

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. memo	Mary Smith to White House re: Whitebead Elementary School (partial) (2 pages)	10/26/99	P6/b(6)
002. note	Blue Ribbon Schools (partial) (1 page)	10/27/99	P6/b(6)
003. memo	Stephen O'Brien to Will Tanner re: Blue Ribbon School Principals (1 page)	10/22/99	P5

COLLECTION:

Clinton Presidential Records
 Domestic Policy Council
 Kendra Brooks (Subject Files)
 OA/Box Number: 18400

FOLDER TITLE:

[Education - Blue Ribbon Schools]

kh2

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 advise 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]**

Kim Thompson

P6/(b)(6)



Oliver C. Greenwood Elementary School

13460 WOODSIDE LANE • NEWPORT NEWS, VIRGINIA • 23602-1364 • 804-886-7744

TO: Kendrick Brooks *KN*
FROM: Kenneth A. Newby, Ph.D.
DATE: 10/26/99
SUBJECT: Federal Funds

The following is the answer to your question:

1. Federal funds are used at my school to reduce class size in primary grades. I have two positions using these federal funds this year.
2. After school programs are funded with state funds in our school division.
3. E-rate is used for school division telephone services.

11:27
1:21

Please contact me again if you have additional questions.

- ① Judy St. Pierre
2nd Grade
- ② Lara Lansford
1st Grade

Cc: Dr. Harvey Perkins

Before:

405238
5001 ~~Hearts~~ Ready time
Grade

when 1st graders have reading time
Instead of 6 Ready classes

123 students

1:20

1:17

Africa Quest, scientists on Africa daily research geography
6, 7, 8th
Science Teach
Univ. of Oklahoma Med Cent
curriculum enrichment

FAX COVER LETTER

Greenwood Elementary School
13460 Woodside Lane
Newport News, VA 23608

Telephone: (757)886-7744
FAX : (757)989-0231

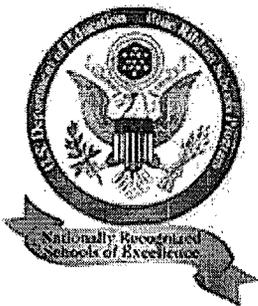
Date: 10/26/99

To: Kendrick Brooks

From: Kenneth Newby

Message: _____

FAX Number Called: (202) 456-5581



U.S. Department of Education Blue Ribbon Schools Program Elementary Schools Selected for Recognition 1998-1999

DISCLAIMER

Alabama

Auburn Early Education Center
721 E. University Drive
Auburn, AL 36830
Phone:(334) 887-2136
Fax:(334) 887-2139
Website: http://www.auburnschools.org/auburn_early_ed/

*E-Rate -
Donna
with Trueman
Jackie
Simons
205/
871-4608*

Brookwood Forest Elementary School
3701 South Brookwood Road
Birmingham, AL 35223
Phone:(205) 414-3700
Fax:(205) 969-8121
Website:
<http://www.mtnbrook.k12.al.us/BWF/>

Guntersville Elementary School
1800 Lusk Street
Guntersville, AL 35976
Phone:(256) 582-6403
Fax:(256) 582-0892

Peter F. Alba Elementary School
14150 South Wintzell Avenue
Bayou La Batre, AL 36509
Phone:(334) 824-7340 X8244
Fax:(334) 824-4465
Website:<http://technology.mcps.com/~albaelementary/>

Our Lady of the Valley School
5510 Double Oak Lane
Birmingham, AL 34542
Phone:(205) 991-5963
Fax:(205) 995-1251

Arizona

Butterfield Elementary School
3400 West Massingale Road
Tucson, AZ 85741
Phone:(520) 682-9167
Fax:(520) 579-8265

Missouri

Chapel Lakes Elementary School
3701 NE Independence Avenue
Lee's Summit, MO 64064
Phone:(816) 525-9100
Fax:(816) 525-9502

Festus Elementary School
1500 Midmeadow Lane
Festus, MO 63028
Phone:(314) 937-5720
Fax:(314) 937-7870

Halls Ferry Elementary School
13585 New Halls Ferry Road
Florissant, MO 63033
Phone:(314) 831-1022
Fax:(314) 831-1024

Harry S. Truman Elementary School
12225 Eddie and Park Road
St. Louis, MO 63127
Phone:(314) 729-2470
Fax:(314) 729-2472
Website:<http://www.lindbergh.k12.mo.us/elem/trumhome.htm>

Iveland Elementary School
1836 Dyer Avenue
St. Louis, MO 63114
Phone:(314) 426-9581
Fax:(314) 429-6721

Seneca Elementary School
1815 St. Eugene Street
PO Box 469
Seneca, MO 64865
Phone:(417) 776-2785
Fax:(417) 776-2177
Website:<http://www.oseda.missouri.edu/seneca.k12.mo.us/>

St. Elizabeth School
14 East 75th
Kansas City, MO 64114

*Central Branch
Bfd
937-4920*

*Financial
Patrick
229
314 8611
729
2900
x8645
1/2 time
under*

Challenger Elementary School

901 Calle Mayer Street
 Nogales, AZ 85621
 Phone:(520) 370-0544
 Fax:(520) 377-2026

Homer Davis Elementary School

4250 N. Romero Road
 Tucson, AZ 85705
 Phone:(520) 690-2341
 Fax:(520) 690-5614

CaliforniaAkers School

P.O. Box 1339
 NAS Lemoore, CA 93245
 Phone:(209) 998-5707
 Fax:(209) 998-7517

Alta Sierra Elementary School

1607 Annie Drive
 Grass Valley, CA 95949
 Phone:(530) 272-2319
 Fax:(530) 274-8761

Blue Oak Elementary School

2391 Merrychase Drive
 Cameron Park, CA 95682
 Phone:(530) 676-0164
 Fax:(530) 676-0758

Bullard T.A.L.E.N.T. Elementary School

4950 North Harrison Street
 Fresno, CA 93704
 Phone:(209) 441-6831
 Fax:(209) 226-3366

Community Magnet School

5954 Airdrome Street
 Los Angeles, CA 90035
 Phone:(323) 935-7288
 Fax:(323) 930-2289

Concordia Elementary School

3120 Ave. del Presidente
 San Clemente, CA 92672
 Phone:(949) 492-3060
 Fax:(949) 361-8652

Coronado Village Elementary School

600 Sixth Street
 Coronado, CA 92118
 Phone:(619) 522-8915
 Fax:(619) 522-8988

Esther Lindstrom Elementary School

Phone:(816) 523-7100

Fax:(816) 523-2566

St. Joseph School

1351 Motherhead Road
 St. Charles, MO 63304-7686
 Phone:(314) 441-0055 X114
 Fax:(314) 441-9932

NebraskaJohn G. Neihardt Elementary School

15130 Drexel Street
 Omaha, NE 68137
 Phone:(402) 895-8360
 Fax:(402) 894-6191

New HampshireJosiah Bartlett Elementary School

Route 302
 PO Box 396
 Bartlett, NH 03812
 Phone:(603) 374-2331
 Fax:(603) 374-1941
 Website:<http://www.ncia.net/schools/bartlett>

Plymouth Elementary School

43 Old Ward Bridge Road
 Plymouth, NH 03264
 Phone:(603) 536-1152
 Fax:(603) 536-9085
 Website:<http://www.pescubs.k12.nh.us>

Rye Elementary School

461 Sagamore Road
 Rye, NH 03870
 Phone:(603) 436-4731
 Fax:(603) 431-6702

New JerseyAnn Street School of Mathematics and Science

30 Ann Street
 Newark, NJ 07105
 Phone:(973) 465-4890
 Fax:(973) 465-4185

Barclay Brook School

358 Buckelew Avenue
 Jamesburg, NJ 08831
 Phone:(732) 521-1000
 Fax:(732) 656-9082

Bee Meadow Elementary School

120 Reynolds Avenue
 Whippany, NJ 07981

Simi Valley, CA 93065
 Phone:(805) 520-6720
 Fax:(805) 520-6106
 Website:<http://www.hollowhills.com>

Holly Avenue Elementary School
 360 W. Duarte Road
 Arcadia, CA 91007
 Phone:(626) 821-8355
 Fax:(626) 574-3809
 Website:<http://www.ausd.k12.ca.us/holly/>

Jackson Elementary School
 2700 Fountain Oaks Drive
 Morgan Hill, CA 95037
 Phone:(408) 779-8301
 Fax:(408) 776-8065

James B. Randol Elementary School
 762 Sunset Glen Drive
 San Jose, CA 95123
 Phone:(408) 535-6380
 Fax:(408) 578-9942

La Cost Heights Elementary School
 3035 Levante Street
 Carlsbad, CA 92009
 Phone:(760) 944-4375
 Fax:(760) 632-7627
 Website:<http://www.eusd.k12.ca.us>

Laguna Road School
 300 Laguna Road
 Fullerton, CA 92835
 Phone:(714) 447-7725
 Fax:(714) 447-2809

Lincoln Elementary School
 3101 Pacific View Drive
 Corona del Mar, CA 92625
 Phone:(949) 515-6955
 Fax:(949) 515-6806

Lomitas Elementary School
 15579 8th Street
 Victorville, CA 92392
 Phone:(760) 243-2012
 Fax:(760) 243-1291

Louisiana Schnell School
 2871 Schnell School Road
 Placerville, CA 95667
 Phone:(530) 622-6244
 Fax:(530) 622-2309

Magnolia Elementary School
 1905 Magnolia Avenue

Website: <http://www.rcds.com>

New Mexico

Navajo Elementary School
 2936 Hughes Road SW
 Albuquerque, NM 87105
 Phone:(505) 873-8512
 Fax:(505) 873-8513

Manzano Day School
 1801 Central Avenue NW
 Albuquerque, NM 87104
 Phone:(505) 243-6659
 Fax:(505) 243-4711
 Website:<http://www.mds.k12.nm.us>

New York

Forest Lake School
 3100 Beltagh Avenue
 Wantagh, NY 11793
 Phone:(516) 679-6470
 Fax:(516) 679-6478
 Website:<http://www.wms.wantaghufsd.k12.ny.us>

Forest Park Elementary School
 100 Forest Drive
 Albany, NY 12205
 Phone:(518) 869-3006
 Fax:(518) 869-5891

Greenfield Elementary School
 3180 Route 9N
 Greenfield Center, NY 12833
 Phone:(518) 893-7402
 Fax:(518) 893-7408

Hillside Elementary School
 120 Lefurgy Avenue
 Hastings-on-Hudson, NY 10706
 Phone:(914) 478-6270
 Fax:(914) 478-6279

Roanoke Avenue School
 549 Roanoke Avenue
 Riverhead, NY 11901
 Phone:(516) 369-6813
 Fax:(516) 369-6830

Washington Irving Intermediate School
 103 South Broadway
 Tarrytown, NY 10591
 Phone:(914) 631-4442
 Fax:(914) 332-4266

St. Amelia School

Carlsbad, CA 92008
 Phone:(760) 434-0645
 Fax:(760) 720-3879

Mark Twain Elementary School
 5201 E. Centralia Street
 Long Beach, CA 90808
 Phone:(562) 421-8421
 Fax:(562) 420-7654

Meadow Park Elementary School
 50 Blue Lake South
 Irvine, CA 92614
 Phone:(949) 936-5900
 Fax:(949) 936-5909
 Website:http://www.iusd.k12.ca.us/schools/meadow_park

Mickey Cox Elementary School
 2191 Sierra Street
 Clovis, CA 93611
 Phone:(209) 299-0436
 Fax:(209) 299-0406

Moulton Elementary School
 29851 Highlands Street
 Laguna Niguel, CA 92677
 Phone:(949) 495-0440
 Fax:(949) 495-5233

Murray Manor Elementary School
 8305 El Paso Street
 La Mesa, CA 91942
 Phone:(619) 668-5865
 Fax:(619) 668-8318

Patterson Road School
 400 East Patterson Road
 Santa Maria, CA 93455
 Phone:(805) 937-4931
 Fax:(805) 937-0236

R. J. Neutra Elementary School
 Hawkeye & Oriskany Avenue
 NAS Lemoore, CA 93245
 Phone:(209) 998-6823
 Fax:(209) 998-7521
 Website:<http://kings.k12.ca.us/neutra>

Ralph E. Noddin Elementary School
 1755 Gilda Way
 San Jose, CA 95124
 Phone:(408) 356-2126
 Fax:(408) 358-9807
 Website:<http://www.unionsd.k12.ca.us/noddin>

Sheppard Accelerated Elementary School

2999 Eggert Road
 Tonawanda, NY 14150-7199
 Phone:(716) 836-2230
 Fax:(716) 832-9700

North Carolina

A.B. Combs Extended Day Magnet School
 2001 Lormier Road
 Raleigh, NC 27606
 Phone: (919) 233-4300
 Fax: (919) 233-4042
 Website: <http://www.mindspring.com/~combsk-5/>

Long Hill Elementary School
 6490 Ramsey Street
 Fayetteville, NC 28311
 Phone:(910) 488-0012
 Fax:(910) 488-0014

Shiloh Elementary School
 5210 Rogers Road
 Monroe, NC 28110
 Phone:(704) 296-3035
 Fax:(704) 296-3039

Snow Hill Primary School
 502 Southeast Second Street
 Snow Hill, NC 28580
 Phone:(252) 747-8113
 Fax:(252) 747-4656

Ohio

Freedom Elementary School
 6035 Beckett Ridge Boulevard
 West Chester, OH 45069
 Phone:(513) 777-9787
 Fax:(513) 777-6014
 Website:<http://209.50.117.246/freedom.html>

Granville Elementary School
 310 North Granger Street
 Granville, OH 43023
 Phone:(740) 587-0402
 Fax:(740) 587-2374

Ida A. Weller Elementary School
 9600 Sheehan Road
 Centerville, OH 45458
 Phone:(937) 885-3273
 Fax:(937) 885-5092

John F. Dumont Elementary School
 7840 Thomas Drive
 Madeira, OH 45243
 Phone:(513) 985-6080

949 936 5034

Super 740-587-0332

1777 West Avenue
Santa Rosa, CA 95407
Phone:(707) 546-7050
Fax:(707) 546-0434

Solana Vista School
780 Santa Victoris
Solana Beach, CA 92075
Phone:(619) 794-3930
Fax:(619) 792-1768

Westlake Hills Elementary School
3333 South Medicine Bow Court
Westlake Village, CA 91362
Phone:(805) 497-9339
Fax:(805) 374-1162

Westwood Basics Plus School
1 Liberty Street
Irvine, CA 92620
Phone:(949) 936-6450
Fax:(949) 936-6459
Website:http://www.iusd.k12.ca.us/schools/Westwood_basics_plus/

William F. Prisk Elementary School
2375 Fanwood Avenue
Long Beach, CA 90815
Phone:(562) 598-9601
Fax:(562) 431-8718

Williams Elementary School
1150 Rajkovich Way
San Jose, CA 95120
Phone:(408) 535-6196
Fax:(408) 535-6525

Heritage Oak Private Elementary School
16971 Imperial Highway
Yorba Linda, CA 92886
Phone:(714) 524-1350
Fax:(714) 524-1352
Website:<http://heritageoak.pvt.k12.ca.us>

Tarbut V'Torah Community Day School
5200 Bonita Canyon Drive
Irvine, CA 92612
Phone:(949) 509-9500
Fax:(949) 856-2400

Colorado

Eastridge Community Elementary School
11777 East Wesley Avenue
Aurora, CO 80014
Phone:(303) 755-0598

Fax:(513) 985-6082
Website:<http://madeira.hcca.ohio.gov/Dumont/Dumont.h>

Mason Heights Elementary School
200 Northcrest Drive
Mason, OH 45040
Phone:(513) 398-8866
Fax:(513) 398-9472

Mills Lawn Elementary School
200 South Walnut Street
Yellow Springs, OH 45387
Phone:(937) 767-7217
Fax:(937) 767-6602

Milton-Union Elementary School
43 Wright Road
West Milton, OH 45383
Phone:(937) 698-6789
Fax:(937) 698-6880

Reading Hilltop Community Elementary School
2236 Bolser Drive
Reading, OH 45215
Phone:(513) 733-4322
Fax:(513) 483-6772

Slate Hill Elementary School
7625 Alta View Boulevard
Worthington, OH 43085
Phone:(614) 883-3200
Fax:(614) 883-3210

Valley Elementary School
3601 Jonathon Drive
Beavercreek, OH 45434
Phone:(937) 429-7597
Fax:(937) 429-7691
Website:<http://www.hcst.net/beavercreek/school/vall/vall>

Incarnation School
45 Williamsburg Lane
Centerville, OH 45459
Phone:(937) 433-1051
Fax:(937) 433-9796
Website:<http://www.incarnation.cnd.pvt.k12.oh.us/>

Lial Elementary School
5700 Davis Road
Whitehouse, OH 43571
Phone:(419) 877-5167
Fax:(419) 877-9385

St. Columbkille Parish School
6740 Broadview Road
Parma, OH 44134
Phone:(216) 524-4816

Fax:(303) 752-9899

Kendallvue Elementary School

13658 West Marlowe Avenue
Morrison, CO 80465
Phone:(303) 982-7990
Fax:(303) 982-7991

Lois Lenski Elementary School

6350 South Fairfax Way
Littleton, CO 80121
Phone:(303) 347-4575
Fax:(303) 347-4580

Willow Creek Elementary School

7855 South Willow Way
Englewood, CO 80112
Phone:(303) 773-1765
Fax:(303) 773-6174

St. Mary's Academy

4545 South University Boulevard
Englewood, CO 80110
Phone:(303) 783-6210
Fax:(303) 783-6201
Website:<http://smanet.org>

Connecticut

Buttonball Lane School

376 Buttonball Lane
Glastonbury, CT 06033
Phone:(860) 652-7276
Fax:(860) 652-7285

Casimir Pulaski Elementary School

100 Clearview Avenue
Meriden, CT 06450
Phone:(203) 238-1273
Fax:(203) 630-4144
Website:<http://ed.hartford.edu/www/blakeslee/pulaski/index.html>

Daisy Ingraham School

105 Goodspeed Drive
Westbrook, CT 06498
Phone:(860) 399-7925
Fax:(860) 399-8817

Killingly Central School

60 Soap Street
Dayville, CT 06241
Phone:(860) 779-6750
Fax:(860) 774-3299
Website:<http://www.kcs.killingly.k12.ct.us>

Mary E. Griswold School

Fax:(216) 524-4153

Website:<http://www.oce.org/scs/>

St. Gregory the Great School

4478 Rushton Road
South Euclid, OH 44121
Phone:(216) 381-0363
Fax:(216) 382-4604

St. James White Oak School

6111 Cheviot Road
Cincinnati, OH 45247
Phone:(513) 741-5333
Fax:(513) 741-5312

St. John the Baptist School

5375 Dry Ridge Road
Cincinnati, OH 45252
Phone:(513) 385-7970
Fax:(513) 385-5554
Website:<http://www.hcca.ohio.gov/stjohns/>

Oklahoma

Whitebead School

Route 3 Box 214
Pauls Valley, OK 73075
Phone:(405) 238-3021
Fax:(405) 238-6258

*→ 1 new teacher
with
Mary Smith
multilingual*

Will Rogers Elementary School

8201 N.W. 122nd Street
Oklahoma City, OK 73142
Phone:(405) 722-9797
Fax:(405) 728-5636

*bottom
5/25/05 - F. Kline*
P6/(b)(6)
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Pennsylvania

Albert F. Baker Elementary School

2300 Morton Road
Upper St. Clair, PA 15241
Phone:(412) 221-6895
Fax:(412) 221-5283

Bridgeport Elementary School

700 Ford Street
Bridgeport, PA 19405
Phone:(610) 272-3644
Fax:(610) 272-5640
Website:<http://upper-merion.k12.pa.us/html/bpt.html>

Cetronia Elementary School

3635 Broadway
Allentown, PA 18104-5215
Phone:(610) 398-2573
Fax:(610) 398-9869

133 Heather Lane
Berlin District
Kensington, CT 06037
Phone:(860) 828-6336
Fax:(860) 829-2923
Website:<http://www.griswoldschool.org>

Turkey Hill School
441 Turkey Hill Road
Orange, CT 06477
Phone:(203) 891-8040
Fax:(203) 891-8043

**Department of Defense
Education Activity**

Linwood Elementary School
1050 Education Way
Robins Air Force Base, GA 31098-1043
Phone:(912) 926-5745
Fax:(912) 926-0525
Website:<http://www.@hom.net/~linwood>

W.W. Ashurst Elementary School
4320 Dulaney Street
Quantico, VA 22134-2248
Phone:(703) 221-4108
Fax:(703) 784-2694

Florida

Gardendale Elementary Magnet School
301 Grove Boulevard
Merritt Island, FL 32953
Phone:(407) 452-1411
Fax:(407) 454-1094

Henry Mitchell Elementary School
205 Bungalow Park
Tampa, FL 33609
Phone:(813) 872-5216
Fax:(813) 872-5220

John B. Gorrie Elementary School
705 W. DeLeon Street
Tampa, FL 33606
Phone:(813) 276-5673
Fax:(813) 276-5676
Website:<http://www.GONZOWEBSITE.com/GORRIE>

Tamarac Elementary School
7601 North University Drive
Tamarac, FL 33321
Phone:(954) 726-7520
Fax:(954) 726-7521
Website:<http://www.gate.net/~tamarac/>

Cheltenham Elementary School
7853 Front Street
Cheltenham, PA 19012
Phone:(215) 635-7415
Fax:(215) 635-7548

Edgeworth Elementary School
200 Meadow Lane
Sewickley, PA 15143
Phone:(412) 749-3605
Fax:(412) 749-9867
Website:<http://www.qvsd.org/schools/ed/ee.html>

Fairview Elementary School
738 Dorseyville Road
Pittsburgh, PA 15238
Phone:(412) 967-2401
Fax:(412) 967-2408

Indian Lane Elementary School
309 South Old Middletown Road
Media, PA 19063
Phone:(610) 627-7100
Fax:(610) 566-6582

McKinley Elementary School
370 Cedar Road
Elkins Park, PA 19027
Phone: (215) 663-0431
Fax:(215) 663-0593

Sarah W. Starkweather Elementary School
1050 Wilmington Pike
West Chester, PA 19382
Phone:(610) 436-7320
Fax:(610) 436-7322
Website:<http://kids.wcasd.k12.pa.us/ss/default.htm>

Thomas Fitzwater Elementary School
30 School Lane
Willow Grove, PA 19090
Phone: (215) 784-0381
Fax: (215) 784-0797

Ward L. Myers Elementary School
125 New Street
Muncy, PA 17756
Phone:(717) 546-3129
Fax:(717) 546-7744
Website:<http://www.muncysd.k12.pa.us/el/index.htm>

Wrightstown Elementary School
729 Penns Park Road
Wrightstown, PA 18940
Phone:(215) 968-7090
Fax:(215) 598-0855

Martha Manson Academy
7715 SW 14th Avenue
Gainesville, FL 32607-3399
Phone:(352) 332-1452
Fax:(352) 332-4945

St. Francis Xavier School
2055 Heitman Street
Fort Myers, FL 33901
Phone:(941) 334-7707
Fax:(941) 334-8605
Website: <http://www.stfrancis2055.com>

Georgia

Britt David Magnet Academy
5801 Armour Road
Columbus, GA 31909
Phone:(706) 649-0725
Fax:(706) 649-0937

Centerville Elementary School
450 Houston Lake Boulevard
Centerville, GA 31028
Phone: (912) 953-0400
Fax: (912) 953-0411
Email: cville@hom.net
Website:<http://www.hom.net/~cville>

Lawrenceville Elementary School
122 Gwinnett Drive
Lawrenceville, GA 30045
Phone:(770) 963-1813
Fax:(770) 513-6741

Sarah Smith Elementary School
370 Old Ivy Road
Atlanta, GA 30342
Phone: (404) 842-3120
Fax: (404) 842-3046
Website: <http://www.pta.sarah-smith.org>

Washington-Wilkes Primary School
910 East Robert Toombs Avenue
Washington, GA 30673
Phone:(706) 678-2633
Fax:(706) 678-2666
Website:<http://home.g-net.net/~wwps>

Greater Atlanta Christian School
PO Box 4277
Norcross, GA 30091-4233
Phone: (770) 243-2000
Fax: (770) 243-2259
Website:<http://www.gacs.pvt.k12.ga.us/>

Wyland Elementary School
2284 Wyland Avenue
Allison Park, PA 15101
Phone: (412) 486-6000 x244
Fax: (412) 486-6718

Yeshiva Schools of Pittsburgh
2100 Wightman Street
Pittsburgh, PA 15217
Phone: (412) 422-7315
Fax: (412) 422-5930
Website:<http://www.Yeshiva-Pgh.com>

Puerto Rico

Colegio Radians
PO Box 371298
Cayey, PR 00737-1298
Phone:(787) 738-4822
Fax:(787) 738-2700
Website:<http://www.tande.com/radians>

Rhode Island

Tiogue School
170 East Shore Drive
Coventry, RI 02816
Phone: (401) 822-9460
Fax: (401) 822-9461

St. Philomena School
324 Cory's Lane
Portsmouth, RI 02871
Phone:(401) 683-0268
Fax:(401) 683-4539

South Carolina

Beaufort Elementary School
1800 Prince Street
Beaufort, SC 29902
Phone:(843) 525-4282
Fax:(843) 525-4288

Brushy Creek Elementary School
1344 Brushy Creek Road
Taylors, SC 29687
Phone:(864) 292-7705
Fax:(864) 292-7303
Website:<http://www.greenville.k12.sc.us/bcreek>

Cannons Elementary School
1315 Old Converse Road
Spartanburg, SC 29307
Phone:(864) 579-8020
Fax:(864) 579-8024

Holy Innocents' Episcopal Lower School

805 Mt. Vernon Highway
Atlanta, GA 30327
Phone:(404) 255-4022
Fax:(404) 303-2152
Website:<http://www.hies.org>

Katherine and Jacob Greenfield

Hebrew Academy of Atlanta
5200 Northland Drive
Atlanta, GA 30342
Phone:(404) 843-9900
Fax:(404) 252-0934
Website:<http://GHAcademy.org>

HawaiiAikahi Elementary School

281 Iliha Street
Kailua, HI 96734
Phone: (808) 254-7944
Fax: (808) 254-7962

Princess Victoria Ka'iulani School

783 North King Street
Honolulu, HI 96817
Phone:(808) 832-3160
Fax:(808) 832-3164
Website:<http://bubba.kaiulani.k12.hi.us>

IllinoisAdlai E. Stevenson II Elementary School

1414 Armstrong Lane
Elk Grove Village, IL 60007-3158
Phone:(847) 301-2150
Fax:(847) 301-7038

Hunting Ridge Elementary School

1105 West Illinois Avenue
Palatine, IL 60067
Phone:(847) 934-2900
Fax:(847) 934-0285

Lincoln Elementary School

565 Fairfield Street
Elmhurst, IL 60126
Phone:(630) 834-4548
Fax:(630) 993-6675

Infant Jesus of Prague School

1101 Douglas Avenue
Flossmoor, IL 60422
Phone:(708) 799-5200
Website:<http://ijpparish.org>

IndianaLeaphart Elementary School

120 Piney Grove Road
Columbia, SC 29210
Phone:(803) 798-0030
Fax:(803) 750-3315
Website:<http://www.lex5.k12.sc.us/les>

Lugoff Elementary School

994 Ridgeway Road
P.O. Box 38
Lugoff, SC 29078
Phone:(803) 438-8000
Fax:(803) 438-8024

Pontiac Elementary School

500 Spears Creek Church Road
Elgin, SC 29045
Phone:(803) 699-2700
Fax:(803) 699-2704
Website:<http://www.richland2.k12.sc.us/pe/>

West View Elementary School

400 Oak Grove Road
Spartanburg, SC 29301
Phone:(864) 576-1833
Fax:(864) 595-2436

Windsor Elementary School

9800 Dunbarton Drive
Columbia, SC 29223
Phone:(803) 736-8723
Fax:(803) 699-3648
Website:<http://www.richland2.k12.sc.us/we/>

Saint John Neumann Catholic School

721 Polo Road
Columbia, SC 29223
Phone:(803) 788-1367
Fax:(803) 788-7330

TexasAscarate Elementary School

7090 Alameda Avenue
El Paso, TX 79915
Phone:(915) 772-1866
Fax:(915) 772-8051

Bear Creek Elementary School

401 Bear Creek Drive
Eules, TX 76039-2090
Phone:(817) 358-4860
Fax:(817) 267-3863

Bransford Elementary School

601 Glade Street

Central Elementary School
515 East Williams Street
Lebanon, IN 46052
Phone:(765) 482-2000
Fax:(765) 483-3059

LaSalle Elementary School
1511 Milburn Boulevard
Mishawaka, IN 46544
Phone:(219) 254-4800
Fax:(219) 254-4882

Union Center Elementary School
272 North - 600 West
Valparaiso, IN 46385
Phone: (219) 759-2544
Fax: (219) 759-6360

West Newton Elementary School
7529 Mooresville Road
West Newton, IN 46183
Phone:(317) 856-5237
Fax:(317) 856-2148

Iowa

Irving Elementary School
2520 Pennsylvania Avenue
Debuque, IA 52001
Phone: (319) 588-8326
Fax: (319) 588-8464

Kansas

Black Bob Elementary School
14701 South Brougham Drive
Olathe, KS 66062-2628
Phone:(913) 780-7310
Fax:(913) 780-7319
Website:<http://www.bb.olathe.k12.ks.us>

Harmony Elementary School
14140 Grant Avenue
Overland Park, KS 66221
Phone:(913) 681-4525
Fax:(913) 681-4529
Website:pbakke@229.k12.ks.us

Horace Mann Elementary School
1243 North Market Street
Wichita, KS 67214
Phone:(316) 833-3125
Fax:(316) 833-3128
Website:<http://www.ksbe.state.ks.us/rcard/D02591818.html>

Colleyville, TX 76034
Phone: (817) 788-4420
Fax:(817) 428-1203

Brazoria Intermediate School
P. O. Box 158
West Columbia, TX 77486
Phone:(409) 798-2080
Fax:(409) 798-6784
Website:<http://www.columbia-brazoria.isd.tenet.edu/bis/i>

Cedar Valley Elementary School
4801 Chantz Drive
Killeen, TX 76542
Phone:(254) 501-1480
Fax:(254) 680-6600

Christie Elementary School
3801 Rainier Street
Plano, TX 75023
Phone:(972) 519-8790
Fax:(972) 519-8791

Colleyville Elementary School
5800 Colleyville Boulevard
Colleyville, TX 76034
Phone:(817) 788-4440
Fax:(817) 498-2062

Cullins-Lake Pointe Elementary School
5701 Scenic Drive
Rowlett, TX 75088
Phone:(972) 412-3070
Fax:(972) 475-8703

Edna Mae Fielder Elementary School
2100 Greenway Village Drive
Katy, TX 77494
Phone:(281) 396-6450
Fax:(281) 396-6454

Finley Elementary School
2001 Lowry Street
Laredo, TX 78045
Phone:(956) 723-8535
Fax:(956) 727-5775

Glenoaks Elementary School
5103 Newcome Drive
San Antonio, TX 78229
Phone:(210) 617-5445
Fax:(210) 617-5452

Henry T. Brauchle Elementary School
8555 Bowens Crossing
San Antonio, TX 78250
Phone:(210) 706-7440

Obee Elementary School
4712 East 4th Street
Hutchinson, KS 67501
Phone:(316) 662-2561
Fax:(316) 694-1042

Quail Run Elementary School
1130 Inverness Drive
Lawrence, KS 66049
Phone:(785) 832-5820
Fax:(785) 832-5823

Valley Park Elementary School
12301 Lamar Avenue
Overland Park, KS 66209-2702
Phone:(913) 345-7475
Fax:(913) 345-7495
Website: <http://206.65.103.2/VPE/>

Kentucky

Hatcher Elementary School
1820 Hickman Street
Ashland, KY 41101
Phone:(606) 327-2732
Fax:(606) 327-2768

Southside Elementary School
1300 Troy Pike
Versailles, KY 40383
Phone:(606) 873-1633
Fax:(606) 873-4571

St. Agnes Parish School
1800 Newburg Road
Louisville, KY 40205-1422
Phone:(502) 458-2850
Fax:(502) 459-5215

Louisiana

Mandeville Elementary School
519 Massena Street
Mandeville, LA 70448
Phone:(504) 626-3950
Fax:(504) 674-0886

Walter L. Abney Elementary School
PO Box 849
Slidell, LA 70458
Phone:(504) 643-4044
Fax:(504) 847-9509

Holy Rosary School
1730 Cox Street
Sheveport, LA 71108
Phone:(318) 636-3826

Fax:(210) 706-7448

Heritage Elementary School
4500 Heritage Avenue
Grapevine, TX 76051
Phone:(817) 358-4820
Fax:(817) 540-2892

Hillcrest Elementary School
1701 Crozier Lane
Del Valle, TX 78617
Phone:(512) 385-1427
Fax:(512) 389-2760

Johnson Elementary School
3800 Oak Hill Street
Bryan, TX 77802
Phone:(409) 361-5388
Fax:(409) 260-2416
Website:<http://www.ci.bryanisd.org/johnson/index.htm>

Jollyville Elementary School
6720 Corpus Christi Drive
Austin, TX 78729
Phone:(512) 428-2200
Fax:(512) 428-2299

Kimberlin Academy for Excellence
1520 Cumberland Drive
Garland, TX 75040
Phone:(972) 494-8365
Fax:(972) 494-8365

Lackland Elementary School
2460 Kenly Avenue
San Antonio, TX 78236-1244
Phone: (210) 357-5053
Fax: (210) 357-5060

Leona Doss Elementary School
7005 Northledge Drive
Austin, TX 78731
Phone:(512) 414-2365
Fax:(512) 345-0013

Locke Hill Elementary School
5050 DeZavala Street
San Antonio, TX 78249
Phone:(210) 561-5055
Fax:(210) 561-5062
Website:<http://www.northside.isd.tenet.edu/hillww/hillw>

Maurice L. Wolfe Elementary School
502 Addicks Howell Road
Houston, TX 77079
Phone:(281) 368-2250
Fax:(281) 368-2267

Fax:(318) 636-9123
 Website:http://www.asd.com/cgi-bin/asd/SchoolHomePage?asd_number=120018

Saint Dominic School
 6326 Memphis Street
 New Orleans, LA 70124
 Phone:(504) 482-4123
 Fax:(504) 486-3870

St. Margaret Mary School
 1050-A Robert Boulevard
 Slidell, LA 70458
 Phone:(504) 643-4612
 Fax:(504) 643-4659

St. Rita School
 194 Ravan Avenue
 Harahan, LA 70123
 Phone:(504) 737-0744
 Fax:(504) 738-2184

Ursuline Academy Elementary School
 2635 State Street
 New Orleans, LA 70118
 Phone:(504) 866-5260
 Fax:(504) 861-7392
 Website:<http://www.gnofn.org/~ursuline/>

Maine

Rockport Elementary School
 West Street P.O. Box 9
 Rockport, ME 04856
 Phone:(207) 236-7807
 Fax:(207) 230-1061
 Website:<http://www.sad28.k12.me.us/RES/index.html>

Dr. Levesque School
 443 US Route 1
 PO Box 489
 Frenchville, ME 04745
 Phone:(207) 543-7302
 Fax:(207) 543-6185
 Website:<http://www.msad33.org/drlev/>

Maryland

Ashburton Elementary School
 6314 Lone Oak Drive
 Bethesda, MD 20817
 Phone:(301) 571-6959
 Fax:(301) 897-2517
 Website:<http://www.mcps.k12.md.us/schools/ashburtones/>

Website:<http://www.katy.isd.tenet.edu/we>

McCoy Elementary School
 2425 McCoy Road
 Carrollton, TX 75006
 Phone:(972) 323-5928
 Fax:(972) 323-6506

Memorial Parkway Elementary School
 21603 Park Tree Lane
 Katy, TX 77450
 Phone:(281) 647-5850
 Fax:(281) 647-5867
 Website:<http://www.katy.isd.tenet.edu/mpe/>

Napper Elementary School
 903 North Flag Street
 Pharr, TX 78577
 Phone:(956) 702-5717
 Fax:(956) 702-5719

North Ridge Elementary School
 7331 Holiday Lane
 North Richland Hills, TX 76180
 Phone:(817) 581-5418
 Fax:(817) 581-5440

Owens Elementary School
 7939 Jackrabbit Road
 Houston, TX 77095
 Phone:(281) 463-5915
 Fax:(281) 463-5526

Reeces Creek Elementary School
 400 West Stan Schlueter Loop
 Killeen, TX 76542
 Phone:(254) 501-2150
 Fax:(254) 519-5630

Sageland Elementary
MicroSociety School
 7901 Santa Monica Street
 El Paso, TX 79915
 Phone:(915) 598-7398
 Fax:(915) 591-9228

Stonewall Jackson Elementary School
 5828 East Mockingbird Lane
 Dallas, TX 75206
 Phone:(214) 841-5155
 Fax:(214) 841-5353

W.H. Wilson Elementary School
 200 South Coppell Road
 Coppell, TX 75019
 Phone:(972) 462-8000
 Fax:(972) 301-0074

Brooke Grove Elementary School
2700 Spartan Road
Olney, MD 20832
Phone:(301) 924-3154
Fax:(301) 924-3161

Oak Hill Elementary School
34 Truck House Road
Severna Park, MD 21146-2727
Phone:(410) 222-6568
Fax:(410) 222-6570

Salem Avenue Elementary School
1323 Salem Avenue Extended
Hagerstown, MD 21740
Phone:(301) 766-8313
Fax:(301) 791-4382

Templeton Elementary School
6001 Carters Lane
Riverdale, MD 20737
Phone:(301) 985-1880
Fax:(301) 985-1876
[http://www.inform.umd.edu/mdk-12/homepage/parkdale/tem main.html](http://www.inform.umd.edu/mdk-12/homepage/parkdale/tem%20main.html)

Vienna Elementary School
4905 Ocean Gateway
Vienna, MD 21869
Phone:(410) 376-3151
Fax:(410) 376-3623

West Annapolis Elementary School
210 Annapolis Street
Annapolis, MD 21401
Phone:(410) 222-1635
Fax:(410) 222-1654

Our Lady of Mercy School
9222 Kentsdale Drive
Potomac, MD 20854
Phone:(301) 365-4477
Fax:(301) 365-3423

The Summit School
664 Central Avenue East
Edgewater, MD 21037
Phone:(410) 798-0005
Fax:(410) 798-0008

Trinity School
4985 Ilchester Road
Ellicott City, MD 21041
Phone:(410) 744-1524
Fax:(410) 744-3617

Walnut Hill Elementary School
10115 Midway Road
Dallas, TX 75229
Phone:(972) 502-7800
Fax:(972) 502-7801

Walter Matthys Elementary School
1500 Main Street
So. Houston, TX 77587
Phone:(713) 948-4275
Fax:(713) 948-4287

Will Davis Elementary School
5214 Duval Road
Austin, TX 78727
Phone:(512) 414-2580
Fax:(512) 346-7384

Zilker Elementary School
1900 Bluebonnet Lane
Austin, TX 78704
Phone:(512) 414-2327
Fax:(512) 442-3992

Loretto Academy Elementary School
4625 Clifton Street
El Paso, TX 79903
Phone:(915) 566-8400
Fax:(915) 564-0563
Website: <http://www.loretto.org>

The Montessori Academy
2111 Roosevelt Drive
Arlington, TX 76013
Phone:(817) 274-1548
Fax:(817) 274-6951
Website:<http://www.ctelcom.net/tma>

St. Anthony Cathedral School
850 Forsythe Street
Beaumont, TX 77701
Phone:(409) 832-3486
Fax:(409) 838-9051

St. Francis Episcopal Day School
335 Piney Point Road
Houston, TX 77024
Phone:(713) 782-0481
Fax:(713) 782-4720
Website:<http://www.ssfrancis.org>

St. Gregory Catholic School
500 South College Street
Tyler, TX 75702
Phone:(903) 595-4109
Fax:(903) 592-8626

Website: <http://Trinitynews.org>

Website: <http://stgregory.tylerrose.com>

Massachusetts

Edgartown School
RR1 Box 6 West Tisbury Road
Edgartown, MA 02539
Phone: (508) 627-3316
Fax: (508) 627-7983

St. Paul the Apostle School
720 South Floyd Road
Richardson, TX 75080
Phone: (972) 235-3263
Fax: (972) 690-1542

Perley Elementary School
51 North Street
Georgetown, MA 01833
Phone: (978) 352-5780
Fax: (978) 352-5782

St. Rita Catholic School
12525 Inwood Road
Dallas, TX 75244-6909
Phone: (972) 239-3203
Fax: (972) 934-0657
<http://www.strita.net>

Michigan

Virginia

Belmont Elementary School
6097 Belmont Avenue
Belmont, MI 49306
Phone: (616) 361-1332
Fax: (616) 361-5570

Cold Harbor Elementr
6740 Cold Harbor Roa
Mechanicsville, VA 2:
Phone: (804) 730-3312
Fax: (804) 730-7359

Deerfield Elementary School
3600 Crooks Road
Rochester Hills, MI 48309
Phone: (248) 853-4100
Fax: (248) 852-5292

Jacob L. Adams Elem
600 South Laburnum
Richmond, VA 23223
Phone: (804) 226-8745
Fax: (804) 226-8768

Kim Thompson



Explorer Elementary School
(Kentwood Public School)
2307 68th Street, S.E.
Caledonia, MI 49316
Phone: (616) 554-0302
Fax: (616) 554-0970

Kiptopeke Elementary
24023 Fairview Road
Cape Charles, VA 23:
Phone: (757) 331-6000
Fax: (757) 331-3219

George F. Roberts Elementary School
2400 Belleview Street
Shelby Township, MI 48316
Phone: (810) 254-8370
Fax: (810) 254-8242
Website: <http://www.macomb.K12.mi.us/utica/roberts/roberts.htm>

Oliver C. Greenwood Elementary School
13460 Woodside Lane
Newport News, VA 23608
Phone: (757) 886-7744
Fax: (757) 989-0231

Havel Elementary School
41855 Schoenherr Street
Sterling Heights, MI 48313
Phone: (810) 254-8353
Fax: (810) 254-8281

St. James School
830 West Broad Street
Falls Church, VA 22046
Phone: (703) 533-1182
Fax: (703) 532-8316
<http://www.stjamespto.org/>

Issac Monfort Elementary School
6700 Montgomery Street
Shelby Township, MI 48316
Phone: (810) 254-8364
Fax: (810) 254-8283

Walsingham Academy Lower School
PO Box 8702
Williamsburg, VA 23187-8702
Phone: (757) 229-2642
Fax: (757) 259-1404
Website: <http://www.widomaker.com/~walsnhm/>

Washington

**PHOTOCOPY
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Website: <http://Trinitynews.org>

Massachusetts

Edgartown School
RR1 Box 6 West Tisbury Road
Edgartown, MA 02539
Phone:(508) 627-3316
Fax:(508) 627-7983

Perley Elementary School
51 North Street
Georgetown, MA 01833
Phone:(978) 352-5780
Fax:(978) 352-5782

Michigan

Belmont Elementary School
6097 Belmont Avenue
Belmont, MI 49306
Phone:(616) 361-1332
Fax:(616) 361-5570

Deerfield Elementary School
3600 Crooks Road
Rochester Hills, MI 48309
Phone:(248) 853-4100
Fax:(248) 852-5292

Explorer Elementary School
(Kentwood Public School)
2307 68th Street, S.E.
Caledonia, MI 49316
Phone:(616) 554-0302
Fax:(616) 554-0970

George F. Roberts Elementary School
2400 Belleview Street
Shelby Township, MI 48316
Phone:(810) 254-8370
Fax:(810) 254-8242
Website:<http://www.macomb.K12.mi.us/utica/roberts/roberts.htm>

Havel Elementary School
41855 Schoenherr Street
Sterling Heights, MI 48313
Phone:(810) 254-8353
Fax:(810) 254-8281

Issac Monfort Elementary School
6700 Montgomery Street
Shelby Township, MI 48316
Phone:(810) 254-8364
Fax:(810) 254-8283

Website:<http://stgregory.tylerrose.com>

St. Paul the Apostle School
720 South Floyd Road
Richardson, TX 75080
Phone:(972) 235-3263
Fax:(972) 690-1542

St. Rita Catholic School
12525 Inwood Road
Dallas, TX 75244-6909
Phone:(972) 239-3203
Fax:(972) 934-0657
<http://www.strita.net>

Virginia

Cold Harbor Elementary School
6740 Cold Harbor Road
Mechanicsville, VA 23111
Phone:(804) 730-3312
Fax:(804) 730-7359

Jacob L. Adams Elementary School
600 South Laburnum Avenue
Richmond, VA 23223
Phone:(804) 226-8745
Fax:(804) 226-8768

Kiptopeke Elementary School
24023 Fairview Road
Cape Charles, VA 23310
Phone:(757) 331-6000
Fax:(757) 331-3219

Oliver C. Greenwood Elementary School
13460 Woodside Lane
Newport News, VA 23608
Phone:(757) 886-7744
Fax:(757) 989-0231

St. James School
830 West Broad Street
Falls Church, VA 22046
Phone:(703) 533-1182
Fax:(703) 532-8316
<http://www.stjamespto.org/>

Walsingham Academy Lower School
PO Box 8702
Williamsburg, VA 23187-8702
Phone:(757) 229-2642
Fax:(757) 259-1404
Website:<http://www.widomaker.com/~walsnhm/>

Washington

Jayno Adams Elementary School
3810 Clintonville Road
Waterford, MI 48329
Phone:(248) 673-8900
Fax:(248) 674-6319

Thomas M. Ryan Intermediate School
9562 East M-89
Richland, MI 49083
Phone:(616) 629-5851
Fax:(616) 629-3097

Schroeder Elementary School
3541 Jack Drive
Troy, MI 48084
Phone:(248) 643-6113
Fax:(248) 649-4340

W. M. Graebner Elementary School
41875 Saal Road
Sterling Heights, MI 48313
Phone:(810) 254-8350
Fax:(810) 566-0134

Eton Academy
1755 Melton Street
Birmingham, MI 48009
Phone:(248) 642-1150
Fax:(248) 642-3670

Minnesota

Peter Hobart Primary Center
6500 West 26th Street
St. Louis Park, MN 55426
Phone:(612) 928-6600
Fax:(612) 928-6643

Minneapolis Jewish Day School
4330 Cedar Lake Road
Minneapolis, MN 55416
Phone:(612) 374-5650
Fax:(612) 374-3090

Mississippi

D. T. Cox Elementary School
304 Clark Street
Pontotoc, MS 38863
Phone:(601) 489-2454
Fax:(601) 489-7932

Hattie Casey Elementary School
2101 Lake Circle
Jackson, MS 39211
Phone:(601) 987-3510
Fax:(601) 987-4944

Alexander Graham Bell Elementary School
11212 NE 112th Street
Kirkland, WA 98033
Phone:(425) 822-7450
Fax:(425) 822-0794
Website:<http://wwwbel.lkwash.wednet.edu>

Jefferson Elementary School
1525 Hunt Avenue
Richland, WA 99352
Phone:(509) 943-4672
Fax:(509) 943-3663

Manson Elementary School
P.O. Box A
Manson, WA 98831
Phone:(509) 687-9502
Fax:(509) 687-9537
Website:<http://www.manson.org/213%20Web%20Pages/>

Terminal Park Elementary School
1101 D Street , SE
Auburn, WA 98002
Phone:(253) 931-4978
Fax:(253) 804-4532

West Virginia

Kanawha City Elementary School
3601 Staunton Avenue, S.E.
Charleston, WV 25304
Phone:(304) 348-1985
Fax:(304) 348-6537

Wisconsin

Wales Elementary School
219 Oak Crest Drive
P.O. Box 130
Wales, WI 53183
Phone:(414) 968-6400
Fax:(414) 968-6405



Blue Ribbon Schools Program

This page last modified October 7, 1999 (tca)

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TSR*

Draft POTUS briefing memo—Blue Ribbon Schools

Today you will address the 1998-99 Blue Ribbon Schools National Ceremony at the Washington Hilton and Towers. This year 266 elementary schools will receive the Blue Ribbon award, this includes 221 public schools and 45 private schools. This year's winners come from 37 states and the Department of Defense. 27 percent of the winners have urban characteristics, 54 percent are suburban, and 19 percent are rural and small town schools.

Accountability

The Blue Ribbon Schools program was established by the Secretary of Education in 1982. Since then, approximately 3780 schools have been recognized. The three primary purposes of the program are to identify and recognize outstanding public and private schools around the country; make research-based effectiveness criteria available to all schools so that they can assess themselves and plan improvements; and encourage schools, both within and among themselves, to share information about best practices based on common criteria of educational success.

To be a Blue Ribbon School, a school must demonstrate a strong commitment to educational excellence for all students. Winning schools must demonstrate sustained success over time or have overcome obstacles and made significant improvements. Each year, the program identifies a limited number of select emphases. These represent areas where school performance must be improved or where effective models of success are sought. This year, two winners in arts education and five winners in character education were selected.

Today's Speech

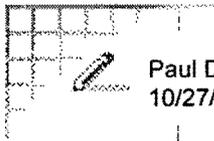
To achieve excellence we must invest in excellence. Blue Ribbon Schools are evidence of the effectiveness of high standards, accountability and investment. Your balanced budget invests in proven strategies to improve student performance such as reducing class sizes in the early grades, fixing failing schools, expanding after-school and summer school programs, improving teacher quality.

The Republican education appropriations bill undermines these investments. The Republican bill guts your class size initiative and provides no funds to turn around failing schools. In fact, the Senate voted down your proposal to set-aside \$200 million to fix failing Title I schools on a party line vote despite an endorsement of the proposal by the National Governors Association. You will use today's speech to emphasize that the Republican bill undermines precisely the strategic investments needed to improve public schools.

In a ceremony to elementary principals from all over the country, the President will reiterate the Administration's commitment to invest in our children and our teachers by supporting proven strategies to reduce class size, turn around failing schools, expand after-school programs and raise standards through accountability.

HIGH PERFORMING SCHOOLS BY INVESTING IN SCHOOL REFORM AND ACCOUNTABILITY
Addressing 266 principals at the 1999 Blue Ribbon Schools Awards Ceremony at the Washington Hilton and Towers, President Clinton will call on Congress to support excellence in our schools by working to reduce class-size, fix failing schools through proven accountability measures, expand after-school and summer programs, and improve teacher quality.

The president will recognize the outstanding public and private school principals who are being at the ceremony. Winning schools from urban, rural and suburban communities have demonstrated sustained success over time or have overcome obstacles to make significant improvements in their elementary schools. The Blue Ribbon Schools Awards were established in 1982 by the Secretary of Education to identify outstanding schools; develop research based effectiveness criteria to



Paul D. Glastris
10/27/99 03:31:34 PM

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cc:

Subject: latest Blue Ribbon draft

Draft 10/27/99 3:30 p.m.

Glastris

**PRESIDENT WILLIAM J. CLINTON
REMARKS AT AWARDS CEREMONY
BLUE RIBBONS SCHOOLS
WASHINGTON HILTON HOTEL
September 28, 1999**

Acknowledgments: Sec. Riley; Beaufort Elementary Principal Ruth Summerlin;

Before I begin, let me take a few moments to pass on some good news we have received today. **Tk topper on GDP and homeownership numbers.**

The Founding Fathers believed two things that were quite radical at the time. They believed democracy could be made to work, and they believed all citizens could and should be educated. In fact, their faith in democracy rested on their faith that all citizens could learn. "Educate and inform the whole mass of the people," Thomas Jefferson said, because "an enlightened citizenry is indispensable for the proper functioning of a republic."

I think Ruth Summerlin's story demonstrates the wisdom of the Founder's belief. All students can learn. The 266 schools we honor today prove that. Your schools are located in every region of America, and in every kind of neighborhood. Yet in each of your schools, students are learning—and learning at quite a high level. Every school in America can do what your schools have done. Getting every school in America to follow your path is truly one of the great challenges we face as a nation.

We have already made real progress in education. The idea of standards, which we championed with our Goals 2000 legislation, is now taking root around the country. In 1996, only 14 states had measurable standards for student performance. Today there are 50. That may be one reason why reading and math scores are up nationwide, including in some of our most disadvantaged urban areas.

More and more schools, including Blue Ribbon Schools, are reducing class sizes with

bjbt++

PRESIDENT CLINTON CALLS FOR INVESTMENT IN EDUCATION AND REPUBLICAN INVESTMENT IN NATIONAL PRIORITIES TO IMPROVE OUR PUBLIC SCHOOLS.

on Republican to invest in Nat'l priorities to improve our public schools

October 27, 1999

In a ceremony to elementary principals from all over the country, the President will reiterate the Administration's commitment to invest in America's children and teachers by supporting proven strategies to ^{increase school perfor} reduce class size, turn around failing schools, expand after-school programs and raise standards through accountability. The President will emphasize how the Republican bill undermines the strategic investments needed to improve public schools. *The Pres will recognize*

Parents, Teachers

HIGH PERFORMING/EXCELLENCE SCHOOLS BY INVESTING IN SCHOOL REFORM AND ACCOUNTABILITY

Addressing 266 principals at the ~~1999~~ Blue Ribbon Schools Awards Ceremony at the Washington Hilton and Towers, President Clinton will call on Congress to support excellence in our schools by working to reduce class-size, fix failing schools through proven accountability measures, ~~expand after-school~~ and summer programs, and improve teacher quality. He will stress the school's responsibility to hold each other accountable to parents, taxpayers and the State.

the hard work that these educational

The president will recognize principals of the outstanding public and private schools at the ceremony: Blue Ribbon schools are evidence of effectiveness of high standards, accountability and investment. ^{this year's winners elementary schools} These winning schools from urban, rural and suburban communities ^{in 31 states} have demonstrated sustained success over time or have overcome obstacles to make significant improvements in their elementary schools. The Blue Ribbon Schools Awards were established in 1982 by the Secretary of Education to identify outstanding schools, develop research based effectiveness criteria for self-assessment and to share information about Best Practices.

REPUBLICAN EDUCATION BILL FAILS TO MEET THESE STANDARDS

Invest in what works

The Republican bill shortchanges children and teachers by gutting the Class-Size Reduction initiative, and by failing to provide funds to turn around failing schools. President Clinton is committed to ensuring that the prosperity generated by years of fiscal discipline and the hard work of the American people is invested in their priorities. The President today will..... The Republican education bill:

question why Republican had failed to improve school performance
Reneges on the class size reduction initiative that both parties agreed to last fall, and provides no guarantee that the 30,000 teachers hired last year can continue teaching in smaller classes throughout the country. It provides no funding for the additional 8,000 teachers the President's plan would support this year.

Fails to hold low-performing schools accountable for results, by not funding the

after school & the budget (same as a budget)

President's plan for a \$200 million Title I accountability fund to fix schools identified as failing. The current appropriations bill provides no funding at all for turning around failing schools, a strategy that is helping raise student achievement in North Carolina,

Commonwealth of the Commonwealth
Underinvests in after school and summer school programs, denying at least 300,000 students access to safe and academically enriching opportunities to get extra help to reach high standards.

Undercuts efforts to improve teacher quality, by ~~reducing~~ teacher quality and recruitment programs, and eliminates the successful Troops to Teachers program that enables retired military personnel to teach in high-need areas.

Underinvests in the GEAR-UP program, denying more that 130,000 disadvantaged young people the help they need to get into college, and underfunds crucial investments in education technology.

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Parents
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Education Q & A
President's Speech to the National Board
October 22, 1999

Q: This morning, the President spoke to the National Board for Professional Teaching Standards. What did he talk about?

A: The President went to this conference to congratulate the National Board on its work of raising standards for the teaching profession as a way to improve teaching and raise student achievement. As the President noted, you can't build a system of world-class schools without world-class teachers. The President also called on Congress to pass a budget that makes strategic investments in education and accountability.

- getting 100,000 highly qualified teachers into the classroom to reduce class size and raise student achievement in the early grades,
- holding schools accountable for results, including a \$200 million set-aside to help states and school districts turn around failing schools, and
- helping students meet high standards by investing in after-school and summer school, the GEAR-UP program to help disadvantaged students prepare for and enter college, and his Hispanic Education Action Plan.

Q: Who is the National Board?

A: The National Board for Professional Teaching Standards was founded in 1987. It conducts a system of national, voluntary certification for master teachers. The Board has set rigorous standards for the teaching profession with the goal of improving teaching, "professionalizing" the job of teaching and to push standards-based reform of teaching in the states. At present there are nearly 2000 certified teachers working in 27 states across the country.

Q: Yesterday, the House passed HR 2, the Students Results Act. Is the President prepared to sign the bill?

A: The President is very pleased that the House worked in a bipartisan spirit to craft a bill that reflects many of the priorities of his education reform plan, The Educational Excellence for All Children Act. He is pleased that this bill would continue standards-based reform, recognizes the importance of accountability, and emphasizes public school choice. And he was heartened that a bipartisan majority voted yesterday to reject the false promise of vouchers. But for this bill to work, we must ensure that it targets funds to our most disadvantaged students, strengthens accountability, invests in turning around our lowest-performing schools, and raises teacher quality. The President will work with Congress to improve this bill as it moves forward.

Q: Was the President surprised that the proposed amendments on vouchers were defeated by fairly comfortable margins?

A: The President was pleased that the House took action to reject what he believes is the false promise of vouchers and to concentrate on providing quality educational services to public schools—where nine out of every ten students goes to school.

Q: Last night, the House passed HR 2300, the Straight A's bill. Does the Administration have a position on the bill as it was signed last night?

A: While the President is pleased by the bipartisan effort in the House to reauthorize ESEA, he is discouraged by the partisan gimmickry of "Straight A's" that would undo all of this work and harm our most disadvantaged students. This block grant bill would undercut both targeting and accountability in federal education programs. Limiting to 10 the number of states that would receive block grants doesn't address any of the key flaws in this bill, it simply limits to 10 the number of states in which poor children can be harmed by this gimmick. This bill fails to target funds to our neediest students and schools, contains almost no accountability for taxpayer dollars, and could in fact convert federal aid to our most needy schools into voucher schemes.

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Class-Size Reduction Program Home

Class Size Reduction Program PL 105-277

SEC. 307. (a) From the amount appropriated for title VI of the Elementary and Secondary Education Act of 1965 in accordance with this section, the Secretary of Education -

1. shall make available a total of \$6,000,000 to the Secretary of the Interior (on behalf of the Bureau of Indian Affairs) and the outlying areas for activities under this section; and
2. shall allocate the remainder by providing each State the greater of the amount the State would receive if a total of \$1,124,620 were allocated under section 1122 of the Elementary and Secondary Education Act of 1965 or under section 2202(b) of the Act for fiscal year 1998, except that such allocations shall be ratably increased or decreased as may be necessary.

(b)(1) Each State that receives funds under this section shall distribute 100 percent of such funds to local educational agencies, of which -

- A. 80 percent of such amount shall be allocated to such local educational agencies in proportion to the number of children, aged 5 to 17, who reside in the school district served by such local educational agency from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673 (2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data is available compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the State for that fiscal year; and
- B. 20 percent of such amount shall be allocated to such local educational agencies in accordance with the relative enrollments of children, aged 5 to 17, in public and private nonprofit elementary and secondary schools within the boundaries of such agencies;

(2) Notwithstanding paragraph (1), if the award to a local educational agency under this section is less than the starting salary for a new teacher in that agency, the State shall not make the award unless the local educational agency agrees to form a consortium with not less than 1 other local educational agency for the purpose of reducing class size.

(c)(1) Each local educational agency that receives funds under this section shall use such funds to carry out effective approaches to reducing class size with highly qualified teachers to improve educational achievement for both regular and special-needs children, with particular consideration given to reducing class size in the early elementary grades for which some research has shown class size reduction most effective.

(2)(A) Each such local educational agency may pursue the goal of reducing class size through-

- i. recruiting, hiring, and training certified regular and special education teachers and teachers of special-needs children, including teachers certified through State and local alternative routes;
 - ii. testing new teachers for academic content knowledge, and to meet State certification requirements that are consistent with title II of the Higher Education Act of 1965; and
 - iii. providing professional development to teachers, including special education teachers and teachers of special-needs children, consistent with title II of the Higher Education Act of 1965.
- B. A local educational agency may use not more than a total of 15 percent of the award received under this section for activities described in clauses (ii) and (iii) of subparagraph (A).
- C. A local educational agency that has already reduced class size in the early grades to 18 or less children may use funds received under this section -
 - i. to make further class-size reductions in grades 1 through 3;
 - ii. to reduce class size in kindergarten or other grades; or
 - iii. to carry out activities to improve teacher quality, including professional development.
3. Each such agency shall use funds under this section only to supplement, and not to supplant, State and local funds that, in the absence of such funds, would otherwise be spent for activities under this section.
4. No funds made available under this section may be used to increase the salaries or provide benefits, other than participation in professional development and enrichment programs, to teachers who are, or have been, employed by the local educational agency.

(d)(1) Each State receiving funds under this section shall report on activities in the State under this section, consistent with section 6202(a)(2) of the Elementary and Secondary Education Act of 1965.

(2) Each school benefiting from this section, or the local educational agency serving that school, shall produce an annual report to parents, the general public, and the State educational agency, in easily understandable language, on student achievement that is a result of hiring additional highly qualified teachers and reducing class size.

(e) If a local educational agency uses funds made available under this section for professional development activities, the agency shall ensure for the equitable participation of private nonprofit elementary and secondary schools in such activities. Section 6402 of the Elementary and Secondary Education Act of 1965 shall not apply to other activities under this section.

(f) **ADMINISTRATIVE EXPENSES.** - A local educational agency that receives funds under this section may use not more than 3 percent of such funds for local administrative costs.

(g) **REQUEST FOR FUNDS.** - Each local educational agency that desires to receive funds under this section shall include in the application required under section 6303 of the Elementary and Secondary Education Act of 1965 a description of the agency's programs to reduce class size by hiring additional highly qualified teachers.

This title may be cited as the "Department of Education Appropriations Act, 1999".

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This page last modified September 3, 1999 (jls)

Class-Size Reduction Myths and Realities

Myth 1: Reductions in class size have very little impact on student achievement.

Reality: Studies have consistently identified a positive relationship between reduced class size and improved student performance.

Results from the Tennessee Project STAR (Student/Teacher Achievement Ratio) study have continually demonstrated that reducing class sizes in grades K-3 to 13-17 students substantially increases children's reading and mathematics scores. These gains are particularly significant among minority and economically disadvantaged students. The Project STAR results have been confirmed by many other researchers, including those studying Wisconsin's SAGE (Student Achievement Guarantee in Education) Program, and in the CSR Research Consortium's early analysis of the California class-size reduction effort. As in Project STAR, students participating in the SAGE and California class-size reduction programs outperformed their counterparts in larger classrooms on standardized tests. In both the Tennessee and Wisconsin efforts, these benefits were strongest among African-American students who had larger gains than their white counterparts, again suggesting that reduced class sizes are a highly effective method of closing the "achievement gap" between black and white students.

The Administration's proposal to reauthorize ESEA and the Class-Size Reduction Program represents an effort to expand the success of these programs in schools across the country. The proposal would focus class-size reduction on the early grades, 1-3, particularly in high-poverty communities that are most in need of support and where the research shows that dollars can have the greatest impact on student performance.

Myth 2: The effects of class-size reduction can only be seen at the kindergarten level and the impact is short-lived.

Reality: The benefits of class-size reduction are seen in kindergarten and through grades 1-3, and the effects are long lasting.

Analyses of the STAR results confirm statistically significant differences in achievement among students who attended small classes for one, two, three or four years. Although one year in smaller classes resulted in increased achievement, the benefits of smaller class sizes in the early grades increased as children spent more years in the smaller classes. In addition to initial benefits, there are long lasting effects on student achievement that result from reducing class sizes. Recent findings from Tennessee's Project STAR study demonstrate that students attending small classes in grades K-3 outperformed their counterparts on standardized tests in grades 4, 6 and 8; continued to outperform classmates at the high school level; took more advanced classes; were less likely to be retained a grade or drop out of high school; and were more likely to prepare for college by taking college entrance exams. Additionally, black students who attended smaller classes in the early grades were more likely to take the ACT or SAT, raising their prospects of attending college and cutting the black-white gap in numbers of students taking college entrance exams in half.

However, researchers have found that in order to optimize the carryover benefits of small classes in the early grades through the later grades, it is necessary for students to spend at least three years in small classes. The advantages of attending a small class for the four years encompassing kindergarten through third grade are equivalent to receiving an additional six months to fourteen months of schooling.

Myth 3: The explanations and conclusions of the STAR findings are flawed.

Reality: A variety of studies confirm the findings of the STAR study.

Since the introduction of the Tennessee class-size reduction effort in 1985, the original STAR database has been analyzed time and again by numerous and diverse researchers through a variety of approaches, methodological perspectives, and statistical applications. Despite these differences, the findings have

been consistent—students who participated in smaller classes in grades K-3 performed at higher levels than their peers in larger classes, and these effects continued through the end of high school. In addition, SAGE data and early findings from the California effort confirm STAR's findings on the positive effects of class-size reduction.

Myth 4: There are hundreds of separate studies of the effect of "pupil-teacher ratios" on student achievement; only a handful suggests a positive relationship between reductions in class size and improvements in student performance.

Reality: There is an important distinction between class size, which is the number of students for whom a teacher is primarily responsible, and pupil-teacher ratio, which is the number of students per adults in a school (administrators, counselors, etc.). As a result, many studies have not accurately addressed the effect of reduced class sizes.

Data on pupil-teacher ratios reflect the total number of teachers and students at any time, not how they are used or impact the classroom. As a result, pupil-teacher ratios are often skewed by specialized instruction (as in special education), teachers in supervisory and administrative roles, librarians, music, art, and physical education teachers. As a result, these analyses often attempt to draw relationships in situations that do not reflect actual class size.

To be useful, studies of the effect of class-size reduction on student achievement require the surveying of individual districts about their assignment practices. Both Tennessee's STAR and Wisconsin's SAGE have surveyed individual districts and grades within those districts for class size differences and found significant differences in achievement for students in smaller classes.

Myth 5: While existing studies do show that variations in class size can influence performance, no one has been able to identify the overall circumstances that lead to the positive effects; it is premature to develop federal policy in the absence of this information.

Reality: The Project STAR study was scientifically designed so that the only variable altered was the size of the classes, and was hence able to conclude that smaller class sizes alone do have a positive impact on student achievement. However, to maximize these benefits, effective teaching strategies are needed. Effective teacher research suggests that certain teaching strategies and skills, particularly those that actively engage students in the learning process, lead to improved student learning when combined with smaller classes.

Among these characteristics of good teaching is the ability to communicate challenging content; involving students in hands-on experiences; providing clear and immediate feedback; and supporting family involvement. As evidenced in the research base and as seen in existing class-size reduction programs in many states, smaller classes afford more opportunity to implement all of these activities. In addition, the Federal Class-Size Reduction Program allows local school districts to reserve up to 15% of their funds to support professional development that can help all teachers better meet the needs of every student.

Myth 6: The implementation of California's class-size reduction initiative demonstrates the negative impact of such efforts.

Reality: Findings from year one of an ongoing evaluation of the California initiative show positive achievement gains, despite challenges with respect to "overnight" implementation, teacher quality and supply, space constraints, and funds for new classrooms.

In July 1996, California passed legislation to reduce class size in the early grades. The state rapidly invested \$1 billion (followed by \$1.5 billion annually) in incentives to improve student achievement by reducing its kindergarten through third grade class sizes to 20 students. As a result, despite problems of limited space and too few qualified teachers, many schools reduced class size at least at one grade level in the six weeks between the passage of the legislation and the start of the school year. By the program's second year, almost all first and second grade class sizes had been reduced, along with two-thirds of

third grades and kindergartens.

After just one year in smaller classes, third grade students showed a small, but statistically significant, gain in academic achievement, and this benefit was seen in all students across the board. Teachers reported being able to spend more time working individually with students. Furthermore, parents of students in smaller classes became more involved in their children's education as they were able to have more contact with teachers. Parents also expressed greater satisfaction with their children's education.

California's race to implement smaller classes in such a tight timeframe had a negative impact on teacher quality, as demonstrated by declines in the average education, experience, and credentials of K-3 teachers. In two years, the K-3 teacher workforce increased by 38%, and the already weaker qualifications of teachers in schools with poor and minority students became worse. As a result, the state is considering a number of mid-course adjustments. These include addressing the increased need for space; increasing the focus on teacher quality, particularly in schools that serve high numbers of low-income and minority students; and targeting funds to high-poverty schools to offset the departure of teachers from poorer districts to higher income areas.

The Class-Size Reduction Program already targets funding to high-poverty communities to address the difficulty that schools in minority and high-poverty communities have in hiring and keeping the best teachers. California's effort did not target special resources to these communities. The Administration's program requires participating districts to hire certified teachers and allows them to use up to 15% of their federal class-size reduction funds to improve teacher quality. In addition, the program is flexible and will be phased in over seven years to allow schools and districts the planning time that is crucial to recruit, hire, and train large numbers of new staff.

Myth 7: Class-size reduction proposals do not address teacher quality, which is one of the most important factors in student achievement.

Reality: The Class-Size Reduction Program recognizes that both class-size reduction and improvements in teacher quality are necessary to achieve the most meaningful, lasting gains in student achievement and to close the achievement gap.

Though reducing class size in the early grades can improve instruction, efforts to reduce class size cannot be bought at the expense of placing students in classrooms with unqualified teachers. Even if classrooms are filled with fewer students, we cannot expect that students will achieve to their full potential if they are taught by unqualified teachers or by teachers who do not have professional development opportunities to learn the skills needed to teach to challenging standards. Early research on Project STAR confirms that, when combined with small classes, supporting teachers' knowledge and skills improves student learning and allows teachers to expand time spent focused on academics.

The Class-Size Reduction Program addresses these concerns and ensures teacher quality by: (1) requiring that Class-Size Reduction funds be used to hire only certified teachers; (2) targeting resources to the districts most in need of smaller classes and qualified teachers; (3) allowing districts to use up to 15% of their allocation to support teacher development; (4) gradually phasing in the implementation of smaller classes; (5) allowing districts to use the funds to recruit teachers creatively in a competitive market; (6) allowing flexibility at the local level for the placement of new teachers where they are most needed.

In addition, studies have shown that reducing class sizes can provide increased opportunities for teachers to teach better. Teachers participating in Wisconsin's SAGE program report having more time to spend actively teaching, spending less time on classroom management and student discipline, and being able to provide students with more individual attention. The recent study of California's efforts found that teachers spent less time on distractions such as discipline, and more time one-on-one with students and attending to their individual concerns.

Myth 8: Class-size reduction efforts in the early grades are expensive in both the short and long term.

Reality: The cost of implementing smaller class sizes in the early elementary grades can be offset by the resulting decrease in within-grade retention's, reduced high school dropout rates, a diminished need for remedial instruction and long-term special education services, and increased teacher satisfaction and retention.

Some districts have experienced cost savings through implementing carefully structured class-size reduction programs. In addition, the latest reports from Project STAR estimate millions of dollars in savings from the reduced high school dropout and within-grade retention rates that resulted from smaller classes in the early grades.

For more information, please reference the following documents:

Available via the SAGE homepage: www.uwm.edu/SOE//centersprojects/sage

- Wisconsin's Student Achievement Guarantee in Education, Major Evaluation Findings 1996-1998

Available via the Project STAR homepage: www.nashville.net/~heros/star.htm

- Pate-Bain, H., Fulton, D., and Boyd-Zaharias, J. Effects of Class-Size Reduction in the early grades (k-3) on High School Performance: preliminary results (1999) from Project STAR, Tennessee's Longitudinal Class-Size Study
- Bain, H. et al. A Study of First Grade Effective Teaching Practices from the Project Star Class Size Research, 1989, ED321887.
- Krueger, A. and Whitmore, D. The effect of attending a small class in the early grades on college attendance plans, April 1999

Available via the CSR Research Consortium homepage: www.classsize.org

- CSR Research Consortium. Class Size Reduction in California 1996-98 - Early Findings Signal Concern and Promise, June 1999

Available via the federal Class-Size Reduction homepage: www.ed.gov/offices/OESE/ClassSize

- Pritchard, Ivor. Reducing Class Size: What Do We Know?, National Institute on Student Achievement, Curriculum and Assessment, Office of Educational Research and Improvement, U.S. Department of Education, revised March 1999



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This page last modified September 3, 1999 ([trt/jls](#))

Class-Size Reduction General Qs&As

1. How will the Administration's first investment in the Class-Size Reduction initiative help reach the goal of hiring 100,000 new teachers?

The Administration is committed to providing funding to hire 100,000 teachers over the next seven years - approximately \$7.3 billion over five years (\$12 billion over seven years) within the context of a balanced budget. Last year, the federal government began acting on this commitment by appropriating \$1.2 billion dollars to help states hire approximately 30,000 teachers this fall. This year the Administration's budget request for fiscal year 2000 includes another \$1.4 billion for the class-size reduction initiative.

2. How will the money be distributed? Will this money reach the children who need it most?

Each state has received a formula allocation based on the greater amount of either the State's share of Title I or Eisenhower State Grant funds. Within states, money will be distributed to districts using a formula, 80% based on Census poverty data and 20% based on student enrollment. Targeting the majority of federal funds toward high need districts is an important part of the program, because the benefits of smaller class sizes have been shown to be greatest among poor and minority children. Research on Project STAR in Tennessee and Wisconsin's SAGE program have shown that smaller class sizes can go a long way toward closing the achievement gap between this nation's white and minority children.

Also, the recently released study of California's effort to reduce class size found that California's lack of such targeting led to disproportionate drains of teacher quality and other resources in schools that have large numbers of high poverty or minority students. *The Administration's current program, and proposed continuation of it, both prevents and helps reverse the difficulty inner city and high poverty schools have in hiring and keeping the best teachers.*

3. Do class-size reduction efforts really affect student achievement?

The Tennessee Project STAR (Student/Teacher Achievement Ratio) study has consistently demonstrated that reducing class sizes in the early grades to fewer than 18 students significantly increases children's reading and mathematics scores. These gains are particularly significant among economically disadvantaged students and minority students. The Project STAR results have been confirmed by researchers studying Wisconsin's SAGE (Student Achievement Guarantee in Education) Program, and in the CSR Research Consortium's early analysis of the California class-size reduction reform effort. As in Project STAR, students participating in the SAGE class-size reduction effort outperformed their counterparts in larger classrooms on standardized tests. These benefits were strongest among African-American students who had larger gains than their white counterparts, again suggesting that reduced class sizes may be an effective measure for closing the "achievement gap" between black and white students. Follow-up studies released this year of the Project STAR study show that students who start out in smaller classes get an academic advantage that stays with them through high school graduation, and are more likely to prepare for college by taking advanced placement courses. These benefits remained especially significant for disadvantaged students and minority students.

4. What about the recent report on the California Class-Size Reduction Initiative? Don't those results show that reducing class size does not necessarily improve student achievement?

Even based on the results of only one year of smaller classes, California has seen gains in student achievement - across ethnic groups, income groups and language ability - as a result of reducing class sizes. However, researchers suggest that these gains could have been greater had more of the resources gone to districts serving more poor and minority students and to ensuring that all children received instruction from high quality, certified teachers. The current Class-Size Reduction Program, and the Administration's proposal to extend it, targets federal funds to high

poverty districts and provides funds to strengthen teacher quality. California's experience demonstrates the need to improve teacher quality while reducing class sizes, and to maintain a separate funding stream dedicated to reducing class size in targeted schools.

5. Why is the Administration's program focused on grades 1-3? Wouldn't our money be better spent if it were focused on just kindergarten students or spread across all grades?

Research has shown significant differences in achievement among students who attended small classes for one, two, three or four years. More importantly, researchers found that students need to receive instruction in small class rooms for *at least three years* in order to sustain maximum academic benefits of small classes in the early grades through later grades. The advantages of attending a small class from kindergarten through third grades translate into receiving an additional six months to fourteen months of schooling. Research shows that targeting funds towards the early grades is the most effective way to reduce class sizes in order to produce and sustain academic gains throughout a student's educational career.

6. How will this initiative ensure that students in these smaller classes have qualified teachers? (What good are smaller classes if schools have to hire unqualified teachers to teach them?)

Teacher quality is critical and efforts to promote high quality professional development and alternative teacher recruitment strategies must go hand-in-hand with reducing class sizes in grades 1-3 to 18 or fewer students. When combined with small classes, research suggests that high quality teachers will enhance student achievement. That is why the program requires districts to hire certified teachers and specifically enables LEAs to use 15% of Class-Size Reduction funds to improve teacher quality. These activities could include training teachers in proven practices such as those identified in the National Academy of Sciences report, *Preventing Reading Difficulties in Young Children*, and in effective practices for teaching small classes; testing new teachers before they are hired; and providing more rigorous support systems for beginning teachers.

While many states have begun work to reduce class sizes, these efforts should be paired with promoting professional development and teacher quality improvement. North Carolina, for example, instituted a class-size reduction plan in 1993, and was named by Education Week this year as the top state in efforts to improve teacher quality. Oklahoma, which has mandated that class sizes drop to below 20 students, is improving teacher quality through strong mentor and teacher preparation programs.

7. Most school administrators agree that they'd like to lower class size, but they cannot find teachers to fill classrooms now. Where will the new teachers come from?

We recognize that getting well-trained teachers into all classrooms is a problem in many areas, and this initiative does a number of things to help address this problem.

Working conditions are as great an issue for teachers as for any other workers in America. Smaller classes change a school's learning environment and can provide a substantial positive incentive for teachers, including former teachers and prospective teachers considering the profession, to enter and remain in the field. This stands to have a particularly great effect for new teachers, 22% of whom currently leave the profession within the first three years. In Wisconsin, Tennessee and California, teachers in small classes have said that they are able to provide students with more individual attention and spend more time actively teaching and less time dealing with discipline and classroom behavior issues.

In addition, this initiative will be phased in over seven years so that there will not be a large hiring requirement at one time. California's rapid implementation of class-size reduction coincided with a decline in overall preparation of its teacher workforce. The rate of teachers in California with emergency credentials increased statewide, and rose ten-fold in high-poverty schools because of these schools' inability to compete for better-qualified teachers. By phasing in the initiative over seven years, schools and school districts are allowed the appropriate planning time that is crucial

whenever new staff are being recruited, trained and hired.

Class-Size Reduction funds can also be used for recruitment. States in which the demand for teachers is high could recruit in other states whose colleges of education produce more teachers than are needed in the state. Districts can use these funds creatively to compete successfully for highly qualified teachers and to support them through such activities as mentor programs.

The Administration also is proposing several ways to increase the pool of teachers. These include:

- Continuing and expanding the popular and successful Troops to Teachers program to include mid-career professionals who can add years of expertise in their fields to the classroom.
- Establishing a National Job Bank and Clearinghouse to help teachers and districts connect to fill positions nationwide.
- Removing roadblocks to recruitment, including increasing the portability of teachers' credentials, pensions, and years of experience.
- Placing a priority on professional development proposals that support new teachers during their first three years in the classroom.

We already know that over the next few years, U.S. schools will face the challenge of hiring approximately 2.2 million teachers due to increasing enrollment, continued attrition and the retirement of veteran teachers. This initiative would only increase that number by 4.5%, and combined incentives built into the program, and current efforts at the federal and state level to draw more teachers into the profession, would go a long way toward filling that need.

8. How can school districts hire new teachers without the certainty that federal funding will be provided in future years? Will districts be left with no way to fund all of the new teachers promised?

Last year, Congress made an historic commitment to parents to reduce class size by appropriating \$1.2 billion to hire 30,000 teachers. The Administration is fully committed to requesting funding on a yearly basis, has requested \$1.4 billion for the next year's funding, and looks forward to continued cooperation with Congress on this effort. Class size reduction is a critical piece of the reauthorization of the Elementary and Secondary Education Act, and the Administration's proposal - the Educational Excellence for All Children Act of 1999 - would provide States with five years of support.

Because reducing class sizes in grades 1-3 will be a large effort, it requires a sustained commitment from all of the local, state, and federal partners. The reauthorization proposal would require a local match to help communities sustain their class-size reduction efforts, although this matching requirement would not apply to school districts with poverty levels of greater than 50 percent. Experience shows that requiring recipients to commit their own resources can help ensure that programs continue by giving them an investment in the success of the program.

9. Some states have already taken steps to reduce class size. How will this initiative help them?

States like California, Indiana and Nevada that have taken a lead in reducing class size, and the many other states that have joined the effort, can use these federal funds to expand their efforts even further. Class-size reduction efforts in Tennessee, Wisconsin and California have been studied extensively, and there is growing momentum across the nation. Other states-including Florida, Iowa, North Carolina, Utah and Virginia, have initiated efforts-both voluntary and mandatory-to reduce class sizes in the early grades. Alabama, Maryland and Minnesota have also recently enacted legislation aimed at reducing class size.

Under the reauthorization proposal, states will be able to use these funds to supplement their

efforts by: (1) making further class-size reductions in grades 1-3; (2) reducing class size in kindergarten or other grades if class sizes in grades 1-3 are already at 18 or below; (3) carrying out activities to improve teacher quality, including providing more and better professional development for teachers, (4) targeting funds towards the highest need districts and students, and (5) in the case of small districts that may not receive enough federal funds to hire an additional teacher, combining the funding with other local, state, or federal money to hire a teacher.

10. Where will schools put new teachers and new classrooms? Many school buildings are already overcrowded and pressed for space.

There are a number of issues that must be dealt with when reducing class size, including the adequacy of facilities. Again, California made several mid-course adjustments in their class-size reduction efforts, including changes to increase classroom space and improve facilities. Current conditions cannot be allowed to continue. Congressman Rangel's "Public School Modernization Act," which would leverage almost \$25 billion in state and local School Modernization Bonds over the next two years to help build and modernize up to 6,000 public schools, would help address this issue.

11. Why is the federal government getting involved in yet another local issue? It's the responsibility of states and local school districts to reduce class size.

The federal government has played an essential role in strengthening education at various times of critical need for our country. This class-size reduction initiative meets such a need, not by encroaching on the primary state and local role in education, but by enhancing it. The initiative does not dictate how teachers are hired, what they should teach, or how they should teach. Instead, it creates opportunities for local communities to hire more and better teachers and to better support those teachers so that they can improve educational achievement for all of our children.

Creating smaller classes with good teachers is an effort for local communities, states and the federal government to work on together, as partners. Achieving this goal should not be narrowly considered the responsibility of solely the community, the state, or the federal government - it is a national responsibility.

12. How do private schools participate in the class-size reduction initiative?

If a local school district chooses to use Class-Size Reduction funds for professional development activities, the district must ensure that private school personnel participate equitably in those activities. However, the equitable participation requirement does not apply to other activities under this program, and the funds may not be used to hire teachers for private schools.



[Return to Questions and Answers](#)

This page last modified September 3, 1999 ([trt/jls](#))

Guidance for Class-Size Reduction Program: March 1999

Class-Size Reduction Guidance for State and Local Educational Agencies

Section J. Accountability

Public accountability is an essential feature of any major investment of public funds. Parents, teachers, and policy-makers must learn which approaches to class-size reduction are most likely to result in improved student achievement, and why.

J-1 What reports will States submit?

Each State receiving funds will report on Class-Size Reduction activities in the State as part of the report States already file under Title VI of the ESEA. The report is due every two years and is described in section 6202(a)(2)(A) of the ESEA. The first of these reports that will include Class-Size Reduction information will be due in December 1999. The Department of Education will issue further guidance on the content of this report, but the information will be similar to the information that these guidelines suggest be included in an LEA application. (See **F-3**.)

J-2 What kind of accountability will there be for participating schools?

Any school or school district receiving Class-Size Reduction funds will agree to provide an annual school report card to parents, taxpayers, and the State with clear information on how student achievement has been affected by hiring additional highly qualified teachers and reducing class size.

States and LEAs may work out these reporting procedures to meet local needs. The following are some of the items that LEAs may wish to include in their report cards.

- How class sizes were reduced with funds from this program—numbers of teachers hired, grades to which new teachers were assigned, and class sizes before and after the hiring of additional teachers;
- A description of the professional development that was provided through funds from this program, including programs to bring teachers to full certification, and information about the participants in the training, including staff from private, nonprofit schools within the LEA's boundaries, with numbers of teachers and grades taught;
- Comparison of student performance, and how this was measured, before and after class sizes were reduced.

J-3 Will the Department of Education conduct a National evaluation of the Class-Size Reduction program?

Yes, there will be a National evaluation. The Department will notify States and LEAs about their participation. The Department intends to include the basic information that States provide on subgrantees (see form included with application package) to compile data on early implementation of the program, and will focus on a careful measurement of class-size changes together with such issues as methods used by schools to reduce class size, the quality of the teachers hired, recruitment methods, and professional development provided.

###

[Section I. Flexibility To Meet Local Needs]



[APPENDIX: State Allocations Fiscal Year 1999]

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. memo	Mary Smith to White House re: Whitebead Elementary School (partial) (2 pages)	10/26/99	P6/b(6)

**This marker identifies the original location of the withdrawn item listed above.
For a complete list of items withdrawn from this folder, see the
Withdrawal/Redaction Sheet at the front of the folder.**

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Kendra Brooks (Subject Files)
OA/Box Number: 18400

FOLDER TITLE:

[Education - Blue Ribbon Schools]

kh2

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 advise 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]

Office: (405) 238-3021

FAX: (405) 238-6258

WHITEBEAD ELEMENTARY SCHOOL



"A Nationally Recognized Drug Free School"

Route 3, Box 214

Pauls Valley, Oklahoma 73075

FAX MEMO

TO: White House

DATE: 10/26/99

ATTENTION: Kendre Brooks

FAX: (202)456-5581

FROM: Mary Smith

FAX: (202)238-6258

TOTAL NUMBER OF PAGES INCLUDING THIS SHEET: 1

If you do not receive all pages of this transmittal, please phone (405)238-3021.

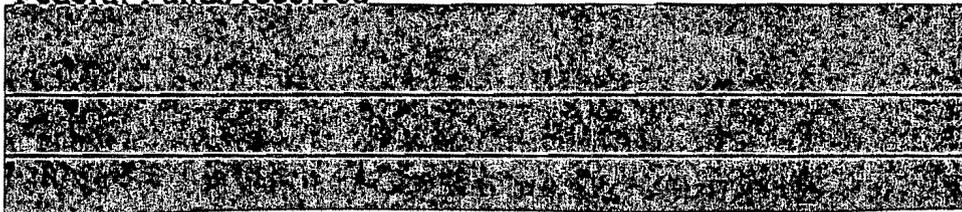
Message: Below is the info you requested:

Whitebead School (K-8 Rural School)

1998-99 Blue Ribbon School

1998-99 Nationally Distinguished Title I School

• Federal Funds received



E-Rate

98/99 ~ NET \$ 3,433.50
+ \$1,800

99/00

3,924

+

48.00

+

6,357.09

3,510

Janna White
wjanna@hstmail

Network computers school-wide
50 computers

Blue Ribbon Schools:

Whitehead Elementary School
Pauls Valley, Oklahoma

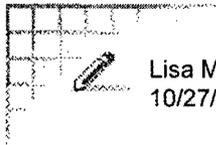
Contact: Mary Smith
Phone: 405-238-3021
Fax: 405-238-6258

K-8 Rural school
1998-99 Blue Ribbon School
1998-99 Nationally Distinguished Title 1 School

Federal Funds Received

E-Rate Benefit:

The benefit of the E-Rate allowed them to network all 50 computers in their school.



Lisa M. Towne
10/27/99 04:21:17 PM

Handwritten signature

Record Type: Record

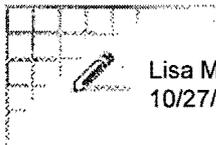
To: Andy Rotherham/OPD/EOP@EOP

cc:

Subject: RAND report

FYI, see below. How's things? Met Kendra yesterday; she seems like she'll be a great addition.

----- Forwarded by Lisa M. Towne/OSTP/EOP on 10/27/99 04:11 PM -----



Lisa M. Towne
10/27/99 04:11:37 PM

Record Type: Record

To: Maria Echaveste/WHO/EOP@EOP

cc: Jeffrey M. Smith/OSTP/EOP@EOP, Neal Lane/OSTP/EOP@EOP, Holly L. Gwin/OSTP/EOP@EOP,
Clifford J. Gabriel/OSTP/EOP@EOP

Subject: RAND report

Hello Maria--

As you may know, I received a pre-brief earlier this month on a RAND report that analyzes state National Assessment of Educational Progress (NAEP) data. I hope to answer the questions you've posed to some of my colleagues here in OSTP regarding that report.

First, on the subject of timing. The report is still in the clearance process at RAND, and so no one knows what the exact release date will be. The author estimates that it will be early to mid December before it is ready to go. Since the methodology that they use is not traditional (but quite credible in my view), however, it may be even later.

Second, on report contents. Since the results have not yet been finalized, I was not able to get any paper during the pre-brief. I can do two things to help you get a better handle on the report's contents. First, I am working with the author of the report to schedule a briefing similar to the one that I received for a bigger group of WH and ED staff (although RAND may brief ED separately since they funded part of his work) in the coming weeks. If you or your staff could let me know who to invite, I will make sure that they know about it and will coordinate dates with them. Second, below I've provided a summary of the results I took away from the briefing. Of course, these notes are just notes, and although there is no reason to believe the crux of the findings will change, a measure of caution is warranted at this point. That said, I do think the report is likely to provide compelling, positive evidence supporting several Administration education policies.

Result #1: State spending varies widely by state, suggesting the need for a strong federal role in targeting

funds. Two-thirds of the variation in per pupil expenditures is between states, only one-third within them. Taken together with other findings that suggest additional spending best helps disadvantaged students, targeting federal funding seems key.

Result #2: Money matters at the state level. RAND finds that the impact on NAEP achievement of overall increased state spending is positive for students at all ages tested, and all subgroups, and has a particularly striking impact on black students.

Result #3: Specific kinds of state spending matter more than others; a particularly cost-effective policy is pupil-teacher ratio reduction. They also found that teacher salary does not correlate with achievement, but that a self-reported measure of the resources available to teachers did positively predict gains.

Result #4: Many of the "high reform" states (e.g., Texas, North Carolina) show the most progress on the NAEP when state policy and student characteristics are controlled. This is the real strength of this study--it is the first of its kind to link NAEP scores to other data sources in an attempt to isolate the impact of policy on NAEP scores. "Raw" ranking of states from highest to lowest on NAEP has consistently shown northern, heavily white states that are not necessarily front-runners in reform at the top. Results from this more rigorous analysis show many of the high reform states bubbling to the top of the list of states that have shown the most improvement since 1990, especially in mathematics.

I hope that helps. Should you have questions about methodology or other aspects of this report, please feel free to contact me directly at X66070 and I will try to answer them. Also, I am in regular contact with the author, and will be sure to pass on any further information I get on this report to you immediately.

Regards,
Lisa Towne

8 pages

**TALKING POINTS FOR THE PRESIDENT
1998-1999 BLUE RIBBON SCHOOLS ELEMENTARY PROGRAM**

PROGRAM BACKGROUND AND STATISTICAL INFORMATION

- The Blue Ribbon Schools Program was established by the Secretary in 1982 and recognizes public and private elementary and secondary schools in alternate years. This year 266 elementary schools will receive the award. To date approximately 3784 schools have been recognized.

The three purposes of the Blue Ribbon Schools Program are that it

- 1) identifies and recognizes outstanding public and private schools across the nation,
 - 2) makes research-based effectiveness criteria available to all schools so that they can assess themselves and plan improvements, and
 - 3) encourages schools, both within and among themselves, to share information about best practices which is based on a common understanding of the criteria related to education success.
- To receive the award, a school must demonstrate a strong commitment to educational excellence for all students. Winning schools must demonstrate sustained success in achieving excellence and equity, or have overcome obstacles and can provide evidence of significant improvements.
 - Each year, the program identifies a limited number of special emphases. These represent areas where school performance needs to be greatly improved and where effective models are sought. This year, we are proud of two winners in arts education and five winners for character education.

PROFILE OF 1998-1999 WINNING SCHOOLS

- Pleased to honor 266 schools (221 public and 45 private) representing 37 states, and the Department of Defense Education Activity. Twenty-seven (27) percent of the schools have urban characteristics, 54 percent suburban, and 19 percent rural and small town.

ADDITIONAL INFORMATION

Information on the program is available at the Blue Ribbon Schools Program homepage at <http://www.ed.gov/offices/OERI/BlueRibbonSchools/> Clicking on "winners" will provide a two-page summary of every school receiving the award this year, plus statistical information on all the schools.

The President may wish to mention excellent practices from the schools that are "turn around" schools, ones that were not so good in the past, but have done great things for their students in the last five years. These schools are:

Eastridge Community School
Dr. Robert Villarreal, Principal
11777 East Wesley Avenue
Aurora, CO 80014
(303) 755-0598
(303) 752-9899 FAX

Templeton Elementary School
Mr. Michael Castagnola, Principal
6001 Carters Lane
Riverdale, MD 20737
(301) 985-1880
(301)985-1876 FAX

Vienna Elementary School (Made great strides, but test scores did dip some.)
Dr. Frederic Hildenbrand, Principal
4905 Ocean Gateway
Vienna, MD 21869
(410) 376-3151
(410) 376-3623 FAX

Beaufort Elementary School
Mrs. Ruth Summerlin, Principal
1800 Prince Street
Beaufort, SC 29902
(843) 525-4282
(843) 525-4288 FAX

Cannons Elementary School
Mrs. Donna Lipscomb, Principal
1315 Old Convers Road
Spartanburg, SC 29307
(864) 579-8020
(864) 579-8024 FAX

Hillcrest Elementary School
Mrs. Jean MacInnis, Principal
1701 Crozier Lane
Del Valle, TX 78617
(512) 385-1427
(512)389-2760 FAX

A two-page summary about each of these schools is attached, along with summaries of the New York schools. Unfortunately there are no schools from Arkansas or Tennessee this year.

There is a school from Littleton, Colorado, Lois Lenski Elementary School. A summary information sheet to the school is attached.

The President might choose to highlight the schools that are receiving special honors in character education or arts education this year. The character education schools are:

- Belmont Elementary School, MI
- McCoy Elementary School, TX
- Patterson Road School, CA
- Walnut Hill Elementary School, TX
- West View Elementary School, SC

The ones for arts education are:

- Hillside Elementary School, NY
- Mills Lawn Elementary School, OH

J. Stephen O'Brien
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Washington, DC 20208-5643
202-219-2141
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Steve_O'Brien@ed.gov

Blue Ribbon Schools: The Heart of the Community
1998-1999 Blue Ribbon Schools National Ceremony
The Washington Hilton and Towers
Washington, DC
October 28-29, 1999

WEDNESDAY, OCTOBER 27, 1999		
6:30 p.m. – 9:00 p.m.	Registration	Front Terrace
THURSDAY, OCTOBER 28, 1999		
7:30 - 8:45 a.m.	Registration	Front Terrace
9:00 – 11:00 a.m.	<p>Opening Plenary</p> <p>Presentation of Colors Joint Armed Forces Color Guard</p> <p>The National Anthem</p> <p>Welcome</p> <p>C. Kent McGuire Assistant Secretary Office of Educational Research and Improvement U.S. Department of Education</p> <p>Acknowledgement of:</p> <p>Bill Ivey Chairman National Endowment for the Arts</p> <p>Vincent L. Ferrandino Executive Director National Association of Elementary School Principals</p> <p>Sue Swaim Executive Director National Middle Schools Association</p>	International Ballroom Center

	<p>Gerald N. Tirozzi Executive Director National Association of Secondary School Principals</p>	
	<p>Presentation of the Liaison of the Year Award</p> <p>Darla Strouse Maryland State Liaison Maryland Department of Education</p>	
	<p>Richard W. Riley Secretary of Education</p>	
11:00 -- 12:00 noon	<p>Education Reform: Increasing Capacity</p> <p>Terry Dozier Special Advisor to the Secretary on Teaching U.S. Department of Education</p> <p>Linda Roberts Director Office of Educational Technology U.S. Department of Education</p>	Jefferson/Lincoln
12:00 -- 1:30 p.m.	Lunch on own	
1:30 -- 2:30 p.m.	<p>Teachers and Principals Working for Kids</p> <p>Mary Beth Blegen Teacher in Residence U.S. Department of Education</p> <p>Carole Kennedy Principal in Residence U.S. Department of Education</p>	Jefferson/Lincoln

2:45 -- 3:45 p.m.	<p>Panel Discussion: The Secretary's Regional Representatives</p> <p>Jan Paschal, Region I (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont) <i>and</i> John Mahoney, Region II (New Jersey, New York, Puerto Rico, Virgin Islands)</p> <p>W. Wilson Goode, Region III (Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia) <i>and</i> Stanley Williams, Region IV (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee)</p> <p>Stephanie J. Jones, Region V (Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin) <i>and</i> Sally H. Cain, Region VI (Arkansas, Louisiana, New Mexico, Oklahoma, Texas)</p> <p>Sandra V. Walker, Region VII (Iowa, Kansas, Missouri, Nebraska) <i>and</i> Lynn O. Simons, Region VIII (Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)</p> <p>Loni Hancock, Region IX (Arizona, California, Hawaii, Nevada, American Samoa, Guam, Trust Territory of the Pacific Islands) <i>and</i> Carla Nuxoll, Region X (Alaska, Idaho, Oregon, Washington)</p>	<p>Monroe Room</p> <p>International Ballroom West</p> <p>International Ballroom Center</p> <p>Jefferson Room</p> <p>Lincoln Room</p>
	<p>Concurrent Sessions on Arts and Character Education</p>	
4:00 -- 5:15	<p>Arts Education</p> <p><i>The Arts Have It</i> Michael Rubino Chair of the Fine Arts Hillside Elementary School Hastings-on-Hudson, NY</p> <p><i>Tales of the Green Fire:</i> <i>A Portrait of Arts in Education</i> Dan Mecoli Principal</p>	<p>International Ballroom West</p>

	Mills Lawn Elementary Schools Yellow Springs, OH	
4:00 -- 5:00	Character Education <i>Developing Character:</i> <i>A Schoolwide Approach</i> Bob Bush Principal Paterson Road School Santa Maria, CA <i>Character Is What You Are</i> <i>When No One Is Looking</i> Jayné Anthony K-1 Mixed Age Teacher Walnut Hill Elementary School Dallas, TX	International Ballroom Center
6:00 -- 7:30 p.m.	Reception Hosted by C. Kent McGuire Assistant Secretary Office of Educational Research and Improvement U.S. Department of Education	Crystal Ballroom
FRIDAY, OCTOBER 29, 1999		
8:00 -- 9:15 p.m.	Breakfast: Salute to Leadership in Blue Ribbon Schools Sponsored by NAESP, NASSP, NMSA In partnership with VALIC Lynn Babcock President, NAESP Curt Voight President, NASSP President, NMSA	International Ballroom Center

9:45 -- 10:45 a.m.	What the Web Can Do for You Kirk Winters	International Ballroom Center
12:00 – 3:00 p.m.	Awards Luncheon Music Presentation by School Peirce Hammond Director Office of Reform Assistance and Dissemination OERI, U.S. Department of Education Address: Judith Johnson Acting Assistant Secretary Office of Elementary and Secondary Education U.S. Department of Education Presentation of Special Honors Awards Arts Education Doug Herbert Director of Arts Education National Endowment for the Arts Character Education Esther Schaeffer Executive Director Character Education Partnerships Presentation of Blue Ribbon Schools Awards	International Ballroom Center

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

May 29, 1996

REMARKS BY THE PRESIDENT
AT BLUE RIBBON SCHOOLS AWARDS CEREMONY

South Lawn

1:54 P.M. EDT

THE PRESIDENT: Thank you so much. Secretary Riley, thank you for the wonderful job that you do and your clear, strong voice for education. Mr. Vice President, thank you for the work you have done in advancing our technology initiative. I forgive you for mentioning all those Tennessee schools. (Laughter.) We're always doing this. You know, there's a school from Arkansas here -- from Bentonville, Arkansas. And I have spoken at the high school graduation there more than once. Now, have you spoken at all those Tennessee schools' graduation? (Laughter.) We'll do this for three or four more days until -- (laughter.)

And I want to say to Jill Mahler how very much we appreciate not only the excellent work being done in your school -- and I think I -- they are so proud of her, I think I'd like to ask the representatives from Mainland High School in Daytona Beach to stand up here, and thank you very much. (Applause.)

But it also reminds us that teaching and learning are a lot more than technology. And this fine young lady is also the captain of her cross-country team and obviously very well-spoken. And we were honored to have her here on the stage with us today to remind us about what all these endeavors are truly all about.

In Mainland High School, which is, as Jill said, a model technology school, the students can actually download images from satellites from the space shuttle, from weather satellites. I wish they had downloaded better weather for us today. (Laughter.) But, nonetheless, it's an exciting prospect to think about what young people are doing.

Let me say to all of you here in the Blue Ribbon schools, from all across America, you are, as the Secretary said, a living textbook of the best lessons American education has to offer. I am filled with hope as I look around this tent -- there's not a classroom problem anywhere in America that somebody somewhere hasn't solved. In the 21st century, America must have -- must have -- the best-educated citizens in the world. If we keep doing what you are doing, that is exactly what we will have.

One of the things that has always perplexed me, having spent a great deal of time in public school classrooms in the 12 years I served as governor of my state and since I've been President, going around the country, is that we don't do enough learning from each other. So Secretary Riley makes all the Blue Ribbon schools work when they come up here and learn from each other. But it is a model that I think if that were followed in every other state, every state in our country across this great land, we'd have even more rapid improvements in

education.

I also want to point out that today this ceremony is honoring not just a single student, or even a single teacher, but entire schools and the communities that sustain them. The Blue Ribbon Awards are rooted in the belief that schools work only if everyone does his or her part -- if principals set high standards, if teachers teach well, if students work and learn, if parents and other community leaders stay involved and stay supportive.

If you read through list of the schools honored today, it is truly amazing what you have been able to accomplish by working together. In some schools, revolutionary science and math curriculums have been developed. In others, parents are volunteering in the classroom and students are helping out in child care centers. In others, the whole community has joined together to kick gangs and drugs out of the schools, to wipe away graffiti, to restore safety to the classrooms and the learning environment.

You are literally making learning a jump off the dusty shelves of libraries and into the imaginations of our children, our leaders of tomorrow. So to every single one of you, more than anything else, we wanted you to be here today on the lawn of the White House so that I could say on behalf of all the American people, we thank you, we are proud of you, and we hope that today you'll all be very proud of yourselves. Thank you very much. (Applause.)

You know, I've had the chance, as I've said, to be in a lot of different schools -- elementary, middle and high schools all across the country; public schools, parochial schools. I've seen science classes and English classes and history classes and economics classes. I've been in schools that were well over 100 years old in their physical facilities and schools that had been opened just a few days. I have seen in all the schools that really work, clearly, one uniform characteristic. It was the schools, every one of them, had high standards and high expectations. They actually believed that students could learn and that they would learn if given the right kind of standards, the right kind of support, the right kind of environment.

I told the country's governors at their Education Summit in March that we have to have those kinds of expectations for all of our students. And somehow we have to make sure that they have those expectations of themselves. We have to make every child in this country believe in himself or herself -- believe they can learn difficult things. We have to hold them accountable, but we also need to reward them and pat them on the back when they do well.

This is more important than it has been ever in our country's history because at this peculiar moment we are moving at a rapid rate toward a new century and a new millennium. We are already into an entirely different sort of economy than that which most of us in this tent have lived most of our lives in. We are moving away from a national economy into a global economy and a global society. We are moving away from the Industrial Age to the Information and Technology Age. We are moving into an era where most people will be working with their minds far more than their hands, and many of them will be working in businesses and industries that have not even been invented yet.

I am -- I suppose it's not too strong to say -- literally obsessed with making sure that our country will do well in the next century; that we'll continue to be the world's strongest force for peace and freedom; that we'll continue to be a beacon within our own land of the ideals that have made this country great; and that every person will have a chance to live our his or her dreams. I believe that we can do that.

We spent a lot of time here working on things to get our economic house in order -- cutting the deficit by more than half and opening trade to new countries and new products and new services and trying to get ahead of the technology curve and trying to generate more jobs from small businesses, where so many of the new jobs are being created. But nothing -- nothing -- is as important as preparing the American people and our young people for the 21st century world in which they will live. And that means they have to not only learn things today, but be able to learn for a lifetime. And nothing -- nothing -- will replace that.

As long as we have a well-educated citizenry, as long as we have people who can learn whatever they need to learn whenever they need to learn it, and who understand that this is related to the work of citizenship, this country will do just fine. If you succeed, America succeeds. That is the ultimate lesson of today. (Applause.)

You know, if you ask most citizens, well, what do we really need to do in our schools, they might say, well, we ought to get back to the basics. You've heard it a thousand times, I'm sure. And at one level it's quite true; that is, if you look at any human endeavor, it's very difficult to succeed unless you're quite good in the basic requirements of whatever the activity is.

But what I'd like to say today is that there are at least some new basics, as well as the old basics. For the better part of the last 15 years the United States has been working hard to get back to doing a better job at the old basics. Half of all of our four-year-olds are now in preschool. When the kids gets to elementary school they will find a much better Title I program back on course, with a more focused, more rigorous curriculum that challenges our children to meet high standards. (Applause.) The number of young people talking core courses has jumped from just 13 percent in 1982 to 52 percent in 1984, and math and science scores have risen by one full grade.

So there's been a great emphasis on the basics, but more needs to be done. Unfortunately, the reading scores for our young children have stayed about flat. That may be because there's a higher and higher percentage of our students whose first language is not English and we haven't factored that into account, and we need to do a better job of moving them through the bilingual programs into the main stream. But, nonetheless, by any standard, we haven't done as well as we should.

I think every American child should be able to read independently by the third grade. I believe every American middle or high schooler should be able to spend an afternoon with Mark Twain or Willa Cather or Nathaniel Hawthorne. I believe every American looking for a job should be able to read and fill out an application. And we all know the kinds of things we need to do. Here's just one of them: This summer, Secretary Riley's Read, Write Now Challenge will encourage one million young people to keep up their reading straight through summer vacation. That's the sort of thing that would enable us to close the book on low reading scores for good. And we all need to do more of that until we can close that book once and for all.

We are also committed to educational excellence in other core academic courses like physics and chemistry and biology and American history and geography. But we know even that is not enough in this day and time. We have to imagine what the world is like today with its problems and its promise, and ask ourselves whether there ought not to be some new basics. I would like to mention just two that I think have to be incorporated into the fabric of every educational curriculum in America: citizenship and computer literacy -- new basics that build

up and strengthen our traditional educational effort, that give our young people the tools they need to succeed, and to make a contribution to our country.

If you think about basic literacy and citizenship, it may be something that we think we can take for granted. But clearly, it's not -- especially since we are becoming once again, just as we were 100 years ago, more and more a nation of immigrants. In our largest county today, Los Angeles County, there are children from 150 different racial and ethnic groups. And all over America, in all school districts, you see a greater and greater need for people to understand exactly what it means not only to be a learner in school, but a good citizen. At this time of tremendous change, most of it, but not all of it, is positive, and we needed to do what we can to

help our children stay true to a course in a world that often seems to spin off-course.

I've done what I could. We've offered two White House conferences on character education; we've had grass-roots character education programs that the Secretary of Education has funded and promoted. We've done what we could to clarify the confusion that existed about the role of religion and people's religious convictions in the schools. We have provided our schools with guidelines that tell them how they can protect the religious rights of their students without turning their schools into religion-free zones. We have worked with those schools who are trying experiments like school uniforms. We have done the things that we could do. But in the end, the magic of citizenship is a learned -- a learned characteristic. And you have to help your students to do that.

I know you do or you wouldn't be successful in other ways. But every school should, without apology, teach its students to be responsible for themselves, to respect other people and be concerned about them, to love our country and be willing to do what it takes to contribute to our country.

Schools can help parents teach children right from wrong through good rules, teach the value of hard work through homework, teach the importance of resolving conflicts peacefully by having zero tolerance for all forms of violence. We have to teach these young people to turn away from that. (Applause.)

We have to teach our young people to define themselves in terms of what they are and what is good about them, not what is bad about someone else. We have to be able to do that. We can teach our young people to become voters and good neighbors and good citizens and good advocates and good servants. We have to be able to do that. I will say again, without that, the learning cannot occur.

I look around at all these bright-eyed students behind me, right before I got up here I tried to look at every one of them and think, you know, I feel pretty good about my country's future. It would be hard not to feel good about your country's future looking at them. Every one of you can think about the work you do in your schools. But there's something wrong with an America where we have all these wonderful things going on, but violence among children under 18 is still going up. There's still too many of these kids out here raising themselves. There's too many of these kids that don't have support. And I know that too many of you have been asked to do too much in the past. And sometimes you were judged by someone else's failure -- the people at home, the people in the church, the people in the community that might have done more.

But you are sometimes the only thing that stands between these young people and the opportunity to have a good, wholesome,

constructive life. And we have got to turn around these trends of violence and destructive conduct. The number of young people coming into our schools is going up again. Soon the schools will be full of people, so full that the years will be even larger -- the classes will be even larger than they were in the peak baby-boom years. By the time that happens, we must have turned around this trend toward destructive behavior and violence among our young people. And we can only do it by teaching them to live in an affirmative way, as good responsible citizens.

We need you on this. This is something that cannot be done unless it can be done by our teachers and our schools, with the support of caring parents and a community. And we're pulling for you. You have to understand that we must not let the largest group of school children in the history of the United States come into our classes without doing something about the violence and the other destructive behavior. We can build a generation of good citizens and I'm determined to see us do it. (Applause.)

The other thing I'd like to talk about very briefly is the issue the Vice President discussed -- our technology literacy challenge, to bring information and technology to every classroom in this country by the year 2000. We got off to a good start. Many of you -- many of you -- are part of that. And when we had Net Day in California and hooked-up 20 percent of the classrooms in the state in one day, it started off a chain reaction of a lot of things like that happening in other places throughout the country. Much has already been done. But there is more that has to be done.

One of the things that we know -- I was just talking to the Governor of West Virginia, where they have done a lot of work in bringing computers into the schools -- he said he was very proud of the fact that they spent one-third of their money on teacher training -- one-third, one full third -- because no computer, no aide in learning is worth anything without the magic of learning between the teacher and the student.

Today I am pleased to announce a remarkable initiative in our education community. Working with our administration, leading organizations in education, from the national PTA and the NEA, to the AFT and the national school boards associations, have joined together to make sure America's teachers are as comfortable with computers as they are with chalk boards.

They call themselves "21st century teachers." And to launch their effort they will do what they do best -- teach. This fall these groups will mobilize 100,000 teachers to teach 500,000 other teachers how to teach using computers, software and networks. When they are done, we will have a half a million more teachers who are computer and technology literate, and an infinite number of new learning opportunities. The teachers will have new and exciting ways to teach traditional subjects. They'll be able to exchange lesson plans with other teachers, communicate more frequently with parents, help students unfamiliar with computers, and keep up with students who already are.

Through this enormous effort, teachers will be doing what they have always done -- dedicating themselves to a brighter future, joining together to say that computer and technology literacy is truly a new basic for our time, just as they continue to teach our other fundamental basics. They are helping to create opportunity, assuming responsibility, working together as a community.

To every one of these groups and the 100,000 teachers who will be involved in this, I say thank you. The rest of America is deeply in your debt. This is a very great project. (Applause.)

Now as we close this formal ceremony, let me say again to each and ever one of you, I'm proud of you, I'm grateful to you. What you are doing is building America's future. Because of the nature of the economic and social changes going on in the world today, your work is more important to America's success than ever before.

I ask you to leave here with one idea in mind. I ask you to do what you can back in your home towns, back in your home districts, back in your home states to make sure that every single school in America works to be a Blue Ribbon school.

Thank you and God bless you. (Applause.)

END

2:16 P.M. EDT

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

October 7, 1994

REMARKS BY THE PRESIDENT
AT THE VICE PRESIDENT'S BLUE RIBBON SCHOOLS CEREMONY

The South Lawn

12:15 P.M. EDT

THE PRESIDENT: Thank you very much for that wonderful welcome. (Laughter.) Increasingly rare around here these days. (Laughter and applause.) I just wanted to hear the Vice President say those lines from "A Man For All Seasons." (Laughter.) They're wonderful, aren't they?

Let me say, as you know, we're about to wind up this session of Congress today, tomorrow, sometime in our lifetime, it will end -- that's why I couldn't be here earlier today. But I did want to come by and say a heartfelt congratulations to all of you. The Vice President and the Secretary of Education have already talked about what we're trying to do here. But I would like to put in a couple of sentences what I think is very important. It's hardly ever discussed in the common discussion, at least, of what goes in Washington. But we have been quietly, but effectively, trying to create a dramatic change in the relationship of the national government to the schools of this country and to the teachers, and to what is going on in education. It is a change rooted in the experiences that Secretary Riley and Deputy Secretary Kunin and I had as governors, and the hours and hours and hours that we all spent in public schools, listening to teachers, watching people work in the schools, listening to parents.

We have made the federal government both more active in education and, yet, less meddlesome in trying to support what you are trying to do. We have tried to put the national government on record in favor of globally competitive national standards of excellence in education, but also in favor of getting out of the way and letting you achieve those standards of excellence in education. (Applause.) And this is a substantial departure. The Elementary and Secondary Education Act that just passed the Congress, overcoming the perennial filibuster problem, does just that -- it provides targeted funding, more directed toward the areas of real need, but also provides for an enormous amount of flexibility for the schools so that every school can be a blue ribbon school. That, in the end, ought to be our objective in America. (Applause.)

So we will keep trying to do our job here. It will make a real difference that no child should ever walk away from going to college because of the cost, because under this new student loan program, you can have lower interest rates and longer repayment terms, and it can be geared to your salary so that if you want to be a schoolteacher or a police officer -- something where you're not going to be rich, you can still afford to pay back that student loan. That will make a difference. (Applause.) It will make a difference in hundreds of thousands of more kids are in Head Start; that, by

1996, every child in this country under the age of two will be immunized; that'll make it easier for the kindergarten and the first grade teachers to do their job. (Applause.) Those things will make a difference.

But, in the end, we know what will make the difference is you -- the teachers, the parents, the principals, the people at the grass-roots level. All the magic of education is still in the human interplay that is a long way from Washington, D.C. So we'll keep trying to do our job, but a big part of our job is making sure that you have -- to use the new Washington buzzword -- the empowerment necessary to do your job. That is our commitment to you; we will keep it, and I am glad to see your smiling faces here today. Bless you all, and thank you very much. (Applause.)

END12:20 P.M. EDT

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

May 14, 1993

REMARKS BY THE PRESIDENT
IN BLUE RIBBON CEREMONY

The South Lawn

9:51 A.M. EDT

THE PRESIDENT: Thank you very much. Thank you, Secretary Riley. Thank you, ladies and gentlemen.

I want to welcome you all to the White House today on this gorgeous day. I hope you've enjoyed yourselves. The Marine Band has been in especially fine form this morning. I woke up to them; I went jogging to them. (Applause.) I almost felt like a President this morning for sure when I was walking over to the Oval Office -- they were playing a march that was written for the coronation of a British monarch, so I almost got myself confused. (Laughter.)

There are 228 schools here represented today, the winners of the Blue Ribbon Awards this year. And all of you are winners representing what is best in American education and public and private schools and urban and suburban and rural schools. You all share some common features with all your differences: Visionary leadership; a sense of shared purpose; a climate conducive to learning; impressive academic achievement brought on not only by gifted teachers but also by responsible and open student behavior; and real involvement of parents and often the broader community in the life of the school.

I spent a lot of time thinking about these educational issues over the last 12 or so years. I spent more of my time as a Governor on education than on any other single issue except for the economy of my state. I spent hundreds of hours, I suppose, in schools in my state and around the country over the last 12 to 15 years and some time in one of the schools from Arkansas that's being honored today.

A hundred years ago the key to a strong economy was our raw material base. Fifty years ago it was mass production. Now it is clearly the trained human mind. We live in a world where the average person will change work seven or eight times in a lifetime, when the volume of knowledge is doubling every few years. When people in Silicon Valley making new computers and new computer programs tell me their average product life is now down to 18 months, clearly the reasoning, creative, facile but also deep mind is key to the future of the United States. We also live in a time when hardly anybody can get and keep a decent job without more education than too many of our people lack today.

If we could multiply the grade schools here represented on this lawn all across the country, we could really revolutionize education in America. I must tell you that the most challenging -- (applause) -- give yourselves a hand. That's a good idea. The most

challenging thing I ever faced as Governor and the most continually frustrating was going into our schools and realizing that virtually every challenge in American education has been met successfully by somebody somewhere.

There are people succeeding against all the odds and producing magnificent results in extremely difficult circumstances. There are schools producing world class results by any rigorous measure. The problem with American education is that we have never found an effective way to help replicate success, partly because the magic of education is always what happens in the individual classroom between the teacher and the student, supported by the parents, strengthened by the culture of a school that is set overwhelmingly by a gifted principal. I know that.

But there have to be ways to recognize the plain fact that notwithstanding the funding problems, notwithstanding the inequalities, notwithstanding all the problems that American education, you can find virtually every problem in our country solved by somebody somewhere in an astonishingly effective fashion if you look at enough schools. So the challenge for us here is to figure out how to replicate that. That is what Secretary Riley and I are trying to do with the Educate America Act, the Goals 2000 Act that we presented to the United States Congress, a bill we believe will lead to the creation of world-class learning standards, and also help to promote the idea that, clearly, all reforms must occur school by school.

Goals 2000 will, in effect, enshrine the national education goals in the law of the land, raise expectations for all students, and help to enrich the content of our courses, the training of our teachers, and the quality of our textbooks and our technology.

Finally, the bill will challenge our schools to show real results. We believe students and schools should have more flexibility in dealing with federal programs and should be shooting toward real results and clear standards. Goals 2000 is the framework for that educational effort in this administration. It will facilitate fundamental reforms in our schools, and I must say that's probably why some people don't like it all that well, including some members of my own party in the Congress.

But we can't raise standards and achievement either by leaving things the way they are, or simply by piling on more particular governmental programs and mandates from Washington. After all, we're only providing about seven percent of the total financing of public schools today, and while I hope to reverse that trend and, over the next five years, get the percentage back up to somewhere to where it was over the last several years -- (applause) -- still the lion's share of the financing and the lion's share of the learning reforms must come from you and people like you. And that means we have to have a different approach in the way the national government relates to our schools.

I hope that the Congress will not dilute the package that I sent to them. I hope we can pass the bill in a way that will represent a real change in the way the national government relates to the schools and a real increase in confidence in proven local leaders.

I'd also like to say that the private sector in this country has shown an astonishing willingness to become more involved in education ever since the issuance of The Nation at Risk Report 10 years ago. The New American Schools Development Corporation, on which Governor Baliles serves on the board and which Governor Riley

and now Secretary Riley mentioned, has already raised millions of dollars from public spirited business leaders. It has path-breaking design teams which are providing us with valuable lessons about how school innovations all around America can help us to reach world class standards. And it is trying to help replicate what works, which I still believe is our most urgent task.

Through these new designs they will be able to provide promising alternatives for schools and states as they work to reinvent their schools with the help of Goals 2000 and other reform efforts that this administration will make. I ask all of you to support this legislation and the work of the New American Schools Corporation. I ask you to support it in the larger context of what we must do as a nation.

Think of what has happened to bring us to this point where we have come to 17 months in a row with unemployment rate at seven percent or higher in every month, even though we are allegedly in an economic recovery. What has happened to bring us to a point where most American families are spending more hours on the job than they were 20 years ago with lower real incomes than they made 10 years ago, including some of the families represented in this audience?

What has caused that? Our lack of ability to be continuously productive, our lack of ability to create more and more new jobs that will stand the test of the rigorous global economy. What we have to do in our administration, and what I earnestly ask for your support in doing is to reverse the trends that have brought us to this past.

Let us first of all bring down the government deficit that has gotten our debt from \$1 trillion to \$4 trillion in the last 12 years simply by telling people at election time what they wanted to hear: I'll cut your taxes and write you a check. All the arithmetic teachers in this audience could have figured out that sooner or later that would get us in trouble. Nobody could have passed math in this town in any of your schools in the last 12 years who with a straight face said I've got you a deal, I'll cut your taxes and I'll send you a check. (Applause.)

So it fell to me to try to change that ratio. And the House of Representatives Committee on Ways and Means yesterday reported out a bill which does a lot of that. It restores both spending cuts and tax increases to a proper balance. It will bring the deficit down by \$500 billion over the next five years. It will provide important new incentives for small businesses and for larger businesses to continue to invest, to create jobs in our country. It provides a real tax break for working families with children with incomes of under \$29,000 to offset the impact of the energy tax and reward work so there will never be an incentive for people with families not to work. Because if this tax bill passes, for the first time in our country's history, because of the changes in the tax code, we'll be able to say that if you work 40 hours a week and you've got a child in the house, you will not live in poverty. These are important things. And over 70 percent of the money comes from people with incomes above \$100,000. (Applause.)

The budget package also over the next five years will increase our commitment to Head Start, to apprenticeship training, with partnerships with our schools and our post-high school programs, and opens the doors of college education to everyone through a radical reform in the student loan program and national service. (Applause.) It focuses on, in other words, increasing investment, bringing down the deficit, and bringing us together as a country

again. This Goals 2000 legislation is an important part of that. It is our effort to do our job here as well as you do your job back home. If we did our job here as well as you've done yours, then America could celebrate and give itself a blue ribbon in just a few years. (Applause.)

Thank you very much, and God bless you all. (Applause.)

END10:02 A.M. EDT

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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**This marker identifies the original location of the withdrawn item listed above.
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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 advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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- 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]

October 27, 1999

Paul: Here's detail on the three schools that we discussed yesterday for the Blue Ribbon event. Hope that this is what you are looking for...

Whitebead Elementary School

Pauls Valley, Oklahoma

Contact: Mary Smith

Phone: 405-238-3021

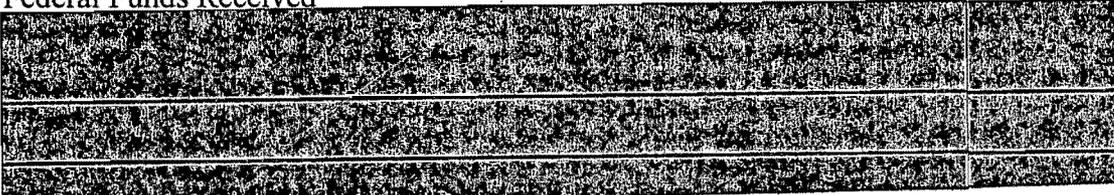
Fax: 405-238-6258

K-8 Rural school

1998-99 Blue Ribbon School

1998-99 Nationally Distinguished Title 1 School

Federal Funds Received



E-Rate Benefit:

Because the school received benefit from E-Rate, they were able to put the Accelerated Reader computer program on ALL 50 computers in the school. This program is a reading test that children take on the computers which gives results right away and enables teachers and students to mark their progress and identify students that need additional help.

AND

They were able to provide Internet access on computers used by 6th, 7th, and 8th graders. All 6th, 7th, and 8th grade students used the Internet to take part in a project called "Africa Quest". Using the Internet made available because of E-Rate, students were able to interact with scientists who were in Africa researching geography and social culture. They used the information received from the scientists to write papers on Africa and were able to download pictures and other related material to complete their Africa Quest projects.

Oliver C. Greenwood Elementary School

Newport News, VA

Contact: Kenneth A. Newby, Ph.D.

Phone: 757-886-7744

Fax: 757-989-0231

1999 Blue Ribbon School

Benefit of Class-Size Reduction

Greenwood Elementary School was able to reduce class size in their primary grades from 27:1 to 20:1 by hiring two new teachers (Judy St. Pierre for 2nd Grade and Lara Lansford for 1st grade)

Henry Truman Elementary School

St. Louis, MO

Contact: Vic Lenz

Phone: 314-729-2480

Fax: 314-729-2482

Class Size Benefit:

Truman Elementary School was able to hire a ½ time reading teacher (Tammy Dunnigan) because of Class-Size Reduction.

Benefit of Class-Size money:

They were able to hire a ½ time teacher (Tammy Dunnigan) for their daily reading class for 1st graders. Before they hired Tammy, there were six reading classes with a student/teacher ratio of 20:1. Because of the new teacher, they were able to add an extra reading class and reduce the student/teacher ratio to 17:1.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

May 19, 1999

PRESS BRIEFING BY
SECRETARY OF EDUCATION RICHARD RILEY
AND DOMESTIC POLICY ADVISOR BRUCE REED

The Briefing Room

9:20 A.M. EDT

MR. TOIV: Good morning, everybody. As you can see, I am flanked by the Secretary of Education Dick Riley, and the President's Domestic Policy Advisor Bruce Reed, who are going to talk to you a little bit today about what the President just announced, which is the introduction later this week of our proposal for reauthorizing the Elementary and Secondary Education Act. And I will get out of their way.

SECRETARY RILEY: As the President indicated in his statement, that we are absolutely determined to pick up the pace of change to give all children in our nation a quality education that prepares them for this next century. We're not satisfied with the status quo. We're determined to make positive changes happen sooner rather than later.

Five years ago, in reauthorizing the ESEA, we set out to end what I called a tyranny of low expectations -- a deeply flawed assumption that giving children who are living in poverty, poor children, a second-class and in some cases a third-class education, and that that was acceptable in this country. And it's not. The administration has never been willing to accept a status quo that puts children in over-crowded classrooms, with unprepared teachers who are forced to teach from watered-down curriculum. No child should be left behind. No child should be allowed to drift through school unable to read. No child should have an unqualified teacher. And no child should have to go to a failing school.

The legislation that we're sending to Congress this week places a very strong emphasis on quality teachers and greater accountability. It captures the best of the many practices at the local and state level that are helping us to improve public education. This administration has been pro education from day one, and we're not about to back off now from our commitment to making sure every child in this country has a quality education.

We know how to make meaningful change happen. The last thing we need to be doing at this moment is to be listening to the sound bite experts who are already promising another round of silver bullet solutions and educational quick fixes. There's a strong emerging American consensus out there about how to improve education, and our proposed legislation reflects this developing and growing consensus.

We place a strong emphasis on raising academic standards, early childhood learning opportunities, reading, smaller classes, up-to-date training and support for teachers, getting technology into every single classroom, more after-school and summer school programs, proven prevention efforts to keep our schools safe.

We want real accountability for results, and we want much greater parent and community involvement to make our schools better. And we

also have to be forward-looking and update our schools for this next era. And that's why we continue to place a strong emphasis on math and science, and a new emphasis on foreign language and reform of the American high school.

I see no reason, for example, why every single high school in America, including high poverty schools, should not be giving their students the opportunity to take advance placement courses. And we have to help our high schools do a much better job of connecting with all of their students in light of the recent tragedy in Littleton, Colorado.

Raising standards, improving the quality of America's teachers and giving them the support they need, schools which prepare children to pass and not to fail -- all of these things translate, then, into real accountability for results. A strong commitment of safe, disciplined, drug-free schools -- these are the core ideas that define this legislation.

I think we're moving in the right direction. And we look forward to working to improve the quality of education for all of our children. America's parents and the public deserve quality public schools in their respective communities, and this legislation is an important, forward-looking approach to helping us provide an education of excellence for all children.

Bruce?

Q What are you talking about when you refer to the quick fixes and silver bullets?

SECRETARY RILEY: You want me to respond to that?

MR. REED: Go ahead.

SECRETARY RILEY: If you look at this approach that we have, the reauthorization of this major piece of legislation, dealing with K through 12, and you see how we're moving forward where we are -- we start with standards being out there in all 50 states now. And Goals 2000 and the reauthorization in '94 really have moved all that forward.

Now we're trying to get standards down into the classroom in a very comprehensive, big way. That means good teachers. And it means accountability. And it means quality technology use, and so forth. These are major things.

Now, if you look at those that are out there talking about vouchers, talking about dollars following the students -- they've got two or three other names that they have and they kind of boil down to the same kind of approach. It takes us off -- it takes our eyes off of the prize. It takes us off of the concentration of making all schools better and having accountability. And it gets you off into some kind of magic way to improve education that I think is absolutely wrong.

Vouchers are a bad policy. It diverts money and attention from quality public schools. There's no question in my mind about that. It's a very complicated thing of dealing with then where the children go to school, no accountability for the public source in terms of private schools. You have all kinds of private schools jumping up --

Q Do you think it's to try to break down the public school system?

SECRETARY RILEY: Well, I would have to let those people who propose that say what their motivation is. I think it does, in its ultimate sense, cause dramatic damage to the public school system. And there's no need to get into that. It divides communities wide open. It diverts us from our attention to high standards for all children. We do the gateway for colleges and universities to where can Pell Grants be used

and all. And we've had to close down, as I said before, over 700 higher institutions -- institutions of higher learning since I've been the Secretary because there were no schools at all.

Now, imagine if you do that out in K through 12 and you had every kind of entrepreneur in the world starting private schools, plus there are some constitutional questions. But I think it's just bad public policy. And the thing that bothers me it takes us off of where we know we can do wonderful help and great good. And that's what this bill is all about.

Why don't I let Bruce make his comments and then we'll get back into it.

MR. REED: Let me just add to what the Secretary said to Helen, which is the reason that this bill is so important is that this year we are going to have a great national debate about the role that the national government should play in education --

Q You mean the presidential campaign?

MR. REED: I think both in Congress and in the coming campaign. There are some in Congress who believe that the national government has no business investing more in education, and no business demanding accountability for results. We disagree. We think this is a national problem, that we should say once and for all that every kid ought to have a qualified teacher; no kid in America should be trapped in a failing school; and that we should fix our schools not one district at a time, not one state at a time, but everywhere.

And we welcome this national debate, we want to bring it on. And I might just add that the Congress is not off to a good start in this regard. This week the House Appropriations Committee released allocations for the various appropriations subcommittees, and the House allocations based on the budget resolution would require a 10 to 15 percent cut in the Labor-HHS bill which funds education. So we want to have a debate that moves education forward and it's off to the wrong start.

Q Could I ask about that comment? They say they're trying to live within the caps proposed in the budget deal a year and a half ago. Are you saying that perhaps the caps should be loosened, at least in this case, with regard to the Labor-HHS bill?

MR. REED: The President's budget which funds education is within the caps. We proposed ways to pay for these programs. And we'd like to see Congress follow suit.

Q Secretary Riley, you're talking about putting qualified teachers in the classrooms. Does this involve substitute teachers? Because in many cases, substitute teachers are in place in one classroom for weeks at a time.

SECRETARY RILEY: Well, I think we focus a lot here on teachers. As the President indicated and as I indicated, if we're talking about getting standards, definition of education and what it means, down into the classroom where it impacts the child, you've got to have quality teachers. And that's a major job this country has to do over the next 10 years.

And then, yes, you can have substitute teachers, you can have non-certified teachers -- a lot of them -- and that is a shortfall, and that is not a quality education, if you depend on teachers who are not certified, who are not certified to teach. So we want strong attention to that. We propose then to lump together Goals 2000, the Eisenhower Professional Development program, and Title VI of the old act that is kind of a block grant section -- to lump all those together and come out

with a very strong teacher support system, proposed then that would give strong, different quality professional development for teachers, ways for teacher aids who are qualified to move toward teaching and getting certified, getting teachers who are not teaching in the field that they were educated out of the classroom and replace them with teachers who are. So we're proposing a major thrust in that direction.

Q So when are you hoping for a change in the substitute teacher policy?

SECRETARY RILEY: Well, we don't deal with the substitute teacher policy as such. That's kind of a local matter as to how they handle a teacher who is out temporarily or something like that. We deal more with teacher certification. And we have a period of years that we -- all schools would have to deal with that issue and teaching out of field.

MR. REED: Let me just add, April, the poorer schools have the hardest time getting good teachers and we attack that on a number of fronts. The President proposed and Congress adopted a plan to provide scholarships to people who go into teaching in low-income areas. This legislation requires that for Title I schools, all new teachers be fully certified or moving into certification within three years. And it strengthens the requirements for teacher's aides. In a lot of poor schools today it's aides that are doing much of the teaching, so this requires that teacher's aides need to have at least two years of college to be a teaching assistant. If they have less than that, they can't be a classroom instructor.

Q How much money is this and are you focusing on the colleges that turn out teachers? Is that where some of the money will go?

MR. REED: The teacher quality program in this bill was funded last year at \$1.2 billion -- the three programs that are consolidated into one program.

Q How much is it altogether?

MR. REED: Well, the overall federal effort in public education for public schools is about \$15 billion a year.

Q Also there is a sentence here, students will have to demonstrate that they meet standards at three transition points. Is this going to reignite the debate over standardized testing? Is the President going to repropose that, try to get something like that through?

MR. REED: Well, first off, the standards that students would have to meet would be set by the states and assessed by the states, and states and school districts need to use multiple measures, not just rely on a single test.

Q On another subject, Secretary Riley, you're saying don't hold students back, but put more qualified teachers -- you have a lot of students graduating who are not speaking the King's and Queen's English and able to put one and one together. Why not hold them back, instead of blaming it on the teachers?

SECRETARY RILEY: Well, those children, students, who are finishing high school and are uneducated are a reflection of not having a standards process in place. If standards are handled properly, those kids when they were in kindergarten would have been judged to be having development trouble in terms of language; they would have had extra resources in kindergarten, in the 1st grade, and the 3rd grade, in the 4th grade, until they were able to handle that.

That's why -- and that's a story of the past. We want to change that. We want to make it where all young people are, as I say, taught

in the school system to pass, from kindergarten on, and not just let them drift on through, and then in the 8th grade you realize they didn't learn how to read, and get into 12th grade and they don't understand algebra and so forth.

So the standard process -- I know I bore you to death talking about it -- it works. And if it's done properly, you will not have that situation exist. Now, when you have it out there, you then have to come in with extra resources, with after-school, which we're recommending a tripling of the funding; with summer schools, all those funds can also be used for summer school; small classes, very critical, especially in those early years -- that works. Research shows it works. All of those things then will make it where you won't have the situation develop where you have failing students.

Q Is there a federal mandate as to how many students must graduate from a state every year? Because I understand certain schools have some kind of ratio that they must put -- a certain amount must graduate each year.

MR. REED: No.

SECRETARY RILEY: You talking about colleges?

Q No, i'm talking about grade schools and high schools -- elementary and high school.

MR. REED: No.

Q Why do you think the Senate turned around on the safety locks on guns for children?

MR. REED: That's a common sense measure that we've been advocating here for some time. About a year and a half ago, the President brought gun manufacturers to the White House for a voluntary agreement on child safety locks. We've been pushing for this legislation for some time, and we're delighted that the Senate has come around. We think that there are a series of common sense steps that gun makers and hunters and sportsmen and ordinary Americans can agree on, and we'd like the Senate to make some more progress today.

Q Are you still pushing for the Lautenberg measure on gun show checks? Or would you accept the language that's in there now if the bill came down like that?

MR. REED: We're going to push very hard for the Lautenberg measure. The measure that the Senate passed last week on gun shows is riddled with loopholes. It doesn't effectively crack down on background checks at gun shows. It opens a whole new loophole by allowing criminals to buy guns at pawn shops. So, as the President said earlier this morning, the Senate needs to finish work on the Juvenile Justice bill and bring both measures that Speaker Hastert endorsed yesterday to a vote in the Senate -- background checks for gun shows and raising the handgun age to 21.

Q To follow up on that, would he veto the bill if that measure was still in there? Wouldn't half a loaf be better than --

MR. REED: Look, I think that -- it's not going to come to that. We've seen an increasing amount of common sense in recent days, and we think that as time goes on, the congressional leadership will come around on more of these common sense issues.

Q Can I ask about the education bill again? You talk a lot about accountability measures, and specifically about social promotion and about cracking down on schools that don't work. But the 1994 bill had a lot of stuff on accountability, too, and I wonder if you can

specifically tell me how this bill is different on accountability from 1994. What's new on it? And following that, how does the federal government plan to enforce these accountability measures? What's the mechanism for making them happen from Washington?

MR. REED: The measures the President highlighted today are all new -- a new emphasis on turning around failing schools or shutting them down, which has shown tremendous results in a handful of states that have tried it. In North Carolina, for example, they identified 15 failing schools. They actively intervened. Within a year, 14 of those schools were meeting the state standards. That's new. The teacher requirements we talked about for all teachers being certified or an alternative certification process that will lead to certification within three years is new. The requirement that secondary school teachers know the subject that they're teaching is new. Annual report cards on performance is new. Discipline codes is new.

Q What happens if a school doesn't send out the annual report card? Does Washington cut off their money? What happens if a school doesn't turn around in a few years? Do you shut them down?

MR. REED: The Secretary has a variety of sanctions at his disposal, ranging from a mild rebuke to a cut-off of money. But we think that states and school districts will do these things. We don't think any state is going to want to stand in the way of having qualified teachers or turning around failing schools, for example.

Q Secretary Riley, how do you think schools across the country are handling the aftermath of this Littleton, Colorado situation, where they're looking and getting kids who are threatening each other and expelling them and finding all these people who are problem people?

SECRETARY RILEY: Well, and, of course, there were hearings yesterday on that subject, and I thought it was very interesting -- several of the young children who testified mentioned, for example, small classes, and how important that is so young people will get to know each other and get to know their teacher. And I think all across the country this was such a riveting occurrence that it really just kind of overpowered everything else for even up to the present time. So you're seeing different reactions all across the country. I think generally people are really trying their very best to deal with this very difficult situation.

And I am very pleased with our early warning guides which were prepared really after the previous incidences occurred. So, fortunately, we have that in place, and when this happened we immediately made those available. We've had to go to the reprinting of another 150,000. They are very well-done.

I can say that -- Janet Reno and I caused them to be done, but they involve the top school psychologists in America, the top teachers, counselors, law enforcement people, mental health people, and they really are very well-put-together ideas about how to prevent these kinds of incidences happening; then if they happen, what to do.

Q Did Littleton have one? Did the Littleton high school have one?

SECRETARY RILEY: They would have, yes. They were sent to all the schools. In fact, in Littleton, they had done a number of things that were the right things to do to prevent incidences. But, of course, again, this is kind of an aberration, but no question about the guidelines I think are very solid things for schools to do.

Large schools have a more difficult job -- large high schools -- than smaller schools, obviously, with the number of children being a lot greater. And that's another thing that we're talking about here, is reform of the high schools, school within school, ways to get more

personal in the high school setting. So I think the American people are responding in a good way.

Thank you.

END

9:45 A.M. EDT



Sean P. O'Shea

10/22/99 01:13:53 PM



Record Type: Record

To: Karin Kullman/OPD/EOP@EOP, Andy Rotherham/OPD/EOP@EOP, Loretta M. Ucelli/WHO/EOP@EOP, Kris M Balderston/WHO/EOP@EOP

cc:

Subject: Blue Ribbon Schools

Here is a summary of the questions and concerns the school had in response to the Blue Ribbon School's informal survey.

1. Given the continuous problems of safety, discipline, and family involvement issues and the need to create a life-long love for learning as the primary focus of the school, how can the Department help schools put curriculum as our main goal of the school day?
2. What direct role can the U.S. Department of Education play in local school reform, teacher professional development, technology technical assistance, or any other school reform issue? Can individual school districts access any of these services?
3. Does the Department's regional offices provide assistance for the establishment and/or support of school consortia?
4. What can the Department do to promote the importance of the teaching profession and of the excellent efforts that teachers make to help students?
5. Where does the Department stand on the question of phonemic awareness and phonetics in the teaching of reading?
6. What should be the role of the Department and the Federal Government in the construction of a technology infrastructure in the country?
7. What is the Department's stand on its developing a norm-referenced, mandatory test for elementary school students?
8. What is the Department doing to help reduce class sizes and provide adequate money or classroom teachers?
9. How does the Department evaluate the progress of Goals 2000? Will they be revised or expanded as we move into the new millennium?
10. How does the Department help schools convince parents that comprehensive school reform takes time and money? How can it help make these same parents aware that improvements are being made now in the face of low funding and teacher shortages?
11. How can the Department help local schools get adequate funding for Special Education Federal mandates?

Taking the Blue Ribbon Challenge

About the Program:

Since 1982 the Blue Ribbon Schools Program has celebrated many of America's most successful schools. A Blue Ribbon flag waving overhead has become a trademark of excellence, a symbol of quality recognized by everyone from parents to policy-makers in thousands of communities.

The emerging secret of the Blue Ribbon Schools Program is its power to stimulate and focus school improvement initiatives. "The Blue Ribbon nomination package pulls together what is cutting edge in education today," says one educator. "The school that goes through the process is examining itself in terms of what works in the best schools in the country."

"Regardless of the direction you're going with in school improvement, the Blue Ribbon program gives you a vehicle to get on track. It gives you a framework and standards so you know where you stand," says one principal. Schools are finding that the richness and scope of the Blue Ribbon nomination process allows them to reflect, "not just on the surface level, but down deep." One educator says, "If you want a tool for school improvement, there's nothing out there better than the Blue Ribbon Schools Program. It's the best you can find."

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.

The Blue Ribbon Program has something to offer every school.

- For the school that has reached a high level of success, the program offers a way to acknowledge the achievements of the school and reflect on areas of potential improvement for the future. It is away to celebrate the hard work of students, staff members, families, and the community and to build awareness in the broader community of the school's excellence.
- For the school that aspires to win the Blue Ribbon Award in three or four years, the program, through its nomination package, offers the most comprehensive framework for identifying areas that need improvement. The Blue Ribbon process can sharpen and invigorate a promising school's improvement initiative.
- For the school trying to get a school improvement process off the ground, the Blue Ribbon nomination package offers a challenging place to begin. It immerses the school in a climate of deep assessment through data collection, discussion, and problem solving. It also gives a positive starting point by providing access to successful Blue Ribbon schools that are willing to share information about what works for them.
- And for all schools, the Blue Ribbon program re-energizes the school community, bringing a sense of pride, confidence, focus, and shared agenda for change and improvement.

Are you eligible?

Public and private schools serving grades K-12 from the 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands, as well as Bureau of Indian Affairs and Department of Defense Schools, are eligible for the Blue Ribbon award. A school must have been in operation for at least five full years

before submitting its nomination.

Elementary and secondary schools participate in alternate years. Middle schools participate in the program with secondary schools. Previously recognized schools must wait five years to reapply.

How Are Schools Chosen?

Each state education agency administers its own program for selecting public schools to be nominated to the national level. Chief State School Officers make their nominations to the U.S. Department of Education. The Council for American Private Education nominates private schools, and officials of the Bureau of Indian Affairs and the Department of Defense nominates their schools. Each of these nominating agencies has an assigned Blue Ribbon Schools Program Liaison. These liaisons provide application materials to schools and inform schools about their agency's procedures on accepting applications.

The Department convenes the National Review Panel that evaluates the nominations. The panel consists of approximately 100 outstanding public and private school educators from the elementary, secondary, and postsecondary levels. Based on the quality of the application, the most promising schools are recommended for site visits. The purpose of a visit is to verify the accuracy of the information the school has provided in its nomination form and to gather any additional information the panel has requested. Experienced educators, including principals of previously recognized schools, visit and observe the schools for two days and submit written site visit reports. The panel considers the reports in its final review of applicants and makes recommendations to the U.S. Secretary of Education.

The Selection Criteria:

In their nominations, schools describe successes in the following criteria. Details about these categories appear in the nomination package.

- Student Focus and Support
- School Organization and Culture
- Challenging Standards and Curriculum
- Active Teaching and Learning
- Professional Community
- Leadership and Educational Vitality
- School, Family, and Community Partnerships
- Indicators of Success

How to Apply:

The nomination package and instructions on how to apply to the program are available online and can be found on this website under the "How to Apply" section.

National-State-Private Partnerships:

Acknowledging the value of recognition as a school improvement strategy, 18 states have developed their own recognition programs. These state programs use criteria similar to the national Blue Ribbon Schools Program. Schools in these states generally achieve state recognition prior to national recognition. States with their own recognition programs include: Arizona, Arkansas, California, Colorado, Georgia, Hawaii, Indiana, Iowa, Kentucky, Maryland, Michigan, Missouri, Nevada, New Jersey, South Carolina, Texas, Washington, and West Virginia.

The education associations' partnerships with the U.S. Department of Education have also contributed greatly to the high success of the Blue Ribbon Schools Program. The partners are the National Association of Elementary School Principals, the National Middle School Association, and the National

Association of Secondary School Principals. The program also cooperates with the National Regional Educational Laboratories and the National Research and Development Centers, and with Nova Southeastern University in Miami, Florida to increase the opportunities Blue Ribbon schools have to share best practices.

Contact Information:

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This page last modified -- September 10, 1999 (glc)



EVALUATION OF THE BLUE RIBBON SCHOOLS PROGRAM

The Blue Ribbon Schools Program (BRSP) was established in 1982 by the U.S. Department of Education to identify and recognize schools that have exemplary education programs and student achievement. It is administered by the Knowledge Applications Division of the Office of Educational Research and Improvement (OERI), in partnership with state education agencies, the Department of Defense, the Bureau of Indian Affairs, and the Council for American Private Education. Since its inception, approximately 3,000 schools have been recognized.

The BRSP's goal historically has been to increase public awareness of good schools and the practices that make them effective. However, in recent years, the BRSP also has emphasized (1) its potential power for stimulating schools' efforts to improve student achievement, and (2) the importance of encouraging schools to share good ideas and practices.

The evaluation of the BRSP began in September 1996 and was completed in Spring 1998. The study addressed questions in five program areas:

- **Program design and implementation.** How is the program administered, and how do program design and administration affect its efficiency and impact? Where might changes in program administration enhance benefits to participants, and what opportunities exist for improving program efficiency?
- **Impact of recognition.** To what extent does BRSP recognition exert positive and/or negative effects on participating individuals, schools, school districts, and communities? How does it exert these effects, and how can positive impacts be optimized and negative ones minimized?
- **Extent and impact of self-assessment.** How do schools prepare Blue Ribbon Schools applications, what is the extent of self-analysis, and how does the process benefit participants? What factors influence the extent and impact of self-assessment process, and how can the benefits be enhanced?
- **Extent and impact of sharing opportunities.** To what extent do Blue Ribbon Schools share their best practices and ideas as a result of recognition, how does this occur, and what are the benefits and drawbacks?
- **Extent and impact of interaction with other programs.** To what extent and how does the program complement or enhance other school improvement or recognition programs, and what are the benefits to participants? What is the value added by the Blue Ribbon Schools Program to other programs and activities at the school?

In addressing these questions, the evaluation collected and analyzed qualitative data from several different sources: focus groups held with principals, teachers, parents, and district representatives from a sample of 68 recently recognized Blue Ribbon schools in 9 states; interviews with individuals involved in the nomination, review, and selection process; a document review of previous application forms, site visitor and review panel training materials, and materials developed by state liaisons; and a working meeting convened with experts in the field of dissemination and the BRSP.

Policy Studies Associates, Inc. conducted the evaluation for OERI at the U.S. Department of Education. For further information, contact:

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Last updated -- December 29, 1998 (tca)

FOR RELEASE
May 20, 1999

Contact:
Melinda Ulloa
(202) 205-8811

RILEY NAMES 266 BLUE RIBBON SCHOOLS

U.S. Secretary of Education Richard W. Riley today announced the selection of 266 public and private elementary schools as the 1998-99 Blue Ribbon Schools.

Since its inception in 1982 the Blue Ribbons Schools Program has honored 3,800 of America's most successful schools. These schools have met the U.S. Department of Education's rigorous, research based criteria for overall excellence. They excel in all areas of academic leadership, teaching and teacher development, and school curriculum. In addition, they exhibit exceptional levels of community and parental involvement, high student achievement levels and rigorous safety and discipline programs within their schools.

"These schools are examples of the good things happening in education nationwide," Riley said. "They reflect the hard work of dedicated parents, teachers, students and staff and serve as models for providing students with the high quality learning opportunities they need to be successful in the 21st century."

This year, 221 public and 45 private schools in 37 states and Puerto Rico will be recognized. The schools were nominated by state education agencies, the Bureau of Indian Affairs, the Department of Defense, and the Council for American Private Education. Each of these nominating agencies has an assigned Blue Ribbon Schools Program Liaison which provides materials and information during the application process. Elementary and secondary schools participate in alternate years with middle schools participating in the program with secondary schools. This year's winners are elementary schools.

Schools were selected for recognition by a national review panel which conducted a thorough evaluation, involving administrators, teachers, students, parents and community representatives in the completion of the nomination forms. This process included assessing schools' strengths and weaknesses and developing strategic plans for the future.

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NOTE TO EDITORS: A list of recognized schools is available upon request and at our website at <http://www.ed.gov/offices/OERI/BlueRibbonSchools/frames/states.html>.

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**U.S. Department of Education
Office of Educational Research and Improvement
1998-99 Blue Ribbon Schools Elementary Program**

Overview of National Participation

Total # of Schools Nominated to the Program	470
Total # of Public Schools Nominated	382
Total # of Private Schools Nominated	88
Total # of Nominated Site Visited	273
Total # of Nominated Public Schools Visited	228
Total # of Nominated Private Schools Visited	45
Percentage of Nominated Schools Site Visited	58%
Percentage of Nominated Public Schools Visited	60%
Percentage of Nominated Private Schools Visited	51%
Total # of Nominated Schools Selected for Recognition	266
Total # of Nominated Public Schools Selected	221
Total # of Nominated Private Schools Selected	45
Percentage of Nominated Schools Selected for Recognition	57%
Percentage of Nominated Public Schools Selected	58%
Percentage of Nominated Private Schools Selected	51%
Percentage of Site Visited Schools Selected for Recognition	97%
Percentage of Site Visited Public Schools Selected	97%
Percentage of Site Visited Private Schools Selected	100%
Number of States with Schools Selected for Recognition	37
District of Columbia, Puerto Rico, and the Department of Defense Dependents Schools	3
Total # of Schools Recognized 1982-83 through 1997-98	3,784
Total # of Public Schools	2,971
Total # of Private Schools	813

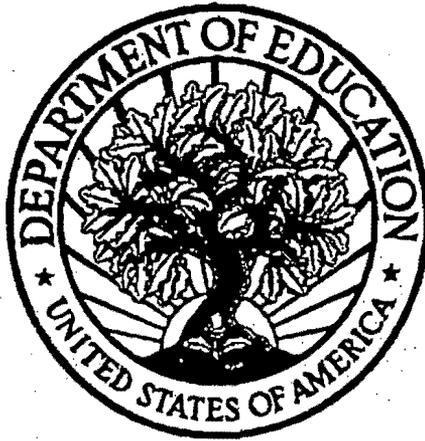
Additional Information: Number and percentage of recognized schools (266)

Rural 17 (6%)	Low-income (25% or more) 91 (34%)
Small City 34 (13%)	Low-income (50% or more) 38 (14%)
Suburban 143 (54%)	Minority (25% or more) 65 (24%)
Suburban with urban characteristics 29(11%)	Minority (50% or more) 24 (9%)
Urban 43 (16%)	Smallest Public School 170
Private Schools:	Largest Public School 1,673
Catholic 30	
Independent 8	
Christian 1	
Episcopal 2	
Jewish 4	



Blue Ribbon Schools Program

Last updated May 15, 1999 (tca)



UNITED STATES DEPARTMENT OF EDUCATION

**OFFICE OF INTERGOVERNMENTAL AND
INTERAGENCY AFFAIRS**

Date: 10/22/99

No. of Pages (w/ cover):

To: Sean O'SHEA

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Withdrawal/Redaction Marker

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. memo	Stephen O'Brien to Will Tanner re: Blue Ribbon School Principals (1 page)	10/22/99	P5

**This marker identifies the original location of the withdrawn item listed above.
For a complete list of items withdrawn from this folder, see the
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[Education - Blue Ribbon Schools]

kh2

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 advise 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]

Roanoke Avenue School

Address:
549 Roanoke Avenue
Riverhead, NY 11901

Phone:
(516) 369-6813

Principal:
Ms. Dorothy Moran

Location:
Suburban

Grade Levels:
K-3

Enrollment:
395

Student Characteristics:

Caucasian:	49.0%
African-American:	45.0%
Hispanic:	6.0%
Asian:	0.0%
American Indian:	0.0%
Other:	0.0%
Mobility Rate:	29.0%
Limited English:	8.0%
Low Income:	0.0%
Special Education:	17.0%

Roanoke Avenue School is located in Riverhead, New York. A drive down Main Street in Riverhead reveals the beauty of the Peconic River, the historic presence of the County Court House, and colorful Polish Town. Amid the densely populated neighborhood stands a majestic seventy-six-year-old, three-story brick building called the Roanoke Avenue School. We think of it as a community school and safe haven for 400 children and their families, affectionately known as the "Roanoke family."

Roanoke is an inner city school and one of the most diverse of four K-3 schools in the district. Sixty percent of our students are on free or reduced breakfast and lunch. Approximately 45 percent of the students are African-American, 49 percent are Anglo, six percent are Hispanic, Polish, Vietnamese Chinese, or Indian. Roanoke has a high transient population. Families move in and out of the district as they seek jobs and affordable housing. Between 30 and 40 percent of our parents struggle with poverty and have significant problems with substance abuse and other poverty related ills.

Despite the fact that between 40 and 50 percent of our incoming kindergartners score in the first to fourth stanines on the incoming kindergarten screenings, all of our nonclassified students score on or above grade level on the third grade New York State DRP and PEP tests. Thirty-eight percent scored in the sixth-grade mastery range on the 1997-98 New York State testing.

The Suffolk County Reading Council has recognized Roanoke Avenue School as an Honor School for the last six years. Roanoke has also been recognized by Title One as a Schoolwide Project since 1996 and an exemplary model to which the State Education Department has sent many school districts to visit.

Through team building of staff and community, our shared vision for all students is based on high performance standards, a collaborative program design, ongoing staff development, parent and community involvement, cultural inclusiveness, and constant monitoring of student progress. Our academic and social programs individualize education through a modified "Success for All" program that focuses on the research of Robert Slavin's "Best Evidence Synthesis on Grouping." Our curriculum is based on the premise that every child is capable of learning. Reading, math, and "habits of the heart" are our highest priorities.

Our unique reading program uses parallel block scheduling to reduce class size with two hours of concentrated, flexible group reading and writing each day. Resource room and remedial reading teachers work together with nine reading aides to provide 1-1, 1-2, and 1-3 intense, accelerated remediation so that all students are challenged.

Our Assured Readiness for Learning (ARL) Program provides developmentally appropriate readiness and phonemic awareness activities that are integrated with literature and thematic units. The emphasis is on writing and authentic assessment for all students. Many students select their own work to be included in portfolios. They are directly involved in developing rubrics, demonstrating their strengths, and designing goals for improvement during student led conferences with parents and teachers.

Our student progress related directly to the high quality of communication among teachers. Grade level teams meet weekly to identify problems and solutions and develop new strategies. There is a cooperative, collegial relationship among children, teachers, and parents as they plan classroom and building theme units that integrate the disciplines. Our thematic units emphasize activities that help children solve problems through the use of analysis, synthesis, and evaluation.

Creating responsive, caring classrooms where teachers model and students role-play cooperation, assertive talk (Brave Talk), responsibility, empathy, and self-control has combated violence in our school. As a result of our strong social skills and character education curriculum, there is a noticeable, positive difference in the language, spirit, and behavior within our walls. Students help each other with their words and actions as we help to fulfill our responsibility to diminish the violence in the streets around us.

Professional development is ongoing and coordinated with State standards, district, and building goals. It is centered on high academic achievement and authentic activities with performance assessment including portfolio assessment. Inclusive classrooms, interdisciplinary and multicultural curriculum, and cooperative learning reflect our collaborative atmosphere between teachers and students. Teachers use a variety of learning styles and state-of-the-art methods to ensure that students "get" what has been taught as they motivate students to want to learn. Our Assured Readiness for Learning Program is multisensory and child centered. Our Math emphasizes problem solving and self-initiated learning as recommended by the math standards. Last year we developed instructional units that reflect the State standards as teachers train to integrate technology into our curriculum. Technology consultants are working with us to install sophisticated wiring and hardware which will enable teachers and students to conduct research, communicate with scientists in laboratories, and share with peers in other cities and countries via the Internet.

Our success has depended on the great support we have received from parents, businesses, and our community. We have networked with the community we serve through the shared decision making model of our site-based team. Our parents and community have gotten involved in all facets of education from laying sod on our school playground to wiring our building, bringing technology into the classroom and getting Roanoke onto the information highway.

In order to help students make better choices we are proud to have the Riverhead police bring D.A.R.E. to our school. We have an ongoing project with Alternatives, a social service agency in our community, to work with our children in helping them to make better choices with drugs and alcohol.

Roanoke is proud to be a collegial, collaborative, multicultural school community. Children, parents, staff, and principal collaborate and cooperate in the quest of excellence for all. Teachers have become architect designers of curriculum with ongoing, embedded assessments in their lessons. Teachers talk concretely about teaching as they observe other teachers. They share expertise and ask for and provide assistance to each other as well.

The emphasis is on critical thinking and New York State standards. Students are encouraged to solve problems, assess their own goals, and reflect upon their own work as they set goals for improvement.

Everyone who enters our historic building recognizes our family-like atmosphere where parents, teachers, and children feel welcome. We have seen increased parent involvement in the classrooms and sustained high student achievement on the Metropolitan Achievement Test and the New York State DRP and PEP. tests with many of our third graders achieving mastery level.

Our PTO sponsored a sign in front of our beautiful building conveying the message, "Roanoke Avenue School, An Honor School. Welcome Parents." We are truly one world and one family, the Roanoke family.



1998-1999 Blue Ribbon Elementary Schools

This page last modified May 21, 1999 (saw).

D. T. Cox Elementary School

Address:
304 Clark Street
Pontotoc, MS 38863

Phone:
(601) 489-2454

Principal:
Mrs. Phyllis High

Location:
Small city/town

Grade Levels:
3-4

Enrollment:
356

Student Characteristics:

Caucasian:	67.42%
African-American:	32.31%
Hispanic:	0.0%
Asian:	0.28%
American Indian:	0.0%
Other:	0.0%
Mobility Rate:	17.0%
Limited English:	7.0%
Low Income:	45.0%
Special Education:	13.0%

D. T. Cox Elementary School is a third through fourth grade school in the small, rural town of Pontotoc, Mississippi. Pontotoc is located in the northeastern part of the state which is legally classified as Appalachia. The school is one of four schools in the district. In the poorest state in the nation, our district is in the bottom five percent of the state in per pupil expenditure, as reported by the Mississippi State Department of Education. Our students are not from affluent families; almost half receive free or reduced lunches. Over one third of our population in Pontotoc County did not graduate from high school. The community environment is unable to provide many of the essential cultural experiences that prepare students for successful competition in a global society.

The population of the community is homogeneous in nature. The majority of the citizens are lifetime residents of the area. An excellent work ethic has attracted major industries, and unemployment is low. The industry in Pontotoc consists primarily of low technology furniture manufacturing, with most of the citizens being blue collar workers. Agriculture remains a vital part of the economy, though of lesser importance than in the past.

There are approximately 2200 students in the school district. The student enrollment at D. T. Cox is 356. The students proceed from D. T. Cox (3-4), to Pontotoc Junior High (5-8), and then to Pontotoc High School (9-12).

The building was erected in 1960 and includes an additional facility with classrooms and a science lab. Continuous renovations, additions, and the reorganization of the grades at Pontotoc Junior High to include the fifth grade has provided for increasing student population and changing educational needs. The buildings are well maintained, and the school has traditionally served as a meeting place for various school and community activities. The campus and building are used by the community for many of the after school soccer, baseball, softball, and T-ball practices. The gymnasium is used for high school cheerleader practice, indoor tennis practice, and various organization meetings.

D. T. Cox is both a unique and successful learning institution. We are successful because of our commitment to excellence and our willingness to recognize and rectify our shortcomings. We are unique because of our bond with the community. As our school continues to prosper, it is the community that becomes the ultimate beneficiary. Not only is our school enmeshed in all facets of the community, but it is the very success of D. T. Cox Elementary and the other schools in the district that have been a catalyst for attracting business and industry. As our school continues to prosper, it is the community that becomes the ultimate beneficiary. Business wisdom adopts the theory that an enterprise operating in the top five percent of its field while meeting the needs of the

bottom five percent of its customers will result in wealth. D. T. Cox Elementary demonstrates this same principle, but the end result is success not wealth. Our business is teaching, and it is through the application of practical principles of learning and effective decision making by faculty and administration that D. T. Cox has become a successful learning environment.

Over the last five years several significant challenges were identified: - provisions for problem solving and application skills in all curricular areas to all students through an ongoing program of high order thinking skills - involvement of all students in activities which promote good citizenship, community service, and personal responsibility - enhancement of the instructional program through the addition of computers in all classrooms.

Community support for the school has been a key factor as evidenced by the Endowment for Excellence in Education, an ongoing facilities improvement program for the district, and community volunteer services. We attribute much of our success to the restructuring of the teaching-learning process. Teacher decision making skills have become a focal point. Curriculum management requirements have been reduced which has resulted in an increase in student contact time (time on instruction), learning expectations, and cooperation among teachers. As with other schools and other school districts across the nation, D. T. Cox has faced many challenges; but we have also accomplished many milestones. Specific examples are:

- National Blue Ribbon School recognition in 1989-90
- National Redbook Magazine recognition in 1993
- Statewide recognition in 1993
- Increased parental involvement
- A change in district wide grade spans which established D. T. Cox Elementary as a grade three-four school, rather than a three-five school as reflected in our 1989 application
- The incorporation of music into the curriculum
- The hiring of an assistant teacher to coordinate the science lab and implement more "hands on" activities for students
- Renovation of the school to increase space for the students in the cafeteria, provide an office for the counselor, and a workroom for teachers
- The construction of an outdoor classroom
- Renovation of the playgrounds with additional playground equipment
- The implementation of technology in each classroom and media center
- The restructuring of the instructional organization of fourth grade teachers.

D. T. Cox Elementary has created a highly focused learning environment for all students. Innovative efforts have promoted our success toward accomplishing National Education Goals through the improvement of our professional staff and their perseverance with limited monetary resources. Our resources of faculty and community support, under the guidance of a principal whose focus is on learning, equips our most valuable resource, our students, for

Washington Irving Intermediate School

Address:
103 South Broadway
Tarrytown, NY 10591

Phone:
(914) 631-4442

Principal:
Mr. Sal Tricamo

Location:
Suburban/urban

Grade Levels:
4-6

Enrollment:
450

Student Characteristics:

Caucasian:	44.0%
African-American:	8.5%
Hispanic:	45.0%
Asian:	2.5%
American Indian:	0.0%
Other:	0.0%

Mobility Rate:	6.94%
Limited English:	18.0%
Low Income:	51.0%
Special Education:	10.6%

Washington Irving School (WI) is an elementary school serving approximately 450 children in grades four, five, and six from the villages of Tarrytown and Sleepy Hollow, New York. We are an ethnically diverse school located in the lower Hudson River Valley (Westchester County), about 20 miles north of New York City. Our district, the Public Schools of the Tarrytowns, has instituted the Princeton Plan, which organizes our elementary program around four schools serving different grade levels: a kindergarten building, one for first grade, a second-third grade building, and of course, Washington Irving School. In this way, all of our children are educated together, regardless of their socioeconomic status or address. Contrary to the common perception of the "affluent Westchester suburban school," socioeconomically our population runs the spectrum from upper class to very poor. Many of our parents work two jobs or double shifts to make ends meet. Approximately 20% of our school's population receives public assistance; 51% of our children receive free or reduced lunch services. The ethnic background of our students is as follows: 2.5% Asian or Pacific Islander; 8.5% African American; 44% White (non-Hispanic); and 45% Latino. Thus, the majority of our school is actually minority. Many are struggling with a new culture, language, and school system. Many of our new entrants come from areas of the Caribbean or the Americas where they had little, interrupted, or impoverished schooling. They may be illiterate in their native language as well as English. We have been classified in the past as a "suburban district with characteristics typical of an urban school," but have recently been reclassified as an urban district.

Our mission, as developed by our staff, parents, and community members, reflects our commitment to our children.

The community of faculty, administrators and parents of the Washington Irving School will create a learning environment which will meet the needs of our children. Our mission is for all youngsters to learn and to strive for academic excellence through the cooperative efforts of the school community. We are committed to democratic values which will foster responsible citizens.

The Washington Irving School is dedicated to the development of a well-rounded child who will work cooperatively with others; who will cultivate a variety of artistic and special interests; who will develop a positive self-image; who will make prudent decisions and choices; and who will develop an understanding and an appreciation of the diverse cultural traditions and differences that make WI a unique community.

A key feature that must be understood about WI is that we are not

a typical elementary school; we are an intermediate school, educating children in grades four, five, and six to bridge the gap between primary and middle school. While early literacy is not usually an issue for us, literacy development is still essential in these intermediate grades. Each grade level is organized to meet the specific developmental needs of our children. In grades four and five, our classes are self-contained; grade six is departmentalized. Our heterogeneous grouping policies teach students to respect and appreciate differences and to work cooperatively in groups. Each of the three grades provides a strong academic program, supplemented by grade-appropriate activities, special events, and exposure to a variety of special area subjects such as art, health, computers, music, library skills, and more. Thus, we teach to the whole child, taking into account his or her physical, intellectual, emotional, and social needs.

Our staff is deeply committed to providing the best educational experience possible for our children. We have a record of innovation, creativity, and high standards that is recognized and supported by the community. Through constant professional development, ongoing research, and extensive efforts in planning and implementation, we have created a well-rounded program designed to meet the needs of all our diverse students. Teachers assume leadership roles as we train each other during team and faculty meetings. As we continue to align ourselves to the new, higher New York State Learning Standards for all subject areas, we are developing innovative teaching strategies and performance-based assessments. We have created exciting new programs for bilingual, special education, and gifted and talented children. In addition, we have established extensive collaborations with colleges and universities, cultural institutions, community organizations, and local corporations and businesses, which have allowed us to extend our curriculum into the "real world." Because of the rich cultural and historical heritage of Tarrytown, Sleepy Hollow, and our surrounding communities, the Hudson River Valley has become our classroom. Our efforts and creativity have been recognized and supported through a large number of grants, including a \$250,000 Title VII grant for our innovative bilingual program.

We pride ourselves on our academics, but also on our extensive co-curricular programs. Some of these activities include a Superstars Homework Club, hands-on science club, chess club, newspaper club, computer club, yearbook club, and geography club. Our music program is a particular source of pride, involving more than 64% of our students. This past year, fourteen band students and one orchestra student were accepted into the All-County Music Festival. Our physical education program includes after-school sports and school-wide events that involve all our children and teaches them good sportsmanship and teamwork.

As noted, at WI we are all aware of the importance of addressing the needs of the whole student. Often, a child's academic success is inextricably interwoven with their personal and social wellbeing. We have extensive pupil support services available for our children, including a bilingual social worker, a school

psychologist, a speech/language teacher, a bilingual family outreach worker, a full-time nurse, and special programs ranging from D.A.R.E. and Juvenile Law to Junior Achievement.

Another important strength of WI is the active involvement of our parents. Teachers, parents, and children form a three-way partnership, which is a key component of student success. Regardless of their language or cultural background, parents feel welcome at our school and know that there is never a language barrier; we have many bilingual staff members who are always available to help. Parents teach after-school programs, work with teachers to find ways to bring their expertise into the classroom for special projects, and participate in our school's leadership by serving on various committees. The Elementary PTA is very supportive of the school's efforts, sponsoring Cultural Arts programs, book fairs, and student scholarships for special activities. The EPTA honors the staff at an annual Faculty Appreciation Lunch, preparing home-cooked specialties reflecting the diversity of our community.

Another key partnership for us is our relationship with the Foundation for the Public Schools of the Tarrytowns, a private, not-for-profit organization whose purpose is to raise funds to help our schools in a variety of ways. The Foundation is administered by a group of community members who may or may not have children in the school system, as well as teachers and administrators. Through their efforts and those of our Elementary PTA, our school has acquired up-to-date technology. Teachers are also encouraged to apply for grants sponsored by these groups for classroom projects and materials; our school has won many of these grants.

These partnerships between the school, the family, and the community allow us to work together to help our children succeed. No school operates in a vacuum; the tools our children need can be best taught through this triad. We strive to build a culture of inclusiveness, respect, consideration, and academic excellence for all, and we enlist the support of parents and other members of the community.

Washington Irving School is an exciting place for students, parents, and teachers. We pride ourselves on our accomplishments and look forward to meeting the challenges of the 21st Century together.



1998-1999 Blue Ribbon Elementary Schools

This page last modified May 21, 1999 (saw).

Eastridge Community Elementary School

Address:
11777 East Wesley
Avenue
Aurora, CO 80014

Phone:
(303) 755-0598

Principal:
Dr. Robert Villarreal

Location:
Urban

Grade Levels:
K-5

Enrollment:
738

Student Characteristics:

Caucasian:	64.18%
African-American:	19.73%
Hispanic:	8.5%
Asian:	6.53%
American Indian:	1.06%
Other:	0.0%
Mobility Rate:	34.0%
Limited English:	9.0%
Low Income:	36.0%
Special Education:	12.0%

Eastridge Community Elementary School was built in the early 1960's to serve the residents of a newly developed subdivision in southeast Aurora, Colorado. The school opened on September 3, 1963, with 12 classrooms and 300 walk-in students. The school was extensively remodeled in 1968 to add four open-space learning areas accommodating 100 students each. In 1988, the school was again remodeled to add nine classrooms.

Over the past three decades, the Eastridge community has undergone profound change. A predominantly middle and upper-class community of single-family homes has given way to a more socially and ethnically diverse community that includes a large number of multi-family dwellings as well as government-subsidized low-cost housing units. Over the years, the student population at Eastridge has more than doubled from 450 to 730, necessitating the transition to a year-round four-track calendar in 1994.

Today, Eastridge has a minority enrollment of 37%, an average mobility rate of 40%, 73% of the students are transported to school by bus, 37% qualify for a federally subsidized free or reduced lunch program, 12% qualify for special-education services, and fifteen foreign languages are spoken by a 10% ESL population.

Despite many changes, Eastridge has not only maintained an effective educational program, but has transformed itself into one of the liveliest and most innovative K-5 learning environments in the state. Student outcomes continue to meet or exceed district and national grade-level averages, particularly in reading comprehension and in minority student achievement. Among major distinguishing features and accomplishments:

- Multi-age, straight-grade, team-taught, self-contained classrooms and looping are designed to address the diverse instructional needs and learning style of students.
- Proficiency-based curriculum, instruction and assessment.
- Assessment practices that drive instruction via the teaching-learning cycle (assessment, evaluation of assessment, planning for instruction).
- A nationally recognized, student centered library/media center.
- An instructionally effective teaching staff, (70% with Master of Arts degrees) who has a high level of expertise and understanding in: reading instruction, math manipulatives, technology, standards-based curriculum, multicultural curriculum, and performance assessment.

- Staff-initiated professional development activities, which include on-site study groups, mentoring, peer coaching, hands on workshops and the award winning Eastridge Literacy Project.
- An extracurricular program offering high-interest activities ranging from intramural sports to Odyssey of the Mind.
- A full array of family-centered programs and services, off-track child care, kindergarten enrichment, off-track Inter-session enrichment classes, before and after school child care, a breakfast program and family counseling and assistance services.
- Partnerships with colleges and universities, the lower business community, education reform organizations and school networks.
- Classroom-based computer network and a high level of teacher-student access to multi-media technology.
- Full inclusion of special-education students.
- Shared decision making and accountability that requires a high level of teacher, parent, and student involvement.
- Numerous awards and honors, including a DeWitt Wallace Library Power Grant, 1996 Colorado Conservation School of the Year, CCIRA Exemplary School Reading Program of the Year 1997, and Milken Award winner, principal, Dr. Villarreal.

At Eastridge, our mission is "to inspire every student to think, to learn, to achieve, to care". The teaching and learning environment at Eastridge is vibrant, engaging, and firmly grounded in the concept of the "Helping Relationship". It encourages a strong sense of partnership, connectedness, responsibility and collective purpose.

The faculty and parents are strongly committed to high personal and academic standards for all students. We strive to ensure that each child is well prepared for the challenges of living, working and learning in a changing world.



1998-1999 Blue Ribbon Elementary Schools

This page last modified May 21, 1999 (saw).

"HALL OF FAME WORTH"

Beaufort Elementary School

Address:
1800 Prince Street
Beaufort, SC 29902

Phone:
(843) 525-4282

Principal:
Mrs. Ruth Summerlin

Location:
Small city/town

Grade Levels:
Pre K - 5

Enrollment:
573

Student Characteristics:

Caucasian:	34.0%
African-American:	65.0%
Hispanic:	1.0%
Asian:	0.0%
American Indian:	0.0%
Other:	0.0%

Mobility Rate:	20.0%
Limited English:	0.0%
Low Income:	86.0%
Special Education:	34.0%

Beaufort Elementary School (BES) in Beaufort, South Carolina defies the odds in offering world class initiatives by creating success for its predominately low socioeconomic minority population. This group of committed staff has collaborated to break the chain of failure. Five years ago, the school was classified as one of the worst 200 in South Carolina. Instead of blaming the parents and community, this enthusiastic group took ownership of the problem and began planning for the renewal of their school. The first step was a faculty retreat whereby team building helped these professionals know they had to focus on team planning and practice daily, respectful habits to overcome unbelievable barriers. This committed group of teachers then began to work on a five-year plan (1995-2000) which is used as a blueprint of high expectations for all aspects of the school's program. This plan contains a belief statement, school mission, performance goals, needs assessment, technology plan, and strategies for implementing a world class curriculum, involving the community and families, developing staff effectiveness, promoting optimal student achievement and creating an environment conducive to learning. When the community and parents were asked to participate in this worthwhile planning phase, they came to our aid. Not only did they help plan, but they also began to volunteer in amazing numbers. They wanted to be involved and assist in the redesigning of their only city elementary school within this rural district. Business partners such as Sea Island Rotary, City of Beaufort Police Department, Marine Corps Recruits, Naval Hospital Corpsmen, American Association of University Women, Ministerial Association and Operation Good Neighbor committed volunteer hours and money to help bring the school to the level of excellence it is today. Beaufort Elementary adopted a Full Service philosophy. We could no longer restrict ourselves to the basics of reading, writing and arithmetic. The five year plan specified that Beaufort Elementary would become site based to increase and improve overall involvement of the people closest to the children- parents, teachers, and community. The site based plan was written and approved by the Beaufort County School Board four years ago. This plan allows school personnel to utilize their funding in creative ways to best meet the needs of the students. The varied site based committees, ten in all, are comprised of interested teachers, assistants, parents and community members. These committee members work during the school year and summer to ensure effective implementation of their plans. For example, when necessary the personnel committee works diligently to interview and recommend appropriate personnel. Other programs which have been planned by these committees include: After School Enrichment (ACE) and remediation, extended year summer camps for reading and math, enrichment in the arts (dance, drama, string, keyboarding, bells, chimes, chorus, sculpting, etc.), business partnerships for mentoring and tutoring, continuous progress made possible by small group reading and math instruction, multicultural and multidisciplinary instruction, community service projects.

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Spanish, International Baccalaureate Primary Years Program, Full Service School concept, Family Literacy Projects (adult education with day care at the school for parents improving their education at BES), Well Baby Plus (Duke Endowment Grant Program for early intervention health care), Early Childhood initiatives (ABC voucher programs for children ages 6 weeks to pre-kindergarten providing an enriched early start), family involvement (Pre-School Club, Family Reading, Family Math, Science Nights, Family Fun Fests, Fall Fling, Sidewalk Art Contests, etc.), Exemplary Writing Award initiatives, technology networking and training, Student Study Teams, Portfolio and Criterion-Referenced and Computer Assisted Assessment, Go for the Gold Schoolwide Discipline Plan, Student Council, School Ambassadors, Academic and Artistic Gifted and Talented Programs, Student News Staff for monthly publications, Video Club for morning announcements, Ecology/Science Club, Flow Room (to identify learning strengths), Booksharp (computerized assessment of novels to monitor independent reading), Principal's Reading Challenge, Read-a-Thon (buddy reading), Reading Recovery, Student of the Month, Author's Tea, Meet a Writer Day, Safety Patrol, Odyssey of the Mind and Academic Challenge competitions, Science Fair, Invention Convention, and Professional Development and Evaluation plans worthy of putting these initiative into practice in a logical and manageable fashion.

Their mission statement is to ensure the highest quality educational outcomes providing a challenging, multi-cultural curriculum that develops the unique abilities of each child, frees each person to pursue opportunities, incorporates advanced technologies and engages the full commitment of the staff, parents, students and community. Since this mission statement was written in 1995, the school staff has focused untold energy and commitment to make this a continuing reality for students at Beaufort Elementary. Overcoming the stigma as a low performing school has been a challenge. By including the community and parents and making them part of the solution, partnerships, relationships and trust have been the foundation upon which this dream has been built.

Beaufort Elementary is a large, beautifully maintained two-story facility located next to Northern Beaufort County's only housing project and most of their subsidized housing. Beaufort Elementary staff and students have risen to a coveted academic status in the district and state. Numerous editorials and newspaper articles tell of their success story and challenge other schools to, "Play follow the leader." They have been asked to discover the Beaufort Elementary secret of success and to replicate it because test results reveal that our students are performing well above expected norms. This previously 100% free and reduced lunch school is now attracting other students from private academies and other suburban schools as parents and teachers have taken note of their inventive and non-traditional approach to education. Allowing students to advance at their own pace supports innovative programs and flexible schedules (7:30AM-5:00 PM for 200 days a year) making this Full Service School concept a successful reality for our 573 eager students age six weeks to adulthood.

Quality national, state and local awards that Beaufort Elementary School has received in the past four years are numerous. National recognition includes the Project Arts program for outstanding development of artistic talent and appreciation for cultural diversity and Well Baby Plus for early intervention efforts. South Carolina honors include the Exemplary Writing Award; State Incentive Award; Early Childhood Demonstration Site; Department of Education Volunteer Organization of the Year, Family Literacy Initiatives Award and Learn and Serve America Grant. Locally we won the Beaufort County District Incentive Reward for Academic Progress; Sea Island Science Fair first, second and third place winners for the last three years and the Red Ribbon Week Award given by the Beaufort County Alcohol and Drug Abuse Program. Our principal received a Paul Harris Fellow from Sea Island Rotary for her commitment to excellence in education. Grant monies awarded include: \$60,000 Bell South Grant for collaboration; \$360,000 Duke Endowment grant for Well Baby Plus; and \$10,000 Target 2000 Arts in Education grant for performing arts.

The Beaufort Elementary School family has successfully refocused on guiding all children through their personal journeys of discovering and maximizing their unique gifts and talents. They leave no opportunity to chance.



1998-1999 Blue Ribbon Elementary Schools

This page last modified May 21, 1999 (saw).

Cannons Elementary School

Address:
1315 Old Converse Road
Spartanburg, SC 29307

Phone:
(864) 579-8020

Principal:
Mrs. Donna Lipscomb

Location:
Rural

Grade Levels:
PreK - 5

Enrollment:
398

Student Characteristics:

Caucasian: 62.0%

African-American: 35.0%

Hispanic: 1.0%

Asian: 2.0%

American Indian: 0.0%

Other: 0.0%

Mobility Rate: 25.0%

Limited English: 2.0%

Low Income: 60.0%

Special Education: 27.0%

Bright lights, strong colors, and a cacophony of sounds punctuate Cannons Elementary. It's a place of love, a safe place for children threatened by circumstances. The children provide the music: the sounds of active learning, the silence of concentration, and the laughter of friendship. The teachers provide the steady beat of love, knowledge, and acceptance. Spring in South Carolina is bright--mercifully low humidity and gentle breezes--creating beauty and expectation. Children respond with enthusiasm. Even on testing day, they are excited. But it hides the dark side that over 1/3 of the children at Cannons contend with daily. "I didn't sleep last night, Mrs. Lipscomb." "Why not?" "Lots of noise. Shooting. Police. We hid in the closet all night." "Who's we?" "All of us." The children, 118 of them residing in Lakeview Manor, have borne silent, terrified witness to a drug territory battle between two dealers. The police were called when the shots came, and continued. But they come to school this morning and rush to surround their principal and tell her of the happenings of the night. Stability is important to them. Cannons is their fortress. Even the children who move, continuously in and out--49% (227) in a cyclic pattern to find a place to live, a pattern established because the parents cannot pay the rent--move in, be evicted, move out--are excited to return to Cannons, some such as Debra as many as four times during one school year.

Despite the transient population and a rapid increase in lower socioeconomic rates as measured by free/reduced lunch counts (an increase from 48% in 1995 to 60% in 1998), Cannons' test data reflect steady gain in student achievement, a testament to the use of innovative pedagogy and instruction. The school serves primarily lower middle-class, rural children. 51% of our students live in impoverished, neighborhoods. The school population is diverse, both in skills the children possess when they walk through the doors and the language and customs of their native countries. In spite of these circumstances, by the third grade 20% of the children are identified as academically and/or artistically gifted and receive services in Atlas (Action Team for Leading Accelerated Students).

Cannons Elementary School, originally constructed in 1939 for fewer than 100 students, moved into a new facility in 1995. A collaborative group, representing a cross-section of the population, worked on design and features for five years. A theatre for musical and dramatic productions, an art gallery featuring a different artist each month, and a state of the art computer infrastructure that includes a Local Area Network connected to the district Wide Area Network were included.

Located in the center of the new structure is the media center. Natural light from the cathedral ceiling's skylight floods the open space filled with computers and materials for research, preschool toys for parents to check out, and thousands of books that include: books written by students, books written by students in

collaboration with senior citizens: books that incorporate every stage, every level, and every interest. The media center is also home to the broadcast studio, the publishing center, and the hardware for the school wide computer network. Each classroom has two or three multimedia computers with direct access to the Internet through a T1 line.

Other needs are met through an English as a Second Language teacher and the Therapeutic Preschool for high-risk three and four-year-olds. Grant writing is encouraged as a way to meet the diverse needs of students. In what was described by the Department of Education as their most competitive grant competition in history, Cannons was awarded a 2.6 million-dollar grant, The Three Faces of Need, to transform Cannons into a community learning center. The school now provides after-school programs for first through fifth graders, Saturday activities for children and parents, and summer classes for children that integrate the visual arts, physical education, music, and technology into the basic academic curriculum. Children receive an additional 33% more instruction in reading and mathematics in the after school program. In the first summer program through the grant, 80 third through fifth grade students attended the academic acceleration classes offered through grant funding. Adult education, parenting, and pre-employment skills training are available during the day with babysitting, a meal, and transportation provided. Cannons is proud to house two district-wide, self-contained, emotionally handicapped classes, a learning-disabled class, and a preschool handicapped class. Our entire building is handicapped accessible. We offer inclusion education to enhance the academic skills and social skills of our learning disabled students. Cannons makes every effort to eliminate barriers to education, be they tangible structures, intangible attitudes, or basic needs such as quality childcare or a hot meal.

Cannons understands that stress is a fundamental cause of failure and violence, and we are taking steps to lower distress in families and in school. Violence prevention workshops are given on the district level, and Cannons will host a county wide two-day workshop on the subject in November of this year. Fifty-eight percent of the highest risk families of preschool children receive home visits through the Therapeutic Preschool, the Preschool Handicapped Program, and Four-Year-Old Kindergarten. Children and parents are able to receive counseling on a regular weekly basis, and the guidance counselor has collaborated with area businesses and churches to ensure every child has a warm coat, shoes that fit, and a present from Santa. Every teacher is mentor to a small group of students in the Family Ties Program that emphasizes respect for others and conflict resolution. Other programs that emphasize social and behavioral skills are the CARE (Care and Respect for Everyone) group, CHAMPS (Champs Have And Model Positive Peer Skills) peer mediation program, Student Council and CHOICE (Choosing Helpful Options in Coping and Education) summer program for children with emotional problems.

The usual dread of a "trip to the office" isn't found among students at Cannons. Good citizenship is rewarded by an "office sucker"

and students who master the Accelerated Reader tests are encouraged to bring their test scores to the office to be signed by all present. The principal spends Friday afternoons socializing with the "Principal's Pals," and student work is displayed in classrooms, in the halls, in the principal's office, and in the teacher's lounge. Support staff play an important role in this feeling of family. The head custodian acts as "Papa Bear" to the Therapeutic Preschool, providing a positive male role model to the children. The Parent Teacher Organization provides over 2,000 volunteer hours annually in tutoring children, working in the Publishing Center, answering phones, and providing support service for teachers.

Cannons has won the South Carolina Exemplary Writing Award two consecutive years. Students write in journals, write books in the publishing center, and learn the elements of creative verse as well as expository prose. The multimedia format of Hyperstudio helps students make their presentations come to life, and students are encouraged to use approved Internet sites for maximum up to date information for research.

Recent honors and grants awarded Cannons and her teachers include 'Write' Way Publishing Company, Project COMPUTE, Coping Skills for Successful Living, and Care and Respect for Everyone. Three Learn and Serve America grants as well as grants from the Greater Arts Partnership have been awarded. Our school has been a School Incentive Award Winner for the past four years. Reading programs, math programs, and technology for impaired students have all been subsidized through grant monies.

We have a motto among our family that states, we care because Children Are Really Everything to us. This is not only a motto, but also a way of life, which is evidenced by all who enter our school. The Cannons' family feels that every child deserves a safe, compassionate place to learn. Each child is accepted as a unique individual with potential, and teachers view themselves as promoters of the child, the school, and the community. One fifth grade student wrote the following in an essay about our new school: "The most important and special part of my school is the people. All the teachers, all the janitors, everyone is loving and kind. I would love this school even if we had class in a doghouse. Even if it were that way, one thing would still stay the same - there would still be love!"

Cannons Elementary School is steeped in history and focused on the future. The focus is real and the results are measured with a test found in our hearts. Cannons can be summarized by one elegant sustained note - the universal "A" of success.



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Hillcrest Elementary School

Address:
1701 Crozier Lane
Del Valle, TX 78617

Phone:
(512) 385-1427

Principal:
Mrs. Jean MacInnis

Location:
Suburban/urban

Grade Levels:
3-6

Enrollment:
726

Student Characteristics:

Caucasian:	14.0%
African-American:	14.0%
Hispanic:	70.0%
Asian:	1.4%
American Indian:	0.6%
Other:	0.0%
Mobility Rate:	27.0%
Limited English:	40.0%
Low Income:	84.0%
Special Education:	16.0%

Hillcrest Elementary School (HES) sits amid a shaded cove of towering 100 year old oak trees on a bluff overlooking the Colorado River and the Austin, Texas skyline, in the Del Valle Independent School District. It serves a diverse population of 726 students from four separate communities: Garfield, a rural community on the eastern edge of Travis County; Williamson Creek, a community on the western edge of the school district; Montopolis, a poor, largely Hispanic inner-city community with large housing projects; and within walking distance, three apartment complexes which previously served off-base military housing needs before the closing of Bergstrom Air Force Base.

Besides the meshing of four communities, Hillcrest serves students as diverse as their neighborhoods; 70% of the students are Hispanic, 14% are African American, 14% are White, and the remaining 2% are Asian and American Indian. Hillcrest serves 86% of its students hot meals through the federally funded free- and reduced-lunch program, while teachers continually adjust their programs to support a very mobile population of 27%. Five years ago, Hillcrest Elementary was experiencing the same frustrations as many other Texas schools with challenging demographics. Texas Assessment of Academic Skills (TAAS) scores were as low as 28% of Hispanic children passing math. The school was concerned about being identified as low performing by the Texas Education Agency. This concern was channeled into action by a new principal and staff who would not consider anything but high achievement for all students. Today, Hillcrest has been identified as a "Recognized" campus by the Texas Education Agency, and only missed the Exemplary status by the scores of two students. A research team from Texas A&M University cited the district as one of the most successful in Texas for educating African American students. A great number of African American students in the district attend Hillcrest, and their progress has been significant--in 1994, 40.9% passed the math TAAS and in 1998, 87.1% passed; a 42.2 point gain.

Hillcrest serves Del Valle's limited English speakers in the district bilingual program and English as a Second Language program. HES believes that these children need extensive exposure to both formal and informal English to accelerate their progress toward language competency. Hillcrest teachers have made a conscious effort to gradually bring limited English speakers into regular classes as soon as they demonstrate they are capable of assimilating successfully. The multisensory approach to instruction for all students has helped the bilingual students make the leap -- math results: 1994, 43.4% passed; in 1998, 96.1% passed. The principal was the catalyst for change in creating this model of success for special populations, but the teachers were the instruments of change. The district dyslexia program opened at Hillcrest 10 years ago and has served as a model program for other campuses. Students identified as gifted are served on a daily basis

with special services provided by a visiting teacher. Students with other special needs are served in regular settings with small-group instruction in reading, writing, or math. There are also specialists to support children with special behavioral and emotional needs, as well as supporting students with severe mental and physical disabilities. Although there appears to be a program for every special need that may arise, Hillcrest works to provide a challenging and enriched program stressing literacy, communication skills, and problem solving for every student.

Hillcrest teachers devote a significant amount of effort and personal time to improve their teaching skills, making learning more meaningful and enjoyable. A support system of instructional teams have brought teachers closer together to brainstorm, share strategies, and plan. Over the last five years, Hillcrest has undergone intensive staff development to restructure its instructional delivery system. This restructuring has been achieved incrementally. In 1993-94 TAAS writing scores were 68.1% passing. Teachers focused on improvement of writing through training in the New Jersey Writing Project in Texas and the teaching of process writing. They also implemented the teaching strategies of differentiated instruction for diverse learners. Today, writing scores are above 95.2% overall. The focus on improving mathematics instruction was initiated by the realization that Title I remedial math students were outperforming all other student populations. This sparked a staff development initiative which includes teaming a master teacher of mathematics with one teacher at grades 4, 5, and 6. After a year with these teachers, the master teacher begins a new school year with three other teachers, and the process continues until all teachers are trained in hands-on, highly interactive methodology for the delivery of mathematics instruction. This master teacher also runs the math demonstration lab where students come for lessons involving games, literature, and manipulatives. Since the implementation of this staff development model, TAAS scores have improved over 40 points in mathematics. Last year, 100 percent of all African American students in grades 5 and 6 passed the math portion of the TAAS.

The comprehensive Reading Renaissance program stresses the importance of daily silent, sustained, reading practice. Computerized reading tests taken by students encourage individual and collective goal setting. The Hillcrest library circulation last year was 65,000, nearly 100 books per child! Reading scores have climbed from 70% to 93% in the last five years. Teachers who are trained in particular programs and content present on-campus model lessons with students. These same trainers are available for consultation to those teachers who are implementing these newly learned math techniques, technology training, and reading improvement strategies. These efforts of both the trainers and the teachers seeking improvement have raised the level of expertise in instruction on the Hillcrest campus. Test results confirm a focused instructional program. Just as innovative strategies are necessary to improve performance of at-risk students, aggressive efforts are necessary to involve their parents.

Parent and community partnerships continue to show growing

support for students through personal involvement. Family Fun Nights bring parents to the campus to learn reading and math along with their children. The Science Fair involves over 300 parents, not only as projects are displayed for recognition, but also in helping their children research and report their findings in a scientific manner. Hillcrest continues to prepare more and more communications in both English and Spanish. A campus liaison provides parents transportation to school for necessary meetings. The community demonstrates its support of Hillcrest's successful efforts through gifts of human resources and funding. Sematech, an Austin computer company, contributes funding and professional staff to conduct Science Day, a project that engages and excites students about science. The Eckrich Fun house, a van shaped like a colorful playhouse, arrives to supply snacks for after-school tutorials. The University of Texas participates in a cooperative with Hillcrest to train teachers in a three-year program to improve math and science instruction. The program, which stresses hands-on activities and experiments, is open to all Del Valle ISD teachers, and is housed on the Hillcrest campus.

With all of the work required in the last five years, it might appear that Hillcrest Elementary would be a very serious, no-frills place to visit. Actually, the opposite is true. The principal, the staff, and the students are inspired by success and love the process of learning as it occurs at Hillcrest. The day begins with a rousing cheer of "Hooray for reading at Hillcrest!" led by the principal in the library hallway. As students work in small groups, three different activities may be taking place in the library, and learning rarely occurs while quietly working alone at a desk. Students mentor other students, and teachers facilitate independent learning. When students investigate Colonial America, one student might use the Internet to learn about blacksmiths, while another interviews the art teacher about weaving, and a third may be reading a novel about the period. The students collaborate on a finished product, just as their parents do in the world of work. It is a public school's responsibility to prepare students for this world at every grade level. When students leave Hillcrest, they are confident, able learners seeking new methods to attain even higher levels of student achievement. These challenges will be similar to those in many parts of Texas. Hillcrest can be a model to schools that are experiencing the challenge of educating students with the dual obstacles of low socioeconomic status and limited English proficiency. Hillcrest sends the message that these are obstacles, not barriers. "Pride in Progress" is the campus motto, and it is an ongoing creed. Visit Hillcrest to see a campus where the statement that all students can learn is not a goal, but a reality.



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