

**New American High Schools
Principals Roundtable and Awards Ceremony
November 9, 1999**

I. Schedule for Friday, November 19, 1999

<u>Event</u>	<u>Time</u>	<u>Place</u>	<u>Attendees</u>
Conversation with principals	1100 - 1230	Roosevelt Room West Wing	Principals, DPC and Ed staff
Reception/ Lunch	1230 - 120	Indian Treaty Room OEOB, 4th Floor	Above + other school people (approx. 40 from schools)
New American HS Awards Ceremony	130 - 200	Room 450 OEOB, 4th Floor	Sec Riley presiding, possibly Rep Frost (D-TX)

II. Attendees

<u>Conversation:</u>	13 Principals Andy Rotherham (DPC) Kendra Brooks (DPC) Ann O'Leary (OFL) (invited) Carole Kennedy (ED) (invited)	Eric Liu (Deputy Dir., DPC) JB Buxton (DPC) Bethany Little (DPC) Mike Cohen (ED) (invited) Tamara Monosoff (ED)
<u>Reception:</u>	13 principals Other ED staff	Others from schools DPC-Education staff
<u>Awards Ceremony:</u>	School personnel Rep. Martin Frost (invited) ED staff	Secretary Riley DPC-Education staff

III. Other Issues

1. Information to have people from the schools and ED cleared in to OEOB
2. Managing the invited: Where? Who? Etc.
3. Awards ceremony: space, schedule, and trophies
4. Contingency plans
- X ED Press plans

Ask Maria to intro Secretary
→ White House Pool (Steve Boy)

REVISED
Draft Agenda for NAHS Awards Conference
November 17th, 18th and 19th

Radisson Barcelo Hotel
2121 P Street Northwest
Washington, DC 20037
(202) 293-3100

Wednesday, November 17

- 7:00 – 9:00 Reception (All School Staff) ***Phillips Ballroom***
- **Dress: Business Attire**
 - Hors d'oeuvres, beverages and a cash bar
 - Guests will register, pick up badges, receive onsite materials
 - Opening remarks from Trish McNeil, Assistant Secretary of Education for Vocational and Adult Education & Gail Schwartz, Director of New American High Schools
 - Principals will be interviewed by Kamber staff for news packages
- Smithsonian Room***
- Principals will be acknowledged and provided 2-3 minutes to describe their school and recognize the contributions of their staff
- 8:30 – 9:00 Briefing on White House Event
Smithsonian Room
13 Principals & ED Staff

Thursday, November 18

- 7:00 – 8:30 Continental breakfast ***Phillips Ballroom***
- 8:30 – 10:00 General Session – So Now You Are a New American High School....
Phillips Ballroom
- Presentation 1: Welcoming Remarks/
The Department's High School Reform Agenda
Trish McNeil – ED
 - Presentation 2: NASSP's Role in Reforming America's High Schools
Pat George/John Lammel – National Association of Secondary School Principals
 - Presentation 3: What is the New American High Schools Initiative
Gail Schwartz – Director NAHS
 - Presentation 4: NAHS 1999 – 2000 Goals and Strategies
NAHS Team Leaders
Ivonne Jaime – Team Leader for Research
Todd May – Team Leader for School Identification
Lisa Smith – Team Leader for Communications
Laurence Peters/Sue Taylor – Team Leaders for Technical Assistance

10:00 – 10:15 Coffee Break

10:15 – 11:15 General Session – What Does This Mean For My School....

Phillips Ballroom

- Presentation 1: NAHS Expectations and Benefits
NAHS Team Leaders

- NAHS Line of Credit
- Outreach Stipend
- NAHS Case Studies
- National Evaluation
- Mentor Awards
- Building a Learning Community
- Data Collection Efforts
- 1999/2000 Public Outreach Efforts

- Presentation 2: Developing and Effective Outreach and Dissemination
Strategy

Mr. Bernard Pierorazio

Principal

Saunders Trades and Technical High School

Yonkers Public Schools

1998 New American High School Showcase Site

11:15 – 11:30 Pick up box lunches/explanation of concurrent sessions

11:30 – 12:25 Concurrent Roundtable Discussions #1– Accessing Departmental
Resources and Grant Funding (*See attachment for descriptions of each
session*)

- Professional Development ***Renwick Suite***
 - Heather Moore
Office of the Secretary
 - Peggy Zelinko
Office of Vocational and Adult Education
- Comprehensive School Reform ***Freer Suite***
 - Comprehensive School Reform Demonstration Program
Julie Peterson
Office of Elementary and Secondary Education
 - Secondary School Reform Legislation
ESEA/Title X Administration's Bill
Todd May
Office of Vocational and Adult Education
 - Blue Ribbon Schools Program
Steve O'Brien
Office of Educational Research and Improvement

- Educational Technology in the Classroom

National Gallery Ballroom B

- Technology Innovation Challenge Grants &
- Star Schools Program

Don Fork

Office of Educational Research and Improvement

- Community Technology Centers

Will Saunders

Office of Vocational and Adult Education

- Small and Safe Learning Environments ***Phillips Ballroom***

- 21st Century Community Learning Centers

Carol Mitchell

Office of Elementary and Secondary Education

- Safe Schools/Healthy Students Initiative

Safe and Drug Free Schools Program

Karen Dorsey

Office of Elementary and Secondary Education

- Promoting College and Career Awareness ***Corcoran Suite***

- GEAR-UP

Margarita Benitez

Office of Educational Research and Improvement

- School-to-Work

Mary Ann Donovan

National School-to-Work Office

12:30 – 1:25 Concurrent Roundtable Discussions #2 – Accessing Departmental Resources and Grant Funding (*See attachment for descriptions of each session*)

- Professional Development ***Renwick Suite***

- Heather Moore

Office of the Secretary

- Peggy Zelinko

Office of Vocational and Adult Education

- Comprehensive School Reform ***Freer Suite***

- Comprehensive School Reform Demonstration Program

Julie Peterson

Office of Elementary and Secondary Education

- Secondary School Reform Legislation

ESEA/Title X Administration's Bill

Todd May

Office of Vocational and Adult Education

- Blue Ribbon Schools Program

Steve O'Brien
Office of Educational Research and Improvement

- Educational Technology in the Classroom

National Gallery Ballroom B

- Technology Innovation Challenge Grants &
- Star Schools Program

Don Fork

Office of Educational Research and Improvement

- Community Technology Centers

Will Saunders

Office of Vocational and Adult Education

- Small and Safe Learning Environments ***Phillips Ballroom***

- 21st Century Community Learning Centers

Carol Mitchell

Office of Elementary and Secondary Education

- Safe Schools/Healthy Students Initiative

Safe and Drug Free Schools Program

Karen Dorsey

Office of Elementary and Secondary Education

- Promoting College and Career Awareness ***Corcoran Suite***

- GEAR-UP

Margarita Benitez

Office of Educational Research and Improvement

- School-to-Work

Mary Ann Donovan

National School-to-Work Office

1:25 – 1:45 Afternoon Coffee Break

1:45 – 4:15 Building a Learning Community

Corcoran, Renwick & Freer

MPR Faculty & NAHS Facilitators

Mixed Group Discussions and Sharing around NAHS Themes

Theme 1: High Academic Standards and Expectations for all Students

- Raise academic standards and expectations
- Link students' out-of-school learning experiences to classroom learning
- Use technology to enhance classroom learning
- Assess students' progress by what they are capable of doing

4:15 – 4:30 Wrap Up

Corcoran, Renwick & Freer

- Review of Friday's Agenda
- Discuss Dinner Protocol

4:30 – 5:00 Afternoon Downtime

5:00 – 5:30 Cocktail Hour
Phillips Ballroom

5:30 – 6:45 NAHS Evening Event: *A Celebration of Your Success*
Phillips Ballroom
Dress: Business Casual

Master of Ceremonies:
Assistant Secretary Patricia McNeil

Keynote Speech:
Teachers as Leaders in Reforming America's High Schools
Mary Beth Blegen
1999 Teacher in Residence
Office of the Secretary

Invited Guests:
Carole Kennedy
1999 Principal in Residence
Office of the Secretary

Dr. Raymond Lemley
Deputy Executive Director
National Association of Secondary School

6:45 – 7:30 Seated Dinner
Phillips Ballroom

7:45 Optional Activity (at your own expense: \$25pp)
"Washington After Dark" Tours

Friday, November 19

**(All Principals and school staff departing on 11/19
should check out prior to breakfast)**

7:00 – 8:00 Continental Breakfast *Phillips Ballroom*

8:00 – 9:30 Building a Learning Community
Corcoran, Renwick & Freer
NAHS Facilitators

Mixed Group Discussions and Sharing around NAHS Themes

Theme 2: Creating Small, Safe and Supportive Learning Environments

- Creating small, safe learning environments
- Structure learning around students' interest and careers
- Reorganizing the school day

9:30 – 9:45 Morning Coffee Break

Principals

10:00 All 13 principals meet in the lobby for transportation over to the White House

10:15 Principals depart for the White House

11:00 – 12:30 Principals Roundtable Discussion

Facilitator:

Eric Liu

Deputy Director

President's Domestic Policy Council (DPC)

White House

Remaining School Staff

9:45 - 11:00 Building a Learning Community

Corcoran, Renwick & Freer

NAHS Facilitators

Mixed Group Discussions and Sharing around NAHS Themes

Theme 3: Building Effective Partnerships to Support Student Learning and Transitions

- Students get extra support from adults
- Building alliances with the educators, employers, parents and the community
- Forging Partnerships with Middle Schools and Colleges

11:15 School staff meets in the lobby for transportation over to the White House

11:30 School staff departs for the White House

All Participants

12:30 – 1:15 Awards Reception and Lunch

Dress: Business Attire
NAHS Principals and Staff
Congressional Members and Staff
Invited Guests
ED & DPC Staff
Indian Treaty Room
Room 472
Old Executive Office Building
White House

1:30 – 2:00 New American High Schools Awards Ceremony
NAHS Principals and Staff
Invited Guests
ED & DPC Staff

Key Participants:
Richard Riley
Secretary of Education

Eric Liu
Deputy Director
President's Domestic Policy Council

Representative Martin Frost
(D-TX)

Patricia McNeil
Assistant Secretary of Education
Office of Vocational and Adult Education

Dr. Raymond Lemley
Deputy Executive Director
National Association of Secondary School Principals

Room 450
Old Executive Office Building
White House

2:00 – 2:30 Press Interview with Principals
Room 450
Old Executive Office Building
White House

Participants will be responsible for arranging transportation back to the hotel and/or airport.

Concurrent Roundtable Discussions

Workshop Descriptions

Professional Development
Renwick Suite

Heather Moore
Office of the Secretary

Heather will discuss the Department's strategy to prepare teachers for the challenges of 21st century schools. Specifically, she will cover three important departmental initiatives:

- **The National Awards Program for Model Professional Development**

The National Awards Program for Model Professional Development recognizes and rewards schools and school districts with exemplary professional development programs and disseminates information about high-quality professional development efforts that provide evidence of student learning and increased teacher effectiveness. Since the focus of this competition is on professional development for teachers and other educators in pre-kindergarten through grade 12 (pre-K-12) settings, only individual schools (public or private) or school districts may apply. 1999/2000 applications due by Jan 18, 2000. Contact: Sharon Horn (202) 219-2203

- **Teacher Quality Enhancement Grants (Title II: Higher Education Act)**

The Higher Education Amendments of 1998 respond to the Nation's critical need for high-quality teachers by enacting much of the Clinton Administration's proposal to improve teacher recruitment and preparation.

Who May Apply: States and Partnerships (Partnerships are composed at minimum of a high performing teacher preparation institution, a college of arts and sciences, and a **high need LEA or school district**)

Program Description: The three programs authorized by Title II--State Grants, Partnership Grants and Teacher Recruitment Grants--are intended to make lasting changes in the ways teachers are recruited, prepared, licensed and supported. A clear focus of these grants is support efforts to reduce shortages of qualified teachers in high-need school districts.

Types of Projects: Funds may be used to carry out reforms in the way teachers are recruited and prepared with a view toward developing improved clinical experiences; adopting reforms in licensing and certification requirements; developing improved induction procedures for new teachers; and preparation in the use of technology to improve education. Contact: Louis Venuto (202) 708-8847

- **The Preparing Tomorrow's Teachers to Use Technology Program**

The purpose of this program is to help ensure that tomorrow's teachers are prepared to integrate technology effectively into the curriculum and use the new teaching and learning styles enabled by technology. This initiative promotes improved teacher preparation, and fosters more collaboration across disciplines and among higher education, elementary and secondary schools and the private sector. Possible activities supported by this initiative include: faculty development, expanded efforts to incorporate technology competence and content mastery in teacher certification and renewal initiatives, the creation of technology-based teaching tools and resources, and field experiences focused on teaching with technology.

The **Preparing Tomorrow's Teachers to Use Technology** program will conduct a second competition for Implementation grants and Catalyst grants in the year 2000. These will be two-year grants, with an average of \$400,000 a year available for two years of work in approximately 80 new Implementation grants, and an average of \$650,000 a year available for two years of work in approximately 14 new Catalyst grants. There will be no Capacity Building grants awarded in the second program year. The application guidelines will be available in January 2000, with an application

deadline in March 2000. The new grant awards will be made by June of 2000. Contact: Tom Carroll (202) 260-1365

Peggy Zelinko
Office of Vocational and Adult Education

Peggy will describe the Department's research and activities in the field of contextual teaching and learning. Specific investments have been made around pre-service preparation and training, in-service professional development and the expansion of teacher academies. Contextual teaching and learning strategies helps students make the connection between knowledge and its applications to their lives as family members, citizens and workers. These strategies focus on students as active learners, and provide a wide-range of learning opportunities for them to use their academic skills to solve complex, real world problems. Teaching and learning in context emphasizes higher level thinking, knowledge transfer, collecting and analyzing data, functioning in teams and collaborative groups, and solving challenging problems. Contact: Peggy Zelinko (202) 205-3017

Comprehensive School Reform
Freer Suite

Julie Pederson
Office of Elementary and Secondary Education

Julie will describe the Department's innovative approach to school reform offered through the Comprehensive School Reform Demonstration Program (CSRD). The Comprehensive School Reform Demonstration Program, new in 1998, will help raise student achievement by assisting public schools across the country to implement effective, comprehensive school reforms that are based on reliable research and effective practices, and that include an emphasis on basic academics and parental involvement. Contact: Julie Pederson (202) 205-4292

Todd May
New American High Schools

Todd will provide a brief overview of the Administration's proposal for authorizing and funding secondary school reform. Title X, Part H of the Administration's Elementary and Secondary Education Act reauthorization proposal creates new a new authority to fund secondary school reform initiatives across the country. If enacted by Congress and signed by the President, this part of the legislation would essentially codify the reforms defined by the New American High Schools initiative. Contact: Todd May (202) 260-0960

Dr. Stephen O'Brien
Office of Educational Research and Improvement

Steve will provide an overview of the Department's Blue Ribbon Schools Program. The Blue Ribbon Schools Program promotes and supports the improvement of education in America by:

- identifying and recognizing schools that are models of excellence and equity, schools that demonstrate a strong commitment to educational excellence for all students,
- making research based, self-assessment criteria available to schools looking for a way to reflect on how they are doing,
- encouraging schools, both within and among themselves, to share information about best practices which is based on a shared understanding of the standards which demonstrate educational success.

In the year 2000, the Blue Ribbon Schools Program will be one avenue to identify New American High School showcase sites. Contact: Steve O'Brien (202) 219-2141

Educational Technology in the Classroom
National Gallery Ballroom B

Don Fork
Office of Educational Research and Improvement

Don will discuss two key grant programs designed to improve the efficient use of technology in America's classrooms and communities: The Technology Innovation Grants Program (TICG) and the Star Schools Program.

The **TICG program** provides grants directly to local consortia to improve and expand new applications of technology to strengthen the school improvement efforts, improve student achievement, and provide sustained professional development of teachers, administrators, and school library media personnel.

Who May Apply: Consortia which include at least one local education agency with a high percentage or number of children living below the poverty line. Consortia may also include other local education agencies, state education agencies, institutions of higher education, businesses, academic content experts, software designers, museums, libraries, or other appropriate entities. Contact: Cheryl Garnette (202) 219-2267

The **Star Schools program** encourages improved instruction in mathematics, science, and foreign languages as well as other subjects, such as literacy skills and vocational

education, and to serve underserved populations, including the disadvantaged, illiterate, limited-English proficient, and individuals with disabilities through the use of telecommunications. The Star Schools Program was first authorized in 1988 and was reauthorized most recently under Title III of the Improving America's Schools Act (PL103-382). The reauthorization allows the Office of Educational Research and Improvement to make grants for a duration of five (5) years and adds authority to make awards for a special statewide project, special local project, and for leadership, dissemination and evaluation activities. The Department has awarded more than \$125 million to telecommunications partnerships since the Program was authorized in 1988. The Program has provided services to more than 6,000 schools in every State, the District of Columbia, and several territories. Contact: Joe Wilkes (202) 219-2186

Will Saunders
Office of Vocational and Adult Education

William will provide a brief overview of the recently authorized Community Technology Centers (CTC) program. The purpose of the Community Technology Centers program is to promote the development of model programs that demonstrate the educational effectiveness of technology in urban and rural areas and economically distressed communities. These Community Technology Centers would provide access to information technology and related learning services to children and adults.

Who Should Apply?

State educational agencies (SEAs), local educational agencies (LEAs), institutions of higher education, or other public and private nonprofit or for-profit agencies and organizations are eligible to apply under this program.

2000 Application Information

In the FY 2000 budget, President Clinton requested \$65 million for the Community Technology Centers Program, with a goal of building more than 500 new centers. A competition is expected in 2000; the total amount available will depend on congressional appropriation of funds. Contact: Norris Dickard (202) 205-9873

Small and Safe Learning Environments
Phillips Ballroom

Carol Mitchell
Office of Elementary and Secondary Education

Carol will describe the Department's approach to expanding "after-hours" learning opportunities for students through the 21st Century Community Learning Centers Program. The focus of this program, authorized under Title X, Part I, of the Elementary and Secondary Education Act, is to provide expanded learning opportunities for participating children in a safe, drug-free and supervised environment. The 21st Century Community Learning Centers (CLC) program enables schools to stay open longer,

providing a safe place for homework centers, intensive mentoring in basic skills, drug and violence prevention counseling, helping middle school students to prepare to take college prep courses in high school, enrichment in the core academic subjects as well as opportunities to participate in recreational activities, chorus, band and the arts, technology education programs and services for children and youth with disabilities. In his FY 2000 budget, the President has requested \$600 million, which would support approximately 5,000 Centers and would serve close to 2 million children.
Contact: Carol Mitchell (202) 260-0982

Karen Dorsey
Office of Elementary and Secondary Education

Karen will briefly describe the Department led interagency initiative to create and sustain safe and secure learning environments. The purpose of the "Safe Schools/Healthy Students" coordinated grant initiative is to help school districts and communities develop and implement comprehensive community-wide strategies for creating safe and drug-free schools and for promoting healthy childhood development so that students can grow and thrive without resorting to violence or other destructive behaviors. The U.S. Department of Education will award three-year grants on a competitive basis. This program would streamline the application process by enabling eligible applicants to apply once for funds from several different agencies (ED, HHS and Justice) that can be used to support a variety of different activities leading to the creation of safer schools. Funds will be available from a single interagency source for three purposes: to hire law enforcement personnel to provide security in schools; for early intervention and prevention programs designed to make schools and students safer and free of drugs; and for mental health services and early childhood development programs. Grants will be awarded in four categories: urban (up to \$3 million per year per grant), suburban (up to \$2 million per year per grant), rural and tribal (up to \$1 million per year per grant).
Contact: Debbie Rudy (202) 260-1875

Promoting College and Career Awareness
Corcoran Suite

Margarita Benitez
Office of Educational Research and Improvement

Margarita will share the Department's approach to "getting kids to think college early" through GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs). GEAR UP is modeled in part after President Clinton's High Hopes for College proposal to create a national goal that every college should partner with at least one middle school in a low-income community to help raise expectations and ensure that students are well-prepared for college. GEAR UP also builds on an existing State early college awareness program. This new competitive grant program administered by the U.S. Department of Education supports early college preparation and awareness activities

at both the local and the State level. The President's FY2000 budget request doubles the funding for GEAR UP from \$120 million in FY99 to \$240 million in FY2000, and it would enable GEAR UP to reach almost 400,000 students in the year 2000.

GEAR UP Partnership grants. As outlined in the President's High Hopes for College proposal, this initiative will award multi-year grants to locally-designed partnerships between colleges and low-income middle schools, plus at least two other partners -- such as community organizations, businesses, religious groups, State education agencies, parent groups, or non-profits -- to increase college-going rates among low-income youth. To be most effective, partnerships will be based on the following proven strategies:

- **Informing students and parents about college options and financial aid**, including providing students with a 21st Century Scholar Certificate -- an early notification of their eligibility for financial aid;
- **Promoting rigorous academic coursework** based on college entrance requirements;
- **Working with a whole grade-level of students** in order to raise expectations for all students; and
- **Starting with 6th or 7th grade students and continuing through high school graduation** with comprehensive services including mentoring, tutoring, counseling, and other activities such as after-school programs, summer academic and enrichment programs, and college visits.

Contact: Margarita Benitez (202) 260-4703

**Mary Ann Donovan
National School-to-Work Office**

Mary Ann will detail the grants and resources available through the School-to-Work Opportunities Initiative. On May 4, 1994, President Bill Clinton signed the School-to-Work Opportunities Act of 1994. This law provides seed money to States and local partnerships of business, labor, government, education, and community organizations to develop school-to-work systems. Urban/Rural Opportunities Grants (UROG) fund partnerships in high poverty urban and rural areas (those with poverty rates above 20 percent for youth under 22) that have specific strategies to address the multiple needs of urban and rural in- and out-of-school youth, including human service needs. Under the STWOA, 10% of Federal STW grant money must be used for UROG grants, providing up to five years of direct Federal support. To date, 109 grants totaling \$53 million have been awarded to UROG partnerships. Contact: Melissa Apostolides (202) 401-6222

New American High Schools Schools at the Leading Edge of Reform FAQs

What are New American High Schools?

New American High Schools are innovative schools whose reform efforts enable their students to excel. The U.S. Department of Education has identified these leading-edge schools throughout America's cities, suburbs, and rural towns, and their students represent the diversity of their communities. New American High Schools have dramatically improved their quality of education, and have undertaken extensive reform efforts to ensure that *all* students are:

- Challenged by rigorous academics and high expectations
- Benefiting from a small, safe, personalized learning environment
- Well-prepared for college and careers

Students at these schools acquire the communication, problem-solving, and technology skills needed to succeed in a global, 21st century economy.

Are New American High Schools effective?

New American High Schools are highly effective. They have achieved, on average, higher SAT scores, higher graduation rates, lower drop-out rates, and higher post-secondary attendance rates than most of the nation's high schools. (The attached *Compelling Results* charts provide more detail.)

How do New American High Schools achieve this success?

New American High Schools do not employ a specific model, and reform efforts at each school are driven by local needs and resources. However, research on the current New American High Schools indicates that the sites use a common set of strategies, including innovative instructional techniques, creative integrated technology, tailored professional development for teachers and principals, community service and work-based learning experiences, and strong partnerships with parents and the community.

What is the New American High Schools Initiative?

Since 1996, the U.S. Department of Education's New American High Schools Initiative has showcased and supported outstanding high schools that have committed to extensive reform efforts, raised academic standards for all students, and achieved excellent results. Recognized high schools represent the broad range of institutions and instructional strategies found throughout the country. Included are comprehensive high schools, academic magnets, redesigned vocational-technical schools, and pilot schools serving the needs of at-risk youth. New American High Schools illustrate that reform can effectively occur in every region of the country: one school is in the heart of the financial district of New York City, another in the Appalachian region of South Carolina, and another on an island near suburban San Diego.

What are the benefits of being named a New American High School?

Benefits include:

- National recognition and the opportunity to serve as a reform leader
- A small stipend for outreach to other schools
- Access to technical and expert assistance
- Participation in a network with other New American High Schools
- The opportunity to inform policy and practice at a state and federal level

How are New American High Schools Selected?

Schools compete yearly to become New American High Schools.

The 1999 NAHS competition, co-sponsored by the Department of Education and the National Association of Secondary School Principals, featured 39 applicants representing more than twenty states. All 39 applications were screened by experts in the field of secondary school reform, including representatives from the current New American High Schools and Federal staff from the Department of Education. Sixteen diverse American high schools scored highly against the review criteria and were selected to proceed into the site visit stage of the competition. Following the site visits, review panels recommended thirteen of the sixteen finalists for this year's award.

Past Years: In 1996, the first ten New American High Schools were chosen by the U.S. Department of Education for their innovation and commitment to academic excellence. They also received the Seventh Annual *Business Week* Award for Instructional Innovation. In 1998, another seven high schools were recognized, in collaboration with the Department's Blue Ribbon Schools Program.

Who are the 1999 award winners and when will the award announcements occur?

The Department of Education has selected thirteen schools as 1999 New American High Schools showcase sites. U.S. Secretary of Education Richard Riley will announce and honor the 1999 New American High Schools at a ceremony at the White House on November 19th.

The 1999 New American High Schools showcase sites are:

- ◆ Angola High School in Angola, IN
- ◆ Brooklyn Technical High School in Brooklyn, NY
- ◆ East Grand Rapids High School in Grand Rapids, MI
- ◆ Eastern Technical High School in Baltimore, MD
- ◆ Eleanor Roosevelt High School in Greenbelt, MD
- ◆ Fox Chapel Area High School in Pittsburgh, PA
- ◆ MAST Academy in Miami, FL
- ◆ Niceville High School in Niceville, FL
- ◆ North East Magnet High School in Wichita, KS
- ◆ Rex Putnam High School in Milwaukee, OR
- ◆ Sir Francis Drake High School in San Anselmo, CA
- ◆ South Grand Prairie High School in Grand Prairie, TX
- ◆ The School of Environmental Studies at the Minnesota Zoo in Apple Valley, MN

Who are the current New American High Schools?

Here are snapshots of the thirty current New American High Schools showcase sites:

1999 NAHS Showcase Sites

Angola High School
Angola, Indiana

Type of School: Comprehensive
Type of Location: Rural
Students Served: Enrollment 843 (97% Caucasian)
17% of students qualify for free or reduced price lunch
Compelling Outcomes: Students earn an average combined score of 1001 on the SAT and 24 on the ACT (School Year 1998)

Brooklyn Technical High School
Brooklyn, New York

Type of School: Science and Technology Magnet
Type of Location: Urban
Students Served: Enrollment 4187 (18% Caucasian; 28% African American; 14% Hispanic; 40% Asian) 24% of students qualify for free or reduced lunch.
Compelling Outcomes: In 1998, 86.5% of the senior class received the New York Regents diploma, compared with 13.6% of students in New York City High Schools. Students earn an average combined score of 1157 on the SAT, compared with 1016 nationally and 835 in New York City High Schools. Approximately 98.4% of the students enroll in college. (School Year 1998)

East Grand Rapids High School
Grand Rapids, Michigan

Type of School: Comprehensive
Type of Location: Suburban
Students Served: Enrollment 843 (96% Caucasian; 2% African American; 1% Hispanic; 2% Asian)
Compelling Outcomes: Approximately 94.3% of the students enroll in college. The school has a dropout rate of less than 1% and an attendance rate of 96.9%. Students earn an average combined score of 1152 on the SAT and 25 on the ACT. (School Year 1998)

Eastern Technical High School
Baltimore, Maryland

Type of School: Technology Magnet
Type of Location: Urban
Students Served: Enrollment 1352 (87% Caucasian; 10% African American; 1% Hispanic; 2% Asian) 14% of students qualify for free or reduced lunch.
Compelling Outcomes: The school has a dropout rate of less than 1% and an attendance rate of 96.8%. In 1998, Eastern Tech was the second high school in the state to achieve an "Excellent" rating, the highest possible, in all assessed academic areas on the Maryland State Performance Assessment. Composite SAT scores have risen by 7% since 1996. (School Year 1998)

**Eleanor Roosevelt High School
Greenbelt, Maryland**

Type of School: Comprehensive
Type of Location: Urban
Students Served: Enrollment 3,053 (30% Caucasian; 56% African American; 3% Hispanic; 10% Asian) 17% of students qualify for free or reduced price lunch.
Compelling Outcomes: Students earn an average combined score of 1070 on the SAT. Approximately 78% of the students enroll in college. The school has a dropout rate of 1.81% and an attendance rate of 91%. (School Year 1998)

**Fox Chapel Area High School
Pittsburgh, Pennsylvania**

Type of School: Comprehensive
Type of Location: Suburban
Students Served: Enrollment 1347 (95% Caucasian; 1% African American; 3% Asian) 12% of students are receiving special ed. services.
Compelling Outcomes: Students combined SAT score of 1091 exceed both State and National averages. 47% of 11th and 12th graders have AP classes and 86% of students who took AP exams earned a score of three or higher. Approximately 91% of the students enroll in college. The school has a dropout rate of .9% and an attendance rate of 96%. (School Year 1998)

**MAST Academy
Miami, Florida**

Type of School: Magnet
Type of Location: Urban
Students Served: Enrollment 550 (36% Caucasian; 32% African American; 29% Hispanic; 3% Asian)
18% students qualify for free or reduced price lunch
Compelling Outcomes: Students earn an average combined score of 1149 on the SAT and 24 on the ACT. Approximately 94% of the students enroll in college. The school has a zero dropout rate and an attendance rate of 96.45%. (School Year 1998)

**Niceville High School
Niceville, Florida**

Type of School: Comprehensive
Type of Location: Suburban
Students Served: Enrollment 2159 (83% Caucasian; 8% African American; 1% Native American; 4% Hispanic; 3% Asian) 8% of the students qualify for free or reduced lunch. 15% of students receive special ed. services.
Compelling Outcomes: Students average combined scores on the SAT and ACT consistently surpasses State and National averages. Approximately 80% of Niceville's students enroll in college. The school has a dropout rate of 1% and an attendance rate of 92%. 95-96 National Blue Ribbon School of Excellence. (School Year 1998)

**North East Magnet High School
Wichita, Kansas**

Type of School: Magnet (science, law, visual arts)
Type of Location: Urban
Students Served: Enrollment 433 (64% Caucasian, 21% African American, 2% Native American, 5% Hispanic, 8% Asian; 31% of the students qualify for free or reduced price lunch)

Compelling Outcomes: (School Year 1998)

- Students' combined average ACT score of 22 is higher than the national average.
- Approximately 81% of students enroll in college (including 3% in art institutes), compared with the district average of 65%.
- The school's daily attendance rate is 95% and the dropout rate is 0.9%, compared with district rates of 88% and 8.9%, respectively.
- The school has the highest percentage of students in the district passing higher-level math and science classes.

**Rex Putnam High School
Milwaukee, Oregon**

Type of School: Comprehensive
Type of Location: Suburban
Students Served: Enrollment 1208 (88% Caucasian; 1% African American; 1% Native American; 5% Hispanic; 4% Asian; 1% Other) 7% of the students qualify for free or reduced lunch. 7.5% of students receive special ed. services.

Compelling Outcomes: Combined SAT score of 1082 exceeds District, State and National averages. Approximately 65% of the students enroll in college. The school has a 4.34% dropout rate and an attendance rate of 91.6%.
(School Year 1998)

**Sir Francis Drake High School
San Anselmo, California**

Type of School: Comprehensive (with one Freshmen and four theme-based academies)
Type of Location: Suburban
Students Served: Enrollment 969 (82% Caucasian; 2% African American, 1% Native American, 6% Hispanic, 3% Asian; 3% of the students qualify for free or reduced price lunch)

Compelling Outcomes: (School Year 1998)

- Students' average combined SAT score of 1111 -- with a three-year upward trend -- is nearly 100 points higher than the national average.
- The graduation rate is 100% -- up from 88.4% in 1996 -- and the dropout rate is zero.
- The average daily attendance rate is 98% -- up from 92% in 1993.
- More than 80% of students enroll in college. Rigorous requirements to attend California's state universities are met by 62% of the students -- up from 40% in 1993.
- Twice awarded the state of California's Golden Bell Award for outstanding innovations in education.

**South Grand Prairie High School
Grand Prairie, Texas**

Type of School: Comprehensive (with five theme-based academies)
Type of Location: Suburban
Students Served: Enrollment 2436 (49% Caucasian, 16% African American, 27% Hispanic, 7% Asian, 1% Other; 14% of students qualify for free/reduced lunch)

Compelling Outcomes: (School Year 1998)

- Students' average pass rate for the Texas state exam (TAAS) in math is 82%-- up from 64% three years ago. The pass rate for reading is 91%, compared with the state average of 67%.
- Students' mean SAT score of 999 is higher than the state mean.
- Approximately 63% of the students enroll in college, compared with the district average of 53%.
- The daily attendance rate is 95% and the dropout rate is 1.6%.

The School of Environmental Studies at the Minnesota Zoo
Apple Valley, Minnesota

Type of School:	Choice
Type of Location:	Suburban
Students Served:	Enrollment 400 (92% Caucasian; 2% African American; 2% Native American; 2% Hispanic; 2% Asian)
Compelling Outcomes:	Students earn an average score of 24 on the ACT. Approximately 91% of the students enroll in college. The school has a zero dropout rate and an attendance rate of 96%. (School Year 1998)

1998 NAHS Showcase Sites

Adlai Stevenson High School
Lincolnshire, Illinois

The curriculum at suburban Adlai Stevenson High School is a model of challenge and relevance for the 3,300 + students enrolled. Newsweek (1998) rated Stevenson among the top 20 high schools in the United States on efforts to give as many students as possible the opportunity to do the most advanced work. The payoff at Stevenson is remarkable: more than 90% of 1997 graduates exceed Illinois State math and science course requirements; the College Board (1997) ranked Stevenson first in the Midwest and among the top 10 schools in the world in the Advanced Placement program *for producing more AP scholars than any school in the world*; and more than 95% of 1996 graduates enrolled in postsecondary education.

Coronado High School
Coronado, California

Suburban Coronado High School is an example of the accomplishments that can be achieved when a school joins in partnership with its community. A new school vision, the addition of over 50 new courses, a shift to a more student-centered and active instructional strategies, a change in the class schedule, and a collaborative and inclusive decision-making process have resulted in a strong trend of improving test scores and attitudes.

Greene JROTC Academy
Dayton, Ohio

When visitors and parents are asked to share their thoughts about Greene JROTC Academy, they often say it is "something different and powerful" that works at the school. Greene is a small comprehensive urban high school dedicated to educating students who have not been successful in traditional settings. Entrepreneurial leadership, dedicated staff, and innovative curriculum and delivery at Greene have resulted in improved attendance, retention, and academic achievement.

Marine Academy of Science and Technology
Sandy Hook, New Jersey

Recognized as the only public high school of its kind in the state of New Jersey, the Marine Academy of Science and Technology (MAST) offers a specialized program in Marine Environmental Technology to its 230 students. Academic standards at MAST, a suburban school, are very high. In addition to four years of mathematics -- starting with algebra -- and four years of science and naval science, students are now surpassing state graduation requirements in foreign language and computer education, which has benefited the achievement of all students.

Hi J.B.

I Stopped by
to meet you.

I had a meeting
here. Sorry to
miss you.

Tamara
Monosoff
205-3684

**1999 Recommended Schools
Compelling Outcomes & Statistics**

Performance Indicator	Average Score for 1998	National Average for 1997/98	Number of Schools Reporting
SAT Scores	1073	1017	11
ACT Scores	23.6	21	6
Drop Out Rate	0.95%	5% (96/97)	13
Attendance Rate	94.85%	N/A	13
Post Sec Enrollment	80%	68%	13
Avg. Per Pupil Spending	\$6,336	\$6,812	13

Network Affiliation

Network	# Applying	# Site Visited	# Recommended
NASSP/NAHS	13	4	4
SREB	3	0	0
JFF	4	3	2
Sonoma	0	0	0
TOTALS	20/39 51%	7/16 44%	6/16 38%

School Type

School Type	Number Represented	Percentages
Comprehensive	7/13	54%
Magnet	5/13	38%
Other	1/13	8%

School Location

Location	Number Represented	Percentages
Urban	4/13	31%
Suburban	8/13	61%
Rural	1/13	8%

School Size

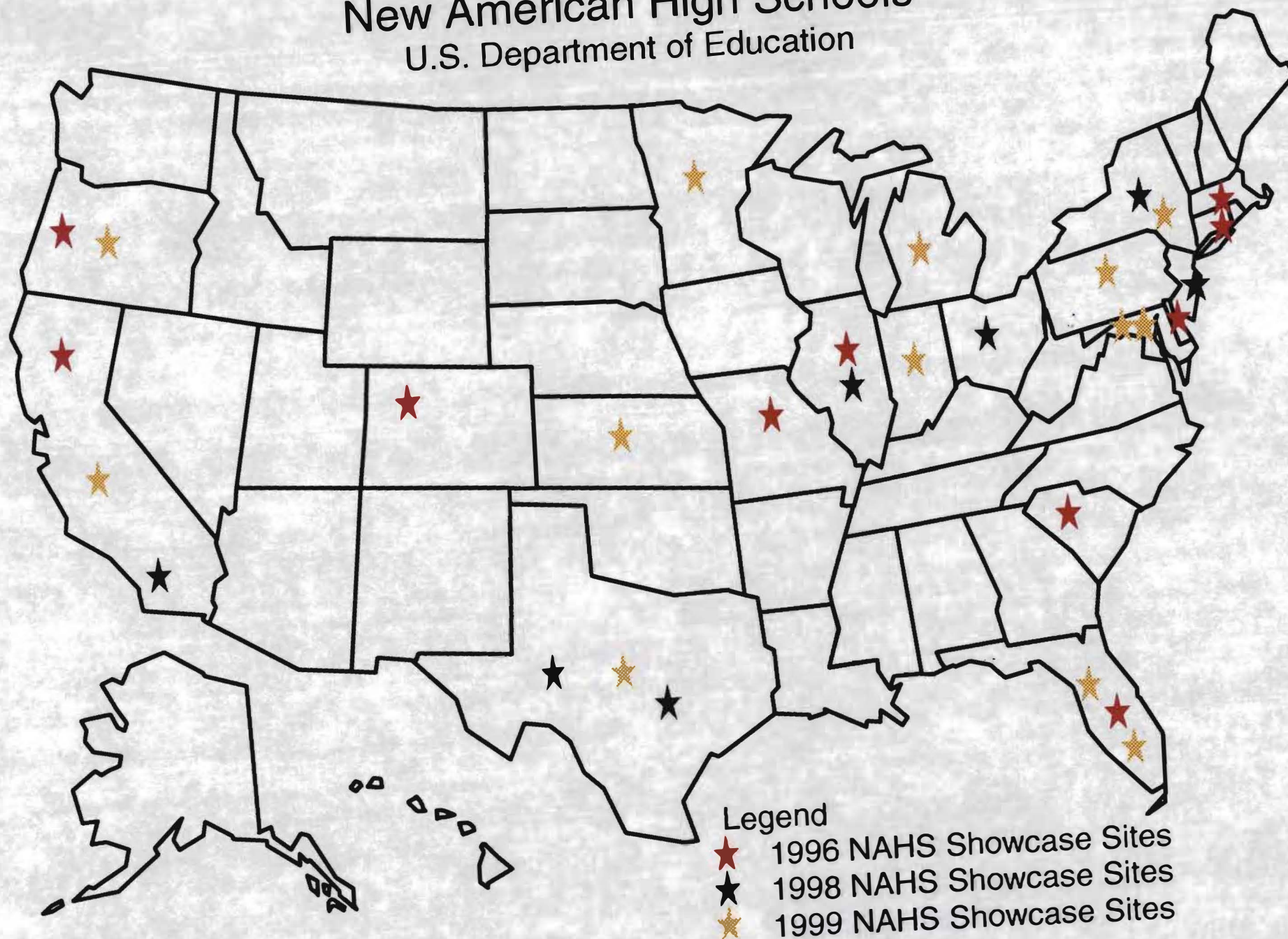
School Size	Number Represented	Percentages
0-500	2/13	15%
500-1000	4/13	31%
1000-2000	3/13	23%
Over 2000	4/13	31%

Ethnic Breakdown

Ethnic Majority	Number Represented	Percentages
Caucasian	10/13	76%
African American	1/13	8%
Hispanic	0/13	0%
Asian	1/13	8%
Mix	1/13	8%

New American High Schools

U.S. Department of Education



NAHS Awardees 1999 - Test Scores, and Attendance, Dropout, and Post Secondary Enrollment Rates

<i>After Visit Score</i>	<i>Name of School</i>	<i>SAT Total</i>	<i>PSAT</i>	<i>ACT Total</i>	<i>Drop Out Rate</i>	<i>Daily Attendance</i>	<i>Post Secondary Enrollment Rate</i>
94	Eastern Technical High School	951	93.2		.07%	96.8%	52%
93	MAST Academy	1149	55.5V 56.1M	24	0.0%	96.45%	94%
91	Angola High School	1001		24	.8%	95.7%	71%
91	Eleanor Roosevelt High School	1070			1.81%	91.2%	78%
91	School of Environmental Studies at the		53V 54M	24	0.0%	96%	91%
88	East Grand Rapids High School	1152		25	.9%	96.9%	95.3%
88	Niceville High School	1041	50.6V 51.7M 51.7W	23	1.0%	91.5%	80%
85	Brooklyn Technical High School	1157	52.7V 58.8M 50.0W		0.0%	92.6%	88.4%
85	Rex Putman High School	1082			4.34%	91.6%	65%
85	South Grand Prairie	999			1.6%	94.98%	63%
84	North East Magnet High School	0		22	.9%	95.04%	79.7%
84	Sir Francis Drake High School	1111			0.0%	98.24%	81%
80	Fox Chapel Area High School	1091	52.0V 51.1M 54.6W	0	.9%	96%	91%

NAHS Awardees 1999 - Demographics

After Visit Score	Name of School	City	State	Chair	School Type	School Location	# of Students Enrolled	% free/reduced lunch	White American	African American	Hispanic	Asian	Native American	Other
94	Eastern Technical High School	Baltimore	MD	Sharon Belli	Magnet	Suburban	1352	14	87	10	1	2	0	0
93	MAST Academy	Miami	FL	Ivonne Jaime	Magnet	Urban	550	18	38	32	29	3	0	0
91	Angola High School	Angola	IN	Mary Ann Donovan	Magnet	Rural	843	17	97	0	0	0	0	0
91	Eleanor Roosevelt High School	Greenbelt	MD	Allison Hill	Comprehensive	Urban	3053	17	30	56	3	10	0	0
91	School of Environmental Studies	Apple Valley	MN	Sharon Belli	Other	Suburban	400	9	92	2	2	2	2	0
88	Niceville High School	Niceville	FL	Sharon Belli	Comprehensive	Suburban	2159	8	83	8	4	3	1	0
88	East Grand Rapids High School	Grand Rapids	MI	Ivonne Jaime	Comprehensive	Suburban	814	1	96	2	1	2	0	0
85	Brooklyn Technical High School	Brooklyn	NY	Andy Abrams	Magnet	Urban	4187	24	18	28	14	40	0	0
85	South Grand Prairie	Grand Prairie	TX	Andy Abrams	Comprehensive	Suburban	2436	14	49	16	27	7	0	1
85	Rex Putman High School	Milwaukie	OR	Steve O'Brien	Comprehensive	Suburban	1208	7	88	1	5	4	1	1
84	Sir Francis Drake High School	San Anselmo	CA	Andy Abrams	Comprehensive	Suburban	969	3	82	2	6	3	1	0
84	North East Magnet High School	Wichita	KS	Allison Hill	Magnet	Urban	433	31	64	21	5	8	2	0
80	Fox Chapel Area High School	Pittsburg	PA	Todd May	Comprehensive	Suburban	1347	0	95	1	0	3	0	0

How Can Your School or a School in Your Community Become a New American High School?

Schools compete to become New American High Schools. Schools must supply compelling evidence indicating that they have undertaken standards-based, locally driven reform efforts that positively affect key indicators of school improvement and student success. Documentation must include:

- ★ Increases in student achievement
- ★ Increases in student enrollment at postsecondary institutions
- ★ Increases in student attendance
- ★ Reductions in student dropout rates

If you are interested in learning more, you can get the dates of competitions, a copy of the application, case studies of successful schools, research findings on high school reform, or even take a virtual tour through a New American High School. Visit our web site at www.ed.gov/offices/OVAE/nahs or call 1-800-USA-LEARN.

What are the Benefits of Becoming A New American High School?

Schools that become New American High Schools receive immediate benefits. Schools, their districts, and communities gain public recognition of their success. Each school receives a small stipend to cover the cost of outreach and information sharing activities, including participating in a network with other New American High Schools. Schools have access to a wide variety of technical assistance, including ways to improve their accountability systems and use data for continuously improving school performance. New American High Schools also inform policy and practice at the federal and state level.

Access Our Resources and Products:

Call 1-800-USA-LEARN to receive:

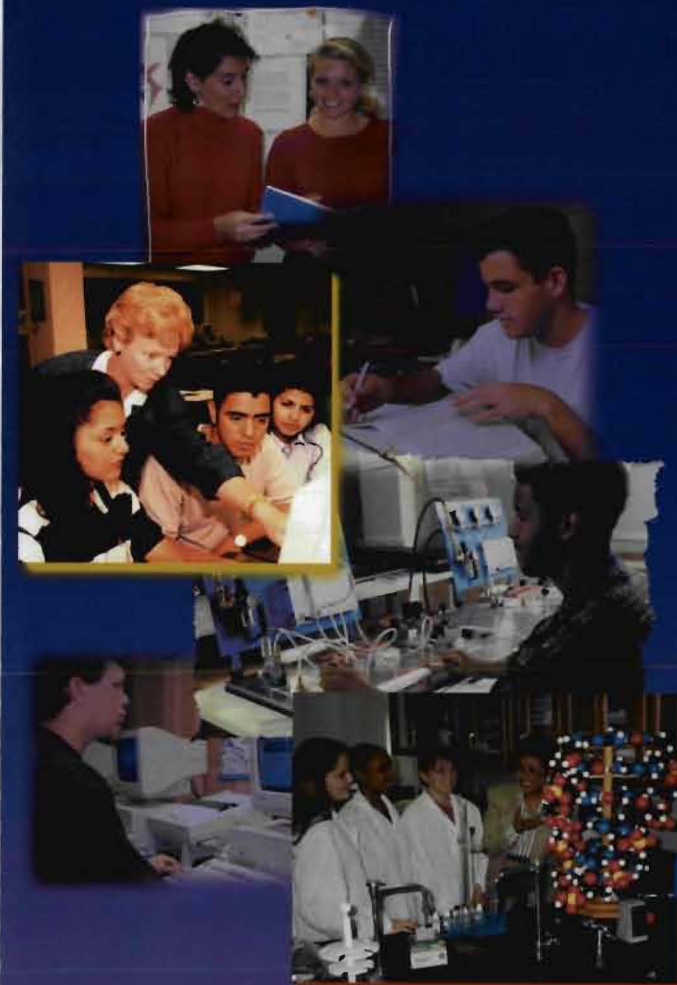
- ★ Applications (package also available on our web site)
- ★ New American High Schools: Schools at the Leading Edge of Reform
- ★ Aiming High: Strategies to Promote High Standards
- ★ In Their Own Words: Students and Educators Talk about What Matters
- ★ Key High School Reform Strategies: An Overview of Research Findings
- ★ New American High Schools Video
- ★ A list of New American High Schools that you can contact directly to discuss strategies that work.

Visit Our Website

- ★ Web Site: www.ed.gov/offices/OVAE/nahs
- ★ Virtual Tours: New American High Schools Up Close - CD-ROM video on the Department of Education's home page at www.ed.gov.



1-800-USA-LEARN



Schools at the Leading Edge of Reform

What Are New American High Schools?

New American High Schools are preparing all students to meet the challenges of the 21st century. They are committed to achieving high academic standards for all students, preparing all students for postsecondary education, and providing students opportunities to learn about and explore careers. They have high rates of attendance and high school completion, increased college enrollment and student achievement. They differ from traditional high schools in many ways:

- ✧ **High Standards.** They have clear standards and high expectations for all students.
- ✧ **Small and Safe Environments.** They create small, safe learning environments where students feel connected to the school and are known well and supported by caring adults.
- ✧ **Teachers Working Together.** They have well prepared teachers and provide time for teachers to plan and work together.
- ✧ **Strong Principal Leadership.** They have principals who provide strong, effective leadership, and who work collaboratively with teachers on school improvement.
- ✧ **A Focus on Student Learning.** They focus on learning, not just on earning credits. They make learning relevant. They help students understand how their classroom learning can be used outside the school. They offer internships and community service learning. They provide extra help to students after school, in the summer and on weekends so they can meet higher standards. They have fewer class periods so that students can focus on subjects in depth and have time for projects and experiments.



- ✧ **Technology to Enhance Achievement.** They use technology to expand access to information, enhance instruction, manage schedules and analyze student progress.
- ✧ **Results Oriented.** They use a wide variety of student assessments to ensure that students have mastered their subjects. They use student assessment and evaluation data to continually improve instruction, staff development, management, and organization with the central goal of increasing student achievement.
- ✧ **Strong Partnerships.** They cultivate strong partnerships with parents, middle schools, postsecondary institutions, community leaders, and employers.

Why Do We Need New American High Schools?

Reports from the National Center for Education Statistics show that many students are not receiving the academic preparation needed to succeed in college and the knowledge-based economy of the 21st Century.

- ✧ More than 20% of young Americans between the ages of 18-25 do not graduate from high school.
- ✧ Of the high school graduates who go on to college, half drop out by the end of their sophomore year.

To succeed in the Information Age, students need to be:

- ✧ Knowledgeable, with a high level of academic skills
- ✧ Effective communicators, thinkers and problem-solvers



- ✧ Able to apply knowledge and skills effectively in work, family and community
- ✧ Able to reason, understand and analyze information
- ✧ Technologically competent
- ✧ Continuous learners



What Is the New American High School Initiative?

The Department of Education launched the New American High School Initiative in 1996. In coordination with Blue Ribbon Schools, the department recognizes outstanding high schools that are committed to high standards for all students and have achieved excellent results. The initiative showcases schools that represent the broad range of high schools in the country: comprehensive high schools, magnet schools, redesigned vocational-technical schools, charter schools, theme schools, pilot schools and alternative schools serving the needs of at-risk youth.

As part of the initiative, the department provides information and technical assistance, conducts research and evaluations, and promotes standards-based reform efforts.



How Can Your School or a School in Your Community Become a New American High School?

Schools compete to become New American High Schools. Schools must supply compelling evidence indicating that they have undertaken standards-based, locally driven reform efforts that positively affect key indicators of school improvement and student success. Documentation must include:

- ★ Increases in student achievement
- ★ Increases in student enrollment at postsecondary institutions
- ★ Increases in student attendance
- ★ Reductions in student dropout rates

If you are interested in learning more, you can get the dates of competitions, a copy of the application, case studies of successful schools, research findings on high school reform, or even take a virtual tour through a New American High School. Visit our web site at www.ed.gov/offices/OVAE/nahs or call 1-800-USA-LEARN.

What are the Benefits of Becoming A New American High School?

Schools that become New American High Schools receive immediate benefits. Schools, their districts, and communities gain public recognition of their success. Each school receives a small stipend to cover the cost of outreach and information sharing activities, including participating in a network with other New American High Schools. Schools have access to a wide variety of technical assistance, including ways to improve their accountability systems and use data for continuously improving school performance. New American High Schools also inform policy and practice at the federal and state level.

Access Our Resources and Products:

Call 1-800-USA-LEARN to receive:

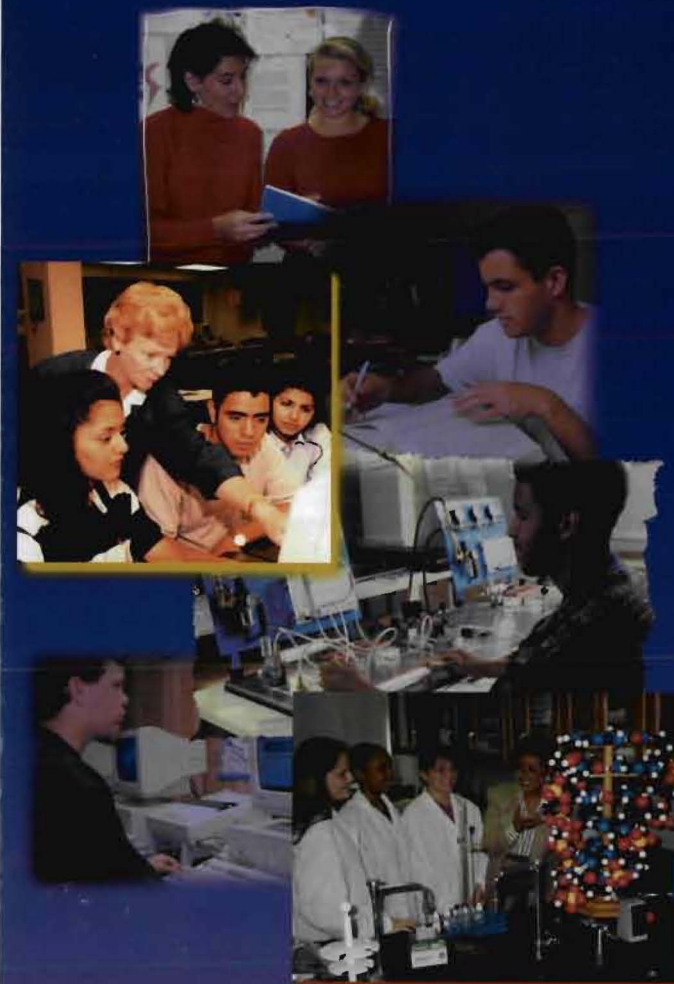
- ★ Applications (package also available on our web site)
- ★ New American High Schools: Schools at the Leading Edge of Reform
- ★ Aiming High: Strategies to Promote High Standards
- ★ In Their Own Words: Students and Educators Talk about What Matters
- ★ Key High School Reform Strategies: An Overview of Research Findings
- ★ New American High Schools Video
- ★ A list of New American High Schools that you can contact directly to discuss strategies that work.

Visit Our Website

- ★ Web Site: www.ed.gov/offices/OVAE/nahs
- ★ Virtual Tours: New American High Schools Up Close - CD-ROM video on the Department of Education's home page at www.ed.gov.



1-800-USA-LEARN



Schools at the Leading Edge of Reform

What Are New American High Schools?

New American High Schools are preparing all students to meet the challenges of the 21st century. They are committed to achieving high academic standards for all students, preparing all students for postsecondary education, and providing students opportunities to learn about and explore careers. They have high rates of attendance and high school completion, increased college enrollment and student achievement. They differ from traditional high schools in many ways:

- ★ **High Standards.** They have clear standards and high expectations for all students.
- ★ **Small and Safe Environments.** They create small, safe learning environments where students feel connected to the school and are known well and supported by caring adults.
- ★ **Teachers Working Together.** They have well prepared teachers and provide time for teachers to plan and work together.
- ★ **Strong Principal Leadership.** They have principals who provide strong, effective leadership, and who work collaboratively with teachers on school improvement.
- ★ **A Focus on Student Learning.** They focus on learning, not just on earning credits. They make learning relevant. They help students understand how their classroom learning can be used outside the school. They offer internships and community service learning. They provide extra help to students after school, in the summer and on weekends so they can meet higher standards. They have fewer class periods so that students can focus on subjects in depth and have time for projects and experiments.



- ★ **Technology to Enhance Achievement.** They use technology to expand access to information, enhance instruction, manage schedules and analyze student progress.
- ★ **Results Oriented.** They use a wide variety of student assessments to ensure that students have mastered their subjects. They use student assessment and evaluation data to continually improve instruction, staff development, management, and organization with the central goal of increasing student achievement.
- ★ **Strong Partnerships.** They cultivate strong partnerships with parents, middle schools, postsecondary institutions, community leaders, and employers.

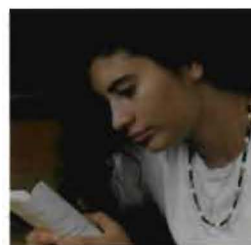
Why Do We Need New American High Schools?

Reports from the National Center for Education Statistics show that many students are not receiving the academic preparation needed to succeed in college and the knowledge-based economy of the 21st Century.

- ★ More than 20% of young Americans between the ages of 18-25 do not graduate from high school.
- ★ Of the high school graduates who go on to college, half drop out by the end of their sophomore year.

To succeed in the Information Age, students need to be:

- ★ Knowledgeable, with a high level of academic skills
- ★ Effective communicators, thinkers and problem-solvers



- ★ Able to apply knowledge and skills effectively in work, family and community
- ★ Able to reason, understand and analyze information
- ★ Technologically competent
- ★ Continuous learners



What Is the New American High School Initiative?

The Department of Education launched the New American High School Initiative in 1996. In coordination with Blue Ribbon Schools, the department recognizes outstanding high schools that are committed to high standards for all students and have achieved excellent results. The initiative showcases schools that represent the broad range of high schools in the country: comprehensive high schools, magnet schools, redesigned vocational-technical schools, charter schools, theme schools, pilot schools and alternative schools serving the needs of at-risk youth.

As part of the initiative, the department provides information and technical assistance, conducts research and evaluations, and promotes standards-based reform efforts.



How Can Your School or a School in Your Community Become a New American High School?

Schools compete to become New American High Schools. Schools must supply compelling evidence indicating that they have undertaken standards-based, locally driven reform efforts that positively affect key indicators of school improvement and student success. Documentation must include:

- ★ Increases in student achievement
- ★ Increases in student enrollment at postsecondary institutions
- ★ Increases in student attendance
- ★ Reductions in student dropout rates

If you are interested in learning more, you can get the dates of competitions, a copy of the application, case studies of successful schools, research findings on high school reform, or even take a virtual tour through a New American High School. Visit our web site at www.ed.gov/offices/OVAE/nahs or call 1-800-USA-LEARN.

What are the Benefits of Becoming A New American High School?

Schools that become New American High Schools receive immediate benefits. Schools, their districts, and communities gain public recognition of their success. Each school receives a small stipend to cover the cost of outreach and information sharing activities, including participating in a network with other New American High Schools. Schools have access to a wide variety of technical assistance, including ways to improve their accountability systems and use data for continuously improving school performance. New American High Schools also inform policy and practice at the federal and state level.

Access Our Resources and Products:

Call 1-800-USA-LEARN to receive:

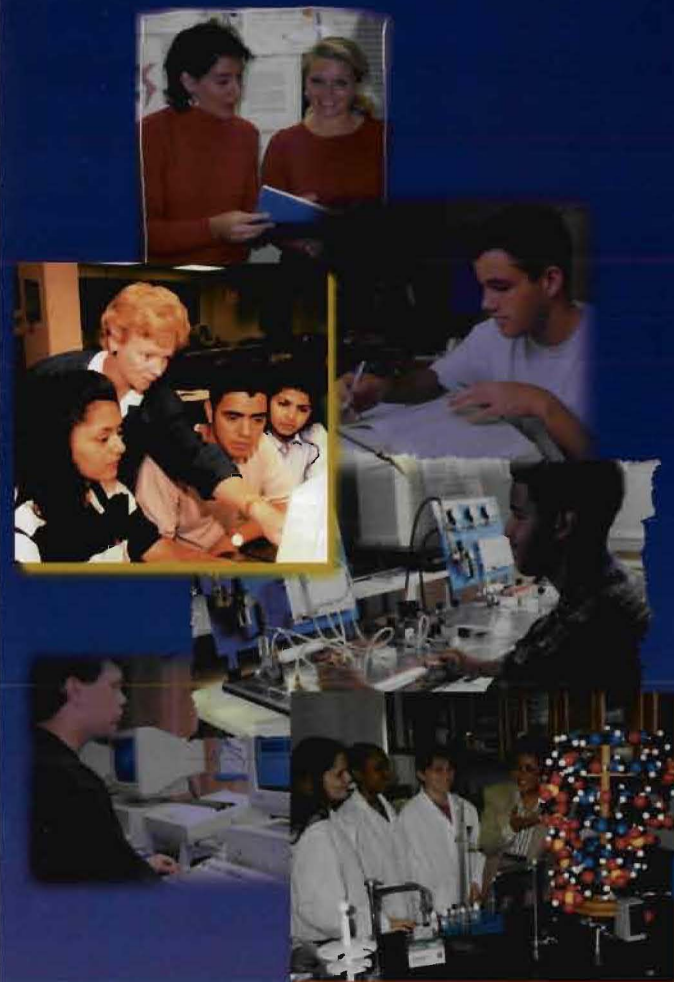
- ★ Applications (package also available on our web site)
- ★ New American High Schools: Schools at the Leading Edge of Reform
- ★ Aiming High: Strategies to Promote High Standards
- ★ In Their Own Words: Students and Educators Talk about What Matters
- ★ Key High School Reform Strategies: An Overview of Research Findings
- ★ New American High Schools Video
- ★ A list of New American High Schools that you can contact directly to discuss strategies that work.

Visit Our Website

- ★ Web Site: www.ed.gov/offices/OVAE/nahs
- ★ Virtual Tours: New American High Schools Up Close - CD-ROM video on the Department of Education's home page at www.ed.gov.



1-800-USA-LEARN



Schools at the Leading Edge of Reform

What Are New American High Schools?

New American High Schools are preparing all students to meet the challenges of the 21st century. They are committed to achieving high academic standards for all students, preparing all students for postsecondary education, and providing students opportunities to learn about and explore careers. They have high rates of attendance and high school completion, increased college enrollment and student achievement. They differ from traditional high schools in many ways:

- ★ **High Standards.** They have clear standards and high expectations for all students.
- ★ **Small and Safe Environments.** They create small, safe learning environments where students feel connected to the school and are known well and supported by caring adults.
- ★ **Teachers Working Together.** They have well prepared teachers and provide time for teachers to plan and work together.
- ★ **Strong Principal Leadership.** They have principals who provide strong, effective leadership, and who work collaboratively with teachers on school improvement.
- ★ **A Focus on Student Learning.** They focus on learning, not just on earning credits. They make learning relevant. They help students understand how their classroom learning can be used outside the school. They offer internships and community service learning. They provide extra help to students after school, in the summer and on weekends so they can meet higher standards. They have fewer class periods so that students can focus on subjects in depth and have time for projects and experiments.



- ★ **Technology to Enhance Achievement.** They use technology to expand access to information, enhance instruction, manage schedules and analyze student progress.
- ★ **Results Oriented.** They use a wide variety of student assessments to ensure that students have mastered their subjects. They use student assessment and evaluation data to continually improve instruction, staff development, management, and organization with the central goal of increasing student achievement.
- ★ **Strong Partnerships.** They cultivate strong partnerships with parents, middle schools, postsecondary institutions, community leaders, and employers.

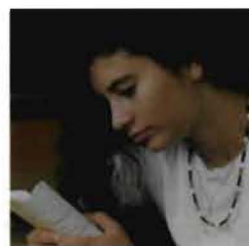
Why Do We Need New American High Schools?

Reports from the National Center for Education Statistics show that many students are not receiving the academic preparation needed to succeed in college and the knowledge-based economy of the 21st Century.

- ★ More than 20% of young Americans between the ages of 18-25 do not graduate from high school.
- ★ Of the high school graduates who go on to college, half drop out by the end of their sophomore year.

To succeed in the Information Age, students need to be:

- ★ Knowledgeable, with a high level of academic skills
- ★ Effective communicators, thinkers and problem-solvers



- ★ Able to apply knowledge and skills effectively in work, family and community
- ★ Able to reason, understand and analyze information
- ★ Technologically competent
- ★ Continuous learners



What Is the New American High School Initiative?

The Department of Education launched the New American High School Initiative in 1996. In coordination with Blue Ribbon Schools, the department recognizes outstanding high schools that are committed to high standards for all students and have achieved excellent results. The initiative showcases schools that represent the broad range of high schools in the country: comprehensive high schools, magnet schools, redesigned vocational-technical schools, charter schools, theme schools, pilot schools and alternative schools serving the needs of at-risk youth.

As part of the initiative, the department provides information and technical assistance, conducts research and evaluations, and promotes standards-based reform efforts.



Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

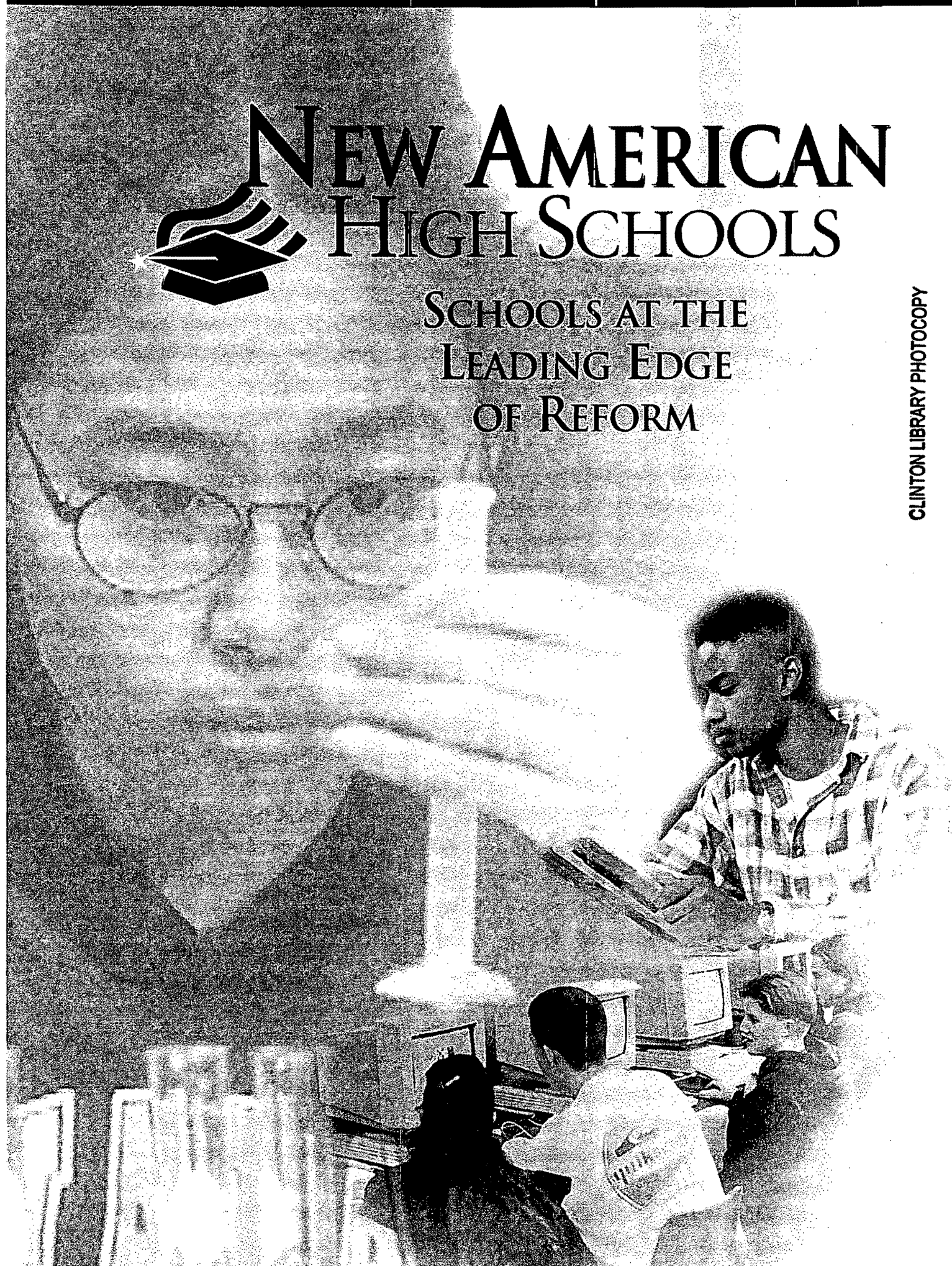
This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

NEW AMERICAN HIGH SCHOOLS

SCHOOLS AT THE
LEADING EDGE
OF REFORM

CLINTON LIBRARY PHOTOCOPY



Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.



NEW AMERICAN HIGH SCHOOLS

SCHOOLS AT THE
LEADING EDGE
OF REFORM

CLINTON LIBRARY PHOTOCOPY

