



Charter Schools Institute
State University of New York

MERRICK ACADEMY – QUEENS PUBLIC CHARTER SCHOOL

FINAL CHARTERED AGREEMENT

Sec. 2852(5) Submission to the Board of Regents

VOLUME 2 OF 3

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31. List any other assessment tools that will be used by the charter school to measure either attainment of these standards or student performance.

Other assessment tools that will be used by the charter and the internally targeted measure of success include:

1. Student attendance:

90% or better.

2. Student re-enrollment rates:

90% or better, excluding children who move outside of the Academy's served geography.

3. Student withdrawal rates:

less than 10% in the first year, excluding children who move outside of the Academy's geography; less than 5% thereafter.

4. Enrollment:

All available classroom spots filled, plus a waiting list equal to at least 10% of school enrollment.

5. Questionnaires to the teachers:

70% of all teachers will agree or strongly agree with the questions: (1) Is the Academy clearly better than nearby non-chartered public schools? (2) Is the Academy's curriculum design fundamentally correct? (3) Is the Academy on track to achieve its academic mission?

6. Questionnaires to parents:

70% or more of all parents classify the Academy's overall performance as "good" or "excellent".

7. Questionnaires to students:

70% or more of all students "agree" or "strongly agree" to the statement: "I would rather attend the Academy than a non-chartered public school."

8. Periodic portfolio assessment of each child's best work part by a jury of teachers and administrators:

Perceived evidence of creativity, comprehension and skills mastery.

9. Participation in civics projects:

90% of all Academy students will participate in improving their community in practical, concrete ways.

32. Describe the process the school will follow to promote parental and staff involvement in the governance and administration of the charter school.

Parents will be actively encouraged to form a Parent-Teachers Association, which will regularly consult with the school's principal. The president of the Parent-Teacher's Association will be appointed to the school's Board of Trustees for the length of his or her term.

Teachers will consult with the principal on an informal, collegial basis. The Academy will be a small school whose staff has joined to pursue a single, well-defined mission. Accordingly, teacher involvement and communication should flow naturally.

The Board will establish a Grievance Committee, to which the Trustees can refer complaints. The Committee's members will consist of parents of students currently enrolled in the Academy and teachers who are currently employed by the Academy. This Committee will review complaints and make nonbinding recommendations to the Board.

33. Offer evidence of community support for the proposed charter school, including documentation of sufficient interest by parents and students to meet the school's enrollment targets.

Community residents have been outwardly supportive of recent efforts to create new educational opportunities that provide superior academic performance and additional classroom capacity. The Academy's local board of trustees includes local and national leaders who speak knowledgeably for the highest aspirations of the Springfield Gardens and Jamaica communities. The Academy is confident that these features of its program will create local demand that is more than sufficient to meet enrollment targets.

According to Terri Thomson, the Queens representative on the Board of Education, enrollment in Queens now exceeds the capacity of its schools by 27,000 seats.* Queens Borough President Claire Shulman emphasized in her 1999 State of the Borough Speech, "our biggest crisis is our schools." Shulman projects a shortage of more than 58,000 classroom seats in Queens by 2007 and assuming that all planned Board of Education school expansion projects are completed. Schools are currently operating with portable classrooms, without gyms or playground areas and kindergarten classes as large as 50 students.

Almost 8,000 Queens high school students are on split sessions – juniors and seniors attend morning sessions, freshmen and sophomores in the afternoon. These students are unable to enroll in a full schedule of classes. To make up work, they will attend night school or Saturday classes. Last year, one school was forced to start serving lunch at 9:40 a.m. to accommodate all 1,300 students in a building designed with space for 1,000.

In District 28, three of four junior high schools are over capacity and the fourth is at capacity. Further, the District is now faced with additional students who were previously attending schools in District 27, itself overcrowded no longer able to accept overflow students.

There is a high level of dissatisfaction with the quality of the traditional public school system in New York City today. Reportedly, 300,000 City students in grades 4 through 12 (over 25% of the city's 1.1 million public school students) are considered "at risk" of being left back at the end of the 1999-2000 school year, based on low performance on standardized performance measurements. When Ted Forstmann's* Children's Scholarship Fund offered low-income families the chance to win private school

* As reported in the New York Daily News, "Coping With Crowds at PS 19." September 14, 1999.

* Mr. Forstmann is an advisory board member of Victory Schools but has no economic ownership in VSI, its profits or losses.

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scholarships, 168,000 low-income New York families applied for 2,400 slots. These scholarships required applicants to themselves pay \$1,000 of the school's tuition cost per year. Even so, these 168,000 low-income New York families were eager to reject a tuition-free public education and to pay this substantial percentage of their wealth, simply to escape from New York's non-chartered public schools and the unsatisfactory education they offer.

The Academy's Board includes longstanding local community leaders who know from experience that the desire for better education is equally great in Springfield Gardens and Jamaica. Districts 27 and 28, which the Academy will chiefly serve, are among the very worst performing and overcrowded districts in the state.

Finally, experience proves that there has been strong community demand for the Academy's educational ideas when offered in other disadvantaged New York City neighborhoods. Demand for enrollment at the Sisulu Children's Academy in Harlem far exceeded the 247 available spaces when it opened this fall despite marketing efforts that commenced only the month prior to opening. The school continues to maintain a lengthy waiting list for next fall. Enrollment at the East New York Children Centers (District 19) began at 60 children in 1993, and a long waiting list formed immediately. Enrollment now stands at 460 children at three schools, and there is still a waiting list. The enrollment at the Children's Center at P.S. 306 grew this year from 60 to 300, all drawn from the population of a single public school.

The applicant is confident that there will be demand for the 350 admission slots available at the Academy, drawn from the entire population of Springfield Gardens, Jamaica and New York City.

34. Attach a description of the programmatic and fiscal impact of the establishment of this charter school on existing public and non-public schools in the community.

The establishment of the Merrick Academy will produce both positive programmatic and fiscal outcomes for the existing public and non-public schools in the community.

First, the Academy will further the true mission of all the surrounding public and non-public schools: the Academy will improve the quality of education available to the districts' children today. The many advantages and beneficial innovations of the Academy's model have been described at length elsewhere in this application.

Second, the Academy's creation will act as a catalyst for the good educators within the non-chartered public schools, better empowering them to make needed reforms. The Academy's focus on combining authority with responsibility and on achieving measurable improvements in academic quality will allow the non-chartered reformers to focus their schools on this as well. Competition, expressed in this constructive way, raises the performance of all participants.

Third, success at the Academy will prove that, indeed, every child can learn. The shattering of pessimistic, self-defeating attitudes by the Academy will raise the hopes and performance of all schools.

Fourth, the Academy will pioneer innovative techniques, including Direct Instruction combined with Core Knowledge, extended day thematic curricula and enrichment, and secondary curricula centered on community service, public policy and leadership. The Academy's methods can be adopted by the surrounding public and non-public schools, and the Academy will help and encourage this.

In addition to these positive programmatic effects, the Academy will also have positive financial ramifications for the existing schools in the community.

First, the additional classroom capacity created by the Academy's opening will greatly assist surrounding local districts that are struggling to fund expansions to alleviate classroom shortages. In 1998, a City Controller's report estimated the Board of Education needs to spend \$14 billion more than it has already budgeted to provide necessary buildings and programs and \$7 billion in additional funds to fix and modernize schools.

Even with recent state and federal funding to specifically address the problem, New York City schools remain exceedingly overcrowded. A recent study by the Citizens Budget Committee, a non-partisan watchdog group, reported that 83% of high school students attend overcrowded schools and

more than half of the public schools are above capacity. According to the report by Mark Green, some schools this fall are using former bathrooms, closets and locker rooms for one-on-one and small-group instruction. Many other schools have been forced to eliminate libraries and gyms along with art, music and computer rooms while shortening lunch periods or staggering students in "shifts".

Second, the local tax base will be strengthened for all the public schools. Taxpayers do not want to pay taxes for schools that produce failing results, nor do taxpayers want to live in districts with bad schools. The creation of better public schools through the charter school process will raise the tax base and increase financial support for the public school system.

Finally, the Academy's relationship with Victory provides access to a formerly unavailable source of private capital. While small compared to the total magnitude of the problem, the funds provided by Victory for the Academy's startup and ongoing operational expenses will be welcome assistance. Furthermore, Victory will help structure innovative private sector alliances to secure additional capital funding for operations and facilities.

Please note that the enrollment of the Academy is very small relative to the enrollment surround districts; less than 350 children at the Academy vs. 2,756,467 students in New York City. Any impact on the infrastructure costs of nearby school districts would be immaterial.

35. List the proposed Board of Trustees for the school: (to be completed)

1. Alma Alston: Principal, St. Peter Claver School.
2. Steven B. Klinsky: Founder, the Gary Klinsky Children Centers; trustee, Center for Educational Innovation. Member, New York City Economic Development Corporation. Chief Executive, Victory Schools.*
3. Gregory Meeks: U.S. Congressman, 6th District.
4. Linda Morant: School Administrator, Allen A.M.E.
5. Bruce Ratner: Chief Executive Officer, Forest City Ratner Companies.
6. Malcom Smith: Commercial and residential real estate developer, Smith & Co.
7. Wyatt T. Walker: Sr. Pastor, Canaan Baptist Church; Former Chief of Staff to Martin Luther King, Jr.; Director of Urban Affairs for Governor Rockefeller.
8. Juanita Watkins: New York State Councilwoman, 31st District.
9. TBD
10. President of the PTA

* Mr. Klinsky will serve on the Board as an "ex officio" member only.

36. Describe the school's policy of qualifications for Trustees.

Trustees will be individuals of high moral character who are leaders in the Academy's community or in the nation, and who have evidenced sincere concern for the welfare of children and for the improvement of education.

37. State the terms established for each Trustee.

Each original Trustee will serve for five-year terms. The president of the Academy's Parent-Teachers Association will also sit as a Trustee, serving for the length of his or her tenure as PTA president.

38. Describe the school's method for appointment/election as a Trustee.

The Academy's initial trustees are set forth in this founding application. Subsequent vacancies or additions will be filled by nominees put forth by the remaining trustees, and approved by a vote of the Board. The size of the Board may be expanded, but will in no case exceed fifteen members and will represent a wide range of community interests with no single group or denomination predominating.

39. Describe the responsibilities and obligations of the school's Board of Trustees.

The Board of Trustees, through this application, has defined the school's mission, set its curriculum model, specified its management and financial arrangements and outlined its broad policies.

The Board's majority approval will be required in order for VSI to hire or fire the School Director or to hire teachers. The Board will monitor VSI's budgeting, regulatory compliance and academic performance, and may discharge VSI if contractually-established performance standards are not met.

The Board will receive community complaints, if any, and intends to establish a school Grievance Committee of parents, teachers and administrators to review these complaints on first impression and make nonbinding recommendations to the Board. The Board will then work with VSI to resolve these complaints, as needed.

The Board will provide leadership for the project in the community; participate in school development activities and promote awareness of the Academy's new educational opportunities among local families, civic and political leaders and the media.

40. Outline the reporting structure of school officials to the Board of Trustees.

It is expected that the Board will contract out in their entirety, through a management contract negotiated at arm's length, the management of the Academy to Victory Schools. VSI will, therefore, be responsible for the daily operations of the Academy, and for the specific performance based management necessary to implement the mission, curriculum and policies which the Board has set forth in this application. The Board will be free to terminate VSI's contract if VSI fails to perform according to specified performance targets.

VSI will provide all funding required to open the new school; will recruit the School Director, subject to the Board's approval; will recruit the teachers, subject to the Board's approval; will, if necessary, dismiss the School Director, subject to the Board's approval; and, directly or through the School Director and Site Manager, will otherwise manage the Academy's personnel, costs, curriculum implementation and operations; will receive and disburse funds; and will provide or contract for food services, transportation, building management, insurance and other needed services. VSI will provide central services (such as general administration; school supervision; staff training; and curriculum development) at a pre-set rate. VSI will provide all capital needed to start up the Academy and will support the Academy in the case of financial shortfall between the Academy's actual annual revenues and annual budgeted operating cash expenses. VSI will charge a management fee of 7%, which will be deferred without interest if Academy revenues are insufficient.

VSI will submit regular budget and other fiscal reports to the Board of Trustees for review on a quarterly basis. It will report monthly to the Board on academic progress, curriculum development and other performance and strategic issues. The Academy's School Director and Site Manager will each make presentations to the Trustees at regularly scheduled meetings at least four times per year.

Within 90 days of the end of each school year, a comprehensive audit of the revenues and expenditures of the proposed charter school will be conducted in accordance with GAAP principles by a certified public accounting firm selected by the Academy's Board of Trustees. The results of each audit will then be forwarded to the Board, to interested oversight agencies and to outside observers.

41. Attach policies and procedures governing access to school records and provision of public documents, in compliance with the Freedom of Information Law.

The Academy will fully comply with the "Freedom of Information Law" (FOIL). When the school receives a request for information under the Freedom of Information Law, it will respond in the following manner:

1. Within five business days of receipt of a written request, the Academy will either make the information available to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied.
2. If an individual is denied access to a record, he or she may, within 30 days, appeal such denial to the principal of the Academy or his or her designee.
3. Upon timely receipt of such an appeal, the school will, within 10 business days of the receipt of the appeal, fully explain the reasons for further denial or provide access to the record sought. The Academy also will forward a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government.

The Academy may deny access to a requested record for a variety of reasons, including that:

- such access would constitute an unwarranted invasion of personal privacy;
- such records are compiled for law enforcement purposes; and,
- such records are inter-agency or intra-agency materials which are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy.

42. Attach proposed policies and procedures for public meetings and executive session of the Board of Trustees and of the school administration, in compliance with the Open Meetings Law.

The Academy will fully comply with New York's Open Meeting Law (Public Officers Law §100 et seq.) Provided there is a quorum, every meeting of the School's Board of Trustees held to discuss public business will be open to the general public, including official meetings of Board committees and subcommittees.

If a meeting is scheduled at least one week in advance, notice of its time and place will be given to the news media and conspicuously posted in one or more designated public locations at least 72 hours before the meeting.

If a meeting is scheduled less than one week in advance, notice of the time and place of the meeting will be given to the news media, to the extent practicable, and will be conspicuously posted in one of more designated locations at a reasonable time before the meeting.

Minutes will be taken at all open meetings, and of all formal votes at executive sessions. Minutes of open meetings will be available to the public within two weeks from the date of the meeting. Minutes of an executive session will be available within one week of the executive session.

Executive sessions will be conducted only as part of an open meeting. To enter executive session, a motion for executive session must be made during an open meeting; the subject of the meeting must be specifically identified; and the motion to conduct the executive session must be carried by a majority vote of the body's total membership. Topics for an executive session will be limited to those few confidential matters identified in the Open Meeting Law.

43. Attach a description of the process by which individuals may bring complaints to the charter school's Board of Trustees.

School staff and the School Director will seek to resolve to any individual's complaint to that person's satisfaction promptly, courteously and without the need for Board intervention. However, any individual may submit a written complaint in person, by fax or by mail to the office of the Academy's principal, and the principal will promptly forward that complaint to the Board of Trustees. Alternately, the complaint may be delivered or mailed directly to the offices of the Secretary of the Board of Trustees (c/o Charles King, at Fried Frank), whose address will be published in the Parent's Handbook and other school material. If a complainant is not capable of expressing the complaint in writing, the principal's office shall itself endeavor to draft the oral complaint in writing for distribution to the Board.

44. Attach the code of ethics applicable to the trustees, officers and employees of the charter school.

Code of Ethics

- No trustee, officer or employee of the Merrick Academy should have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity or incur any obligation of any nature which is in substantial conflict with the proper discharge of his duties in the public interest.
- The Board of Trustees, or a board of ethics which it may establish, shall render advisory opinions to trustees, officers and employees with respect to the code of ethics.
- Actions by Victory Schools Inc., its officers, directors, subcontractors, agents and employees which are for profit, but which are generally consistent with the academic mission of the Academy or with VSI's management contract with the Academy, shall be permitted.
- Any such trustee, officer or employee who shall knowingly and intentionally violate any of the provisions of this code may be suspended or removed from office.

45. Outline the organizational reporting structure and managerial control established within the charter school.

The Academy will have two senior officers: a principal and a business site manager.

The Principal/School Director will be responsible for the enrollment, safety, education and behavior of students; for the hiring, training, promotion and dismissal of teachers; for parent involvement, parent communication and parent satisfaction; and for relations with the community as a whole.

The Site Manager will be responsible for the financial and business affairs of the Academy including: bookkeeping; transportation; food service; custodial and building maintenance; supplies; treasury and audit. Both will be supported and supervised by VSI which will in turn report to the Board of Trustees. A Parent-Teachers Association will advise the Principal on school affairs.

The employment of a full time site manager to handle business affairs will free the Principal to focus exclusively on improving student performance. This is an additional advantage over non-chartered public schools, where a significant amount of principals' time is spent on non-education matters.

46. Attach a description of the charter school's personnel policies. Include in this description: (a) hiring and dismissal policies; (b) qualifications for hiring teachers, school administrators, and other employees; and (c) a description of staff responsibilities.

Hiring and Dismissal Policies

The Merrick Academy will seek to employ the best qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status or disability. It is further this organization's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff and termination.

Job candidates will be sought through open advertisements and referrals from respected sources. The following is a list of all positions anticipated for the Children's Academy in its first year:

<u>Position</u>	<u>Number of FTE</u>
Principal/School Director	1
Site Manager	1
Regular Teachers	15
Special Education Teacher	1
Direct Instruction Assistants	15 (4 hours per day)
Enrichment Assistants	15 (2 hours per day)
Secretary	<u>1</u>
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Victory Schools will nominate the School Director to the Board of Trustees for its approval. The School Director will then have chief responsibility for hiring the school's faculty from among the most qualified applicants, based on the qualifications outlined below. Since the school's curriculum will establish specific, measurable goals for student learning in each grade, teacher performance standards will include specific expectations for student progress during the school year as measured through periodic assessments.

A poorly performing teacher will be provided every opportunity to improve her or his efficacy in the classroom, in conjunction with mentor teachers, outside consultants and the School Director. But if the failure is not corrected, the teacher will be dismissed. Similarly, if the School Director or site manager consistently fails to perform, he or she will be dismissed. And if Victory

Schools consistently fails to perform, it will be dismissed. In this regard, the Academy will live by the same practical realities as every other successful organization in a free market economy, and will deliver a higher quality of education as a result.

The Academy's hiring and dismissal policies are set forth in the Appendix of this application.

Qualifications for Hiring; Staff Responsibilities

The Academy's School Director/Principal will be a highly experienced educator who possesses the following characteristics

- A record of leadership and sound management in a similar educational setting
- Strong interpersonal skills and experience in team-building
- An understanding of the diversity and unique character of the Academy's community
- A passion for helping students attain high standards
- Consistently exceptional professional evaluations
- Outstanding references from peers, former colleagues, parents, and members of the school community.

The School Director will report to VSI and will bear chief responsibility for implementing the school's education program; attaining the school's objectives for high student achievement; managing, evaluating, promoting and terminating school personnel; creating a school culture that is disciplined, orderly and conducive to learning; and nurturing a strong relationship among the Academy, the parents, and the community.

The Site Manager is expected to be an individual with formal accounting or business training, such as a C.P.A. or M.B.A., with a sincere ethical commitment to education; with strong references and relevant work experience. The Site Manager will be responsible for the day-to-day business affairs of the school including bookkeeping; record keeping; cash collections and disbursements; building maintenance; food service; transportation and vendor contracting.

The Academy and its School Director will shape an exceptional teaching staff, seeking individuals with the following qualities:

- A strong undergraduate education

- High native intelligence
- A passion for helping students attain high standards
- High scores on standardized teachers' exams
- High grade point averages from high school and college
- Consistently exceptional professional evaluations
- Teaching awards and other professional honors from parent groups, local businesses, and educational partnerships
- Outstanding references from peers, former students, and parents.

In no circumstances will uncertified teachers exceed five positions or 30% of the instructional staff, whichever is less.

This teaching staff will be actively supplemented by teaching assistants for every classroom, enabling the Academy's senior teachers to pursue highly personalized, small group instruction. Assistants will be hired for the morning hours of Direct Instruction and, separately, for the afternoon extended day/enrichment hours. The assistants will be individuals of maturity and judgement, with a desire to help children, with excellent class management skills and a helpful, cooperative attitude. Certified teachers, who have left the workforce but seek part-time employment will be particularly favored. Local dancers, artists, actors, computer experts and others with special skills may be particularly suited for the extended day. Fingerprint checks and background reviews will be instituted for all Academy staff members, and for any employee who has been absent from the job for six months or more.

47. State the planned number of classroom instructors at the charter school, offering detail on the number of such instructors for each classroom, each grade, and total number in the school.

In its first year of operation, the Academy will have 15 classrooms. Each classroom will have one teacher. There will also be one full-time Special Education teacher on staff. Please see Question 15 for detailed information by grade.

In the primary school, in order to enhance teacher effectiveness, regular classroom instructors will be supplemented with two staff members in support; a teacher's assistant for the morning Direct Instruction hours, and a second teacher's assistant for the afternoon enrichment unit.

48. Of the total number of instructional staff, describe the number, if any, of teachers expected to be hired without New York State certification, or alternative certification by the Commissioner, and include a description of the credentials for each of such instructional staff.

All of the teachers to be hired are expected to have New York State certification. In no circumstances will uncertified teachers exceed five positions or 30% of the instructional staff, whichever is less.

49. Attach proposed policies and procedures for any collective bargaining between management and staff of the charter school. Include whether (a) the staff is expected to be represented by any organization engaged in collective bargaining, and (b) whether staff will be subject to any existing collective bargaining agreements between the school district and its employees.

The collective bargaining status of the faculty will be determined consistent with the State's Taylor Law. The Academy hopes to receive exemption from collective bargaining agreements as discussed in Question 50 below.

50. Do you request an exemption from the instructional employee representation requirement?

Yes.

The Academy believes that the dramatic classroom capacity shortage in Queens demands innovative solutions from the public and private sector to address the problem. Potential Academy students right now are unable to take full class schedules due to overcrowding, must attend schools in staggered shifts, are left without gyms and playgrounds, and use bathrooms, basements and locker rooms as classrooms. The exceptional real estate opportunity of an entirely new, custom-built school facility that has been presented to the Academy is predicated on a necessary, critical mass of students. The Academy must reach this threshold, of roughly 350 students in Year 1, to make the school financially viable. The Academy would welcome the opportunity to provide its educational programs to the greatest number of students in a prudent manner.

Further, the Academy believes that its principles of performance-based management and accountability are untenable and difficult to implement if instructional employee representation is required. It is for these reasons that we request exemption from the employee representation requirement.

51. Describe whether any employees of the charter school are expected to be members of a public employee retirement system.

The Academy expects that staff members will be offered either membership in the Teachers Retirement System, or an employer contribution (equal to 4% of salary) toward a 401(k) plan of substantially similar benefit value.

52. Detail a start-up budget for the charter school.

All necessary start-up funding for the Merrick Academy will be provided by Victory Schools. Therefore, the Academy is assured of adequate resources without regard to the specific costs or cost overruns of the start-up budget.

Please note that all financial information provided herein reflects only the operations of the primary school. Financial models for the high school operations will be forthcoming in an addendum. These will fully detail incremental costs required for the development, implementation and operation of the Academy's high school program.

The Academy is advised by VSI that the expected start-up budget is as follows:

**MERRICK ACADEMY CHARTER SCHOOL
 START-UP BUDGET**

Administrative

Principal	\$13,333	2 months based on \$80,000 salary
Site Manager	7,500	2 months based on \$45,000 salary
Secretary	4,167	2 months based on \$25,000 salary
Taxes	2,250	at 9% of salaries
Benefits		
Health/Dental	2,250	2 months at \$4,500 per person per year
Retirement	1,000	2 months at 4% of salary
Staff Development	32,000	Direct instruction and senior administrator training
	<u>\$62,500</u>	

Supplies

Computers and printers	\$36,000	18 @ \$2,000 each
Classroom equipment	70,000	\$200 per student
Office equipment	7,000	
Office supplies	3,000	for 2 months
	<u>\$116,000</u>	

Contractual

Accounting/Finance	\$1,500	Consultation
Assessment consultant	4,000	
Legal	1,500	Start-up
Special needs students	21,000	Consultant to develop CSE/IEP policies
	<u>\$28,000</u>	

Facility/Capital

Equipment	\$7,000	
Capital preparation and fix-up	----	
Playground equipment	25,000	
Rent deposit	23,000	
Security system	----	In place
	<u>\$55,000</u>	

Operations

Marketing	\$15,000
Phone/Intercom system	5,000
Postage	3,000
Printing/Copying	3,000
	<hr/>
	\$26,000
Central Services	\$70,000
	<hr/>
TOTAL START-UP	<u>\$357,500</u>

53. Document the availability of start-up capital, and the proposed use for such funds.

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Victory Schools Inc., pursuant to its contract as school manager, will provide all start-up capital required. At the request of the chartering authority, VSI will establish a \$1 million central fund backed by cash or irrevocable bank guarantees to insure fulfillment of its financial commitments to all the charter schools it supports. The proposed use for start-up capital is the execution of the pro forma budget, as described in Questions 52, 54 and 55 of this application.

54. Detail the charter school's proposed annual budget.

Please note that all financial information provided herein reflects only the operations of the primary school. Financial models for the high school operations will be forthcoming in an addendum. These will fully detail incremental costs required for the development, implementation and operation of the Academy's high school program.

The Merrick Academy proposed budget for its first year of operation, by quarters commencing September 1, 2000, is set forth below:

MERRICK ACADEMY CHARTER SCHOOL

Enrollment -- 350

REVENUE	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
State/local/federal per pupil aid (\$6,000 x 315)	\$472,500	\$472,500	\$472,500	\$472,500	\$1,890,00
Special Ed per pupil aid (\$12,000 x 35)	105,000	105,000	105,000	105,000	420,000
Federal Grants	----	----	----	----	----
State Grants	----	----	----	----	----
Food revenue/subsidies (\$2.75 per day, approximately)	173,250	----	----	----	173,250
Private donations/Other	----	----	----	35,000	35,000
TOTAL REVENUE	<u>\$750,750</u>	<u>\$577,500</u>	<u>\$577,500</u>	<u>\$612,500</u>	<u>\$2,518,250</u>

EXPENDITURES*

SALARIES	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Principal	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
Site Manager	11,250	11,250	11,250	11,250	45,000
Secretary	6,250	6,250	6,250	6,250	25,000
Classroom Teachers** 15 @ 40,000 average	150,000	150,000	150,000	150,000	600,000
Special Ed. Teacher 1 @ 40,000	10,000	10,000	10,000	10,000	40,000
Taxes (9%)	17,775	17,775	17,775	17,775	71,100
TOTAL SALARIES	<u>\$215,275</u>	<u>\$215,275</u>	<u>\$215,275</u>	<u>\$215,275</u>	<u>\$861,100</u>

* Budget expenses should be understood as "up to ...\$X". The Academy will acquire budgeted quality for a lower price, when possible. For example, the Academy expects to pay teachers approximately equal to the experience/salary scale of the New York City system, which is in many cases substantially below \$40,000.

** Incorporates cost of substitutes.

Merrick Academy
Springfield Gardens Charter Public School

BENEFITS	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Health/Dental (\$4,500 per staff member)	\$21,375	\$21,375	\$21,375	\$21,375	\$85,500
Retirement (4% of wages)	8,300	8,300	8,300	8,300	33,201
	<u>\$29,675</u>	<u>\$29,675</u>	<u>\$29,675</u>	<u>\$29,675</u>	<u>\$118,701</u>

Merrick Academy
Springfield Gardens Charter Public School

SUPPLIES	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Classroom (\$100 per pupil, approximately)	\$17,500	----	\$17,500	----	\$35,000
Office (\$1,400 per month)	4,200	4,200	4,200	4,200	16,800
Texts and Materials (including software)	63,000	----	63,000	----	126,000
Uniforms	7,000	---	---	---	7,000
TOTAL SUPPLIES	<u>\$91,700</u>	<u>\$4,200</u>	<u>\$84,700</u>	<u>\$4,200</u>	<u>\$184,900</u>

CONTRACTUAL	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Accounting and Audit	\$3,500	\$3,500	\$10,500	\$3,500	\$21,000
Cafeteria/Food	57,750	57,750	57,750	----	173,250
Equipment Lease/Service	3,500	3,500	3,500	3,500	14,000
Internet '18 @ \$20 per month	1,080	1,080	1,080	1,080	4,320
Insurance	27,500	----	27,500	----	55,000
Nursing	5,000	5,000	5,000	5,000	20,000
Student Testing (@ \$30 per student)	10,500	----	----	----	10,500
Transportation	----	----	----	----	----
TOTAL CONTRACTS	<u>\$108,830</u>	<u>\$70,830</u>	<u>\$105,330</u>	<u>\$13,080</u>	<u>\$298,070</u>

Merrick Academy
Springfield Gardens Charter Public School

OPERATIONS	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Field Trips (\$40 per pupil)	\$4,667	\$4,667	\$4,667	----	\$14,000
Phone	840	840	840	600	3,360
Postage	1,050	1,050	1,050	1,050	4,200
Printing/Copying	1,750	1,750	1,750	1,750	7,000
Misc. Cost Overruns	17,500	17,500	17,500	17,500	70,000
TOTAL OPERATIONS	<u>\$25,807</u>	<u>\$25,807</u>	<u>\$25,807</u>	<u>\$21,140</u>	<u>\$98,560</u>

Merrick Academy
Springfield Gardens Charter Public School

SPECIAL ED. SERVICES	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Therapists and Services	----	----	----	----	<u>\$200,300*</u>
TOTAL SPECIAL ED SERVICES	<u>\$50,075</u>	<u>\$50,075</u>	<u>\$50,075</u>	<u>\$50,075</u>	<u>\$200,300</u>

* The Academy expects to make no marginal profit on loss on special education students; extra reimbursement and extra costs are a "wash". This consulting figure is calculated as the additional special education capitation less special education costs (i.e. the special education teacher) shown elsewhere on this budget.

TEACHERS' ASSISTANTS	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Direct Instruction Aides 15 aides @ 180 days x 4 hours x \$10 per hour	\$36,000	\$36,000	\$36,000	----	\$108,000
Enrichment Aides 15 aides @ 180 days x 2 hours x \$10	18,000	18,000	18,000	----	54,000
Taxes (@ 9%)	4,860	4,860	4,860	----	14,580
TOTAL ASSISTANTS	<u>\$58,860</u>	<u>\$58,860</u>	<u>\$58,860</u>	----	<u>\$176,580</u>

Merrick Academy
Springfield Gardens Charter Public School

FACILITY	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Rent and Upkeep *	\$68,250	\$68,250	\$68,250	\$22,750	\$227,500
TOTAL FACILITY COSTS	<u>\$68,250</u>	<u>\$68,250</u>	<u>\$68,250</u>	<u>\$22,750</u>	<u>\$227,500</u>

* Includes utilities, building insurance and maintenance, custodial and security – ten months per year, \$22,750 per month.

Merrick Academy
Springfield Gardens Charter Public School

CENTRAL SERVICES	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Curriculum Development	\$13,750	\$13,750	\$13,750	\$13,750	\$55,000
Staff Development/Supervision	42,500	42,500	42,500	42,500	170,000
Legal Services	8,750	8,750	8,750	8,750	35,000
General and Administrative	28,122	28,122	28,122	28,122	112,488
TOTAL CENTRAL SERVICES	<u>\$93,122</u>	<u>\$93,122</u>	<u>\$93,122</u>	<u>\$93,122</u>	<u>\$372,488*</u>

* "Central Services" are charged by VSI as a single pre-set rate of 15% of Academy revenue. Line items within central services are shown here for illustrative purposes only.

Merrick Academy
Springfield Gardens Charter Public School

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total
MANAGEMENT FEE (@ 7% of revenue)	<u>\$43,457</u>	<u>\$43,457</u>	<u>\$43,457</u>	<u>\$43,457</u>	<u>\$173,828</u>
OPERATING SURPLUS/(DEFICIT)					<u>(\$193,776)</u>
Plus: <u>Management Fee and Central Service Charge Deferred</u>					<u>\$193,776</u>
TOTAL SURPLUS (DEFICIT)					<u>\$ 0</u>

55. Provide a five-year financial plan for the charter school.

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The five-year plan of the Merrick Academy Charter School is attached.
General assumptions include:

- Only the development, implementation and operational costs of the primary school are included.
- Capitation rates increase 3% per year.
- The Academy adds four primary school classrooms (one grade) per year; with one teacher and two assistants per classroom.
- Teacher salaries and teacher assistant wages increase 5% per year; health benefit cost increase 10% per year.
- 10% of all students enrolled require special education; extra capitation assumed to equal extra cost of service.
- Food service revenues equal food service costs.
- Additional classrooms are leased on approximately same net cost per child as original classrooms.
- Other operating costs generally grow in line with enrollment or revenue.

FIVE YEAR PLAN

REVENUE	Year 1	Year 2	Year 3	Year 4	Year 5
On Site Enrollment	350	450	525	625	725
State/local capitation	\$1,890,000	\$2,502,900	\$3,004,469	\$3,684,675	4,402,990
Special Ed capitation	420,000	556,200	674,732	826,102	985,946
Food subsidies	173,250	222,750	259,875	309,375	358,875
All other	35,000	35,000	35,000	35,000	35,000
TOTAL REVENUE	<u>\$2,518,250</u>	<u>\$3,316,850</u>	<u>\$3,969,520</u>	<u>\$4,853,566</u>	<u>\$5,765,370</u>

Merrick Academy
Springfield Gardens Charter Public School

SALARIES	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	\$80,000	\$84,000	\$88,200	\$92,610	\$97,241
Site Manager	45,000	50,000	55,000	57,750	60,634
Secretary	25,000	30,000	35,000	61,750	68,588
Assistant Site Manager	----	----	----	25,000	30,000
Classroom Teachers	600,000	798,000	970,200	1,203,930	1,458,608
Special Ed Teacher(s)	40,000	82,000	86,100	136,710	139,240
Taxes (9%)	71,100	96,210	113,805	142,898	167,495
TOTAL SALARIES	<u>\$861,100</u>	<u>\$1,207,229</u>	<u>\$1,422,427</u>	<u>\$1,776,979</u>	<u>\$2,077,206</u>

Merrick Academy
Springfield Gardens Charter Public School

BENEFITS	Year 1	Year 2	Year 3	Year 4	Year 5
Health/Dental	\$85,500	\$123,750	\$152,460	\$203,643	\$263,538
Retirement (4% of salaries)	33,201	44,441	52,345	65,363	76,388
TOTAL BENEFITS	<u>\$118,701</u>	<u>\$168,191</u>	<u>\$204,805</u>	<u>\$269,006</u>	<u>\$339,926</u>

Merrick Academy
Springfield Gardens Charter Public School

SUPPLIES	Year 1	Year 2	Year 3	Year 4	Year 5
Classroom	\$35,000	\$46,350	\$55,697	\$68,295	\$81,599
Office (plus 10% per year)	16,800	18,480	20,328	22,361	24,597
Texts and Materials	126,000	140,000	155,000	170,000	185,000
Uniforms	7,000	8,000	9,000	10,000	11,000
TOTAL SUPPLIES	<u>\$184,900</u>	<u>\$212,933</u>	<u>\$240,131</u>	<u>\$270,766</u>	<u>\$302,309</u>

Merrick Academy
Springfield Gardens Charter Public School

CONTRACTUAL	Year 1	Year 2	Year 3	Year 4	Year 5
Accounting and Audit	\$21,000	\$28,000	\$35,000	\$42,000	\$49,000
Cafeteria/Food	173,250	222,750	259,875	309,375	358,875
Equipment Lease/Service	14,000	17,500	21,000	24,500	28,000
Internet	4,320	5,000	6,000	7,000	8,000
Insurance and Nursing	75,000	100,000	125,000	150,000	175,000
Student Testing	10,500	13,500	15,750	18,750	21,750
Transportation	----	----	----	----	----
TOTAL CONTRACTUAL	<u>\$298,070</u>	<u>\$386,750</u>	<u>\$462,625</u>	<u>\$551,625</u>	<u>\$640,625</u>

Merrick Academy
Springfield Gardens Charter Public School

OPERATIONS	Year 1	Year 2	Year 3	Year 4	Year 5
Field Trips	\$14,000	\$18,000	\$21,000	\$25,000	\$29,000
Phone	3,360	4,200	5,040	5,880	6,720
Postage	4,200	5,250	6,300	12,250	14,000
Printing/Copying	7,000	8,750	10,500	12,250	14,000
Miscellaneous/Overruns	70,000	87,500	105,000	122,500	140,000
TOTAL OPERATIONS	<u>\$98,560</u>	<u>\$123,700</u>	<u>\$147,840</u>	<u>\$172,980</u>	<u>\$198,120</u>

Merrick Academy
Springfield Gardens Charter Public School

SPECIAL ED SERVICES	Year 1	Year 2	Year 3	Year 4	Year 5
Total Special Ed. Services *	<u>\$200,300</u>	<u>\$257,540</u>	<u>\$315,283</u>	<u>\$377,310</u>	<u>\$455,106</u>

TEACHERS' ASSISTANTS	Year 1	Year 2	Year 3	Year 4	Year 5
Direct Instruction Assistants	\$108,000	\$143,640	\$174,636	\$216,707	\$262,549
Enrichment Aides	54,000	71,820	87,318	108,354	131,275
Taxes (@ 9%)	114,580	19,391	23,576	29,255	35,444
TOTAL ASSISTANTS	<u>\$176,580</u>	<u>\$234,851</u>	<u>\$285,530</u>	<u>\$354,317</u>	<u>\$429,268</u>

* Leaves no profit or loss on special ed. reimbursement.

Merrick Academy
Springfield Gardens Charter Public School

FACILITY	Year 1	Year 2	Year 3	Year 4	Year 5
Rent and Upkeep	\$227,500	\$292,500	\$341,250	\$406,250	\$471,250
TOTAL FACILITY COSTS	<u>\$227,500</u>	<u>\$292,500</u>	<u>\$341,250</u>	<u>\$406,250</u>	<u>\$471,250</u>

CENTRAL SERVICES	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL CENTRAL SERVICES*	<u>\$372,488</u>	<u>\$492,278</u>	<u>\$590,861</u>	<u>\$723,023</u>	<u>\$862,172</u>

* Charged at 15% of revenues.

Merrick Academy
Springfield Gardens Charter Public School

	Year 1	Year 2	Year 3	Year 4	Year 5
Management Fee @ 7% of Revenue	\$173,828	\$229,730	\$275,735	\$337,411	\$402,347
Operating Surplus/Deficit	(193,776)	(288,851)	(316,968)	(386,099)	(412,959)
Plus: <u>Management and Central Service Fee Deferred</u>	193,776	288,851	316,968	386,099	412,959
TOTAL SURPLUS (DEFICIT)	<u>\$ 0</u>				

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56. Offer evidence that the start-up financial plans, the annual budget and the five-year fiscal plan are sound.

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The Academy is confident that the start-up financial plans, the annual budget and its five-year fiscal plan are sound for the following reasons:

- VSI's management and its advisory Board are sophisticated in financial matters, including individuals with a long track record of business success.
- VSI's management has specific experience in budgeting and operating educational programs in public schools, including the Children Centers, which were established at East New York public elementary schools in 1993 and now educate 460 children after school each day.
- VSI has used conservative assumptions in a number of regards, including (i) no assumption for federal grants, state grants, or material private donations, (ii) annual capitation growth of only 3% (which is below historical average), while salaries increase at a 5% rate, (iii) a \$70,000 "miscellaneous/cost overruns" cushion of financial safety, growing to \$140,000 per year by year five, and (iv) the ability, if need be, to defer central service payments to VSI.
- The Academy's budgets and financial plans have been reviewed for reasonableness by a number of knowledgeable advisors, including the Center for Educational Innovation; Deloitte & Touche and educational industry consultants.
- To the extent operating losses do occur in the normal course of business, the Academy's future is still sound as VSI is in a position to make up the financial shortfall.

57. Detail the charter school's requirements for the performance of program audits and fiscal audits.

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Detail of Audits

Within 90 days of the end of each school year, a comprehensive audit of the revenues and expenditures of the charter school will be conducted in accordance with GAAP principles by a certified public accounting firm selected by the school's Board of Trustees. The results of each annual audit will then be forwarded to the Charter Schools Institute of the State University of New York and to other interested state oversight agencies.

The Academy will not only hold itself to Generally Accepted Accounting principals (GAAP), but also to Generally Accepted Government Accounting Standards (GAGAS). Under the more extensive provisions of a GAGAS audit, the Academy will demonstrate not only that financial statements accurately reflect the organization's revenues and expenses, but that spending achieved the organization's programmatic goals. Such a review will focus not simply on whether public funds were used to purchase certain "outputs" (for example, numbers of hours of classroom instruction), but rather whether or not key "outcomes" were achieved (for example, percentage of students achieving at a stated percentile on standardized tests).

Programmatic outcomes are composed of goals for student learning, student attendance and other objectives described in this application. Annually, the school will report in detail its performance against these programmatic objectives, describe deficiencies in performance, and set forth corrective actions for remediating these deficiencies. Additionally, the school will comply with any other requirements that the state might specify at a later point.

58. Describe the insurance coverage to be carried by the charter school, including amounts of liability, property loss, and student personal injury insurance.

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Civil Liability and Insurance

The Academy intends to purchase the following level of insurance:

<u>Coverage</u>	<u>Limits of Liability</u>
Workers Compensation	Statutory
Employers Liability	\$1,000,000/\$1,000,000/\$1,000,000
Commercial Crime	\$1,000,000
Property	Insured value
General Liability	\$5,000,000/\$5,000,000 +
Non-owned Automobiles	\$5,000,000/\$5,000,000
Errors and Omissions	\$5,000,000/\$5,000,000 +

59. Where will the charter school be located?

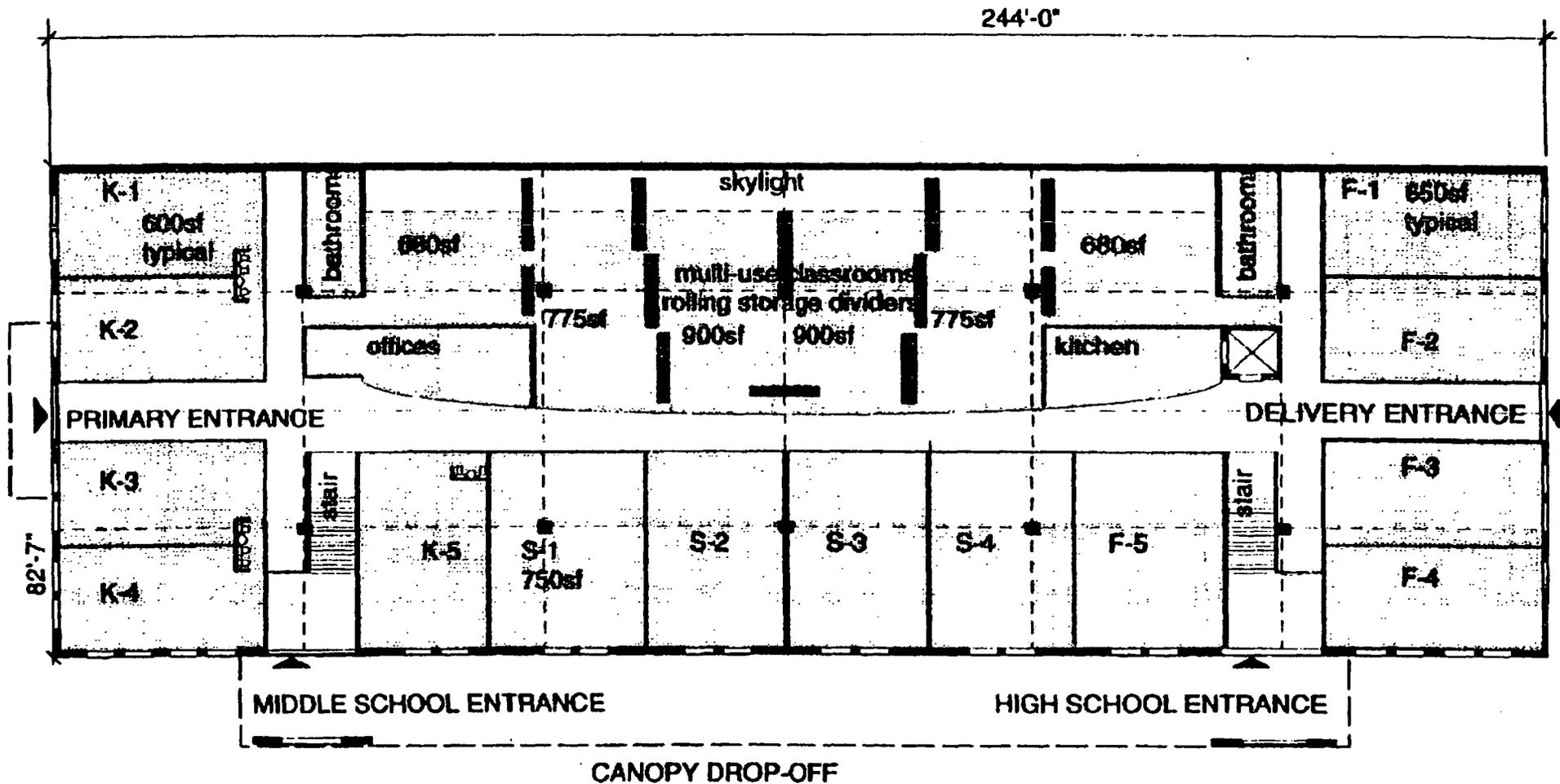
249

The Merrick Academy will be located at 132-20 Merrick Boulevard in Springfield Gardens, Queens, New York.

60. If you already have identified the charter school facility, describe the facility.

The new school facility will be located in a private building currently under construction. In an area of drastic classroom shortages, the new facility will be an outstanding addition, located on the municipal park portion of the planned Forest City Ratner Springfield Center Complex. The Merrick Academy portion of the Complex will include 40,000 square feet of newly constructed space, outfitted to the Academy's exact specifications. This space will be divided into three floors, with a separate entrance for primary, middle and secondary schools. The site will also include a parking lot and the ability to add 20,000 square feet. The school will have access to state-of-the-art theaters for use in traditional and satellite-linked lectures. The complex will include 15 potential classrooms at a minimum, plus a large gym/assembly hall.

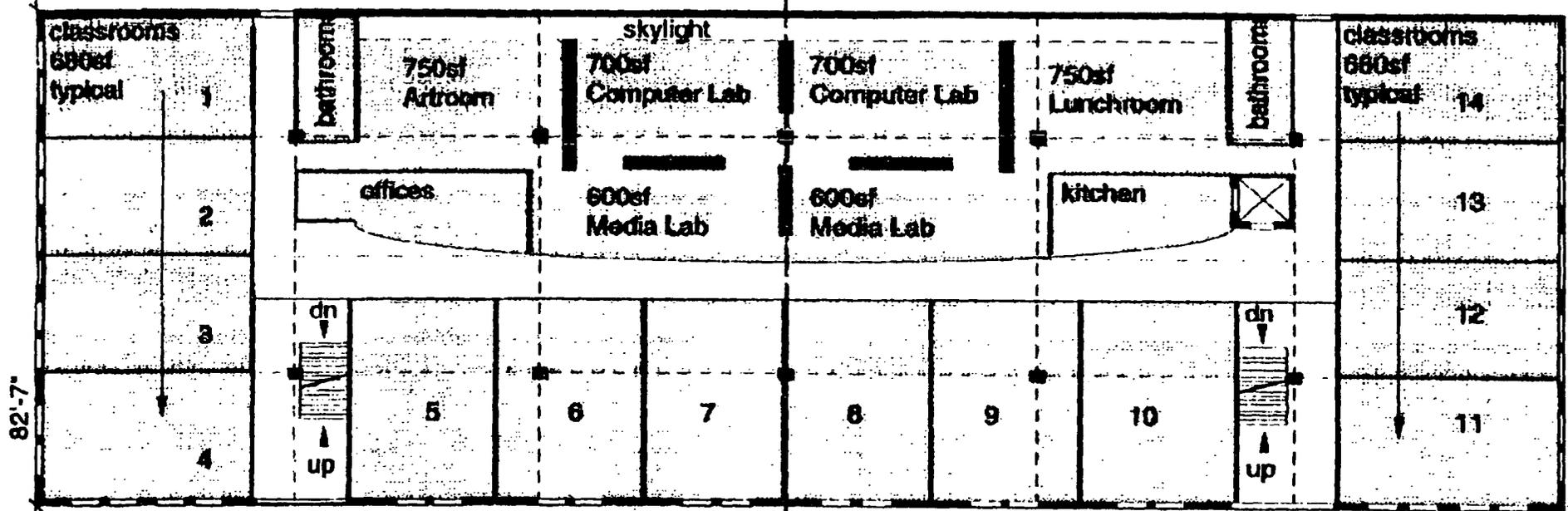
Please see the attached overview on the following pages:



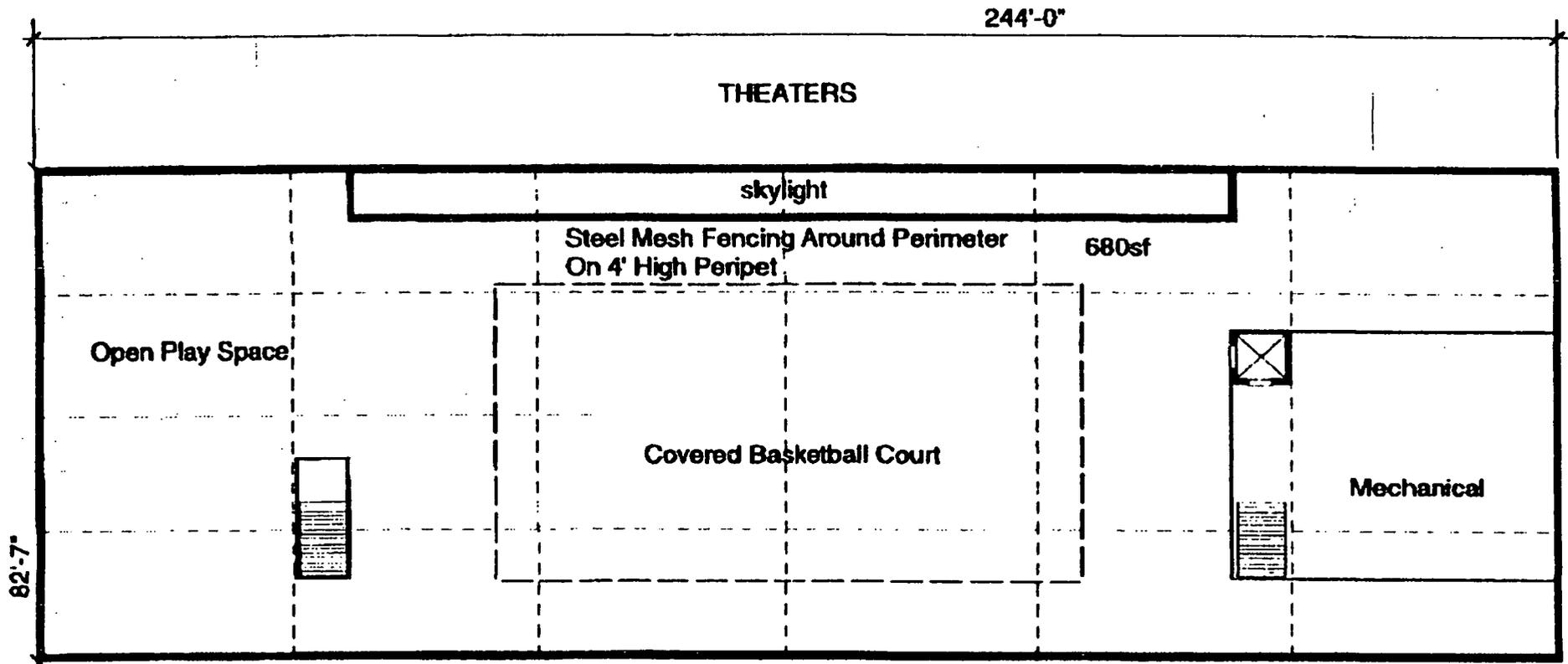
First floor Primary to have 5 classrooms for Kindergarten @ 20 children each = 100
 Plus 15 First and Second grade classrooms of 25 children each = 375 TOTAL 475

250

↑
THEATERS
↓



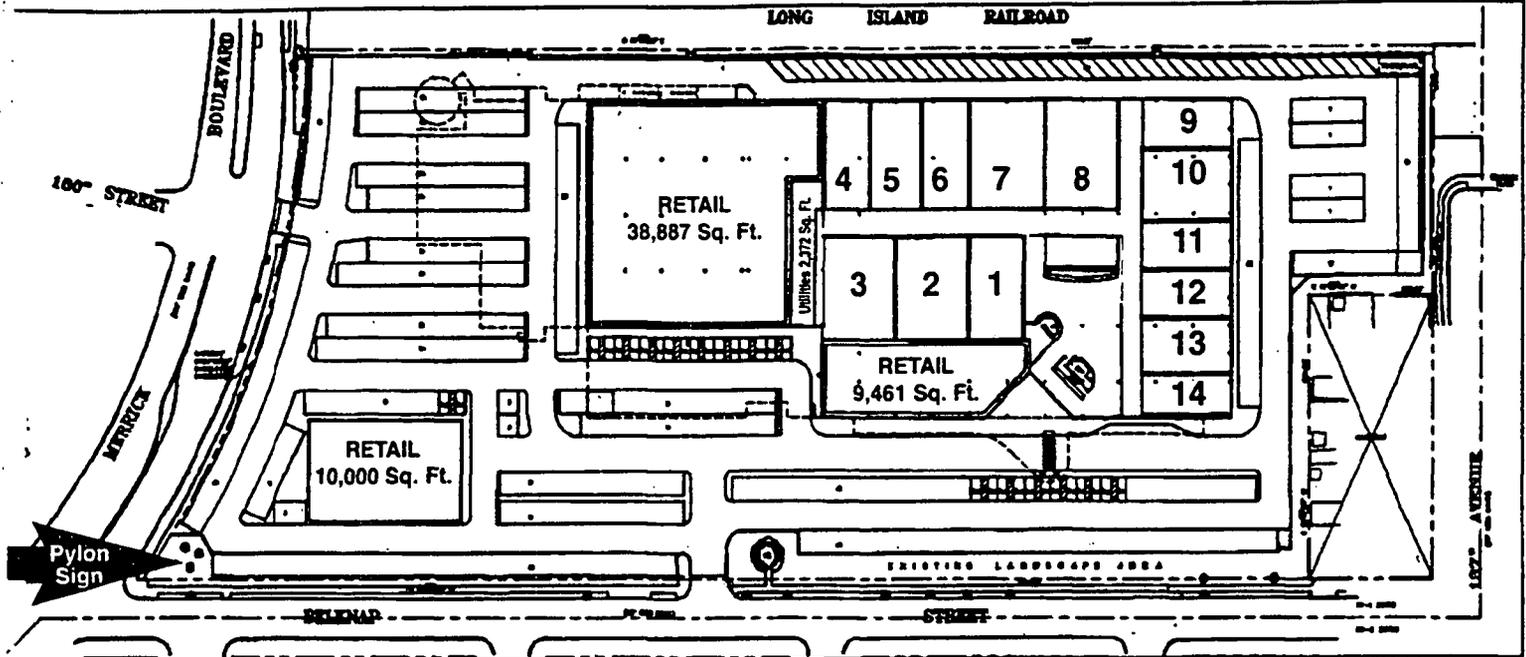
2nd Floor Middle School and 3rd Floor High School to share special purpose classrooms:
 Science Lab, Library/Computer/Media room, Music and Art Rooms and Assembly
 Both floors to have a lunch room and indoor gym/ sports activities
 These spaces to be the equivalent of 20 Classrooms of 25 students each for 500 students



Springfield Gardens Plaza

253

OPENING FALL 2000



14 Screen Cinema
Apprx. 3000 Seats



61. Will the charter school or its applicants or partners own or lease its facility?

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The charter school will lease the facility.

Describe the ownership or lease arrangement of the facility.

The Academy expects to pay a monthly rental of \$22,750, ten months per year, for use of the building, utilities, building maintenance, security and custodial services.

62. Describe the layout of the school: number and size of classrooms; common areas; recreational space; use of community facilities; etc.

The initial school facility will include 15 classrooms, each with minimum square footage in accordance with educational building codes. Common areas and recreational facilities will be available to the extent that site location, design and layout permit them.

63. Describe residential facilities, if any, at the charter school, such as dormitories, faculty housing, etc.

There will be no residential facilities at the Academy.

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64. Attach a description of the transportation arrangements made for charter school students.

The Academy will work with the local district to obtain the same transportation arrangements for its children that the district provides to all other children in like circumstances. The New York City Board of Education's general policy is that students living within 1.5 miles of the school are provided with bus service from the Board, while those living more than 1.5 miles from a school receive a "Metro Card". Door-to-door service is often provided for special-education students. The Academy will not provide transportation for its students independent from that offered by the district.

65. Describe any intention to expand the charter school, including physical expansion, anticipated growth in the school's budget or other financial expansion, expansion in the grade levels served, or expected increases in the student population.

As explained previously, the Academy intends to begin with 350 children. The school will expand by one primary grade and one secondary grade each year to allow existing students the opportunity to advance. Enrollment will increase by 100-150 students (i.e. five to six classrooms) each year as a result. The five-year financial plan (Question 55, above) reflects the financial impact of this growth plan.

The proposed Springfield Center Complex site has ample opportunity for physical expansion to accommodate the Academy's plans for growth. As part of its expansion, the Academy will have the opportunity to build out additional classroom space at the Complex, either through adding or finishing additional floors on the initial building, or with new construction on adjoining vacant land. The initial construction phase, however, will provide sufficient room to absorb the first several years of growth for the Academy. In the future, the Academy may also serve additional students via "online" computer instruction, such as the many students in Districts 27 and 28 who have abandoned the public school system for home schooling.

66. Describe plans for the transfer of students and students' records, and for the disposition of school assets, including the satisfaction of any outstanding debts in the event of dissolution of the charter school.

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In the event of dissolution, students and student records will be promptly transferred to each individual student's home school district. School assets will be disposed at fair value, and proceeds used to retire any outstanding debts. Remaining outstanding operating debts will be the responsibility of the management company, and repaid by it.

Application

Name: MERRICK

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APPENDICES

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CHARTER SCHOOLS
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- I. School Design (Question 11)
- *Six Promising Schoolwide Programs for Raising Student Achievements*
 - Direct Instruction
 - Core Knowledge
 - The High School for Leadership and Public Service
- II. School Discipline Policies (Question 18)
- Model Parents Handbook Statement
 - Model Disciplinary Code
- III. Performance Standards (Question 25)
- Modern Red Schoolhouse Standards, appropriate for the Academy's design
- IV. Curriculum (Question 26)
- Direct Instruction – Scope and Sequence
 - Core Knowledge – Scope and Sequence
 - High School for Leadership and Public Service [will be submitted subsequent to this application]
- V. Hiring and Dismissal Policies (Question 46)
- Excerpt from Benefits Handbook
- VI. Victory Schools, Inc.
- Board of Advisors
 - Educational Advisory Board

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VOL 282



Six Promising Schoolwide Reform Programs

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- Success for All (SFA)
- School Development Program (SDP)
- High Schools that Work (HSTW)
- Direct Instruction (DI)
- Consistency Management & Cooperative Discipline (CMCD)
- Core Knowledge (CK)
- Additional Reading
- Note on Program Selection Methods
- Back to "Building on the Best: Learning from What Works" page
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Direct Instruction (DI)

[Chart](#) | [Main Features](#) | [Results, Case Studies, Considerations](#) | [Publications/Resources](#). For More [Information](#) | [List of Schools](#)

Direct Instruction (DI) is a highly structured instructional approach, designed to accelerate the learning of at-risk students. Curriculum materials and instructional sequences attempt to move students to mastery at the fastest possible pace. The oldest version of the program, Distar, was developed in the 1960s as part of Project Follow Through, a massive educational initiative of President Johnson's War on Poverty. Despite its success in raising student achievement levels, Distar was heavily criticized for being too rigid; concentrating too heavily on the basics; and for some vendors' poor implementation practices, such as selling it without support as a "teacher-proof" program. As DI, the original Distar program has been expanded and enriched. Although the early mastery of basic skills is still a key element, the program also addresses students' general comprehension and analytic skills. While DI has been used successfully as a schoolwide program, the reading and language arts (and sometimes math) portions of the program are more frequently purchased for separate implementations. Either way, adequate professional development, ensuring that practitioners understand what the program is and how it works, is essential for successful implementation.

Grades Covered	Primarily an elementary school (pre-K-6) program, but also used successfully with secondary and adult special education and remedial students.
Curriculum Materials	Curricular materials, daily lessons, and teachers' guides are available for grades K-6 in reading, language arts, spelling, and math; grades 4-6 in expressive writing; grades 3-6 in science; grades 3-12 in corrective reading; and grades 4-12 in corrective math. ¹
Instructional Support/ Professional Development	This is a commercially published program; materials may be purchased by individual grade and subject, as well as in a package suitable for schoolwide implementations. Professional development and implementation support of differing levels of quality can be contracted from various providers for both single-subject and schoolwide implementations. At times, the program's scripted teachers' guides have been used in lieu of--rather than in addition to--adequate professional

	development, giving rise to criticism of the program for being "teacher proof."
School Reform/ Restructuring Assistance	Limited assistance can be contracted from some providers as part of their implementation-support package.
Role of Paraprofessionals	Trained classroom paraprofessionals are fully integrated into the program, working as instructional aides, one-on-one tutors, and small-group leaders under the direction of certified teachers.
Cost of Implementation	For a schoolwide first-year implementation of the K-5 reading, writing, language, and math curriculum, the estimated costs are \$150-\$200 per student, including materials, training of staff, and a part-time school facilitator/curriculum coach. ² A first-year implementation of a stand-alone reading/language arts program ("Reading Mastery") is estimated at \$65-\$100 per student, professional development not included.
Results*/Effect Size³	Language (+.49 to +.84); reading comprehension (+.07 to +.69); math (+.57 to +1.11). ⁴ <i>* To give a sense of scale, an effect size of +1.00 would be equivalent to an increase of 100 points on the SAT scale or 15 points of IQ--enough to move a student from the 20th percentile (the normal level of performance for children in poverty) to above the 50th percentile (the norm for mainstream students).</i>

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[Introduction](#) | [Schools for All \(SFA\)](#) | [School Development Program \(SDP\)](#) | [High Schools that Work \(HSTW\)](#) | [Direct Instruction](#) | [Consistency Management & Cooperative Discipline \(CMCD\)](#) | [Core Knowledge \(CK\)](#) | [Additional Reading](#) | [Note on Program Selection Methods](#)

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Six Promising Schoolwide Reform Programs

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Direct Instruction (DI)

Main Features

[Chart](#) | [Main Features](#) | [Results, Case Studies, Considerations](#) | [Publications/Resources](#) | [For More Information](#) | [List of Schools](#)

Scripted Lesson Plans--Classroom scripts are a hallmark of Direct Instruction; the scripts are written, tested, rewritten, retested--polished in a cycle of classroom field-testing and revision that ends only when trials show that 90 percent of students grasp a lesson the first time around. Without proper orientation, many teachers find this level of prescriptiveness off-putting. The idea, however, is to ensure that even beginning teachers will be successful and to allow veteran educators to fill any holes in their teaching skills. With curricular and pedagogical details presented in precise relationship to each other, the program offers a template of how to teach particular skills and content. It is a template that can be applied to other curricula or modified to better suit the needs of a particular group of students, but only after the teaching methods have been learned to precision.

Research-tested Curriculum--In DI, skills are taught in sequence until students have fully internalized them (what cognitive researchers call "automaticity") and are able to generalize their learning in new, untaught situations. Each lesson sequence is extensively field-tested to determine the most effective and efficient way to lead students to mastery. For example, the first reading and language arts lessons focus on phonemic awareness, which are followed by increasingly complex phonics and decoding lessons, which are followed by lessons that focus on comprehension and analysis of content, etc. With each lesson building on previously mastered skills and understandings, teachers are able to dramatically accelerate the pace of learning, even for the most disadvantaged students. New material is usually introduced through teacher presentations to the whole class or small groups, followed by guided practice and frequent checks for individual student mastery. Once the skill has been learned to the point of automaticity, cognitive studies show that it is transferred from short-term to long-term memory, thus freeing children to apply their learning, attend to content, and move on to progressively more difficult and higher-order skills. Some have criticized the curriculum, particularly reading and language arts in the later grades, for not containing a broad or challenging enough selection of children's literature. The program is easily supplemented, however, especially after students have been helped to master basic decoding skills.

Coaches/Facilitators--Another feature of the program is the use of in-class coaches for implementation support. The coach periodically monitors each classroom and is available to assist individual teachers with any problems, perhaps taking over a part of the lesson to model pedagogical procedures. In some cases, this role has been filled by an employee of the contractor, retained to help with implementation. In some multi-school implementations within a single district, teachers are released from regular classroom duty, given special training, and assigned to assist one or two schools.

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Rapid Pace--Because the goal of DI is to move students to mastery as quickly as possible, a large proportion of classroom time is spent on fast-paced teacher-directed instruction, punctuated by rhythmic choral-group and individual-student responses. For instructors, this means a very full work day. For example, the DI program requires teachers to ask 300 or more questions in six small-group sessions each day and to perform reading checks every five or 10 lessons to ensure that all students reach 100 percent mastery. This level of interaction, which produces substantial achievement gains, is made possible by the use of the heavily researched, highly refined scripts.

Achievement Grouping--Common periods for reading and math are established across grades during which students are regrouped by performance level, with the idea that all students will progress at the fastest possible pace and no students will be left behind. In several schools, these groups are reduced in size by assigning half of the class to a paraprofessional who leads the group through guided practice for half of the period, while the teacher introduces new material to the rest of the class, and then changing places. If the program is implemented well, these should not be rigid "tracks," but flexible achievement groups, with students who are progressing quickly periodically reassigned to a faster group and immediate assistance given to students who are struggling.

Frequent Assessments--Frequent assessments are also built into the program as a means to ensure that all students are reaching mastery, to detect any student who might need extra help before falling too far behind, and to identify students who need to be re-grouped.

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Direct Instruction (DI)

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Results

When this program is faithfully implemented, the results are stunning, with some high-poverty schools reporting average test scores at or above grade level--in a few cases, several grades above. In the 1977 evaluation of Project Follow Through, the achievement results of high-poverty Direct Instruction students were compared to students in nine other early education programs. DI students outperformed control group students and students in the other experimental programs on every academic measure, moving from the 20th percentile (the normal level of performance for children in poverty) to about the 50th percentile (even with mainstream students). In contrast, the achievement results of students in some of the other programs actually *declined* as a result of the intervention. Follow-up studies of students taught by Direct Instruction in the early grades also show enduring benefits. One New York comparison found that more than 63 percent of DI students graduated from college, as opposed to 38 percent of the control group; mean ninth-grade test scores were higher (ES=+.41, reading; ES=+.29, math; *see footnote 3*); retention rates were lower (21 percent vs. 33 percent); and there were fewer dropouts (28 percent vs. 46 percent).

Case Studies

Wesley Elementary School (Houston, Texas). Wesley Elementary has one of the longest, continuous Direct Instruction implementations in the country. It is located in one of Houston's poorest, mostly African-American, neighborhoods and has a student population that is over 99 percent minority and 90 percent eligible for school lunch subsidies--statistics that usually signal low achievement levels. For many years, however, this school has ranked in the top tier of all schools in the state. Much of this success has been credited to the school's 1975 adoption of Direct Instruction. First piloted in a Title I reading resource room, DI was soon in use throughout the school. By 1980, Wesley students had average test scores above the 80th percentile in both reading and vocabulary, outscoring students in comparison schools by more than 40 percentile points. In many of the succeeding years, Wesley's scores have been even higher, with some classes testing up to three years above grade level.

Utah ASAP Project. As a part of Utah's Accelerated Student Achievement Project (ASAP) to improve poor-performing Title I schools, three elementary schools adopted schoolwide DI programs during the 1994-95 school year. The preliminary achievement data are impressive, with students in all three DI schools outperforming more advantaged control school students in two Woodcock-Johnson subtests. After two years in the program, one school moved from last to second place (out of 24 schools) in the district's annual

Math Olympics.

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Considerations

This is a highly interactive, teacher-intensive approach to education. Teachers and paraprofessionals must be informed about--and prepared for--its fast pace and the structured, repetitive nature of the program.

DI also has a history of problematic implementations. When the program's developer, former preschool teacher Siegfried Engelmann, started designing the curriculum more than 25 years ago, he included fully scripted teachers' guides, believing that they could serve as prototype demonstrations for specific teaching skills. In other words, one design objective was to provide hands-on teacher training *during* class-time, thus reducing start-up costs and at the same time ensuring that all teachers would have the skills necessary to reach the maximum achievement levels. Unfortunately, some marketers and administrators interpreted this to mean that *no* training was necessary, and that teaching skill was inconsequential to the success of the program. DI materials were sold as "teacher proof," leaving administrators who didn't understand the program to impose it in a rigid, dictatorial manner. Educator horror stories and lower-than-expected achievement levels were the predictable results. In some regions, this has left DI with a tarnished reputation that will have to be clarified and overcome. For any new implementation to be successful, proper orientation and training are vital--not only for teachers and paraprofessionals but also for administrators.

Another frequent criticism is that DI provides so much structure and regimentation that it stifles student and teacher creativity. The student results--both in higher academic achievement levels and elevated measures of self-esteem--should speak for themselves. Teacher focus groups, following DI implementation in Broward County, Florida, are also instructive. Some teachers felt that the "standardized approach actually allowed more creativity, because a framework was in place within which to innovate," and said that they could do more with content once DI had helped students acquire the necessary skills. Other teachers reported that they had initially been resistant, feeling that "even though the students thrived on it, the repetition was boring for the faculty," but, over time, had found ways "to innovate within the repetition, so that they become drawn in as well."⁵

The Broward implementation also incorporated another important feature: advanced training for and assignment of teaching staff to act as full-time "coaches" (facilitators) for the new DI schools. By retaining their status within the bargaining unit, it was made clear that these educators were a resource for the benefit of the teaching staff, not administrators. There was always someone to turn to, on a confidential basis, for advice and assistance. Given the inevitable frustrations, glitches, and misunderstandings that arise when implementing any new curriculum, using new instructional methods, this assistance has proven invaluable.

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Information on the Direct Instruction program is available through several sources. Four leading Direct Instruction organizations have supplied AFT with the following list of schools. School visits and calls are a key component of effective program selection. Therefore, AFT has chosen to include this list, not to endorse a particular school or program implementation, but to provide educators with maximum access to schools using research-proven programs.

Each school in the list has worked with one of these organizations to implement one or more components of the Direct Instruction program. (Note: Only J/P Associates offers implementation services to other school districts, but all of these groups are excellent sources of information on implementation). This list is arranged by organization. Click on the name of a Direct Instruction organization to access a list of schools that have worked with that group (i.e. clicking on Association for Direct Instruction will bring you to a list of schools working with the Association to implement Direct Instruction.) With the exception of J/P Associates, organizations have requested that interested parties contact them before contacting individual schools.

Alliance of Quality Schools ([click here to go to list](#))

Stuart Greenberg, Coordinator
 Alliance of Quality Schools
 600 SE 3rd Ave., 13th Floor
 Ft. Lauderdale, FL
 Tel: 954-767-8528
 Fax: 954-768-8919

Association for Direct Instruction ([click here to go to list](#))

Brian Wickman
 Association for Direct Instruction
 P.O. Box 10252
 Eugene, OR 97440
 Tel: 800-995-2464
 E-mail: adihome@aol.com

Baltimore Curriculum Project ([click here to go to list](#))

Ms. Muriel Berkeley, Coordinator
 Baltimore Curriculum Project
 711 West 40th St., Suite 316A
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 Tel: (410) 235-0015
 Fax: (410) 235-0032

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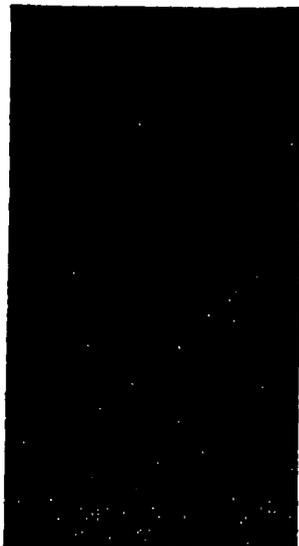
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Because of differences among study designs and assessments, this can only be considered a "rough" measure of comparison. In general, an effect size of +.25 or more is considered educationally significant.

⁴ Data from Abt Associates' 1977 evaluation of Project Follow Through and a 1996 meta-analysis of this and more recent studies. See *Research on Direct Instruction: 25 Years beyond Distar*, by Gary L. Adams and Siegfried Engelmann.

⁵ "Alliance of Quality Schools Evaluation Report" (August 1996). School Board of Broward County, Florida.

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Publications/Resources

Adams, Gary L. and Engelmann, Siegfried. *Research on Direct Instruction: 25 Years beyond Distar* (1996). Seattle: Educational Achievement Systems. 206/820-6111.

Effective School Practices. Journal of the Association for Direct Instruction.

Gersten, Russell, et al. "Effectiveness of a Direct Instruction academic kindergarten for low-income students," *The Elementary School Journal* (November 1988).

For more information

Direct Instruction Project, University of Oregon, College of Education, 170 Education, Eugene, Oregon 98195, or Association for Direct Instruction, P.O. Box 10252, Eugene, Oregon 98195. Phone: 800/995-2464. E-mail: ADIhome@aol.com Internet: <http://darkwing.uoregon.edu/~adiepl/>.

¹ These materials are available from the SRA division of Macmillan/McGraw-Hill, 800/843-8855. In addition, several videodisc programs on math, geometry, chemistry, and earth science are available from BFA Educational Media, 800/221-1274.

² These costs are based on the budget for the Alliance of Quality Schools in Broward County, Florida, an effort to raise achievement levels of low-performing schools by implementing a DI reading and math curriculum. Estimated per-school costs were as follows: Direct Instruction materials, \$35,000; professional development (five days before school and five days during school), \$70,000; a trained teacher, assigned to act as a part-time coach/curriculum consultant for the school, \$35,600.

³ An effect size is a standard means of expressing achievement gains and losses across studies, showing differences between experimental and control groups in terms of standard deviation. An effect size of +1.00 indicates that the experimental group outperformed the control group by one full standard deviation. To give a sense of scale, this would be equivalent to an increase of 100 points on the SAT scale, two stanines, 21 NCEs (normal curve equivalent ranks) or 15 points of IQ (Fashola and Slavin, 1996)—enough to move a student from the 20th percentile (the normal level of performance for children in poverty) to above the 50th percentile (in range with mainstream America).

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J/P Associates ([click here to go to list](#))

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The Core Knowledge Sequence (CK) was designed to add content to the general skills and objectives typically found in state and local curriculum guides and provide a common core of knowledge in the early grades. Originated by University of Virginia professor E.D. Hirsch, Jr., CK is being implemented in over 350 schools in 40 states around the country. As such, it represents the first articulation of many standards-based reformers' push for a model national curriculum, built around the idea that American schools need challenging academic standards to provide equal educational opportunity. Or, as one teacher describes Core Knowledge, "It's like a gifted curriculum for all kids." Designed to comprise about 50 percent of the school's curriculum, the sequence provides a detailed listing of specific content to be taught, at each grade level, in the disciplines of history, geography, mathematics, science, language arts, and fine arts.

Grades Covered	Elementary and Middle School/pre-K-8.
Curriculum Materials	Separate Core Knowledge Sequences--content guidelines--are available for Preschool, Grades K-6 and Grades 7-8, detailing what is to be taught in the areas of language arts, American and world civilizations, geography, visual arts, music, math and science. A series of resource books, What Your Kindergartner(-6th Grader) Needs to Know, are also available from the Core Knowledge Foundation, as are lesson plans prepared by Core Knowledge teachers around the country, which are assembled and disseminated as "Share the Knowledge" materials.
Instructional Support/ Professional Development	Inservice presentations and professional development workshops can be contracted through the Foundation. It also distributes "model" planning guides and holds an annual conference with a focus on professional development, which brings together more than 1,200 teachers and administrators from around the country.
School Reform/ Restructuring Assistance	Limited assistance can be contracted through the Foundation.

<p>Role of Paraprofessionals</p>	<p>To a large extent, the deployment of classroom paraprofessionals is determined at the school level. CK recommends their use as one-on-one skill-and-content tutors for new and/or struggling students, assistants in researching and developing age-appropriate materials and resources, and sources of assistance for students in completing CK schools' many curriculum-related projects and activities.</p>
<p>Cost of Implementation</p>	<p>Variable. The costs for the curriculum sequence (less than \$25/teacher) and workshop training are modest. However, the costs of supplementary curricular materials, professional development, and the faculty release time necessary for properly implementing the program can make it more expensive. One study estimates start-up costs ranging up to \$26,000 per school.¹</p>
<p>Preliminary Results</p>	<p>Preliminary results are encouraging, and a large-scale longitudinal study is currently under way.² After the third year of this five-year study, researchers found that, on average, the achievement of CK students outpaced the state average and the achievement of their peers in control schools on standardized and statewide assessments, often at educationally significant levels. Implementation was highly uneven, however, to the extent that one control school significantly outscored its CK counterpart.</p>

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Core Knowledge (CK)

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Interesting, Detailed Curricular Content--One measure of the success of the standards movement is that virtually every state in the nation is in the process of developing or strengthening its academic standards. Districts, in turn, are attempting to translate these state mandates into curriculum guides. Unfortunately, a majority of these state and district documents are still not clear enough to be useful at the classroom level. Many focus on the skills students are to acquire rather than on the specific content of the curriculum to be delivered. Core Knowledge seeks to fill this hole by outlining the grade-by-grade knowledge that children will be taught. For example, the first-grade history sequence asks schools to: "Introduce [students to] ancient civilizations and the variety of religions in the world, using maps of the ancient world," specifically: *Egypt* (King Tutankhamen, Nile, Pyramids, Mummies, Animal Gods, Hieroglyphics); *Babylonia* (Tigris and Euphrates, Hammurabi); *Judaism* (Moses, Passover, Chanukah); *Christianity* (Jesus); *Arabia* (Mohammed, Allah, Islam); *India* (Indus River, Brahma, Hinduism, Buddha); *China* (Yellow River, Confucius, Chinese New Year).

Sequenced Presentation--Cognitive research indicates that children learn new skills and knowledge by building on what they already know. Core Knowledge's developer, E.D. Hirsch, Jr., observed that this can place some American students at a perpetual disadvantage. Children from highly educated families are exposed to a rich vocabulary and knowledge base in their formative years, enabling them to acquire additional skills and knowledge at a faster pace than their less advantaged peers. The result is an achievement gap that increases through successive years of schooling. The Core Knowledge response is to expose all students, very early, to interesting and demanding subject matter, and then to build on that knowledge, year by year, in a carefully constructed sequence. Because what is to be learned is defined clearly, teachers are better able to provide students with consistent, coordinated instruction. It is also easier to monitor whether students have mastered what they need to know for the grade level and to intervene quickly when students need extra help.

A Common Core--Because the program stipulates exactly what is to be taught grade by grade, students advance through school on a more equal footing. All students, regardless of background or neighborhood, are exposed to a common core of learning, and the watered-down curriculum typical of many high-poverty schools is eliminated. Core Knowledge teachers also have the advantage of knowing exactly what their students have and have not learned the year before. Unlike most U.S. teachers, CK teachers don't have to waste time reteaching previously covered material or developing different lesson plans to accommodate students who already know the material or those who are far behind. Because all teachers in a specific grade level are covering the same material, they are able to work collaboratively, sharing ideas, resources and lesson plans, or even to divide up the work of developing a new unit.

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Core Knowledge (CK)

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Results

There are several small-scale studies of Core Knowledge that show impressive results for individual schools (i.e. the program has served to raise overall student achievement significantly, while it decreased the performance gap between advantaged and disadvantaged students). For example, after a four-year implementation of the program, Cale Elementary School - the second highest poverty elementary school in Albermarle, Va. - was performing far above expectations, with 70 percent of its students scoring above the national norm on standardized assessments.² And in San Antonio, Tex., Nathaniel Hawthorne Elementary - a school with high percentages of disadvantaged and LEP students - succeeded in raising achievement levels on state assessments beyond the aggregate performance of all other elementary schools in the district.⁴

In addition, preliminary data from a large-scale independent evaluation were recently released.⁵ Researchers evaluated three years of test scores from five Core Knowledge schools and five matched control schools. Generally, the CK schools achieved gains that exceeded those of all state schools and the control sites. For example, CK schools were found to have sharply increased the percentage of third-grade students scoring "satisfactory" or better on state performance assessments of reading, math, social studies, science, writing, and language. The net mean gain for CK students was 13.9 percent, versus 8.3 for control students, and 6.8 for third-grade students statewide. However, the study also found wide variation in the degree of successful implementation - and thus achievement gain - by school, influenced by such factors as the availability and use of common planning time and the amount of care taken to orient new teachers to CK. The study also found that improvement was greater for students who began the program in the early grades, tending to corroborate Hirsch's theories about the cumulative nature of knowledge.

Case Studies

Although Core Knowledge offers a challenging and comprehensive grade-by-grade curriculum sequence, its implementation support--important for successful replications in low-performing schools--is not as strong as that offered by some other research-based reform models (*see "Considerations" section below*). Therefore, we offer descriptions of two promising implementation models:

The Trinity Partnership--In San Antonio, Texas, Trinity University has established an extensive support system for the implementation of Core Knowledge. As an outgrowth of a pre-existing university-public school

partnership, Trinity assisted the city's first Core Knowledge school, Nathaniel Hawthorne (see above), with the implementation of the curriculum. Over the intervening years, as approximately 20 area schools attempted to replicate the program, the university created a network to support the new implementations. Support has come in a variety of forms, such as: coordinating an active network of Core Knowledge schools; offering technical and financial support, including stipends to teachers who participate in network-related activities that extend beyond normal working hours or assigned responsibilities; helping to arrange and facilitate common planning time for grade-level and subject-area teachers; supporting and designing professional development opportunities, including pre- and inservice pedagogical and content-area training; providing access to curricular material and resources, including the creation of a Core Knowledge Technology Center; and supporting "mentorship" and train-the-trainer programs specifically designed to help with the introduction of the program at new sites.

Calvert County, Maryland--Calvert County is the first U.S. school district to implement Core Knowledge in all elementary schools. Much of the impetus for the systemwide adoption came from parents and teachers, responding to information about Core Knowledge pilot programs that had begun in three schools. According to administrators, teacher support ("buy-in") was one of the keys to the program's successful implementation, with the only resistance coming from principals. Today, all 12 Calvert County elementary schools are using the curriculum. Because of the systemwide implementation, Core Knowledge schools in the district seem to have some clear advantages. Economies of scale are achieved by having inservice training delivered for larger groups of teachers; implementation support can be delivered by a small team of central-office "teacher-specialists"; teacher networking and the sharing of experience and information across schools is made possible at the local level; scope and sequence statements, aligned assessments, and other supporting documents are prepared by experts, with teacher input; and the central office, not individual schools or teachers, does the work of aligning the curriculum to state standards. In addition, teachers know exactly what background knowledge to expect from students who transfer from one county school to another.

Considerations

The Core Knowledge Sequence represents the first major effort to specify a common core curriculum for all American students. As such, it goes a long way toward addressing the low expectations for student performance and lack of challenging curricula that characterize many of the nation's low-performing schools. Although implementation assistance can be purchased through the Foundation, it is not as extensive as that offered by school-improvement programs specifically designed to help low-performing schools. While many of these elements currently are being strengthened, CK still lacks: extensive-enough professional development assistance; the school restructuring assistance needed to ensure that teachers share common planning time; readily-available high-quality curricular and other age-appropriate resource materials; and aligned performance standards and assessments. The program requires a lot of staff work during start-up, including extra time spent on researching, planning and writing new lessons. It should also be noted that CK was not designed to strengthen the teaching of basic skills, such as phonics--a priority need for many low-performing schools.

Nevertheless, several schools and school systems--including high-poverty urban schools--have found ways to fill these gaps on their own. Therefore,

Principal: Patrick Pope

FLORIDA

Bradenton Academy
 6210 17th Ave. West
 Bradenton, FL 34209
Principal: Dr. Lois Gerber

Orangewood Elementary
 4001 De Leon St.
 Fort Myers, FL 33901
 (941) 936-2950
 FAX: (941) 936-2134
Principal: Ruthie Loverde

Martha Manson Academy
 7715 S W 14th Ave
 Gainesville FL 32607
 (352) 332-1452
 FAX: (352) 332-4945
Principal: Kathy Gaston

Joella Good Elementary
 6350 N W 188 Terrace
 Hialeah, FL 33015
 (305) 625-2008
 FAX (305) 628-0460
Principal: Rosemarie V. Jaworski

The Keys Academy Of Marine
 103200 Overseas Highway
 Key Largo, FL 33037
 (305) 451-2233
 FAX: (305) 451-2679
Principal: Connie Chapell

Coral Way Elementary
 1950 Southwest 13th Avenue
 Miami, FL 33174
 (305)438-1011
Principal: Migdania D. Vega

Bryan Elementary School
 2006 W. Oak Avenue
 Plant City FL 33567
 (813) 757-9300
 FAX: (813) 757-9304
Principal: Dr. Eileen Myers

Southside Elementary School
 1901 Webber Street
 Sarasota, FL 34239
 (941) 361-6420
 FAX: (941) 361-686
Principal: Janet Wynn

Befton Hills Prep School
 2205 Thomasville Road

Charter School Of Excellence
 12217 S E 3rd Ave.
 Fort Lauderdale, FL 33316
 (954) 522-2997
 FAX: (954) 522-3159
Principal: Sandy Deren

Three Oaks Elementary School
 19600 Cypress View Dr.
 Fort Myers, FL 33912
 (941) 267-8020
 FAX: (941) 267-9559
Principal: Vivian Posey

Amelia Earhart Elementary
 5987 E. Seventh Ave.
 Hialeah, FL 33013
 (305) 688-9619
Principal: Ada Hernandez

Caribbean Elementary
 11990 S W 200 Street
 Miami, FL 33177
 (305) 233-7131
 FAX: (305) 238-7082
Principal: Maria Pabellon

The Academy At Ocean Reef
 2 Dockside Lane
 Key Largo, FL 33037
 (305) 367-2409
 FAX: (305) 367-2055
Principal: Sandy Merrill

Kendale Elementary
 10693 S W 93rd St.
 Miami, FL 33176
 (305) 274-2735
 FAX: 305-274-4792
Principal: Dr. Joe Carbia

Sanibel Elementary School
 3840 Sanibel- Captiva Road
 Sanibel, FL 33957
 (941)-472-1617
 FAX: (941)-472-6544
Principal: Barbara Ward

McDonald Elementary
 501 W. Pruitt Road
 Seffner, FL 33584
 (813) 744-8154
 FAX: (813) 744-8157
Principal: Shirley Gonzalez-Day

Mitchell Elementary School
 205 Bungalow Park

Tallahassee, FL 32312
 (904) 422-2464
 FAX: (904) 386-6182
Principal: Ilona Faust

North Wauchula Elementary
 P O Box 1640 1120 N Florida Ave
 Wauchula, FL 33873
 (941) 773-2183
 FAX: (941) 773-3514
Principal: Craig Barlow

Brigham Academy
 601 Ave. C S E
 Winter Haven, FL 33880
 (941) 291-5300
 FAX: (941) 291-5309
Principal: Lela Keith

GEORGIA

New Prospect Elementary School
 3055 Kimball Bridge Road
 Alpharetta, GA 30202
 (770) 667-2800
 FAX: (770) 667-2843
Principal: Charlia Faulkner

Oglethorpe Avenue School
 1150 Oglethorpe Ave.
 Athens, GA 30606-2166
 (706) 549-0762
 FAX: (706) 543-8488
Principal: Dr. Robert Bluett

Harriet Tubman Elementary
 2861 Lakeshore Drive
 College Park, GA 30337
 (404) 669-8115
 FAX: (404) 669-8120
Principal: Eleanor West

Miller Core Knowledge Magnet
 2241 Montpelier Ave.
 Macon, GA 31206
 (912) 751-6762
 FAX: (912) 751-3234
Principal: Dr. Martha Jones

Dunleith Elementary
 120 Saine Drive
 Marietta, GA 30060
 (770) 429-3190
 FAX: (770) 429-3193
Principal: Dr. Emily Lembeck

Northwood Elementary
 10200 Wotten Road
 Roswell, GA 30076
 (770) 552-6390
 FAX: (770) 552-6397

Tampa, FL 33609
 (813) 872-5216
 FAX: (813) 872-5220
Principal: Joyce Haines, Ph.D.

Egret Lake Elementary
 5115 47th Place N.
 West Palm, FL 33417
 (561) 688-5314
 FAX: (561) 688-5381
Principal: Liz Pearlman

Alps Road Elementary
 200 Alps Road
 Athens, GA 30606
 (706) 548-2261
 FAX: (706) 357-5281
Principal: Dr. Joan Humphries

Elcan - King Elementary
 715 E Louise Street
 Bainbridge, GA 31717
 (912) 248-2212
 FAX: (912) 248-2263
Principal: Jackie Lee

Lockhart Academy
 1370 Big Shanty Road
 Kennesaw, GA 30144
 (770) 428-5637
 FAX: (770) 428-2247
Principal: Frederick J. Furtah

Lockheed Elementary
 1205 Merritt Road
 Marietta, GA 30062
 (770) 429-3196 /3199
 FAX: (770) 429-3184
Principal: Mary Jo Brubaker

A L Burruss Elementary School
 325 Manning Road
 Marietta, GA 30064
 (770) 429-3144
 FAX: (770) 429-3146
Principal: Jerry Locke

Principal: Dr. Ann Kingrea

HAWAII

Solomon Elementary
 Schoffield Barracks
 Wahiawa, HI 96786
 (808) 624-9955
Principal: Bjarne Kaer

IDAHO

Central Elementary School
 102 N. Park Ave, P.O. Box 239
 Sugar City, ID 83448
 (208) 356-9351
 FAX: (208) 256-0895
Principal: Bob Pofter

ILLINOIS

Small Frye Academy
 15446 S. Lexington Ave.
 Harvey, IL 60426
 (708) 331-5051
 FAX: (708) 331-4342
Principal: Lisa Frye

Benjamin Franklin Elementary
 500 Harrison Street
 Mt. Vernon, IL 62864
 (618) 244-8085
 FAX: (618) 244-8086
Principal: Dr. Linda Upchurch

J. L. Buford Elementary
 623 S. 34th St.
 (618) 244-8064
 FAX: (618) 244-8103
 Mt. Vernon, IL 62864
Principal: Linda Hanson

INDIANA

Beech Grove Central Elementary
 1000 Main Street
 Beech Grove, IN 46107
 (317) 784-4565
 FAX: (317) 781-2930
Principal: Clayton Collins

Mary Bryan School
 4355 E. Stop 11 Rd.
 Indianapolis, IN 46237
 (317) 865-2689
 FAX: (317) 865-2693
Principal: Steve McGee

Mary E. Castle Elementary School
 8502 E. 82nd Street
 Indianapolis, IN 46256
 (317) 849-5672
Principal: Cathy Dyer

Robert Frost Elementary #106
 5301 Roxburg Rd.
 Indianapolis, IN 46226
 (317) 226-4106
 FAX: (317) 226-4551
Principal: Dr. Sara Hindman

Central Elementary School
 Short Street
 Lawrenceburg, IN 47025
 (812) 537-7279
Principal: Dan Kuebler

Highland Heights Elementary
 1751 E. Chester Road
 Richmond, IN 47374
 (765) 973-3408
 FAX: (765) 973-3707
Principal: Chris Rodal

Taylorsville Elementary
 9711 Walnut St., Box 277
 Taylorsville, IN 47280
 (812) 526-5448
 FAX: (812) 526-2233

Principal: Dr. John Quick

IOWA

Phillips Traditional School

1701 Lay Street
Des Moines, IA 50317
(515) 265-3406
FAX: (515) 265-0475
Principal: Linda J. Hansen

KANSAS

Minneha Core Knowledge Magnet

701 N Webb Road
Wichita, KS 67206
(316) 833-2844
FAX: (316) 833-2846
Principal: Dr. Mary Schumacher

KENTUCKY

Hopkinsville Middle School

Koffman Drive
Hopkinsville, KY 42240
(502) 887-1230
FAX: (502) 887-1234
Principal: Linda Ledford

LOUISIANA

Maggiore Elementary School

2504 Main Ave.
Metairie, LA 70003
(504) 467-5609
Principal: Debbie Milam

Creswell Elementary

2901 Creswell Street
Shreveport, LA 71104
(318) 222-5935
FAX: (318) 221-1654
Principal: Betty Lawrence

MARYLAND

Westport Elementary (K-8)*

2401 Nevada St.
Baltimore, MD 21230
(410) 396-3396
Principal: Sharon Van Dyke
Coordinator: Cathv Harris

* denotes Baltimore Curriculum Project Schools. These schools are using Direct Instruction and Core Knowledge simultaneously.

Arundel Elementary (K-6) *

2400 Round Rd.
Baltimore, MD 21225
(410) 396-1379
Principal: Lydia Lafferty
Coordinator: Jane Green

Bainbridge Elementary

41 Preston Drive
Port Deposit, MD 21904
Principal: Evelvn Jordan

Calvert County Elementary

1450 Dares Beach Road
Prince Frederick, MD 20678
(410) 535-7311
FAX: (410) 535-7298
Principal: Gene Rizzo

Charles Carroll Barrister Elementary (K-5)*

1327 Washington Blvd.
Baltimore, MD 21230
(410) 396-5973
Principal: Billie Rinaldi

Charles Carroll of Carrollton Elementary & Middle (K-8)*

200 N. Central Ave.
Baltimore, MD 21202
(410) 396-9208
Principal: Dr. Robert Thomas

Coordinator: Gary Caldwell/Terry Patton

Charlestown Elementary
 550 Baltimore Street
 Charlestown, MD 21914
 (410) 996-62400
 FAX: (410) 996-5454
Principal: Mike Schmook

Collington Square Elementary (K-5)*
 1409 N. Collington Ave.
 Baltimore, MD 21213
 (410) 396-9198
Principal: Harold Eason
Coordinator: Brenda Griffen

Dickey Hill Elementary & Middle (K-8)*
 5025 Dickey Hill Rd.
 Baltimore, MD 21207
 (410) 396-0610
Principal: Jerome Butler
Coordinator: Rondv Griffen

General Wolfe Elementary (K-5)*
 245 S. Wolfe St.
 Baltimore, MD 21231
 (410) 396-9140
Principal: Sue Errichiello
Coordinator: Linda Frost

Hampstead Hill Elementary (K-5)*
 500 S. Linwood Ave.
 Baltimore, MD 21224
 (410) 396-9146
Principal: Sharman Rowe
Coordinator: Kathi Sexton

Huntingtown Elementary School
 4345 Huntingtown Road
 Huntingtown, MD 20639
 (410) 535-7212
 FAX: (410) 535-7224
Principal: Ramona Crowley

Liberty Elementary School
 3901 Maine Avenue
 Baltimore, MD 21207
 (410) 396-0571
 FAX: (410) 396-0396
Principal: Linda Chinnia

Kenmore Elementary School
 2475 Singerly Road
 Elkton, MD 21921
 (410) 996-5060

Coordinator: Dorothy Bostic

City Springs Elementary (K-5)*
 100 S. Caroline St.
 Baltimore, MD 21231
 (410) 396-9165
Principal: Bernice Whelchel
Coordinator: Anavezuka Ahidiana

Curtis Bay Elementary
 4301 West Bay Avenue
 Baltimore, MD 21225
 (410) 396-1397/8
 FAX: (410) 396-5263
Principal: Mary Minter

Federal Hill Elementary (K-5)*
 1040 William St.
 Baltimore, MD 21230
 (410) 396-1207
Principal: Charlotte Williams
Coordinator: Elneeta Stewart

Grange Elementary
 2000 Church Road
 Baltimore, MD 21222
 (410) 887-7043
 FAX: (410) 887-7044
Principal: Harry Belsinger

Harford Heights Elementary
 1919 N. Broadway
 Baltimore, MD 21213
 (410) 396-9342
 FAX: (410) 396-9060
 Principal: Goldye Sanders

Langston Hughes Elementary (K-5)*
 5011 Arbutus Ave.
 Baltimore, MD 21215
 (410) 396-7827
Principal: Everett Garnett
Coordinator: Vernadine Brooks

Margaret Breat Elementary (K-5)*
 100 E. 26th St.
 Baltimore, MD 21218
 (410) 396-6509
Principal: Shuronia Jacox
Coordinator: Marylee Vespa

Mt. Harmony Elementary
 900 West Mt. Harmony Road
 Owings, MD 20736
 (410) 257-1611

Principal: Dennis Catron

North East Elementary School
301 Thomas Ave.
North East, MD 21901
(410) 996-6220
Principal: Susan Brubaker

Richard Henry Lee Elementary
400 A Street, SW
Glen Burnie, MD 21061
(410) 222-6435
FAX: (410) 222-6437
Principal: Wayne R. Bark

Thomson Estate Elementary
203 E. Thomson Drive
Elkton, MD 21921
(510) 996-5080
Principal: Carroll Ayres

MASSACHUSETTS

Morse Elementary School
50 Essex Street
Cambridge, MA 02139
(617) 349-6575
FAX: (617) 349-6576
Principal: James J. Coady

South Shore Charter School
936 Nantasket Avenue
Hull, MA 02045
(617) 925-3078
FAX: (617) 925-9818
Principal: Timothy Anderson

MICHIGAN

Island City Academy
103 Albers Street
Eaton Rapids, MI 48827
(517) 663-0111
Principal: Tim Culver

MINNESOTA

Washington Elementary
1200 11th Avenue N. W.
Rochester, MN 55901
(507) 281-6111
Principal: Linda Stockwell

MISSISSIPPI

Earl Nash Elementary School
P. O. Box 391, Hwy 14 West Of Hwy
45
Macon, MS 39341
(601) 726-5203

FAX: (410) 257-1628
Principal: Michael Mote

**Dr. Rayner Browne Elementary
(K-5)***
1000 Montford Ave.
Baltimore, MD 21205
(410) 396-9239
Principal: Doris L. Graham
Coordinator: Danette Murrill

Stedwick School
10631 Stedwick Road
Gaithersburg, MD 20879
(301) 840-7187
FAX: (301) 840-7189
Principal: Joseph Rowe

Vienna Elementary School
4905 Ocean Gateway
Vienna, MD 21869
(410) 376-3151
Principal: Dr. Fred Hildenbrand

Green River Elementary School
60 Meridian Street
Greenfield, MA 01301
(413) 772-1385
Principal: Carol Jacobs

I.T. Montgomery Elementary
P.O. Box 901
Mound Bayou, MS 38762
(601) 741-2433
FAX: (601) 741-2726

FAX: (601) 726-3431
Principal: Velma Jenkins

Principal: Legora Norwood

MISSOURI

Life Christian School
13001 Gravois
St. Louis, MO 63127
(314) 842-1781
FAX: (314) 842-1784
Principal: Pamela Davenport

NEBRASKA

**Millard Core Academy
Elementary**
5606 S. 147th Street
Omaha, NE 68137
(402) 895-8301
FAX: (402) 895-8448
Principal: Dr. Michael Tucker

NEVADA

White Pines School
P O Box 150400
East Ely, NV 89315
(702) 289-4851
FAX: (702) 289-3999
Principal: Mark Shellinger

NEW HAMPSHIRE

Crossroads Academy
95 Dartmouth College Highway
Lyme, NH 03768
(603) 795-3111
FAX: (603) 795-4329
Principal: Barclay Mackinnon, Jr

NEW YORK

Mohegan School
2024 Mohegan Avenue
Bronx, NY 10460
(718) 589-8090
FAX: (718) 589-7399
Principal: Suzanne Mendoza

NORTH CAROLINA

Holt Elementary School
4019 Holt School Road
Durham, NC 27704
(919) 560-3928
FAX: (919) 560-3759
Principal: Gloria Elmore

R. N. Harris Integrated Arts/Core
1520 Cooper St.
Durham, NC 27703
(919) 560-3967
FAX: (919) 560-3951
Principal: Tina Hester

OHIO

Crooksville Elementary
12400 Tunnel Hill Road
Crooksville, OH 43731
(614) 982-7010

Crooksville Middle School
12400 Tunnel Hill Road
Crooksville, OH 43731
(614) 982-7010

Principal: John Toeller
Robert F. Schultz Elementary
 499 Applegate Lane
 Delaware, OH 43015
 (740) 363-2394
 FAX: (740) 363-4578
Principal: Mrs. Patricia Bohmer

Principal: Bob Matthews

OKLAHOMA

Arthur Elementary School
 5100 S. Independence
 Oklahoma City, OK 73119
 (405) 685-9553
Principal: Barbara Hess

Bodine Elementary
 5301 South Bryant
 Oklahoma City, OK 73129
 (405) 231-2000
Principal: Kaye D. Hicks

Cleveland Elementary School
 2725 N W 23rd Street
 Oklahoma City, OK 73107
 (405) 945-1150
 FAX: (405) 945-1153
Principal: Marilyn Davis

Gatewood Elementary
 1821 N. W. 21st Street
 Oklahoma City, OK 73106
 (405) 524-4008
 FAX: (405) 556-5021
Principal: Charles Burton

Horace Mann Elementary
 11 05 N W 45th St.
 Oklahoma City, OK 73118
 (405) 524-4885
Principal: Maxine McNeil

Nichols Hills Elementary
 1301 W. Wilshire
 Oklahoma City, OK 73116
 (405) 841-3160
 FAX: (405) 841-3163
Principal: Carol Berry

Oakridge Elementary
 4200 Leonhardt
 Oklahoma City, OK 73115
 (405) 231-2095
Principal: Ann France

Parmalee Elementary
 6700 South Hudson
 Oklahoma City, OK 73139
 (405) 632-6773
 FAX: (405) 636-5064
Principal: Lawrence White

Pierce Elementary
 2701 S. Tulsa
 Oklahoma City, OK 73108
 (405) 685-1988
 FAX: (405) 686-4033
Principal: Dr. Wilbur House

Quail Creek Elementary School
 11700 Thornridge Rd.
 Oklahoma City, OK 73120
 (405) 751-3231
Principal: Jean Hendrickson

Sequoyah Elementary School
 2400 N. W. 36th Street
 Oklahoma City, OK 73112
 (405) 946-2266
 FAX: (405) 945-1145
Principal: DeAnn Davis

Sbidler Elementary
 1415 S. Byers
 Oklahoma City, OK 73125
 (405) 632-1070
Principal: Sharon Creager

Spencer Elementary
 8900 N. E. 50th
 Oklahoma City, OK 73084
 (405) 771-3246
Principal: Linda S. Matthews

West Nichols Hills Elementary
 8400 N. Greystone
 Oklahoma City, OK 73120
 (405) 843-4218
 FAX: (405) 841-3124
Principal: Roxie McBride

Western Village Elementary
 1508 N. W. 106th
 Oklahoma City, OK 73114

Wheeler Elementary School
 501 S. E. 25th Street
 Oklahoma City, OK 73129

(405) 751-1774
Principal: Deborah Friant

Wilson Elementary School
2215 N. Walker
Oklahoma City, OK 73103
(405) 524-1140
Principal: Beverly Story

(405) 632-1398
Principal: Alice Niemeyer

284

OREGON

Franklin Elementary School
750 N W 18th Street
Corvallis, OR 97333
(541) 757-5747
FAX: (541)757-5766
Principal: Jim Schweigert

Hamilton Creek School
32135 Berlin Road
Lebanon, OR 97355
(541) 258-6746
FAX: (541) 258-6677
Principal: Richard Lehnert

PENNSYLVANIA

Fairfield Academy
R R 5 Box 220b
Montoursville, PA 17754
(717) 368-8231
FAX: (717) 368-8763
Principal: Candice Bostley

Guion S. Bluford Elementary
5801 Media Street
Philadelphia, PA 19131
(215) 581-5502
FAX: (215) 581-5725
Principal: Carol Duckett

Alexander D. Goode Elementary
251 North Broad Street
York, PA 17403
(717) 849-1314
FAX: (717) 846-4612
Principal: David Kochik

Ferguson Elementary School
525 N. Newberry Street
York, PA 17404
(717) 849-1344
FAX: (717) 846-3825
Principal: Dennis L. Fry

Jackson Elementary School
177 East Jackson Street
York, PA 17403
(717) 849-1223
FAX: (717) 846-4912
Principal: Richard E. Barley

Lincoln Elementary
559 West King Street
York, PA 17404
(717) 849-1305
FAX: (717) 846-4031
Principal: Michael E. Fogle

McKinley Elementary
600 Manor Street
York, PA 17403
(717) 849-1312
FAX: (717) 846-3910
Principal: Rose Marie Woodyard

Phineas Davis Elementary School
300 S. Ogontz Street
York, PA 17403
(717) 849-1246
FAX: (717) 849-1416
Principal: Robert K. Bookwalter

RHODE ISLAND

Carl G. Lauro Elementary
99 Kenyon St.
Providence, RI 02907
(401) 456-9391
Principal: Dr. Kathleen Dykstra

Fox Point Elementary
455 Wickenden Street
Providence, RI 02903
(401) 456-9377
FAX: (401) 453-9680
Principal: Mary C. Brennan

SOUTH CAROLINA

Laurens Academy
P.O. Box 425
Laurens, SC 29360
(864) 682-2324

Principal: Til Culbertson

TENNESSEE

285

Rozelle Creative And Performing

933 Roland
 Memphis, TN 38114
 (901) 722-4612
 FAX: (901)722-4613
Principal: Dr. Vivian Dillihunt

TEXAS

Coleman Elementary

920 West Hill Drive
 Cleburne, TX 76031
 (817) 556-5675
 FAX: (817) 556-5679
Principal: Susie Sarchet

Irving Elementary

1108 North Anglin
 Cleburne, TX 76031
 (817) 556-5656
Principal: Dr. Lynda Ballard

Converse Elementary

102 School Street
 Converse, TX 78109
 (210) 658-6336
 FAX: (210) 658-8162
Principal: Ted Haynes

Thompson Shelter School

Boysville, P. O. Box 369
 Converse, TX 78109
 (210) 659-1901
Principal: Charles Neumeyer

Everette L. De Golyer

3453 Flair Drive
 Dallas, TX 75229
 (214) 904-1265
 FAX: (214) 904-1268
Principal: Thelma Jones

H. C. Withers School

3959 Northaven Road
 Dallas, TX 75229
 (214) 904-1255
 FAX: (214) 904-1263
Principal: Ms. Rogers

Rosemont Elementary

719 N. Montclair Ave.
 Dallas, TX 75208
 (214) 944-3500
 FAX: (214) 944-3507
Principal: Cvnthia Goodsell

William B. Travis Elementary

3001 McKinney Avenue
 Dallas, TX 75204
 (214) 720-73606
 FAX: (214) 720-7369
Principal: Angelina Trevino

Roscoe Wilson Elementary

2507 25th Street
 Lubbock, TX 79410
 (806) 766-0922
 FAX: (806) 766-0525
Principal: Dr. Sam Avers

Jackson - Roosevelt Elementary

1512 Jackson
 Port Lavaca, TX 77979
 (512) 552-3317
 FAX: (512) 552-1132
Principal: Mitzy Macaffe

Hawthorne Elementary School

115 West Josephine
 San Antonio, TX 78212
 (210) 733-1321
 FAX: (210) 733-1495
Principal: Linda Hollomon

Serna Elementary

2569 N E Loop 410
 San Antonio, TX 78217
 (210) 650-1500
 FAX: (210) 650-1508
Principal: Shirley Hasting

Schertz Elementary

701 Curtiss Street
 Schertz, TX 78154
 (210) 945-6075
 FAX: (210) 945-6077
Principal: Linda Bassett

Coronado Village Elementary

213 Amistad Blvd.
 Universal City, TX 78148
 (210) 658-6329
 FAX: (210) 659-0579
Principal: Nancy Robinson

UTAH

Carden Christian Academy
 3120 W. Pinebrook Road
 Park City, UT 84098
 (801) 649-2791
Principal: Fran Johnson

VIRGINIA

Hybla Valley Elementary
 3415 Lockheed Blvd.
 Alexandria, VA 22306
 (703) 765-4553
 FAX: (703) 765-7314
Principal: Dr. Pat Zissios

Cale Elementary
 1757 Avon Street Extended
 Charlottesville, VA 22902
 (804) 293-7455
 FAX: (804) 293-2067
Principal: Gerald Terrell

Shrevewood Elementary
 7525 Shreve Road
 Falls Church, VA 22043
 (703) 645-6600
 FAX: (703) 204-9223
Principal: Shirley McCov

Forestville Elementary
 1085 Ufterback Store Road
 Great Falls, VA 22066
 (703) 430-4350
 FAX: (703) 430-1437
Principal: Dave Kulp

Sudley Elementary School
 9744 Copeland Drive
 Manassas, VA 22110
 (703) 361-3444
 FAX: (703) 361-8795
Principal: Richard Clark, II

WASHINGTON

Columbia Elementary
 Box 548
 Burbank, WA 99323
 (509) 547-9393
 FAX: (509) 545-6382
Principal: Lori Butler

Ridge View Elementary
 7001 West 13th
 Kennewick, WA 99337
 (509) 734-3651
 FAX: (509) 734-3652
Principal: Ted Mansfield

Vista Elementary
 1701 N. Young
 Kennewick, WA 99336
 (509) 734-3590
 FAX: (509) 734-3595
Principal: Chuck Watson

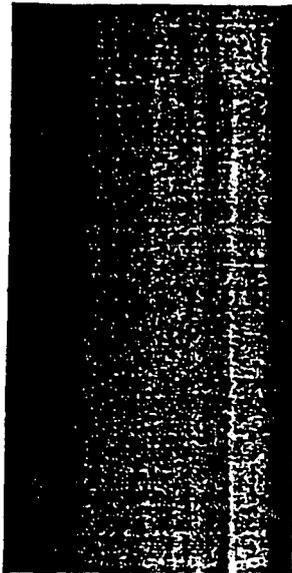
Washington Elementary
 105 W. 21st Avenue
 Kennewick, WA 99337
 (509) 736-2160
Principal: Dave Montague

North Hill Primary School
 19835 8th Avenue South
 Seattle, WA 98148
 (206) 433-2137
 FAX: (206) 433-2263
Principal: Judy Longstreth

WISCONSIN

Fitchburg Core Knowledge
 Savanna Oaks School/5890 Lacy
 Road
 Fitchburg, WI 53711
 (608) 278-0755
Principal: Chris Uelmen

St. John's Lutheran Academy
 403 W. Foster Street
 Port Washington, WI 53074-2111
 (414) 284-2131
 FAX: (414) 284-3935
Principal: Rev. John E. Klieve



Peace Lutheran Academy
W240 N6145 Maple Avenue
P. O. Box 123
Sussex, WI 53089
(414) 247-3200
Principal: Rev. Peter C. Bender

287

WYOMING

Fort Caspar Academy
2000 Casper Street
Casper, WY 82604
(307) 77-4531
FAX: (307) 577-4534
Principal: Norm Carrell

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Six Promising Schoolwide Reform Programs

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Core Knowledge (CK)

Publications/Resources, For More Information

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Publications/Resources

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For more information

Core Knowledge Foundation, 2012-B Morton Drive, Charlottesville, VA 22901. Phone: 800/238-3233. Fax: 804/977-0021. E-mail: coreknow@www.comet.net Internet: <http://www.coreknowledge.org>

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⁵ See footnote 2.

⁶ See footnote 1.

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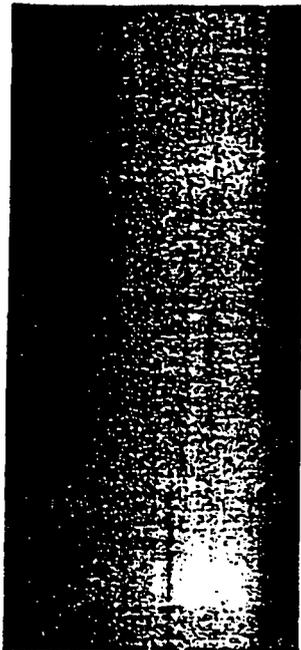
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Note on Program Selection Methods

The purpose of this series of program profiles is to provide background information about research-based programs that, when properly implemented, show promise for raising student achievement significantly. For this effort, we solicited program recommendations from experts in the field and reviewed the published records of the National Diffusion Network, materials found through the library of the Office of Educational Research and Improvement, and recent research reviews. We then attempted to obtain descriptive information and copies of all published evaluations--including study designs, field test data, and replication histories--from the developers of all programs, thus identified.

All available materials were then reviewed against the following criteria:

When properly implemented, the program helps students acquire the skills and/or knowledge they need to successfully perform to high academic standards.

The program has been effective in raising academic achievement levels, especially for "at risk" students, based on *independent* evaluations.

The program has been effectively implemented in multiple sites beyond the original pilot school(s).

Professional development, materials and ongoing implementation support are available for the program, either through the program's developer, independent contractors, or dissemination networks established by schools already in the program.

The standards by which program effectiveness was gauged are as follow:

Evaluations demonstrate that the program can help produce educationally significant student achievement gains, as measured in effect sizes. An effect size is a standard means of expressing achievement gains and losses across studies, showing differences between experimental and control groups in terms of standard deviation. An effect size of +1.00 indicates that the experimental group outperformed the control group by one full standard deviation. To give a sense of scale, this would be equivalent to an increase of 100 points on the SAT scale, two stanines, 21 NCEs (normal curve equivalent ranks) or 15 points of IQ (Fashola and Slavin, 1996)--enough to move a student from the 20th percentile (the normal level of performance for children in poverty) to above the 50th percentile (in range with mainstream America). Because of differences among study designs and assessments, this can only be considered a "rough" measure of comparison. In general, an effect size of +.25 or more is considered to be educationally significant.

Ideally, evaluations include findings from matched comparison or

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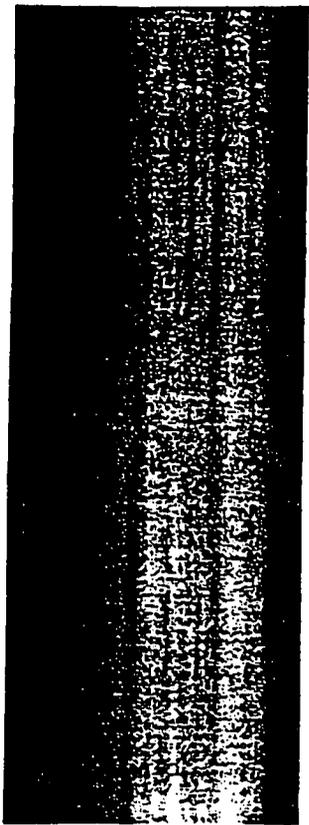
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large randomly assigned control group studies--or, failing this, compare the standardized test gains of program students to appropriate state- or nationally normed samples.

Evaluations include data from third-party researchers using independently developed assessments, not only from program developers using program-designed tests.

Evaluations include and/or compare data from multiple replication sites.

For programs in each category--in this case, schoolwide academic programs--profiles were prepared only for those that came closest to meeting the above criteria. It should be noted, however, that there may be additional programs that qualify for inclusion but for which we were unable to locate adequate data; we hope to be able to include additional profiles for any such programs in future editions. It should be noted, as well, that in an effort to present a broader selection of programs, a few were included that did not quite meet the above criteria. Where this is the case, the preliminary nature of the data has been noted in the profile text.

Finally, both as a courtesy and as a check for accuracy, a draft of each program profile was sent to the appropriate publisher or developer for review. Any new information provided to us during this review process has been incorporated.

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BROOKLYN BUREAU OF COMMUNITY SERVICE

GARY KLINSKY CHILDREN CENTERS

PROGRAM EVALUATION

THE BROOKLYN BUREAU OF COMMUNITY SERVICE
GARY KLINSKY CHILDREN CENTERS
285 SCHERMERHORN STREET
BROOKLYN, NY 11217
JIM HOOD, ASSISTANT EXECUTIVE DIRECTOR

**BROOKLYN BUREAU OF COMMUNITY SERVICE
GARY KLINSKY CHILDREN'S CENTER
PROGRAM EVALUATION - P.S. 149
1996-1997**

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INTRODUCTION

In July 1997, the Gary Klinsky Children's Center completed its fourth year of operation at P.S. 149 in East New York. Established in the belief that a public school education of superior quality should be guaranteed for every child who seeks one, the mission of the Gary Klinsky Children's Center is to provide a supportive, developmentally appropriate and enjoyable environment, with opportunities for children to improve reading and academic skills and to develop an enhanced sense of self-esteem.

The strategy of the Gary Klinsky Children's Center is to establish "clubhouses" in public school buildings, which operate from 2:30 until 6:30 p.m. on days when school is in session. The supplemental education hours provided to children by the Center increases the learning day by over 50% – the equivalent of over four full years of extra classroom hours for children who attend steadily grades K through six. Such extra personalized instruction for children who voluntarily seek it, applied consistently over a period of years, will produce demonstrable and life-long improvements in their academic ability, enjoyment of learning and self-esteem.

Building on the success of the first three years of the Gary Klinsky Children's Center, the program at P.S. 149 was, this year, expanded to serve 80 children in grades K through six. Of these children, 29 were enrolled during the previous school year. Children are assigned to one of four groups each consisting of up to twenty children, according to grade level. Each group is staffed with a teacher and a teacher's aide, enabling a staff-student ratio of 1:10. The goals of the program are achieved through the implementation of thematic curricula, which combine rigorous academic studies with art, dance, poetry and music in a creative and enjoyable manner. Field trips and special events are organized to supplement classroom activities. The program is strengthened through active parental involvement and

The Gary Klinsky Children's Centers are supported entirely by private funds.

YEAR-FOUR EVALUATION

September 1996 to July 1997

SUMMARY OF MAJOR FINDINGS

- The average score of Klinsky participants on standardized reading tests administered in May 1997 was 116% higher than the average score for the P.S. 149 general school population and 20% higher than the cumulative average score for all public schools in District 19.
- The average score on standardized reading tests for children in the Klinsky program for two or more years was 141% higher than the average score for the P.S. 149 general school population and 34% higher than the cumulative average score for all public schools in District 19.
- The average score on standardized reading tests for children in the program for three years was 171% higher than the average score for the P.S. 149 general school population and 50% higher than the cumulative average score for all public schools in District 19.
- 85% of all Klinsky children and 90% of children in the program for two or more years scored above the school average on standardized reading tests administered in May 1997.
- Children in the program for two or more years increased their reading scores in May 1997 by 9% over their scores in May 1996. Children in the program for three full

years increased their reading scores in May 1997 by 26% over their scores in May 1995.

- The average score of Klinsky participants on standardized math tests administered in April 1997 was 35% higher than the average score of the P.S. 149 general school population. There was no statistical difference between Klinsky scores and the average cumulative score for all public schools in District 19.
- The average score for children in the Klinsky program for two or more years on standardized math tests administered in April 1997 was 38% higher than the average score for the P.S. 149 general school population and slightly higher (2%) than the cumulative average for all public school in District 19.
- The average score on standardized math tests of Klinsky children in the program for three full years was 80% higher than the average score for the P.S. 149 general school population and 32% higher than the average cumulative score for all public schools in District 19.
- 85% of Klinsky children scored above the school average on standardized math tests administered in April 1997.

Enrollment and Grouping

There were no changes in the program's enrollment policy. Participation in the Gary Klinsky Children's Center was open to all children in P.S. 149 with priority given to children enrolled in the previous years(s) and to children of parents who are employed or in a school, training or rehabilitation program and in need of after school care for their children.

Twenty nine children who attended the program in 1995-96 re-enrolled in the program for the 1996-1997 school year. Of this number, one child was in the program since 1993-1994 school year; 15 children were enrolled since the 1994-95 school year and; 13 children since 1995-96 school year. Fifty-nine new students were referred by teachers and parents.

To enroll their children parents were required to meet with program staff and agree to program policies and procedures: pick up their children before 6:00p.m. every day, designate two persons who are authorized to pick up their children on their behalf; attend parent council meetings, and participate in program activities to the extent possible.

As a result of the proven success of the program and to accommodate more children the program was expanded in the 1996-1997 school year to serve 80 children.

Children were assigned to one of four groups according to grade level. Group one consisted of 14 kindergarten children and seven first graders; Group two consisted of one first grader, eighteen second grade children and three children in the third grade; Group Three was comprised of eight third grade students and nine children in the fourth grade, and; thirteen children in the fifth grade and 7 in the sixth grade were assigned to Group IV.

The staffing pattern for the expanded program consisted of a program director, four teachers and four teacher's assistants. Substitute teachers and assistants were available for fill-ins as necessary.

The program director left the agency in January 1997 and the director of the East New York Family Center assumed the responsibility for managing the program for the remainder of the school year.

Staff continued the use of the integrated thematic curriculum organized around the five general areas of 1) language arts and library; 2) health, science and discovery; 3) social studies and geography; 4) creative arts and crafts, and; 5) music. Learning activities in each of the curricular areas were integrated around a common theme with emphasis focused on the advancement of reading and math skills. A part of each day was set aside for homework completion and special projects and activities related to the current integrating theme. An average of two special activities were organized each month.

Parent Participation

Parent participation helps ensure that the goals of the Gary Klinsky Children's Center are reinforced in the home and the community. Parents participate by attending Parent Council meetings, volunteering in the classroom, and helping to plan, organize, and supervise special events and field trips. Parents also interact with staff when they pick up their children at the end of the day. The level of parent participation increased over last year's level, as more parents attended special events and volunteered in the classroom. Increased parent participation was partially the result of a new practice to designate one day each month as Parent Involvement Day.

OUTCOME EVALUATION

The same evaluation plan that was used in previous years was used in the 1996-97 evaluation. Progress was measured in the areas of reading and vocabulary skills; homework skills; cognitive skills, school attendance; enjoyment of learning; active learning, and; self-esteem.

The outcome evaluation consisted of the following major activities:

1. Comparisons on standardized reading and math tests to measure individual and group progress.
 - Comparisons of Klinsky participant's scores with cumulative average scores of the P.S. 149 general school population and all public schools in District 19.
 - Comparison of 1997 scores on standardized tests with scores in 1996 and 1995 for Klinsky children in the program for two or more years.
2. Analysis of progress of Klinsky Children in reading and math through comparison of scores on pre-test and re-tests administered in the program.
3. Comparison of the Center's attendance rate with the attendance rate of P.S. 149.
4. Analysis of responses from teachers, parents and children on questionnaires distributed at the end of the 1996-97 school year.

A. COMPARISON OF READING AND MATH SCORES ON STANDARDIZED TESTS.

1. Reading

Standardized reading tests are administered in May of each year to all public school children in grades 3-6. In May 1997, the average score on standardized tests taken by children in the Gary Klinsky program was 38.9:

- 116% higher than the average score for P.S. 149 (18).
- 20% higher than the average cumulative score for District 19 (32.5).
- 12% higher than the Klinsky average in May 1996.

The average score for children who have been in the Klinsky program for two or more years was (43.4) 141% higher than the average score for the P.S. 149 general school population and 34% higher than the cumulative average for all public schools in District 19. Children who were in the program for three full years scored (48.8) 171% higher than the average score for the P.S. 149 general school population and 50% higher than the cumulative District average. Eighty-five % (85%) of all Klinsky children and 90% of those in the program for two or more years scored above the school average. Children in the Klinsky program for two or more years increased their scores in May 1997 by 9% over their scores in May 1996. Children in the program for three full years increased their scores in May 1997 by 26% over their scores in May 1995.

GRADE 3 (11 students)

The average reading score for third grade children in the Klinsky program was 33.7, 87% higher than the cumulative average for the school and 4% higher than the cumulative average for the district. Two children scored at or above grade level. Eight children scored above the school average and five scored above the district average.

GRADE 4 (9 students)

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The average reading score for fourth grade children in the Klinsky program was 51.8, 188% higher than the school average and 59% higher than the district average. Five children who were in the program for two or more years, increased their scores in May 1997 by 24% over their scores in May 1996.

The average score for all Klinsky children in the fourth grade was 37% higher in 1997 than in 1996. All Klinsky children in the fourth grade scored above the school average and 3 children scored at or above grade level.

GRADE 5 (13 students)

The average score on reading tests for Klinsky 5th graders was 44, 144% higher than the school average and 64% higher than the cumulative district average. Children in the program for two or more years increased their scores in May 1997 by 2% over their scores in May 1996.

The average cumulative score for all Klinsky children in the fifth grade was 13% lower than their average score in May 1996. Twelve of thirteen fifth grade children in the Klinsky program scored above the school average, ten scored above the district average, and five scored at or above grade level.

GRADE 6 (7 students)

The average reading score for Klinsky children in the sixth grade was 31.8, 77% higher than the school average and 2% lower than the district average. Children in the program for two or more years increased their scores in May 1997 by 5% over their scores in May 96. For all Klinsky children in the sixth grade there was no change in the average cumulative score from May 1996 to May 1997. Three sixth graders scored above the school average and one scored above the district average. No sixth graders scored at or above grade level.

Note:

Data was not available to compare scores of Klinsky children with those of the P.S. 149 general school population on a grade-by-grade basis.

**COMPARISON OF CUMULATIVE SCORES
ON STANDARDIZED READING TESTS**

PROGRAM	SCORE	GKCC VARIANCE
GKCC (ALL STUDENTS)	38.9	
P.S. 149	18	+116%
DISTRICT 19 PUBLIC SCHOOLS	32.5	+ 20%

AVERAGE KLINSKY SCORES BY GRADE LEVEL

GRADE	SCORE 5/97	SCORE 5/96	% CHANGE
3	33.7	NA	NA
4	51.8	37.8	+37%
5	44	50.5	-13%
6	31.8	29.2	+ 9%

**AVERAGE SCORE BY GRADE LEVEL IN KLINSKY
PROGRAM FOR 2 OR MORE YEARS**

GRADE	SCORE 5/97	SCORE 5/96	% OF CHANGE
3	43.4	NA	NA
4	42	34	+24%
5	46.9	45.7	+ 2%
6	37.7	36.0	+ 5%

**% OF STUDENTS READING
AT OR ABOVE GRADE LEVEL**

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GKCC - ALL STUDENTS	27%
GKCC - 2 YEARS	40%
GKCC - 3 YEARS	23%
P.S. 149	
DISTRICT 19	

2. **Math**

Standardized math tests are administered to all public school children in grades 3-6 each year during the month of April. In April 1997, the average score on standardized math tests taken by children in the Klinsky program was 44.6:

- 35% higher than the average score for P.S. 149 (33).
- No statistical difference when compared to district average (44.9)
- 18% higher than the Klinsky average in April 1996.

The average score for children in the program for two or more years was 45.5, 38% higher than the school average and 2% higher than the district average. The average math score of children who were in the program for 3 full years was 80% higher than the school average and 32% higher than the district average. 85% of all Klinsky children and 56% children in the program for two or more years scored above the school average. Children in the program for two or more years increased their scores in April 1997 by 2% over their scores in April 1996. There was no statistical difference between April 96 and April 97 scores for children in the program for 3 full years.

GRADE 3 (11 students)

The average math score on standardized tests for third grade children in the Klinsky program was 47.8, 45% higher than the average for the school and 6.4% higher than the district average. Six children scored at or above grade level; 9 children scored above the school average, and; 7 children scored above the district average.

GRADE 4 (9 students)

The average math score for Klinsky 4th graders was 51.3, 55% higher than the school average and 14% higher than the district average. Five children in the program for two or more years increased their scores in May 1997 by 71% over their scores in May 1996.

The average score for all Klinsky children in the 4th grade was 78% higher in 1997 than in 1996. Four children scored above the school average, and 6 children scored at or above grade level.

GRADE 5 (13 students)

The average math score of Klinsky 5th graders was 47.8, 45% higher than the school average and 6% higher than the district average score. Children in the program for two or more years decreased their scores by 14% compared to their scores in April 1996.

The average score for all Klinsky children was 16% lower than their average score in April 1996. Nine of thirteen fifth graders scored above the school average, eight scored above the district average, and four scored at or above grade level.

GRADE 6 (7 students)

The average math score for 6th graders was 36.2, 10% higher than the school average, and 24% lower than the district average. Children in the program for two or more years decreased their scores in April 1997 by 9% compared to their scores in April 1996. For all Klinsky sixth graders, there was a 10% decrease in the April 1997 compared to the

Two sixth graders scored above the school average and one scored above the district average. One child scored at or above grade level.

**COMPARISON OF CUMULATIVE SCORES
ON
STANDARDIZED MATH TESTS**

PROGRAM	AGGREGATE SCORE	GKCC VARIANCE
GKCC	44.6	NA
P.S. 149	33	+ 35%
DISTRICT 19	44.9	0

B. ANALYSIS OF PROGRESS IN READING AND MATH AS MEASURED ON PRE-TESTS AND RE-TESTS ADMINISTERED BY THE PROGRAM

Test to measure individual progress in reading and math have been developed by the Gary Klinsky Children's Center staff. Pre-tests are administered in October and Re-Tests are administered in June to chart student's progress. The highest possible score is 100.

1. Reading

Sixty-five of eighty children in the program completed both the pre-test and the re-test during the 1996-97 school year. The average score increased by 21% from 58 on the pre-test to 70.1 on the re-tests.

The following chart presents a breakdown by grade level and shows the percentage of change for each grade.

GKCC PRE-TEST/RE-TEST
READING SCORES

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GRADE	PRE-TEST SCORE	RE-TEST SCORE	% CHANGE
K	44.3	76.6	+73%
1	71.5	90.8	+27%
2	66.3	73.7	+11%
3	56.4	58.4	+ 4%
4	46.1	50.5	+10%
5	65.6	71.3	+ 9%
6	55.5	69.5	+25%

2. Math

Sixty-five children completed both the pre-test and re-tests in math. Their average score increased by 40% from 40% to 62.8. The following chart provides a breakdown of math scores by grade level and shows the percentage of change for each grade.

GKCC PRE-TESTS/RE-TESTS

MATH SCORES

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GRADE	PRE-TEST SCORE	RE-TESTS SCORE	% CHANGE
K	42.5	64.4	+ 52%
1	42.8	89.6	+110%
2	76.5	81.7	+ 7%
3	46.8	50.2	+ 7%
4	48.3	57	+ 18%
5	35.5	34	- 4%
6	21.5	62.5	190%

C. COMPARISON OF CENTER'S ATTENDANCE WITH THE P.S. 149 AND DISTRICT 19 ATTENDANCE RATES

The cumulative attendance rate of Gary Klinsky Children's Center participants was 93.4 for the 1996-97 school year, 6.1 percentage points higher than the school average of 87.3, and 4.4 percentage points higher than the district average of 89. The 1996-97 attendance rate increased over the 1995-96 rate by 1.5 percentage point and is the highest rate since the program opened in the 1993-94 school year.

The following chart is a grade-by-grade comparison of attendance levels in the Klinsky program for the four years since the program has been operating.

**GRADE-BY-GRADE COMPARISON OF
GKCC ATTENDANCE LEVELS
1993-94 TO 1996-97**

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GRADE	93-94	94-95	95-96	96-97
K	NA	NA	NA	89.9%
1	86.0%	93.0%	87.8%	94.6%
2	93.5%	89.0%	92.5%	91.7%
3	89.4%	92.3%	92.9%	94%
4	91.5%	93.5%	91.6%	94.6%
5	91.2%	93.0%	91.4%	94.7%
6	90.1%	94.3%	95.4%	94.6%
TOTAL	90.3%	92.5%	91.9%	93.4%

D. ANALYSIS OF RESPONSES ON QUESTIONNAIRES

Teachers at P.S. 149, parents of participating children, and children in the program were asked to complete questionnaires to assess the effectiveness of the Gary Klinsky Children's Center program. Surveys were administered in June 1997 using the same instrument that has been used in previous years.

1. TEACHER'S QUESTIONNAIRE

Four classroom teachers during the regular school day with a total of 17 children who participate in the Gary Klinsky after school program completed and returned the teacher's survey. Teachers were asked if they were satisfied with the way children are chosen for enrollment, two said yes, one responded that she was not sure, and one said "no." The teacher who responded negatively said that children should be selected "based on academic need and not behavioral problems." No other suggestions or recommendations were offered regarding enrollment.

All four respondents stated that they feel the Gary Klinsky Children's Center is good for the school because children are exposed to activities that classroom teachers do not have time to offer, it helps children with their homework and teaches new skills. One teacher suggested that the program should be shortened from three to two hours a day because it makes the school day very long for the students. Another teacher suggested that there should be better communication between classroom teachers and after school teachers.

When asked if they felt the program should be expanded to serve more children, three teachers said yes and one misinterpreted the question. One teacher recommend that there should be at least one extra class for each grade, and another teacher commented that more of her class could benefit from being involved in such a program.

Two teachers said they feel the program should run during the summer months because many children need extra help in keeping up with their academic skills, particularly in reading and math. One teacher commented that a summer program would take students away from Board of Education programs.

Two teachers reported that they have received feedback from parents of children in the Gary Klinsky program but did not comment on the nature of the feedback. Three teachers reported that they have received various comments from students enrolled in the Gary Klinsky program reporting that they like and enjoy the experience.

Three of the four teachers responded to a question asking if there has been any effect on the classroom or the school by the presence of the Gary Klinsky Children's Center. All three teachers responded that the program has a positive impact because it "really helps the students," offers new experiences, and teaches new skills.

Teachers were asked to rate children in eleven behavioral and academic categories using a scale of -3 (negative change) to +3 (positive change). A summary of their cumulative ratings appears below.

**POSITIVE/NEGATIVE CHANGES IN STUDENTS
AS RANKED BY TEACHERS**

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CATEGORY	NEGATIVE		NO CHANGE		POSITIVE		CUMULATIVE RATINGS	
	-3	-2	-1	0	+1	+2	+3	AVERAGE
1. Behavior					4			1
2. Social Skills					3	1		1.25
3. Feeling about self					2	3		1.6
4. Feeling about school mates					3	1		1.25
5. Feeling about teacher				1	2		1	1.25
6. Feeling about school work				1		1		1
7. Reading skills				1	1	2		.75
8. Verbal skills					2	2		1.5
9. Math skills			1		1	2		.50
10. Science Skills				1	11		1	1.25
11. Homework			1	1	11			.25

* ONLY A VERY SMALL PERCENTAGE OF TEACHERS RESPONDED TO THE SURVEY. THE RESPONSES ABOVE REFLECT RATINGS FOR ONLY 21% OF CHILDREN ENROLLED IN THE GARY KLINSKY CHILDREN'S CENTER

2. PARENTS QUESTIONNAIRE

Questionnaires were distributed to parents during the last two weeks in June as they picked up their children at dismissal.

Fifteen parents representing 26 children responded to the parent questionnaire. When asked to identify their expectations of the program. The majority (75%) of parents listed improvement in school, progress in reading and math and help with homework. Other significant responses included help with child development and exposure of children to different cultures. All fifteen parents reported that their expectations are being met and described the program as "wonderful," "very good," and "helpful."

Fourteen parents reported that they have noticed changes in their children's hobbies and interests, citing such behaviors such as getting along better with other children, learning

new skills, developing new interests and showing greater interest in school as notable changes. Several parents commented that their children have developed new interests in dance and music.

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When asked to identify their responsibilities as a parent of a child enrolled in the program, most parents described their role as supportive, listing encouragement of children, respect for and consultation with teachers and checking homework as their major responsibilities. Only 20% of parents said they were involved in the program, although an additional 60% said that they would like to be more involved. Most of the latter said that their work is the major factor preventing participation. Approximately 30% of parents stated that they would become more involved if there were more trips and special events such as shows and field trips.

In response to a question asking how their children spent the afternoon before their enrollment in the Gary Klinsky Children's Center, parents cited playing, watching television and staying at home as major activities. One parent reported that her child was enrolled in a day care program and another said she is very grateful for the program because her child was lazy prior to her participation and as a result of the program has become productive and is doing better in school.

Parents were asked to note positive and negative changes in their children, since attending the Gary Klinsky Children's Center using a scale from -3 to +3 in eight behavioral and academic categories. A summary of their cumulative ratings appears below.

BEHAVIOR	NEGATIVE		NO CHANGE			POSITIVE		CUMULATIVE RATINGS
	-3	-2	-1	0	+1	+2	+3	AVERAGE
1. Attitude toward going to school				1		5	9	2.5
2. Attitude toward doing homework				1	1	6	7	2.3
3. Attitude towards teachers				1		6	8	2.4
4. Attitude towards peers				1	3	6	5	2.
5. Attitude towards home life				1	1	3	8	2.3
6. Attitude towards siblings				2	1	6	6	2.1
7. Reading				2	3	5	5	1.9
8. Math ability				1	3	5	6	2.1

Attitudes towards going to school and towards teachers received the highest overall ratings.

3. STUDENTS QUESTIONNAIRE

Forty-six students responded to a questionnaire that was distributed to program participants at the end of the school year. Children in grades K-2 received assistance from their teachers in interpreting questions and recording their responses. Students were asked to respond to 10 questions eliciting feedback regarding their feelings about school and their participation in the Gary Klinsky program.

Ninety-one percent of students responded that they like coming to school and attending the Gary Klinsky Children's Center; eight percent said they do not like coming to school or attending the Gary Klinsky Children's Center, and; the remaining one percent said they sometimes like coming to school and attending the Center.

Students were given eight activities from which to choose their favorites. The majority of students selected reading and art. These choices were followed by music, homework, science, dancing, math and poetry, in the order stated. Other choices mentioned included games, computer and writing a newsletter.

Ninety-six percent (96%) of students said that Gary Klinsky teachers were helpful, citing that they are nice, kind and have a good sense of humor. The majority of these respondents said their teachers were especially helpful with homework.

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When asked to identify the best thing about the Gary Klinsky Children's Center, students named a variety of activities, many of which were related to having fun and participating with friends in group activities. Children also said they like their teachers and enjoy reading and books.

Student responses to a question asking if there is anything about the program they don't like were extremely varied with no single response mentioned by more than two children. (Two children commented that they sit too much and there are too few physical activities, and two others said the program should end earlier in June).

When asked how they would change the program, the most frequently mentioned responses were related to the addition of more physical activities and more opportunities to go outside.

An overwhelming majority of students said that the purpose of the program is to provide help with their homework. The second most frequent response was to provide care while their parents are at work.

Ninety-three percent of children (93%) said that the program has helped them with their reading, and the following comments were offered:

"I read the paper better"

"I know more and longer words"

"I can read better and know a lot more words"

"I am a better speller now"

"I can do my homework better"

Eighty-three percent (83%) of children said the program has helped them in their ability to do math. Several students said "math is easy now,"

Several other commented that math has become "fun", and one child said they can now play Uno better.

SECTION II

P. S. 174

Introduction

Tony's Place, a second Gary Klinsky Children's Center, opened at P.S. 174 in late November 1995. Modeled after the highly successful program at P.S. 149, Tony's Place initially served 40 children in grades Pre-K through two. Because Pre-K children have difficulty with long days and adapting to the after school format, the program design was modified in September 1996 to serve children in grades K through three. The program continued to serve 40 children.

The program design (structure, curriculum, staffing and parent participation), with a few minor exceptions, is the same for the P.S. 174 program as it is for the program at P.S. 149.

This evaluation addresses progress in the P.S. 174 program from January 1996 through June 1997, using the same evaluation design that was used in the evaluation of the program at P.S. 149.

Major Findings

Performance on Standardized Tests

Standardized tests in reading and math are administered to all children in grades 3-8 attending New York City public and middle schools.

In the Spring of 1997, ten third grade children in the Gary Klinsky Children's program at P.S. 174 took the tests in reading and math. Because this was the first time they took the tests, comparison of scores to chart progress was not possible.

The cumulative average score of the Klinsky children on the standardized reading test administered in April 1997 was 39.2, 18% higher than the average score for third graders in the general school population (33.2).

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The cumulative average score of Klinsky third graders on the standardized math test was 23.1, 103% lower than the average score for third grade students in the general school population (46.7).

Comparison of Scores on Pre-tests and Post-tests

Administered by the Program

Kindergarten (2 children)

Only two children in the kindergarten were enrolled in the program. There is no data on pre-tests and post-tests for these children.

Grade One (18 children)

Eighteen first grade children were enrolled in the Gary Klinsky Children's Center. Of these, seven enrolled in the program in January 1996. For these students, scores on the pre-test taken in January 1996 were compared with scores on the post-test taken in June 1997.

The average reading score on the pre-test was 48.6. The average score on the post-test increased to 85.6, an improvement rate of 76%.

The average math score on the pre-test was 42. The average score on the post-test increased to 78.1, and improvement rate of 86%.

Eleven first grade children enrolled in the program in September 1996. For these children, scores on the pre-test taken in October 1996 were compared with scores on a post-test taken in June 1997.

The cumulative average score of the Klinsky children on the standardized reading test administered in April 1997 was 39.2, 18% higher than the average score for third graders in the general school population (33.2).

318

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Eleven first grade children enrolled in the program in September 1996. For these children, scores on the pre-test taken in October 1996 were compared with scores on a post-test taken in June 1997.

The average reading score on the pre-test was 70.7. The average score on the post-test was 81.7, an improvement rate of 16%.

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The average math score on the pre-test was 38.4. The average score on the post-test increased to 71.9, an improvement rate of 87%.

Grade Two (10 children)

Seven of ten children in the second grade enrolled in the Klinsky program in January 1996. Their average cumulative score on a pre-test taken in January 1996 was 82.7. On the post test, taken in June 1997, the average increased to 85.3, an improvement rate of 3%.

The average math score on the pre-test was 70.5. The average score on the post-test increased to 85.3, an improvement rate of 30%.

Three second grade children enrolled in the Klinsky program in September 1996. For these children scores on a pre-test taken in October 1996 were compared with scores on a post-test taken in June 1997.

The average reading score on the pre-test was 63. The average score on the post-test increased to 79, an improvement rate of 25%.

The average math score on the pre-test was 75.5. The average score on the post-test increased to 90, an improvement rate of 19%.

Grade Three (10 students)

Six of ten third grade children enrolled in the Klinsky program in January 1996. For these children, scores on a pre-test taken in January 1996 were compared with scores on a post-test taken in June 1997.

The average reading score on the pre-test was 43.5. The average score on the post-test increased to 56.1, an improvement rate of 29%.

The average math score on the pre-test was 86.1. The average on the post-test dropped to 58, a decrease of 33%.

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Four children in the third grade enrolled in the Klinsky program in September 1996. Their average reading score on a pre-test taken in October 1996 was 28. The average on the post-test taken in June 1997 was 33, an improvement rate of 18%.

The average math score on the pre-test was 25. The average score on the post-test increased to 33.5, an improvement rate of 34%.

School Attendance

There is no 1996-97 attendance data for Klinsky children enrolled in kindergarten, grade one and grade two. The average attendance rate for children in the third grade was 91.6, 4% higher than the average attendance rate (88.5) for all third grade children who attended P.S. 174 in 1996-97.

Analysis of Responses on Questionnaires

TEACHER'S QUESTIONNAIRE

Eight regular classroom teachers representing 26 different students responded to the Teacher's Questionnaire.

Seven of eight responded that they are satisfied with the way children are chosen to participate in the program. The teacher who was not satisfied stated that children should be chosen on the basis of their need for additional academic help. Other suggestions/concerns expressed by teachers related to the capacity of the program and the need to expand to accommodate more children.

When asked if they felt the Gary Klinsky program is good for the school, all eight teachers responded favorably. They commented that "pupils are more motivated," the program helps families in which the parents have to go to work, the program provides extra

academic help for students, and that it is "nice to see children get along with one another and help each other out."

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All eight teachers said they feel the program should be expanded because there are so many children who need the services and that it is a positive experience that is "good for everyone involved." Teachers also suggested that the program should be offered to children in the upper grades. One teacher described the Klinsky environment as a "rich educational environment in a relaxing atmosphere."

Seven of eight teachers said the program should be offered during the summer months, but several qualified their responses by suggesting that the summer program should be more relaxed, feature fewer academic and more recreational activities.

Five teachers said that parents have provided them with feedback on the program, stating that parents are pleased with the program, particularly since their children appear to be more interested in school.

Six teachers said that children have provided positive feedback, reporting that they like the center, "the beautiful things it has," and the opportunity to play with their friends.

Seven teachers said that the program has had a positive impact on the classroom and the school, noting particularly that the level of motivation seems to be higher.

Teachers were asked to note positive and negative changes in children since attending the Klinsky Center, using a scale from -3 (most negative) to +3 (most positive) in eleven behavioral and academic categories. A summary of their findings appears below:

Behavior	+1
Social Skills	+1.25
Feelings About Self	+1.5
Feelings about School Mates	+1.5
Feelings about Teachers	+1.6
Feelings about school work	+1.6
Reading skills	+1.4
Verbal skills	+1.6
Mathematics	+1.25
Science	+1.1
Homework	+1.2

Parents Questionnaire

Twenty-one parents representing 26 children responded to the Parent Questionnaire.

When asked to identify their expectations of the program, the majority of parents said they expect the program to help children to improve their academic skills and to build self-confidence. All parents responding to the survey said that their expectations are being met.

Parents were asked if they have noticed changes in their children's hobbies or interests since enrollment in the program. A majority of parents reported that their children like to read more and are doing better in school. Several parents said that their children have greatly expanded their interests, and several others commented that their children have developed new interests in music and singing.

Only three parents said they are involved in the program, but all of them said they would like to become more involved if there were time. Many parents are working, but said they would participate more if there were more special events, field trips and similar activities.

When asked to describe their responsibilities as a parent of a child enrolled in the

Klinsky Program, parents commented that their role should be supportive, helping to reinforce the good work of teachers, ensuring that their children show up for school, and assisting their children with homework.

The majority of parents said that prior to enrollment in the Klinsky Center their children spent the afternoon watching television, or playing. Only two parents identified constructive activities: reading and baby sitting.

Parents were asked to chart positive and negative changes in children since their enrollment in the program, using the same scale that was used on the Teacher's Questionnaire. A summary of their responses follows:

Category	Average Rating
Attitude toward going to school	+2.3
Attitude towards doing homework	+2.3
Attitude towards teachers	+2.6
Attitude towards peers	+2.4
Attitude towards home life	+2.6
Attitude towards siblings	+2.4
Reading ability	+2.4
Reading on his/her own	+2.4
Math ability	+2.3

CHILDREN'S QUESTIONNAIRE

Twenty-two children responded to the questionnaire distributed at the end of the school year. Children in the lower grades received assistance from teachers in interpreting and responding to the questions.

All twenty-two children said they like coming to school and attending the Gary Klinsky Children's Center.

Children were given eight activities from which to choose their favorites. The majority of students (81%) selected reading. Math (77%) and homework (68%) also received high ratings, followed by art (63%), music (54%), and dancing (45%). Three children selected science and only two selected poetry. Outside activities and writing were listed in the "other" category.

In response to a question asking them to list other activities they would like the program to have, children most frequently listed more trips and outside activities and more sports, recreation and gym. Foreign languages, computers, and more plays and shows also made the list.

All twenty-two children said they found the staff to be helpful, citing that Klinsky staff help with homework and reading and provide a sense of security.

Reading was most frequently cited as the "best thing about the program," followed by art, snacks, dancing, cooking, playing and projects, in the order stated.

Nineteen children said they were satisfied with the program and there was nothing they didn't like. Two children said there was too much emphasis on homework and one child said she didn't like the fat crayons. Only three children offered suggested changes for the program. Two suggested that there should be a homework-free day, and one said that more important people should be invited to speak at the Center.

A clear majority of students stated that the purpose of the program is to help with home work. Several children said the program is supposed to help them with their problems.

All twenty-two children said the program has help them with their ability to read. Children commented that they are reading and writing better and that they know more words. All children also reported that the program has helped them with math. They said they know how to count better and to do numbers.

The evaluation outcomes indicate that the Gary Klinśky Children's Centers continue to provide effective after school programming for children. There is strong evidence, as supported by scores on standardized reading and math tests, that children who remain in the program for two or more years benefit more than children who enroll for one year or less.

Teachers, parents and children alike are enthusiastic about the Centers, as indicated in their responses to the questionnaires. Parents seem to be particularly appreciative and supportive, especially with regard to improved reading and other academic skills of their children. Parents and teachers alike believe that the program should be extended to operate during the summer months, and teachers feel that the program should be expanded during the school year to accommodate more children.

Each of the above have implications for planning as the program continues to attract funding and moves forward to promote its goals and objectives.

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May 4, 1998

/SGP

BROOKLYN BUREAU OF COMMUNITY SERVICE

VIA FACSIMILE

MEMO TO: Steve Klinsky

FROM: Jim Hood 

DATE: May 4, 1999

SUBJECT: Revised Comparative Performance Data

Using the scores on standardized tests for students who attended the after-school program at P.S. 149 in 1996, 1997 and 1998 we were able to make the following comparisons to published information pertaining to the percentage of students in the school performing at or above grade level (a score of 50% or better) in math and reading.

	1996	1997	1998
% GKCC at or above Grade Level in Reading	27.0	30.0	31.4
% PS 149 at or above Grade Level in Reading	21.0	17.6	23.0
% GKCC at or above Grade Level in Math	32.4	43.8	41.0
% PS 149 at or above Grade Level in Math	28.0	30.0	28.0

In both reading and math, the percentage of children in the program performing at or above grade level has consistently exceeded the totals for the school. In 1998, 8.4% more of the children in the program were reading at or above grade level compared to the school in general and 13% more were performing at or above grade level in math.

As you know, we have been unable to obtain the average test scores for the school or the district. Tony Deluccia at District 19 said they do not routinely distribute those scores and advised against using them because the battery of tests may be different.

Please call if you have any questions.

Thanks.

cc: Donna Santarsiero
 Danny Rosenthal
 Clare Longo

Philosophy and Consequences:

The most important way to help children develop self control and discipline, and to care for one another, is to create an environment where they are expected to behave and to care. We want to make rules and expectations as clear and consistent as possible so that children know what is expected of them.

At the Family Academy, we deal with misbehavior through consequences rather than punishment. A consequence is something that logically happens after someone does something. Positive actions that build up the community have good consequences. Negative actions that hurt the community or its members have bad or unpleasant consequences.

Consequences are designed to return the environment to being one that is safe for all students. Usually, consequences come in the form of a "time-out" where a student who can't control her or himself is taken out of the activity or group for a little while. The goal is to give a student time to calm down and think about the behavior that caused the problem. Time outs usually last from five to fifteen minutes, or until the child has calmed down and is ready to return to the group.

If one student hurts another student or is disrespectful of another person, there will need to be a discussion of how better to handle the situation and an apology. The Family Academy aims to maintain a safe and healthy environment, and we do not feel that there is any place for physical violence in the life of a school. Children may have to protect themselves or prove themselves physically outside, but in school there must be adults there to take care of problems and to keep all the children safe. Nobody wants their child in a school where the children feel free to hurt one another.

Physical fighting will not be tolerated at The Family Academy. If and when such fights occur, all parties involved will find themselves in trouble, whether they were initial instigators or not. Of course those who start the fights are dealt with more severely (phone calls home, in-house and/or formal suspensions, superintendent suspensions, and so on), but anyone involved in a fight will experience consequences.

What follows are a set of rules that we expect all members of the school community to follow. We believe that adults are the most important examples for children. We ask that all adults in the school community respect these rules while they are in the building or with the school on trips.

School Expectations:

1. WE TAKE CARE OF ONE ANOTHER:

- We help each other out.
- We are friendly and courteous.
- We do not bully or tease other children.
- We do not tell others that they can't play in our games.

2. WE SHOW RESPECT FOR LEARNING:

- We arrive at school on time.
- We are prepared for class.
- We pay attention and listen carefully.
- We do our own homework carefully and with good thought.
- We treat other's work with respect.
- We do not disrupt the class.

-We take care of materials and keep the classroom in order.

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3. WE TRY TO SETTLE OUR DIFFERENCES WITH TALKING AND PEACEFULLY:

-We do not fight with, hit, kick, bite or in any way hurt another person, no matter how angry we feel.

-We talk about our feelings and problems, and try to solve them instead of trying to hurt.

4. WE MOVE SAFELY THROUGH THE SCHOOL AND ON TRIPS:

-We remember that others are working, so we go quietly and in an orderly way through the school.

-We do not play in bathrooms.

-We do not run in the halls or up and down stairs.

-We take care of our line partners on trips.

-We walk in a calm and orderly way through the streets.

-We wait away from the tracks in the subway and sit still on trains or buses.

5. WE USE APPROPRIATE LANGUAGE AT ALL TIMES:

-We do not curse or tease with mean words.

-We speak to each other with respect.

-We never boo anybody who is performing for us.

-We clap to show that we like something that has been performed or said when we are the audience.

6. WE LISTEN TO THE DIRECTIONS OF THE ADULTS IN CHARGE:

-We do not talk back to adults.

-We do not leave an area without adult permission.

7. WE RESPECT OTHER PEOPLE'S PROPERTY AND THEIR BODIES:

-We do not take anything that belongs to another person or to the school.

-We do not touch other people without asking first.

-We do not touch other people in a harmful way.

8. WE PLAY SAFELY IN THE GYM, THE PARK OR THE PLAY YARD:

-We share the area with others nicely and fairly.

-We do not play fight or wrestle, push, shove, or play rough.

-We do not throw anything at other people.

-We clean up and return equipment at the end of play.

9. WE PRACTICE GOOD CONDUCT WHILE EATING:

-We wait for each other before we start eating.

-We thank the people who helped us have the food.

-We eat in a calm way with our best manners.

-We NEVER throw food or utensils.

-We try at least a taste of new kinds of foods.

MODEL STUDENT DISCIPLINARY CODE

This Code sets forth the _____ Charter School's policy regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules.

In all disciplinary matters students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction, disciplinary responses include suspension (short or long term), involuntary transfer, detention, exclusion from extracurricular activities, and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

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I. DEFINITIONS

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For purposes of this Code:

- “*short term suspension*” shall refer to the removal of a student from school for disciplinary reasons for a period of five or fewer days;
- “*long-term suspension*” shall refer to the removal of a student from school for disciplinary reasons for a period of more than five days; and
- “*expulsion*” shall refer to the permanent removal of a student from school for disciplinary reasons.

II. SHORT-TERM SUSPENSIONS

A student who is determined to have committed any of the infractions listed below shall be subject *minimally* to a short term suspension, unless the principal or Board of Directors determines that an exception should be made based on the individual circumstances of the incident and the student’s disciplinary record. Such student also may be subject to any of the disciplinary measures set forth in Part IV of this Code, and, depending on the severity of the infraction, a long-term suspension also may be imposed and referrals to law enforcement authorities may be made.

Disciplinary Infractions

- Attempt to assault any student or staff member.
- Vandalize school property causing minor damage.
- Endanger the physical safety of another by the use of force or threats of force which reasonably places the victim in fear of imminent bodily injury.
- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others.
- Engage in insubordination.
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions.
- Cheat on exams or quizzes, or commit plagiarism.
- Use forged notes or excuses.
- Steal, attempt to steal, or possess property known by the student to be stolen.
- Commit extortion.

- Engage in gambling.
- Drive recklessly on school property.
- Trespass on school property.
- Abuse school property or equipment.
- Use obscene or abusive language or gestures.
- Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments.
- Make a false bomb threat or pull a false emergency alarm.
- Possess tobacco or alcohol.
- Possess radios, "walkmans," pagers, beepers or portable/cellular telephones not being used for instructional purposes.
- Wear inappropriate, insufficient, or disruptive clothing or attire, and/or violate the student dress code, if one exists.
- Refuse to identify himself or herself to school personnel.
- Repeatedly commit minor behavioral infractions which, in the aggregate, may be considered an infraction subject to formal disciplinary action.
- Commit any other act which school officials reasonably conclude warrants a disciplinary response.

Procedures for Short Term Suspensions

The principal or Board of Directors may impose a short-term suspension. Before imposing a short term suspension, the principal or Board shall verbally inform the student of the suspension, the reason or reasons for it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain the charges.

The principal or Board also shall immediately notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall offer the opportunity for an immediate informal conference with whoever has imposed the suspension. The notification and informal conference shall be in the dominant language used by the parent(s) or guardian(s).

A student who is determined to have committed any of the infractions listed below shall be subject *minimally* to a long-term suspension, unless the principal or Board of Directors determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such student may also be subject to any of the disciplinary measures set forth in Part IV, to referral to law enforcement authorities, and/or to expulsion.

Disciplinary Infractions

- Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school.*
- Commit or attempt to commit arson on school property.
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events.
- Assault any other student or staff member.
- Intentionally causes physical injury to another person, except when the student's actions are reasonably necessary to protect himself or herself from injury.
- Vandalize school property causing major damage.
- Commit any act which school officials reasonably conclude warrants a long term suspension.

In addition, a student who commits any of the acts listed in Part II which would ordinarily result in a short-term suspension may, instead or in addition, be subject to a long-term suspension at the principal's or Board of Director's discretion.

* The Federal Gun-Free Schools Act of 1994, which applies to public schools, states that a student who is determined to have brought a weapon to school must be suspended for at least one calendar year. This suspension requirement may be modified by school administrators, however, on a case-by-case basis. Weapon as used in this law means a "firearm," as defined by 18 USC §8921, and includes firearms and explosives. New York Education Law §3214(3)(d) effectuates this federal law.

Procedures for Long-Term Suspensions

The principal or Board of Directors may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the principal or Board may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the principal or Board shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions.

The principal or Board also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the suspension proceeding has been initiated by the principal, the principal shall personally hear and determine the proceeding or may, in his discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the principal may accept or reject all or part of it. The principal's decision after the formal hearing to impose a long-term suspension or expulsion may be appealed first to the Board of Directors, next to the chartering entity, and finally to the State Commission on Charter Schools. If the proceeding has been initiated by the Board, the Board shall hear and determine the proceeding. The Board's decision after the formal hearing to impose a long-term suspension (or expulsion) may be appealed to the chartering entity and finally to the State Commission on Charter Schools.

IV. ADDITIONAL DISCIPLINARY MEASURES

The disciplinary measures listed below may be imposed in addition to short-term or long-term suspensions or, if an exception has been made by the principal or Board of Directors to the imposition of a minimum suspension, in place of such suspension. Behavior not listed in Part II or Part III of this Code but determined by appropriate school staff to warrant disciplinary action, including but not limited to missing classes without permission and arriving late to class without a reasonable excuse, also may be subject to the additional disciplinary measures noted below.

In-school suspensions, suspensions of transportation, and involuntary transfers may be imposed only by the principal or Board of Directors. All other disciplinary measures may be imposed by the principal, the Board of Directors, or a teacher, who must inform the principal of such action within a reasonable time.

BEHAVIORAL CONTRACT:

School staff may design written agreements with students subject to punishment under this code to identify target behaviors, define expectations, and describe consequences, provided that the affected student and his or her parent(s) or guardian(s) are informed that the decision to enter into such a contract is voluntary.

DETENTION:

After notice to the student and parent(s) or guardian(s), and provided that there is no objection from the parent(s) or guardian(s) and the student has appropriate transportation home, a student may be detained after school in detention.

LOSS OF SCHOOL PRIVILEGES:

After notice to the student and parent(s) or guardian(s), a student may be suspended from participation in extracurricular activities, including athletics. The student and parent(s) or guardian(s) shall be given an opportunity to meet informally with the principal or teacher involved. If possible, the principal or teacher involved shall hold any requested meeting prior to imposing the suspension from participation in extracurricular activities.

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IN-SCHOOL SHORT TERM SUSPENSION:

Students may be temporarily removed from the classroom and placed in another area of the school where the student will receive substantially equivalent education. The student and his or her parent(s) or guardian(s) must be given a reasonable opportunity for an informal conference regarding such suspension with whomever was involved in imposing the suspension.

SUSPENSION FROM SCHOOL TRANSPORTATION:

As the result of misconduct occurring on a bus or other means of student transportation and after notice to the student and his or her parent(s) or guardian(s), a student may be suspended from school transportation. When such suspension amounts to a suspension from attending school because of the distance between home and school and the absence of alternative public or private means of transportation, the school must make appropriate arrangements to provide for the student's education.

INVOLUNTARY TRANSFER:

Non-handicapped students may be transferred involuntarily to another school by the principal. Before a student may be involuntarily transferred, the principal shall provide written notice to the student and his or her parent(s) or guardian(s) that the student is being considered for transfer to another school. Such notice also shall set a time and place for an informal conference with the principal and shall inform the parent(s) or guardian(s) of their right to be accompanied by counsel or an individual of their choice. If, following the informal conference, the principal maintains that the student would receive an adequate and appropriate education in another school program, the principal shall issue a recommendation of transfer to the school's Board of Directors, which shall include a description of the behavior and/or academic problems indicative of the need for transfer, a description of alternatives explored, and prior action taken to resolve the problem. A copy of such recommendation shall be sent to the student and his or her parent(s) or guardian(s). Upon receipt of the principal's recommendation for transfer, the Board of Directors shall notify the student and the parent(s) or guardian(s) of the opportunity for a fair hearing where the student may be represented by counsel, present evidence, and question witnesses. Such notification shall list community agencies and free legal assistance which may be of assistance to the student. The written notice shall include a statement that the student or his or her parent(s) or guardian(s) has 10 days to request a hearing and that the proposed transfer shall not take effect until the 10-day period has lapsed, or, if a hearing is requested, until after a formal decision following the hearing is rendered, whichever is later.

VII. DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses. Discipline of a student identified as having a disability, however, will be in accordance with the following:

1. Students for whom the Individualized Educational Plan ("IEP") includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Committee on Special Education ("CSE") for consideration of a change in the guidelines.
2. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. The CSE must be notified immediately of any suspension from classes, and will arrange appropriate alternate instruction.

If there is any reason to believe that the infraction is a result of the student's disability, the student must be immediately referred to the CSE. If a connection is found, no penalty may be imposed. The CSE will consider a possible program modification.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student must be immediately referred to the CSE for reconsideration of the student's educational placement. Such a student may not be suspended for a total of more than 10 days during the school year without the specific involvement of the CSE prior to the 11th day of suspension since such suspensions are considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE will follow its ordinary policies with respect to parental notification and involvement.

3. The CSE shall meet within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved:
 - a. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
 - b. The commission of any infraction which is a result of the student's disability.
 - c. The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of five days.

MODEL POLICY OF MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY

The following rules shall govern the conduct of students, teachers, staff, licensees, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the _____ Charter School.

These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal, State or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein. Additionally, these rules and regulations should not be construed to limit, but rather to exist in conjunction with, any other codes of conduct established for the school, such as a disciplinary code and/or a bill of student rights and responsibilities.

I. Prohibited Conduct

No person, either singly or in concert, shall:

- A. Willfully cause physical injury to any other person, or threaten to use force which would result in such injury.
- B. Physically restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.
- C. Willfully damage or destroy school property, nor remove or use such property without authorization.
- D. Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.
- E. Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
- F. Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility prior to its normal opening.
- G. Refuse to leave any building or facility after being required to do so by the principal or an authorized administrative officer or his or her designee.
- H. Willfully obstruct or interfere with the free movement of persons and vehicles.

- I. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his or her views, unless such disruption is necessary to maintain order of the educational process.
- J. Possess on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapon, whether or not the person has a license to possess such weapon. Further, it is the duty of the principal to inform the police of the presence or use of any such weapon or implements used as weapons on school property.
- K. Commit acts which threaten the safety and welfare of persons on school property.
- L. Violate any federal or State statute or regulation, local ordinance or school policy.
- M. Possess, use or distribute alcohol, drugs or drug paraphernalia.
- N. Harass or coerce any person.
- O. Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.
- P. Distribute or post on school property any written material, pamphlets or posters without the prior approval of the principal.

II. Penalties and Enforcement

Penalties for violations of these rules include, but are not limited to:

- the withdrawal of authorization to remain upon school property;
- ejection;
- arrest;
- for students, suspension or other disciplinary action; and
- for school employees, dismissal or other disciplinary action.

Staff members are required to report known violations of these rules to the principal and to make reasonable efforts to stop the prohibited conduct. The principal is responsible for the enforcement of these rules.

I. Participation in School Activities

All students have the following rights:

- A. To have the opportunity to take part in all school activities on an equal basis regardless of race, sex, national origin, creed, or disability.
- B. To address the school on the same terms as any citizen.

Similarly, all students are bound by the same rules for exclusion from school activities and public address.

II. Records

The Family Education Rights and Privacy Act of 1974 (FERPA) requires a school to protect a student's privacy. The school will not disclose any information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent(s) or guardian(s) of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the principal. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA.

III. Freedom of Expression

- A. Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the Student Discipline Code, violations of which are punishable as stated in such Code.
- B. Student participation in the publication of school sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled by school authorities.

No person shall distribute any printed or written materials on school property without the prior permission of the principal. The principal may regulate the content of materials to be distributed on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school. The principal may also regulate the time, place, manner and duration of such distribution.

IV. Search and Seizure

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- A. A student and/or the student's belongings may be searched by a school official if the official has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities.
- B. Student lockers and desks remain the property of the school. However, the school is not responsible for books, clothing or valuables left in lockers or desks. A student shall not place, keep or maintain in a locker or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the lawful mission of the school.
- C. The following rules shall apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:
 - 1. School authorities will make an individual search of a student's locker or desk only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
 - 2. Searches shall be conducted under the authorization of the school principal or his/her designee.
 - 3. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.

V. Off-Campus Events

Students at school sponsored off-campus events shall be governed by all the rules and regulations of the school and are subject to the authority of school officials. Failure to obey the lawful instructions of school officials shall result in a loss of eligibility to attend school sponsored off-campus events and may result in additional disciplinary measures in accordance with the Student Disciplinary Code.

VI. Discipline

- A. Prohibited conduct and acceptable school responses to such conduct are set forth in the Student Disciplinary Code. In all disciplinary matters, students shall have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the professional staff member imposing such sanctions.
- B. A student may be suspended from instruction only after his or her rights to due process have been observed.

A. Performance Statement: Each student can decode unknown words through a variety of strategies.

Standards:

1. Each student can pronounce and decode unknown words using letter-sound relationships and knowledge of word structures.
2. Each student can infer the meaning of unknown words in an unfamiliar reading passage by examining known words, syntax, or grammar in the context of the passage.
3. Each student can use a dictionary.

B. Performance Statement: Each student can identify facts, place events in sequence, draw inferences, make judgments, and describe the details and content of a variety of literary and non-literary texts, including narratives, stories, poetry, expository texts, articles, and instructions.

Standards:

1. Each student can distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose.
2. Each student can recall events in order, identify the main ideas, describe the setting, and summarize critical details from a variety of classic and contemporary children's literature.
3. Each student can draw from a reservoir of archetypal stories—including major myths, folk tales, and narratives from the United States and cultures worldwide—in order to describe conventional characters, plots, and themes; understand common allusions and metaphorical phrases; make predictions; and relate experiences to his or her own life.
4. Each student can draw from a reservoir of general knowledge about the world and familiarity with common forms of written communication—such as newspapers, instructions, maps, and textbooks—in order to derive meaning from and respond appropriately to texts.
5. Each student can combine ideas drawn from classic and contemporary stories, identify cause and effect, and compare and contrast characters or events, relating these to other works and student's own experience—for example, by discussing the messages of *Beauty and the Beast* or Dickens's *Scrooge*.

6. Each student can use common allusions from fairy tales, fables, biographies, etc. (e.g., the Emperor's clothes, the boy who called "wolf") when writing or speaking about other topics.
7. Each student can describe personal reactions to literature, citing reasons ("I like this book because ...") and comparisons to other works.
8. Each student can select and read a text for information, summarize it, and connect new information to prior knowledge.
9. Each student can describe the author's voice in a text (e.g., first-person narrative, an editorial) and infer the author's purpose and the main ideas expressed.

C. Performance Statement: Each student can construct meaning from oral messages communicated in various setting for various purposes, including speeches, lectures, and group discussions.

Standards:

1. Each student can identify and explain the purpose of an oral communication.
2. Each student can respond to one or more speakers by expressing appropriate ideas, opinions, and questions.
3. Each student can select and summarize accurately the key points and main ideas from an oral presentation such as a story or speech.
4. Each student can explain how a speaker has used inflection, eye contact, and gestures to reinforce the speaker's message.

D. Performance Statement: Through writing, each student can communicate opinions, ideas, information, and messages using various forms, including letters, simple reports, narratives, and essays. Each student can write creatively and expressively.

Standards:

1. Each student can write for a variety of audiences following the conventions of standard English and/or by using informal language as appropriate.
2. Each student can write a report, essay, or letter which has a clearly identifiable purpose; is well organized; recalls events or situations accurately, clearly, and sequentially; and contains illuminating details and descriptions
3. Each student can write from draft to final product, revising content when necessary to clarify or make improvements.

4. Each student can write a narrative that describes a complete experience, is well developed, contains descriptive words and phrases, and has a beginning, middle, and end.
5. Each student can write a story that establishes a main character distinct from other characters, has a clearly defined plot, contains a setting, and has details which advance the plot.
6. Each student can create simple poems using different forms including rhymed couplets, haiku, limericks, and free verse.

E. Performance Statement: Each student can orally communicate information, opinions, and ideas effectively to various audiences, in various contexts, and for various purposes.

Standards

1. Given a choice of familiar topics, each student can speak extemporaneously, volunteering an organized set of appropriate ideas, opinions, and/or questions in response.
2. Each student can construct and present a report which summarizes ideas and information about a specific topic.
3. Each student can give instructions, relate a personal experience, and/or create a fictional story using concrete details and descriptive language.
4. Each student can participate in discussion by listening attentively, respecting the opinions and feelings of other people, and responding coherently.
5. Each student can use inflection, eye contact, and gestures to reinforce his or her message.

F. Performance Statement: Each student, working individually or in groups, can form a question, conduct an investigation, and report the results coherently and accurately with convincing evidence.

Standards

1. Each student can formulate a question on a topic of interest and plan and conduct an investigation which attempts to answer it.
2. Each student can use more than one source or method of investigation, including library resources, interviews, and computer databases.

G. Performance Statement: Each student can demonstrate a basic knowledge of the structure of English.

Standards:

1. Each student can distinguish between formal and informal English and use the different forms appropriate to situation and purpose.
2. Each student can edit his or her own work for accurate spelling and proper use of standard English.
3. Each student can create and edit written work on a computer.

A. Performance Statement: Through oral and written responses, each student can demonstrate the ability to analyze the structure and construct the meaning of a variety of literary and non-literary texts written for various purposes at various times in history, including literature of interest to students and other printed materials they encounter in everyday life.

Standards.

1. Given an unfamiliar passage to read, each student can identify and explain the type of information conveyed, the main ideas, the way the text is organized, and the relationship of parts to the whole.
2. Each student can read for a variety of purposes—to make a decision, follow directions, select and record information, analyze an argument, gain understanding, or enjoy a good story, for example—and use strategies of reading and note-taking appropriate for each purpose.
3. Given a purpose for reading and responding to a text, each student can select, summarize, paraphrase, analyze, and evaluate relevant passages.
4. Each student can draw on a broad base of prior knowledge about the genres of literature—the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, for example—when constructing the meaning of a text.
5. Each student can draw on a broad base of knowledge about the themes, ideas, and lessons of religious texts and classical literature—for example, knowledge of the Bible, the Koran, and works by such authors as Homer, Cervantes, Shakespeare, Dickens, and Twain—when reflecting about life and literature.
6. Each student can evaluate the reliability of information conveyed in a text, using external criteria—such as knowledge of the author, topic, or context—and internal criteria—such as, analysis of logic, evidence, propaganda, or diction.
7. Each student can explain how an author has used figures of speech, information, incidents, character, and conflict to create an effect, thesis, or theme.
8. Each student can describe conflict and the resolution of conflict in literature both in concrete terms related to plot and in abstract terms related to theme.

9. Each student can explain and defend critical opinions about a text, informally in a discussion with peers and formally in a well-organized speech or essay.
10. When asked to read and respond to the writing of other students, each student can provide helpful information at various stages of the writing process.

B. Performance Statement: Through oral and written responses, each student can demonstrate the ability to analyze the structure and construct the meaning of oral discourse delivered in various contexts for various purposes, including speeches, lectures, and discussions on topics of current interest to students.

Standards:

1. After hearing an oral communication for the first time, each student can identify and explain the type of information conveyed, the main ideas, the way in which the communication was structured, and the relationship of parts of the whole.
2. Each student can listen for a variety of purposes and use strategies of listening and note-taking appropriate for each purpose.
3. When constructing the meaning of an oral communication, each student can employ prior knowledge about the speaker or speakers, the content, and the context in which the communication takes place.
4. Given a purpose for listening and responding to an oral communication, each student can select, summarize, and analyze appropriate segments.
5. Each student can evaluate the reliability of information conveyed in speech, using external criteria—such as knowledge of the speaker, topic, or context—and internal criteria—such analysis of logic, evidence, propaganda, or diction.
6. Each student can explain how a speaker has used figures of speech, information, rhetorical techniques, and non-verbal cues to create an effect, thesis, or theme.
7. Each student can explain and defend critical opinions about an oral communication informally in a discussion with peers and formally in a well-organized speech or essay.
8. When asked to listen and respond to practice speeches delivered by other students, each student can provide helpful information at various stages of composition.

C. Performance Statement: Each student can communicate information, opinions, and experiences effectively when writing for various audiences, in various genres, for various purposes.

Standards:

1. Each student can employ a variety of strategies—lists, freewriting, word maps, and outlines, for example—to evaluate, revise, and develop a topic within permissible limits.
2. Each student can determine the purpose of a piece of writing, identify an appropriate audience, and develop a plan to fulfill the purpose.
3. Each student can choose a genre—story, poem, letter, personal narrative, or persuasive essay, for example—and use the conventions of the genre to further the purpose of the writing.
4. Each student can develop a composition through a series of drafts, using critical reading and responses of others to guide the process of revision.
5. Each student can produce a coherent and complete composition, containing sufficient detail to fulfill its purpose, language appropriate for its audience, and a structure revealed through clear coordination and subordination of ideas.
6. Each student can write narratives showing a sequence of events through concrete detail and descriptive language, yet at the same time illustrating a more abstract insight or theme.
7. Each student can write stories that contain major and minor characters and a coherent plot, all realized in narrative and descriptive detail.
8. Each student can use literary and cultural allusions, imagery, and various figures of speech to communicate actual or imagined experiences to an audience.
9. Each student can construct a coherent argument and cite reliable evidence.
10. Each student can use a computer for writing and revising drafts, integrating graphic and numerical information into text, and sending and receiving files.

D. Performance Statement: Each student can communicate information, opinions, and experiences effectively when speaking to various audiences, in various contexts, for various purposes.

Standards:

1. Each student can participate in a discussion by listening attentively, respecting the opinions of other people, using language appropriate to the context, responding coherently, and otherwise contributing to the purpose of the group.
2. Each student can employ a variety of strategies—lists, freewriting, word maps, and outlines, for example—to evaluate, revise, and develop a topic within permissible limits.
3. Each student can determine the purpose for speaking in various contexts, appraise the needs and expectations of an audience, and develop a plan to fulfill the purpose.
4. Each student can make appropriate decisions about substance and style and use the conventions of public speaking to help fulfill the purpose of a speech.
5. Each student can develop a speech or lecture through a series of drafts, using practice delivery and the responses of a trial audience to guide the process of revision.
6. Each student can produce a coherent and complete presentation, containing sufficient detail to fulfill its purpose, language appropriate for its audience, appropriate visual aids, and a structure revealed through clear coordination and subordination of ideas.
7. Each student can relate narrative showing a sequence of events through concrete detail and descriptive language, yet at the same time illustrating a more abstract insight or theme.
8. Each student can use literary and cultural allusions, imagery, various figures of speech, inflection and tone of voice, non-verbal devices and gestures, humor, and visual aids to reinforce the message of a speech or lecture.
9. Each student can construct and deliver a coherent argument that accurately summarizes the ideas and opinions of other people, evaluates those ideas and opinions, advances the student's own ideas and opinions, and cites supporting evidence.
10. Each student can use a computer for planning a speech or lecture, integrating graphic and numerical information, and projecting visuals during delivery.

E. Performance Statement: Each student can formulate questions that might be answered through various methods of investigation, organize and conduct an investigation, and integrate discovered information into oral and written reports using appropriate conventions for preparing a manuscript.

Standards:

1. Each student can formulate questions and conduct an investigation that produces relevant information.
2. Each student can use the research tools made available in the school and other local libraries, including encyclopedias, almanacs, dictionaries, card catalogs, indexes to periodicals, and computerized databases.
3. Each student can take notes, keep track of sources, and formulate alternative strategies for finding and recording information.
4. Each student can follow conventions for the preparation of a manuscript.

F. Performance Statement: Each student can demonstrate knowledge of the structure and history of English through reading, listening, writing, and speaking.

Standards:

1. Each student can evaluate the use of words and phrases according to the context and purpose of a communication.
2. Each student can evaluate the use of syntax, figurative language, and rhetorical structures according to context, purpose, and related linguistic conventions.
3. Each student can find information that is helpful in evaluating the use of English by consulting dictionaries, style sheets, handbooks, editing software, and other sources of information.
4. Each student can proofread, edit, and revise a manuscript.
5. Each student can describe parts of speech and fundamental rules of syntax and apply this knowledge in written and oral work.

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**English Language Arts
Upper Level**

A. Performance Statement: Through oral and written responses, each student can demonstrate the ability to analyze the structure, language, and content of complex literature written in various countries during various historical periods and to read critically the non-literary documents and articles associated with other disciplines.

Standards:

1. Each student can draw on a broad base of knowledge about American, British, European, and non-European literature and recognize the conventions associated with the literature of certain historical periods and cultures.
2. Each student can draw on a broad base of knowledge about the great themes of literature—for example, themes of initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth—and explain how these themes are developed in specific works from various historical periods and cultures.
3. Each student can draw on a broad base of knowledge about great works—images and ideas, episodes, characters, quotations, and so on—when reflecting about life and literature.
4. Given an unfamiliar work of literature, each student can identify details of language, setting, point of view, plot, character, and conflict and explain how the author has organized these details to produce a dominating effect, impression, or theme.
5. Each student can explain the structure of certain passages of literature from various historical periods and cultures, illustrating the authors' use of syntax, images, figures of speech, literary and cultural allusions, symbols, irony, and other devices in the context of history, cultures, and literary style.
6. Given an essay, each student can identify its central idea or ideas and explain how the author has developed the essay through coordination and subordination.

7. Each student can distinguish fact from opinion in an article, identify propaganda techniques and fallacious reasoning, and integrate knowledge from the article into prior knowledge about the topic.
8. Each student can identify a topic of personal interest, identify major authors who have written about the topic, develop an agenda for reading, and become knowledgeable not only about the topic itself, but also about the language and conventions of discourse in which discussion of the topic is framed.
9. When asked to read and respond to the writing of other students, each student can provide helpful critiques, suggestions, and informed appreciation at various stages of the writing process.

B. Performance Statement: Through oral and written responses, each student can demonstrate the ability to analyze the structure, language, and content of oral discourse delivered in various contexts for various purposes, including speeches, lectures, and discussions in other disciplines.

Standards

1. After listening to a speech, lecture, or discussion, each student can identify the central ideas and explain how these ideas were developed through related constituent ideas.
2. Each student can distinguish fact from opinion in a speech, lecture, or discussion, identify propaganda techniques and fallacious reasoning, and integrate knowledge gained into prior knowledge of the topic. By asking questions, each student can elicit information to help this process of understanding and integration.
3. Each student can identify a topic of personal interest and seek out speeches, lectures, or discussions about the topic, either recorded or live. Through listening and reading, each student can become knowledgeable not only about the topic, but also about the language and conventions of discourse in which discussion of the topic is framed.
4. When asked to listen and respond to practice speeches delivered by other students, each student can provide helpful critiques, suggestions, and informed appreciation at various stages of composition.

C. Performance Statement: Each student can communicate information, opinions, and experiences effectively when writing for various audiences, in various genres, for various purposes.

Standards:

1. Each student can employ a variety of strategies for developing and organizing ideas, resulting in knowledge, opinions, or insights that are worth communicating to an intended audience.
2. Each student can develop a piece of writing that conveys knowledge, opinions, or experiences to an intended audience, using rhetorical structures that divide complex thoughts into simpler thoughts, transitions to help an audience follow the logic, and language the audience can understand.
3. Each student can summarize verbal and numerical information, expand or reduce the summary by adding or omitting detail, and incorporate information at an appropriate level of generality into an essay or report, using relevant conventions of documentation and format.
4. Each student can construct a coherent argument that advances an opinion, accurately summarizes an opposing opinion, refutes the opposing opinion, and cites persuasive evidence.
5. Each student can write stories with a coherent plot, distinct characters, and conflict resolved through the action characters.
6. Each student can write in a mature style characterized by adequate vocabulary, an unaffected "voice," a variety of sentence structures, clear coordinating and subordination of ideas, and rhetorical devices that reinforce meaning.
7. Each student can develop a composition through a series of drafts, using critical reading and the responses of others to guide the process of revision.
8. Each student can use a computer for writing and revising drafts, integrating graphic and numerical information into text, sending and receiving files, and laying out a publication.

D. Performance Statement: Each student can communicate information, opinions, and experiences effectively when speaking to various audiences, in various contexts, for various purposes.

Standards:

1. Each student can participate in or lead a discussion effectively by being prepared, understanding the purpose of the discussion, listening attentively and respectfully to others, asking questions, and offering relevant and reliable information.
2. Each student can employ a variety of strategies for developing and organizing ideas, resulting in knowledge, opinions, or insights that are worth communicating to an intended audience.
3. Each student can develop a lecture or a speech that conveys knowledge, opinions, or experiences to a selected audience, using rhetorical structures that divide complex thoughts into simpler thoughts, transitions to help an audience follow the logic, language the audience can understand, and figures of speech that reinforce meaning.
4. Each student can deliver a lecture or a speech with confidence and poise, using eye contact, gestures, visual aids, and appropriate interaction with members of the audience through questions and answers.
5. Each student can summarize verbal and numerical information, expand or reduce the summary by adding or omitting detail, and incorporate information at an appropriate level of generality into a speech or a lecture using relevant conventions of documentation and format.
6. Each student can construct a coherent argument that advances an opinion, accurately summarizes an opposing opinion, refutes the opposing opinion, and cites persuasive evidence.
7. Each student can use a computer and presentation software for preparing and enhancing the delivery of a speech or a lecture.

E. Performance Statement: Each student can formulate questions that might be answered through various methods of investigation, organize and conduct an investigation, and integrate discovered information into oral and written reports using appropriate conventions for preparing a manuscript.

Standards:

1. Each student can formulate questions and conduct an investigation that produces relevant information.
2. Each student can use the research tools made available in school and college libraries, take notes, keep track of sources, and formulate alternative strategies for finding and recording information.
3. Each student can conduct interviews, take notes or otherwise record oral information, and summarize or transcribe oral information as needed.
4. Each student can write and administer questionnaires, organize data received from questionnaires, and employ statistics to support all inferences drawn.
5. Each student can incorporate verbal, visual, and numerical data into oral and written reports, citing sources according to convention, and taking care to distinguish between data and inferences drawn from data.

F. Performance Statement: Each student can demonstrate knowledge of the structure and history of English through reading, listening, writing, and speaking.

Standards

1. Each student can evaluate the use of diction, syntax, figurative language, rhetorical structures, and linguistic conventions according to the context and purpose of a communication.
2. Each student can edit a manuscript to correct problems of usage, grammar, spelling, punctuation, format, and style.
3. Each student can find information that is helpful in evaluating the use of English by consulting dictionaries, style sheets, handbooks, editing software, and other sources of information.

4. Each student can summarize the history of English using specific words and literary changes that have taken place.
5. Each student can draw inferences about values, attitudes, and point of view by analyzing a writer's or a speaker's use of English.
6. Each student can edit and revise a manuscript to improve content and organization.

**Geography Standards
Primary Level**

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A. Performance Statement: Each student can locate particular places on earth, identify spatial patterns on the earth's surface, and describe physical characteristics and human processes that shape these patterns.

Standards:

1. Each student can construct models or sketch maps of his or her own state, the United States, and the world; and label continents and oceans of the world, and the countries and major cities of North America on unmarked maps.
2. Each student can compare and contrast information on maps drawn to different scales.
3. Each student can use fundamental geographic vocabulary to identify basic geographic patterns and phenomena and to describe a cultural or environmental issue from more than one perspective.
4. Each student can use number and letter grids to plot specific locations, sketch simple maps, and describe and/or draw landscapes.
5. Each student can use aerial and other photographs, satellite images, maps and globes, media, and computers to solve simple problems.
6. Each student can identify major land and water formations on a map of the student's state, using appropriate terminology.

B. Performance Statement: Each student can explain how earth's natural and human systems are connected and interact.

Standards

1. Each student can identify and describe basic human systems (for example, political, economic, transportation) that are located in different parts of the student's city or community.
2. Each student can illustrate ways people depend upon, adapt to, and modify the environment (for example, farming, commercial fishing) and explain positive and negative consequences of both physical and man-made changes.
3. Each student can compare ways humans have adapted to different climates, focusing on clothing, housing, methods for heating and cooling, etc.

4. Each student can locate the habitats of certain plant and animal species on a world map, show where their populations are either flourishing or are in decline, and give reasons for their health or endangerment.
5. Each student can describe some environmental, economic, and/or cultural issues in own community; identify arguments both for and against; and take and justify a position.
6. Each student can examine a natural catastrophe (hurricane, earthquake, flood, brush fires, etc.) and describe its impact on individuals and communities.
7. Each student can compare past and present technologies related to energy, transportation, and communications in own community, and describe and evaluate the effects of the changes on people's lives.

C. Performance Statement: Each student understands how spatial connections among people, places, and regions affect the movement of people, goods, and ideas.

Standards.

1. Each student can give examples of the movement of people, goods, services, and ideas from one place to another: give reasons for current and historical migration; and, working in groups, map immigration into own community over time.
2. Each student can explain how people and communities are both independent and interdependent.
3. Each student can identify occupations and industries in different parts of own state and give geographical reasons for their presence.
4. Each student can explain the causes and effects of major migrations.
5. Each student can describe characteristics and regional interconnections that define the student's own region of the United States.
6. Each student can describe distinguishing characteristics of urban, suburban, and rural areas, focusing on how people's needs are met.

A. Performance Statement: Each student can locate particular places on earth, identify spatial patterns and arrangements around the earth's surface, and describe the physical and human characteristics and processes that shape these geographical features.

Standards:

1. Each student can use a map or globe to locate natural regions such as mountain ranges, deserts, and rivers; human regions—such as nations or cities; and patterns of climate and vegetation.
2. Each student can use geographic vocabulary and references (distance, direction, proximity, boundaries, scale, latitude and longitude, and different map projections) to locate and describe specific places and regions.
3. Each student can define and give examples of the physical characteristics of places—for example, land forms, coastline, soils, flora and fauna.
4. Each student can define and give examples of the human characteristics of places—for example, languages, religion, politics, economics, and social structure.
5. Each student can use maps, globes, atlases, and almanacs to identify and assemble geographic information about a particular place or region.
6. Each student can analyze geographic information about a particular place or region to understand the impact of its physical characteristics on its human history.

B. Performance Statement: Each student can explain how the earth's natural systems (hydrosphere, lithosphere, biosphere, and atmosphere) and human systems (economic, social, political, and religious) are interrelated.

Standards:

1. Each student can locate selected natural resources (minerals, plants and animals, forests, fossil fuels, among others) on a map and identify their worldwide distribution.
2. Each student can identify and describe the world's major ecosystems (rain forest, savanna, desert, for example) and the range of human adaptations (nomadic pastorals, terrace farming, shifting cultivation, etc.) which provide food, clothing, and shelter from these ecosystems.

3. Each student can identify, research, analyze, and present a case study examining the effects of technology on the local environment—for example, a new highway that brings economic vitality along with more automobile emissions.
4. Each student can illustrate the widespread, systemic nature of environmental change through the examination of a major environmental modification—for example, the eruption of Mount Pinatubo in the Philippines and its effect on world climate, or the impact of the construction of Disney World in Orlando on the surrounding areas of Florida.

C. Performance Statement: Each student can trace the movement of people, goods, and ideas around the globe and discuss the ways through which this motion continuously defines and/or connects the world's regions.

Standards

1. Each student can follow the migration of a population, a resource, a commodity, a disease, or an ideology around the globe while identifying the "push-and-pull" factors that either accelerated or impeded the process.
2. Each student can explain, with the help of diagrams and maps, how linkages are created through movement, using local (e.g., school bus routes), state (e.g., high school basketball broadcasts), or national (e.g., the sale of commodities) examples.
3. Each student can define and explain the characteristics of a region (the school district, township, "The Rust Belt," or Appalachia, for example) as well as those elements that distinguish the home region from other comparable regions.
4. Each student can describe, explain, and map relationships among local regions—for example, among neighborhoods in a town, or among regions producing various crops.

**Geography
Upper Level**

A. Performance Statement: Each student can locate particular places on earth, identify spatial patterns and arrangements around the earth's surface, and describe the physical and human characteristics and processes that shape these geographical features.

Standards:

1. Each student can use a map or globe to locate complex natural features (such as river systems, continental divides, and watersheds), historic and cultural features, and regions (such as the Fertile Crescent, the Great Wall of China, and the European Economic Community).
2. Each student can use geographic vocabulary to describe basic physical structure (such as continental drift, plate tectonics, volcanism) and human population (such as demographic characteristics, birth and death rates, doubling time, emigration and immigration) of a place or region.
3. Each student can compare and contrast the physical characteristics of places and regions in different parts of the world (for example, mountains and plains, humid and dry areas, hot and cold regions) and the physical patterns and processes (for example, atmospheric winds, ocean currents, weathering and erosion) that shape them.
4. Each student can compare and contrast the human characteristics of places in different parts of the world and the cultural processes (for example, enculturation, acculturation, assimilation, diffusion) that shape them.
5. Each student can use demographic tables and charts, primary and secondary sources, and special purpose maps and projections to identify and assemble historical and contemporary geographic information about a particular place or region.
6. Each student can analyze historical and contemporary information about a place or region, develop hypotheses to explain its physical and human changes over time, and organize an argument with narrative and cartographic evidence.

B. Performance Statement: Each student can explain how the earth's natural systems (hydrosphere, lithosphere, biosphere, and atmosphere) and human systems (economic, social, political, and religious) are interrelated.

Standards:

1. Each student can locate concentrations of selected natural resources on a map and show how their unequal distribution generates trade, encourages interdependence, and shapes economic patterns.
2. Each student can identify major human adaptations to the world's many ecosystems and can discuss the cultural systems (economic, social, political, and religious) that have developed and evolved to meet changing environmental conditions throughout history.
3. Each student can identify, research, analyze, and present a balanced national or international case study (historical or contemporary) that demonstrates the intended and/or unintended effects of technology on the environment—for example, the economic and environmental effects of moving from deep-shaft to strip mining in Appalachia.
4. Each student can demonstrate how an environmental change in one region can affect other places around the globe—for example, the impact of El Nino on commercial fishing and agriculture in the western hemisphere.

C. Performance Statement: Each student can trace the movement of people, goods, and ideas around the globe and discuss ways through which this motion continuously defines and connects the world's regions.

Standards

1. Each student understands the general dynamic of geographic movement and can predict the changes resulting from a major population relocation, an epidemic, a natural disaster, a media broadcast, or the transportation of raw materials and finished goods.
2. Each student can produce a flow map showing both the rate and scope of movement of a particular product (for example, oil tankers, wheat exports) around the globe during a specific period of time.
3. Each student can produce a sequence of flow maps, charts, and diagrams to demonstrate historic changes through time, such as the traffic on a major trade route, the quantity of a commodity moving from place to place, and the dissemination of an ideal or a belief like capitalism or Christianity.
4. Each student can identify and explain the many criteria (physiography, vegetation, politics, economics, administration, among others) that define a region and draw multiple maps of the world using a series of these regional locators.

**History Standards
Primary Level**

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A. Performance Statement Each student understands what is meant by historical inquiry, recognize major historical events and place them in chronological order, understand and explain various perspectives concerning major historical events, and obtain historical information from different sources.

Standards:

1. Each student can use reference books, maps, and interviews to examine historical events, and present findings in a variety of ways, such as photographs, paintings, cartoons, architectural drawings, models, graphs, charts, or maps—as well as in essays or oral presentations.
2. Each student can obtain historical data, organize historical information chronologically; distinguish between past, present, and future time; explain simple cause-and-effect relationships; and evaluate conflicting evidence about an historical event.
3. Each student can identify present economic, social, and political conditions in his or her own town, region, or state and compare them to the past.
4. Each student can trace the history of an important public or school issue, identify and summarize opposing views, and explain reasoning for each.

B. Performance Statement Each student can identify characteristics and accomplishments of major world civilizations in such places as Europe, Africa, the Americas, and Asia. Each student can show an understanding of how selected cultures are represented in the beliefs and practices of the United States and how they have helped to form a national heritage.

Standards

1. Each student can show a basic understanding of North, Central, and South American, European, African, and Asian cultures as seen through their literature, customs, art, religion, and history by describing, for example, the form and purpose of such things as the Great Pyramids, the Roman roads, the Crusades, the English Parliament, the Great Wall, and the League of the Iroquois.
2. Each student can describe the contributions of various world cultures including their folklore, holidays, and ceremonies to the student's state and national history and show also an understanding of the world's major migrations of people and their effects on state and national heritage.

3. Each student can describe similarities, differences, and relations among the various cultures in the community and can compare the present community with one found in earlier civilizations.
4. Each student can show a basic understanding of the role played by religion and civic values in the history of his or her own state and nation and describe how that role is similar to, or different from, an ancient civilization, such as Greece or Egypt, and a feudal society found in Europe or China.
5. Each student can describe some major discoveries in science and technology and show an understanding of their social and economic effects.

C. Performance Statement Each student understands how democratic values came to be, along with the essential institutions at the federal, state and local levels that preserve and support these values, including especially those embodied in the U.S. Constitution, local and state frameworks of government, and the rights and responsibilities of citizenship.

Standards

1. Each student understands the significance of key U.S. documents—such as the Mayflower Compact, the Declaration of Independence, the Constitution and Bill of Rights, and the Emancipation Proclamation—and important American symbols, like the flag and the Statue of Liberty—and can discuss the central democratic values and ideas embodied in both documents and symbols.
2. Each student can discuss the contributions of major national figures—such as Washington, Jefferson, Lincoln, and Martin Luther King Jr.—and show a basic understanding of how these individuals helped promote democratic values and ideas.
3. Each student can explain important local, state, and federal governmental functions and the roles of the executive, legislative and judicial branches of government.
4. Each student can identify ways citizens of the United States can influence and participate in governmental decisions at the local, state, and national levels—for example, by running for office, voting in general elections, signing an initiative, speaking at hearings, etc.
5. Each student can give examples of ordinary people—such as James Armistead, Lydia Darragh, Sybil Ludington, and Nathan Beman—who have displayed particular courage or sense of responsibility in helping the common good in the community.

D. Performance Statement Each student can identify major figures and events in American history and that of their own state, and can show a basic understanding of their significance.

Standards:

1. Each student can relate the contributions of major historical figures in the United States—including leaders in politics, civil rights, economy, international affairs, science, arts, and exploration—and put them in the proper time and place. Each student can discuss the biographies of a few such figures.
2. Each student can compare present life in own community or region to life in the remote and more recent past, beginning with the life of indigenous peoples and discuss how and why it has changed.
3. Each student can place his or her state or region's history into the context of major events in American history: for example, the period of exploration, the Revolution, Civil War, industrialization, etc.

**History Standards
Intermediate Level**

A. Performance Statement Each student can gather historical information from a variety of primary and secondary sources, evaluate the sources, analyze and evaluate different points of view, and construct coherent narratives explaining historical continuity and change over time.

Standards:

1. Each student can construct a chronology of major events in American and world history.
2. Each student can collect, interpret, organize, and evaluate information about a specific issue or problem in American or world history from a variety of primary and secondary sources.
3. Each student can construct, evaluate, and revise an argument to explain the causes and consequences of an important event in American or world history.
4. Each student can describe broad themes or patterns in American and world history and explain the significance of these themes by referring to specific events.
5. Each student can generate an historical question of personal interest, develop and demonstrate understanding of the historical context in which an answer might be found, and construct a coherent written narrative to answer the question.
6. Using appropriate computer technology, each student can incorporate visual and quantitative data into oral and written presentations.

B. Performance Statement Each student can make comparisons to demonstrate understanding of the social, cultural, religious, and ethnic heterogeneity of American and world societies, past and present; outline the beliefs and practices of principal religions; and show how ideas, beliefs, attitudes, and values are projected through representative works of art, science, and literature.

Standards:

1. Each student can identify and describe ideas, ideals, practices, traditions, and beliefs that unify the civic culture of the United States and compare such concepts to their counterparts in other nations.
2. Each student can identify the periods of immigration for various ethnic and cultural groups, their destinations, and their reasons for coming to the United States.

3. Each student can describe the contributions of various ethnic, social, and cultural groups to American life and how they have helped to form a shared national heritage and civic culture.
4. Each student can identify, describe, and compare ideas, ideals, practices, and beliefs of selected cultures and nations in various regions of the world.
5. Each student can outline beliefs and practices of the principal religions of the world and assess their influence on American society.
6. Each student can describe and explain beliefs, ideals, and viewpoints expressed in important examples of art and literature in the United States and compare such works to those of people in other countries.

C. Performance Statement Each student can describe and explain the political, legal, and constitutional heritage of the United States, referring to important events and documents, and explain the roles played in a representative democracy by political and legal institutions, their officers, and individual citizens.

Standards

1. Each student can distinguish and summarize the powers of federal, state, and local governments in the United States and the roles of the legislative, executive, and judicial branches.
2. Each student can identify the essential debates throughout U.S. history regarding the proper jurisdiction—federal, state, or local—for certain social and economic issues and suggest their implications for current political debates.
3. Each student can describe and explain the effects of important historical events, people, and demographic changes on American law and government.
4. Each student can identify important historical events and judicial decisions that affect contemporary political ideas, policies, and legal practices.
5. Each student can identify the rights and responsibilities of citizenship in the United States and compare them with those of another democratic nation.
6. Each student can describe and discuss the significant instances of tensions and collaborations among various majorities and minorities in the United States.

D. Performance Statement Each student can compare and contrast major economic systems, summarize the economic development of the United States, describe how the nation responded to fluctuations in economic well being in the past, and provide examples of interdependence and competition in the international economy.

Standards:

1. Each student can identify different economic systems, and can explain and evaluate how each addresses such basic economic questions as: what is produced? how is it produced? and for whom is it produced?
2. Using the basic economic questions, each student can describe the historical changes in the U.S. economic system and their relation to other historical events.
3. Each student can summarize and discuss the positive and negative effects of important scientific discoveries and technologies on the quality of life, the environment, and the economy.
4. Each student can recognize and describe complex competitive and interdependent economic relationships among modern nations.

E. Performance Statement Each student can understand issues and events in United States history from the perspectives of people past and present and recall, select, and apply relevant and accurate historical knowledge.

Standards

1. Each student can recall, select, and apply knowledge of New World exploration which linked people from Europe, Africa, and the Americas.
2. Each student can recall, select, and apply knowledge of the American Revolution, focusing on events which precipitated the move towards independence.
3. Each student can recall, select, and apply knowledge of the major individuals, issues, and events leading to a federal system of government in the Constitution and its subsequent application and modification in the Early Republic, including the development of a two-party system.
4. Each student can recall, select, and apply knowledge of the events which contributed to growth during the first half of the Nineteenth Century of various American regions—North, South, and West—each with its distinct geography, economy, and way of life.
5. Each student can recall, select, and apply knowledge of major individuals, issues, and events of the Civil War, the end of slavery, and Reconstruction.

6. Each student can recall, select, and apply knowledge of post-Civil War industrialization.
7. Each student can recall, select, and apply knowledge of the migration to the American West and the relations of migrating people to indigenous people.
8. Each student can recall, select, and apply knowledge of the response of national reform movements—Populists, Progressives, Grangers, American Federation of Labor, Knights of Labor, etc.—to rapid American urban and economic growth.
9. Each student can recall, select, and apply knowledge of the emergence of the United States as a world power in the Spanish-American War and the two World Wars.
10. Each student can recall, select, and apply knowledge of major individuals, issues, and events that influenced American character and lifestyle during the Twenties and the Great Depression.
11. Each student can recall, select, and apply knowledge of major individuals, issues, and events of the Cold War between the United States and the Soviet Union.
12. Each student can recall, select, and apply knowledge of the expansion of civil rights in the 19th and 20th centuries.

History Standards Upper Level

A. *Performance Statement* Each student can choose a topic of interest, generate historical questions about it, gather relevant information from a variety of primary and secondary sources, evaluate the sources, analyze and evaluate different points of view, then develop, write, and present an historical paper.

Standards:

1. Given a set of primary and secondary documents related to a significant historical question, each student can analyze the documents, assess their relevance and value, make comparisons, integrate knowledge of the documents with prior knowledge, and come to a reasoned conclusion about the issue.
2. Each student can gather data from a variety of sources (e.g., letters, diaries, newspaper, speeches) that express different points of view on the same issue or event and incorporate these data into a reasoned summary.
3. Each student can select certain historical events and, using data gathered from a variety of sources, explain their relationship to or effect on the modern world.
4. Each student can select people, documents, works of literature, cultural artifacts, and art objects and explain their importance to political, economic, social, or cultural trends.
5. Using information gathered from primary and secondary sources, each student can develop a historical paper on a topic of interest and present the paper for review by teachers and fellow students.
6. Using computer technology, each student can incorporate visual and quantitative data into historical analysis.

B. Performance Statement Each student can make comparisons to demonstrate understanding of social, cultural, religious, and ethnic heterogeneity of American and world societies, past and present; outline the beliefs and practices of principal religions; and show how ideas, beliefs, attitudes, and values are projected through representative works of art, science, and literature.

Standards:

1. Each student can explain the origins, central ideas, and global influence of major religious traditions, including Buddhism, Islam, Hinduism, Judaism, and Christianity.
2. Each student can describe and analyze beliefs, ideals, and viewpoints expressed by important works of art and literature in other societies, place them in historical context, and compare them to works of American art and literature.
3. Each student can describe patterns of scientific development in various regions of the world and discuss how these developments reflect variations in beliefs, attitudes and values.
4. Each student can describe and analyze the ways cultural and social groups are defined, identify contributions by certain groups, discuss how the definition and structures of groups have changed over time, and make explicit comparisons to similar groups elsewhere in the world.

C. Performance Statement Each student can describe and analyze the legal, political, and constitutional heritage of the United States; refer to important events, ideas, and documents; analyze the roles played in the American political system by political and legal institutions, their officers, and individual citizens; and compare the American system to various political systems in the past and present.

Standards:

1. Each student can identify, cite, and discuss important historical documents that have influenced government in the United States and explain the nature of their influence.
2. Each student can identify significant features of governmental and political processes in the United States and summarize the historical development of these features including federalism; the party system; the electoral, legislative, and judicial processes; and the presidency.
3. Each student can compare significant features of the American political system to those of selected political systems in the past and present.

4. Each student can summarize major Supreme Court decisions—such as *Marbury v. Madison*, *Fletcher v. Peck*, *Dred Scott v. Sanford*, *Plessy v. Ferguson*, *Schechter v. United States*, *Brown v. Board of Education*, and *Roe v. Wade*—and analyze their impact on United States history.
5. Each student can illustrate, through the development of case studies, how institutions, their officers, and individual citizens have interacted to create and resolve conflict in United States history—particularly in areas of tension between freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic unity.
6. Each student can summarize, discuss, and analyze some of the important and continuing debates that run through American history, particularly those regarding democracy, liberty, and equality.

D. Performance Statement Each student can compare and contrast major economic systems and their goals, discuss and analyze how nations have responded to fluctuation in economic well-being in the past, and describe international economic interdependence and competition.

Standards

1. Each student can identify and explain basic economic concepts—such as supply and demand; production, distribution, and consumption; labor and capital; inflation and deflation—and use these concepts to compare economies regionally, nationally, locally, and historically.
2. Each student can compare, contrast, and evaluate different types of economies (traditional, command, market, and mixed) and discuss their relationships to the social and political systems of particular cultures.
3. Each student can compare and contrast the characteristics of these general economic eras: Paleolithic (hunting), Neolithic (farming), mercantile, industrial, and post-industrial (information and services).
4. Each student can demonstrate an understanding of cause and effect by analyzing the impact of industrialization, urbanization, population growth, and technological change.
5. Each student can describe and explain global economic interdependence and competition, using examples to illustrate their influence on national policies.

E. Performance Statement Each student can describe the evolution of increasingly complex political systems—beginning with autonomous tribal bands and, continuing through confederacies and city-states, and culminating with modern nation-states and international alliances.

Standards:

1. Each student can describe and evaluate ideas of how society should be organized and how political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare those ideas to those of representative democracy; and analyze how each idea has or has not worked in practice.
2. Each student can describe and analyze frequent causes of conflict within, between, and among nations, and those formal and informal mechanisms—from war to mediation—that aim at resolution.
3. Each student can discuss and analyze how different political systems define and protect (or fail to protect) individual human rights.
4. Each student can describe the purpose and effects of treaties, alliances, and international organizations that characterize today's world—for example, the United Nations, the North Atlantic Treaty Organization, the North American Free Trade Agreement, the World Bank, and the International Monetary Fund.

F. Performance Statement Each student understands complex issues and events in United States history from the perspectives of people past and present and recall, select, apply, and analyze relevant and accurate historical knowledge.

Standards

1. Each student can recall, select, apply, and analyze knowledge of New World exploration which linked the people from Europe, Africa, and the Americas.
2. Each student can recall, select, apply, and analyze knowledge of the American Revolution, focusing on events which precipitated the move towards independence.
3. Each student can recall, select, apply, and analyze knowledge of the major individuals and events leading to the formation of a federal system of government in the Constitution and its subsequent application and modification in the Early Republic, including the development of a two-party system.
4. Each student can recall, select, apply, and analyze knowledge of the events which contributed to growth during the first half of the Nineteenth Century of various American regions—North, South, and West—each with its distinct geography, economy, and way of life.

5. Each student can recall, select, apply, and analyze knowledge of major individuals and events of the Civil War, the end of slavery, and Reconstruction.
6. Each student can recall, select, apply, and analyze knowledge of post-Civil War industrialization.
7. Each student can recall, select, apply, and analyze knowledge of the migration to the American west and the relations of migrating people to indigenous people.
8. Each student can recall, select, apply, and analyze knowledge of the response of national reform movements—Populists, Progressives, Grangers, American Federation of Labor, Knights of Labor, etc.—as a response to rapid American urban and economic growth.
9. Each student can recall, select, apply, and analyze knowledge of the emergence of the United States as a world power in the Spanish-American War and two World Wars.
10. Each student can recall, select, apply, and analyze knowledge of major individuals and events that influenced American character and lifestyle during the Twenties and the Great Depression.
11. Each student can recall, select, apply, and analyze knowledge of the major events of the Cold War between the United States and the Soviet Union.
12. Each student can recall, select, apply, and analyze knowledge of the expansion of civil rights in the 19th and 20th centuries.

G. Performance Statement Each student can understand complex events and issues in world history from the perspectives of people past and present, and can recall, select, apply, and analyze relevant and accurate historical knowledge.

Standards

1. Each student can recall, select, apply, and analyze knowledge of major landmarks in early human evolution from the paleontological evidence of Olduvai Gorge through the hunting and gathering of the Upper Paleolithic.
2. Each student can recall, select, apply, and analyze knowledge of the Neolithic Revolution which produced agricultural surpluses and cities in the Tigris, Euphrates, Indus, Ganges, and Yellow river valleys.
3. Each student can recall, select, apply, and analyze knowledge of the political and cultural legacies of ancient Greece and Rome.

4. Each student can recall, select, apply, and analyze knowledge of various encounters of the three major religions—Judaism, Christianity, and Islam—in the Middle East.
5. Each student can recall, select, apply, and analyze knowledge of the development of the social and political systems of dynastic India and China.
6. Each student can recall, select, apply, and analyze knowledge of feudal society and its institutions in Europe, China, Japan, Africa, and the Americas.
7. Each student can recall, select, apply, and analyze knowledge of the challenges to and modifications of medieval society during Renaissance and Reformation.
8. Each student can recall, select, apply, and analyze knowledge of the culture and ideas of the Enlightenment, especially the Scientific Revolution of the Seventeenth Century and the intellectual revolutions of the Eighteenth.
9. Each student can recall, select, apply, and analyze knowledge of European absolutism and the challenges of constitutionalism in England's Interregnum and Glorious Revolution, the French revolution, and the Napoleonic era.
10. Each student can recall, select, apply, and analyze knowledge of regional empires—such as Ottoman, Mogul, Aztecs, and Sonhai—and their relations with European states.
11. Each student can recall, select, apply, and analyze knowledge about the Industrial Revolution and its effects around the world.
12. Each student can recall, select, apply, and analyze knowledge of the Nineteenth century "Europeanization" of the globe, especially in Africa and Asia.
13. Each student can recall, select, apply, and analyze knowledge of the effects of two World Wars and the Russian Revolution on European and world order.
14. Each student can recall, select, apply, and analyze knowledge of the emergence as independent nations of former colonies, satellite countries, and dominated regions and the concomitant rise of ethnicity, nationalism, and democracy.

**Science Standards
Primary Level**

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A. *Performance Statement:* Each student can solve problems and investigate questions using scientific methods and tools, and revise personal understanding to accommodate new knowledge.

Standards:

1. Each student, working alone and in groups, can conduct investigations by observation, collect specimens, measure and manipulate objects and materials, and offer explanations for his or her findings.
2. Each student understands the scientific enterprise as being collaborative, inquisitive, persistent, and inventive and is in constant search of evidence to support claims.
3. Each student can make predictions based on previously conducted investigations and explain why they do or do not occur when the investigations are repeated.
4. Each student can safely and properly use simple tools of measurement (such as rulers, thermometers, barometers, balances) and other common scientific instruments (such as microscopes, telescopes, and hand lenses).
5. Each student can use the computer to record and graph data, as well as to gain knowledge through the use of simulations and other interactive software.
6. Each student can properly care for and handle living organisms.

B. *Performance Statement:* Each student shows an emerging understanding in the basic principles of life sciences, particularly in relation to the six themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems and interactions.

Standards:

1. Each student can distinguish between plants and animals; create classifications for organisms according to various characteristics (such as appearance, behavior, and habitat) and justify those classifications.
2. Each student can show an understanding that living organisms need food, water, air, space and an environment in which they can live.
3. Each student can give examples of characteristics to show how particular organisms are suited for their environments.

4. Each student can show a basic understanding that organisms are comprised of cells and can describe simple cell structures or single-celled organisms as seen through a microscope.
5. Each student can describe interactions between organisms—particularly the food chain—in a given environment and understand that almost all food can be traced back to plants.
6. Each student can explain the effect of biotic and abiotic aspects of a given environment on the ability of individual organisms to survive.
7. Each student can demonstrate an understanding of fossils and observe differences and similarities to existing organisms. Each student can describe ways scientists use fossils to reconstruct extinct organisms, particularly dinosaurs, and can form hypotheses about their living habits and characteristics.
8. Each student can demonstrate a basic understanding of heredity and change from generation to generation and over the planet's history by examining various living and fossil plants and animals.

C. Performance Statement: Each student can show an emerging understanding in the basic principles of physical sciences, particularly in relation to the six themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems and interactions.

Standards

1. Each student can describe and classify materials according to different properties (e.g., hardness, buoyancy, response to magnets, and solubility) and describe changes that can be observed (e.g., changes in the state of water).
2. Each student can show a basic understanding of energy in light and heat particularly as generated by the sun, understand that heat transfers from warmer objects to cooler, show that some materials conduct heat better than others, and explain how electric power can be conserved and why it should be.
3. Each student can describe motion and its reaction to force based on observation, understand the connection between vibration and sound, and understand that movement can be either extremely slow or extremely fast to the point of being imperceptible to the human eye.

D. Performance Statement: Each student can show an emerging understanding in the basic principles of earth-space sciences, particularly in relation to the six themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems and interactions.

Standards:

1. Each student can demonstrate through models an understanding of the relationship, between the moon and the earth (e.g., the perceived position of the moon in the sky), the planets and the sun (e.g., the immensity of distances), the solar system and the rest of the universe (e.g., the relationship of distance and perceived size).
2. Each student can show the conversion of water from liquid to a solid, to a gas, back again, and understand how this relates to clouds, fog, and precipitation.
3. Each student can demonstrate an understanding of the earth's gravity and describe atmosphere and the movement of air as manifested in wind.
4. Each student can explain the changes of the seasons in terms of weather and climate and describe how seasons differ between the northern and southern hemispheres and the equator.
5. Each student can demonstrate an understanding of rock cycles and erosion caused by wind and water and show that rocks and soil are comprised of smaller particles, many of which cannot be seen with the naked eye and which, in soil, may include living organisms.

Science
Intermediate Level

A. Performance Statement: Each student can apply knowledge of scientific concepts in experimental context, solve problems and investigate questions using scientific methods, and revise personal understanding to accommodate new knowledge.

Standards:

1. Each student can develop questions that can be explored experimentally and formulate hypotheses consistent with known phenomena and principles.
2. Each student can design an investigation to test an hypothesis, control variables, and collect relevant data.
3. Each student can use appropriate measuring tools to collect and record data, evaluate their precision and accuracy, and distinguish between observation and inference.
4. Each student can explain the need for many observations in the development of scientific knowledge.
5. Each student can develop safe and effective skills when using common lab and field techniques.
6. Using statistics, mathematical models, and available technology, each student can organize, manipulate, and present data to show functional relationships between observations.
7. Each student can evaluate the validity of a hypothesis in the light of observations and experimental data and extrapolate functional relationships beyond actual observations.
8. Each student can relate an experiment to other experiments and to appropriate scientific models and theories and develop new questions and new hypotheses.
9. Each student can integrate the results of an investigation into existing knowledge, distinguishing between scientific evidence and personal opinion.
10. Each student can communicate the results of an investigation with fidelity and clarity, using words, graphs, pictures, charts, diagrams, and appropriate computer software.

B. Performance Statement: Each student can critically evaluate or construct arguments based on scientific knowledge, analyze the arguments of others, and distinguish strong arguments from weak ones.

Standards:

1. Each student can identify the central conclusions or claims of an argument based on scientific knowledge.
2. Each student can identify and evaluate the validity of the assumptions of an argument based on scientific knowledge.
3. Each student can evaluate the implications and consequences of an argument based on scientific knowledge, including ethical implications and consequences.
4. Each student can evaluate the overall strength of an argument based on scientific knowledge considering logic, possible bias of the author, credibility of sources, and the relevance, validity, and sufficiency of evidence.

C. Performance Statement: Each student can apply the knowledge and methods of science when making real-world decisions.

Standards:

1. Each student can gather information about the scientific and technological aspects of a socially significant issue and generate alternative solutions.
2. Each student can evaluate each proposed solution, aware that an incomplete knowledge base may result in uncertainty, and decide which alternative seems best.
3. Each student can present a preferred solution to a group and participate in a consensus building discussion to arrive at a group decision.

D. Performance Statement: Each student understands and can apply knowledge of the life sciences, particularly in relation to the six themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems and interactions.

Standards:

1. Each student understands and can apply concepts of evolution: the unity and diversity of life, how humans have adapted to various environments, and resultant specialization.
2. Each student understands and can apply concepts of ecology: interactions and interdependence, niche and habitat, interactions among organisms, how organisms respond to the environment, how humans affect the environment.

3. Each student understands and can apply concepts of reproduction and genetic continuity: life cycles (stages of life spans for invertebrates, vertebrates, and seed plants), patterns of reproduction in plants and animals, advantages of different patterns.
4. Each student understands and can apply concepts of human growth, development, and differentiation: gestation, birth, infancy, childhood, adolescence, adulthood, aging, death.
5. Each student understands and can apply concepts of energy, matter, and organization: cell structure at the light microscopic level, biological compounds (e.g., carbohydrates, fats, proteins, etc.).
6. Each student understands and can apply concepts of maintenance of dynamic equilibrium: human systems and homeostasis, human health and disease.

E. Performance Statement: Each student understands and can apply knowledge of the physical sciences, particularly in relation to the six themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems and interactions.

Standards

1. Each student understands and can apply concepts of matter: kinds and characteristics, properties.
2. Each student understands and can apply concepts of energy: forms, energy transformations, conservation of energy.
3. Each student understands and can apply concepts of the nature of physical and chemical change: rates of change, equilibrium, phase change.
4. Each student understands and can apply concepts of motion and force: descriptors of motion, causes of motion, equilibrium.
5. Each student understands and can apply concepts of waves and light: mechanical waves, sound, light (characteristics and models).
6. Each student understands and can apply concepts of electricity and magnetism: static charge, moving charge and magnets, electric circuits, fields.

F. Performance Statement: Each student understands and can apply knowledge of the following concepts in the earth sciences, particularly in relation to the six themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems and interactions.

Standards:

1. Each student understands and can apply concepts of structure and features: oceans and continents, minerals and rocks, soils, geologic time.
2. Each student understands and can apply concepts of crust and interior processes: convection currents, rock cycle, continental drift.
3. Each student understands and can apply concepts of surface processes: weathering erosion, deposition, glaciation, hydrologic processes (water cycle), water quality and pollution, atmospheric processes (seasons), weather, air quality and pollution.
4. Each student understands and can apply concepts of earth in space: earth, moon, sun, solar system.

G. Performance Statement: Each student understands and can apply knowledge of the dynamic relationship between science, technology, and society.

Standards:

1. Each student can provide examples of scientific knowledge and cite supporting empirical evidence.
2. Each student can give examples of scientific knowledge that was used to develop and improve a technological design.
3. Each student can give examples of scientific investigations conducted for the purpose of finding a technological solution to a social problem.

A. Performance Statement: Each student can apply knowledge of scientific concepts in an experimental context, solve problems and investigate questions using scientific methods, and revise personal understanding to accommodate new knowledge.

Standards:

1. Each student can develop questions that can be explored experimentally and formulate hypotheses consistent with known phenomena and principles.
2. Each student can select suitable tests of an hypothesis, choose appropriate measuring tools, and design an experimental procedure for controlling variables and collecting relevant data.
3. Each student can collect and record data, evaluate their precision and accuracy, and distinguish between observation and inference.
4. Each student can explain and employ an understanding of the need for many observations in the development of scientific knowledge.
5. Each student can choose or design appropriate measuring tools and apparatus and develop safe and effective skills when using common lab and field techniques.
6. Each student can manipulate, present, and discuss data, using appropriate statistics, mathematical models, and available technology.
7. Each student can evaluate the validity of a hypothesis in the light of observations and experimental data, extrapolate functional relationships beyond actual observations, and formulate appropriate generalizations, i.e. laws or principles warranted by the relationship found.
8. Each student can relate an experiment to other experiments and to appropriate scientific models and theories and develop new questions and new hypotheses.
9. Each student can integrate the results of an investigation into existing knowledge, distinguish between scientific evidence and personal opinion, and develop a revised, refined, or extended understanding of scientific theory.
10. Each student can communicate the results of an investigation with fidelity and clarity, using words, graphs, pictures, charts, diagrams, and appropriate computer software.

B. Performance Statement: Each student can critically evaluate or construct arguments based on scientific knowledge, analyze the arguments of others, and distinguish strong arguments from weak ones.

Standards:

1. Each student can identify the central conclusions or claims of an argument based on scientific knowledge.
2. Each student can identify and evaluate the validity of the assumptions of an argument based on scientific knowledge.
3. Each student can evaluate the implications and consequences of an argument based on scientific knowledge.
4. Each student can evaluate the overall strength of an argument based on scientific knowledge considering logic, possible bias of the author, credibility of sources, and the relevance, validity, and sufficiency of evidence.

C. Performance Statement: Each student can apply the knowledge and methods of science when making real decisions.

Standards:

1. Each student can identify, define and examine the scientific, political, ethical, cultural, technological, or economic dimensions of an issue that has personal and social significance.
2. Each student can gather information about the scientific and technological aspects of an issue and generate alternative solutions that address all the important dimensions.
3. Each student can evaluate each proposed solution, aware that an incomplete knowledge base may result in uncertainty; decide which alternatives have scientific and technological merit; and examine the choice from all the relevant dimensions.
4. Each student can present a preferred solution to a group and participate in a consensus building discussion to arrive at a group decision.

D. Performance Statement: Each student understands and can apply knowledge of the life sciences, particularly in relation to the six themes, energy, evolution, patterns of change, patterns of stability, scale and structure, systems and interactions.

Standards:

1. Each student understands and can apply concepts of evolution: origin, diversity, and unity of life; common characteristics of life; theories about origin of life; evidence of evolution; mechanisms of evolution; biodiversity (adaptation, specialization, speciation); biodiversity over time, including human evolution; extinction and conservation.
2. Each student understands and can apply concepts of ecology: interactions and interdependence; organismal responses to the environment; population attributes, regulation, and carrying capacity; webs, niches, and interactions among organisms; matter cycles and energy flow; human influences (population growth, resources, waste, habitat alteration, agriculture and food production).
3. Each student understands and can apply concepts of reproduction and genetic continuity: cell reproduction, organismal reproduction, Mendelian genetics, molecular genetics, human genetics, genetic techniques including recombinant DNA.
4. Each student understands and can apply concepts of growth, development, and differentiation: life cycles, plant and animal development, environmental influences on development cells, tissues, organs and systems.
5. Each student understands and can apply concepts of energy, matter and organization: biochemistry; cells and cell theory; ATP and energy transformations; photosynthesis; aerobic and anaerobic respiration; transport and membranes; assimilation, digestion, gas exchange and circulation.
6. Each student understands and can apply concepts of maintenance of dynamic equilibrium: homeostasis and feedback mechanisms, regulation systems, health and fitness, immune systems, disease.

E. Performance Statement: Each student understands and can apply knowledge of the physical sciences, particularly in relation to the six themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems and interactions.

Standards:

1. Each student understands and can apply concepts of matter: kinds and characteristics, properties, structure (atomic models, bonds and geometry).
2. Each student understands and can apply concepts of energy: forms, energy transformations, conservation of energy, second law of thermodynamics, energy alternatives for human use.
3. Each student understands and can apply concepts of the nature of physical and chemical change: rates of change, equilibrium, phase change, chemical change (acid-base reactions, oxidation-reduction reactions, inorganic and organic reactions).
4. Each student understands and can apply concepts of motion and force: descriptors of motion, causes of motion, equilibrium, momentum (conservation of momentum).
5. Each student understands and can apply concepts of waves and light, mechanical waves, sound, light (characteristics and models).
6. Each student understands and can apply concepts of electricity and magnetism: static charge, moving charge and magnets, electric circuits, fields.

F. Performance Statement: Each student understands and can apply knowledge of the earth sciences, particularly in relation to the six themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems and interactions.

Standards

1. Each student understands and can apply concepts of structure and features: oceans and continents, minerals and rocks, soils, geologic time.
2. Each student understands and can apply concepts of crust and interior processes: convection currents, rock cycle, plate tectonics.
3. Each student understands and can apply concepts of surface processes: weathering, erosion, deposition, glaciation, hydrologic processes (water cycle, ground water, water quality and pollution), atmospheric processes (seasons, weather, climate, air quality and pollution).
4. Each student understands and can apply concepts of earth in space: solar system, origin and evolution of the universe.

G. Performance Statement: Each student understands and can apply knowledge of the dynamic relationship between science, technology, and society.

Standards:

1. Each student can give examples to show that scientific knowledge is public, replicable, and subject to revision.
2. Each student can illustrate the usefulness of scientific knowledge by choosing a technological design, explaining how it works, and predicting its beneficial consequences.
3. Each student can explain that every technological design has limits and predict the failures that might occur if certain designs were employed outside their limits.
4. Each student can choose a social problem to which there are several technological solutions and explain the advantages and disadvantages of each solution.

A. Performance Statement: Each student can solve real-world problems using knowledge of numbers, numeration, and basic mathematical operations.

Standards:

1. Each student can add, subtract, multiply, and divide whole numbers mentally, with paper and pencil, and with a calculator.
2. Each student can use mathematics as a way to understand other areas of the curriculum, for example, using measurement in science and computing the passage of time in history.
3. Each student can solve problems by selecting from a variety of approaches—for example, making a diagram, chart, or graph; finding a pattern; or working backwards—and explain the solution in writing.
4. Each student can judge the reasonableness of answers to mathematical problems.
5. Each student can use estimation for routine problems.
6. Each student can demonstrate an understanding of simple fractions (halves, thirds, and quarters) and commonly-used decimals (money amounts), and show the relation between them.
7. Each student can demonstrate a basic understanding of ratio and scale—for example, by mapping familiar territory such as the classroom, school, or by constructing proportional models.

B. Performance Statement: Each student can make decisions and predictions based on a given set of data.

Standards:

1. Each student can collect, organize, and describe data; create graphs and charts from that data; and recognize and predict patterns.
2. Each student can analyze data and present it in a variety of forms, such as charts, pictures, or reports.

3. Each student can formulate and solve problems that involve collecting and analyzing data.
4. Each student can use basic concepts of probability to make predictions and solve problems.

C. Performance Statement: Each student can identify geometric properties and relationships.

Standards:

1. Each student can describe, model, draw, and classify two- and three- dimensional geometric figures.
2. Each student can find the perimeter, area, and volume of simple figures through various approaches, including unit square coverings, measurement, and computation.
3. Each student can examine and compare given geometric figures, and identify such properties as congruency, similarity, symmetry, points, segments, angles, and planes.
4. Each student can measure length, capacity, weight, time, and temperature; use these measurements in computations; and judge the reasonableness of results.

D. Performance Statement Each student can use variables, models, and graphs to express relationships, and explain them in writing.

Standards

1. Given an equation, each student can recognize and explain the associative, distributive, and commutative properties.
2. Each student can identify, describe, create, and extend patterns in data, objects, symbols, or numbers.
3. Each student can solve simple algebraic problems with one or two unknowns using graphs or tables.

A. Performance Statement: Each student can develop and apply a variety of mathematical strategies to solve real-world and non-routine problems.

Standards:

1. Each student can use reason and logic to evaluate information, identify relationships, perceive patterns, and formulate questions for further exploration.
2. Each student can use a variety of approaches—numerical, symbolic, graphical, statistical, for example—to investigate and solve complex problems within and outside the field of mathematics.
3. Each student can analyze a non-routine problem by modeling, illustrating, guessing, simplifying, generalizing, and shifting to another point of view.
4. Each student can construct a mathematical argument, both oral and written, with appropriate vocabulary and symbols.
5. Each student can communicate with peers about a problem and possible solutions and advocate for one among competing hypotheses so that peers can understand the reasoning involved.
6. Each student can use technology to develop a mathematical presentation, oral or written, employing the conventions of mathematical discourse.

B. Performance Statement: Each student can gather, analyze, and evaluate data to formulate and test a hypothesis.

Standards:

1. Each student can use appropriate tools—such as measuring instruments, questionnaires, and probes—for the systematic acquisition of data.
2. Each student can organize, represent, and explain data in various ways—using tables, graphs, and statistics, for example.
3. Each student can specify the sample space of an experiment and calculate the probability of an event.
4. Each student can base predictions, inferences, decisions, and convincing arguments on the careful analysis of data and the test of a hypothesis.

C. Performance Statement: Each student can understand functions, use functional notation, and perform transformations.

Standards:

1. Each student understands the mathematical concept of function and the various representations of a function.
2. Each student can use functional notation to express relationships and transformations.
3. Each student can represent a function by a matrix and use matrices to perform transformations.
4. Each student understands the concept of rate of change and its connection to the slope of a line.

D. Performance Statement: Each student understands and can apply the properties and relationships of figures in space.

Standards

1. Each student can visualize and represent spatial relationships and geometric properties such as symmetry, similarity, perpendicularity, and parallelism.
2. Each student can choose appropriate units for measurement and set appropriate standards for the accuracy of measurement.
3. Each student can identify various geometric figures by their properties and apply this knowledge of properties when solving problems.
4. Each student can use analytical tools for measurement and appropriate formulas for area and volume.

E. Performance Statement: Each student can draw on a broad body of mathematical knowledge and skill when solving problems.

Standards:

1. Each student can calculate with efficiency and accuracy, and employ a variety of computational aids, such as calculator, compass, graphing utility, spreadsheet, software for geometric constructions, and computer algebra system.
2. Each student can routinely use estimation to evaluate a strategy and test the reasonableness of a result.
3. Each student understands and can apply number and numeration concepts, such as cardinality, order, divisibility, commutativity, and zero.
4. Each student can formulate and solve equations and inequalities by numerical, symbolic, and graphical methods.
5. Each student can use, create, and explain formulas and algorithms.

A. Performance Statement: Each student can develop and apply a variety of mathematical strategies to solve real-world and non-routine problems.

Standards:

1. Each student can use reason and logic to evaluate information, identify relationships, perceive patterns, and formulate questions for further exploration.
2. Each student can use a variety of approaches—numerical, symbolic, graphical, statistical—for example, to investigate and solve complex problems within and outside the field of mathematics.
3. Each student can analyze a non-routine problem by modeling, illustrating, guessing, simplifying, generalizing, and shifting to another point of view.
4. Each student can construct a mathematical argument, both oral and written, with appropriate vocabulary and symbols.
5. Each student can communicate with peers about a problem and possible solutions and advocate for one among competing hypotheses so that peers can understand the reasoning involved.
6. Each student can use technology to develop a mathematical presentation, oral or written, employing the conventions of mathematical discourse.

B. Performance Statement: Each student can gather, analyze, and evaluate data to formulate and test a hypothesis.

Standards

1. Each student can make appropriate use of measures of central tendency, variability, and correlation.
2. Each student understands different representations of the same data and can relate a change in one representation to a corresponding change in another representation.
3. Each student can design, conduct, and interpret a statistical experiment.

4. Each student can model real-world data—by linear regression for example.
5. Each student can apply various statistical tests—tests of significance, for example.
6. Each student can use simulation, such as Monte Carlo methods, to estimate probability.

C. Performance Statement: Each student can understand functions, use functional notation, and perform transformations.

Standards:

1. Each student can represent transformations by means of functions, matrices, graphs, and charts.
2. Each student chooses appropriate coordinates for a graph—rectangular, polar, or parametric—and can convert between them.
3. Each student understands the properties and transformations of classes of functions.
4. Each student understands and can apply the relationship between slope and tangent line and between instantaneous and average rates of change.
5. Each student understands and can apply the concept of continuity.
6. Each student understands and can apply the concept of recursion.

D. Performance Statement: Each student understands and can apply properties and relationships of figures in space.

Standards:

1. Each student can visualize and represent spatial relationships and geometric properties, such as symmetry, similarity, perpendicularity, and parallelism.
2. Each student uses appropriate transformations—such as translation, rotation, and reflection—to analyze geometric objects.
3. Each student uses analytical tools for measurement and appropriate formulas for area and volume.

E. Performance Statement: Each student can draw on a broad body of mathematical knowledge and skill when solving problems.

Standards:

1. Each student calculates with efficiency and accuracy and employs a variety of computational aids, such as calculator, spreadsheet, and software for geometric analysis.
2. Each student can use graphing technology and a computer algebra system.
3. Each student can compute with real and complex numbers and manipulate functions, vectors, matrices, and series.
4. Each student routinely uses estimation to evaluate a strategy and test the reasonableness of a result.
5. Each student can solve systems of equations by various means, including matrix methods.
6. Each student can evaluate, graph, and analyze the elementary functions—polynomial, rational, trigonometric/circular, exponential, and logarithmic—and select the appropriate function to solve a problem.
7. Each student can work with abstract mathematical objects and use the symbolic language of mathematics effectively.
8. Each student can use, create, and explain formulas and algorithms.

**Foreign Language Standards
Primary Level**

A. Performance Statement: Each student can communicate effectively and appropriately in the chosen language when confronted with a range of everyday situations.

Standards:

1. Each student can understand the chosen language in familiar situations and perform such tasks as introducing one's self, ordering meals, asking directions, and making purchases.
2. Given familiar everyday situations (such as family, school, friends, food, recreation, and one's individual needs), each student can make appropriate comments, initiate and respond to simple statements, and maintain simple face-to-face conversations.
3. Each student can describe a given familiar situation in the present and immediate future.
4. Each student can read and write simple texts on familiar topics, showing a basic understanding of grammar, syntax, and spelling rules.
5. Each student can perform simple tasks in other subjects, including mathematics and science, in the chosen language.

B. Performance Statement Each student can demonstrate, in the chosen language, a knowledge of the people of countries where the language is spoken.

Standards

1. Each student can identify celebrations, food, festivals, and customs of selected countries where the chosen language is spoken and can explain differences and similarities with own culture.
2. Each student can identify games, fairy tales, songs, and rhymes of the selected countries and explain differences and similarities with own culture.
3. Each student can demonstrate the appropriate use of language and behavior as used in daily life in the selected countries and explain differences and similarities with own culture.

C. Performance Statement: Each student can identify, in the chosen language, key geographical features, historical figures, and contributions of the people of selected countries where the chosen language is spoken.

Standards:

1. Given a map of the selected countries, each student is able to locate and identify the capitals, major rivers, mountains, and other key geographical features.
2. Each student can identify some of the major historical figures of the selected countries.
3. Each student can identify some of the outstanding achievements and contributions that the people of the selected countries have had in the arts, literature, music, science, and history.
4. The student can explain the influence that people from the selected countries have had on the United States.

A. Performance Statement: Each student can communicate effectively and appropriately in the chosen language when confronted with a wide range of situations.

Standards:

1. Each student can understand the point of view and/or main ideas in selected radio/TV broadcasts, oral reports, poems, or short stories.
2. Each student can participate in formal and informal conversations on familiar and unfamiliar topics, areas of interest, and current events.
3. Each student can ask questions to clarify meaning and seek and give information.
4. Each student can read literature and unfamiliar selections on general topics for general understanding.
5. Each student can clearly and accurately write letters, paraphrases, and brief summaries on familiar and unfamiliar topics.
6. Each student can use the chosen language for learning across the curriculum—for example, by accessing Internet, interviewing native speakers, or consulting original library sources.

B. Performance Statement: Each student can demonstrate, in the chosen language, a knowledge of the people and customs of selected countries where the language is spoken.

Standards:

1. Each student can identify characteristics such as gestures, dialect, idioms, and linguistic idiosyncrasies unique to the selected countries.
2. Each student can demonstrate the appropriate use of language and customs for successful interaction in the selected countries.
3. Each student can compare and contrast cultural differences among the selected countries and own culture, and can explain these differences.
4. Each student can identify the major events of the selected countries' histories and place them accurately on a timeline.

C. Performance Statement: Each student can identify, in the chosen language, key world issues as seen by the people of selected countries where the language is spoken.

Standards:

1. Each student can identify current world issues as they relate to the selected countries and compare the different points of view between those countries and the United States.
2. Each student can describe the economies of the selected countries.
3. Each student can discuss the political and economic relationship between the United States and the selected countries.

A. *Performance Statement:* Each student can communicate effectively and appropriately in the chosen language when confronted with a full range of personal, social, intellectual, and job-related situations.

Standards:

1. Each student can respond to questions, make judgments, and offer opinions about a radio show, television program, film, or lecture that includes variations in accent, age of speakers, and rapidity of speech.
2. Each student can discuss topics at concrete and abstract levels.
3. Each student can analyze and discuss poetry or literature using appropriate literary terms.
4. Each student can paraphrase or amplify remarks sufficiently to be understood by a native speaker when communication becomes stalled.
5. Each student can read major literary works and texts on unfamiliar topics which are conceptually abstract and linguistically complex, and include cultural nuances.
6. Each student can perform across the curriculum in the chosen language.

B. *Performance Statement:* Each student can analyze, in the chosen language, the similarities and differences of the people of countries where the language is spoken and other world cultures.

Standards:

1. Each student can discuss the influence different religions and national and world politics have had on the people of the selected countries and explain the similarities and differences found in own culture and other world cultures.
2. Each student can analyze examples of the selected countries' media—such as television, music, magazines, movies, and advertisements—and compare to examples from own culture.
3. Each student can discuss the history of the selected countries, and analyze the countries' impact on the politics, religion, art, and economy of other world cultures.

C. Performance Statement: Each student can integrate knowledge of the chosen language and culture with other subject areas including geography, history, mathematics, science, and the arts.

Standards:

1. Each student can read and analyze texts in another subject areas written in the chosen language.
2. Each student can analyze a topic from another subject area from two cultural perspectives.
3. Each student can conduct research in the chosen language for another subject area.
4. Each student can write a major paper in the chosen language, revise it for content, proofread it for accurate spelling and grammar, and edit it for style.