

DIVERSE, DISTINGUISHED SCHOOLS

June 10, 1997

1.. List of Distinguished K-12 Schools

See attached -- from ED Planning and Evaluation Service.

2. Profiles of New American High Schools

See attached -- from ED Office of Vocational and Adult Education

3. DeWitt Clinton High School, Bronx, NY (had discussed a possible POTUS visit) -- see attached letter/clips--includes racial breakdown.

- Dramatic turnaround story in a large, highly ethnically diverse high school. Identified seven years ago as a low-achieving school by New York State, with low attendance and high dropout rates. The formerly all-male school raised expectations (expanded AP program, eliminated all non-Regents level courses, and tripled the number of students moving on from Limited English Proficient program), and substantially increased parental involvement.
- Dropout rates and attendance have dramatically improved, and far more students are taking and passing rigorous regents exams (although the total receiving Regents diplomas is still under 20%).
- Selected by Redbook magazine in 1996 as one of the five most improved high schools in the nation, and given a high rating for performance from New York Times.
- The school is celebrating its Centennial this year.

4. Central Park East Secondary School, Manhattan, NY

Predominantly African-American and Hispanic. See attached clips/press release.

- Selected by Dept. Of Education as one of outstanding New American High Schools.
- Graduates 97.3% of its students and 90% of them go on to college.

5. Venice High School, Venice, CA

My understanding is that this school is 67% Latino, 15% black, 5% Pacific Islander, 8% white, a fairly tough, urban high school. Evidently the school won the National Science Bowl for the second year in a row. Speechwriting was going to do additional research on this. Phone 310-306-7991.

Diverse, distinguished K-12 schools (from the Planning and Evaluation Service at the Department of Education):

Ashford Elementary School
Houston Independent School District
Houston, Texas
(713) 368-2120

--705 students in grades PreK-4
--53% white, 28% Hispanic, 12% African American
--39% free or reduced lunch, 25% limited English proficient (LEP)
--86% passing Texas Assessment of Academic Skills (TAAS) in reading,
84% passing Texas Assessment of Academic Skills (TAAS) in math

Dr. Charles R. Drew Elementary School
Montgomery County Public Schools
Silver Spring, Maryland
(301) 989-6030

--501 students in grades PreK-6
--43% white, 29% African American, 17% Asian, 11%
Hispanic
--25% free or reduced lunch, 3% LEP
--77% of 4th graders meeting state standard in reading,
and 87% passing state standard in math

PS 100 Isaac Clason School
Community District 8
Bronx, New York
(718) 822-5048

--761 students in grades K-4
--51% Hispanic, 47% African American, 1% white, 1% Asian
--84% free or reduced lunch, 5% LEP
--87% of 3rd graders meeting state standard in reading, 99%
of 3rd graders meeting state standard in math
--Title I distinguished school recognized in 1997

Samuel Mason Elementary School
Boston Public Schools
Boston, MA
(617) 635-9000

- 296 students
- 43% African American, 23% Cape Verdian, 14% Latino, 13% white
- 24% LEP
- 1995 achievement exceeded district averages for Boston and for 11 other urban school systems
- Title I Exemplary Schoolwide Program recognized by U.S. Department of Education

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Camp Program for New American High Schools (May 1996)
TEL: 202 205 8748

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SHOWCASE SITES IN BRIEF

■ Chicago High School for the Agricultural Sciences, Chicago, IL ■

"This is a community partnership that still believes in developing a youngster who can think and a youngster who can do: the true Renaissance person."

Barbara Valerious, Principal

The Chicago High School for the Agricultural Sciences uses agriculture as the central theme of an educational strategy that provides students with all the courses required for entrance into colleges and universities, as well as hands-on skills.

Type of School	Magnet
Type of Location	Urban
Students Served	Enrollment 450 (65 percent African American, 19 percent Caucasian, 16 Hispanic)

Key Features

- Agricultural science is woven into all content areas of the curriculum.
- Students graduate with 31 credits, while the required minimum for the State of Illinois is 20.
- Some seniors have the opportunity to participate in a research apprenticeship where they spend six weeks on a college campus working with a professor on his or her research.
- Many students are involved in Agricultural Cooperative Education (ACE) with employers including the Chicago Board of Trade, or in summer projects on the school farm.
- Ongoing staff development is a major priority. For example, in-service training opportunities for teachers have been provided by partners such as Monsanto and American Cyanamid.
- Three community colleges have 2 + 2 agreements with the school.
- All teachers also serve as counselors.
- Student participation in the school's chapter of the National FFA is a major unifying factor.

Selected Accomplishments

- Ninety-three percent graduation rate.
- Seventy-two percent of graduates attend four-year colleges or universities.
- Students receive more than \$1 million in college scholarships each year.

Contact

Barbara Valerious, Principal
Chicago High School for the Agricultural Sciences
3807 W. 111th Street
Chicago, IL 60655
(312) 535-2300

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- Each class meets on alternate days for 90 minutes Monday through Thursday. On Friday students have all eight of their classes.
- Teachers in each academy meet weekly to discuss individual students, course integration, and interdisciplinary curriculum development.
- Each academy has at least one integrated project each year that combines career themes with academic classes, and allows academic teachers to cover at least one career-related issues in each of their academic classes.
- During the summer, academic teachers spend time in workplaces outside the school to acquire direct experience in their academy's professional field.
- Students are taken on worksite field trips, matched with workplace mentors, and given opportunities for job-shadowing, internships, and apprenticeships.

Selected Accomplishments

- "Students in the [Health] Academy have shown improvements in their attendance rates, grades, and motivation to succeed," according to Encina's principal. "By the time a student graduates, he or she is prepared for postsecondary education and for entry-level employment."

Contact

Tom Gemma, Principal
Encina High School
1400 Bell Street
Sacramento, CA 95825
(916) 971-7544

CA

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Fenway Middle College High School, Boston, MA

"It's the way they teach us. I haven't had an A in math since like the fifth grade and last year, as soon as I came in here, I was getting Bs and then As, and I was always told it's even harder than regular math. I think Fenway taught me how to think—How to realize my goals."

Fenway Student

As a "Middle College High School," Fenway is located on a community college campus and a majority of its students are classified as educationally disadvantaged. Fenway belongs to the Coalition of Essential Schools, and has adopted the Coalition's "house" format as well as its strategy of teaching "habits of mind." The school combines these strategies with the use of career-related themes as a focus for the academic curriculum.

Type of School	Pilot school
Type of Location	Urban
Students Served	Enrollment 250 (57 percent African American, 20 percent Caucasian, 19 percent Latino, 4 percent Asian; 60 percent eligible for free or reduced-price lunch)

Key Features

- All Fenway students belong to one of three houses: Children's Hospital, CVS Pharmacy, or Cross-Roads (partnered with Boston Museum of Science). Each house is founded on the commitment of the business partners to assist the school and its students.

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TEL:202 205 8748

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SHOWCASE SITES IN BRIEF

Fenway Middle College High School, Boston, MA (Continued)

- Fenway's curriculum is centered on the "five habits of mind": perspective and viewpoint, evidence, connection, relevance, and supposition. Students demonstrate these habits of mind and other skills in the many portfolios and exhibitions they do — two of which are the Junior Review and the Senior Institute.
- During Junior Review, students must demonstrate what they have accomplished in their high school career. They present a portfolio of work to a review committee that determines whether or not the seniors can progress to Senior Institute — the culminating one- to two-year academic experience.
- Senior Institute consists of seminars, advanced course work, a major research paper, a senior project, a senior internship, and completion of graduation portfolios. A graduation committee made up of teachers, a younger student, and an outside collaborator, attends the presentation of the graduation portfolios and determines whether the student is eligible for a Fenway diploma. Graduation, therefore, is performance-based.
- As part of the senior internship, students must answer a research question related to their work experience. Senior interns must also know about all aspects of their organization. A worksite representative, a school representative, and the student herself evaluate the student's workplace performance.
- All students are required to perform substantial community service.

Selected Accomplishments

- Daily attendance is 95 percent, compared to 84 percent for Boston Public Schools.
- Eighty-one percent of graduates attend college, compared to 60 percent for Boston Public Schools.

Contact

Linda Nathan and Larry Myatt, Co-Directors
Fenway Middle College High School
250 Rutherford Avenue
Boston, MA 02129
(617) 635-9911

■ Gateway Institute of Technology, St. Louis, MO ■

"I know a lot of my teachers that [say], 'Hey, I know you want to do this when you get out of high school, so this program is coming up. Why don't you look into that?' They keep in mind what you're good at and they give you those opportunities. The counselors know who you are, the principal knows who we are. They all take care of us, they really do."

Gateway Student

The Gateway Institute of Technology is a science and technology magnet high school that prepares all of its students for careers and college education in engineering and high-tech science fields.

Type of School Magnet
Type of Location Urban

Students Served Enrol
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Key Features

- Freshmen and sophomores and four teachers
- Juniors and seniors in Medical/Health Science, Computer Science and
- The school requires a usual four years of Education of the State.
- Gateway must accept are strong in math or other junior high school
- Juniors and seniors in mentorship of science Barnes-Jewish Medical either to complete an
- Career and college or

Selected Accomplishments

- Fifty percent of graduates
- Thirty percent of graduates
- Sixteen percent of graduates

Contact

Susan Tieber
Principal
Gateway Institute of
5101 McRee
St. Louis, MO 63110
Telephone: (314) 77

■ High School

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The High School of Economic financial district — uses curriculum, while main

Type of School Magnet
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Students Served Enrollment 1075 (57 percent African American, 40 percent Caucasian, 3 percent combined Asian, Hispanic, Indian; nearly 60 percent are eligible for free or reduced-priced lunches)

Key Features

- Freshmen and sophomores are grouped in houses, each containing approximately 100 students and four teachers, usually English, math, social studies and science.
- Juniors and seniors enroll in one of four career majors: Agriculture, Biology, and Medical/Health Sciences; Engineering Technology; Applied Physical Sciences; or Computer Science and Mathematics.
- The school requires four years of math and science for graduation, along with the usual four years of English and three years of history. This is more than required by the State.
- Gateway must accept all students from designated feeder schools, whether or not they are strong in math and science. Any remaining spaces are offered to students from other junior high schools who want to attend.
- Juniors and seniors work as interns or undertake longer research projects under the mentorship of scientists, doctors and researchers at nearby Washington University, the Barnes-Jewish Medical Center, or University of Missouri. All seniors are required either to complete an off-site internship or a senior research project.
- Career and college counseling are combined; teachers and counselors collaborate.

Selected Accomplishments

- Fifty percent of graduates attend four-year colleges or universities.
- Thirty percent of graduates attend two-year colleges.
- Sixteen percent of graduates enter the military or attend trade schools.

Contact

Susan Tieber
Principal
Gateway Institute of Technology
5101 McBee
St. Louis, MO 63110
Telephone: (314) 776-3300

■ High School of Economics and Finance, New York, NY ■

"You don't get to work on Wall Street anymore without a college diploma. So all the youngsters in this school take a full Regents program, which in New York state is the highest level of courses. Simultaneous with that is the vision of a school (that is) just small and humane and caring."

Susan de Armas, Principal

The High School of Economics and Finance — located in the heart of the Wall Street financial district — uses the theme of economics and finance to focus the school's curriculum, while maintaining the highest academic standards.

Type of School	Magnet
Type of Location	Urban
Students Served	Enrollment 500 (42 percent Hispanic, 33 percent African American, 13 percent Asian, 12 percent Caucasian)

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TEL:202 205 8748

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SHOWCASE SITES IN BRIEF

■ William H. Turner Technical High School, Miami, FL ■

"Before I came here I had no plans to go to college, but afterwards, I thought about going to college. The academy has helped me out a lot [by] giving me a lot of choices and opportunities. They offer me jobs right now from everywhere where [if I were at] a regular high school, they wouldn't do that. I would have to wait until I actually graduate and maybe go out and look for them not them come look for me."

William H. Turner Student

William H. Turner Technical High School is a career magnet school offering a high level of academic and technical preparation. It now attracts two applicants for every available place.

Type of School	Magnet
Type of Location	Urban
Students Served	Enrollment: 1,537 (69 percent African American, 27 percent Latino, 4 percent Caucasian; 55 percent are eligible for free or reduced-priced lunches)

Key Features

- "Two-for-one diploma" meets requirements for entry into two-year or four-year college as well as state-certified career training.
- Students and teachers are grouped into academies: Agriscience, Applied Business Technology, NAF/Fannie Mae Academy of Finance, Health, Industrial Technology, Public Service, and Television Production.
- A team of teachers in each academy develop thematic units that integrate academic content with a career context.
- Both students and teachers have opportunities to "job shadow" employees of many of the school's business partners, letting students see the types of jobs available in their area of interest, and giving teachers greater exposure to how the academic subjects they teach are applied in work settings outside the school.
- Juniors and seniors can participate in more extensive internships and apprenticeships, and may receive credit toward graduation from supervised work-based learning experiences, where employers provide detailed evaluation of the students on-the-job performance.
- State-of-the-art technology includes a television production facility from which students broadcast daily.
- The school belongs to the Coalition of Essential Schools.

Selected Accomplishments

- The school opened in 1993 and has a 2.5 percent dropout rate.

Contact

John A. McKinney, Principal
William H. Turner Technical High School
10151 N.W. 19th Avenue
Miami, FL 33147-1315
(305) 691-8324



DEWITT CLINTON HIGH SCHOOL

100 WEST MOSHOLU PARKWAY SOUTH, BRONX, N.Y. 10468

Telephone: (718) 543-1000 • Fax: (718) 548-0036

Norman M. Wechsler
Principal

February 24, 1997

Michael Cohen
Special Assistant to the President
The Old Executive Office Building
The White House
Washington, D.C. 20502

Dear Mr. Cohen,

I read with great interest the article in the January 29th Education Week entitled, "Clinton, Test Scores Put Illinois Consortium on the Map".

I've taken the liberty of writing to you to explain why I believe we are the **perfect** school for the President to acknowledge as part of his enormously important campaign to make education the centerpiece of his second administration. Given that we are celebrating our Centennial this year (1897-1997), it would be an extraordinary tie-in.

1. Seven years ago, we were identified as a low achieving school, and required to participate in the New York State Attendance Improvement/Dropout Prevention Program (attendance rate was 74%, dropout rate over 11%).

Today, we can boast the following:

1. Selected by Redbook Magazine, April 1996, 5th Annual Best High Schools in America Competition, as **one of the five most improved high schools in the nation**.
2. The New York Times, on January 12, 1997, gave us their **highest 5-star rating**, based upon our performance on the New York State Report Card, recently issued to every single school in the state. Only 25% of the high schools in New York City even received an average rating of 3 or more. Seventeen percent received a 4 or better. Only 8% of the high schools received the highest score (11 schools) and we were in the rarified company of Stuyvesant, Bronx Science, Brooklyn Tech, Townsend Harris, Manhattan High School for Science and Math, etc.

3. We have **met or exceeded** every single one of the eleven Chancellor's Standards for performance.
4. We were selected as **one of the top ten high schools (adjusted for poverty) in the State of New York** for our performance on the English Regents Examination.
5. Our attendance for the first five months of this school year: **90.3%, 90.4% 90.5% 90.9%, 90.1%**, exceeding every high school in the Bronx (except Bronx High School of Science).
6. Our dropout rate last year was **2.8%** or less.
7. Our academic performance has improved dramatically (see attached data sheet).
8. Clinton is a high school with an especially rich tradition and history. We have an incredibly distinguished body of alumni; our **Alumni Association** considers itself the largest, most active, most devoted in the country for any secondary school.

Jack Rudin, Arthur Gelb, Richard Avedon, William Kuntsler, Edward Bernays, Avery Fisher, Walter Hoving, Lewis Rudin, Maj. Howard Lee, Don Adams, Ralph Lauren, Burt Lancaster, Stanley Simon, James Baldwin, Avery Corman, Nate Archibald, Fats Waller, Adolph Shayes, Martin Balsam, Theodore Kheel, Maurice Nadjari, Garry Marshall, Gil Noble, Richard Rodgers, Bernard Kalb, Murray Bergtraum, Basil Patterson, Robert Lowery, George Cukor, Douglas Fairbanks, Sr., Larry Hart, Judd Hirsh, Theodore Kupferman, Bob Kane, Stubby Kaye, Robert Klein, Jan Murray, Jan Peerce, Daniel Schorr, Jimmy Walker, Larry Storch, Arthur Markowitz, Burton Roberts, Paddy Chayefsky, Ron Behagen, Frank Gilroy, A.M. Rosenthal, Richard Hofstadter, Steve Sheppard, Ed Lewis, Bruce Friedman, Gary Gubner, Dave Herman, Stan Lee and Neil Simon.

9. Our student population is comprised:
 - 57% Latino
 - 34% African-American
 - 5% Asian
 - 4% White non-Latino, other**Over 80%** of our students are Title I eligible (poverty).
10. Our philosophy:

HIGH STANDARDS + HIGH EXPECTATIONS = HIGH ACHIEVEMENT

"NO ONE RISES TO LOW EXPECTATIONS"

11. Our objectives:
 - a. To truly become a School of Excellence;
 - b. To continuously improve student performance outcomes;
 - c. For all of our students to demonstrate the mastery of world-class standards.

12. Our magnificent and wonderful Teacher of the Year for 1997, Ann Williamson, happens to be a classmate of Hillary Clinton, Wellesley, '69, and a roommate of Crandell Close Bowles, wife of the Chief of Staff. Hillary had the entire class of '69 at the White House for a reunion in February '95.

13. DeWitt Clinton, famous American and part Irishman, must be distantly related to the President's step family.

Here's a calendar of the significant up-coming events to celebrate our Centennial:

Date	Event	
Friday, May 16 (activities all day) 7:30 - 8:30 PM 8:30 - Midnight	Homecoming Day -for Alumni/Retired Faculty Ribbon-Cutting Ceremony to commemorate/inaugurate the DWCHS Walk of Fame /Parade TDF/Student Theatrical Production DWCHS Auditorium Centennial Dance	
Saturday, May 17 7:00 P.M.	DWCHS Centennial Banquet New York Hilton Hotel Basil Patterson (alum), principal honoree Robert Klein (alum), Master of Ceremonies	<u>Special Guests:</u> DeWitt Clinton V DeWitt Clinton VI
Wednesday, June 25 10:00 A.M.	Commencement Exercises/Graduation	
Saturday, September 13	Centennial Commemoration Ceremony (exact actual birthday of the school)	

Mr. Cohen, as you can imagine, we would be thrilled, delighted, ecstatic, incredibly appreciative and grateful if the President could, would acknowledge and participate in our Centennial Celebrations. We are, of course, flexible, and to the extent possible, would adapt our plans/schedule around the President. Even a live, interactive, distance link-up with one of these events would be great if a personal appearance is impossible.

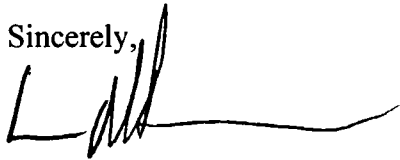
M. Cohen

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What d'ya think? Can do? Please advise a.s.a.p.

Thanks, thanks, thanks, thanks, thanks, thanks...

Sincerely,

A handwritten signature in black ink, appearing to be 'N. Wechsler', with a long horizontal flourish extending to the right.

Norman M. Wechsler
Principal

NMW:na

Report Cards for Middle and High Schools

Following are some key measures from the first New York State Report Cards, issued this month for every public school in the state.

INCOME Percentage of students above Federal income guidelines for free school lunch. Where missing, similar income figures were substituted from the 1990 Census.

MATH Percentage scoring more than 85 on a math Regents test usually administered in the eighth or ninth grades. This test score was estimated by The New York Times from data on the school report cards.

READING Percentage of students scoring above typical reading level for sixth graders on a statewide test. Early three-quarters of sixth graders in the state meet this standard; blanks are shown for schools without sixth grades.

DROPOUT RATE The total number of students who dropped out in 1995, divided by the total school register.

11TH-GRADE ENGLISH Percentage of students scoring more than 85 on the high school English Regents exam, usually given in 11th grade. This test score was estimated by The New York Times from data on the school report cards.

REGENTS DIPLOMA Percentage of graduates last year who met the higher academic standards for a diploma endorsed by the State Board of Regents. Blanks are shown where schools have obtained waivers and do not offer Regents diplomas.

THE 'PERFORMANCE' COLUMN A measure calculated by The New York Times that adjusts test scores to control for differences in students' backgrounds. Schools are coded from one to five boxes, with

five highest and three average.

For sixth-grade reading performance, the scores were adjusted using students' family income and language background, as measured by the number of students with limited proficiency in English. For high school performance, they were adjusted using family income.

The performance scale is intended to put a sharp focus on the effectiveness of schools, by comparing schools to other schools with similar students. The Times calculated the typical test score for each level of income; the actual outcomes at each school were then compared to the typical score from similar schools. Schools were ranked by how much they exceeded or lagged behind similar schools, and divided into five groups, with one-fifth of students tested in each group.

Over all, the statistical model

accounted for nearly three-quarters of the differences among schools in sixth-grade reading, and just under half the differences in Regents diploma rates.

The performance scale is only one of many ways of looking at a school. No single statistical analysis can tell the entire story of any school. And the calculation includes assumptions that may not fit every school: some schools may do a better job than others in reporting student information, and the differences among schools may be due to other factors not available for analysis. Schools were not included in the analysis if fewer than 20 students were tested.

Notes: Some calculations may be affected by rounding by the state. High schools with no graduating class or not administering the English Regents are omitted.

High Schools

SCHOOL	STU DENTS	IN- COME	DROP- OUT RATE	11TH ENG- LISH	RE- GENTS DIPL.	PERF
BRONX						
Adlai E. Stevenson	3,800	70	8		5	■
Alfred E. Smith	1,601	57	9		3	■
Bronx Regional	322	51	20			
Bronx Science	2,708	83	0	70	99	■■■■■
Christopher Columbus	3,318	60	12	4	12	■
De Witt Clinton	3,816	23	6	7	14	■■■■■
Evander Childs	3,014	26	9	3	4	■■■■■
Grace H. Dodge Vocational	1,516	27	4	4		
Harry S. Truman	2,776	90	5	2	15	■
Herbert H. Lehman	3,466	91	5	8	12	■
Hostos Lincoln Academy	238	20	1	7	8	■■■■■
James Monroe	1,020	0	7		3	■■■■■
Jane Addams Vocational	1,707	35	5		8	■■■■■
John F. Kennedy	5,294	52	5	6	10	■■■■■
Morris	1,971	43	4		4	■■
Samuel Gompers	1,025	25	4		4	■■■■■
South Bronx	956	20	7		1	■■■■■
Theodore Roosevelt	4,042	34	7		4	■■■■■
Walton	2,703	41	7	5		■■■■■
William H. Taft	4,086	41	8		2	■■■■■

REDBOOK**AMERICA'S BEST SCHOOLS PROJECT**

March 5, 1996

Mr. Norman M. Wechsler
DeWitt Clinton High School
100 West Musholu Parkway South
Bronx, NY 10468

Dear Mr. Wechsler:

Congratulations! I am delighted to announce that your high school has been named a winner in REDBOOK's America's Best Schools Project. Your school has been selected for its innovative and successful programs as well as its uncompromising commitment to excellence. To celebrate this accomplishment, please accept the enclosed certificate of recognition which carries with it the commendation of education leaders from around the country.

Being honored as one of REDBOOK's America's Best Schools is truly an impressive achievement. State and national education leaders nominated nearly 400 schools for recognition in one of six categories: classroom innovation, parent/community involvement, extracurricular activities, special-needs programs, significant improvement and overall excellence. Our judging panel of a dozen education experts selected 155 winners in the different categories, including one school from every state plus the District of Columbia for special recognition as the "Best of the States."

A prominent feature in REDBOOK's April issue spotlights your school along with all the other winners, and will be available on the newsstands on March 12th (a tearsheet is enclosed). To coordinate our national promotion effort, we'd appreciate it if you'd not give interviews to your local media prior to Friday, March 8th.

Warmest congratulations again to you, your faculty and students as well as their families! The entire community deserves to feel very proud of your school's national recognition.

Sincerely,

Kate White

Kate White
Editor-in-Chief
REDBOOK

Clinton turns itself around

By RAPHAEL SUGARMAN

Daily News Staff Writer

WHEN DEWITT CLINTON WAS GOVERNOR in the first part of the 19th century, he helped establish New York State's first school system.

He also promoted the construction of the Erie Canal, which opened up the flow of commerce to New York State from the West and the Great Lakes.

More than 150 years later, the North Bronx high school of 3,500 students named after him is enjoying a renaissance that would surely have made him proud.

After a severe academic slide in the early and mid-1980s, when the school on Moshulu Parkway was almost shut down and reorganized, Clinton has rebounded. Academic scores, attendance and student morale has improved, as has the communication among kids, parents and school staffers.

"The environment of this school used to be dreary, and now it's upbeat," said 17-year-old Giovanni Melendez, a 12th-grader who watched the school improve during his four years there.

"Clinton used to be geared toward just getting its students through high school; now it's geared to getting them into college."

Principal Norman Wechsler, credited with leading Clinton's resurgence, points to several programs initiated since the late 1980s that have sparked students and bolstered teachers.

They include the Macy's Medical Honors program for 700 students, a health careers program and a renowned encounter-group program to help students deal with often serious personal problems.

Since arriving in 1993, Wechsler has also expanded the college advanced-placement program, eliminated all non-Regents-level courses, tripled the number of students successfully moving on from the Limited English Proficiency program and opened a new health clinic that is sponsored by Montefiore Medical Center.

But two factors — more than any others — have contributed to the new spirit at Clinton, said Wechsler: the admission of young women into the former all-boys school and the expanded role of the parents' association.

Clinton also boasts perhaps the largest high school alumni association in the country, with a mailing list of 19,000 former students.



MICHAEL SCHWARTZ

PRINCIPAL man behind school's rise is Norman Wechsler (center, with students and staff); at right, students in chem lab and ROTC.

"The things that really improved this school were the dramatic increase in expectations and the inclusion of students, parents and all school staff in reaching those expectations," Wechsler said.

In just one year, Clinton has shown a nearly 50% improvement in the number of students who passed the state Regents exams. A total of 1,716 students at Clinton passed the exams during the 1994-95 school year, compared to 1,145 the previous year.

The biggest jumps were in the sciences, where the number of students passing the Earth science exam increased 513%; chemistry, 225%; and biology, 100%. Students also showed improvement in math and humanities subjects such as English, French, Spanish and history.

Insuring that students are in their classrooms every day is a big part of the reason for the improved test scores, according to Wechsler.

"Students in this school had to begin to feel that being in class was not an option but an absolute expectation," said Wechsler, who credited his teachers and other school staff with Clinton's turnaround.

One in four Clinton students



was absent from class on any given day during the 1988-89 school year. This year, Wechsler expects the school's attendance rate to be 88%, which exceeds the chancellor's standard of 85%.

The rate of Clinton students who dropped out before completing four years of school has also plummeted, from 25% in 1988 to about half that last year.

The school is also safer today than it's been in a long time. The number of yearly suspensions has been cut in half, from 60 in 1992-93 to a more manageable 27 last year.

"The school feels a lot safer now than when I started here," said Stacyann Ricketts, an 11th-grader. "There are less people in the halls during classes and hanging out around the school."

Clinton's improvements



have been so dramatic that it was recently cited by Redbook magazine as one of the country's most improved high schools.

The national publication, which has 2.8 million readers, selected 155 schools nationwide — out of about 500 applicants — to be honored in several different categories.

Clinton was the only New York City school and one of only five schools nationwide to be honored in the significant improvement category.

"DeWitt Clinton still has a long way to go," said John Ferrandino, the Board of Education's superintendent of the Division of High Schools. "But this school is a great example of what can happen when a community gets behind a group of dedicated educators for the purpose of helping students."

AT-A-GLANCE JUST THE FACTS

- **Address:** Paul Ave. and Moshulu Parkway.
- **Number of students:** 3,500.
- **Percentage of female students:** About 55%.
- **Average daily attendance:** About 88% of students.
- **Dropout rate:** In 1994, 13.7% of students failed to complete full four years.
- **Number of applications for admission to the school:** 8,000 last year.



DeWitt Clinton High Sc 100

100 West Mosholu Parkway South

Bronx, New York 10468

Telephone (718) 543-1000 • Fax (718) 548-0036

Norman M. Wechsler, Principal

Improvement in Performance Outcomes

Updated 1/97

ATTENDANCE

	88/89	89/90	90/91	91/92	92/93	93/94	94/95	95/96
average daily excluding LTA's	74.7%	79.2%	82.0%	83.3%	84.3%	85.2%*	86.8%*	87.9%*

Students absent 16 or more	92/93	93/94	94/95	95/96
days per semester	27.6%	25.1%	21.9%	20.0%*

Long-term absentees (LTA's)	92-93	93-94	94-95	95-96
	10.0%	9.3%	6.9%	4.9%*

ANNUAL DROPOUT RATE

'89-'90	'90-'91	'91-'92	'92-'93	'93-'94	'94-'95	'95-'96
11.4%	6.3%	4.6% *	4.2% *	4.0% *	3.4% *	2.8% est *

REGENTS DIPLOMAS

1993	1994	1995	1996	Improvement (3 yrs)
31	34	44	67	+116.1%

REGENTS EXAM RESULTS

Total number of Regents Exams Passed, January and June

1993	1994	1995	1996	Improvement (3 yrs)
1,311	1,454	1,829	2,253	+71.9%

COLLEGE ADMISSIONS RATE

June, 1994	June, 1995	June, 1996
81.0%	88.9%	92.1%

COLLEGE FINANCIAL AID OFFERED

	88/89	89/90	90/91	91/92	92/93	93/94	94/95	95/96
average daily excluding LTA's	74.7%	79.2%	82.0%	83.3%	84.3%	85.2%*	86.8%*	87.9%*

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COLLEGE ADMISSIONS RATE

June, 1994	June, 1995	June, 1996
81.0%	88.9%	92.1%

COLLEGE FINANCIAL AID OFFERED

June, 1995	June, 1996
\$898,761	\$2,464,781

* Meets or exceeds Chancellor's Standards

**HIGH STANDARDS + HIGH EXPECTATIONS =
HIGH ACHIEVEMENT!**

ENGLISH LANGUAGE ACQUISITION PROGRESS

% of students making necessary improvement	'93-'94	'94-'95	'95-'96
	48.1%	71.9%	73.8%

HIGH SCHOOL ADMISSIONS (Number of Applications for Sept. 1996)

DeWitt Clinton HS	9,342	+50.9%	High School of Choice in the Bronx!
Nearest Bronxwide HS	6,190		

BILINGUAL (Limited English Proficient - LEP Students)

Successfully Tested Out	Spr '94	Spr '95	Spr '96	Improvement (2 yrs)
(number)	23	69	78	+239%

ADVANCED PLACEMENT ENROLLMENT (A.P./College Board)

Fall '93	Fall '94	Fall '95	Fall '96	3 Yr. Increase
131	216	264	296	+ 126%

CHANCELLOR'S STANDARDS

91/92	94/95	95/96
6 out of 12 met	9 out of 11 met	11 out of 11 met
50% met	81.8% met	100% met

C.P.I. - COLLEGE PREPARATORY UNITS EARNED

Percentage of Graduating Seniors with 16 or more units (the highest category)

1993	1994	1995	1996
38.9%	40.4%	45.2%	48.4%

REGENTS EXAM RESULTS (numbers passing)

January + June

Regents Exams in	1993	1994	1995	1996	3 yr. improvement
English	175	209	250	342	+ 95.4%
French	20	20	22	35	+ 75.0%
Spanish	225	234	251	327	+ 45.3%
Global History	161	188	247	291	+ 80.7%
US History	194	183	232	241	+ 24.2%
Math Sequential 1	97	113	132	226	+133.0%

(number)	23	69	78	+239%
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50% met	81.8% met	100% met

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Spanish	225	234	251	327	+ 45.3%
Global History	161	188	247	291	+ 80.7%
US History	194	183	232	241	+ 24.2%
Math Sequential 1	97	113	132	226	+133.0%
Math Sequential 2	108	132	146	169	+ 56.5%
Math Sequential 3	65	73	106	120	+ 84.6%
Biology	79	166	158	218	+175.9%
Chemistry	36	42	117	83	+130.6%
Earth Science	30	56	154	155	+416.7%
Physics	38	38	14	46	+ 21.1%
TOTALS	1,311	1,454	1,829	2,253	+ 71.9%

Harlem HS joins list of nation's best

A 'HIGH FIVE' FOR CITY SCHOOL

By DENISE BUFFA
Education Reporter

Central Park East Secondary School in Manhattan — where kids perform internships in morgues and criminal courthouses — was yesterday named one of the five best urban high schools in the country.

The East Harlem school, where 97 percent of the kids graduate and 90 percent go to college, will share a \$2 million grant to continue its work, exchange ideas with the four other top schools and ultimately spread its secrets of success with schools throughout the region.

"They are what every school should be reaching for," U.S. Education Secretary Richard Riley said at the Madison Avenue school yesterday as he announced the U.S. Department of Education's Urban High School Initiative.

The program is a partnership between the department, the five schools and The Big Picture Company, a Rhode Island-based nonprofit education research and advocacy group.

Central Park East — whose 475 seventh- through 12th-graders hail from the East Harlem neighborhood — is answering President Clinton's "Call to Action" to ensure kids are ready to go to college, have access to the Internet, qualified teachers and a safe school, Riley said.

At the end of the 10th grade, students enter what's called the Senior Institute, where they must prepare

portfolios in areas including literature and science and technology.

They must then present their thoughts to a committee consisting of an administrator, a teacher, a younger student and an adult of the graduation candidate's choice.

Much of the work done in connection with the portfolio is the outcome of internships, which give the students firsthand experience in professions they're considering.

One student, Robin Bullock, said working as a teacher's assistant in an elementary school helped her decide what sort of education career to pursue: as a high school math teacher.

"It really made me decide this is what I want to do," said the 18-year-old senior.

Parents and teachers, sitting with Riley and the students in a circle after the announcement, told of what's worked for them.

For Samantha Olds, who teaches social studies and English to seventh- and eighth-graders, there's a bigger reward than camaraderie with other teachers or the chance to earn credits toward a master's degree.

"The payoff is watching the progress and seeing the light go off in someone's head," she said.

The other selected schools are Hoover High School, San Diego, Calif.; William Turner Technical High School, Miami; Chicago Vocational Essential High School; and the St. Louis Academy.

"I've tried to hide it," admitted Hazel Langrall, 16, a Conestoga senior who was deferred at her top choice, Duke University. "I know it's not personal, but it feels that way. It's a rejection of yourself."

And for a teenager, grappling with the normal insecurities of adolescence, any rejection is tough news.

"I feel betrayed by the whole process, and what I'd been told," Baldwin's Judi DeDerenzo said of her Duke deferral. "I've worked my butt off for years, and look where it got me."

The quest to stand out — to become the student who leaps ahead of all others — is not lost on Patrick Fischer, who has seen the pressures building when he recruits for Cardinal O'Hara at elementary schools. Already, students are asking about advanced placement courses, when to take the SAT, and how early to

start the college-application process.

"We have parents of eighth grad-

ers asking about it," Fischer said. "The mind-set has changed so much. It's scary."

NEW YORK DAILY NEWS THURSDAY MARCH 13, 1997

E. Harlem HS wins 2M federal grant

By LAWRENCE GOODMAN

Daily News Staff Writer

Pg 2C

An experimental East Harlem high school that sends 90% of its students to college will get \$2 million from the U.S. government to develop ways to spread its success to other schools.

The U.S. Department of Education cited Central Park East Secondary School as one of five "cutting edge" urban public high schools in the nation.

With the \$2 million grant, teachers and administrators at the 450-student academy on Madison Ave. at 106th St. will develop innovative educational techniques and then tell other schools about them.

"The percentages of students you graduate and send to college are remarkable," Education Secretary Richard Riley told school officials and students earlier this week.

"They are testament to the hard work of your school administrators, teachers, community members and businesses — and of course your parents."

The school, established nearly 12 years ago, has grades seven through 12. Students can call their teachers by their first names, and are required to perform a semester-long internship to graduate.

Class sizes in grades seven through 10 are no larger than 20, and the staff meets to discuss teaching strategies at least five hours a week.

A stunning 97% of the students graduate, the U.S. Education Department said. Most of the students come from the East Harlem neighborhood, and nearly all are black or Hispanic.

One parent who lives outside the area said her children get up at 5 a.m. to attend school there.

"My main concern was I wanted my children in a safe haven where they didn't feel like outcasts because they wanted to learn," parent Sheila Lambright told Riley.

The other schools tapped for the Education Department's Urban High School Initiative are in Miami, Chicago, St. Louis and San Diego, Calif. A sixth will be added shortly.

Each school will receive a base grant of \$30,000 to \$50,000, and then additional funds as needed, federal officials said.

Larry Rosenstock, an education consultant who helped select the schools, said all the academies are small or have been divided up into smaller schools.

"It seems to be a very common theme for getting results," he said.

KANSAS CITY STAR MAR 13 1997

Education board delays action on 23 grants

By KATE BEEM

Staff Writer

P 28

Although it approved the state's first charter school on Tuesday, the Kansas Board of Education did not approve 23 grants to help districts plan for the experimental schools.

The money is part of an \$850,000 federal grant Kansas received last fall. Department of Education staff members recommended that the board approve 23 grants to school districts, including Blue Valley and Spring Hill in Johnson County and the Columbus School District in southeast Kansas, which will start the state's first charter school in August.

Board members Scott Hill of Abilene and Linda Holloway of Shawnee told Commissioner Andy Tompkins they couldn't approve the grants based solely on a recommendation from department staff

members. They wanted to see the criteria used to rank the grant applications and possibly the applications themselves.

Tompkins told the two they could have asked to see that information before Tuesday's meeting. Board members receive their agendas about two weeks before the monthly meetings.

Assistant Commissioner Dale Dennis said after the meeting that the board members would get the information and that the grants would be placed on the board's April agenda.

The 23 grants — 15 for \$35,000 and eight for \$30,000 — are for planning only. Groups within school districts receiving the grants who want to start charter schools must follow the charter school application process, Tompkins said.

The 1994 Kansas law allowing charter schools limits the state to 15 such schools.

**U.S. Department of Education
Office of Under Secretary, Planning and Evaluation Service
600 Independence Avenue, SW
Room 4168, FOB10
Washington, DC 20202**

FAX COVER SHEET

Fax Number: (202) 401-3036

TO : Bill Kincaid

**FAX NO.:
456-7028
456-7431**

(Number of pages, including cover sheet: 7)

FROM: Val Plisko

PHONE NO.:401-1958

Message:

Bill,

Attached is a fax Christine Kulick sent me; she left me a voice mail message that I was to coordinate the response. I can't tell what the source is but it looks published. Most are magnets. Hope they are helpful.

Val



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO Bill Kincaid

PHONE 456-2857

FAX 456-7028

FROM Iva Smith

PHONE 401-7773

FAX 202-401-2098

PAGE(S) TO FOLLOW 2

MESSAGE: _____

CONFIDENTIALITY NOTICE

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June 6, 1997

NOTE TO LESLIE

As you had thought, this is for next week's speech. However, speechwriting would like the material to include in a draft to be completed Monday afternoon. Could we shoot for Monday around noontime on this?

I have confirmed that they are looking for K-12 schools that are racially diverse and that exemplify excellence/high achievement. Speechwriting was going to call to get some more details on Venice High, so I think all three of the schools attached just need to be vetted. Beyond that, I would like to provide an additional 2 or 3 examples, at least, that would give a range of options geographically, and that have different racial makeups. Some of OVAE's New American High Schools might be a possibility, as well as Blue Ribbon and Title I distinguished schools. PES may be able to help.

Please let me know if you have any questions. Thanks for your help.

-- Bill

SOME POSSIBILITIES TO MENTION AS DIVERSE, DISTINGUISHED SCHOOLS

1. DeWitt Clinton High School, Bronx, NY (had discussed a possible POTUS visit) -- see attached letter/clips--includes racial breakdown.

- Dramatic turnaround story in a large, highly ethnically diverse high school. Identified seven years ago as a low-achieving school by New York State, with low attendance and high dropout rates. The formerly all-male school raised expectations (expanded AP program, eliminated all non-Regents level courses, and tripled the number of students moving on from Limited English Proficient program), and substantially increased parental involvement.
- Dropout rates and attendance have dramatically improved, and far more students are taking and passing rigorous regents exams (although the total receiving Regents diplomas is still under 20%).
- Selected by Redbook magazine in 1996 as one of the five most improved high schools in the nation, and given a high rating for performance from New York Times.
- The school is celebrating its Centennial this year.

2. Central Park East Secondary School, Manhattan, NY

Predominantly African-American and Hispanic. See attached clips/press release.

- Selected by Dept. Of Education as one of outstanding New American High Schools.
- Graduates 97.3% of its students and 90% of them go on to college.

3. Venice High School, Venice, CA

My understanding is that this school is 67% Latino, 15% black, 5% Pacific Islander, 8% white, a fairly tough, urban high school. Evidently the school won the National Science Bowl for the second year in a row. Phone 310-306-7991.

JUN - 9 1997

Note to Iva Smith, OS

Listed below, as you requested for the White House, are several diverse, distinguished schools:

Ashford Elementary School
Houston Independent School District
Houston, Texas
(713) 368-2120

--705 students in grades PreK-4
--53% white, 28% Hispanic, 12% African American
--39% free or reduced lunch, 25% limited English proficient (LEP)
--86% passing Texas Assessment of Academic Skills (TAAS) in reading, 84% passing
Texas Assessment of Academic Skills (TAAS) in math

Dr. Charles R. Drew Elementary School
Montgomery County Public Schools
Silver Spring, Maryland
(301) 989-6030

--501 students in grades PreK-6
--43% percent white, 29% African American, 17% Asian, 11%
Hispanic
--25% free or reduced lunch, 3% LEP
--77% of 4th graders meeting state standard in reading,
and 87% passing state standard in math

PS 100 Isaac Clason School
Community District 8
Bronx, New York
(718) 822-5048

--761 students in grades K-4
--84% free or reduced lunch, 5% LEP
--87% of 3rd graders meeting state standard in reading, 99%
of 3rd graders meeting state standard in math.

Samuel Mason Elementary School
Boston Public Schools
Boston, MA
(617) 635-9000

- 296 students
- 43% African American, 23% Cape Verdian, 14% Latino, 13% white
- 24% LEP
- 1995 achievement exceeded district averages for Boston and for 11 other urban school systems
- Title I Exemplary Schoolwide Program recognized by U.S. Department of Education

We hope this information will be useful. We are expecting additional information on these schools, and will send it to you as soon as it is available.

Val Plisko
Planning and Evaluation Service
401-1958

Barbara Carter
401-1958
401-1232

29. The Washington Post

05/11/97; Edition: FINAL; Section: Prince William Extra; Page V01

Non-English Speakers Are Testing Schools

By Ann O'Hanlon
Washington Post Staff Writer

Prince William County is far more diverse than a decade ago, particularly in the county's 66 schools, where the minority enrollment stands at 33 percent today, compared with 22 percent in 1990.

Perhaps nowhere is that more evident than in the classrooms that are home to English for Speakers of Other Languages (ESOL).

The number of teachers in the program has more than tripled in the last decade, and enrollment is more than 10 times what it was in 1987.

Today, more than 1,000 students who are more comfortable speaking Spanish, Urdu, Korean, Vietnamese or one of 44 other languages make their way to classrooms in 25 county schools.

The effect on the school system is dramatic. The cost of educating those students is intense, because the ratio of students to teacher must be much smaller in ESOL classrooms. Another new cost brought on by the growth is the addition next year of a full-time ESOL supervisor, a position that currently is an overwhelming part-time slot.

ESOL teachers are heavily taxed and can burn out quickly, some county teachers say. Finding replacements and new teachers to fill slots is difficult, because ESOL enrollment also is booming elsewhere in the metropolitan area, creating demand and competition.

Finally, ESOL teachers and some school administrators fret that immigrant students with little language ability are cut off from the rest of the school community, perhaps leading to a lonely existence. The potential for trouble, gang-related or otherwise, is strong, they say.

"I really think that a lot of kids have been discriminated against here, and it's hard to be fond of a country when that happens," said Rhonda Shaw, an ESOL teacher at Gar-Field High School. Her colleague Vera Darter said that other students don't make it easier.

"Americans are not trying to make friends with them, either," she said. When she encourages her students to make friends outside the program, "they usually say, 'Well, they don't want to be friends with us.'"

School Superintendent Edward L. Kelly said the system is having increasing problems with Hispanic and Asian students — especially those whose native language is not English — joining gangs.

"When you look at the reasons why kids join gangs, the single most common reason is to feel like they belong," he said.

Teachers say that because of the neediness of the students and the fact that ESOL teachers and students usually are together for a few years running, tight bonds form. ESOL teachers often feel a maternal or paternal tie to their students.

"The parents, so many of them are working so many jobs," said Charlotte Wicks, one of three ESOL teachers at West Gate Elementary School near Manassas. The students "will come in and say, 'Oh, I have a toothache.' So you get them a dentist appointment. Or they need glasses. You take them for haircuts. You are acting like a mother."

The time-intensive relationships are strained by increasing enrollment, Wicks said.

"You could give individual attention like mad back in 1984," she said, recollecting her first year in the county. "Whereas today you can try but you can't. So the numbers make a difference."

And the numbers can feel like a squeeze, even when the ratio is good. At Gar-Field High, Shaw has 11 students in her third-period class and was busy with one of them recently, correcting a paper.

"When you say people in your country listen to English music, do you mean English music or American music?" she asked.

Moments later, she leaned over another student who had used the term "occupied countries" when he wanted to communicate "heavily populated."

Next door, a few of Darter's students were confused by the word "Caucasian." It means white, another student explained. "Oh, gringo," said a student.

Teachers face intense hurdles in such classes. In addition to having students who are in the midst of swirling life changes, they have students with varying language abilities, as well as varying academic abilities.

Wick recalled a student from Italy,

both of whose parents worked at International Business Machines Corp. He leaped through reading levels. But she has other students from countries with terrible education systems, and some of them are learning disabled to boot.

Carol Bass, the part-time ESOL supervisor, said the program's growth offers promise as well as challenge.

It must be a more centrally programmed curriculum than before, she said, because constant one-on-one contact with each ESOL teacher is no longer possible. That will produce an overall benefit eventually but also will require much time and be a larger bureaucratic hurdle for all involved.

But refining the program has benefits, such as the ability to pull Spanish-speaking students out and teach them topics such as science and social studies in their native tongue.

"The more students you have, the more creative you can be," Bass said. "That's the plus side of the program growing."

DIVERSITY SPOKEN HERE

Here's a look at the native tongues of Prince William students in English for Speakers of Other Languages.

Akan 1
Albanian 2
Arabic 13
Bengali 7
Bisaya 1
Cambodian 5
Cantonese 3
Chamorro 1
Chinese 8
Creole 6
Dari 4
Dutch 1
Farsi 16
Filipino 4
French 4
Ga 1
German 8
Gujarati 6
Hamirch 1
Hindi 5
Japanese 2
Kero 2
Korean 32
Kurdish 2
Lao 7
Luganda 1

Malay 1
Mandarin 5
Pangasinan 1
Persian 2
Polish 2
Portuguese 13
Punjabi 3
Romanian 1

Russian 3
Somali 5
Spanish 675
Tagalog 14
Tao 1
Temein 3
Thai 10
Tigrinya 1

Twi 10
Urdu 50
Uzbek 4
Vietnamese 31
Waray 1
Source: Prince William County
Schools■

30. Pittsburgh Post-Gazette

05/11/97; Edition: EAST THIS WEEK; Section: METRO; Page EW-5

EDUCATING ABOUT EDUCATION: CITIZENS' GROUP MARKS THIRD YEAR OF PROVIDING SERVICE TO COMMUNITY

N. BLITHE RUNSDORF

Asking questions at school board meetings, preparing education policy position papers for district discussion and getting candidates elected to the board is the current focus of Gateway Citizens for Educational Reform, a group about to celebrate its third year of organization.

Since its formation in 1994, the group has transformed from a single-issue taxpayers' group to one that considers its broader educational issues.

Originally, the group was called Gateway Taxpayers for Quality and Accountability. It was created by area residents in response to an error in the negotiated teachers' contract that could have cost almost \$1 million in additional salaries over the five-year life of the contract.

Now, the group is looking beyond contractual issues.

"As we began to look at financial issues, we found that we were also looking at academic issues," said Dr. Louis A. Chandler, a group member and associate professor of education at the University of Pittsburgh. "One thing led to another, and our philosophical approach to issues started to come together as our discussions increased."

GCER now publishes a monthly newsletter, the Gateway Report Card. With Chandler's guidance, it has

produced research-based papers on six issues. Those issues include outcome-based education, grade inflation and informing parents and obtaining their consent for their children's participation in research, sensitivity training or other nonacademic activities that take place during the school day.

The approximately 65 members pay \$10 a year to subscribe to the newsletter and meet every third Thursday of the month to discuss school-related issues. Members include parents of current and former students, senior citizens and other Gateway district residents.

A website homepage links to related education sites and offers coverage of current local educational issues and upcoming events. The group has become one of the more than 250 educational reform groups that belong to a state network.

A published "Statement of Principles" incorporates the local reform group's primary focus.

Elizabeth Perlman, a current school board member and a founder of the group, describes the focus as "an emphasis on an early academic core curriculum and continual evaluation of educational trends and programs to determine if they should come into the district and if they're really going to add

to student education."

According to Chandler, the issues position papers are "an effort to be positive, to generate ideas, not just complaints."

Another member and a former three-time Parent-Teacher Organization president Cheryl Boise said that the district was "fortunate to have a good environment with good supportive families and kids who want to learn." But, she said she was afraid she was becoming "increasingly cynical that our questions, ideas and concerns were ignored by the board and administration."

District superintendent Wayne Doyle said that he "look(s) forward to dialogue with all individuals and groups." He added that he encourages discussion and spends "a good part of every workday that way." Doyle considers himself an advocate of "open communication," and while he doesn't see the group's newsletter on a regular basis, he said he has read the position papers.

School board chairman William Segar said he was once a subscriber to GCER's newsletter and "agrees with them on some issues." He said he believes board members "look at input from any of our 33,000 residents as gaining valuable information."■