



Mississippi Valley State University

ITTA BENA, MISSISSIPPI 38941-1400

OFFICE OF THE PRESIDENT

TELEPHONE: (601) 254-3425
FAX: (601) 254-8708

November 7, 1999

John Podesia
Chief of Staff to the President
The White House
1st Floor, West Wing
Washington, DC 20502

cc: Bruce
Reed ~~need reply~~

Dear Mr. Podesia:

On behalf of Mississippi Valley State University and the National Association for Equal Opportunity in Higher Education (NAFEO), the umbrella organization representing the Nation's 118 predominately and historically Black colleges and universities (HBCUs), I am writing to respectfully request your support and immediate assistance during congressional deliberations and revisions on the Labor-HHS-Education Appropriations bill, which was just vetoed.

While Mississippi Valley State University appreciates the increases in the Title IIIB and Title IV programs in this appropriations bill, they are inadequate to address the growing needs of member institutions and the nearly 400,000 students enrolled who are mostly from low-income families. Specifically, Title IIIB at \$141.5 million and Title IIIB, Section 326 at \$31 million will barely provide for the new institutions that are being added. These funding levels, furthermore, will not lower the number of schools that receive the minimum grant, significantly increase awards to address endowments and new technologies authorized in the 1998 Higher Education Act Amendments, and will not increase awards to institutions which are expanding their graduate and professional programs to address the underrepresentation of African Americans in science, technology, medicine, and law. An across-the-board cut of the proposed funding of these programs at any level will be further devastating.

In light of the above, Mississippi Valley State University would like to again request your support for the following proposal which would go far in addressing our needs as well as students elsewhere who depend on federal student aid:

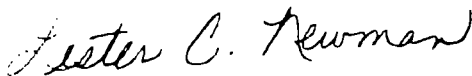
- Provide increased funding for Title III Part B – 165 million is requested for the undergraduate program and \$40 million is requested for the graduate program (Section 326). These are critically needed funding levels to address programmatic, facilities, faculty, endowment, and technology needs on historically and predominantly Black college campuses.

- Provide \$4 million in funding and encourage the Department of Education to fund a technical assistance and resource center to serve the HBCU community. The center would assist our schools with student financial aid management, grant writing, research, replication of best practices, reaccreditation, information dissemination and other capacity-building efforts; and
- Allocate \$8 million of the GEAR-UP funding to establish an HBCU GEAR-UP Demonstration. The project would involve a consortium of four HBCUs and four school districts, and would evaluate the efficacy of HBCUs in mentoring, enrolling, and graduating students from both rural and urban areas.

I am encouraged by the interest that you and others have shown in issues affecting HBCUs. Although increases have been recommended for Title IIIB and Title IV programs, many are not at the level recommended in the FY00 Budget, and other priority programs have not been funded as indicated above. Thus, as Congress and the White House work to finalize funding for FY00, Mississippi Valley State University and NAFEO urge you to support the funding levels requested herein, specifically, and to support an increased investment in education, generally, as we face the educational and economic challenges of the 21st Century.

Thank you for your immediate attention to this request. Mississippi Valley State University and the National Association for Equal Opportunity in Higher Education thank you for all you do in "keeping the doors of opportunity open."

Sincerely,



Lester C. Newman
Mississippi Valley State University

Fayetteville State University

Office of the Chancellor

*1200 Murchison Road
Fayetteville, NC 28301
910-486-1141
Fax: 910-486-4732*

FAX TRANSMISSION COVER SHEET

Date: November 4, 1999
To: Mr. John Podesta
Fax: 202-456-1121
Re: Revision of the Labor-HHS-Education Appropriations bill
Sender: Willis B. McLeod

**YOU SHOULD RECEIVE 3 PAGES(S), INCLUDING THIS COVER SHEET. IF
YOU DO NOT RECEIVE ALL THE PAGES, PLEASE CALL 486-1141.**



need reply

OFFICE OF THE CHANCELLOR

November 4, 1999

✓ CC: Bruce Reed

Mr. John Podesta
Chief of Staff to the President
The White House
1st Floor, West Wing
Washington, DC 20502

Dear Mr. Podesta:

On behalf of Fayetteville State University and the National Association for Equal Opportunity in Higher Education (NAFEO), the umbrella organization representing the Nation's 118 predominately and historically Black colleges and universities (HBCUs), I am writing to respectfully request your support and immediate assistance during congressional deliberations and revisions on the Labor-HHS-Education Appropriations bill, which was just vetoed.

While Fayetteville State University appreciates the increases in the Title IIIB and Title IV programs in this appropriations bill, they are inadequate to address the growing needs of member institutions and the nearly 400,000 students enrolled who are mostly from low-income families. Specifically, Title IIIB at \$141.5 million and Title IIIB, Section 326 at \$31 million will barely provide for the new institutions that are being added. These funding levels, furthermore, will not lower the number of schools that receive the minimum grant, significantly increase awards to address endowments and new technologies authorized in the 1998 Higher Education Act Amendments, and will not increase awards to institutions which are expanding their graduate and professional programs to address the Underrepresentation of African American in science, technology, medicine, and aw. An across-the-board cut of the proposed funding of these programs at any level will be further devastating.

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Page 2

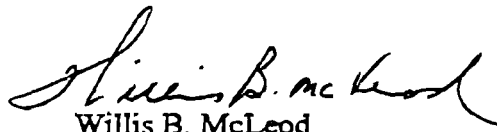
November 4, 1999

- Allocate \$8 million of the GEAR-UP funding to establish an HBCU GEAR-UP Demonstration. The project would involve a consortium of four HBCUs and four school districts, and would evaluate the efficacy of HBCUs in mentoring, enrolling, and graduating students from both rural and urban areas.

I am encouraged by the interest that you and others have shown in issues affecting HBCUs. Although increases have been recommended for Title IIIB and Title IV programs, many are not at the level recommended in the FY00 Budget, and other priority programs have not been funded as indicated above. Thus, as Congress and the White House work to finalize funding for FY00, Fayetteville State University and NAFEO urge you to support the funding level requested herein, specifically, and to support and increased investment in education, generally, as we face the educational and economic challenges of the 21st Century.

Thank you for your immediate attention to this request. Fayetteville State University and the National Association for Equal Opportunity in Higher Education thank you for all you do in "keeping the doors of opportunity open."TM

Sincerely,



Willis B. McLeod
Chancellor

cc: Dr. Henry Ponder
President and CEO, National Association
for Equal Opportunity in Higher Education

Dr. Perry A. Massey
Provost and Vice Chancellor
for Academic Affairs

Dr. Robert W. James
Director, Title III Programs



LANGSTON UNIVERSITY

Office of the President

November 8, 1999

Mr. John Podesta
Chief of Staff to the President
1st Floor, West Wing
The White House
Washington, D. C. 20502

Dear Mr. Podesta:

On behalf of Langston University and the National Association for Equal Opportunity in Higher Education (NAFEO), the umbrella organization representing the Nation's 118 predominately and historically Black colleges and universities (HBCUs), I am writing to respectfully request your support and immediate assistance during congressional deliberations and revisions on the Labor-HHS-Education Appropriations bill, which was just vetoed.

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An Equal Opportunity / Affirmative Action Employer

Mr. John Podesta

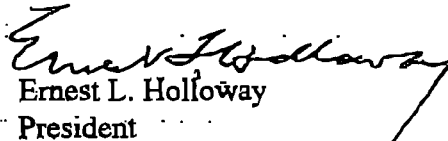
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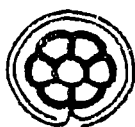
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Thank you for your immediate attention to this request. Langston University and the National Association for Equal Opportunity in Higher Education thank you for all you do in "keeping the doors of opportunity open."TM

Sincerely,


Ernest L. Holloway
President



Fiorello H. LaGuardia Community College THE CITY UNIVERSITY OF NEW YORK
31-10 THOMSON AVENUE, LONG ISLAND CITY, N.Y. 11101 • Telephone (718) 482-7200

Fax

To: *Mr. John Podesta*

From: Dr. Roberta S. Matthews
Interim President

Fax: *202-456-1121*

Pages: 3, Including cover sheet

Phone: *202-456-6798*

Date: November 8, 1999

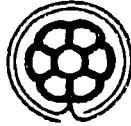
Re: Labor-HHS- Education Appropriations Bill

☐ **Urgent** ☐ **For Review** ☐ **Please Comment** ☐ **Please Reply** ☐ **Please Recycle**

• **Comments:**

If you experience any problems with the transmittal of this fax, please call Ms. Eneida Rivas of the Office of College and Community Relations at telephone (718) 482-5058.

Dr. Roberta Matthews may be reached at telephone (718) 482-5050.



reply



FIIORELLLO H. LAGUARDIA COMMUNITY COLLEGE THE CITY UNIVERSITY OF NEW YORK



Office of the President

November 8, 1999

Mr. John Podesta
Chief of Staff to the President
The White House
Washington, DC 20502

✓ cc: Bruce Reed

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Mr. John Podesta

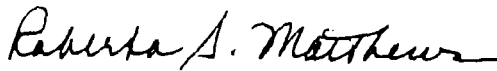
11/9/99

Page 2

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Sincerely,



Roberta S. Matthews, Ph.D.
Interim President

RSM/em



FIGORELLO H. LA GUARDIA COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

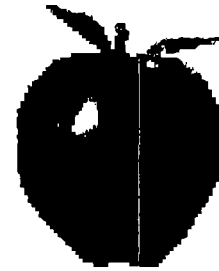


Loudoun County Public Schools
Department of Instruction
Office of the Assistant Superintendent

102 North Street, N.W.

Leesburg, Virginia 20176

Telephone: 703-771-6407 • FAX: 703-771-6409



August 25, 2000

TO: Caroline Chang
 FROM: Sharon Ackerman, Assistant Superintendent for Instruction
 RE: Your Request

Although we have many schools in which there has been significant improvement in student achievement, given our time constraints, I have provided information about three schools which are representative of Loudoun's finest instructional programs. More detailed information may be obtained from the building principals.

School Information	Ethnic Distribution of Students	Additional Teachers from Federal Class Size Reduction Funds	Title I Program	After-School and "Early Back" Program
Ball's Bluff Elementary 821 Battlefield Pkwy, N.E. Leesburg, VA 20176 Jerry Hill, Principal 703-771-6780	31% Minority 69% White	2	Yes Reading Recovery	Yes local & state funds
Cool Spring Elementary 501 Tavistock Drive, S.E. Leesburg, VA 20175 Larry Messner, Principal 703-771-6760	33% Minority 67% White 25% Title I	2 17-19 students per class Overcrowded 600 in 1-5	Yes Reading Recovery	Yes local & state funds
Meadowland Elementary 729 S. Sugarland Run Dr. Sterling, VA 20164 Dennis Young, Principal 703-444-7430	30% Minority 70% White		No	Yes local & state funds

Larry
Messner
703-771-
6760

*Information about the "Early Back" programs is attached.

Broad Run High School
 Sept. 6 - Gov. Gilmore

SUMMER "EARLY BACK" PROGRAMS

Loudoun County Public Schools

Office of Elementary Education

SCHOOL(S)	DURATION (in days)	FREQUENCY	PROGRAM EMPHASES	TECHNOLOGY TO BE USED	TARGETED STUDENTS
Balls Bluff	10	Daily	Reading / Math Language Arts	CCC Math	Those failing the Reading /LA or Math sections of the SOL test, scoring below the 25th %ile, or recommended students in grades 1, 2, and 3.
Banneker / Middleburg	5	Weekly	Reading	CCC Initial Reading	Current and prospective Reading Recovery students
Cool Spring	10	Daily	Reading / Math	CCC Reading/Math	Rising 3rd, 4th, and 5th graders - 10 each, Minority students experiencing difficulty in Reading and Math.
Evergreen Mill	10	Daily	Reading / Math	CCC Reading/Math	Rising 3rd, 4th, and 5th graders - 10 each, Minority students experiencing difficulty in Reading and Math.
Guilford / Sterling / Sully	25	Daily	Reading / Math	CCC Reading/Math	24 rising 3rd graders, 24 rising 5th graders failing one or more SOL test or scoring in the 1st or 2nd quartile on the Stanford 9
Hillsboro	15	Daily	Reading	CCC Reading	Students in K, 1st, and 2nd grades with reading delays, limited language experience
Lincoln	12	2x / Week	Reading / Math	CCC Reading/Math	Rising 3rd, 4th, and 5th graders having difficulty with SOL concepts in R & M
Meadowland	8	4x / Week	Reading / Math	none	Rising 4th and 5th graders failing R/M on SOL or scoring below 40th %ile on SAT9
Rolling Ridge	5	Daily	Math	CCC Math	Rising 4th and 5th graders failing Math portion of SOL or those in 1st quartile-SAT9
Sanders Corner	16	4x / Week	Math/History/LA	CCC Math	Rising 4th graders who failed Math, History, or LA portion of SOL test, Spring, 1999
Sugarland	10	Daily	Four Core / Tech	CCC Reading/Math	Rising 4th and 5th graders failing all portions of the SOL test



Testing Information

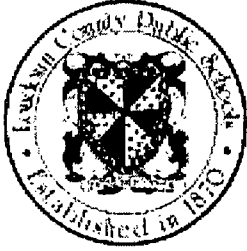
Public Information Office

(703) 771-6440

e-mail: schools@loudoun.k12.va.us

Loudoun County Public Schools Grade 3 Standards of Learning Scores 2000

SOL SCORES	English: Reading + Writing	Mathematics	History and Social Science	Science
	*Percent Passing 2000	*Percent Passing 2000	*Percent Passing 2000	*Percent Passing 2000
Loudoun	75.3567	88.4233	83.6655	88.7684
Aldie	66.6667	73.3333	66.6667	80.0000
Algonkian	68.9394	81.8182	74.8092	86.2595
Arcola	88.4615	90.3846	92.3077	90.3846
Ashburn	70.3704	89.8148	84.2593	87.9630
→ Balls Bluff	65.6250	90.6250	89.4737	86.1702
Banneker	80.0000	93.3333	83.3333	83.3333
Catoctin	81.6901	90.2778	88.7324	92.9577
Cedar lane	69.6429	89.3805	85.7143	87.5000
→ Cool Spring	70.3704	93.4579	91.6667	91.6667
Dominion Trail	89.4231	95.1923	94.2308	95.1923
Emerick	81.9672	85.2459	81.9672	88.5246
Evergreen Mill	76.8421	90.5263	85.2632	89.4737
Guilford	53.9474	78.6667	58.6667	80.2632
Hamilton	63.2653	85.7143	71.4286	87.7551
Hillsboro	90.4762	85.7143	95.2381	95.2381
Hillside	80.5556	93.5185	74.0741	88.8889
Horizon	83.8983	90.6780	93.2203	95.7627
Leesburg	73.9130	83.8710	77.1739	88.1720
Lincoln	79.1667	91.6667	83.3333	87.5000
Lovettsville	79.6875	86.3636	76.5625	92.0635
Lowes Island	84.5455	95.4545	89.0909	95.4128
Lucketts	71.4286	88.8889	89.2857	85.7143
→ Meadowland	80.5556	93.0556	86.1111	88.8889
Middleburg	46.1538	61.5385	53.8462	75.0000
Potowmack	69.2308	77.9221	80.5195	79.2208
Rolling Ridge	62.9213	82.0225	76.4045	79.7753



Testing Information

Public Information Office

(703) 771-6440

e-mail: schools@loudoun.k12.va.us

Loudoun County Public Schools Grade 5 Standards of Learning Scores 2000

SOL SCORES	English: Writing	English: Reading/ Literature and Research	Mathematics	History and Social Science	Science	Computer Technology
	*Percent Passing 2000	*Percent Passing 2000	*Percent Passing 2000	*Percent Passing 2000	*Percent Passing 2000	*Percent Passing 2000
Loudoun	89.1206	80.0365	78.2133	72.7313	80.8413	94.0128
Aldie	100.0000	88.2353	94.1176	88.2353	100.0000	100.0000
Algonkian	81.8966	79.3103	81.8966	59.0164	76.5217	93.8596
Arcola	85.4839	72.1311	68.8525	83.6364	81.6667	93.4426
Ashburn	86.7347	79.5699	80.6452	62.1053	81.7204	91.3978
Ball's Bluff	83.3333	75.3086	72.8395	65.5914	72.8395	85.1852
Banneker	88.5714	68.5714	71.4286	66.6667	80.0000	91.4286
Catoctin	85.8824	83.9080	79.3103	71.0145	85.0575	88.5057
Cedar Lane	100.0000	88.4615	79.8077	91.2088	88.4615	99.0385
Cool Spring	87.8049	74.3902	80.0000	87.6404	86.9048	96.4286
Dominion Trail	92.4051	81.0127	84.6154	61.6822	83.3333	92.3077
Emerick	96.3855	92.7711	92.7711	84.0000	93.9759	97.5904
Evergreen Mill	96.7391	91.2088	85.7143	70.7071	87.9121	100.0000
Guilford	73.4940	67.9012	71.6049	54.9296	69.1358	87.6543
Hamilton	84.0000	80.7692	69.2308	81.3953	78.8462	92.3077
Hillsboro	88.8889	77.7778	83.3333	90.9091	72.2222	100.0000
Hillside	91.7647	80.9524	81.7073	71.5789	82.9268	93.9024
Horizon	98.5915	88.5714	82.8571	69.8113	95.7143	98.5714
Leesburg	92.8571	83.0986	90.1408	84.4444	88.7324	97.1831
Lincoln	92.3077	80.7692	76.9231	88.2353	84.6154	100.0000
Lovettsville	87.8788	86.3636	66.6667	74.6269	71.2121	96.9697
Lowes Island	97.7528	92.3077	90.1099	90.4255	87.9121	98.9011
Lucketts	87.8788	78.7879	75.7576	76.1905	78.7879	90.6250
Meadowland	97.5000	82.5000	91.2500	94.7368	83.5443	100.0000
Middleburg	83.3333	83.3333	66.6667	91.6667	66.6667	91.6667
Potowmack	92.5000	81.2500	76.2500	69.7368	74.6835	91.0256
Rolling Ridge	76.4045	67.9012	64.1975	39.6226	66.2500	90.1235
Round Hill	89.8305	86.6667	68.3333	85.7143	78.3333	98.3333

Virginia Standards of Learning Tests Percent of Students Passing by Test Taken

Subject Area	Percent Passing in 1998	Percent Passing in 1999	Change
Grade 3 English	76.9231	77.027	0.1039
Grade 3 Mathematics	82.0513	97.2973	15.246
Grade 3 History	73.0769	82.4324	9.3555
Grade 3 Science	82.0513	93.2432	11.1919
Grade 5 Writing	84.375	93.2432	8.8682
Grade 5 English (Reading / Literature / Writing)	80.2083	85.3333	5.125
Grade 5 Mathematics	72.9167	74.6667	1.75
Grade 5 History	53.125	72.6115	19.4865
Grade 5 Science	77.0833	89.3333	12.25
Grade 5 Computer Technology	91.5789	96	4.4211

* Does not include scores of Limited English Proficient (LEP) students tested

Virginia Standards of Learning Tests Adjusted Percent Pass Rates in the Four Core Areas (Information for the School Performance Report Card)

Content Area	Percent Passing in 1998	Percent Passing in 1999	Change
Grade 3 English	76.92	77.03	0.11
Grade 3 Mathematics	82.05	97.3	15.25
Grade 3 History	73.08	82.43	9.35
Grade 3 Science	82.05	93.24	11.19
Grade 5 English	82.29	89.26	6.97
Grade 5 Mathematics	72.92	74.67	1.75
Grade 5 History	53.13	72.61	19.48
Grade 5 Science	77.08	89.33	12.25

* Does not include scores of Limited English Proficient (LEP) students tested

* 1999 information is data from Fall 1998 combined with Spring 1999

Adjusted Pass Rates on Each SOL Test

Percent of students who passed each SOL test by content area for the school, school division, and state

School: BALLS-BLUFF ELEM		Division: LOUDOUN	
Content Area	School 97-98	Division 97-98	State 97-98
Grade 3 English	65.2174	68.2041	54.7293
Grade 3 Mathematics	76.0870	77.2772	63.4576
Grade 3 History	69.5652	69.2948	48.9258
Grade 3 Science	67.3913	77.8159	63.0337
Grade 5 Writing	68.0000	78.5561	64.5612
Grade 5 English	71.7949	80.6144	68.2969
Grade 5 Mathematics	60.2564	62.0053	46.5569
Grade 5 History	24.3590	47.4460	32.7616
Grade 5 Science	70.5128	75.6458	59.2444
Grade 5 Computer Technology	78.2051	83.8080	72.0500

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Adjusted Pass Rates on Each SOL Test

Percent of students who passed each SOL test by content area for the school, school division, and state

School: COOL SPRING ELEMENTARY		Division: LOUDOUN	
Content Area	<i>School</i> 97-98	<i>Division</i> 97-98	<i>State</i> 97-98
Grade 3 English	56.7308	68.2041	54.7293
Grade 3 Mathematics	80.1887	77.2772	63.4576
Grade 3 History	69.8113	69.2948	48.9258
Grade 3 Science	79.2453	77.8159	63.0337
Grade 5 Writing	61.8421	78.5561	64.5612
Grade 5 English	77.2152	80.6144	68.2969
Grade 5 Mathematics	49.4118	62.0053	46.5569
Grade 5 History	40.4494	47.4460	32.7616
Grade 5 Science	68.5393	75.6458	59.2444
Grade 5 Computer Technology	75.2809	83.8080	72.0500

* Does not include scores of Limited English Proficient (LEP) students tested

Adjusted Pass Rates on Each SOL Test

Percent of students who passed each SOL test by content area for the school, school division, and state

School: MEADOWLAND ELEMENTARY		Division: LOUDOUN	
Content Area	School 97-98	Division 97-98	State 97-98
Grade 3 English	76.9231	68.2041	54.7293
Grade 3 Mathematics	82.0513	77.2772	63.4576
Grade 3 History	73.0769	69.2948	48.9258
Grade 3 Science	82.0513	77.8159	63.0337
Grade 5 Writing	84.3750	78.5561	64.5612
Grade 5 English	80.2083	80.6144	68.2969
Grade 5 Mathematics	72.9167	62.0053	46.5569
Grade 5 History	53.1250	47.4460	32.7616
Grade 5 Science	77.0833	75.6458	59.2444
Grade 5 Computer Technology	91.5789	83.8080	72.0500

* Does not include scores of Limited English Proficient (LEP) students tested



Caroline S. Chang

08/28/2000 06:20:03 PM



Record Type: Record

To: Bethany Little/OPD/EOP@EOP, Kendra L. Brooks/OPD/EOP@EOP, John B. Buxton/OPD/EOP@EOP

cc:

Subject: VA SOL issue

AGAIN, A CONSIDERATION IF WE GO TO LOUDON COUNTY; YES, GIVES US A CHANCE TO TALK ABOUT ACCOUNTABILITY AND PUSHING FORWARD, BUT POSSIBLY STICKY, ESP. SINCE ROBB WON'T SAY WHETHER HE SUPPORTS THE SOLs!!!!!!

Candidates Embrace Standards, Shun SOLs

By Craig Timberg
Washington Post Staff Writer
Monday, August 28, 2000

RICHMOND Aug. 28 – Who's afraid of the Standards of Learning?

Republican George Allen's signature education reform has reshaped public schooling in Virginia with rigorous state testing. But as his race against Sen. Charles S. Robb (D) heats up, both sides are treating the SOLs gingerly for fear of alienating voters, particularly in Northern Virginia and other suburbs full of swing voters with children in school.

Allen, who introduced the SOLs while governor, speaks frequently of "high academic standards and accountability," but the words "Standards of Learning" or "SOLs" don't appear once in the four pieces of mail – including one focused entirely on education – that the Republican Party has sent on his behalf to more than a million homes.

The other side is no more comfortable with the SOLs. The Virginia Education Association, the state's largest teacher union and an enthusiastic backer of Robb's, issued a "Report Card" on the education records of the two candidates Monday morning but never mentioned the Standards of Learning in their evaluation.

"The Standards of Learning set high standards for kids, and we're working diligently across the state to meet those standards," said VEA president Jean Bankos when asked about the omission.

Yet when asked whether rising SOL scores should count as an Allen's achievement, Bankos replied, "I don't think that's to George Allen's credit."

Behind the careful word choices, say political analysts, is a deep public ambivalence about the Standards of Learning. Polls consistently find that "standards" and "accountability" are wildly popular. But the SOL tests themselves are seen by many parents as unfair and responsible for forcing teachers to focus on improving test scores at the expense of all else in their classrooms.

That leads politicians, who poll compulsively in the run up to elections, to speak with caution.

"The SOLs are kind of this issue simmering under the surface that could have political explosiveness in

the commonwealth, but nobody wants to join the battle," said Robert D. Holsworth, a political science professor at Virginia Commonwealth University.

Democrats are careful to avoid attacking the SOLs for being seen as against "standards," but Republicans also are careful about tying themselves too closely to the actual tests.

"They're concerned about the parents in Fairfax County who object," Holsworth said.

Allen campaign manager Chris LaCivita noted that the campaign Web site does mention the SOLs. But when asked why the mail pieces don't mention them as well, LaCivita said, "It's not even September."

Robb campaign spokesman Mo Elleithee could not say whether Robb supports the SOLs.

"He's for standards," Elleithee said.

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U.S. DEPARTMENT OF EDUCATION FY 2000 GRANTS

MARYLAND

*Prepared by the Office of Intergovernmental and Interagency Affairs
(August 1, 2000)*

This document highlights major FY 2000 competitive grant programs:

- 21st Century Community Learning Centers
- Advanced Placement Incentive
- Bilingual Professional Development
- Class Size Reduction
- Community Technology Centers
- Comprehensive School Reform Demonstration
- English Literacy/Civics Education
- GEAR UP -- **FY 2000 grants pending**
- Learning Anytime Anywhere Partnerships -- **FY 2000 grants pending**
- Middle School Coordinators
- New American High Schools -- **FY 2000 showcase sites pending**
- Preparing Tomorrow's Teachers to Use Technology
- Public Charter Schools
- Reading Excellence
- Safe Schools/Healthy Students
- Teacher Quality Enhancement -- **FY 2000 grants pending**
- Technology Innovation Challenge
- TRIO Programs -- **FY 2000 grants pending**

Note: The year listed after each grantee is the year of initial funding.

21st Century Community Learning Centers

\$453 million in FY 2000

\$1 billion requested for FY 2001

Funds school-community partnerships to keep schools open after-school and summers as safe havens for enhanced learning. (Three year grant -- amount listed is awarded annually, assuming program compliance and future appropriations.)

FY 2000 Grantees:

• Baltimore City Public School System	\$ 399,193 (1999)
• Baltimore City Public School System	\$ 398,238 (1999)
• Baltimore County Public Schools	\$ 794,254 (1998)
• Barrister Elementary School #34	\$ 305,620 (1999)
• Carroll County Public Schools	\$ 448,670 (1999)
• Dorchester County Board of Education	\$ 530,308 (1999)
• Montgomery County Public Schools	\$ 163,524 (2000)
• St. Mary's County Public Schools	\$ 657,883 (2000)
• St. Mary's County Public Schools	\$ 275,165 (1999)
• Talbot County Public Schools	\$ 298,836 (1999)

Advanced Placement Incentive

\$15 million in FY 2000

\$20 million requested in FY 2001

Enables states to reimburse part or all of the cost of Advanced Placement test fees for low-income individuals who are enrolled in an AP class or plan to take an AP test and provides for the development of activities directly related to increasing: (1) the enrollment of low-income individuals in AP courses; (2) the participation of low-income individuals in AP tests; and (3) the availability of AP courses in schools serving high-poverty areas. (Three year grant -- amount listed is for the first year.)

FY 2000 Grantees:

• Maryland State Department of Education	\$ 508,613 (2000)
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Class Size Reduction

\$1.3 billion in FY 2000

\$1.75 billion requested in FY 2001

Helps school districts hire 100,000 teachers over seven years to reduce class sizes in grades 1-3 to a nationwide average of 18. (Amount listed is the second year of an anticipated seven year effort.) In FY 2000, Maryland will receive \$18,949,494 in program funds.

Community Technology Centers

\$32.5 million in FY 2000

\$100 million requested in FY 2001

Expands access to information technology and learning services through the creation of computer learning facilities in low-income communities. (Three year grant -- amount listed is the projected three year total.)

FY 2000 Grantees:

• Baltimore Urban League	\$ 675,000 (2000)
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- Goodwill Industries International \$ 751,752 (2000)
- Prince George's County Public Schools \$ 542,541 (1999)

Comprehensive School Reform Demonstration

\$220 million in FY 2000

\$240 million requested in FY 2001

Helps raise student achievement by assisting public schools across the country to implement comprehensive school reform programs that are based on reliable research and effective practices and that include an emphasis on basic academics and parental involvement. (Amount listed is the third year of program funding.) **In FY 2000, Maryland will receive \$3,143,530 in program funds.**

English Literacy/Civics Education

\$7 million in FY 2000

\$75 million requested in FY 2001

Supports projects that demonstrate effective practices in providing, and increasing access to, English literacy programs linked to civics education. (Two year grant -- amount listed is the two year total.)

FY 2000 Grantees:

- Natl. All. Vietnamese-Amer. Service Agents \$ 606,600 (2000)

GEAR UP

\$200 million in FY 2000

\$325 million requested in FY 2001

Gives disadvantaged students and their families pathways to college by partnering middle and high schools with colleges and community organizations.

FY 2000 State Grantees:

Awarded to states to provide early college awareness activities, improved academic support, information on paying for college, and scholarships. (Five year grant -- amount listed is for the first year. Subsequent annual amounts are based on program compliance, number of students served, and future appropriations.)

- Maryland State Department of Education \$ 2,768,883 (1999)

FY 2000 Partnership Grantees:

Awarded to locally-designed partnerships between colleges and low-income middle schools, plus at least two other partners, to increase college-going rates among youth. (Five year grant -- amount listed is for the first year. Subsequent annual amounts are based on program compliance, number of students served, and future appropriations.)

- Anne Arundel County Public Schools \$ 256,800 (1999)
- Harford Community College \$ 96,818 (1999)

Middle School Coordinators

\$50 million in FY 2000

\$50 million requested in FY 2001

Helps school districts recruit, hire, and train drug prevention and school safety coordinators in middle schools. (Two year grant -- amount listed is the two year total.)

FY 2000 Grantees:

- Baltimore City School System \$ 275,000 (1999)

New American High Schools

\$4 million in FY 2000

\$4.5 million requested in FY 2001

Focuses on supporting high schools that are committed to ensuring that all students meet challenging academic standards and are prepared for college and careers.

Showcase Sites (year listed is the year of recognition):

- Eastern Technical High School (Baltimore) 1999
- Eleanor Roosevelt High School (Greenbelt) 1999
- Paint Brush High School (Burtonsville) 2000

Preparing Tomorrow's Teachers to Use Technology

\$75 million in FY 2000

\$150 million requested in FY 2001

Supports innovative teacher preparation programs to develop well-prepared, technology-proficient educators.

FY 2000 Implementation Grantees:

Awarded to consortia that are now ready to implement full-scale innovations to improve the preparation of technology-proficient teachers. (Three year grant -- amount listed is the projected three year total.)

- Johns Hopkins University \$ 1,393,027 (1999)
- Salisbury State University \$ 752,295 (2000)
- University of Maryland \$ 1,293,726 (1999)

FY 2000 Catalyst Grantees:

Awarded to consortia with a proven track record and the resources to stimulate large-scale innovative improvements for developing or certifying technology-proficient educators. (Three year grant -- amount listed is the projected three year total.)

- Maryland State Department of Education \$ 1,491,278 (1999)
- SoundPrint Media Center, Inc. \$ 2,106,263 (2000)

Reading Excellence

\$260 million in FY 2000

\$286 million requested in FY 2001

Helps children learn to read well and independently by the end of the third grade through research-based reading instruction, professional development, family literacy, and extended learning activities. (Three year grant -- amount listed is the projected three year total.)

FY 2000 Grantees:

- Maryland State Department of Education \$14,198,868 (1999)

Safe Schools/Healthy Students

\$82 million in FY 2000

\$122 million requested in FY 2001

Supports linking community-based services and prevention activities into one community-wide approach to violence prevention and healthy child development. (Three year grant -- amount listed is awarded annually, assuming program compliance and future appropriations.)

FY 2000 Grantees:

- Baltimore City Public School System \$ 2,641,203 (1999)
- Talbot County Public Schools \$ 943,624 (2000)

Teacher Quality Enhancement

\$98 million in FY 2000

\$98 million requested in FY 2001

Funds systemic change to state teacher licensure policies and practices.

FY 2000 Partnership Grantees:

Awarded to partnerships between teacher preparation programs, schools of arts and sciences, and a high-need school districts to bring about fundamental change. (Five year grant -- amount listed is for the first year. Subsequent annual amounts are based on program compliance, extent of need, and future appropriations.)

- Johns Hopkins University \$ 2,357,370 (1999)

FY 2000 State Grantees:

Awarded to states to improve the quality of their teaching force through comprehensive changes in teacher preparation, licensure, certification, and professional development. (Three year grant -- amount listed is for the first year. Subsequent annual amounts are based on program compliance, extent of need, and future appropriations.)

- Maryland State Department of Education \$ 1,988,055 (1999)

Technology Innovation Challenge

\$146 million in FY 2000

\$170 million requested in FY 2001

Supports the development of innovative and effective applications of technology in the classroom. (Five year grant -- amount listed is the projected five year total.)

FY 2000 Grantees:

- Montgomery County Public Schools \$ 9,056,132 (1998)

TRIO Programs

\$645 million in FY 2000

\$725 million requested in FY 2001

Helps disadvantaged students progress from middle school to postsecondary education programs. (Includes eight outreach and support programs. Competitions are held every fourth year, except TRIO Dissemination Partnership -- every third year -- and TRIO Staff Training -- every other year.)

FY 2000 Educational Opportunity Centers Grantees:

Awarded to institutions of higher education, non-profit agencies, or, in exceptional cases, secondary schools to provide counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. (Four year grant -- amount listed is for the current year. Subsequent annual amounts are based on program compliance and future appropriations.)

- Delta Sigma Theta, Inc. \$ 750,777 (1998)
- University of Maryland-College Park \$ 193,800 (1998)

FY 2000 Ronald E. McNair Postbaccalaureate Achievement Grantees:

Awarded to institutions of higher education for projects designed to prepare participants for doctoral studies, through involvement in research and other scholarly activities. (Four year grant -- amount listed is for the current year. Subsequent annual amounts are based on program compliance and future appropriations.)

- Bowie State University \$ 207,599 (1999)
- Coppin State College \$ 242,337 (1999)
- University of Maryland-Baltimore County \$ 207,599 (1999)
- University of Maryland-College Park \$ 225,811 (1999)

FY 2000 Student Support Services Grantees:

Awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and motivate students toward the successful completion of their postsecondary education. (Four year grant -- amount listed is for the current year. Subsequent annual amounts are based on program compliance and future appropriations.)

- Baltimore City Community College \$ 237,166 (1997)
- Bowie State University \$ 211,442 (1997)
- Catonsville Community College \$ 227,279 (1997)
- Chesapeake College \$ 226,724 (1997)
- Coppin State College \$ 200,668 (1997)
- Essex Community College \$ 200,823 (1997)
- Frostburg State University \$ 235,364 (1997)
- Hartford Community College \$ 205,629 (1997)
- Howard Community College \$ 267,254 (1997)
- Prince George's Community College \$ 251,640 (1997)
- Sojourner-Douglass College \$ 198,582 (1997)
- University of Maryland \$ 280,254 (1997)

- University of Maryland-Baltimore County \$ 263,289 (1997)
- University of Maryland-Eastern Shore \$ 212,170 (1997)

FY 2000 Talent Search Grantees:

Awarded to institutions of higher education, non-profit agencies, or, in exceptional cases, secondary schools to identify and assist individuals from disadvantaged backgrounds who have the potential to succeed in higher education. Talent Search also serves high school dropouts by encouraging them to reenter the educational system and complete their education. (Four year grant -- amount listed is for the current year. Subsequent annual amounts are based on program compliance and future appropriations.)

- Anne Arundel Community College \$ 288,588 (1998)
- Baltimore City Community College \$ 223,974 (1998)
- Catonsville Community College \$ 249,929 (1998)
- Charles County Community College \$ 243,852 (1998)
- University of Maryland-College Park \$ 332,388 (1998)

FY 2000 Upward Bound Grantees:

Awarded to institutions of higher education, non-profit agencies, or, in exceptional cases, secondary schools to provide fundamental support to participants in their preparation for college entrance. Upward Bound serves high school students from low-income families, families in which neither parent holds a bachelors degree, and low-income, first generation military veterans. (Four year grant -- amount listed is for the current year. Subsequent annual amounts are based on program compliance and future appropriations.)

- Baltimore City Community College \$ 304,701 (1999)
- Catonsville Community College \$ 278,346 (1999)
- Coppin State College \$ 205,400 (1999)
- Frostburg State University \$ 348,185 (1999)
- Gilman School \$ 388,448 (1999)
- Morgan State University \$ 345,096 (1999)
- University of Maryland-Baltimore County \$ 303,287 (1999)
- University of Maryland-College Park \$ 476,717 (1999)
- University of Maryland-Eastern Shore \$ 425,281 (1999)

FY 2000 Upward Bound Math/Science Grantees:

Awarded to institutions of higher education, non-profit agencies, or, in exceptional cases, secondary schools to fund specialized Upward Bound math and science centers. (Four year grant -- amount listed is for the current year. Subsequent annual amounts are based on program compliance and future appropriations.)

- Frostburg State University \$ 264,113 (1999)
- University of Maryland-Baltimore County \$ 258,736 (1999)
- University of Maryland-College Park \$ 276,824 (1999)

U.S. DEPARTMENT OF EDUCATION FY 2000 GRANTS

VIRGINIA

*Prepared by the Office of Intergovernmental and Interagency Affairs
(August 1, 2000)*

This document highlights major FY 2000 competitive grant programs:

- 21st Century Community Learning Centers
- Advanced Placement Incentive
- Bilingual Professional Development
- Class Size Reduction
- Community Technology Centers
- Comprehensive School Reform Demonstration
- English Literacy/Civics Education
- GEAR UP -- **FY 2000 grants pending**
- Learning Anytime Anywhere Partnerships -- **FY 2000 grants pending**
- Middle School Coordinators
- New American High Schools -- **FY 2000 showcase sites pending**
- Preparing Tomorrow's Teachers to Use Technology
- Public Charter Schools
- Reading Excellence
- Safe Schools/Healthy Students
- Teacher Quality Enhancement -- **FY 2000 grants pending**
- Technology Innovation Challenge
- TRIO Programs -- **FY 2000 grants pending**

Note: The year listed after each grantee is the year of initial funding.

21st Century Community Learning Centers

\$453 million in FY 2000

\$1 billion requested for FY 2001

Funds school-community partnerships to keep schools open after-school and summers as safe havens for enhanced learning. (Three year grant -- amount listed is awarded annually, assuming program compliance and future appropriations.)

FY 2000 Grantees:

• Accomack County School Board	\$ 162,620 (1999)
• Brunswick County Public Schools	\$ 200,000 (1999)
• Fairfax County Public Schools	\$ 192,607 (1999)
• Grayson County School Division	\$ 379,745 (2000)
• Hopewell Public Schools	\$ 62,121 (2000)
• Montgomery County Public Schools	\$ 91,430 (1999)
• Northampton County Public Schools	\$ 722,595 (1999)
• Prince Edward County Public Schools	\$ 187,530 (1999)
• Roanoke City Public Schools	\$ 198,290 (2000)
• Staunton City Schools	\$ 192,181 (1999)
• Washington County Public Schools	\$ 141,563 (1999)

Advanced Placement Incentive

\$15 million in FY 2000

\$20 million requested in FY 2001

Enables states to reimburse part or all of the cost of Advanced Placement test fees for low-income individuals who are enrolled in an AP class or plan to take an AP test and provides for the development of activities directly related to increasing: (1) the enrollment of low-income individuals in AP courses; (2) the participation of low-income individuals in AP tests; and (3) the availability of AP courses in schools serving high-poverty areas. (Three year grant -- amount listed is for the first year.)

FY 2000 Grantees:

• Virginia State Department of Education	\$ 52,000 (2000)
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Bilingual Professional Development

\$71.5 million in FY 2000

\$100 million requested in FY 2001

Helps meet the critical need for fully certified bilingual and ESL teachers and other educational personnel.

FY 2000 Career Ladder Grantees:

Awarded to higher education institutions to upgrade the skills of school staff who are not certified. (Five year grant -- amount listed is awarded annually, assuming program compliance and future appropriations.)

• George Mason University	\$ 218,598 (2000)
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Class Size Reduction

\$1.3 billion in FY 2000

\$1.75 billion requested in FY 2001

Helps school districts hire 100,000 teachers over seven years to reduce class sizes in grades 1-3 to a nationwide average of 18. (Amount listed is the second year of an anticipated seven year effort.) In FY 2000, Virginia will receive \$22,800,245 in program funds.

Community Technology Centers

\$32.5 million in FY 2000

\$100 million requested in FY 2001

Expands access to information technology and learning services through the creation of computer learning facilities in low-income communities. (Three year grant -- amount listed is the projected three year total.)

FY 2000 Grantees:

- Arlington Community Foundation \$ 258,650 (2000)
- Newport News Public Schools \$ 785,132 (2000)
- Virginia Space Grant Consortium \$ 488,328 (2000)

Comprehensive School Reform Demonstration

\$220 million in FY 2000

\$240 million requested in FY 2001

Helps raise student achievement by assisting public schools across the country to implement comprehensive school reform programs that are based on reliable research and effective practices and that include an emphasis on basic academics and parental involvement. (Amount listed is the third year of program funding.) In FY 2000, Virginia will receive \$3,713,329 in program funds.

English Literacy/Civics Education

\$7 million in FY 2000

\$75 million requested in FY 2001

Supports projects that demonstrate effective practices in providing, and increasing access to, English literacy programs linked to civics education. (Two year grant -- amount listed is the two year total.)

FY 2000 Grantees:

- PBS Literacy Link \$ 626,250 (2000)

GEAR UP

\$200 million in FY 2000

\$325 million requested in FY 2001

Gives disadvantaged students and their families pathways to college by partnering middle and high schools with colleges and community organizations.

FY 2000 Partnership Grantees:

Awarded to locally-designed partnerships between colleges and low-income middle schools, plus at least two other partners, to increase college-going rates among youth. (Five year grant -- amount listed is for the first year. Subsequent annual amounts are based on program compliance, number of students served, and future appropriations.)

- Arlington Public Schools \$ 356,216 (1999)

- Newport News Public Schools \$ 546,177 (1999)
- Richmond Public Schools \$ 560,000 (1999)

Learning Anytime Anywhere Partnerships

\$23 million in FY 2000

\$30 million requested in FY 2001

Supports national or regional partnerships among colleges, businesses, and other organizations to deliver postsecondary life-long learning via asynchronous, Internet-based distance education. (Three to five year grant -- amount listed is the projected three to five year total.)

FY 2000 Grantees:

- Educational Communications Foundation \$ 1,139,324 (1999)
- PBS Literacy Link \$ 2,410,719 (1999)

New American High Schools

\$4 million in FY 2000

\$4.5 million requested in FY 2001

Focuses on supporting high schools that are committed to ensuring that all students meet challenging academic standards and are prepared for college and careers.

Showcase Sites (year listed is the year of recognition):

- Menchville High School (Newport News) 2000

Preparing Tomorrow's Teachers to Use Technology

\$75 million in FY 2000

\$150 million requested in FY 2001

Supports innovative teacher preparation programs to develop well-prepared, technology-proficient educators.

FY 2000 Implementation Grantees:

Awarded to consortia that are now ready to implement full-scale innovations to improve the preparation of technology-proficient teachers. (Three year grant -- amount listed is the projected three year total.)

- College of William & Mary \$ 1,276,858 (2000)
- George Mason University \$ 1,086,041 (2000)
- James Madison University \$ 493,554 (2000)
- Longwood College \$ 1,178,100 (1999)
- Old Dominion University \$ 1,302,180 (2000)
- Radford University \$ 391,224 (1999)
- University of Virginia \$ 1,448,800 (1999)
- Virginia Commonwealth University \$ 1,193,164 (2000)
- Virginia Educational Technology Alliance \$ 1,239,219 (1999)

FY 2000 Catalyst Grantees:

Awarded to consortia with a proven track record and the resources to stimulate large-scale innovative improvements for developing or certifying technology-proficient educators. (Three year grant -- amount listed is the projected three year total.)

- University of Virginia \$ 2,801,409 (1999)

Public Charter Schools

\$145 million in FY 2000

\$175 million requested in FY 2001

Supports start-up and development of additional public schools operating with a contract or charter from a public agency. (Three year grant -- amount listed is for the current year. Subsequent annual amounts are based on program compliance, extent of need, and future appropriations.)

FY 2000 Grantees:

- Virginia State Department of Education \$ 631,579 (1999)

Reading Excellence

\$260 million in FY 2000

\$286 million requested in FY 2001

Helps children learn to read well and independently by the end of the third grade through research-based reading instruction, professional development, family literacy, and extended learning activities. (Three year grant -- amount listed is the projected three year total.)

FY 2000 Grantees:

- Virginia State Department of Education \$15,000,000 (2000)

Safe Schools/Healthy Students

\$82 million in FY 2000

\$122 million requested in FY 2001

Supports linking community-based services and prevention activities into one community-wide approach to violence prevention and healthy child development. (Three year grant -- amount listed is awarded annually, assuming program compliance and future appropriations.)

FY 2000 Grantees:

- Norfolk Public Schools \$ 2,643,198 (1999)

Teacher Quality Enhancement

\$98 million in FY 2000

\$98 million requested in FY 2001

Funds systemic change to state teacher licensure policies and practices.

FY 2000 Recruitment Grantees:

Awarded to states and school-university partnerships to reduce shortages of qualified teachers in high-need areas. (Three year grant -- amount listed is for the first year. Subsequent annual amounts are based on program compliance, extent of need, and future appropriations.)

- Norfolk State University \$ 255,556 (1999)

TRIO Programs

\$645 million in FY 2000

\$725 million requested in FY 2001

Helps disadvantaged students progress from middle school to postsecondary education programs. (Includes eight outreach and support programs. Competitions are held every fourth year, except TRIO Dissemination Partnership -- every third year -- and TRIO Staff Training -- every other year.)

FY 2000 Educational Opportunity Centers Grantees:

Awarded to institutions of higher education, non-profit agencies, or, in exceptional cases, secondary schools to provide counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. (Four year grant -- amount listed is for the current year. Subsequent annual amounts are based on program compliance and future appropriations.)

- Virginia Tidewater Consortium \$ 364,113 (1998)

FY 2000 Ronald E. McNair Postbaccalaureate Achievement Grantees:

Awarded to institutions of higher education for projects designed to prepare participants for doctoral studies, through involvement in research and other scholarly activities. (Four year grant -- amount listed is for the current year. Subsequent annual amounts are based on program compliance and future appropriations.)

- Hampton University \$ 207,599 (1999)
- Virginia Polytechnic Institute \$ 190,000 (1999)

FY 2000 Student Support Services Grantees:

Awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and motivate students toward the successful completion of their postsecondary education. (Four year grant -- amount listed is for the current year. Subsequent annual amounts are based on program compliance and future appropriations.)

- Clinch Valley College \$ 200,903 (1997)
- Dabney S. Lancaster Community College \$ 203,816 (1997)
- Hampton University \$ 206,328 (1997)
- Mountain Empire Community College \$ 204,306 (1997)
- Norfolk State University \$ 298,103 (1997)
- Old Dominion University \$ 223,247 (1997)
- Patrick Henry Community College \$ 224,721 (1997)
- Paul D. Camp Community College \$ 206,328 (1997)
- Radford University \$ 206,331 (1997)
- Rappahannock Community College \$ 218,630 (1997)
- Southwest Virginia Community College \$ 265,571 (1997)
- Tidewater Community College \$ 198,582 (1997)
- Virginia Highlands Community College \$ 254,889 (1997)
- Virginia State University-Petersburg \$ 226,723 (1997)
- Virginia Western Community College \$ 218,052 (1997)
- Wytheville Community College \$ 295,047 (1997)

FY 2000 Talent Search Grantees:

Awarded to institutions of higher education, non-profit agencies, or, in exceptional cases, secondary schools to identify and assist individuals from disadvantaged backgrounds who have the potential to succeed in higher education. Talent Search also serves high school dropouts by encouraging them to reenter the educational system and complete their education. (Four year grant -- amount listed is for the current year. Subsequent annual amounts are based on program compliance and future appropriations.)

• Dabney S. Lancaster Community College	\$ 252,535 (1998)
• Hampton University	\$ 294,839 (1998)
• J. Sargeant Reynolds Community College	\$ 235,852 (1998)
• Mountain Empire Community College	\$ 236,146 (1998)
• Southwest Virginia Community College	\$ 278,938 (1998)
• Virginia Highlands Community College	\$ 237,371 (1998)
• Virginia Polytechnic Institute	\$ 239,505 (1998)
• Virginia State University	\$ 311,022 (1998)
• Wytheville Community College	\$ 236,487 (1998)

FY 2000 TRIO Dissemination Partnership Grantees:

Enables TRIO projects to work with other institutions and agencies that are serving low-income and first generation college students but do not have TRIO grants. (Three year grant -- amount listed is for the first year. Subsequent annual amounts are based on program compliance, extent of need, and future appropriations.)

• Virginia Highlands Community College	\$ 190,296 (1999)
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FY 2000 Upward Bound Grantees:

Awarded to institutions of higher education, non-profit agencies, or, in exceptional cases, secondary schools to provide fundamental support to participants in their preparation for college entrance. Upward Bound serves high school students from low-income families, families in which neither parent holds a bachelors degree, and low-income, first generation military veterans. (Four year grant -- amount listed is for the current year. Subsequent annual amounts are based on program compliance and future appropriations.)

• Clinch Valley College	\$ 310,509 (1999)
• Danville Community College	\$ 205,400 (1999)
• Hampton University	\$ 316,093 (1999)
• Norfolk State University	\$ 275,932 (1999)
• Norfolk State University	\$ 254,450 (1999)
• Old Dominion University	\$ 290,487 (1999)
• Rapahannock Community College	\$ 246,867 (1999)
• Roanoke College	\$ 302,765 (1999)
• Southwest Virginia Community College	\$ 246,867 (1999)
• Southwest Virginia Community College	\$ 246,867 (1999)
• St. Paul's College	\$ 254,450 (1999)
• Tidewater Community College	\$ 246,867 (1999)

- University of Virginia-Charlottesville \$ 337,585 (1999)
- Virginia Highlands Community College \$ 205,400 (1999)
- Virginia Polytechnic Institute \$ 403,977 (1999)
- Virginia State University \$ 339,664 (1999)
- Virginia Union University \$ 327,710 (1999)
- Wytheville Community College \$ 291,114 (1999)

FY 2000 Upward Bound Math/Science Grantees:

Awarded to institutions of higher education, non-profit agencies, or, in exceptional cases, secondary schools to fund specialized Upward Bound math and science centers. (Four year grant -- amount listed is for the current year. Subsequent annual amounts are based on program compliance and future appropriations.)

- Southwest Virginia Community College \$ 200,000 (1999)

Templeton Elementary 1998-1999

School #: 0214

Elementary School Report

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM															
	Standard Percent		Percent												1999 Status
	E	S	1993		1995		1996		1997		1998		1999		
			E	S	E	S	E	S	E	S	E	S	E	S	
Grade 3															
Reading	25	70	n/a	n/a	0.0	19.7	0.0	19.0	0.0	25.0	1.2	34.9	3.4	21.8	N
Writing	25	70	1.3	11.7	1.3	18.4	8.4	27.7	9.8	31.7	10.0	45.6	5.4	34.4	N
Language Usage	25	70	2.6	6.5	2.6	17.1	6.0	24.1	11.0	41.5	18.6	53.5	6.7	30.3	N
Mathematics	25	70	0.0	3.9	2.6	25.0	4.8	21.7	2.4	39.0	5.9	57.6	3.4	42.7	N
Science	25	70	0.0	2.6	1.3	23.7	3.6	24.1	2.4	32.9	5.6	42.2	5.4	38.7	N
Social Studies	25	70	0.0	10.4	0.0	14.5	0.0	16.9	0.0	13.4	4.4	42.2	4.3	38.7	N
Grade 5															
Reading	25	70	0.0	8.3	0.0	10.2	0.0	19.1	0.0	21.6	1.1	22.3	4.4	29.7	N
Writing	25	70	0.0	10.7	6.8	30.5	14.0	31.2	11.4	29.1	6.1	29.3	8.9	20.5	N
Language Usage	25	70	0.0	4.8	1.7	16.9	12.9	34.4	12.8	32.1	9.6	31.9	14.9	37.6	N
Mathematics	25	70	0.0	16.7	1.7	42.4	3.2	34.4	2.5	34.2	6.1	34.3	7.1	38.4	N
Science	25	70	0.0	2.4	0.0	15.3	3.2	29.0	3.8	31.6	9.1	37.4	3.6	43.8	N
Social Studies	25	70	0.0	7.1	1.7	13.6	2.2	31.2	5.1	24.1	7.1	25.3	9.8	28.6	N

ATTENDANCE RATE (Yearly)									
Grades	Standard Percent		Percent						1999 Status
	E	S	1993	1995	1996	1997	1998	1999	S
1-6	96	94	96.4	94.5	94.6	94.8	95.0	94.9	S
Students absent fewer than 5 days:									40.3
Students absent more than 20 days:									9.2

ENROLLMENT			
Kindergarten	102	Grade 5	112
Grade 1	105	Grade 6	103
Grade 2	111		
Grade 3	105		
Grade 4	117		
Total Enrollment	755		
Percentage of First Graders with Kindergarten Experience	98.2		

STUDENTS RECEIVING SPECIAL SERVICES		
	Number	Percent
Limited English Proficient	154	20.4
Title I	785	100.0
Special Education	47	6.2
Free/Reduced Price Meals	517	68.5
STUDENT MOBILITY		
Entrants	199	25.8
Withdrawals	145	18.8

1998-1999 DISAGGREGATED DATA													
	Standard Percent	Percent											
		American Indian/ Alaskan Native		Asian/ Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races Male Female	
Attendance Rate, Yearly Grades 1-6	96 94	95.2		96.3		95.4		91.6		95.0		94.8	95.1
MSPAP		E S	E S	E S	E S	E S	E S	E S	E S	E S	E S		
Grade 3													
Reading	25 70	-- --	-- --	4.5 20.9	0.0 27.3	0.0 22.2	6.1 28.6	0.0 13.2					
Writing	25 70	-- --	-- --	2.9 30.9	15.4 46.2	8.3 41.7	5.6 33.3	5.1 35.9					
Language Usage	25 70	-- --	-- --	3.0 28.4	27.3 45.5	9.1 27.3	5.9 33.3	7.9 26.3					
Mathematics	25 70	-- --	-- --	0.0 37.3	9.1 54.5	18.2 63.6	3.9 41.2	2.6 44.7					
Science	25 70	-- --	-- --	2.9 39.7	7.7 46.2	16.7 25.0	5.6 42.6	5.1 33.3					
Social Studies	25 70	-- --	-- --	2.9 32.4	7.7 61.5	8.3 50.0	3.7 38.9	5.1 38.5					
Grade 5													
Reading	25 70	• •	• •	4.2 31.0	0.0 40.0	8.3 16.7	4.5 25.0	4.3 34.8					
Writing	25 70	• •	• •	7.3 20.7	20.0 20.0	11.1 22.2	3.5 12.3	14.8 29.6					
Language Usage	25 70	• •	• •	12.7 36.7	• •	15.4 30.8	14.0 26.0	16.0 50.0					
Mathematics	25 70	• •	• •	7.3 40.2	0.0 60.0	5.6 27.8	7.0 31.6	7.4 46.3					
Science	25 70	• •	• •	3.7 46.3	20.0 60.0	0.0 22.2	3.5 40.4	3.7 46.3					
Social Studies	25 70	• •	• •	8.5 30.5	20.0 20.0	11.1 16.7	7.0 28.1	13.0 29.6					

-- No students in category * Fewer than 5 students

1999 Status: E = Excellent S = Satisfactory N = Not Met

Gladys N Spellman Elementary 1998-1999

School #: 0211 Elementary School Report

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM

	Standard Percent		Percent												1999 Status
	E	S	1993		1995		1996		1997		1998		1999		
			E	S	E	S	E	S	E	S	E	S	E	S	
Grade 3															
Reading	25	70	n/a	n/a	0.0	26.0	8.5	49.3	6.8	41.1	19.0	69.0	10.5	69.7	N
Writing	25	70	9.9	45.1	12.0	36.0	14.1	49.3	16.3	42.5	22.0	69.2	13.8	70.1	S
Language Usage	25	70	9.9	46.5	4.1	44.6	18.3	60.6	23.4	58.4	28.1	65.2	30.1	77.1	E
Mathematics	25	70	1.4	40.8	8.0	37.3	18.3	69.0	25.7	64.9	25.0	75.0	40.8	82.9	E
Science	25	70	2.8	23.9	4.0	40.0	8.5	57.7	15.0	62.5	42.9	80.2	31.0	79.3	E
Social Studies	25	70	0.0	28.2	4.0	37.3	0.0	40.8	6.3	48.8	25.3	74.7	17.2	79.3	S
Grade 5															
Reading	25	70	1.7	16.7	7.1	21.4	0.0	19.4	3.4	18.4	8.8	35.3	9.5	35.7	N
Writing	25	70	3.3	28.3	5.7	21.4	15.1	46.2	19.4	36.6	25.6	47.6	17.4	40.2	N
Language Usage	25	70	6.7	13.3	4.3	15.7	14.0	29.0	23.9	44.6	24.1	39.2	23.3	52.3	N
Mathematics	25	70	3.3	23.3	17.1	44.3	38.7	73.1	22.6	78.5	36.6	72.0	17.4	60.9	N
Science	25	70	1.7	13.3	2.9	27.1	12.9	48.4	14.0	63.4	31.7	74.4	23.9	69.6	N
Social Studies	25	70	1.7	21.7	5.7	20.0	10.8	54.8	11.8	46.2	20.7	62.2	9.8	41.3	N

ATTENDANCE RATE (Yearly)

Grades 1-6	Standard Percent		Percent						1999
			1993	1995	1996	1997	1998	1999	Status
	E	S							
	96	94	95.7	95.8	96.4	95.4	96.1	95.9	S
Students absent fewer than 5 days:									50.1
Students absent more than 20 days:									5.7

ENROLLMENT

Kindergarten	101	Grade 5	101
Grade 1	130	Grade 6	77
Grade 2	124	Ungraded Special	21
Grade 3	107	Education	
Grade 4	98		
Total Enrollment			759
Percentage of First Graders with Kindergarten Experience			98.3

STUDENTS RECEIVING SPECIAL SERVICES

	Number	Percent
Limited English Proficient	131	17.3
Title I	706	93.0
Special Education	67	8.8
Free/Reduced Price Meals	483	63.6
STUDENT MOBILITY		
Entrants	108	14.5
Withdrawals	162	21.7

1998-1999 DISAGGREGATED DATA

	Standard Percent	Percent											
		American Indian/ Alaskan Native		Asian/ Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races Male Female	
Attendance Rate, Yearly Grades 1-6	96 94	*		95.4		96.0		96.2		95.2		95.7 96.1	
MSPAP		E S	E S	E S	E S	E S	E S	E S	E S	E S	E S		
Grade 3													
Reading	25 70	-- --	* *	8.3 65.0	33.3 88.9	0.0 100.0	7.9 68.4	13.2 71.1					
Writing	25 70	-- --	* *	11.4 65.7	30.0 100.0	0.0 66.7	8.5 63.8	20.0 77.5					
Language Usage	25 70	-- --	* *	26.9 71.6	44.4 100.0	33.3 100.0	25.6 74.4	35.0 80.0					
Mathematics	25 70	-- --	* *	33.3 80.0	88.9 100.0	33.3 83.3	44.7 78.9	36.8 86.8					
Science	25 70	-- --	* *	24.3 77.1	80.0 90.0	33.3 83.3	34.0 76.6	27.5 82.5					
Social Studies	25 70	-- --	* *	12.9 75.7	40.0 100.0	33.3 83.3	12.8 74.5	22.5 85.0					
Grade 5													
Reading	25 70	-- --	* *	5.1 30.5	23.1 61.5	18.2 36.4	4.7 32.6	14.6 39.0					
Writing	25 70	-- --	* *	10.4 34.3	46.2 69.2	27.3 45.5	10.0 30.0	26.2 52.4					
Language Usage	25 70	-- --	* *	17.7 46.8	50.0 91.7	27.3 45.5	20.5 47.7	26.2 57.1					
Mathematics	25 70	-- --	* *	13.4 58.2	46.2 76.9	9.1 63.6	14.0 56.0	21.4 66.7					
Science	25 70	-- --	* *	20.9 70.1	38.5 76.9	27.3 63.6	12.0 64.0	38.1 76.2					
Social Studies	25 70	-- --	* *	4.5 37.3	38.5 76.9	9.1 18.2	8.0 40.0	11.9 42.9					

-- No students in category • Fewer than 5 students

1999 Status: E = Excellent S = Satisfactory N = Not Met

Rogers Heights Elementary 1998-1999

School #: 0210 Elementary School Report

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM															
	Standard Percent		Percent												1999 Status
	E	S	1993		1995		1996		1997		1998		1999		
			E	S	E	S	E	S	E	S	E	S	E	S	
Grade 3															
Reading	25	70	n/a	n/a	1.2	16.3	7.7	47.3	2.4	17.9	3.3	26.4	1.6	31.5	N
Writing	25	70	4.1	15.5	10.5	26.7	19.6	51.0	4.9	25.2	10.6	38.6	5.4	27.7	N
Language Usage	25	70	3.1	10.3	3.5	25.6	14.7	50.5	13.8	31.7	14.3	38.9	11.8	29.1	N
Mathematics	25	70	0.0	10.3	0.0	18.6	10.0	35.0	2.4	18.7	4.0	26.2	4.0	27.2	N
Science	25	70	0.0	13.4	3.5	25.6	5.9	35.3	1.6	22.0	4.5	23.5	3.1	25.4	N
Social Studies	25	70	0.0	15.5	0.0	16.3	2.0	28.4	1.6	15.4	1.5	32.6	3.8	30.0	N
Grade 5															
Reading	25	70	1.6	27.4	1.1	14.9	3.7	39.0	0.0	16.7	15.5	53.6	2.8	28.7	N
Writing	25	70	6.5	27.4	12.8	28.7	17.4	33.7	5.1	23.1	16.1	36.6	6.1	23.7	N
Language Usage	25	70	6.5	14.5	8.5	26.6	17.9	34.5	16.7	35.9	26.7	45.7	20.5	35.7	N
Mathematics	25	70	4.8	29.0	4.3	18.1	8.1	58.1	2.6	28.2	9.8	40.2	4.4	21.1	N
Science	25	70	3.2	25.8	1.1	24.5	2.3	41.9	3.8	32.1	15.2	42.0	6.1	26.3	N
Social Studies	25	70	1.6	24.2	2.1	19.1	5.8	36.0	7.7	30.8	11.6	35.7	5.3	32.5	N

ATTENDANCE RATE (Yearly)									
Grades 1-6	Standard Percent		Percent						1999 Status
	E	S	1993	1995	1996	1997	1998	1999	
	96	94	94.9	95.3	95.2	95.5	96.3	95.8	S
Students absent fewer than 5 days:									42.2
Students absent more than 20 days:									5.1

ENROLLMENT			
Kindergarten	132	Grade 5	113
Grade 1	143	Grade 6	43
Grade 2	137		
Grade 3	142		
Grade 4	127		
Total Enrollment			837
Percentage of First Graders with Kindergarten Experience			100.0

STUDENTS RECEIVING SPECIAL SERVICES		
	Number	Percent
Limited English Proficient	0	0.0
Title I	0	0.0
Special Education	74	8.8
Free/Reduced Price Meals	427	51.0
STUDENT MOBILITY		
Entrants	114	13.9
Withdrawals	103	12.6

1998-1999 DISAGGREGATED DATA																
	Standard Percent		Percent													
			American Indian/ Alaskan Native		Asian/ Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races Male Female			
	96	94	*		97.5		95.5		96.3		95.8		95.5	95.9		
Attendance Rate, Yearly Grades 1-6																
MSPAP			E	S	E	S	E	S	E	S	E	S	E	S		
Grade 3																
Reading	25	70	--	--	*	*	1.1	23.1	3.8	57.7	0.0	33.3	0.0	22.4	3.0	39.4
Writing	25	70	--	--	*	*	2.2	18.3	16.7	56.7	0.0	16.7	0.0	17.5	10.4	37.3
Language Usage	25	70	--	--	*	*	6.5	22.8	32.1	57.1	0.0	0.0	3.3	21.3	19.7	36.4
Mathematics	25	70	--	--	*	*	0.0	17.6	18.5	66.7	0.0	0.0	6.8	25.4	1.5	28.8
Science	25	70	--	--	*	*	0.0	18.3	13.3	53.3	0.0	0.0	0.0	20.6	6.0	29.9
Social Studies	25	70	--	--	*	*	1.1	19.4	10.0	63.3	16.7	16.7	1.6	17.5	6.0	41.8
Grade 5																
Reading	25	70	--	--	*	*	2.4	23.5	6.3	50.0	*	*	0.0	25.5	5.3	31.6
Writing	25	70	--	--	20.0	20.0	6.7	23.6	0.0	29.4	*	*	1.8	12.7	10.2	33.9
Language Usage	25	70	--	--	0.0	40.0	19.5	33.3	29.4	47.1	*	*	13.0	25.9	27.6	44.8
Mathematics	25	70	--	--	0.0	40.0	2.2	15.7	17.6	47.1	*	*	3.6	18.2	5.1	23.7
Science	25	70	--	--	0.0	20.0	2.2	20.2	29.4	58.8	*	*	7.3	25.5	5.1	27.1
Social Studies	25	70	--	--	0.0	40.0	4.5	27.0	11.8	58.8	*	*	1.8	27.3	8.5	37.3

-- No students in category * Fewer than 5 students

1999 Status: E = Excellent S = Satisfactory N = Not Met

Templeton Elementary School

Address:
6001 Carters Lane
Riverdale, MD 20737

Phone:
(301) 985-1880

Principal:
Mr. Michael Castagnola

Location:
Suburban/urban

Grade Levels:
K - 6

Enrollment:
757

Student Characteristics:

Caucasian:	10.0%
African-American:	65.0%
Hispanic:	22.0%
Asian:	3.0%
American Indian:	0.0%
Other:	0.0%

Mobility Rate:	46.4%
Limited English:	26.0%
Low Income:	70.2%
Special Education:	8.0%

Templeton Elementary School is located in Riverdale, Maryland, a short distance from Washington, D.C. Although Riverdale is considered a suburb, our student population is more like one found in an urban setting. The vast majority of our students, 70.2%, come from families functioning at the poverty level. We have a high rate of student mobility of 46.5% (26% new entrants and 20.4% withdrawals). Our enrollment of 757 students in kindergarten through sixth grade is highly diverse and represents at least 38 different nations, including many refugees from Bosnia, Iran, Iraq, Somalia, Ethiopia, Eritrea, Sierra Leone, Cambodia, Vietnam, Haiti, Nicaragua, and Guatemala. Language minority students represent 26% of our enrollment. Approximately 65% of our students are African-Americans/Africans, 22% Hispanic, 10% White, and 3% Asian.

Templeton is an award-winning Prince George's County Public School. A review of our Maryland School Performance Assessment Program (MSPAP) test data and index from 1993 through 1997 reveals consistent and significant progress toward attaining State achievement standards, although our poverty level and diversity have increased considerably during that same period of time. Comparisons of the County's MSPAP test averages and Templeton's over those five years indicate how we have progressed from scoring well below average in 1993 to exceeding the County average by 1997. We have been recognized for our consistent and notable achievement as follows:

- September 29, 1997: Templeton was nominated by the Title 1 Office to participate in the Distinguished Schools Recognition program.
- November 6, 1997: In a Prince George's Journal newspaper article, Dr. Nancy Grasmick, State Superintendent of Schools, cited our 23% gain in MSPAP scores from 1993 to 1996 and suggested that our methods "should be replicated elsewhere."
- November 20, 1997: The Maryland State Department of Education awarded Templeton the Maryland School Performance Recognition Certificate for making significant progress on the MSPAP.
- May 18, 1998: Dr. Sadako Ogata, United Nations High Commissioner for Refugees, visited Templeton. Based on our reputation for helping refugees make a positive adjustment to school, local United Nations officials selected Templeton as the school in the Washington, D.C. metropolitan area for this special visitation. Dr. Ogata's United Nations home office is in Geneva, Switzerland.
- June 6, 1998: At Prince George's County Public Schools' Academic Showcase, Templeton was awarded an Academic Achievement Banner and a letter of recognition from Governor Parris Glendening for making substantial gains on the MSPAP.

The mission of Templeton Elementary School is to assure that all

students acquire the knowledge and develop the skills and work habits that will enable them to become productive members of society. Our vision is that our student population, with its great diversity and high poverty, will be provided effective educational opportunities and experiences so that they will "beat the odds" and achieve the State standards in all academic areas by the year 2003. At Templeton we believe that learning is valuable, respect is essential, communication is vital, consistent attendance is necessary, and teachers and parents must form a partnership to ensure student success. At our Back to School Night on September 17, 1998, parents of 469 Templeton students (62%) signed our Parent-Student-School Compact to reinforce those beliefs and solidify our partnership so that together we can achieve our vision.

Our instructional program, enhanced by our school improvement efforts, is constantly monitored through weekly grade-level meetings, monthly instructional meetings, and the School Based Instructional Decision-Making Team. Teachers continually and carefully examine student progress using formal and informal tools, including portfolios, running records, checklists, observations, and instructionally based performance assessments. Through our school improvement efforts and aggressive acquisition of grant monies over the past five school years, we have implemented creative and effective programs which have dramatically and positively affected how we compare academically to other schools in Prince George's County, particularly schools with similar demographics. These programs meet needs identified in a variety of areas:

- *providing a positive school climate and a safe and orderly environment:* the Tiger Eye positive discipline program and our Respectful Communication initiative.
- *forging a partnership between home and school:* Tiger Envelopes, Parent-Student-School Compact, school-wide 24-hour telephone hotline, Synch-Mail electronic call-out system, and Safe-to-School program.
- *building community connections:* America Reads, a partnership with the University of Maryland, which brings 14 paid college students to Templeton to provide one-to-one guided reading instruction to 70 students in first, second and third grades.
- *improving and expanding classroom instruction:* hands-on integrated math/science laboratory; Reading Recovery, emergent literacy practices, and after-school and summer MSPAP tutorials.
- *reducing class size and increasing classroom support:* the hiring of additional classroom teachers and instructional assistants, Reading Recovery teachers, math/science and computer specialists.
- *enhancing classroom instruction through technology:* connection of all classrooms and offices to the Internet, utilization of two high capacity mobile computers in every classroom, with access to LCD panels, laser disc players and video visualizers.
- *providing extensive staff development opportunities to support instructional improvement:* training in emergent literacy techniques, use of Windows on Science, Windows on Math, and the Internet, strategies for students "at risk," and many

other aspects of curriculum, instruction, and assessment.

Through grant writing and networking within our school system, the principal has acquired the additional personnel necessary to effectively implement the programs listed above, including a computer specialist, a math/science specialist, two Reading Recovery teachers, four classroom teachers, twelve instructional assistants, and a part-time parent helper.

Templeton's school motto is "Think Straight A's – Attendance, Attitude, Achievement." This motto reflects the diligent striving of our parents, students and staff in all aspects of our educational program to meet our goals and achieve our vision.



1998–1999 Blue Ribbon Elementary Schools

This page last modified May 20, 1999 (elf).

Hope for Urban Education - December 1999

Gladys Noon Spellman Elementary School Prince George's County Public School District Cheverly, Md.

1997-98 School Year

Student Enrollment	755
Attendance Rate	96%
Grades Served	K-6

Demographics

African American/African	73%
Asian American	1%
Hispanic	17%
Other	0%
White	9%
Limited English Proficiency	28%
Mobility	27%
Low Income (Free or Reduced-Price Lunch)	63%

Key Programs: Canady Scheduling (90-minute school-wide block scheduling for language arts); ESOL Center (English for Speakers of Other Languages)

Background

The Spellman school day officially opens at 8:55 a.m. with quiet time followed by the student-produced and hosted morning broadcast of WGNS. In the minutes before, children with backpacks and book-bags walk purposefully through the halls to their classrooms. Student safety patrols stand at regular intervals in the middle of the well-lit yellow brick corridors. Their presence silently establishes two lanes in the hallway. Older students flow by, while the patrols and adults gently guide younger ones, still unsure of their steps and the school.

Observing the children's well-choreographed arrival, one would never guess that Spellman is extremely overcrowded, serving 200 students more than the building's stated capacity, or that just last year discipline was the primary concern of teachers. Now administrators, staff, and parents describe Spellman as an organized, calm, and academically focused environment. An innovative scheduling system, small

group teaching, authentic task instruction, and authentic assessment practices have all become hallmarks of the academic program at Spellman and defining elements of the culture of the school. A commitment to teaching all children is demonstrated through inclusive approaches to special education and the teaching of students who are English language learners. At Spellman every minute and every bit of space are dedicated to instruction. For instance, storage rooms have been converted to a Spanish classroom and science lab. Even part of the teachers' lounge is used on a daily basis for student instruction.

Population Served

Gladys Noon Spellman Elementary School is located about five miles from Washington, D.C., in the socio-economically and racially diverse community of Cheverly in Prince George's County, Md. The recently renovated split-level stucco and brick building is nestled into the crest of a hill. Single-family homes and high-rise, low-income apartments surround the sparsely wooded campus. Spellman served a multi-cultural student body of more than 750 students in kindergarten through grade six. The school reflects the diversity of the neighborhood and includes many immigrant children who are bused from all parts of the county to the school's ESOL (English for Speakers of Other Languages) Center. Three out of four of the students are black (African American and African immigrants) and one in seven is Hispanic. The remaining population includes children who are white (Euro-American and Russian immigrants) and a small number of Asian American and Native American students. More than 60 percent of the students qualify for free or reduced-price lunches.

Academic Improvement

The performance of Spellman students on the Maryland State Performance Assessment Program (MSPAP) has improved considerably since 1994. The improvement is apparent in all six of the areas included in the assessment program. (See Table 13.) As well, the performance of Spellman students on the MSPAP exceeds the performance of students throughout the state in all areas at the third-grade level and in most areas at the fifth-grade level. (See Table 14.)

Table 13: Percent Spellman Elementary Students at or Above Satisfactory Level

	1994	1995	1996	1997	1998
Gr. 3 Reading	17.0	26.0	49.3	41.1	69.0
Gr. 3 Writing	21.3	36.0	49.3	42.5	69.2
Gr. 3 Lang. Usage	25.5	44.6	60.5	58.4	65.2
Gr. 3 Mathematics	18.1	37.3	69.0	64.9	75.0
Gr. 3 Science	10.6	40.0	57.7	62.5	80.2
Gr. 3 Soc. Studies	17.0	37.3	40.8	48.8	74.4
Gr. 5 Reading	15.3	21.4	19.4	18.4	35.3
Gr. 5 Writing	21.2	21.4	46.2	36.6	47.6
Gr. 5 Lang. Usage	21.2	25.7	29.0	44.6	39.2
Gr. 5 Mathematics	27.1	44.3	73.1	78.5	72.0
Gr. 5 Science	22.4	27.1	48.4	63.4	74.4
Gr. 5 Soc. Studies	9.4	20.0	54.8	46.2	62.2

Table 14: State vs. Percent Spellman Elementary Students at or Above Satisfactory Level

	Spellman Elementary 1998	Maryland Statewide 1998
Gr. 3 Reading	69.0	41.6
Gr. 3 Writing	69.2	47.6
Gr. 3 Lang. Usage	65.2	49.4
Gr. 3 Mathematics	75.0	41.6
Gr. 3 Science	80.2	39.4
Gr. 3 Soc. Studies	74.4	41.0
Gr. 5 Reading	35.3	40.5
Gr. 5 Writing	47.6	42.0
Gr. 5 Lang. Usage	39.2	51.4
Gr. 5 Mathematics	72.0	47.9
Gr. 5 Science	74.4	51.6
Gr. 5 Soc. Studies	62.2	43.8

Spellman's story began with a single-minded focus on instruction. This approach resulted in many important improvements; however, it also had its costs. Many teachers believed that greater gains could be achieved with a broader focus on issues that influenced the school climate. During the 1998-99 school year, with the direction of a new principal, Spellman increased its efforts to fill these gaps.

Starting Points

Spellman has been going through a change process for more than five years. There is wide consensus in the school and district that the instructional reforms that began in 1994, under the administration of former principal, Sherry Liebes, have led to the constantly increasing performance of Spellman students. Liebes, who has a background in special education, was previously the principal of a national Blue Ribbon school. She came to Spellman in 1994 one year after the new and rigorous Maryland state assessment (the Maryland School Performance Assessment Program or MSPAP) had first been piloted.

When Liebes arrived, Spellman was a relatively large, multicultural elementary school. Teachers recalled that discipline was an issue; "There were kids running in the halls. Kids that were sent to the office got candy before they came back." Staff felt a lack of leadership. As one teacher explained, "We weren't getting too much focus from the helm."

Instruction at Spellman was delivered in a traditional style in self-contained classrooms at all times. The chief educational administrator responsible for overseeing the group of elementary, middle, and high schools, of which Spellman is a part recalled, "It was just operating as a traditional elementary school, using traditional methods with low expectations for teaching children."

There were, and still are, a large number of staff and specialists at Spellman. This high level of staffing is the result of Title I funding and money from the Prince George's County District for being a Model Comprehensive School. Many of these staff members did not have their own classrooms because

Spellman's hilly terrain could not accommodate portable buildings. Classroom teachers expressed frustration that they could not teach because students were constantly being pulled from class for special services provided by the additional staff. As Liebes explained, "What teachers said to me was, 'Every time I try to teach, somebody's at my door taking my kids.'"

These scheduling difficulties also seemed to reinforce a sense among teachers that academics were not a high priority. One teacher complained, "P.E. [physical education] and music set the schedule and we worked around that. Academics were not as important as frills."

Changing the Organization of Schooling: Innovative Scheduling

In response to the disruptions, Principal Liebes implemented a system of block scheduling, which she had used successfully to cope with similar issues at her previous school. Spellman adapted this block-scheduling model (based on the work of Robert Lynn Canady, and referred to by staff as "Canady") to provide small group instruction in reading and language arts during a 90-minute block every morning. Each classroom teacher was paired with a specialist, who served as an instructional partner for a 10-day rotation. These two partners split the homeroom class in half; one delivered the main reading lesson for 45 minutes while the other reinforced the lesson through his or her specialty. During the second half of the period, students worked with the other instructor. The end result was that all students and instructors worked on reading and language arts in small groups for 90 minutes every school day.

Liebes was adamant that this time had no interruptions. Expressing her commitment to the model she said, "It was sacred time. We did no announcements. We had no field trips. We had no assemblies. We didn't do anything, except Canady! On early dismissal days or late arrival days because of snow, everything else would be cut out, but you would have that hour and a half of reading and language arts instruction."

Teachers confirmed this sense of focus by explaining, "Liebes always used to say, 'time on task!' In her four years [at Spellman] reading was never, ever, ever disturbed. You did reading every day. From 9:20 to 11 a.m. this school shut down. You did reading."

Liebes made strategic decisions as she introduced the block-scheduling model. First, in an effort to cultivate faculty ownership for the proposal, she asked teachers to voluntarily attend a local presentation by Canady. But, Liebes said, "I made sure there were some kingpins on the staff that went with me to that first in-service." After interest had been generated among the wider staff, the initial team worked out a plan for pilot implementation. Dr Liebes described her strategy for introducing innovations; "I always call things like this a pilot, because in fact they are. Plus if you call it a pilot, people are more apt to respond and say, 'I'll try it.' It makes it sound like if it doesn't work it's okay. It's nobody's fault."

This voluntary and gradual approach eased the change process. As Liebes said:

I felt like we had the luxury to take that time, because at that point, test scores were an issue, achievement was an issue, but our school was not one of the reconstituted schools. So, we were able to take time. I felt like it was important to make it voluntary originally because I wanted people to own the process and feel like they had a part of it and were going to make it work.

Not only did this approach promote ownership, but also it gave "reluctant" teachers time to wait and see. Grade levels could elect to use the block schedule: in the first year (1995) grades 2, 3, 4, and 5 used the new system, the next year kindergarten joined, and by the third year first and sixth grades had joined. As Liebes remembered, "The first grade had to sit back and watch it happen. Once they saw it work, then they clamored for it too."

However, Liebes was not hesitant to encourage those teachers who ultimately did not want to participate

in her vision of reform to find employment elsewhere. Staff turnover was high during her tenure as she built a cohesive team around her notion of reform. As one teacher explained:

She was nice, but stern. All she ever really said was 'These are the expectations at Gladys Noon Spellman. This is what we do and this is how we teach. If this isn't something you're interested in doing, then let me know and I'll write you a wonderful evaluation and you can help yourself.'

The new scheduling system provided a unified focus for the whole school. Liebes underscored this benefit by stating, "The beauty of it for me is that you have the whole school focused on the same thing at the same time. The kids know what is going on. They meet the same thing in the morning. Everybody is teaching the same objectives, the same goal."

Staff also described a variety of benefits of the scheduling model. First, teachers experienced support and validation in their role as educators with the new emphasis on academics. According to one teacher, "It gave us the opportunity to teach. After all, that's why we're all here." The small group instruction made it easier for teachers to do their job successfully especially given the overcrowded conditions at Spellman. Another teacher explained:

The Canady situation makes things much better because, normally, you're dealing with a class of 30. With the Canady program you're teaching a class of half that size during your reading instruction and you don't have the interruptions that distract both the teacher and the students during primary reading instruction.

Teachers attributed their improved collaboration to the experience of working as instructional partners on a daily basis. As one specialist explained:

I think the Canady program fosters a lot of this [collaboration] because every single person in this school is responsible for instruction. Therefore, everybody's paired up with someone. Sometimes we change grade levels. So we have to interact with other people. It's almost forced. You have to talk to those people because you're working with them and you're working with everybody.

The pragmatics of shared responsibility has led to a strongly voiced ethos that all staff are responsible for the academic success of all children. A teacher affirmed this by saying, "Everybody's involved in language arts instruction, everybody is responsible for the increase in the scores because of what we do. It's not just the classroom teachers."

Changing Academic Instruction

During her first years at Spellman, Liebes sought to shift the mode of classroom instruction to the "performance-based" or "authentic-task" based instruction that characterizes Spellman classrooms today. Teachers defined authentic-task instruction as instruction that emphasized real-life problems in a manner that integrated multiple skills. As an example, an experienced teacher described a lesson she taught earlier that day:

We've been studying forests. So I did a task on conserving paper. We had to do some math; they had to choose the appropriate operation to find out how much the paper cost in different years. We had to create a graph. Then we had to do writing, because they have to know how to restate and pull apart information from the graph and write the answers. After that we had to write a proposal as to how the school system could deal with the rising cost of paper. When they're writing that, they're going to go into some science, conservation, recycling. That's an example of authentic-task instruction.

Staff asserted that this method of teaching better prepared the students for the state assessment. A teacher explained:

We began authentic-task instruction because that's how the state assessment is structured. On the test they are not going to say this page is math and that page is science. It's always going to be integrated. The task is going to draw from their knowledge of all these different concepts. It's more like application. So we started teaching the way the test is structured.

Achieving this shift in teaching methods was neither quick nor simple. Indeed, Liebes recalled it as the greatest challenge that she encountered in the change process. As she said, "People bought into the Canady model pretty easily. But it was a little harder to change the instructional activities that happened once people were in that small group setting."

To support this reform, Liebes hired instructional specialists (also referred to as "performance-task" teachers by Spellman staff) who were able to model performance-based teaching (teaching that focused on helping students perform authentic tasks). Describing this strategy, which was the core of her approach to professional development, Liebes explained, "A very important part was the development of in-house master teachers, for lack of a better word. We had people in an instructional support role, in-house consultants. They support the instructional program, but live in the building, rather than provide out-of-building support."

Liebes used these instructional specialists both to introduce new methods and to provide intensive training and development when needed. She described a time when she used the specialists to train a relatively inexperienced teacher who was hired to fill a mid-year vacancy:

I took the science teacher, the math specialist, and our reading specialist and said, 'Get into that classroom and get that classroom going.' Either through Canady assignments or in the afternoon through flexible scheduling, they were able to work intensively with that teacher, helping her plan, choose materials, and pace instruction. They did model lessons and then they would sit in the back of the room, watch her teach, and give her a critique.

Teachers and district officers gave credit to Liebes for selecting talented, effective instructional specialists. Their willingness to help was noted as a key part of their effectiveness. The current principal, Janet Lopez, who had spent many hours at Spellman in her previous district-level position, emphasized this point when speaking about one particularly valuable instructional specialist. "She had the kind of personality that made her easy to accept because she helped," Lopez said. "That is something very critical with all these performance-task teachers. They are perfectly willing to help the classroom teacher and offer their assistance."

Nonetheless, it took time for the instructional specialists to gain acceptance. For example, one encountered resistance as she began to model hands-on teaching in her science lab five years ago. Teachers had poor experiences with science lab in previous years and were skeptical about this new and relatively young teacher's ability to offer them anything of value. The principal provided concrete guidance and tacit support, which helped the new teacher weather criticism. She recalled, "Liebes told me, 'Please let me know if there is anybody who doesn't sign up.' I am sure she was going to speak with them."

The instructional specialists also reinforced the change process by doing additional work. As one of them recalled:

In the beginning, at my principal's request, I did extra work. I gave the teachers the whole unit I was doing with their kids. I gave them two or three follow-up activities they could do each day to reinforce what we did in the lab. So I did a lot of extra things to show them that this really was a good program and they were really going to get something out of me. It wasn't just fluff and show.

Assessment Practice

At Spellman, there were regular and intensive assessment practices in preparation for the Maryland School Performance Assessment Program (MSPAP). These practice sessions, conducted bi-weekly in

grades three, four, and five, and monthly in grade two, are another central element of Spellman's instruction. Teachers and parents believed these practices contributed to the success and uniqueness of Spellman's program. Without hesitation a teacher described the school as "MSPAP driven." She went on to add:

I'm comfortable with that because it is good teaching. If good teaching is going to serve two purposes, then it's a good situation. How can we lose? Not only that, I'm of the opinion that we are going to have MSPAP around for a long time and you might as well get on the bandwagon. You would be doing the students a disservice to not instruct that way if that's how they are going to be assessed.

A parent concurred:

It surprises me that other schools don't do this. In middle school, the teacher told me that the kids from Spellman have skills that kids from other schools don't have. They have been prepared. They know these terms. They know how to write and how to read a map. They have skills you need for MSPAP and you need for life.

Every other week, beginning in October and continuing throughout the year, third, fourth, and fifth-grade teachers used the 90-minute morning period to present their students with practice tasks that were similar to those they faced on the assessment in the spring. The practice tasks were designed to incorporate and reinforce the curriculum. The administration and timing of test practice sessions reflected the conditions the students would experience in the actual testing situation.

A teacher described a practice test that she just conducted with the fifth grade:

I try to make [the practice tests] as real as possible.... I told the students there was an empty tank at the Baltimore aquarium and a deep sea fishing boat had gone out to find a new creature to put in the aquarium but they found two. So the students had to read these two short pieces, one about an archer fish that squirts water and another about a unicorn whale. They had to read them and highlight important information. Then they had to fill in a chart of basic information: how long they were, where they came from, and what they eat. Then they did a Venn diagram to compare and contrast the two creatures to help them decide which one might be easiest to keep. Finally, they wrote a letter to the aquarium staff making their recommendation.

An important didactic feature of the practice task sessions is that students are provided the scoring tool (rubric) when they review the practice test results. Later in the school year, closer to test time, students construct their own scoring tools by breaking down the questions. A teacher who had assumed the role of testing coordinator explained:

We teach them how to break down the prompt and how to use that as a scoring tool. This is where some of the test-taking skills come in. For instance, they highlight all the verbs. I think some of these real easy test-taking skills have improved the test scores as well.

Teachers also emphasized the benefits of using scores from these practice tests to inform their instruction. After students took the practice tests, each teacher met with his or her instructional partner to score the tests. Through this process, the instructors gained a detailed picture of their students' strengths and weaknesses. Then, teachers held grade-level meetings in which they debriefed as a group, identifying the common areas in which their students still needed help. These insights were used to guide and refine instruction during the next weeks.

As was true of many other innovations at Spellman, the assessment practices were developed gradually. In this case, two instructional specialists came up with the idea of developing some of their tasks into a format that more closely resembled the state assessment tasks. They tried this out first with one grade and then through the years expanded the test practices to other grade levels. Again, success was achieved because the instructional specialists initially did extra work. One of the instructional specialists

explained, "There were those of us who did the bulk of the planning or organizing. So, the teachers felt they could come to us. In the beginning we really handled everything and it was just a matter of them implementing it with their students." Today all classroom teachers work along with the specialists and the in-house testing coordinator to develop the practice tasks and scoring tools.

Inclusion

Teachers recounted a shift in their attitudes toward students; contrasting the predominant past belief that "only certain children were important," to the current feeling that "all children are important." The word "inclusion" peppers the speech of Spellman faculty. This orientation is demonstrated in Spellman policies and practices regarding students identified for special education and foreign language speakers. First, teachers and specialists emphasized their shared responsibility in teaching all students. The special education teacher said:

This is the first school where I have had 'performance task' people and that makes a lot of difference. In other schools once teachers know a child requires special education services, they just leave it to the special education teachers. Over here, everybody works with that child.

Another added, "From my perspective as a Spanish teacher, I know that special education students have various skill problems and I try to work with the special education teachers as well as the classroom teacher. I'm not unusual in this. Everybody does this."

During Liebes' tenure the time required to identify and refer students for special education services decreased from "years" to four or five months. Teachers attributed this improvement to Liebes' background in special education and her ability to "work the system." But here again, the benefits of small group teaching and team instruction were cited as critical factors in this change. A teacher reported:

Dr. Liebes really encouraged people to look at their population and to start getting them into small groups. A lot of times, we did a lot with the special education teachers, or they would get to work during the Canady time with the children we had questions about. So when the children came up for evaluation, the special education teacher knew exactly what we were talking about. We didn't have to take 90 days playing games.

Teachers and parents described excellent outcomes with special education students. A new special education teacher recalled her impressions upon arriving at the school three years ago. She stated, "I've seen the difference in how the students in special education perform compared to my other school. When I got here I saw some of the students' work. I thought, 'Why are you here? You're supposed to be in a regular classroom.'"

Staff also praised Liebes for her sound, research-based approach to students who were English language learners:

She insisted that the ESOL children [children in the English for Speakers of Other Languages Program] work with high reading rather than low reading groups. This way they would get role models. Twenty percent of our population is ESOL. They're now taking the MSPAP and their scores keep going up.

A teacher explained how she worked with speakers of other languages in her classroom:

We sit in what we call cooperative learning groups, so they are never by themselves, feeling like an oddball all day. As much as possible I try to group my students so those that have very limited English are in a group with someone of the same ethnicity, but who might be in his second or third year here at this school.

Building Upon Successes

A number of factors have helped Spellman sustain and build upon its achievements. First, the school found that its students had made dramatic improvement in their state assessment results in 1995. This news came only one year after the school began many of the instructional reform strategies described above. This news was motivating and validating for the administration and staff. Teachers began to see themselves as successful and unique in their approach to instruction. Janet Lopez, the current principal, explained, "Teachers felt they were doing something that was successful and that was different than other schools, and to me that was one of the keys in them getting better and better at what they're doing."

For Liebes, a main component of professional development was to encourage and support staff in making presentations at state and district conferences as well as to their colleagues within Spellman. Such experiences served to build staff capacity and fostered the establishment of a wide base of instructional leadership within the school. Indeed, Liebes asserted that her goal was to create a school where the success of the instructional program did not depend on any one individual or leader. As she said:

We did have some key turnover of staff along the way. But things still continued to move along. That was my test. My test was that people could come and go, and even I could come and go, but that things would continue to improve and the school would remain strong. I wanted to create a process and a structure in an instructional program that was people-proof in a way. You had good people, but if one cog left, it was okay. It would continue to roll along.

Now, with a change of principals this year and continued success at Spellman, there was even more evidence that Spellman had achieved its goal of building a broad base of leadership. In fact, when Lopez arrived at Spellman last summer she found a faculty that was remarkably self-sufficient and reflective. She underscored this by describing a letter that staff had written to her:

On my desk was a letter that started, 'Dear Principal of Gladys Noon Spellman...' On the last day of school the teachers knew Dr. Liebes wasn't coming back. They met and they made a list for whoever the principal would be. The list said these are the things we do very well, and these are the things that we need to work on. That is the nature of this staff. They consistently look for better ways to do things.

Lopez felt comfortable giving the staff the directive to "go ahead and keep on doing what you've been doing" because she had seen and recognized their ability to maintain and develop the instructional program. As a result, Lopez was able to devote extra attention to concerns about the school climate and community relations.

Changing the School Climate

While student achievement has continued to improve each year since Liebes became principal at Spellman, there have been costs associated with what was perceived as her single-minded focus on academics. A parent shared this perspective, stating, "Liebes' whole agenda was to get test scores up. It was all she was about. And whatever it took to do that, she was going to get it done. And she did. Of course, many people were very unhappy about how that was accomplished."

Voices from many corners of the school community expressed the concern that high test scores were not enough; some important things had been lost or left out of the mix. Discipline, although slightly improved during Liebes's tenure, was still a problem and was cited by teachers as their primary concern at the end of the 1997-98 school year. There was tension in the school. Faculty turnover was high. As one staff person explained, "We would have to look up daily to see how much the staff had changed." The once sizable and historically active group of school parents had dwindled significantly. For example, participation at PTA meetings had dropped to five members and no parents served on the School-Based Management Team last year.

In addition, some staff members noted that while gains had been made in the academic arena, more could be done to support students' emotional and character development. One staff member explained, "The 'please,' the 'thank you,' that's what we're missing. Our test scores are wonderful... but if one can't deal with their own emotions about their day to day struggle, test scores don't mean a thing."

Principal Lopez, came to Spellman in the fall of 1998 bringing a knowledge of Spellman's success and history due to her work in the school as a district-level community instructional specialist. Upon arriving at the school, she made it a priority to bring more calm and order to the campus and responded immediately to teachers' primary concern about discipline.

Lopez intentionally made herself visible in the halls and established a clear system for teacher duty stations during morning entry and afternoon dismissal. The school discipline plan, which had been developed several years ago, was re-established at the beginning of the school year and reinforced more consistently with a system of student tickets, fines, and incentives. Teachers, who were also involved in "reviving" the system, felt that the administrators supported them in enforcing the plan. In addition, all the students were reminded of their role in maintaining good behavior by a banner that flew at the end of all "fight-free" days.

Just last year, in an effort to raise teacher morale, a new faculty member proposed a teachers' social committee. She and another veteran teacher took the lead in establishing this group which hosts parties and breakfasts at teachers' homes.

During her three year tenure as vice principal, Regina Williams has taken the lead in developing programs that foster student citizenship. She has revamped the school safety patrol, initiated a student council, supported a teacher in establishing the SPARK program (Spellman Acts of Random Kindness), and created numerous other incentive-based student activities. Recently, responding to the students' need for after-school recreation, Williams announced try-outs for a coed basketball team. The response was overwhelming; more than 100 students filled the gym to compete for membership on the team.

Williams speaks proudly of the students' growing sense of responsibility. She relates this positive change to these opportunities and to the consistent modeling and guidance by staff. She shared a story of a sixth-grade student who had stopped to help a young child who was being chased by a dog. This student later told Williams, "I did that, because we are the leaders of the school and we have to help other people out."

Spellman staff recognize that these emotional supports and developmental opportunities enhance student performance. The school counselor provided students a measure of stability and a safe place to talk. He said, 'I've been able to give kids that chance to say, 'I need to talk.' "

Changing the Relationships with Parents and Community

In only four months as principal, Lopez has made significant progress in restoring the relationships with parents. They feel welcomed by her open-door policy. One parent shared her impressions:

I came in August and introduced myself and my daughter to her [Lopez]. I didn't have a clue what she looked like. She came right out and introduced herself. Then she welcomed me into her office. In the past the door had always been closed, but this was very inviting. It was like you open your front door and say, 'Come into my living room and have a seat.' I was encouraged before school started that things were going to be more comfortable.

Parents have been reassured by the principal's presence in the hallways. Another parent explained:

Even being in the hallways there's a decided difference with Lopez. You see her in the hallways all the time. You see her in the hallways when the kids are coming to school. The kids know her. She knows them.

Parents have also noticed Lopez' commitment to improving school-parent communication. For instance

she used Title I funds to have the school's automated phone service announce PTA meetings. Indeed, this simple act was quite effective in generating a remarkably large turnout. More than 70 parents attended the last PTA meeting.

Conclusions

Today the Spellman community awaits good news about their recent state assessment results. There is a sense of anticipation in the air, an awareness that years of hard work and difficult changes are coalescing to bring results. Academic achievement remains paramount at Spellman: it is a source of pride and motivation, and the predominant feature of the school culture. Nonetheless, the calmer halls, Lopez' open door, and the crowded gym all suggest that Spellman's definition of success has been expanding.

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[Lora B. Peck Elementary School]



[James Ward Elementary School]

\$219,936 - Title I

Roger Heights - no

Templeton Elementary

~~\$245,058~~ - Title I

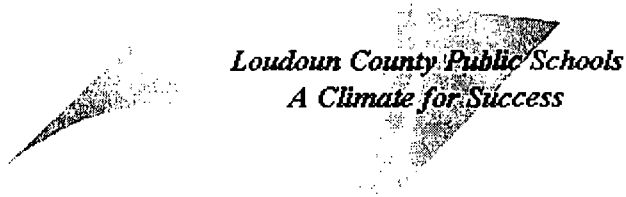
\$90,075 - Class Size

Blue Ribbon School

Class Size Reduction Plan

Table 2. Average Class Size for SY 1999 and SY 2000 and Projections for SY 2001

Schools Targeted for Class Size Reduction	Grade 1							Grade 2							Grade 3						
	SY 99		SY 2000		SY 2001			SY 99		SY 2000		SY 2001			SY 99		SY 2000		SY 2001		
	Average Class Size	Number Teachers	Average Class Size	Projected Enrollment	Projected Number Teachers	Projected Average Class Size	Additional Teachers Needed	Average Class Size	Number Teachers	Average Class Size	Projected Enrollment	Projected Number Teachers	Projected Average Class Size	Additional Teachers Needed	Average Class Size	Number Teachers	Average Class Size	Projected Enrollment	Projected Number Teachers	Projected Average Class Size	Additional Teachers Needed
Beacon Heights	21.0	2	18.5	35	2	17.5	0	25.0	2	19.5	49	3	16.3	1	16.3	2	19.5	40	3	20.0	1
Bladensburg	22.6	5	22.8	102	6	17.0	1	23.8	5	21.6	117	7	18.7	2	20.5	5	21.2	115	7	16.4	2
Carle Highlands	22.0	4	21.5	83	5	16.6	1	27.7	3	27.7	73	4	18.3	1	24.0	3	29.3	68	4	17.0	1
Carrollton	24.0	4	24.3	89	5	17.8	1	21.3	4	23.3	92	6	15.3	2	25.8	4	25.3	103	6	17.2	2
Concord	22.0	4	28.8	75	4	18.8	0	28.0	3	32.7	119	7	17.0	4	26.0	3	29.7	79	5	15.8	2
Cooper Lane	22.0	4	23.0	82	5	16.4	1	25.3	3.5	28.3	85	5	17.0	1.5	28.3	3.5	28.0	94	5	18.8	1.5
Doswell E. Brooks*	24.0	3	34.7	99	6	16.5	3	22.7	3.5	25.8	100	6	16.7	2.5	28.0	3.5	27.8	83	5	16.6	1.5
Gaywood	24.7	3	21.7	59	3	19.7	0	21.0	3	24.3	66	4	16.5	1	26.3	3	21.0	68	4	17.0	1
Glassmanor	24.5	2	22.0	49	3	16.3	1	25.0	3	21.0	46	3	15.3	0	25.0	3	19.3	46	3	15.3	0
Glenridge	24.0	3	22.8	111	6	18.5	3	22.2	5	22.2	109	6	18.1	1	26.0	4	28.5	114	7	16.3	3
Longfields	24.0	3	28.3	85	5	17.0	2	25.3	3	37.3	99	5	19.8	2	29.5	3	36	103	6	17.2	3
Lyndon Hill	11.3	3	20.7	46	3	15.3	0	19.0	3	19.7	50	3	16.7	0	20.7	3	18.0	55	3	18.3	0
Morningside	19.8	4	22.8	64	4	18.0	0	23.3	3	30.3	70	4	17.5	1	18.3	4	18.8	63	4	15.7	0
Overlook	27.3	4	21.5	84	5	16.8	1	19.5	4	21.5	83	5	16.6	1	20.8	3	27.0	81	5	16.2	2
Ridgecrest	22.4	4	24.3	122	7	17.4	3	28.2	3	22.3	131	7	18.7	4	29.5	4	19.8	126	7	18.0	3
Riverdale	25.8	5	22.2	118	7	16.9	2	32.3	4	31.6	112	7	16.0	3	28.5	4	29.5	112	6	18.7	2
Seabrook	22.0	3	22.7	41	3	13.7	0	23.0	2	23.5	31	2	15.5	0	25.0	1	27	31	2	15.5	1
Seal Pleasant	22.3	4	22.3	89	5	17.8	1	30.0	4	21.5	88	5	17.6	1	22.3	4	19.5	91	6	15.7	2
Skyline	25.3	3	23.3	71	4	17.8	1	23.7	3	24.0	70	4	17.5	1	23.7	3	25.0	77	4	16.4	1
Thomas S. Stone	28.2	5	24.2	123	7	17.6	2	30.3	5	21.6	116	6	19.3	1	32.7	4	33.8	118	7	16.9	3
Total		72			95		23		69			99		30		67			99		32



102 North St., NW, Leesburg, Virginia 20176

LATEST NEWS

Public Information

Phone: 703-7

Email: schools@loudoun.k

LCPS Welcomes Record Number of Teachers

"You made the best decision in your life when you said yes to our staff person in choosing Loudoun County Schools." With that bit of levity, Matthew Britt, LCPS assistant superintendent for personnel services, began new employee/new teacher orientation Wednesday at Potomac Falls High School.

Included in the packed auditorium were 458 new teachers, the largest number ever hired by LCPS for a single school year. As of Wednesday morning, LCPS had to hire only 10 more teachers before the start of school August 28th. In addition, there will be 25 student teachers completing 33 assignments at 22 schools.

LCPS also will be hiring 229 classified personnel, such as secretaries and library assistants, this year. As of Wednesday morning, 176 of these positions had been filled.

Superintendent Edgar B. Hatrick said Wednesday's gathering was a far cry from the day when new teachers could gather in the kitchen of the assistant superintendent's home for orientation. "We're not there anymore."

School Board Chairman Joseph W. Vogric welcomed the new employees and said he was particularly heartened to see some parents of LCPS students and former Loudoun County students joining the teaching ranks. "I'm really glad you're here to join us today. Whether you came from across the county, across the state, or across the nation, I'm very grateful."

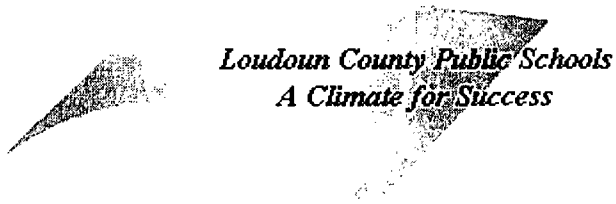
Vogric urged teachers to take advantage of the strong community support LCPS enjoys and to welcome parents into their classrooms.

"We're a large school system, but we still operate like a small system. We welcome anyone who would like to join us in our schools. We welcome their input and welcome their presence."

Hatrack reminded all new employees of the impact they will have on LCPS students. "As adult role models let me assure you that, whatever your job is, our students will be learning from you."

Later Hatrick added "You have been invited to join a professional team that is committed to quality education. I believe as you accepted our offer of employment, you entered into more than just a contract. You entered into a sacred trust to be responsible for the most precious treasure that this community has to offer, it's young people. And more than just being responsible for their well-being, you agreed to do all in your power to equip them, through education, for the world in which they live now and the one that they will enter."

8/17/00/wbb



102 North St., NW, Leesburg, Virginia 20176

LATEST NEWS

Public Information Office

Phone: 703-771-6440

Email: schools@loudoun.k12.va.us

14 LCPS Schools Pass SOL Standards

(See Hyperlink below to view scores)

For the third straight year the number of Loudoun County public schools passing the Virginia Standard of Learning tests has tripled. Fourteen LCPS schools had SOL pass rates of 70 percent or better in spring 2000 testing

For the first time, an LCPS middle school met the SOL Standards of Accreditation. Blue Ridge Middle School had an 88 percent pass rate in writing, 85 percent in literature and research, 87 percent in grade 8 mathematics, 79 percent in history and social science, 95 percent in science, 92 percent in computer technology and 100 percent in algebra I and geometry.

The number of schools passing the SOL testing standards were calculated by LCPS Assistant Superintendent for Instruction Sharon D. Ackerman. These results are not officially confirmed by the Virginia Department of Education. The state department's official SOL Report Card on individual schools is not expected for several months.

The state Board of Education has passed some SOL scoring revisions that have yet to be made public. Such revisions could lead to more LCPS schools meeting the SOL pass rates. On fifth-grade tests, seven test scores were within two percentage points of passing. Two high schools were within two points of passing SOL tests; three middle school tests were within three points; and three third-grade tests were within two points of passing.

No statewide scores have been issued, so no valid comparisons can be made to other Virginia school divisions regarding SOL testing.

Divisionwide, LCPS schools scored at or above the 1999 scores on 26 of 27 SOL tests. The only test score that dropped a full percentage point was fifth-grade science. That score fell slightly from 82.0641 to 80.8413, a difference of 1.228 percent.

Ackerman said it is significant that all four LCPS elementary schools that passed the SOL standards in 1999 (Emerick, Meadowland, Sanders Corner and Waterford) passed again in 2000. They were joined by Catoctin, Cool Spring, Evergreen Mill, Hillsboro, Hillside, Leesburg, Lincoln, Lowes Island and Lucketts elementary schools.

While no LCPS high schools passed the SOL standards individually, as a school division LCPS high school students passed 10 of 11 tests. The only exception was U.S. history, where the composite score was 43.75 percent, more than 26 percentage points below the next lowest test score.

Ackerman questioned the validity of the high school U.S. history SOL test. "We are extremely pleased with the results overall, but we feel the distribution of the passing scores continues to indicate that there are serious flaws in the tests for history and social science, particularly at the high school level. We also continue to feel that, despite our favorable gains overall, a student's performance on a single test should

not determine whether that student passes a course or graduates from high school."

Other highlights of LCPS' performance on the spring 2000 SOL tests:

An 11.88 percent increase in elementary students passing the history and social studies test. At the middle school level the percentage of students passing this test went up 7.87 percent.

Nearly half of LCPS eighth-graders were enrolled in algebra I during the 1999-2000 school year and more than 97 percent of them passed the SOL test in that subject.

In end-of-course testing, the greatest increase was registered in world history from 1000 A.D./world geography with an increase of 6.12 percent.

Starting in 1999, the School Board set a goal of having 90 percent of LCPS students passing SOL tests. In 2000, 38 of the 45 LCPS schools had 90 percent of their students passing one or more SOL tests.

"One word - focus - can explain LCPS' gains in SOL testing," Ackerman said. LCPS schools have adjusted their curriculum and teaching methods to reflect the state standards.

One SOL improvement program was the National Collegiate Algebra Association at Loudoun Valley High School, patterned after the NCAA basketball tournaments. Five students from each of Loudoun Valley's five algebra classes were tested at random each Friday for six weeks with questions found on the SOL test. Points were calculated based on the number of correct answers and tournament rankings established. Meadowland ES featured the "Fact of the Morning" and SOL pep rallies led by a physical education teacher.

This year's freshman class, the Class of 2004, will be the first whose graduation will be affected by SOL testing and the Standards of Accreditation.

8/17/00/wbb

Searchable PDF form:

[See All SOL Scores](#) (Acrobat Reader Required for Viewing--[Download](#) now if needed)

Printing Suggestions: Print the 3rd and 5th grade scores on legal size paper and print the 8th grade and high school scores on letter size paper using landscape orientation. Do this by going to "Page Setup" under your browsers "File" menu.

HTML File Versions by Grade Level:

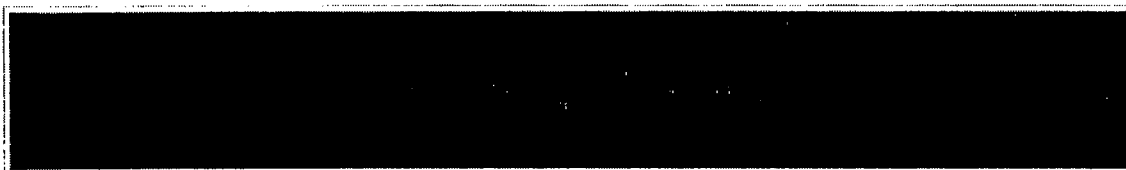
[See 3rd Grade SOL Scores](#)

[See 5th Grade SOL Scores](#)

[See 8th Grade SOL Scores](#)

[See High School End-of-Course SOL Scores](#)

[Other Test Information](#)



**Virginia Standards of Learning Tests
Percent of Students Passing by Test Taken**

Subject Area	Percent Passing in 1998	Percent Passing in 1999	Change
Grade 3 English	56.7308	78.481	21.7502
Grade 3 Mathematics	80.1887	87.3418	7.1531
Grade 3 History	69.8113	88.6076	18.7963
Grade 3 Science	79.2453	92.3077	13.0624
Grade 5 Writing	61.8421	80.597	18.7549
Grade 5 English (Reading / Literature / Writing)	77.2152	77.6119	0.3967
Grade 5 Mathematics	49.4118	65.6716	16.2598
Grade 5 History	40.4494	61.3793	20.9299
Grade 5 Science	68.5393	83.3333	14.794
Grade 5 Computer Technology	75.2809	94.0299	18.749

* Does not include scores of Limited English Proficient (LEP) students tested

**Virginia Standards of Learning Tests
Adjusted Percent Pass Rates in the Four Core Areas
(Information for the School Performance Report Card)**

Content Area	Percent Passing in 1998	Percent Passing in 1999	Change
Grade 3 English	56.73	78.48	21.75
Grade 3 Mathematics	80.19	87.34	7.15
Grade 3 History	69.81	88.61	18.8
Grade 3 Science	79.25	92.31	13.06
Grade 5 English	69.68	79.1	9.42
Grade 5 Mathematics	49.41	65.67	16.26
Grade 5 History	40.45	61.38	20.93
Grade 5 Science	68.54	83.33	14.79

* Does not include scores of Limited English Proficient (LEP) students tested

* 1999 information is data from Fall 1998 combined with Spring 1999

Ratty McGinly
Little River Elementary School - 703-444-8000

K-5 - 740 students - 750 cap enrollment

15% At Risk
7% Hsp
+ 8% Other

Title I - Reading Recovery - 3 teachers - K+1st Grade

2 class size teacher - 1 in 1st + 1 in 2nd - 25 to 20

1 still on staff

class sizes
20-25

also reduce 3rd, 4th
6 in 1st + 6 in 2nd
last year 7 in 1st

19-20

3 classrooms combined
for separated

Use after school for homework

Monitored to help students be
responsible, organized, etc. even
without parental support

After school before the SOLs - all improved

AZS - evaluate K+1st students for remediation

Dropout Prevention
under FTH
Parents + older students - looking for funding
before school - transportation problems

lot of new staff 'cause of new schools - replace 21 teachers

3 new brand new teachers - brought teachers from everywhere
last year Asst. Principal - this year - state change though

Moved to -
3rd Grade
Reading
6 yrs of
Planning
Team
Blocks
Reading -
Teachers always appropriate
dresses

Van Bokkelen Elementary 1998-1999

School #: 3152 Elementary School Report

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM															
	Standard Percent		Percent										1999 Status		
	E	S	1993		1995		1996		1997		1998			1999	
			E	S	E	S	E	S	E	S	E	S		E	S
Grade 3															
Reading	25	70	n/a	n/a	1.6	7.8	0.0	6.0	0.0	1.9	2.4	19.5	7.1	31.4	N
Writing	25	70	4.8	14.3	0.0	17.3	1.2	12.2	2.9	10.3	4.7	29.4	1.3	28.2	N
Language Usage	25	70	4.8	14.3	0.0	18.8	3.8	19.0	1.6	24.2	14.6	34.1	4.1	20.3	N
Mathematics	25	70	0.0	4.8	0.0	12.0	0.0	6.1	0.0	6.3	0.0	14.5	0.0	18.1	N
Science	25	70	0.0	4.8	0.0	4.0	0.0	3.7	0.0	13.2	3.5	17.6	3.8	23.1	N
Social Studies	25	70	0.0	9.5	0.0	6.7	0.0	2.4	0.0	8.8	1.2	22.4	3.8	26.9	N
Grade 5															
Reading	25	70	0.0	5.7	0.0	3.6	0.0	7.5	3.9	17.6	1.6	27.4	10.6	27.7	N
Writing	25	70	1.3	16.7	0.0	4.2	3.2	8.1	0.0	7.8	4.1	9.5	3.2	11.1	N
Language Usage	25	70	2.6	6.4	0.0	5.4	1.7	15.5	5.0	15.0	4.1	19.2	10.3	22.4	N
Mathematics	25	70	0.0	14.1	0.0	8.3	0.0	12.9	0.0	23.4	0.0	17.6	1.6	19.0	N
Science	25	70	0.0	7.7	0.0	6.9	0.0	8.1	0.0	20.3	0.0	10.8	3.2	19.0	N
Social Studies	25	70	0.0	7.7	0.0	4.2	0.0	4.8	0.0	14.1	0.0	5.4	4.8	17.5	N

ATTENDANCE RATE (Yearly)									
Grades 1-5	Standard Percent		Percent						1999 Status
	E	S	1993	1995	1996	1997	1998	1999	
	96	94	93.5	92.4	92.5	94.3	94.8	93.7	N
Students absent fewer than 5 days:									29.0
Students absent more than 20 days:									14.5

ENROLLMENT			
Pre-Kindergarten	41	Grade 4	81
Kindergarten	63	Grade 5	62
Grade 1	80		
Grade 2	83		
Grade 3	75		
Total Enrollment		485	
Percentage of First Graders with Kindergarten Experience		100.0	

STUDENTS RECEIVING SPECIAL SERVICES		
	Number	Percent
Limited English Proficient	5	1.0
Title I	485	100.0
Special Education	33	6.8
Free/Reduced Price Meals	405	83.5
STUDENT MOBILITY		
Entrants	110	24.6
Withdrawals	108	24.1

1998-1999 DISAGGREGATED DATA													
	Standard Percent	Percent											
		American Indian/ Alaskan Native		Asian/ Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races Male Female	
		E	S	E	S	E	S	E	S	E	S	E	S
Attendance Rate, Yearly Grades 1-5	96 94	--		97.2		93.8		91.7		93.7		93.7 93.8	
MSPAP		E	S	E	S	E	S	E	S	E	S	E	S
Grade 3													
Reading	25 70	--	--	*	*	4.9 27.9	20.0 40.0	*	*	13.3 36.7	2.5 27.5		
Writing	25 70	--	--	*	*	0.0 27.5	0.0 20.0	*	*	2.7 24.3	0.0 31.7		
Language Usage	25 70	--	--	*	*	3.1 18.5	0.0 20.0	*	*	2.9 23.5	5.0 17.5		
Mathematics	25 70	--	--	*	*	0.0 14.3	0.0 40.0	*	*	0.0 25.0	0.0 12.5		
Science	25 70	--	--	*	*	4.3 20.3	0.0 40.0	*	*	2.7 29.7	4.9 17.1		
Social Studies	25 70	--	--	*	*	4.3 24.6	0.0 20.0	*	*	2.7 24.3	4.9 29.3		
Grade 5													
Reading	25 70	--	--	*	*	10.0 22.5	*	*	*	*	7.4 25.9	15.0 30.0	
Writing	25 70	--	--	*	*	1.9 9.3	*	*	*	*	5.1 12.8	0.0 8.3	
Language Usage	25 70	--	--	*	*	8.0 18.0	*	*	*	*	11.1 22.2	9.1 22.7	
Mathematics	25 70	--	--	*	*	1.9 16.7	*	*	*	*	0.0 17.9	4.2 20.8	
Science	25 70	--	--	*	*	3.7 18.5	*	*	*	*	0.0 17.9	8.3 20.8	
Social Studies	25 70	--	--	*	*	1.9 13.0	*	*	*	*	7.7 12.8	0.0 25.0	

-- No students in category * Fewer than 5 students

1999 Status: E = Excellent S = Satisfactory N = Not Met



MD STATE

Maryland State Department of Education



Q&A



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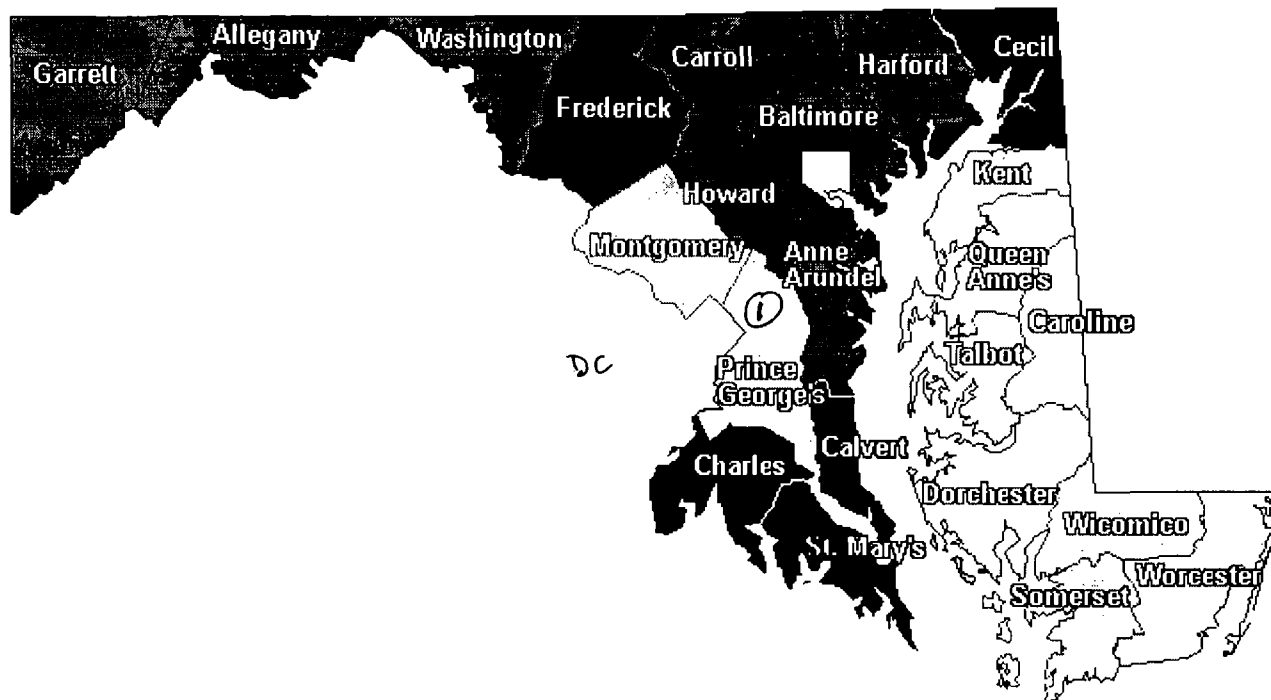
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Direct links to all 24 Maryland Local Education Agencies' web sites

(When you click on an LEA/county on the map, or the text names at the bottom of the page, you will leave the MSDE web site and enter that LEA's web site)



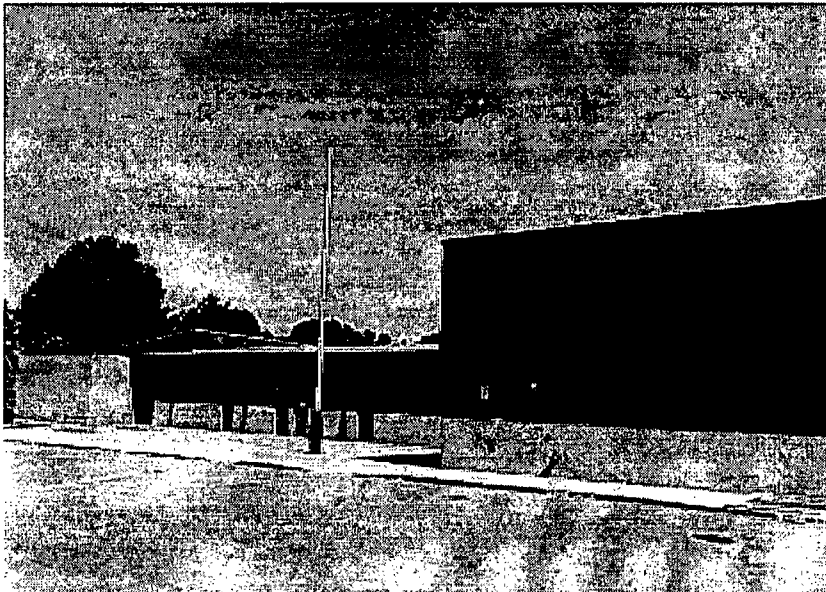
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Jeffers Hill Elementary School

PROFILE

6000 Tamar Drive • Columbia, MD 21045 • 410.313.6872



In February 2000, Jeffers Hill Elementary will celebrate its 25th year. We are very proud of the many students who have attended the school over the years. JHES continues to be a school where students are eager to enter the building each morning and "graduates" often return to speak with staff members at the end of the day. Visitors to our school frequently comment on the warm and positive environment.

We are proud of the collaborative relationship between all members of the school community – staff members, students, parents, and business partners – in working to make the school the best it can be. As a community, we work hard to ensure that the school is a place where everyone is welcomed and where quality teaching leads to quality learning.

Our school mission statement mirrors this sense of collaboration:

The Jeffers Hill Elementary School community will create an environment of excellence in teaching and learning where students reach high academic standards and learn to be responsible citizens.

Steve Zagami
Principal

Demographics

Total Full-Time Enrollment

1998-99 - *372

1999-00 - 379

**Does not include Intensity 4 & 5 special education students*

Student Mobility

6.3% Entrants

8.6% Withdrawals

Ethnicity 1998-99

White	55.3%
African American	35.5%
Asian	6.2%
Hispanic	2.7%
Native American	.2%

Students Receiving Special Services 1997-98

Free / Reduced Lunch	14.5%
Ltd. English Proficient	2.7%
Title I	0%
Special Education	6.1%

Technology

Ratio of Students/Computers:

5.4/1

Technology Equalization

In FY 95, the school received computers as part of the Technology Equalization Initiative. The school is scheduled to receive upgraded technology in FY 01.

Facility

Opened - 1974

Capacity - 427

Additions/Renovations

The facility was renovated in 1998 and 1999.

Achievement Data

1999 Comprehensive Tests of Basic Skills 5th Edition Percentile Ranks

	Grade 2	Grade 4
Reading	68	70
Lang. Total	76	70
Math Total	72	65

1998 Maryland School Performance Assessment

	Grade 3		Grade 5	
	Excellent	Satisfactory	Excellent	Satisfactory
Reading	5.9	50.0	8.3	46.7
Writing	10.3	45.6	18.3	51.7
Lang. Usage	19.1	52.9	28.8	61.0
Mathematics	4.4	50.0	11.7	43.3
Science	10.3	47.1	11.7	55.0
Social Studies	4.4	58.8	23.3	48.3

Special Resources

Programs	Positions	Total \$\$
Reading Recovery®	0.5 Teacher	
	0.5 IA	20,750
Guidance	0.5 Counselor	20,750
Focus	2.0 positions	83,000
TOTAL	3.0 positions	\$124,500
Educ. Partnerships	5	

1999 Overall Satisfaction With School

Parents	89%
Students	87%
Staff	73%

— Other Accomplishments —

- 1999 School Energy Saving Award
- 1999 Netweekend Grant - a new file server
- 1998 MSDE Technology Grant - 20+ computers, software, and staff inservice
- 1997 Maryland School Performance Recognition Award

1999

MARYLAND
SCHOOL
PERFORMANCE
REPORT



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DETAILS

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STATE TRENDS • DOWNLOADS

Results by School

School:
Howard County (LEA:13)
Jeffers Hill Elementary (ID:0613)

Satisfactory • Excellent

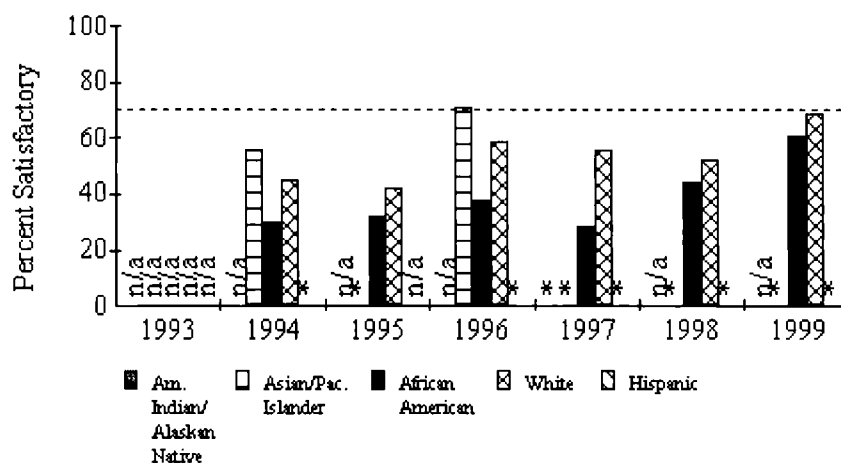
Grade 3 • Grade 5

Reading • Writing • Language Usage • Mathematics • Science • Social Studies

Compare All Races • Compare All Races By Gender

American Indian • Asian/Pacific Islander • African American • White • Hispanic

Disaggregated MSPAP Grade 3 Reading



NOTE: 1993 Grade 3 Reading Data is not reported.

Grade 3 Reading	Percent Satisfactory						
	1993	1994	1995	1996	1997	1998	1999
American Indian/Alaskan Native	--	--	--	--	*	--	--
Asian/Pacific Islander	--	55.6	*	71.4	*	*	*
African American	--	30.0	32.0	38.1	28.0	44.4	60.9
White (not of Hispanic origin)	--	44.9	42.3	59.4	55.8	52.3	68.8
Hispanic	--	*	--	*	*	*	*

* indicates fewer than 5 students

n/a indicates no data were reported

• Aggregate MSPAP Results Grade 3 • 5

INTRO • Results by STATE • SYSTEM • SCHOOL
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1999

MARYLAND SCHOOL PERFORMANCE REPORT



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Results by School

School:
Howard County (LEA:13)
Jeffers Hill Elementary (ID:0613)

Satisfactory • Excellent

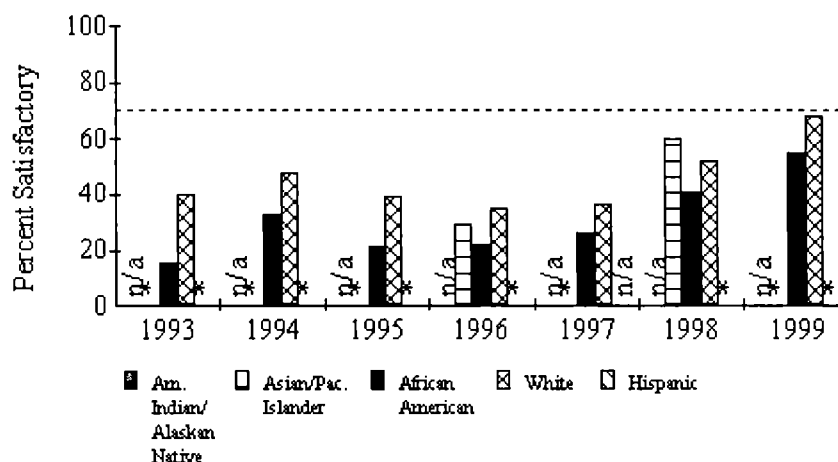
Grade 3 • Grade 5

Reading • Writing • Language Usage • Mathematics • Science • Social Studies

Compare All Races • Compare All Races By Gender

American Indian • Asian/Pacific Islander • African American • White • Hispanic

Disaggregated MSPAP Grade 5 Reading



Grade 5 Reading	Percent Satisfactory						
	1993	1994	1995	1996	1997	1998	1999
American Indian/Alaskan Native	--	--	--	--	--	--	--
Asian/Pacific Islander	*	*	*	28.6	*	60.0	*
African American	15.4	33.3	21.1	21.7	25.9	40.7	55.0
White (not of Hispanic origin)	39.6	48.1	38.9	34.7	36.2	52.0	67.7
Hispanic	*	*	*	*	--	*	*

* indicates fewer than 5 students

n/a indicates no data were reported

• Aggregate MSPAP Results Grade 3 • 5

INTRO • Results by STATE • SYSTEM • SCHOOL
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No Federal Funding



Partnership & Initiatives with US Government

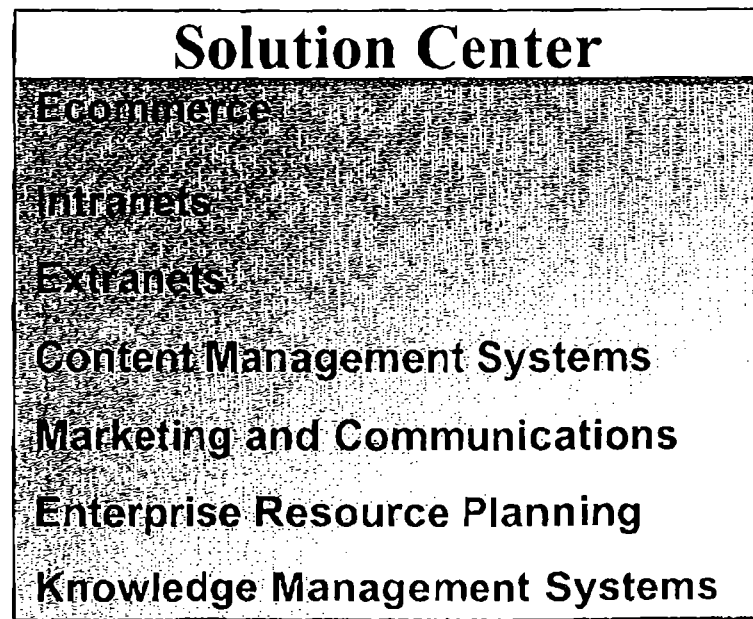
CitySoft would like to create a partnership with the US government to work on initiatives such as the ones listed below. We would be happy to flush out these and other proposed initiatives as requested.

- Develop a partnership with CitySoft and US government to continue the launching of the US government on the web. This can include our working with other companies that already produce websites/internet strategies for the US government (e.g., KPMG, Andersen Consulting).
- Produce workforce development policies that support the 'best of breed' New Economy training centers nationwide. Help the US government design policies that can benefit the New Economy and its stakeholders
- Creation of policy initiatives to support and give credit to US corporations that hire from urban neighborhoods



(con't) Spectrum of Services

*For each of our service areas, we can develop and/or work with
A variety of Internet solutions chosen by companies across different
Industries.*





Spectrum of Services

From building new Internet start-ups to taking traditional companies onto the Web, CitySoft has provided a wide range of Internet solutions to our clients and partners.



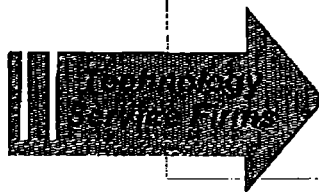
- We effectively and efficiently manage production and development projects such as client management, site enhancement, and overflow production.
- By outsourcing to CitySoft, companies are able to increase their own capacity and use resources more strategically.
- CitySoft's Site Management & Enhancement services allow companies to update continually and expand an existing web site.
- We work to "inherit" the management and enhancement of a site after it launches.
- Our customizable WebUpdate System™ allows us to manage both small and large requests.
- CitySoft keeps your site tuned to fit the moment.
- Collaboration with other web-development and Internet service firms allows us to perform a variety of services to our partners and end-clients
 - Strategic services
 - Design
 - Implementation
 - Quality Assurance
 - Strategic maintenance
- We work with our co-lead(s) to develop the most effective methods of producing seamless web solutions to companies

CitySoft Partnerships: *E-OutSourcing Strategy*

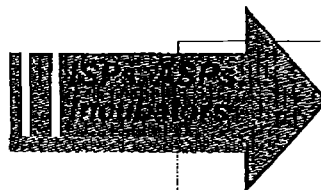
CitySoft positions itself in the production outsourcing market segments & to co-lead engagements with e-business architects and technology consulting firms.



Work closely with companies such as Sapient, Proxicom, and Agency.com to provide outsourced production and strategic maintenance & enhancement services to allow them to focus on their hard-core development competencies



Partner with firms such as Andersen Consulting and KPMG to co-lead Internet strategy, e-commerce, ASP implementation engagements. We conduct web development , content mgmt, maintenance projects to leverage our partners deep integration and technology strategy expertise to their clients.



Our ISP E-Portfolio is a group of companies we partner with to offer a variety of maintenance services to their preferred clients and alliances



Partnerships: CitySkills

One of CitySoft's most valued partnerships is the organization we launched and spun off into a 501(c)3 nonprofit, called CitySkills.

"A national committed to the job training and hiring of under-employed urban adults into Internet careers"



- America's urban inner-cities represent an untapped pool of talent that can be trained to meet the growing demand for more IT workers. CitySkills pragmatically responds to the Digital Divide, the Technology Talent Shortage, and inner-city unemployment.
- CitySkills is working with industry players including CitySoft and Allaire Corporation to better define employer needs and connect interested companies to effective community training providers across the country.
- CitySkills has created a national network of practitioner groups that have effectively trained and placed over 400 low-income urban adults into web development jobs. This group has begun to define and articulate issues relevant to building the field and coordinating additional flow of resources.



Partnerships: Who and What Value

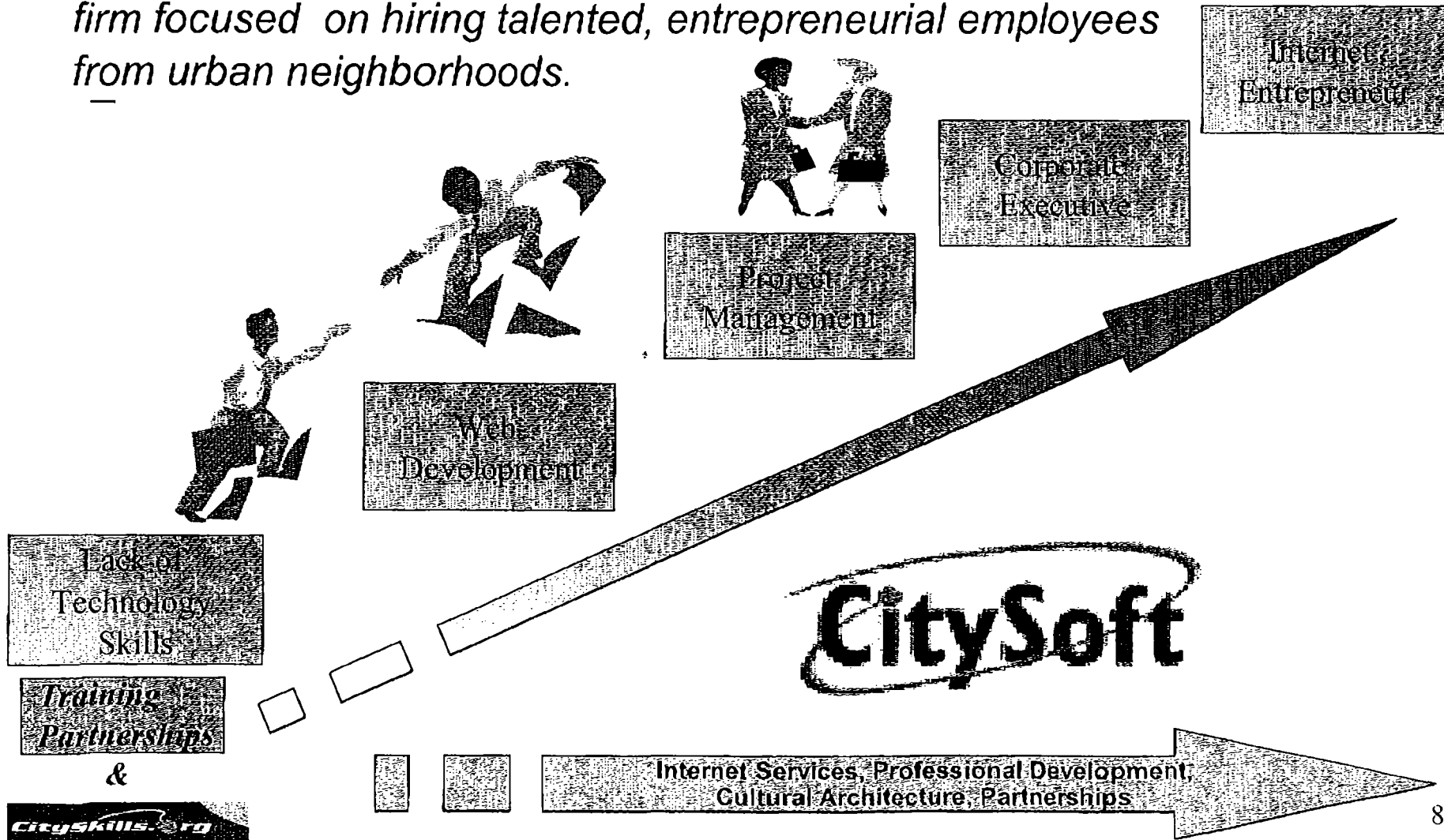
Our current and future partnerships enable us to hire and develop a talented workforce committed to serving technology and Internet consulting firms with operational integrity, customer service, and quality support at all levels of project engagements.

Type of Partner	Examples	Value Added
Technology & Internet Consulting	Technology Firms - Smart, Proxim, Agency.com Consulting Firms - Andersen Consulting, KPMG Market Service Providers - Com Incubators - Harvard, Cambridge Incubator	Outsourced production, maintenance, internal network
Mission Aligned Corporations	Urban Focused Companies - LearnNow Social Venture Capital Firms - New Profit Social Enterprises - Stoneyfield Farms, BankBoston/Fleet Government - Local, State, and National	Internet Consulting & development Digital Divide initiatives
Training Organizations	Catalyst Organizations - CitySkills Workforce Development Organizations - Homeboyz interactive, Catalyst Associates, Playing-To-Win, Training Inc	Technology Support & Expertise, New Hires



People : How We Hire

As the Internet industry explodes, CitySoft is building a technology firm focused on hiring talented, entrepreneurial employees from urban neighborhoods.



CitySoft

Internet Services, Professional Development,
Cultural Architecture, Partnerships



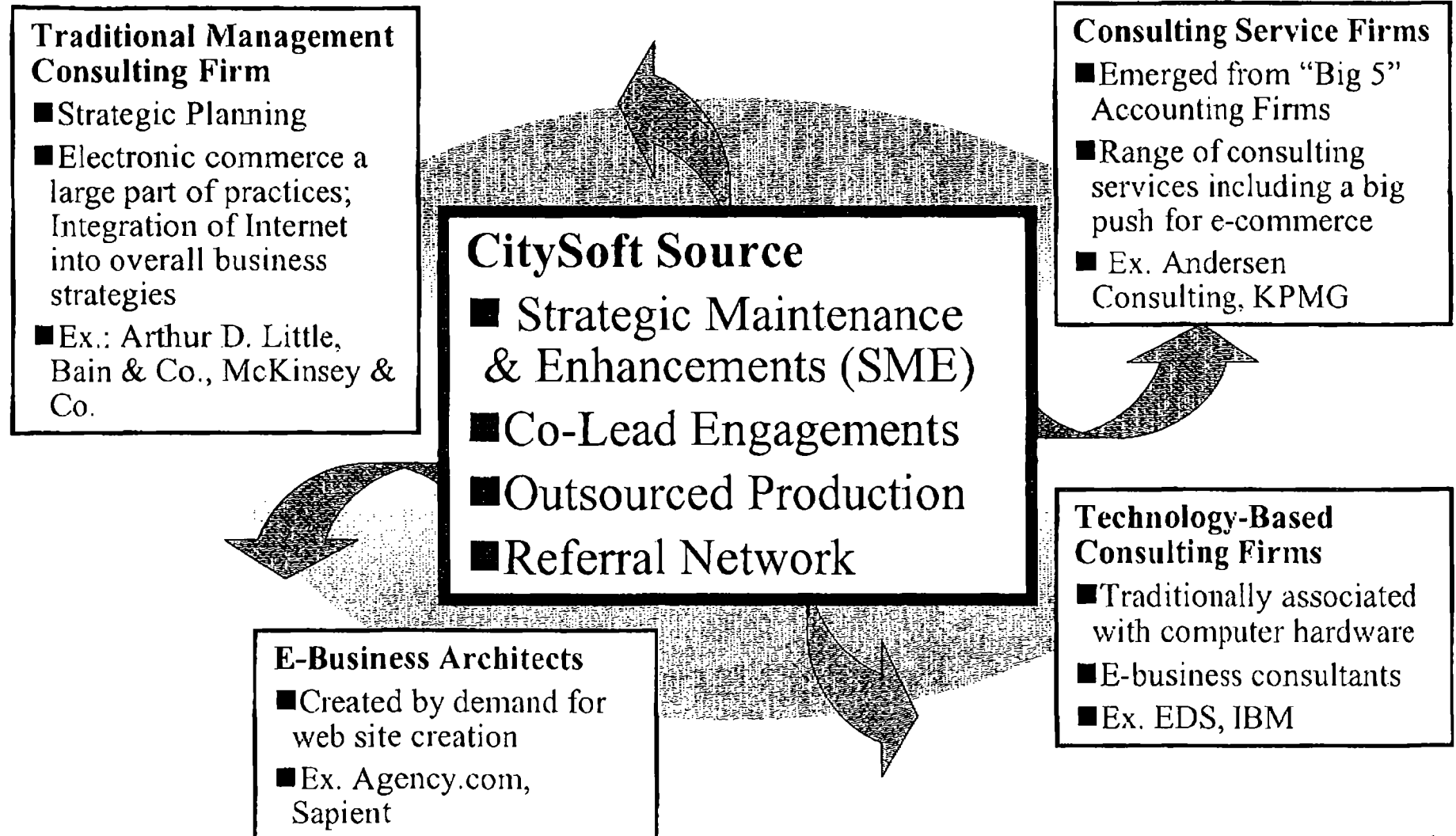
Industries: Who We Serve

CitySoft's clients range from start-up .coms to e-business architects and large technology consulting firms

CONSUMER BRAND PRODUCTS	HIGH TECH & COMMUNICATIONS	SERVICES FINANCIAL
		Iacona Savings Bank
	PROXICOM	Shorebank
		SOCIAL ENTERPRISES & GOVERNMENT
	MEDIA & PUBLISHING	



The Market: Where We Play





Values: What We Believe

• Our Clients:

- | | |
|--|--|
| <ul style="list-style-type: none"> – High quality work – Customer Service – Valued Partnerships | <ul style="list-style-type: none"> – Successful delivery of projects – Integrity – Creativity, Innovation |
|--|--|

• Our Employees:

- | | |
|--|--|
| <ul style="list-style-type: none"> – Honesty – Openness and Opportunity – Commitment and hard work
= productivity | <ul style="list-style-type: none"> – Passion, No pessimism – Diversity, Unique – Respect for Teams and the individual |
|--|--|

• Our Community:

- | | |
|---|---|
| <ul style="list-style-type: none"> – Provide job opportunities | <ul style="list-style-type: none"> – Discover urban talent |
|---|---|

• Our Country, Our World:

- | | |
|---|---|
| <ul style="list-style-type: none"> – Believe in people – Give to others, Responsibility – Leadership | <ul style="list-style-type: none"> – New Business – Visionary |
|---|---|



Company: Who We Are

 *CitySoft is a fast growing Web services firm with offices in Boston, New York, and Baltimore.*



 *We are focused on creating long-term partnerships with our clients and New Economy stakeholders to help them realize their digital goals.*



Corporations

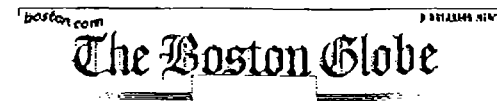


Government



Social Enterprises

 *CitySoft has been covered extensively in the media (e.g. the Wall Street Journal, CNBC, CNN, the Boston Globe, and others) for its ability to blend social responsibility with entrepreneurialism.*





Company: Who We Are

CitySoft's market performance is guided by its:

Vision

A world where all individuals and companies within urban neighborhoods thrive in the New Economy

Mission

To provide high quality Web services with excellent customer service while hiring from rich high-tech potential of urban cities across America

Leadership Ambition

To lead companies to bridge the technology gap by modeling hiring strategies in underrepresented urban neighborhoods



Company: The Beginning

- **"Employers will create a demand in this country for roughly 1.6 million IT workers this year. With demand for appropriately skilled people far exceeding supply, half of these positions – 843, 328 – will likely go unfilled...Demand for web-related talents is now almost 13 percent of all IT jobs."**
 - Information Technology Association of America, June 2000
- **The Dept of Commerce recently declared that the "information technology industry is the No. 1 driver of the American economy."**
- **"Closing the skill gap is critical to future growth...This is no longer just a social justice issue, this is an economic imperative."**
 - Gene Sperling, Head of the White House Economic Council
- **By the Year 2000, 63% of all jobs in the U.S. Economy will require basic computer literacy Increasingly technology skills are a proxy for economic advancement.**
 - Bureau of Labor Statistics

An Introduction to the firm:



*A fast growing, high quality Internet services
firm hiring talented web-developers from
underrepresented urban neighborhoods*



CitySoft, Inc.
134 Coolidge Avenue
Watertown, MA 02472
info@citysoft.com
Voice: 617.928.4728 Fax 617.928.5112

Fax

To: J. Schnur From: Allison Devdree, VP of Business Development
Fax: 202-456-5581 Pages: 14
Phone: 617-290-5712 Date: 9/25/00
Re: CC: BETHANY LITTLE

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HERE IS THE SUMMARY OF CITYSOFT AND OUR SERVICES, PARTNERSHIP STRATEGY, ETC. I INCLUDED A SLIDE ABOUT WORK WE'D LIKE TO DO WITH THE GOVERNMENT AND MORE SPECIFICALLY, WITH THE COUNCIL. LET ME KNOW IF YOU HAVE ANY QUESTIONS! THANKS AGAIN.

BEST,
ALLISON