commonplace, orderly, and productive. Teachers make effective use of audiovisual equipment in their presentations. Teachers are extremely effective in questioning techniques.
- o Students' opinions are valued. Senior class after research and discussion were able to convince the faculty that seniors with an A average didn't have to take finals. Students are invited to become independent and to acquire skills needed to examine and challenge those priorities they feel are unfair.
- o Good rapport - among students and adults, staff and parents, administrators and staff, parents, and students.
- o Faced with declining enrollments and the potential need to excess teachers, principal redefined administrative duties, creating new teaching duties that expanded teacher involvement in curriculum planning and led to not one teacher being surplussed. Most teachers have only 4 or fewer instructional periods a day.
- o School media center encourages learners to access information and teaches them to do on-line research through the Dow Jones News Retrieval.
- o Through monitoring student progress, new programs have been instituted, e.g., Application of Algebra sequence, Collaborative Computer, and Advanced Verbal Skills.
- o Wilderness School program helps build self-discipline, self-confidence, and self-esteem; evening Chinese program concentrating on spoken Mandarin, archeological digs, peer educator/advocate program.
- o Position of Director of Writing and Thinking
- o Statement from the Carnegie Forum on Education and Economy report, A Nation Prepared: Teachers for the 21st Century provides the guiding principle in our instructional efforts: "School systems based on bureaucratic authority must be replaced by schools in which authority is grounded in the professional competence of the teacher, and where teachers work together as colleagues, constantly striving to improve their performance."



Site Visit Report

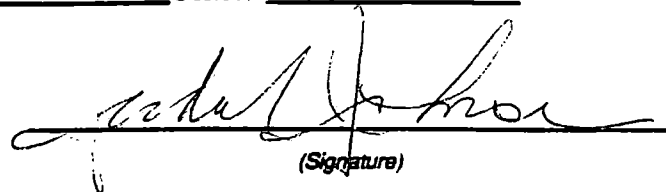
1988-89 Secondary School Recognition Program

Cover Sheet

School Name: Joel Barlow High School **Code:** 7CTH02

City: West Redding **State:** Connecticut

Visitor: Judith Johnson
(Printed)


(Signature)

Date of Visit: April 6 & 7, 1989

Context Statement

Write a brief statement describing the school and its community to give the panelists a better idea of the context in which education takes place in this school.

This school is set in the midst of a rural environment in what is commonly referred to as the "Gold Coast of Connecticut." A regional High School, it brings together students from two towns, Easton and Redding.

The physical plant is extremely clean, attractive and well endowed with up-to-date equipment and furniture. The athletic fields surrounding 3/4 of the school are extremely well maintained and established in a manner that allows for diversity of use. Inside the High School there is a "commons area" where students can congregate when they have a scheduled study hall. This area also serves as the cafeteria. It is decorated with up-to-date announcements and is appealing and inviting. The entire building, including restrooms and locker areas are well maintained and clean. It is evident to any visitor here that a high priority is placed on a clean, attractive, and appealing environment. Passage in the hall is orderly and friendly; you find students everywhere chatting amicably with other students and staff. Many of the conversations overhead, dwelled upon assignments or an extension of class discussions.

The classroom environments were extremely exciting. Teachers were guiding students in discussions that dwelt upon elaboration, interpretation and relevant associations. There was a friendly, yet respectful, give and take occurring in the classrooms. The nature of student/teacher interactions was dynamic. I saw seminar settings with students totally directing the level of discussion, cooperative learning environments which appeared orderly and productive and effective utilization of audio-visual equipment in instances of teacher dominated instruction. There is a high premium placed on staff development in this district and this influence is widely seen and discussed. Perhaps this was the intended tone, but every staff member presented him or herself as dynamic, enthusiastic and actively participating in this schools high level of excellence. The classroom visits revealed a very high quality of teaching, a variety of techniques were used and questioning was focused on higher order thinking skills.

This staff can articulate their beliefs about the purposes of education and can demonstrate teaching behaviors that are congruent with the stated philosophy of education.

It is an affluent community, the funds available to support education represent the values the community hold about the importance of education. It is evident that the dollars invested in the school are readily visible in both the high quality of teaching and the high quality of the physical and

Verification of Information in Nomination Form

Part III - Conditions of Effective Schooling

A. Leadership

1. What is the principal's vision for the school and its students?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:

☒ With Classroom Teachers
☒ With Students
☒ With School Administrators
☒ With Special Service Personnel
☒ With Other Support Staff
☒ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

2. How has the school leadership created a sense of shared purpose among the faculty, students, parents, and community?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:

☒ With Classroom Teachers
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☐ With Special Service Personnel
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☒ With District Staff/School Board

C. Discrepancy Documentation:

3. How is the instructional leadership role carried out in the school?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated..

B. Verification Strategies (check all that apply):

☐ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☐ Interviews:

☐ With Classroom Teachers
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☐ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

B. Teaching Environment

1. What opportunities exist for teacher input in decisions about instruction, curriculum, discipline policy, teacher evaluation, and other activities?

A. Information in the nomination form is (check one):

☐ Accurate as stated.
☒ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☒ Observations:
☐ Informal Settings
☒ Classroom

☐ Interviews:

☒ With Classroom Teachers
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☐ With Special Service Personnel
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☒ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

A tour of classrooms revealed installation of equipment and micro-computer labs, all of which have come about as a result of teacher initiative.

2. What provisions are made to enable staff to engage in collegial planning and implementation relative to the educational programs of the school?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:
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 ☒ With School Administrators
 ☐ With Special Service Personnel
 ☐ With Other Support Staff
 ☐ With Parents and Community
 ☐ With District Staff/School Board

C. Discrepancy Documentation:

3. To what extent are staff development opportunities congruent with the defined priorities of your school?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

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 ☒ With School Administrators
 ☐ With Special Service Personnel
 ☐ With Other Support Staff
 ☐ With Parents and Community
 ☐ With District Staff/School Board

C. Discrepancy Documentation:

4. What are your school's formal procedures for evaluating teachers?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

☐ With Classroom Teachers
☐ With Students
☒ With School Administrators
☐ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

5. How does your school identify and reward excellent teachers?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☐ Interviews:

☒ With Classroom Teachers
☐ With Students
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☐ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

6. What are the three most significant efforts your school is making to provide favorable staff working conditions?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☒ Observations:
☐ Informal Settings
☒ Classroom

Interviews:

☒ With Classroom Teachers
☐ With Students
☒ With School Administrators
☐ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

C. Learning Environment

1. What are your requirements for graduation?

A. Information in the nomination form is (check one):

☐ Accurate as stated.
☒ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

☐ With Classroom Teachers
☐ With Students
☐ With School Administrators
☒ With Special Service Personnel
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☐ With District Staff/School Board

C. Discrepancy Documentation:

There exists a very comprehensive parent/student handbook detailing the requirements for graduation.

The Social Studies requirement is six credits. Additionally, good documentation on profiles of pending, current and past graduates.

2. How do you demonstrate the expectation that all students can learn?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:
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 ☒ With School Administrators
 ☐ With Special Service Personnel
 ☐ With Other Support Staff
 ☐ With Parents and Community
 ☐ With District Staff/School Board

C. Discrepancy Documentation:

3. What initiatives have you taken at the school level to adapt the academic program to the needs of your students?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
 ☐ Informal Settings
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 ☐ With Other Support Staff
 ☐ With Parents and Community
 ☐ With District Staff/School Board

C. Discrepancy Documentation:

4. How are students encouraged to complete course work that exceeds basic requirements?

A. Information in the nomination form is (check one):

☐ Accurate as stated.
☒ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:

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☒ With Students
☐ With School Administrators
☐ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

In addition to the stated graduation requirements students are encouraged to take courses that refine Study Skills, Advanced Verbal Skills, Corrective Reading, and College Reading.

5. In what subjects do you provide opportunities for advanced study or honors classes?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:

☒ With Classroom Teachers
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☐ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

6. What programs do you offer to provide remediation in basic skills or other areas?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☐ Document Review
☒ Observations:
☐ Informal Settings
☐ Classroom

☐ Interviews:

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☒ With Students
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☐ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

7. How is curriculum developed in your school?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

☒ With Classroom Teachers
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☐ With Other Support Staff
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☐ With District Staff/School Board

C. Discrepancy Documentation:

8. Besides traditional or direct instruction, in what unique ways is instruction delivered within and outside your school?

A. Information in the nomination form is (check one):

☒	Accurate as stated.
☐	Understated.
☐	Overstated.

B. Verification Strategies (check all that apply):

 X Document Review
 Observations:
 Informal Settings
 Classroom

X Interviews:

X With Classroom Teachers

X With Students

X With School Administrators

 With Special Service Personnel

 With Other Support Staff

X With Parents and Community

X With District Staff/School Board

C. Discrepancy Documentation:

9. What opportunities do students have to meet with counselors, teachers, or other adults for academic and personal advisement?

A. Information in the nomination form is (check one):

☐	Accurate as stated.
☒	Understated.
☐	Overstated.

B. Verification Strategies (check all that apply):

X Document Review
Observations:
Informal Settings
Classroom

 X **Interviews:**
 X With Classroom Teachers
 X With Students
 With School Administrators
 With Special Service Personnel
 With Other Support Staff
 X With Parents and Community
 With District Staff/School Board

C. Discrepancy Documentation:

In addition to information provided in the narrative there are available two guidance publications:

1. A guide to College Selection
- . A guide to Career Training, Career Education Planning

10. What specific programs or procedures does your school have to identify, counsel, and assist potential dropouts or other "high risk" students?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:
 ☒ With Classroom Teachers
 ☒ With Students
 ☒ With School Administrators
 ☒ With Special Service Personnel
 ☐ With Other Support Staff
 ☒ With Parents and Community
 ☒ With District Staff/School Board

C. Discrepancy Documentation:

11. Other than through report cards, how does the school assess and notify students and parents about student progress?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:
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 ☐ With School Administrators
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 ☐ With Other Support Staff
 ☒ With Parents and Community
 ☒ With District Staff/School Board

C. Discrepancy Documentation:

12. What is your school's overall approach to discipline?

A. Information in the nomination form is (check one):

☐ Accurate as stated.
☒ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:
☒ With Classroom Teachers
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C. Discrepancy Documentation:

Parents are advised of discipline policies in orientation sessions and in a school handbook. Parents interviewed spoke of good parent/school contact when discipline issues regarding their child(ren) became an issue. Interviews with parents showed an understanding of the discipline policy.

13. By what means does the school discourage the sale, possession, and use of drugs, including alcohol and tobacco, by its students on and off school premises?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:
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☒ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

14. What opportunities do students have to help solve classroom and school problems?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:

☒ With Classroom Teachers
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☐ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

15. How do school programs, practices, and policies, as well as individual teachers and administrators, foster the development of sound character?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:

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☒ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

D. Institutional Vitality

1. What regular procedures do you follow for evaluating your instructional programs and the school's organizational structure?

A. Information in the nomination form is (check one):

☐ Accurate as stated.
☒ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:
☒ With Classroom Teachers
☐ With Students
☒ With School Administrators
☒ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

1. Teacher's advisory system advises administration of policies and procedures.
2. Student council plays an active role.
3. Process for developing building goals clearly articulate.

2. How has your school responded to recent research and the findings and recommendations of major reform reports?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☐ Interviews:
☐ With Classroom Teachers
☐ With Students
☐ With School Administrators
☐ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

3. What is it that you believe makes your school a unique and successful place worthy of national recognition?

A. Information in the nomination form is (check one):

☐ Accurate as stated.
☒ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☐ Document Review
☒ Observations:
☐ Informal Settings
☐ Classroom

☐ Interviews:
☒ With Classroom Teachers
☐ With Students
☒ With School Administrators
☐ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

1. Evidence presented of well developed strategic plan for continuous improvement.
2. Testimony received from all groups interviewed reinforces belief; words like "great place", "family", concern for staff, support for professional development of staff

4. As you look back over the last 3-5 five years, what conditions and changes have contributed most to the overall success of your school?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:
☒ With Classroom Teachers
☒ With Students
☒ With School Administrators
☒ With Special Service Personnel
☒ With Other Support Staff
☒ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

5. What do you consider the major educational challenges your school must face over the next 5 years?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

☒ With Classroom Teachers
☒ With Students
☒ With School Administrators
☐ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

E. Parental and Community Support

1. What initiatives has the school taken to encourage parents to provide for their children a supportive learning environment?

A. Information in the nomination form is (check one):

☐ Accurate as stated.
☒ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☐ Interviews:

☐ With Classroom Teachers
☐ With Students
☒ With School Administrators
☐ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

Testimony taken from parents, school staff described the evolution over 8 years from a school that had limited communication with parents to the present environment, where newsletters, meetings (minutes) reveal many opportunities for dialogue between parents and school staff.

2. What opportunities are there for participation with the school by other groups in the community?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

☐ With Classroom Teachers
☒ With Students
☐ With School Administrators
☒ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

F. Indicators of Success

1. What type of grading system do you use in your school?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

☒ With Classroom Teachers
☒ With Students
☒ With School Administrators
☒ With Special Service Personnel
☒ With Other Support Staff
☒ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

2. What formal procedures does your school have for measuring and reporting on student achievement?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:

☐ With Classroom Teachers
☐ With Students
☒ With School Administrators
☐ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

3. Of the students who graduated last year, approximately what percent went on to specific kinds of study and/or work?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:

☐ With Classroom Teachers
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☒ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

4. What was your school's performance last year in attendance and disciplinary referrals?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☐ Interviews:

☐ With Classroom Teachers
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☐ With District Staff/School Board

C. Discrepancy Documentation:

Clarification on discipline referrals : Number presented in original application is a duplicated count (some students are repeaters.) The count does not distinguish between serious and incidental infractions.

5. What percentage of your students have dropped out in each of the last 3 years? (This question may not be applicable to junior high/middle schools.)

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

☒ With Classroom Teachers
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☐ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

6. What awards, scholarships, or other recognition have your students received in academic, vocational, athletic, or co-curricular competitions?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

☐ With Classroom Teachers
☒ With Students
☐ With School Administrators
☐ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

G. Special Emphases

1. What is the nature and extent of geography education in your school?

A. Information in the nomination form is (check one):

☐ Accurate as stated.
☒ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

☒ With Classroom Teachers
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☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

Review of curriculum guide showed the integration of geography skills into Earth Science. The class observed was well taught. Geography skills mastery are a requirement for graduation.

2.a. How has your school responded to the recommendation in the 1983 Report *A Nation at Risk* that "at a minimum, all students seeking a diploma be required to lay the foundations in the Five New Basics "?

A. Information in the nomination form is (check one):

☐ Accurate as stated.
☒ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
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☒ Interviews:
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C. Discrepancy Documentation:

Review of building's strategic plan review of content area plans for continuous assessment. Review of staff development plan, Building membership in ASCD Futures; Restructuring Networks.

2.b. In addition to increasing graduation requirements, what has your school done to strengthen the actual content of the courses taken?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:
☒ With Classroom Teachers
☐ With Students
☐ With School Administrators
☐ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

- e. How are you able to influence the policies and procedures of your school?

Students gave one example: The senior class after research and discussion were able to convince the faculty that seniors with an A average did not have to take finals.

Students feel their student government is respected and expected to contribute to efforts that improve the quality of life for everyone.

Interview(s) with Parents and Community

(This was a group of parents, PTA representatives and Board members)

- a. Do you think this is a good school? Be specific.

All members of the group saw this as a good, ready, outstanding school. Uniqueness in the care given to individual student need. The level of intelligence and knowledge of the staff is high. There are the counseling services that are exceptional. Students are invited to become independent and to acquire skills needed to examine and challenge those priorities they feel are unfair. The school philosophy teaches students to think about character. Board members and parents agreed that the Board was accessible and responsive.

- b. How would you rate the communication between the school and the home? Do you feel that you have adequate access to the principal and staff?

The access to the principal is considered excellent. parents feel they are heard. Examples offered included: parents sought an increase in music staffing to accommodate a wider range of interest and successfully lobbied for the new position.

- c. Are there some areas where you think improvements are needed?

More diversity of courses for students workplace bound and more attention to the need to prepare these students to cope as adults with a more diverse and complex community than the one they are growing up in.

Interviews with Classroom teachers.

(The answers and comments that follow represent the summary of three meetings held with the following groups: 1) classroom teachers, 2) Dept. heads and 3) team leaders.

Do you have a meaningful role in planning and decision making in the school? Give me some specific answers.

Team leaders see themselves as change agents; teachers feel that they are active participants in the planning process. The existing writing resource room came about as a result of teacher initiative in examining research, and exploration of models for instruction. With the advent of decline in student enrollments teachers proposed, and administration accepted, new roles for teachers that result in no excessing of staff. One example was the creation of the computer specialist role.

What role do you play in curriculum development? Can you cite specific changes in the curriculum that you have influenced?

Curriculum development was viewed, (and documented by reviewing minutes and memos) as a teacher directed activity. A review of budget items show there is significant support for summer curriculum work. The math dept. has been able to revise all of its' course offerings over the past few years. A new course, Introduction to Computers, which focuses on various computer applications, has been added, as a result of teacher initiative. Both the math and business labs have been equipped with over 40 MacIntosh computers; the decision as to which computer to purchase was put into the hands of teachers. And, the school removed (and sold) recently purchased electronic typewriters, as a result of this decision.

Are you satisfied with the procedures used to evaluate your performance? Does the process provide you with useful information to improve your teaching?

There is an expectation that we will all continue to learn. The process was viewed by everyone present as positive. and encouraging of continued professional growth.

To what extent is staff development tailored to the specific needs of your school? Who has the primary responsibility for staff development?

The first level of commitment is found in the continuing fiscal support in the Board budget for staff development. There is a professional development committee in each building. The process was seen as an opportunity to learn more about what is effective and what may not be effective teaching strategies.

How would you rate the working conditions in this school? Can you cite any recent efforts to improve them?

The working conditions are particularly good. Each dept. has an office for staff. The administration is responsive to requests for equipment and when the need can be justified, the request is always honored.

Are there aspects of the school program that can be improved? Do you believe these improvements will occur?

(The issues raised here reflect what many of our nation's good teachers are confronting.) 1) More discussion is needed on how to fit new teaching strategies with new content needs. 2) The standardized testing program does not match the skills developed in Critical Thinking Modules. 3) We are piloting a new S.A.T. and we wonder what the outcomes will tell us; 4) We would like to see an expansion of the Peer Education Program. (This is described in concluding remarks section)

Why do you feel that this school is worthy of national recognition?

The atmosphere in this building encourages risk taking, reflection and commitment to continuing professional development. "Mr. Quimby has opened the doors of this building to parents, community and the students. There is a fine rapport between students and teachers (students verified this in their interviews). This is a faculty that cares and helps students to grow.

A first year teacher, who is also a graduate of this high school, said teachers are listened to and respected. There is a wide array of course offerings and a rich array of extracurricular activities offering athletic, musical, fine arts or academic enrichment. "Everyone enjoys coming to work."

How familiar are you with the Board's Goals and objectives and to what degree to you feel that what you are teaching is congruent with the expectations of parents and Board members?

Everyone felt that the Board was aware of building goals and the process for communicating between the two groups allowed for understanding, and compromise. In addition, all entering students are taught the philosophy of the school, and its goals and objectives as part of the 10th grade social studies class.

A specific example of the Board commitment to our goals is the continued fiscal support for staff development, funded this year at \$56,000.

Teachers also felt that while they did not totally set the direction of Board goals, they all knew what the Board valued and stood for.

How are teachers celebrated and or acknowledged for their work?

The board, as a body routinely sends congratulatory letters to staff for work completed or recognitions (personal and professional). Each year there is an "In Celebration of Teaching-Teacher of the Year award; In academia- a school publication- there is a teacher and student of the month award. All staff are provided opportunities to be workshop leaders in this school and in other settings.

Interview(s) with Students

(This was a group of 25 students representing all grades and all ethnic groups)

- a . Now that you have heard our description of the Secondary School Recognition Program why do you feel Joel Barlow is worthy of National Recognition?

The low student teacher ratio allows you to become close; this school looks after the interest of students. We are listened to. The extracurricular activities provide opportunities for both skill development and socialization with new groups. Our teachers are teachers and friends. Every student in this building has at least one adult in this building he or she can turn to for guidance.

- b. What are five good things you would tell incoming freshman to help them become successful?
1. They must become involved in the total life of the school.
 2. The choice to learn is individual.
 3. The teachers are easy to get along with.
 4. Participating in sport activities helps you to become part of the school.
 5. The fears entering freshman possess about initiation rites are unfounded.
- c. What don't you like about the school? What suggestions would you make for improvement?
1. Students would like an open campus (currently closed.) The detention presented for minor infractions e.g.: running in the hall, appears unreasonable.
 2. Smoking policy has been changed (smoking in an outside area only) and there are infractions.
- d. In your opinion is this a drug-free school? To what extent do your fellow students "do drugs," including alcohol, away from school, such as on weekends and holidays?

There was unanimous agreement that drugs and alcohol are not used on campus, however in homes and other settings this has become a personal choice issue. They feel the school offered a good education in drug education, but there was a prevailing feeling that more needs to be done to explain why people use drugs. Students help each other cope with this issue. There is a designated driver program and the presence of peer educators who provide awareness sessions in the classroom.

Interview with School Administrators

These questions were addressed on three separate occasions and are presented here as summary responses. The questions were posed to the Building Principal, the Assistant Principal and the Director of Student Services.

1. What changes have you made in the school over the past three years of which you are most proud?

The establishment of a Futures Committee charged with self-assessment and the development of proposals designed to align the outcomes of instructional programs with the potential challenges of the 21st century.

The establishment of in-school and Saturday assignments for students requiring disciplinary actions, in lieu of out-of-school suspensions. The establishment of computer literacy as a graduation requirement.

The development of a strategic plan designed to guide the vision and accompanying objectives.

The improvement of communications between parents and staff and the creation of parent workshops that address the issues parents seek out guidance.

2. Do you support efforts to give teachers greater autonomy, responsibility and status? Can you give some examples?

The administrative team articulates through words and actions, their belief in shared decision making. They practice this in a variety of ways.

a. There are resident curriculum committees chaired and staffed by teachers that engage in program evaluation and the development of proposals for new programs.

b. There exists a writing resource room available for all students that came about totally as a result of teacher initiative.

c. The replacement of the electronic typewriters with MacIntosh computers in the Business Education lab was recommended by teachers.

3. What are your priorities for improving the instructional programs for all students over the next five years and how will you judge your success?

a. Improving the programs and services available for workplace bound students.

b. The need to establish a new dept. that will address reading skills, verbal skills, study and learning skills.

c. The change in graduation requirements imposed by the state education dept. has placed greater emphasis on academic courses thus reducing the potential for students to take fine and practical arts courses. Therefore we are considering the installation of a nine period or more flexible schedule day.

Assessment is done through discussion with the audiences impacted by these ideas and through the formal program evaluation model.

4. How do you rate parent and community involvement in this school?

Very high. We have opened the doors and we take personal credit for this because these opportunities did not exist prior to our administration.

Interview with Pupil Personnel Services Staff.

This interview was conducted with a group of Reading Teachers, Special Education Teachers and Guidance Counselors.

1. Why do you feel Joel Barlow is worthy of National Recognition?

There are innovative programs for students, everyone's opinion is valued, the administration is open to new ideas, there are many opportunities for continued professional growth, there is a good deal of parent support as well as praise for our efforts.

2. What percentage of your time is spent directly with staff and students as opposed to time spent on administrative tasks?

This is a student centered school and is expected that priorities are established around student needs. The student/counselor load is favorable and all students have the opportunity to meet with their counselors annually. Opportunities to share with teachers are frequent and occur both formally and informally.

3. What programs address substance abuse prevention?

We have established a peer education program that involves a number of students who have been trained to lead group discussions with their peers on the signs of abuse, the implications of abuse and strategies for helping peers suffering from abuse. There is common recognition amongst staff and parents that alcohol abuse amongst students is the most serious substance abuse problem facing this community.

There is also a fully developed Health Education curriculum that provides excellent material on drugs, impact of abuse on the body and the accompanying social and political issues.

Interview with District Staff.

This interview was conducted with the ~Superintendent of Schools. He has delegated all of the major decision-making authority related to instruction to Building Principals.

1. Why do you feel this building is worthy of national recognition?

This is a committed staff of gifted educators who care about their students. They are supported by an active community of parents who respect the staff and feel very comfortable in sharing the problem-identification and solving process with school personnel and students. I have been the Supt. for eighteen years and an educator in this district for over twenty-eight years. During this time I have seen this school turn around under the current leadership. It was once perceived as a place where parents were not welcome; it has become a school community where opportunities for communication are available through newsletters, forums, parent workshops and in the joint planning for school events. There is excellent financial support and a positive attitude held by community residents about the school and its' graduates.

2. What role did you play in the planning process that accompanied this school's decision to apply for national recognition?

Simply a supportive one. The decision to apply was made by teachers in the building; I read the final narrative, found it to be an excellent portrait of the building and signed all the appropriate forms.

3. What process is used to communicate Board Goals to the staff?

The priorities are established as a five year plan and are communicated to staff annually to serve as their framework for the development of annual goals.

4. What are the major challenges facing your administration over the next few years?

The need to develop a process for differentiated staffing that builds upon our current model of mentor teachers who coach and support new teachers.

The need to develop a more thorough approach to interdisciplinary curriculum work. The need to consider the inclusion of Asian Languages in our Foreign Language dept.

INSTRUCTIONAL SETTINGS

The formal classroom settings were relaxed with no visible tension. There were differing seating arrangements including frontal, circle and seminar style, students were seen participating in cooperative groups, doing seat work, participating in and/or leading discussions.

In the foreign language class all instruction was in the foreign language.

The choral class, housed in a well equipped room, was rehearsing to tour England during the Spring break.

The college reading course (enrollment 15) was sprawled comfortably throughout the media center; and students observed were engaged in independent reading. They are responsible for their choice and the quality, of the books they read.

In the math classes students were working in either small groups or independently. The teachers were observed moving from group to group. There is a fully equipped computer math lab, When classes are not scheduled the lab is staffed by teachers (one of the duty assignments,) and is available for individual projects.

In the Science class observed, there was a candid discussion of viruses with the teacher skillfully using AIDS and Herpes as examples. In this class, as in all others observed, the teacher used varying techniques to encourage active listening and active participation.

The building schedule included designated testing periods which are alternated to reduce changes ~~the~~ of ~~the~~ administering ~~of~~ too many tests at one time. There is an X period weekly where students are to select extra curricula activities.

In one observed English class several students volunteered an oral summary that responded to questions they were unable to answer during previous lessons.

An exceptional Summer school program was described. Enrichment courses which include jazz ensembles and computer keyboarding are intended to broaden instructional experiences. Hold equal meeting with course focus on repeating or remediation.

Physical Facilities

This a well maintained attractive building; it has several wings and all rooms are found on one level. The surrounding grounds and athletic fields are exemplary. The custodial staff works continually to maintain this immaculate well tended look and they were commended for their work during several of the interviews. The athletic fields, an extension of the indoor physical education facilities serve multi-purposes and as such, are not labeled for any specific sports designation. When we visited the fields, it was raining quite heavily but the girls track and field sports team was proceeding with practice and competition. The track fields are characterized by a rubberized track, well maintained viewer stands and storage sheds for equipment. The indoor physical education facilities include a well equipped universal gym, a training room for Emergency Medical Technicians, (a course offered to students that offers on the job training) and a balcony surrounding the gym.

A special note must be made about the outstanding media center. This is state of the art technology; the print materials are well maintained and the magazine resources are broad in focus and contemporary in nature.

Students have access to a number of data bases to support their research (including the Dow Jones daily) and the center was continually filled with students working mostly independently but sometimes in small teams.

In summary this is an exciting educational environment geared totally to immersing students in a variety of educational experiences.

Review Panel Questions and Answers

Retype each question posed by the Review Panel and then provide a clear and succinct answer. Wherever possible; digest and summarize information rather than attach a lengthy document.

1. What are the strategies for the non-college bound students?

The school maintains vocational labs for auto mechanics and body repair; wood working; medical technician and business applications. There is a student/parent handbook on careers. There is a bulletin board that displays career opportunities.

2. What about the high level of discipline referrals?

This school has a well^{defined} discipline policy that is understood by all and firmly and objectively applied. The referrals count was a duplicated one, representing repeaters. All referrals are logged and no distinction is made for example between lateness to class and possession of a weapon.

3. What are the Social Studies requirements?

The requirements are clearly defined. All students ~~meet~~ must complete six credits of Social Studies as part of the graduation requirements. Included in the course requirements is a critical thinking skills and contemporary issues.

Concluding Statement

Use this space to note anything that you believe is important to understanding this school that is not mentioned elsewhere in the report.

This is a dynamic environment; the school community is defined by everyone as comprised of students, parents, teachers and administrators. The instructional emphasis is on the acquisition of critical thinking skills, coupled with clearly sequenced content knowledge acquisition.. Each group interviewed felt empowered to assist or lead change. There was no sense of competing forces. The active leadership role assumed by the Principal at the building level is enriched by his leadership role in professional educational associations at the state and national level. As we concluded our site visit, we learned that he had just been named "administrator of the year" for the state of Connecticut, by the Connecticut Association for Supervision and Curriculum Development.

The process for strategic planning was understood and accepted by all as a viable means for directing and focusing change. The tremendous support given to professional development has been embraced by staff and there is in place an excellent model for monitoring participation and the degree to which these activities align with the district's goals and objectives.

This district has also created an exemplary model for the concept of teacher professionalism. When faced several years ago with a fifty percent decline in student enrollment, the principal, in cooperation with the staff, sought to begin the process of redefining administrative (hall) duty. What resulted was the creation of new teaching duties that expanded teacher involvement in curriculum planning and led to not one teacher being excedded. Many, if not most teachers, have four instructional periods a day. Some have two or less. The balance of this time is spent in a variety of ways including teacher leaders-people who mentor new teachers and curriculum specialists, such as the computer education specialist.

This was a visit with an educated assertive articulate constituency. There was discernable absence of negative feedback.

This school is fortunate; they serve a community that shares a common set of values and expectations for its students. The school staff is adept at reading this environment and based on the testimony we received, is doing an outstanding job of translating and meeting these expectations.

(23) 5/2/89

Site Visit Report
1988-89 Secondary School Recognition Program

Cover Sheet

School Name: Joel Barlow High Sch Code: 7 CT H02

City: West Redding State: CT.

Visitor: Lillie P. W. Stephens Lilli P. W. Stephens
(Printed) (Signature)

Date of Visit: April 6, 7, 1989

Context Statement

Write a brief statement describing the school and its community to give the panelists a better idea of the context in which education takes place in this school.

School is located in a beautiful rural setting which makes it very conducive to learning. Few distractions and plenty of parental support and involvement. Excellent physical facilities.

This school services students from two different communities but one would not know that if not told. The entire staff makes this a goal - to unite the student body upon entering.

The support systems are functional and visible for staff, students and parents.

Students do address the issue of the lack of activities outside of the school setting when each group of students return to their respective communities.

The principal serves as a building adm. and a district wide administrator.

Verification of Information in Nomination Form

Part III - Conditions of Effective Schooling

A. Leadership

1. What is the principal's vision for the school and its students?

A. Information in the nomination form is (check one):

- ☐ Accurate as stated.
☒ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☒ Observations:
☒ Informal Settings
☐ Classroom

- ☒ Interviews:
☒ With Classroom Teachers
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☐ With Other Support Staff
☒ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

2. How has the school leadership created a sense of shared purpose among the faculty, students, parents, and community?

A. Information in the nomination form is (check one):

- ☐ Accurate as stated.
☒ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☒ Observations:
☒ Informal Settings
☐ Classroom

- ☒ Interviews:
☒ With Classroom Teachers
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C. Discrepancy Documentation:

Principal is a 'shared-type' leadership person.
This was stated from different groups we met with and was quite obvious as we interacted throughout the stay.

3. How is the instructional leadership role carried out in the school?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☒ Observations:
☒ Informal Settings
☐ Classroom

- ☒ Interviews:
☒ With Classroom Teachers
☐ With Students
☒ With School Administrators
☒ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

B. Teaching Environment

1. What opportunities exist for teacher input in decisions about instruction, curriculum, discipline policy, teacher evaluation, and other activities?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

- ☒ Interviews:
☒ With Classroom Teachers
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☒ With School Administrators
☐ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

2. What provisions are made to enable staff to engage in collegial planning and implementation relative to the educational programs of the school?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

- ☒ With Classroom Teachers
☐ With Students
☒ With School Administrators
☒ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

3. To what extent are staff development opportunities congruent with the defined priorities of your school?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

- ☒ With Classroom Teachers
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☒ With School Administrators
☒ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

In the past two years the Board of Education has committed \$56,500 for professional growth activities. Talked with staff re: workshops and conferences they attended as well as the 'in house' staff development with release time. Some staff serve as consultants to neighboring districts.

4. What are your school's formal procedures for evaluating teachers?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☐ Document Review
☒ Observations:
☐ Informal Settings
☐ Classroom

☐ Interviews:

- ☐ With Classroom Teachers
☐ With Students
☐ With School Administrators
☐ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

Teachers are evaluated by the administration and teachers serving as department chairpersons. Each tenured teacher is evaluated at least once a semester by a department supervisor or an administrator.

5. How does your school identify and reward excellent teachers?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

- ☒ With Classroom Teachers
☒ With Students
☒ With School Administrators
☐ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

6. What are the three most significant efforts your school is making to provide favorable staff working conditions?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☐ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

- ☒ Interviews:
☒ With Classroom Teachers
☐ With Students
☒ With School Administrators
☒ With Special Service Personnel
☒ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

C. Learning Environment

1. What are your requirements for graduation?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

- ☒ Interviews:
☒ With Classroom Teachers
☐ With Students
☒ With School Administrators
☒ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

2. How do you demonstrate the expectation that all students can learn?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☐ Document Review
☒ Observations:
☒ Informal Settings
☒ Classroom

☐ Interviews:

- ☒ With Classroom Teachers
☒ With Students
☒ With School Administrators
☒ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

3. What initiatives have you taken at the school level to adapt the academic program to the needs of your students?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☒ Observations:
☒ Informal Settings
☒ Classroom

☒ Interviews:

- ☒ With Classroom Teachers
☒ With Students
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☒ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

4. How are students encouraged to complete course work that exceeds basic requirements?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☒ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:
☐ With Classroom Teachers
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☒ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

92% of 1988 class exceeded the requirements for foreign languages. During their senior yr 67% of 193 students took more than the minimum 5 credits per semester.

5. In what subjects do you provide opportunities for advanced study or honors classes?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:
☒ With Classroom Teachers
☒ With Students
☒ With School Administrators
☒ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

6. What programs do you offer to provide remediation in basic skills or other areas?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:

- ☐ With Classroom Teachers
☒ With Students
☒ With School Administrators
☐ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

7. How is curriculum developed in your school?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:

- ☒ With Classroom Teachers
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☒ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

8. Besides traditional or direct instruction, in what unique ways is instruction delivered within and outside your school?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☐ Document Review
☒ Observations:
☐ Informal Settings
☒ Classroom

- ☒ Interviews:
☒ With Classroom Teachers
☐ With Students
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☐ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

9. What opportunities do students have to meet with counselors, teachers, or other adults for academic and personal advisement?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

- ☒ Interviews:
☒ With Classroom Teachers
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☒ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

10. What specific programs or procedures does your school have to identify, counsel, and assist potential dropouts or other "high risk" students?

A. Information in the nomination form is (check one):
☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:
☒ With Classroom Teachers
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☒ With School Administrators
☒ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

11. Other than through report cards, how does the school assess and notify students and parents about student progress?

A. Information in the nomination form is (check one):
☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:
☒ With Classroom Teachers
☐ With Students
☒ With School Administrators
☒ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

12. What is your school's overall approach to discipline?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☒ Observations:
☒ Informal Settings
☒ Classroom

☒ Interviews:

☒ With Classroom Teachers
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☒ With Special Service Personnel
☒ With Other Support Staff
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☒ With District Staff/School Board

C. Discrepancy Documentation:

13. By what means does the school discourage the sale, possession, and use of drugs, including alcohol and tobacco, by its students on and off school premises?

A. Information in the nomination form is (check one):

☐ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☐ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☐ Interviews:

☐ With Classroom Teachers
☐ With Students
☐ With School Administrators
☐ With Special Service Personnel
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C. Discrepancy Documentation:

Peer counseling is effective in this school. Students and staff are trained by the United Way and Community Coalition. There is also a school team to counsel students for many and varying social and academic problems.

14. What opportunities do students have to help solve classroom and school problems?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:

- ☒ With Classroom Teachers
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☐ With Special Service Personnel
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☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

15. How do school programs, practices, and policies, as well as individual teachers and administrators, foster the development of sound character?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☒ Observations:
 ☒ Informal Settings
 ☐ Classroom

☒ Interviews:

- ☒ With Classroom Teachers
☒ With Students
☒ With School Administrators
☒ With Special Service Personnel
☒ With Other Support Staff
☒ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

D. Institutional Vitality

1. What regular procedures do you follow for evaluating your instructional programs and the school's organizational structure?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:

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☐ With Students
☒ With School Administrators
☒ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

2. How has your school responded to recent research and the findings and recommendations of major reform reports?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:

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☐ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

3. What is it that you believe makes your school a unique and successful place worthy of national recognition?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☒ Observations:
☒ Informal Settings
☒ Classroom

☒ Interviews:

☒ With Classroom Teachers
☒ With Students
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☒ With Other Support Staff
☒ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

4. As you look back over the last 3-5 five years, what conditions and changes have contributed most to the overall success of your school?

A. Information in the nomination form is (check one):

☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

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☒ With School Administrators
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☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

5. What do you consider the major educational challenges your school must face over the next 5 years?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☐ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

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☐ With Students
☒ With School Administrators
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☐ With Other Support Staff
☒ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

Parents are very active in this community school. Attended a parents' college seminar at night (300 in attendance) where parents shared with other parents re: their children + college life.

E. Parental and Community Support

1. What initiatives has the school taken to encourage parents to provide for their children a supportive learning environment?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

- ☒ With Classroom Teachers
☐ With Students
☒ With School Administrators
☐ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

2. What opportunities are there for participation with the school by other groups in the community?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

- ☒ Interviews:
 ☒ With Classroom Teachers
 ☒ With Students
 ☒ With School Administrators
 ☒ With Special Service Personnel
 ☐ With Other Support Staff
 ☐ With Parents and Community
 ☐ With District Staff/School Board

C. Discrepancy Documentation:

F. Indicators of Success

1. What type of grading system do you use in your school?

A. Information in the nomination form is (check one):

- ☐ Accurate as stated.
☒ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☒ Observations:
 ☐ Informal Settings
 ☒ Classroom

- ☒ Interviews:
 ☒ With Classroom Teachers
 ☐ With Students
 ☒ With School Administrators
 ☒ With Special Service Personnel
 ☐ With Other Support Staff
 ☐ With Parents and Community
 ☐ With District Staff/School Board

C. Discrepancy Documentation:

2. What formal procedures does your school have for measuring and reporting on student achievement?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:

- ☒ With Classroom Teachers
☒ With Students
☒ With School Administrators
☒ With Special Service Personnel
☐ With Other Support Staff
☒ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

3. Of the students who graduated last year, approximately what percent went on to specific kinds of study and/or work?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
 ☐ Informal Settings
 ☐ Classroom

☒ Interviews:

- ☐ With Classroom Teachers
☐ With Students
☒ With School Administrators
☒ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

4. What was your school's performance last year in attendance and disciplinary referrals?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

- ☒ With Classroom Teachers
☐ With Students
☒ With School Administrators
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☒ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

5. What percentage of your students have dropped out in each of the last 3 years? (This question may not be applicable to junior high/middle schools.)

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☐ Interviews:

- ☐ With Classroom Teachers
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☒ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

6. What awards, scholarships, or other recognition have your students received in academic, vocational, athletic, or co-curricular competitions?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

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☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

G. Special Emphases

1. What is the nature and extent of geography education in your school?

A. Information in the nomination form is (check one):

- ☐ Accurate as stated.
☒ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☒ Observations:
☒ Informal Settings
☒ Classroom

☒ Interviews:

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☒ With Special Service Personnel
☐ With Other Support Staff
☐ With Parents and Community
☐ With District Staff/School Board

C. Discrepancy Documentation:

All 9th grade students take a geography course at this school. I attended a geography class.

2.a. How has your school responded to the recommendation in the 1983 Report *A Nation at Risk* that "at a minimum, all students seeking a diploma be required to lay the foundations in the Five New Basics"?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☐ Observations:
☐ Informal Settings
☐ Classroom

☒ Interviews:

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C. Discrepancy Documentation:

2.b. In addition to increasing graduation requirements, what has your school done to strengthen the actual content of the courses taken?

A. Information in the nomination form is (check one):

- ☒ Accurate as stated.
☐ Understated.
☐ Overstated.

B. Verification Strategies (check all that apply):

- ☒ Document Review
☒ Observations:
☐ Informal Settings
☒ Classroom

☒ Interviews:

- ☒ With Classroom Teachers
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☐ With Parents and Community
☒ With District Staff/School Board

C. Discrepancy Documentation:

Graduation requirements changed and increased in all of the core-curricula areas; college bound student must take foreign language also. Computer class is required for all students

Report on Interviews

1. Interview(s) with Classroom Teachers (p. 24) ✓
2. Interview(s) with Students (p. 25) ✓
3. Interview(s) with School Administrators (p. 26) ✓
4. Interview(s) with Special Service Personnel (p. 27) ✓
5. Interview(s) with Other Support Staff (p. 28) ✓ *Trinitarian, Cafeteria, Aides*
6. Interview(s) with Parents and Community (p. 29) ✓
7. Interview(s) with District Staff/School Board (p. 30) ✓

Description of Observations

1. Informal Settings (p. 31)
2. Formal Instructional Settings (pp. 32-33)
3. Physical Facilities (p. 34) *excellent indoor and outside facilities*

Review Panel Questions and Answers

Retype each question posed by the Review Panel and then provide a clear and succinct answer. Wherever possible, digest and summarize information rather than attach a lengthy document.

1. Social studies requirements indicates that all students must take geography in 9th grade. Three (3) full years of social studies are required for graduation. There is an array of courses in this area that many students pursue to fulfill their electives need.
2. Parents indicated in their interviews with the team they receive immediate responses to their inquiries. The handbook is explicit and they approve. The school environment left me with the feeling there are few discipline problems and those indicated are minor. Because of rural setting most problems happen on the week-end.

Concluding Statement

Use this space to note anything that you believe is important to understanding this school that is not mentioned elsewhere in the report.

This is a unique school bringing two communities together, for educating young people. The administrator (Principal) appears to be very effective in the area of curriculum and personal relations skills.

There is a level of instructions and extra curricular activities for all students.

The community support is outstanding with several parents attending one session as ex-school board members.

This school deserves to be cited for excellence.