

Council of the Great City Schools

2003-2004
Annual Report

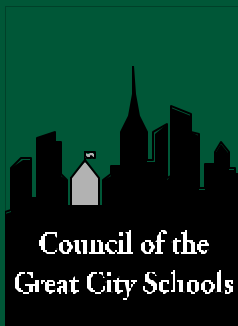


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Message from the Chair



June 30, 2004

The unity of purpose and collective strength that we share as members of the Council of the Great City Schools have allowed us to make great strides this past year on behalf of the nation's urban schoolchildren.

The influence and reputation of our organization was enhanced as we successfully delivered the message to the nation that the efforts of urban school districts to improve student achievement were beginning to pay dividends. Our "Beating the Odds" report, in particular, received substantial attention and clearly demonstrated that the hard work of our respective staffs in districts across the country is resulting in higher student achievement.

The Council is to be commended for providing more direct guidance and technical assistance as we worked to boost student performance. This guidance was sometimes hard-hitting or controversial, and might have ruffled a few feathers. But at times we need to be hard on ourselves—whether as a group or within our districts—if we want to change and grow. This process will bring us closer to our goals of helping every student to achieve and narrowing the achievement gap among students. We know that accomplishing these goals will improve the nation's confidence in our urban public schools.

We face myriad challenges as urban districts, and the Council is essential to helping us articulate and address them. I am pleased with our continued advocacy on Capitol Hill, in the courts and, just as importantly, in the court of public opinion. Through our legislative work, our communications campaign and our aggressive outreach efforts, we are able to work together to strengthen our institutions to better meet the needs of our students.

I would like to express my appreciation to the Council staff, who worked tirelessly this past year to further the cause of urban education and helped us to grow in influence and impact. I would also like to thank our member districts for their support. Just as each student brings special strengths to the classroom, so, too, do each of us bring strengths to this organization.

Our role as urban educators is unique, and our coalition is unique in focus among education groups. I am proud to be a member and to have chaired an organization that draws on members' combined strengths to improve the quality of instruction for our urban students. United as the Council of Great City Schools, we have expanded our ability, courage and expertise to realize our vision—the success of each and every one of our students.

Carlos A. Garcia
Chair of the Board

Message from the Director

June 30, 2004

I am pleased and proud to present this report on the activities of the Council of the Great City Schools during the 2003-2004 program year.



It was an excellent year for the Council. But it was also a challenging one. The slowdown in the economy has forced many urban school districts to make significant budget cuts. And the implementation of *No Child Left Behind* has presented everyone with substantial difficulties. Still, urban schools remain optimistic about the future and enthusiastic about our work.

A number of developments this year made that optimism possible. The Council released its fourth report in our “Beating the Odds” series. This year’s report, which was widely covered by the national news media and praised by Congressional leaders of both parties, showed strong evidence of improved reading in our elementary schools. The results were corroborated by Trial Urban NAEP data that the Council’s efforts have made possible.

The Council also continued to receive substantial attention for its study last year—*Foundations for Success*—of the reform elements common to some of the nation’s faster improving urban school systems. The organization also began this year to translate the lessons from that ground-breaking report into concrete technical assistance and direction for its districts working to boost student performance.

The Council, moreover, worked hard this year to continue implementing the *No Child Left Behind Act* and to streamline the *Individuals with Disabilities Education Act* (IDEA). Our legislative arm continues to be the best in the nation’s capital.

The group also filed *amicus* briefs in several important cases involving finance adequacy and race; convened numerous Strategic Support Teams to help the membership solve difficult operational problems; produced the first national advertising campaign in the organization’s history; and improved our teaching and learning initiatives.

And the Council held what everyone considered the organization’s best Annual Fall Conference—this year in Chicago.

I thank Carlos Garcia, Clark County Superintendent and Chair of the Council, for his outstanding leadership this year. His steadfast commitment to and passion for urban schoolchildren shined through every meeting he chaired. Finally, I thank the Council staff, who continues to work miracles every day. I am eternally grateful. Thank you.

Michael Casserly
Executive Director

Associate Commissioner Peggy Carr of the National Center for Education Statistics explains the results of the first-ever trial urban National Assessment of Education Progress (NAEP) at a press conference. Looking on, left, National Assessment Governing Board Executive Director Charles Smith and Council Executive Director Michael Casserly.



Marian Wright Edelman poses with Council leadership—Executive Director Michael Casserly, left, Chair-elect Judy Farmer, second from right, and Chair Carlos Garcia.



Dorothy Height, chair and president emerita of the National Council of Negro Women, shares her views on the landmark *Brown v. Board of Education* decision at the Council's Town Hall Meeting.

About the Council

The Council of the Great City Schools brings together the nation's largest urban public school systems in a coalition dedicated to the improvement of education for children in the inner cities. The Council and its member school districts work to help our schoolchildren meet the highest standards and become successful and productive members of society.

The Council keeps the nation's lawmakers, the media and the public informed about the progress and problems in big-city schools. The organization does this through legislation, public advocacy, and research.

The organization also helps to build capacity in urban education with programs to boost academic performance and narrow achievement gaps; improve professional development; enhance the opportunity to learn; and strengthen leadership, governance, and management.

The Council of the Great City Schools accomplishes its mission by connecting urban school district personnel from coast to coast who work under similar conditions. Staff with responsibilities for curricula, research and testing, finance, operations, personnel, technology, legislation, communications and other areas confer regularly under the Council's auspices to share concerns and solutions and discuss what works in boosting achievement and managing operations.

In addition, joint efforts with other national organizations, corporations, and government policymakers extend the Council's influence and effectiveness outside member school districts to the larger, interdependent world that will ultimately benefit from the contributions of today's urban students.

Since the organization's founding in 1956, geographic, ethnic, language, and cultural diversity have typified the Council's membership. That diversity propels the coalition forward to see that all citizens receive an education that will equip them with the skills and knowledge to compete successfully in the world marketplace and to enhance the quality of their lives in a society changing with phenomenal speed. The well-spring of accomplishments and innovations rising from our inner cities testifies to the resounding benefits of investment in the nation's urban centers and in their public schools.



Cheryl Brown Henderson, president of the Brown Foundation for Educational Equity, Excellence and Research, discusses the historic *Brown v. Board of Education* lawsuit at the Council's Town Hall meeting.

U.S. Secretary of Education Rod Paige, center, and Education Department official Susan Sclafani discuss the *No Child Left Behind* law at a meeting with the Council's Board of Directors. Left to right, Council Executive Director Michael Casserly and Council Chair Carlos Garcia.



Greenville board chairman Tommie Reece, left, and Superintendent William Harner give a presentation at the Annual Fall Conference.

At the Council's Annual Fall Conference, Fresno board member Manuel Nunez, left, takes notes as Fresno Superintendent Santiago Wood shares his views.



Vision

A Vision for America's Urban Public Schools: Teaching, Leading and Community

Our Vision

Urban public schools exist to teach students to the highest standards of educational excellence. As the primary American institution responsible for weaving the strands of our society into a cohesive fabric, we — the leaders of America's Great City Schools — see a future where the nation cares for all children, expects their best, appreciates their diversity, invests in their futures, and welcomes their participation in the American dream.

The Great City Schools are places where this vision becomes tangible and those ideals are put to the test. We will keep our commitments, and as we do and as society supports our endeavors, cities will become the centers of a strong and equitable nation, with urban public schools successfully teaching our children and building our communities.

Our Mission

It is the special mission of America's urban public schools to educate the nation's most diverse student body to the highest academic standards and prepare them to contribute to our democracy and the global community.

Our Goals

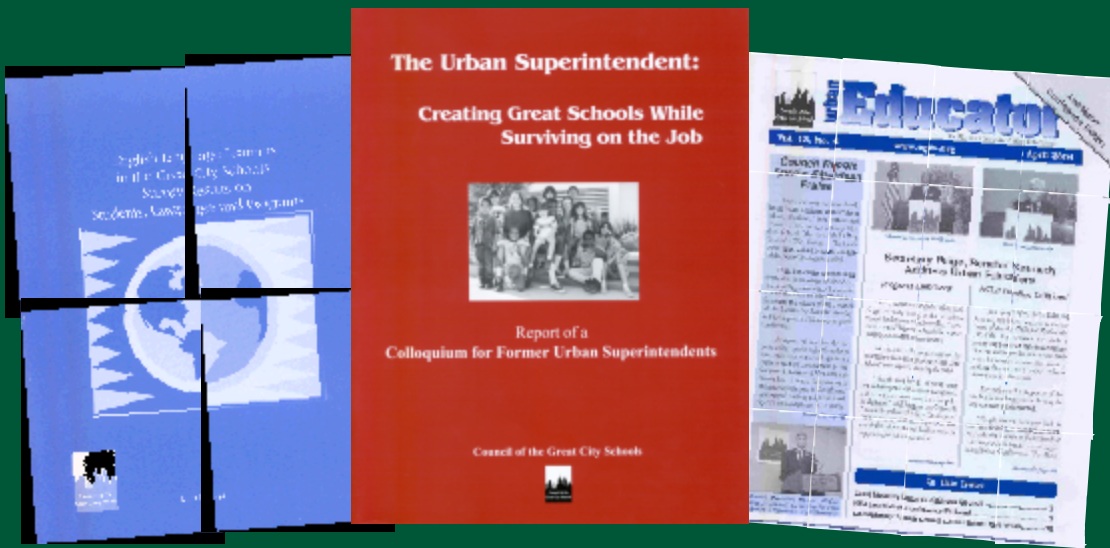
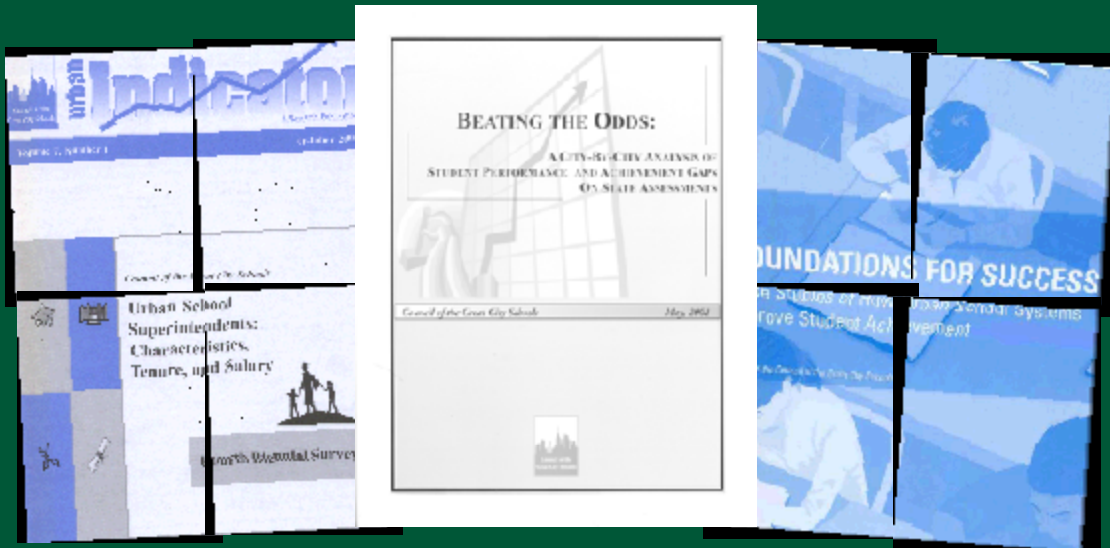
Primary

To educate all urban school students to the highest academic standards.

Secondary

To lead, govern and manage our urban public schools in ways that advance the education of our children and inspire the public's confidence.

To engage parents and build a confident, committed and supportive urban community for raising the achievement of urban public schoolchildren.



Organizational Structure

School districts located in cities with populations over 250,000 and student enrollments over 35,000 are eligible for membership in the Council of the Great City Schools. Membership is also open to those districts serving a state's largest city, regardless of size.

The **Board of Directors** is composed of the Superintendent and one Board of Education member from each member district, making the Council the only national educational organization so constituted and the only one whose purpose and membership is solely urban. The Board meets twice a year to determine and adopt policies. It elects a 24-member **Executive Committee**, which exercises governing authority when the Board is not in session.

The Board of Directors established five special task forces in 1998 and 1999 to address major issues facing the membership. Created were a **School Finance Task Force** to explore ways to challenge urban school funding inequities around the nation and a **Bilingual, Immigrant and Refugee Education Task Force** to focus on issues around the education of English language learners.

A **Task Force on Achievement Gaps** was established to eliminate gaps in the academic achievement of students by race. A **Task Force on Leadership and Governance** addresses the increasing concern about issues surrounding urban school leadership and management; and a **Task Force on Professional Development** explores ways to give teachers and administrators the latest tools and techniques to improve student achievement.

Three Subcommittees of the Executive Committee provide support in financial and organizational areas:

By-Laws: Defines the Council's mission, responsibilities, and composition within the framework of applicable laws and regulations.

Audit: Reviews and studies budgetary matters and ensures that revenues are properly managed.

Membership: Determines eligible cities for membership and recruits, screens, and recommends new members.

In addition to these governing bodies, a network of deans of the **Great City Colleges of Education** and **staff liaisons** from various school district departments encourage information exchange with counterparts in other cities. Common concerns in areas such as student achievement, public relations, technology, human resources, finance, research, legislation, special education, and curriculum connect urban education personnel from member cities to share the ideas and experiences of the larger group.

Characteristics of the Great City Schools

■ Total student enrollment.....	7.3 million
African American	37.1%
Hispanic	32.8%
White.....	23.1%
Asian/Pacific Islander.....	6.4%
Alaskan/Native American.....	0.6%
■ Free/reduced price lunch eligibility.....	62.4%
■ English Language Learners.....	17.0%
■ Students with Individualized Education Programs (IEP's).....	12.9%
■ Number of languages spoken.....	140
■ Total number of teachers.....	427,493
■ Total number of schools.....	10,270
■ Average teacher salary.....	\$41,083
■ Average expenditures per student.....	\$7,222
■ Total Revenue	\$60.8 billion
Local.....	40.4%
State.....	49.6%
Federal.....	10.0%

Source: National Center for Education Statistics



C onferences

Executive Committee Meeting

St. Paul, MN
July 11-12, 2003

Public Relations Executives Meeting

Denver, CO
July 11-13, 2003

Research/Assessment Symposium

Greensboro, NC
July 24-26, 2003

Annual Fall Conference

Chicago, IL
October 16-20, 2003

Chief Financial Officers Meeting

West Palm Beach, FL
November 12-15, 2003

Executive Committee Meeting

Los Angeles, CA
January 23-24, 2004



Richmond Superintendent Deborah Jewell-Sherman facilitates a session at the Annual Fall Conference.

HRD/Personnel Directors Conference

Austin, TX
February 4-7, 2004

Bilingual Education Directors Meeting

Albuquerque, NM
February 6, 2004

Legislative/Policy Conference

Washington, DC
March 20-23, 2004

Chief Operating Officers Meeting

Las Vegas, NV
April 14-17, 2004

ERP Working Group/MIS Conference

Albuquerque, NM
June 2-5, 2004

St. Paul board member Anne Carroll and Pittsburgh board member William Isler focus on issues being discussed at the Council Annual Fall Conference.



Annual Fall Conference

Urban school leaders from around the nation converged in the Windy City to attend the Council's 47 Annual Fall Conference, October 16-20, hosted by the Chicago Public Schools.

Under the theme "Every Child, Every School," the five-day conference had record attendance, with nearly 900 urban school administrators, board members and deans of colleges of education participating in a wide variety of conference sessions focused on issues facing big-city school districts.



Chicago Tribune columnist Clarence Page moderates the Town Hall Meeting.

An all-star panel of civil rights leaders and urban educators was assembled to discuss the 50th anniversary of the landmark *Brown v. Board of Education* decision at a 90-minute Town Hall Meeting moderated by Clarence Page, Pulitzer Prize-winning columnist for the *Chicago Tribune*. The panel included Dorothy Height, chair and president emerita of the National Council of Negro Women; John Jackson, national director of education for the NAACP; and Cheryl Brown Henderson, president of the Brown Foundation for Educational Equity, Excellence and Research and the daughter of the key plaintiff in the historic *Brown* suit.



Marian Wright Edelman, president of the Children's Defense Fund, addresses urban educators at the conference.

Marian Wright Edelman, founder and president of the Children's Defense Fund, discussed the challenges facing poor and minority youth and urged educators to continue fighting to provide children with a quality education to enable them to compete in a globalized economy.

Other speakers included Pedro Noguera, a visiting professor at Columbia University Teachers College and Chicago Mayor Richard Daley, who discussed his views about implementing the *No Child Left Behind Act* in the city's schools.



Chicago Mayor Richard Daley discusses the *No Child Left Behind Act*.

Rep. Jesse Jackson Jr. shares his views at the conference.



Conferees were also treated to a rousing address from Rep. Jesse Jackson Jr. (D-Ill.). The congressman is seeking a 28th Amendment to the U.S. Constitution that would guarantee all Americans the right to a high quality education.

Legislative/Policy Conference

Education Secretary Rod Paige discusses the *No Child Left Behind Act* at the conference.



Big-city school leaders convened in the nation's capital March 20-23 to discuss legislation, policies and strategies during the Council's 2004 Legislative/Policy Conference.

Conferees heard from U.S. Secretary of Education Rod Paige,

the former superintendent of the Houston school district. He told attendees that the *No Child Left Behind Act* (NCLB) will help districts close the achievement gap, and views the education law as the beginning of real change and a willingness of educators to look at test scores and act on them.



Senator Kennedy shares his views on the *No Child Left Behind* law.

Sen. Edward Kennedy (D-Mass.) also addressed the gathering and discussed his concerns about the way NCLB has been implemented in the nation's schools. He believes that the education law has not been fully funded by legislators and that the U.S. Department of Education has been slow in developing effective rules and regulations.

Despite the senator's disappointment concerning NCLB, he told big-city school leaders that he does not want the education law to be abolished and believes certain adjustments should be made to the law to give children the support they need to obtain a high quality education.

Also addressing the conference was John Walters, the director of the National Office of Drug Control Policy. Walters told conferees that drug use among children could be reduced if schools start testing their students for drugs. He said that at schools where administrators have implemented



John Walters, director of the National Office of Drug Control Policy, discusses student drug testing.

drug testing, children feel safer and prevention efforts are strengthened.

Conferees also attended legislative sessions where they discussed NCLB and the issues urban school districts have faced as they work to implement the law.

Urban educators listen intently and take notes at conference session.



Singer Dionne Warwick entertains conferees at the 2003 Fall Conference in Chicago.



The Council of the Great City Schools launched its first national advertising campaign to build public support for urban school districts.



Minneapolis school board member Judy Farmer, left, Clark County Superintendent Carlos Garcia and San Francisco Superintendent Arlene Ackerman discuss the Council's *Beating the Odds* report at a Washington, D.C., press conference.

Council Executive Director Michael Casserly, left, and Boston Superintendent Thomas Payzant, right, meet with Sen. Kennedy before he gives his address at the Legislative Conference.



U.S. Army medic Guy Cipolla meets Omaha students who corresponded with him when he was serving in Iraq.

H Highlights of Council Activities

PUBLIC ADVOCACY

The Council of the Great City Schools works to give the public and the press a balanced and accurate view of the challenges, developments, and successes of urban public schools. In 2003-2004, the Council—

- ❑ Developed and launched a national advertising campaign—“Thank You”—to help member urban school districts heighten visibility and improve their public image. Also distributed a Spanish-language version of the TV ad.
- ❑ Held a press conference to release *Beating the Odds IV*, which generated substantial media attention across the country highlighting urban school academic progress.
- ❑ Spoke at the press conferences held by the National Center for Educational Statistics and the National Assessment Governing Board to release the 2002 and 2003 results of the Trial Urban NAEP.
- ❑ Fielded scores of inquiries from such national media outlets as the *New York Times*, *Washington Post*, *USA Today*, CBS News, the *Christian Science Monitor*, The News Hour, and the Associated Press.
- ❑ Represented urban schools on an education advisory committee to The News Hour with Jim Lehrer.
- ❑ Held the organization’s annual town hall meeting on the legacy of *Brown v. Board of Education*.
- ❑ Launched a national media conference call-in series to put the membership in direct contact with the national press.
- ❑ Represented urban schools at the NAACP’s national commemoration of *Brown v. Board of Education* in Topeka.
- ❑ Published 10 editions of the award-winning *Urban Educator*.
- ❑ Conducted the Third Annual Public Relations Executives Meeting.
- ❑ Wrote op-ed articles published in the *Washington Post*, the *Detroit News*, and the *Houston Chronicle*.

LEGISLATIVE ADVOCACY

In voicing its proposals and ideas to Congress and other federal policymakers, the Council helps shape legislation to strengthen the quality of schooling for the nation’s urban children. In 2003-2004, the Council—

- ❑ Secured an additional \$83.4 million in targeted Title I funds for the member school districts—on top of \$339.7 million in new funds coming from increased appropriations.
- ❑ Helped secure an additional \$209 million in new Individuals with Disabilities Education Act (IDEA) funds for the member districts.
- ❑ Submitted formal recommendations to the U.S. Department of Education to increase flexibility in the implementation of *No Child Left Behind’s* transfer, supplemental services, expenditures, accountability, and subgroup size provisions.

- ❑ Provided technical assistance to member districts and answered scores of questions from members on federal legislation and NCLB implementation issues.
- ❑ Conducted a national study of how the Great City Schools have implemented NCLB's choice and supplemental service provisions.
- ❑ Testified before the House Education and Workforce Committee on the disability provisions of NCLB.
- ❑ Testified before the House Education and Workforce Committee on the findings of the Council's *Beating the Odds* report and academic improvements in big-city schools.
- ❑ Testified before the House Appropriations Committee on teacher preparation programs.
- ❑ Submitted detailed recommendations to Congress on the reauthorization of the Child Nutrition Act. Secured numerous changes in both House and Senate bills.
- ❑ Submitted detailed recommendations to Congress on the reauthorization of the Perkins Vocational and Technical Education Act and secured a number of revisions to the bill before it was introduced.
- ❑ Submitted detailed recommendations to the House/Senate conference committee on the reauthorization of IDEA. Have secured numerous changes.
- ❑ Submitted three sets of formal comments to the FCC on e-rate operations and secured a number of modifications in the final regulations.
- ❑ Advocated for greater targeting of funds in the Headstart program and for greater emphasis in the reauthorization on pre-K literacy.
- ❑ Provided Strategic Support Teams on federal and special education programs to Richmond, St. Louis, and Guilford County.
- ❑ Convened the Spring Legislative Conference and provided numerous other forums for legislative liaisons, special education directors, bilingual education directors, Medicaid directors, and e-rate coordinators.

RESEARCH

Timely data collection and analysis allow the Council to prepare comprehensive reports, to predict trends, and to assess the effects of various policies and practices on student performance. In 2003-2004, the Council—

- ❑ Facilitated the release of the first-ever trial urban NAEP assessments in reading, writing, and math.
- ❑ Convened annual meetings of Research and Curriculum Directors.
- ❑ Initiated an Item Bank for members to share test questions with one another.
- ❑ Initiated a special working group of assessment directors and national psychometricians to develop alternative methods for assessing academic growth.
- ❑ Represented urban school interests on committees of the National Academy of Sciences and the National Assessment Governing Board.
- ❑ Responded to scores of requests for statistical information and research assistance.

ACHIEVEMENT AND ACHIEVEMENT GAPS

Improving student performance and closing racially identifiable achievement gaps is one of the Council's highest priorities. Led by the Task Force on Achievement Gaps, the Council in 2003-2004—

- ❑ Published *Beating the Odds IV: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments*.
- ❑ Provided Strategic Support Teams to Washington, D.C., Richmond, Philadelphia and St. Louis to help improve student achievement.
- ❑ Provided technical assistance to member districts participating in the 2002 and 2003 Trial Urban NAEP.
- ❑ Developed a draft template by which member cities could benchmark their instructional programs against each other.
- ❑ Conducted numerous presentations to national organizations, community groups, state and federal legislators, business leaders, and local officials on findings from the Council's *Foundations for Success* report.

LEADERSHIP, GOVERNANCE AND MANAGEMENT

A Task Force on Leadership, Governance and Management addresses the quality and tenure of leadership and management in urban schools. In 2003-2004, the Council—

- ❑ Convened a special day and a half symposium at the Fall Conference on urban school governance and board-superintendent relations.
- ❑ Published the results of a new survey on urban superintendents, *Urban School Superintendents: Characteristics, Tenure, and Salaries*.
- ❑ Published and disseminated a new report, *The Urban Superintendent: Creating Great Schools While Surviving on the Job*.
- ❑ Provided Strategic Support Teams to Albuquerque, Rochester, Columbus, Philadelphia, Detroit, New Orleans, Guilford County and St. Louis to help improve management, operations, and administration.
- ❑ Convened annual meetings of Chief Financial Officers, Human Resources Directors, Chief Operating Officers, and Management Information Directors.
- ❑ Convened working groups on best practices in finance, human resources and business operations.
- ❑ Completed studies on the acquisition and implementation of Business Enterprise and Student Information Systems.
- ❑ Continued to expand the Council's automated management database--EduPortal.
- ❑ Fielded scores of requests for management information.

PROFESSIONAL DEVELOPMENT

The purpose of this initiative is to improve the quality of teacher and principal professional development and address the shortages of qualified teachers and principals. In 2003-2004, the Council—

- ❑ Operated the Urban Education Service Corps to recruit under-represented minorities to the urban teaching workforce in Long Beach, Los Angeles, Omaha, Denver and Miami. The grant from AmeriCorps has been renewed for three more years.
- ❑ Operated the Great City Teacher Project to recruit special education teachers in Houston, Long Beach, Clark County, and Fort Lauderdale.
- ❑ Designed a survey of the Great City Schools to determine progress in meeting

- NCLB's highly qualified teacher requirements.
- Secured funding from the U.S. Department of Education to facilitate urban high school reform efforts.
 - Began an effort with the Great City Colleges of Education to improve the preparation of high school teachers, principals, and school leaders.

BILINGUAL, IMMIGRANT AND REFUGEE EDUCATION

America's urban schools serve unusually large numbers of students whose families have come to this nation to seek a better life. In 2003-2004, the Council—

- Convened a special meeting with bilingual directors of the Great City Schools, state Title III directors, and the U.S. Department of Education.
- Held regular annual meetings of bilingual education directors.
- Surveyed the membership on the uses of funding for Title III of *No Child Left Behind*.
- Initiated a study of achievement patterns among English language learners in the member districts to identify best practices.
- Responded to numerous requests for information on Title III of NCLB and on programs for English language learners.

SCHOOL FINANCE

One of the priorities of the Council of the Great City Schools is to ensure that its students have the same opportunity to meet the nation's academic standards as students anywhere. In 2003-2004, the Council—

- Filed an *amicus* brief with the U.S. Supreme Court in the case of *DeRolph v. State of Ohio* arguing for adequate funding for the state's urban schools.
- Drafted a special survey on revenue and expenditure trends in the Great City Schools.
- Prepared to file legal action against the Centers for Medicare and Medicaid services to block recent program guidance.
- Published new survey findings on Medicaid cost recovery trends in the Great City Schools.
- Filed an *amicus* brief in the U.S. Court of Appeals (1st Circuit) in the case of *Comfort v. Lynn School Committee* to support the use of race in student assignments.

ORGANIZATION AND ADMINISTRATION

The Council works tirelessly to manage its resources and ensure the integrity of its programs. In 2003-2004 the Council—

- Received an unqualified ("clean") audit for the 2002-2003 program.
- Arranged the Annual Fall Conference and 12 staff forums.
- Boosted net revenues from annual meetings.
- Upgraded accounting and office systems.

Awards

Richard R. Green Award

During the annual fall conference, the Council bestows the Richard R. Green Award upon a past or present member district superintendent or Board of Education member in recognition of exceptional contributions to urban schools and students. As the nation's highest urban education honor, the award pays tribute to the memory of Richard R. Green, former Minneapolis and New York City Public Schools superintendent, who won distinction as an outstanding educator and leader.



Richard R. Green

The award, sponsored by ARAMARK ServiceMaster Facility Services, includes a \$10,000 college scholarship for presentation to a senior in the winner's school system or system from which the winner graduated.

Arthur Griffin, a member of North Carolina's Charlotte-Mecklenburg Board of Education, received the award at the 2003 Fall Conference in Chicago. Griffin is a 17-year veteran of the Charlotte-Mecklenburg school board and has been instrumental in efforts to narrow the achievement gap between students of different racial groups within the district's schools.

Franklin Till, superintendent for Broward County Public Schools in Fort Lauderdale, Fla., also received the award at the 2003 Fall Conference in Chicago. Dr. Till has been at the helm of the nation's fifth largest school district since 1999 and has led the school system to significant gains in student achievement.

Queen Smith Award for Commitment to Urban Education

Each year at its annual fall conference, the Council presents the Queen Smith Award for Commitment to Urban Education to an urban school educator who has made significant contributions to education and to the community. Sponsored by the Macmillan/McGraw-Hill Publishing Co., the award is named in memory of the company's late vice president of urban programs.



Queen Smith

The Queen Smith Award winner receives \$1,000 and the Council is awarded \$1,000 for its programs.

Evelyn Bethune, a guidance counselor at the Design and Architecture Senior High School in Miami, was the winner of the award at the 2003 Fall Conference.

Charlotte-Mecklenburg school board member Arthur Griffin, left, and Broward Schools Superintendent Franklin Till with their \$10,000 prize.



Queen Smith award-winner Evelyn Bethune, left, is congratulated by the late Queen Smith's sister.

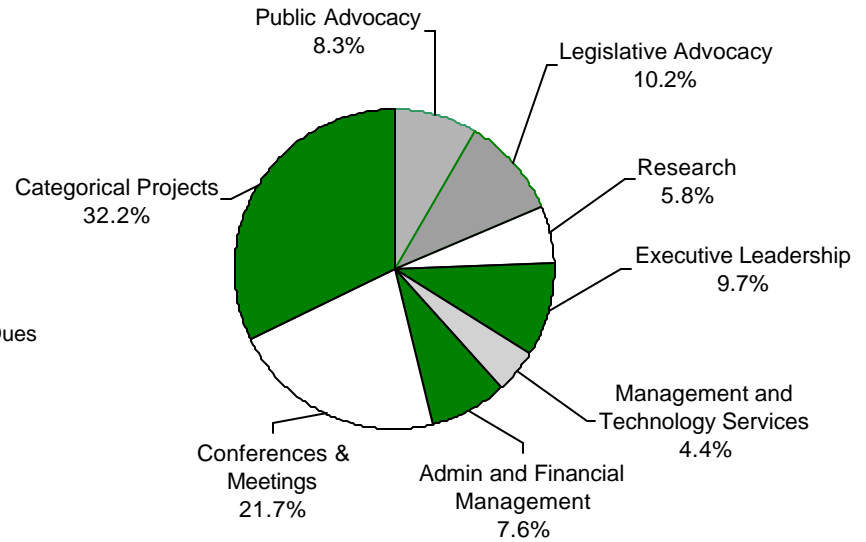
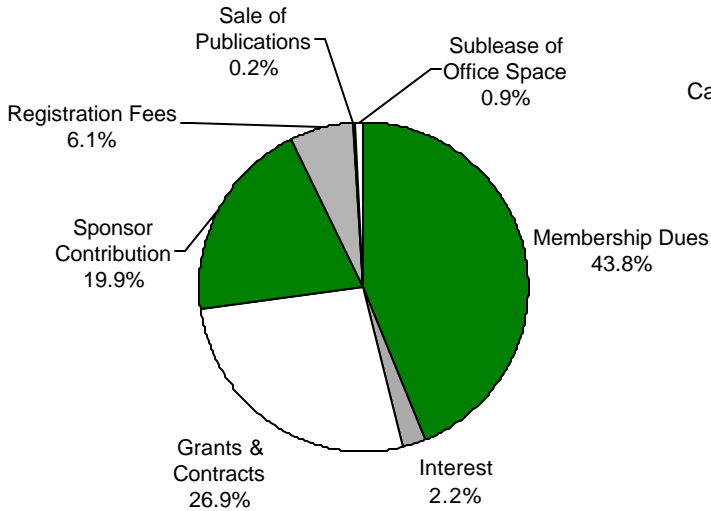
Richard R. Green Award Winners

1989	Harry Davis, Retired Member	Minneapolis School Board
1990	James Griffin, Retired Member	St. Paul School Board
	Timothy Dyer, Executive Director	National Association of Secondary School Principals
1991	Paul Houston, Executive Director	American Association of School Administrators
1992	Richard Wallace Jr., Superintendent Emeritus	Pittsburgh Public Schools
1993	Constance Clayton, Superintendent	School District of Philadelphia
1994	Holmes Braddock, Board Member	Miami Dade County Public Schools
1995	Curman Gaines, Superintendent	St. Paul Public Schools
1996	James Williams, Superintendent	Dayton Public Schools
1997	Maxine Smith, Retired Member	Memphis City School Board
1998	Gerry House, Superintendent	Memphis City Public Schools
1999	Rod Paige, Superintendent	Houston Independent School District
	Judy Farmer, Board Member	Minneapolis Public Schools
2000	Eric Smith, Superintendent	Charlotte-Mecklenburg Public Schools
2001	Barbara Byrd-Bennett, Superintendent	Cleveland Municipal School District
2002	John Simpson, Superintendent	Norfolk Public Schools
2003	Arthur Griffin, Board Member	Charlotte-Mecklenburg Public Schools
	Franklin Till, Superintendent	Broward County Public Schools

Financial Report

Expenses

Revenues



Audited Report FY02-03	Preliminary Estimate FY03-04
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Revenue

	Audited Report FY02-03	Preliminary Estimate FY03-04
Membership Dues	\$1,916,112	\$1,986,060
Interest	101,487	97,700
Grants & Contracts	1,279,042	1,218,804
Sponsor Contributions	786,585	900,167
Registration Fees	256,320	277,710
Sale of Publications	29,663	8,597
Miscellaneous	135,627	0
Sublease of Office Space	23,298	42,023
Total Revenue	\$4,528,134	\$4,531,061

Expenses

Public Advocacy	\$324,674	\$318,528
Legislative Advocacy	396,292	391,267
Research	256,304	221,707
Executive Leadership	401,636	372,301
Management and Technology	185,471	167,136
Admin & Financial Management	570,639	292,713
Conferences & Meetings	554,095	832,866
Categorical Projects	1,348,030	1,235,667
Total Expenses	\$4,037,141	\$3,832,185

Change in Net Assets	\$490,993	\$698,876
Net Assets, Beginning	\$1,079,790	\$1,570,783
Net Assets, Ending	\$1,570,783	\$2,269,659

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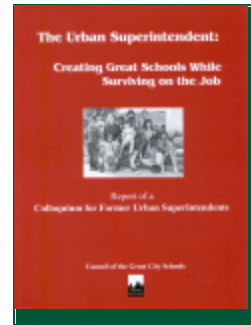
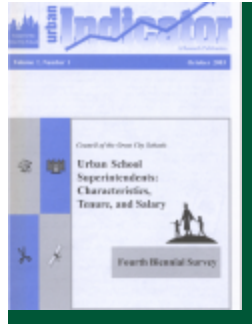
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Publications



- Beating the Odds IV: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments - March 2004
- Urban School Superintendents: Characteristics, Tenure, and Salary - October 2003
- The Urban Superintendent: Creating Great Schools While Surviving on the Job - February 2003

Videos



- Town Hall Meeting - “Brown v. Board of Education” from the Council’s 2003 Fall Conference in Chicago.
- Town Hall Meeting - “School Governance/Leadership” from the Council’s 2002 Fall Conference in Fort Lauderdale, Fla.

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