

Percent minority students	98.8
Percent free or reduced lunch	78.6
% 4th graders passing state reading and math tests	52
How much higher did the school score than it was predicted to do? (Measured in Z scores)	<- 2nd highest out of 487 2.83 schools

AETNA ELEMENTARY SCHOOL

1327 ARIZONA ST
GARY, IN 46403-3642
(219) 938-4624

Number of students	416
Percent minority students	96.6
Percent free or reduced lunch	71.5
% 4th graders passing state reading and math tests	47
How much higher did the school score than it was predicted to do? (Measured in Z scores)	<- 5th highest out of 487 2.23 elementary schools

INDIANAPOLIS PUBLIC SCHOOLS

GEORGE W CARVER SCHOOL 87
2411 INDPLS AVE
INDIANAPOLIS, IN 46208-5574
(317) 226-4287

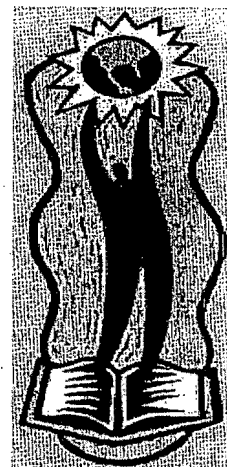
Number of students	233
Percent minority students	79.4
Percent free or reduced lunch	83.3
% 4th graders passing state reading and math tests	67
How much higher did the school score than it was predicted to do? (Measured in Z scores)	2.08 <- 6th highest

BELLSOUTH

BellSouth Foundation
1155 Peachtree Street, NE
Room 7G08
Atlanta, GA 30309-3610

FAX NUMBER: (404) 249-5696

DATE: April 4, 2000 3:36 PM



FAX RECIPIENT	FAX NUMBER	PHONE NUMBER
1. J. B. Buxton	202 456 5581	
2.		
3.		
4.		
5.		

FROM:	☐	LESLIE GRAITCER Executive Director (404) 249-2429	☐	KIM MULKEY Associate Director-Technology Prog. Director-BellSouth edu.pwr ³ (404) 249-3963
	☒	GREG NORTON Grants Administrator (404) 249-2396	☐	SALIN GEEVARGHESE Associate Director-Grantmaking (404) 249-2428
	☐	KIM LIERLEY Administrative Assistant (404) 249-2329	☐	ANITA HELTON Associate Director-BellSouth edu.pwr ³ (404) 249-3120

TOTAL NUMBER OF PAGES INCLUDING COVER SHEET: 17

COMMENTS:

Should you have a problem with transmission, please call: Greg Norton @ (404) 249-2396



Department of
**Communications
& Administrative
Services**

2597 Avery Avenue, Room 208
Memphis, Tennessee 38112

Phone 901-325-5628 • FAX 901-325-5472

Date 4 4 00 Time _____

To Leslie Craton

From Jamie Crawford

FAX Number 404-249-5696

Number pages 16 (Including this page)

Comments This is in response to
request to Mr. House for names of
high-performing schools.

Just the FAX

Memphis City Schools
Getting BETTER by DESIGN

IMPORTANT DATES

Jan. 26 3rd Report Card Issued
Feb. 1 TCAP Writing Assessment
(Grades 4, 7, 11)
Feb. 4 Optional Schools
Transfer Process Begins
Feb. 21 1/2 Day In-Service
1/2 Day Parent/Teacher Conference (Noon-3:00 p.m.)
Feb. 29 & March 1 TCAP Competency Test
(Grades 9-12)

MCS has its own live, call-in radio show, "Children First Newslines." It is a weekly show that airs each Thursday at 6 p.m. on WQOX 88.5 FM to provide the public with timely information about education topics and news about school closings and events.

Learn more about the good things happening in Memphis City Schools. Contact the MCS Speakers Bureau today. Choose from 20 topics. Contact: Dolores Bell - 325-5628.

All Memphis City Schools are accredited by the Southern Association of Colleges and Schools. Only 60 percent of elementary and 62 percent of secondary schools statewide are accredited.

Homework Hotline....325-5050

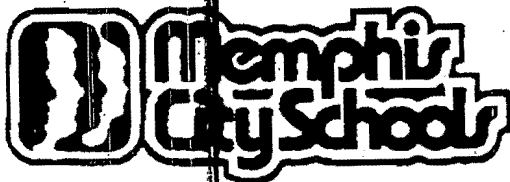
Monday-Thursday 4:30 - 9:00 P.M.

In the next three years, Memphis City Schools expects to build 15 new schools as part of a construction program designed to reduce class sizes and continue the district's implementation of the middle school concept.

Through the Memphis Urban Systemic Initiative, the percent of graduates passing three years of college preparatory math and three years of science has increased from 41% in 1995 to 72% in 1998.

The availability of technology throughout Memphis City Schools continues to improve. Sixty-three schools now have six drops for Internet access in every classroom and 10 drops in the library. Every school will have the same configuration by June 2000.

Visit the Memphis City Schools Website at:
www.memphis-schools.k12.in.us



2597 Avery Avenue • Memphis, Tennessee 38112-4892 • (901) 325-5300

Reply to the office of:

Dr. N. Gerry House
Superintendent

Phone (901) 325-5444
FAX (901) 325-5578

March 30, 2000

Dr. Lew Smith, Director
National Principals Leadership Institute, Room 1119
Fordham University Graduate School of Education
113 W. 60th St.
New York, NY 10023

Dr. Smith:

I am pleased to nominate Charjean Elementary School in Memphis, Tenn., for the First National "School Change" awards program.

Charjean Elementary was one of 34 Memphis city schools that originally adopted a comprehensive school reform model in the 1995-96 school year. Through the hard work and commitment of principal Bettye King and her staff over the past five years, the school has changed in a truly significant way, resulting in measurable gains in student achievement.

Teacher ownership of the reform model has driven the significant change at Charjean Elementary, which was once considered a low-performing school. The school has made tremendous progress in meeting its state and district goals, and it recently became the first school to earn a gold award in our district's new incentive-based Performance Awards Program. Charjean Elementary was our only gold award winner based on performance in the 1998-99 school year.

I respectfully submit the following materials, which I believe will successfully support the selection of Charjean Elementary as one of the program's inaugural award winners.

Sincerely,

A handwritten signature in cursive script that reads "Gerry House". The signature is written in dark ink and is positioned above the printed name and title of the sender.

N. Gerry House
Superintendent

School Background

Charjean Elementary School is an inner-city school in Memphis, Tenn., that serves 511 students in grades K-5. It is one of 165 schools in the Memphis City Schools district.

Charjean's students, which come from the neighboring Charjean community of Memphis, are 100 percent African-American. The promotion rate for students is 98 percent.

The school receives Title 1 funding, and 98 percent of students qualify for free and or reduced price lunches. The school also has a 50 percent student mobility rate; consequently, the majority of its students do not return the following school year. The pupil-teacher ratio at Charjean is 21:1.

Charjean has a staff of 28 teachers: 64 percent are African-American, while 36 percent are Caucasian. Nine teachers have earned advanced degrees. The experience of the teaching staff is varied. Eighteen teachers have one to five years teaching experience, two teachers have 11 to 15 years of experience, and eight teachers have 16 to 20 years of experience.

Since the beginning of the 1995-96 school year, Charjean has implemented the comprehensive school reform model called Roots & Wings, which is sponsored by New American Schools, a privately-funded national group dedicated to improving public schools. The model has already resulted in marked increases in student achievement.

Roots & Wings is one of several exemplary programs at Charjean. Others include a family support program that assists students and their parents with social as well as academic challenges, advanced learning technologies such as computers and appropriate software, a schoolwide writing program that gives all students a daily writing exercise, and a federally-funded extended learning program after the regular school day.

A strong home-school-community connection helps Charjean meet the needs of its transient student population. Because Charjean is a neighborhood school, many of the

students' parents and grandparents formerly attended the school and continue to support its activities and programs.

One component of the Roots & Wings model provides for weekly meetings that show parents how they actively support their child's education. Parents are also involved in the School Leadership Council, Parent Patrol and monthly Title 1 meetings.

Three business partners take an active role in supporting the instructional program at Chapeau by participating in the Adopt-A-School Partnerships program: Kellogg's, a local architectural firm and the American Contract Bridge League.

Meeting the Criteria for Significant School Change

A. How meaningful is the change? Is it substantial rather than superficial?

A1. There has been a measurable change in attitudes, beliefs and values.

Charjean Elementary, like schools throughout reform-oriented Memphis City Schools, is committed to the philosophy that people's belief systems drive their behavior. A new belief system was adopted by all schools when the district began comprehensive school reform in 1992. The belief system is based on the principle that all children can learn at high levels.

The mission of Charjean is to create a positive learning environment that will ensure that all students can experience success every day. Classrooms are used as vehicles to provide instruction that is standards-driven, and students are engaged in hands-on activities that promote higher achievement.

Teachers strive to involve all students in authentic experiences, activities and forms of instruction that enhance the following academic skills: reading with comprehension, writing clearly, computing accurately and solving problems through thinking and reasoning.

Furthermore, the staff at Charjean believes that parents and community members play an essential role in the educational process. The school works cooperatively with parents and community members to prepare its students to function as productive citizens and lifelong learners in the 21st century.

A2. The practices, especially in classroom instruction, have dramatically changed.

Perhaps the most powerful change as a result of comprehensive school reform at Charjean can be found in classroom instruction.

Roots & Wings is a research-based comprehensive restructuring of education from pre-K through age 11. Through its curriculum and a rich array of interventions, the model strives to ensure that every child, no matter what it takes, leaves elementary school with both "roots" — the knowledge and skills needed to meet world-class standards — and "wings" — the ability to solve problems with flexibility, creativity and confidence.

All classroom instruction is student-centered and relevant to real-life events and activities. Students are also engaged in more hands-on learning that requires them to work both individually and cooperatively with other students.

The teacher's role in the classroom has also changed. Teachers are relying less on didactic instruction and are designing more engaging, high-quality work for children.

A3. The changes have been driven by the teachers; they "own" the change.

The teachers and administrative staff at Charjean share a clear vision and common goals for educating their students. Before the school selected the Roots & Wings comprehensive school reform model, the teachers at Charjean were given the opportunity to attend presentations to learn about different reform models. A few teachers and administrators took the lead in obtaining the information, then introduced the information to colleagues at subsequent faculty meetings and allowed them to ask questions and discuss the models.

Teacher "buy-in" was critical in selecting the model that best fit the educational needs of Charjean students, and the process of selecting a model required the approval of at least 80 percent of the teachers. The process of selecting a model was a unifying experience for the entire staff.

Because the Roots & Wings model takes a comprehensive approach to school improvement, it has been necessary that teachers and administrators evaluate their programs and instructional practices as a whole and to make changes appropriate for their students.

A4. Students and staff want to come to school, enjoy being at school, and often stay beyond normal working hours.

The students and teachers at Charjean demonstrate a strong commitment and desire toward coming to school. Ninety-three percent of students attend school every day, while the attendance rate of teachers is 98 percent.

Students also attend extended learning opportunities that provide academic enrichment experiences beyond the school day. The district secured approximately \$8.1 million in federal extended learning funding to launch 21st Century Learning Centers at eight middle schools and Success Express, currently at 10 elementary schools, including Charjean. Success Express experiences include academic and cultural enrichment, health and nutrition, the development of life skills and parental involvement.

Through the Roots & Wings model, teachers actively collaborate to develop lesson plans and interdisciplinary units for students. Teachers are also committed to an extensive professional development program that often requires voluntary after-school training at the school site and through the school district's professional development center, the Teaching & Learning Academy.

B. How deep and broad is the change? Is it systemic, rather than isolated?

B1. The change is not merely affecting one classroom or grade; it is more widespread (systemic) in the school.

The Roots & Wings model does not focus on a particular content area or a small group of students. It offers a comprehensive plan for school improvement that addresses all content areas, all grade levels, professional development, classroom instruction, and school organization.

The model also calls for the educational staff to focus on school governance, parental and community involvement and support services.

The model provides Charjean teachers, students, parents and community members with a focused strategy — a clear, common blueprint for school improvement — and the tools and assistance they need to implement it.

B2. The changes in the school have been felt in decisions about instruction, organization, governance and accountability.

All changes at Charjean are driven by the needs of the students. The entire staff, administration and parents are involved in developing and writing the School Improvement Plan. This action plan is developed annually by evaluating the accomplishments of the previous school year. The school staff specifically looks at the test results to note major strengths and weaknesses of the tested skills, then develops the following year's plan based on the areas of greatest need.

Decision-making and the school budget at the school is decentralized, with teachers and administrators making professional judgments about how students should meet the district's content standards and deciding how money is spent. A School Leadership Council (SLC) plays a critical role in designing and implementing school practices and

programs. The council is composed of parents and community members, teaching and non-teaching staff and the principal.

B3. There is a perception in the school among all stakeholders (administrators, teachers, students, parents) that positive change has taken place.

Charjean parents and students gave the school high ratings in instruction in a recent survey. All agree that learning is clearly the school's highest priority.

Parents and students gave the following high ratings to the school (based on a four-point scale with 3.5 to 4.0 considered outstanding):

Parents	Students
High-quality education -- 3.5	High-quality education -- 3.8
Knowing school rules -- 3.5	Knowing school rules -- 3.8
Effective communication -- 3.5	High expectations -- 3.7
Programs for excellence -- 3.6	Fair, considerate treatment -- 3.6

Parents also feel more involved in making key decisions that affect the school and instruction through representation on the School Leadership Council and an active Parent-Teacher Organization.

From a school perspective, teachers and administrators share a strong desire and commitment to successfully implementing the comprehensive school reform model. Every decision is made with students foremost in mind.

C. How is the change focused? Is it student centered, looking at teaching and learning?

C2. Innovative teaching practices, such as problem-based learning, interdisciplinary teaching, cooperative learning, etc., have been initiated, adopted and sustained.

Visitors to Charjean will witness the use of "best practices" in all classrooms. These practices include cooperative learning, students working to solve real-life problems, and the use of concept-based integrated units.

Cooperative learning is a part of the instructional program in every classroom. It is one strategy used by teachers to help students develop their critical thinking and analytical skills.

All teachers at Charjean meet weekly in teams to plan and develop strategies for interdisciplinary projects and concept-based integrated units of study. This shared planning time for teachers helps bring quality and consistency to the teaching and learning process.

Progress reports and classroom newsletters are sent home weekly with samples of student work and weekly grades, while daily conduct slips are issued to parents each school day.

C3. There is an alignment of curriculum, instruction, assessment and standards.

In order to be successful citizens and workers in the 21st century, students must achieve to higher academic standards in all content areas. They must master both the "old basics" as well as the "new basics" of critical thinking, reasoning, and problem-solving that in the past were only required of selected students. It is widely accepted that in today's

Information Age, all students need knowledge, skills, and attitudes that exceed the expectations of even a decade ago. More challenging coursework in mathematics, science, and technology is part of the new expectations.

All instruction at Charjean is aligned with the district and state's content standards. The first step in Memphis City Schools school reform efforts was the creation of challenging academic standards in seven subjects. These standards were developed by hundreds of teachers throughout the district as well as professors from local universities, national experts and community members. Additionally, standards developed by national professional associations and the State of Tennessee were used as guidelines.

The implementation of the Roots & Wings model also involves aligning the curriculum and performance tasks with the district's goals and objectives; a system for adopting the model; accountability measures for student achievement and a system for sharing student progress; professional development and training plans; a strategic plan for budgeting and funding the model; and quality assurance that the model will be implemented in a systematic manner.

C4. The school culture promotes inquiry, use of research, professional development, growth, the idea of a "learning organization."

Children cannot be prepared to be successful citizens and workers in the 21st century by using 19th century approaches to teaching and learning. The staff at Charjean is building a community of teachers and learners, one where each adult is a teacher and a learner. All of the school's employees, regardless of their professional level, are expected to share their learning and knowledge with others through teaching, mentoring, and coaching their colleagues for the purpose of creating an organizational culture that continuously improves and grows.

Professional development drives continuous learning. This learning includes, but is not limited to, formal lectures, coursework, institutes, workshops, informal networks,

expeditions, exhibits, planning meetings, task forces and committees. Many learning opportunities exist in the normal workday, and new learning is most beneficial when it leads to fulfillment of the school's vision.

Teachers can routinely be found holding team planning meetings, talking informally about school improvement initiatives during "meet and eat" faculty lunch meetings, and continuous professional development sessions held both at school and at the district's Teaching & Learning Academy.

Teaching children that effective effort makes the difference in reaching goals will improve learning for both children and adults. In order to apply the lessons learned from educational research, Charjean teachers are learning new material and methods themselves. They understand that it is their effective effort that makes a difference in the classrooms every day in the success of each student.

D. How is it measured? Is it solution or outcome oriented?

D1. There has been a sharp increase in student achievement as measured by in-school assessments such as portfolios, student grades, exhibitions, etc.

Measurable increases in student achievement (as reported in section D2) can be linked to a variety in-school assessments, including:

- exhibitions of student work;
- portfolios of student work that follow students as they progress from grade to grade;
- an in-depth analysis of standardized test scores that is conducted by teachers on the first day of in-service training prior to the start of each school year, and
- evaluation of student-by-student test data which helps teachers plan instruction to meet the individual needs of students.

D2. There has been a sharp increase in student achievement as measured by "outside" evaluations such as district, state or national norm or criterion referenced examinations and/or standards.

Test data from scores on the TerraNova (Tennessee's mandated achievement test based on the Comprehensive Tests of Basic Skills — 5th edition) illustrate Charjean's sharp increase in student achievement. The five subject areas tested on the TerraNova are math, reading, language, science and social studies.

The value-added report of the TerraNova shows the average gain or overall improvement over three years (1997, 1998 and 1999) of students at Charjean compared to students nationwide. A score of 100 represents the average improvement of students nationwide. Scores above 100 are better than average. (For example, if students at Charjean scored 128 in reading, they have made greater improvements than the average student nationwide. If they scored 95 in math, they made less improvement than students nationwide.)

Progress at Charjean Over Three Years

Value-added scores	Charjean	Nation
Reading	158.2	100
Math	153.5	100
Language	153.5	100
Social Studies	207.0	100
Science	210.6	100

Additionally, a review of the 1998-99 Tennessee Comprehensive Assessment Program (TCAP) Writing Assessment for fourth graders indicates 62 percent of students had proficient scores, a 21 percent increase over the previous year.

D4. The school has won recognition and awards for improved performance.

In January 2000, Charjean Elementary became the first Memphis school to earn a gold award in the district's new Performance Awards Program.

To earn a gold award, a school must have met 93 to 100 percent of its state and district goals; Charjean met 96 percent of its goals and was the only gold award winner based on its 1998-99 performance.

As the gold award winner, Charjean received a financial incentive of \$30 per student. Funds will be used to purchase new equipment, instructional materials, supplies or other resources.

In the 1996-97 school year, Charjean was named one of three Title 1 schools in Tennessee recognized as a Distinguished School because of its continuous and dedicated improvement for all children.

The school was awarded the Beautiful Business Award in 1999 by the Memphis City Beautiful Commission for its outstanding environmental and beautification efforts.

Charjean Elementary— Before and After

Charjean Elementary was considered a low-performing school when Bettye King became principal eight years ago. Math and reading test scores were particular areas of concern, and the school had little technology, according to King.

Test scores have consistently increased during King's tenure, particularly in the areas of reading and math. Achievement gains in these and other subject areas can be attributed to the successful implementation of the comprehensive school reform model Roots & Wings, increased professional development of Charjean teachers and extended learning opportunities for students.

The availability of computers and other technologies has substantially increased at Charjean, and teachers are challenging students to use them to investigate authentic problems which parallel curriculum questions and topics.

Enrollment has increased significantly over the past eight years, from 320 students in 1992 to its current enrollment of 511.

The school was built in 1950, but a major renovation project completed in spring 1999 has helped create a more positive learning environment. The renovation included the addition of new classrooms, a state-of-the-art science laboratory and office space, and the installation of air conditioning throughout the entire school.

Variables that Brought About Significant Change

In 1992, hundreds of involved citizens and community leaders gathered in a series of meetings to define the mission and goals of Memphis City Schools for the years ahead. At that time, the district was just beginning systemwide reform. Eight years later, progress at schools such as Charjean is well underway.

Charjean became one of the first 34 schools in Memphis to implement a proven comprehensive school reform model for the purpose of whole-school improvement. Charjean is among the schools that have demonstrated the greatest improvement on Tennessee's value-added assessment scores.

The Roots & Wings model has brought continuity to the teaching of reading and mathematics at Charjean and continuously guides the school's entire instructional program. Teachers and administrators share a clear vision of where they are going — and the belief that all children can learn at high levels. Gains in student achievement have followed the model's successful implementation.

Another variable that has brought about significant change at Charjean is the ongoing close evaluation of student test scores by teachers, while the strong emphasis on professional development helps build the long-term capacity of all teachers and increases staff retention.

Finally, overall school improvement could not occur without the support of parents and community members. Five years ago, this group of key stakeholders agreed that

business as usual was not good enough for their children and that changes were necessary to improve student achievement at Charjean Elementary. They have supported the implementation of the Roots & Wings model and continue to play a critical role by helping make decisions that positively affect the entire school.

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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001. email	Jane Patterson to J.B. Buxton re: List for White House (partial) (1 page)	03/21/2000	P6/b(6)
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Andrew Rotherham (Education)
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Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

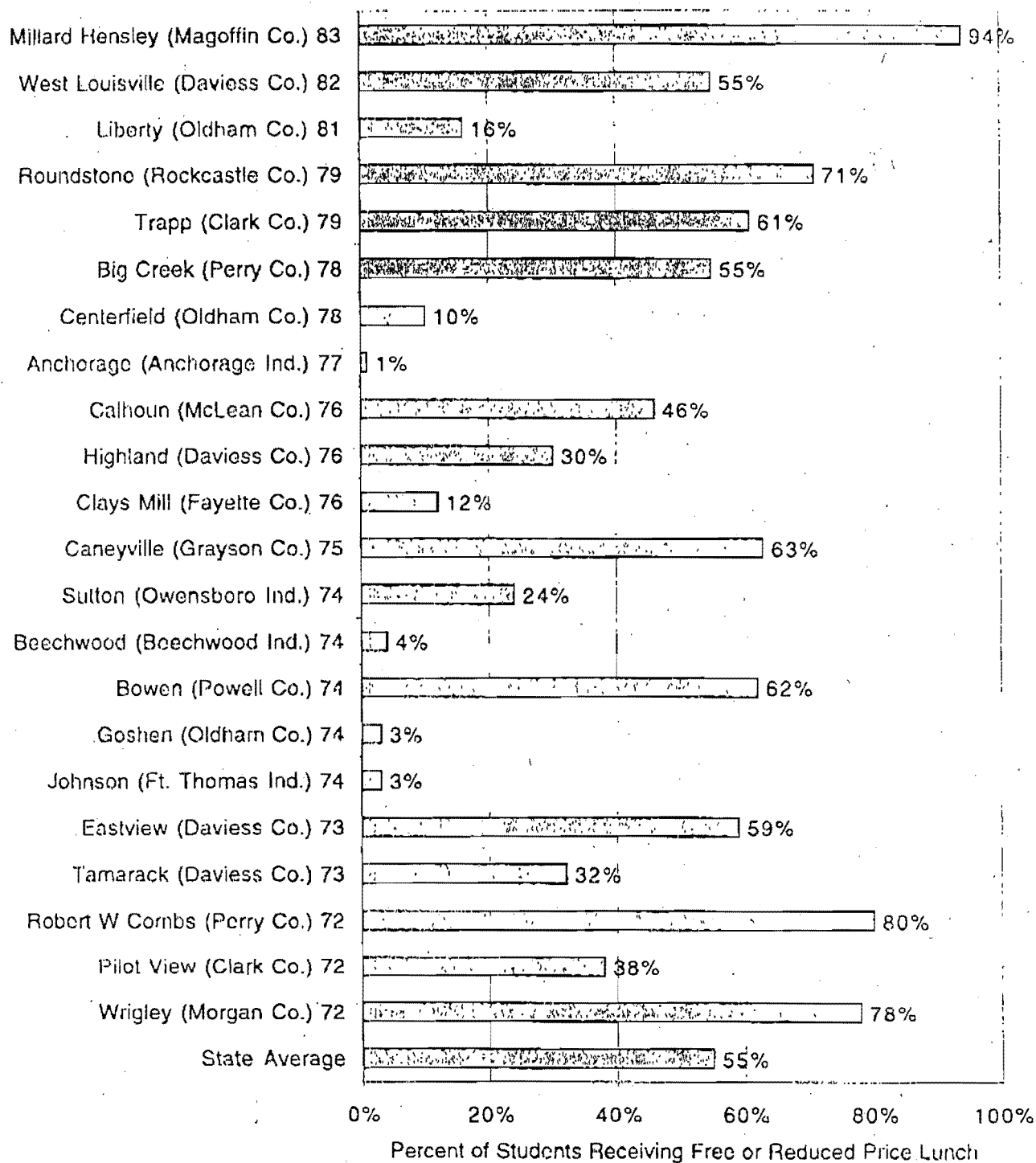
RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

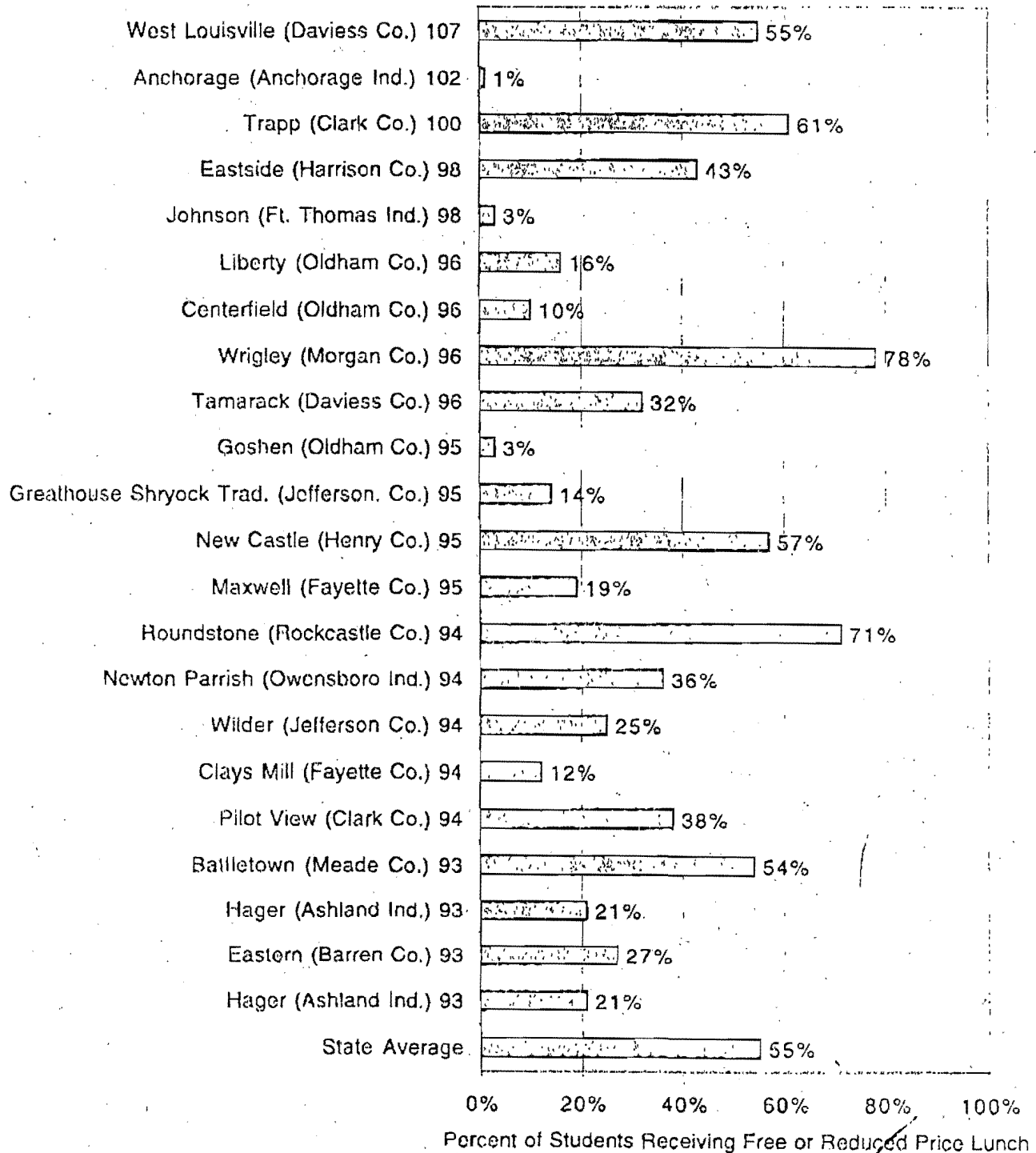
WHO EXCELS IN ELEMENTARY SCHOOL SCIENCE?

This chart shows the poverty levels for the Kentucky schools with the 20 highest Content Indexes in Science on the 1999 4th Grade Kentucky Core Content Test.



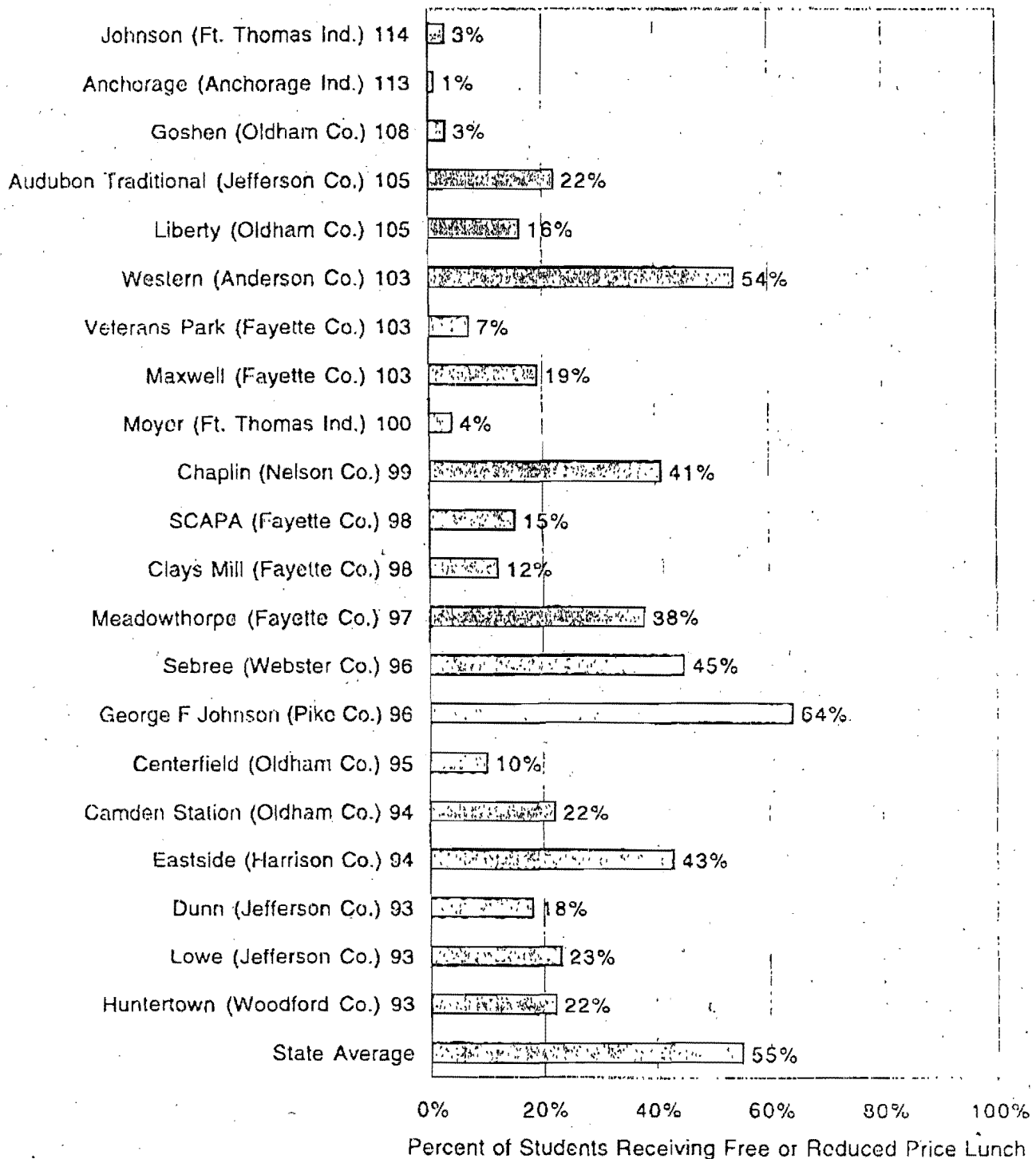
WHO EXCELS IN ELEMENTARY SCHOOL READING?

This chart shows the poverty levels for the Kentucky schools with the 20 highest Content Indexes in Reading on the 1999 4th Grade Kentucky Core Content Test.



WHO EXCELS IN ELEMENTARY SCHOOL MATHEMATICS?

This chart shows the poverty levels for the 20 Kentucky schools with the highest Content Index in Mathematics on the 1999 5th Grade Kentucky Core Content Test.



POSSIBLE SITES FOR WASHINGTON VISIT

SAMPSON COUNTY COMMUNITY COLLEGE

Dalton Mayo, Dean of College Advancement

Highway 24 West

Clinton, North Carolina 28328

phone: 910-592-8081 ext. 2002

fax: 910-592-8048

e-mail: dmayo@sampson.cc.nc.us

In addition to teaching or receiving a number of courses for their own students over the North Carolina Information Highway (NCIH), this community college is teaching classes to employees of the livestock industry. These adults can take this class at Sampson County Community College or at Bladen County Community College or at Lenoir County Community College whichever site is closest to where they live or work. They are being given release time to take these classes. One of the courses is also being offered over the Internet.

The NCIH is a broadband statewide network run over fiber optic cable using ATM switches and SONET transmission systems. The classes are real time two-way interactive audio and video sessions. The students see and hear all the participants at each of the other sites.

LENOIR COUNTY CYBER CAMPUS

Dr. M. Doug James, Superintendent

phone: 252-527-1109

Kinston High School

601 Cunningham Road

Kinston, North Carolina 28501

Cyber campus manager: Phil Decker

phone: 252-527-2487

fax: 252-527-4090

e-mail: decker@lenoir.k12.nc.us

Lenoir County is part of the multi-county Global Transpark. Their Cyber Campus has been a leader in partnering with local businesses, Lenoir Technical Community College and East Carolina University to develop a skilled workforce. They offer continuing education opportunities in conjunction with the colleges that make it possible for local workers to further their education. Lenoir works closely with public safety agencies. For example, local NC Highway Patrol officers are able to participate in training workshops from Raleigh without leaving the area.

HALIFAX CYBER CAMPUS

Dr. Willie Gilchrist, Superintendent

phone: 252-583-1474

e-mail: gilchristw.co@hcs.schoollink.net

Southeast Halifax High School

Highway 125

Halifax, North Carolina 27839

Cyber campus manager: Sheila Lowe

phone: 252-445-5093

fax: 252-445-3463

e-mail: lowes.se@hcs.schoollink.net

Because Halifax is one of the poorest counties in North Carolina, the Cyber Campus has made a significant and immediate impact on community. Teachers are receiving technology training and support necessary for recertification. Students have opportunities to take advanced courses via distance learning not available locally. The availability of state of the art technology and training at the Cyber Campus is helping Halifax County's population develop the skills that will attract industry and new businesses to the area.

NCIH is used for governmental meetings, teacher and community development training and a regional electronic high school. Halifax is located in an Empowerment Zone and was recently devastated by hurricanes. Plans include a grant recently submitted to the Rural Utilities Services (RUS) of USDA to

provide entrepreneurial training for community members who recently lost their livelihoods to the hurricanes.

HYDE COUNTY SCHOOLS

Dr. Ron Montgomery, superintendent

P.O. Box 303

Swan Quarter, NC 27865

Phone: 252-926-3281

Fax: 252-926-3083

hysmontg@beachlink.co

Hyde County is divided into the mainland and Ocracoke Island. A USDA grant (RUS) and state technology money put NCIH sites in each of these locations on the school grounds. However, the community uses the NCIH sites extensively for the following:

- *monthly meetings of the county-wide Smart-Start Committee**
- *training for child care providers**
- *meetings of the School Board**
- *meetings of the Commissioners**
- *Health Department meetings and interviews**
- *community college training for community members -- accounting, etc.**
- *students use the sites for meetings and courses**
- *middle school students use technology in community projects to improve their communities and work with community members**
- *students operate a radio station located on campus with programming for community members.**

EAST CAROLINA UNIVERSITY MEDICAL SCHOOL

Dr. Susan Gustke, Associate Dean

East Carolina University

Eastern AHEC

2000 Venture Tower Road

Suite 204-212

Greenville, North Carolina 27835

phone: 252-816-5221

fax: 252-816-8596

e-mail: gustke@brody.med.ecu.edu

The telemedicine program at ECU links electronically to nine community hospitals where they are able to actually evaluate patients using the NCIH in real time without having to move the patient to ECU. These hospitals include facilities in Edenton, Ahoskie, Duplin, Onslow, Carteret, Bell Haven and Bertie. They are also teaching health education to ninth graders in Maneo and Plymouth. They are able to do consultations at these locations as well. In addition they do medical consultations at Central Prison.

NASH GENERAL HOSPITAL

2460 Curtis Ellis Drive

Rocky Mount, North Carolina

Lisa Wojnovich, Coordinator NC Immunization Project

phone: 919-715-2707

fax: 715-6781

e-mail: lisa.w@ncmail.net

Nash General Hospital has become a paperless hospital keeping all of their patient and administrative information electronically. In addition they are one of the sites involved in the North Carolina immunization registry project, called PAIRS (Provider Access to Immunization Registry). This is a public/private partnership comprising 120 public and private health care agencies, providers, payers and information technology vendors. Physicians are able to access immunization information on their patients from a secured Internet site connected to a central statewide registry. Last year this project won the national corporate involvement award given at the "Every Child by Two Immunization Partners Conference".

PROJECT REBOOT

Dave Boliek, President

ExplorNet

phone: 919-878-0540

fax: 919-878-0533

e-mail: dboliek@explornet.org

This project is building and rebuilding computers to replace the computers that schools lost in the flood after Hurricane Floyd. The work is building done by high school students working together with technical experts from various corporations. The recycled computers are coming from corporations and the upgrades are purchased through funds that are donated to the project. There are two high schools involved in this project currently in Nash and Edgecombe counties that would be good sites to visit.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Jane Patterson to J.B. Buxton re: List for White House (partial) (1 page)	03/21/2000	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Andrew Rotherham (Education)
OA/Box Number: 21294

FOLDER TITLE:

Possible Sites for Events

2011-0103-S

rc154

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

From: Jane Patterson [ip27@bellsouth.net]

P6(b)(6)

[001]

NC Technology Sites

office 919-715-0960
voice mail 919-715-0615
office fax 919-715-3775
emailoffice.jpatters@gov.state.nc.us

LIST FOR WHITE HOUSE

ATTENTION: J.B. BUXTON
The White House

JB, here is the list of persons who would be good to demonstrate use of technology in mostly rural areas. I have listed them by the area they work in. I will also call these people and tell them that there names have been given to you folks in case someone ever calls them. I will tell them that we gave a list of names of folks who are really working with technology to the White House and they may or may not ever be called.

Telemedicine

SUSAN GUTSKE EAST CAROLINA SCHOOL OF MEDICINE
ACTIVITIES IN RURAL CENTERS TO CONNECT GENERAL PRACTICE DOCTORS
WITH SPECIALIST AT ECU MEDICAL SCHOOL
ALSO SCHOOL HEALTH DISTANCE MEDICINE
TRAINING OF FOLKS TO DEVELOP TELEMEDICINE PROGRAMS ALSO TAKES PLACE
HERE

Dr. Susan Gustke
Eastern AHEC
2000 Venture Tower Dr.
Suite 210
Greenville, NC 27858
gustke@brody.med.ecu.edu

NCHICA

NORTH CAROLINA HEALTH COMMUNICATIONS INFORMATION ALLIANCE
OVER 150 MEMBERS WHO REPRESENT PAYERS, PROVIDERS, INSURERS, NURSES,
MEDICAL DOCTORS, MEDICAL SCHOOLS, PHARMACEUTICAL COMPANIES, DRUG
DEVELOPMENT COMPANIES, HOSPITALS, ETC. THIS IS THE MOST EXTENSIVE EFFORT
LIKE THIS IN THE COUNTRY.

Holt Anderson

NCHICA

3200 Chapel-Hill Nelson Blvd.
Cape Fear Building
Suite 200
P.O. Box 13048
RTP, NC 27709-3048
919-558-9258
holt@nchica.org

PUBLIC HEALTH TELELEARNING NETWORK

UNC SCHOOL OF PUBLIC HEALTH HAS DEVELOPED ONE OF THE MOST SOPHISTICATED
TRAINING PROGRAMS FOR MORE THAN 6,000 ALLIED HEALTH PERSONNEL BY USING
TELECOMMUNICATIONS. THIS HAS RUN OVER AN ATM NETWORK. TIM STEPHENS

Gene Light

Public Health Telelearning Network
919-843-9750
gene.light@sph.unc.edu

DIGITAL LIBRARY

A DIGITAL LIBRARY HAS BEEN DEVELOPED IN NORTH CAROLINA. THIS CONNECTS SCHOOLS, PUBLIC LIBRARIES, UNIVERSITY LIBRARIES, COMPUTER COLLEGES AND PRIVATE UNIVERSITIES BY ALLOWING THEM TO PURCHASE IN LARGE VOLUME AND RUN MORE THAN 5,000 JOURNALS ON LINE. FONTANA LIBRARY PERSON

Gail Findlay

Fontana Regional Library

33 Fryemont Road

Bryson City, NC 287313

828-488-2382/4500 ext. 27

gfindlay@fontanalib.org

NC SCHOOL OF SCIENCE AND MATHEMATICS. THIS WORLD RENOWNED SCHOOL HAS BEEN TEACHING OVER NETWORKS FOR MORE THAN SEVEN YEARS TO REACH RURAL NC PUBLIC SCHOOLS. CLASSES RANGE FROM AP PHYSICS TO SCIENCE OF THE MIND. THERE ARE 2 BROADCASTING STUDIOS AND THE CLASSES ARE INTERACTIVE IN REAL TIME. CONTACT PEGGY MANRING Ask her about cyber campuses.

CYBERCAMPUSES

THESE EXIST AT 7 PLACES AROUND THE STATE IN RURAL AREAS. THESE CAMPUSES WERE DEVELOPED WITH FOUNDATION AND SOME FEDERAL FUNDS. THE CAMPUS IN ALLEGHENY WOULD BE PARTICULARLY INTERESTING-WESTERN PART OF NC. THIS CAMPUS IS USED AS A COMMUNITY CENTER AND IS LIKENED "TO WHEN ELECTRICITY CAME TO OUR MOUNTAINS." PERSONS RECEIVE TRAINING ON REGULATORY ISSUES FROM RALEIGH, CITIZENS ATTEND MEETINGS OVER THE NETWORK.

Peggy Manring is the person to talk with about both the School of Science and Math and the Cybercampuses

919-286-3366

manringp@academic.ncssm.edu

Shelia Lowe actually operates the Halifax Cyber Campus. This is in a very rural area of Northeastern NC.

Halifax Cyber Campus

16683 Highway 125

Halifax, NC 27839

(252) 445-5093

sp_lowe@hotmail.com

DIGITAL COMMUNITIES

NORTH CAROLINA WITH THE DEVELOPMENT OF THE FIRST ATM SONET BROADBAND NETWORK IN THE WORLD IN 1994 ASSISTED A NUMBER OF COMMUNITIES IN DEVELOPING AS DIGITAL COMMUNITIES. ONE OF THESE IS THE HICKORY AREA. THIS AREA HAS CONNECTED ALL OF ITS PUBLIC ACTIVITIES ACROSS A FIBER BACKBONE. THEY ALSO HAVE THE FIRST LIBRARY IN THE US TO USE SMART CARDS. **CUYLER DUNBAR PRESIDENT OF THE COMMUNITY COLLEGE IS THE PERSON TO TALK WITH ABOUT HOW THIS WAS DONE** Dr. Dunbar's number is 828-327-7000.

THE PERSON IN HICKORY AT THE CITY WHO HAS WORKED ON THE CITY SIDE IS

Jeff Brittain

Hickory Digital Community

828-323-7428

ANOTHER DIGITAL COMMUNITY IS THE AREA AROUND WILMINGTON NC. THIS AREA HAS WORKED ACROSS NETWORKS FOR 8 YEARS. THE LOCAL HOSPITAL HAS BEEN CONNECTED TO OTHER MAJOR MEDICAL CENTERS-INDEED A NEONATAL PEDIATRIC CARDIAC PROGRAM HAS BEEN VERY SUCCESSFUL HERE. GRAND ROUNDS WITH OTHER HOSPITALS ARE ALSO SHARED. GEOFF HONAKER SHOULD BE CONTACT AT

NEW HANOVER REGIONAL HOSPITAL: Geoff Honaker at the hospital would be good to talk about what they are doing. 910-343-0161 geoffh@med.unc.edu

UNC WILMINGTON HAS BEEN A LEADER IN PULLING TOGETHER FOLKS ON THE DIGITAL NETWORK. IN ADDITION, THEY ARE ACTIVELY INVOLVED IN A VIRTUAL UNIVERSITY EFFORT WITH MIE AND IWATE PREFECTURES IN JAPAN. THEY HAVE ALSO TIED INTO LOCAL MILITARY BASES IN ORDER TO AFFECT TRAINING PRORAMS FOR THE MILITARY.

HUNTER THOMPSON (910-962-3138) OR DR. BOB TYNDALL (910-962-3030) SHOULD BE CONTACTED HERE.

Hunter can also be reached at thompsonh@uncwil.edu.

I will also send you some schools by tomorrow. Our contact there has been out of town and we wanted to make certain that you had the best possible group of schools.



Jane Patterson <jpatters@gov.state.nc.us>
03/21/2000 03:46:53 PM

Record Type: Record

To: John B. Buxton/OPD/EOP

cc:

Subject: FW: List of NC School Technology Sites

JANE SMITH PATTERSON
Senior Advisor to the Governor for Science & Technology
State of NC
1326 Mail Service Center
Raleigh, NC 27699-1326
919-715-0960
fax 919-715-3775
voice mail 919-715-0615
email: jpatters@gov.state.nc.us

> -----Original Message-----

> From: Jane Patterson

> Sent: Tuesday, March 21, 2000 3:44 PM

> To: 'John_B._Buxton@opd.eop.gov'

> Subject: FW: List of NC School Technology Sites

>

> John, I sent it incorrectly. This is being resent correct to you. jane

>

> JANE SMITH PATTERSON

> Senior Advisor to the Governor for Science & Technology

> State of NC

> 1326 Mail Service Center

> Raleigh, NC 27699-1326

> 919-715-0960

> fax 919-715-3775

> voice mail 919-715-0615

> email: jpatters@gov.state.nc.us

>

> -----Original Message-----

> From: Jane Patterson

> Sent: Tuesday, March 21, 2000 3:43 PM

> To: 'John_Buxton._Buxton@opd.eop.gov'

> Subject: List of NC School Technology Sites

>

>

> Here are the schools that Linda Degrand of our Department of Public

> Construction recommends as the schools that can show you good use of

> technology in the schools. We have contact info except for e-mails.

Watauga
really
making it
happen

Blowing Rock Elementary
165 Morris Street
Blowing Rock, NC 28605
Larry Houk, principal
Mary Osvalt, technology
828-295-3204

Watauga High School
400 High School Drive
Boone, NC 28607
Louis Coffey, principal
Shannon Carroll, technology
828-264-2407

Spaugh Math Science and Technology Middle School
1901 Herbert Spaug
Charlotte, NC 28208
Jerry Brown, principal
Larry Drucker, technology
704-343-6025
This school won this year's North Carolina School Technology Award

Gregory Math Science and Technology Elementary School (pre K-5)
319 South Tenth Street
Wilmington, NC 28401
Emma Jackson, principal
910-251-6185
This school won the first North Carolina School Technology Award

Columbia Middle and High School
902 Main Street
Columbia, NC 27925
Pearl Ogletree, principal
252-796-0191

Bonlee Elementary School (Chatham County)
State Route 1139
PO Box 168
Bonlee, NC 27213
Ronald Joyce, principal
919-837-5316

McDougle Middle School
900 Old Fayetteville Road
Chapel Hill, NC 27516
Charles Stewart, principal
919-933-1556

Frank Porter Graham Elementary School
Highway 54 West By-Pass
Chapel Hill, NC 27516
Virginia Anne Berg, principal
919-942-6491

Information Highway Site
Perquimans High School
Victor Eure: contact

Cybercampus @ Northeastern in
Elizabeth City
Elizabeth Mid is the contact

- 2 HS — multimedia labs
- 1 room w/ computers
 - Internet connections
 - 2-way interactive video on
 - community related issues
 - social service agencies
 - public health networks

— Albemarle HS: George Matlock

Cybercampus
→ save teachers laptops / a lot of work w/ staff
→ program 6 or 7
→ black principal

→ Chatham Co. doing
Price good things:

>
> Michael Parrish address is:
> Technology Center
> 425 Prescott Street
> Greensboro, NC 27401
> mparrish@guilford.k12.nc.us
> 336-370-8009
> Michael has been the genius behind the Guilford System Technology
> program that won the #1 program in America for use of technology
> in schools back in 1997 given by the National School Boards Association I
> believe.

>
>
>
> *****

> Barbara M. Levine
> Director, Connect NC
> Office of the Governor
> 116 West Jones Street
> Raleigh, NC 27603-8001
> 919-715-2361 (phone)
> 919-715-3775 (fax)
> blevine@gov.state.nc.us

>
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>

HIGH PERFORMING SCHOOLS IN HIGH POVERTY AREAS

SCHOOL	PRINCIPAL	LOCATION	PHONE NO.	% FREE LUNCH	% MINORITY Or ECI	COMMENTS
Green Garden Elementary	Diane Hattendorf	Frankfort, IL	815-469-5744	5%	High	More improvement in middle grades than lower
Hammond School	Dr. Julio Rivera	Chicago P.S. IL	773-535-4580	29%	Low	Neighborhood school on near southwest side of Chicago. According to Univ. of Chicago, one of the more improved schools in the city.
Unity Elementary	Leonard Windhorst	Brookport, IL	618-564-2582	18%	Low	Far south IL, across Ohio River. More improvement in later grades
Wildwood School,	Elena Savoy	Chicago PS. K-8. IL	773-534-1188	29%	High (See comments)	Located in well-to-do neighborhood, but with most students bussed in from inner-city locations . Since 1990's has shown steady improvement in student performance fostered by consistent leadership and curricular integration.
Wallace Elementary	Mr. Michael Williams	Hammond, IN.	219-933-2479	90%	87.8%	Staff at Wallace involved in many p/d initiatives, class size reduction, problem solving and critical thinking in math,
	Inquiry science, process writing. These initiatives are whole school efforts with support of principal, art, music, P.E. and spec. ed. Entire staff dedicated to helping their students achieve. Their math scores have increased over the 3 years they have been involved in problem solving.					
Lafayette Elementary	Wilma Vazquez	Hammond, IN	219-933-2472	94%	83%	P.D and program improvement is initiated by staff. They are involved in peer coaching, problem-solving and critical
	Thinking in mathematics, process writing, inquiry science and making changes in classroom practice in order to increase student achievement. Their math scores have increased over the three year initiative with problem-solving.					
Banneker School	Sarah Givens	Gary, IN.	219-977-2116	28%	Med	Magnet School

HIGH PERFORMING SCHOOLS IN HIGH POVERTY AREAS

Bunche Elementary	Connie Murphy	Ft. Wayne, IN	219-425-7323	34%	Low	City Magnet Program. Montessori
Burris Lab Middle School	Stephen Dorsett	Muncie, IN	812-849-2509	41%	Med	Connected to Ball State
Chauncy Rose Middle School	Tammy Roeschlein	Terry Haute, IN	812-462-4474	53%	Low	
		Michigan City, IN				The Indiana SEA is very impressed with the turn-around in this district
Siefert Elementary	Sarah Martin-Elam	Milwaukee, WI		97%	99%	See attached accountability report

HIGH PERFORMING SCHOOLS IN HIGH POVERTY AREAS IN INDIANA

Based upon a study we have just completed for the Indiana Department of Education, I have identified four high performing schools that serve a high percentage of minority students and students qualifying for free or reduced lunch.

These schools are:

- 1) High performing schools. They scored substantially higher for the last three years on the state's 4th grade reading and math tests than predicted given their students' cognitive skill scores and percent of students qualified for free or reduced lunch. This does NOT mean these schools scored the highest on the tests in the state. A school with "average" test scores would be identified as a high performing school if the "average" scores were substantially higher than one would predict given the students attending the school.
- 2) Schools enrolling more than 66% minority students
- 3) Schools enrolling more than 66% free or reduced lunch students
- 4) Schools that were included in the statistical analysis for our study because they had complete data over several years, as well as meeting other selection criteria. There are no doubt other Indiana elementary schools that would also be judged as high performing schools but for one of several reasons are not included here.

GARY COMMUNITY SCHOOL CORP

JEFFERSON ELEMENTARY SCHOOL

601 JACKSON ST
GARY, IN 46402-2209
(219) 886-6570

Number of students	480
Percent minority students	100
Percent free or reduced lunch	72
% 4th graders passing state reading and math tests	72
How much higher did the school score than it was predicted to do? (Measured in Z scores)	<- Highest elementary in state 3.46 by this criteria out of 487

HORACE S NORTON ELEM SCH

1356 HARRISON BLVD
GARY, IN 46407-1199
(219) 886-6577

Number of students 343