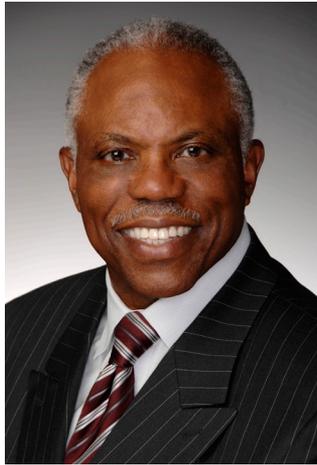


# Good News

## About Urban Public Schools



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# **GOOD NEWS ABOUT URBAN PUBLIC SCHOOLS**



OCTOBER 2007



# ABOUT THE COUNCIL

The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 66 large city school districts, its mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research, technical assistance and media relations. The organization also provides a network for school districts sharing common problems to exchange information, and to collectively address new challenges as they emerge in order to deliver the best possible education for urban youth.

## **Chair of the Board:**

Carol Comeau, Anchorage Superintendent

## **Chair-Elect:**

William Isler, Pittsburgh School Board

## **Secretary-Treasurer:**

Carol Johnson, Boston Superintendent

## **Immediate Past-Chair:**

George H. Thompson III, Nashville School Board

## **Executive Director:**

Michael Casserly

## **Embracing Challenge, Producing Results: Stories of Success**

For more than a century, urban schools have provided economic opportunities through education to some of the nation's largest, most diverse, and neediest populations. By embracing these challenges, our nation's urban schools have provided the know-how and backbone upon which our cities have grown and thrived.

Today, as that legacy continues to unfold, the challenges facing urban schools are no less significant, and the successes no less impressive. Unfortunately, too many of these success stories go unheralded or do not receive the attention they deserve.

That is why the Council of the Great City Schools is sharing the stories that we have included here. We believe these examples of extraordinary accomplishment represent the progress and good work that is going on in our urban schools. We hope these stories inspire similar successes in other cities. We also hope they create an image of urban education that more completely and accurately reflects the hard-won successes of our city schools.

### **URBAN TRUTHS**

The nation's big-city school districts educate about one-third of all minority students, and the percentage of limited-English-proficient students educated in urban schools is twice that of other schools nationwide. Moreover, these same schools



## *Good News About Urban Public Schools*



educate about one-third of all poor students: There is a higher percentage of students eligible for free or reduced-price lunches in urban school districts (61 percent) than nationwide (38 percent).

Yet, urban schools are often seen only through the lens of these challenges, and not for what they accomplish *in spite* of these challenges. The truth is, urban school systems are rising to these challenges. For example, several big-city school systems have shown impressive and promising results in reading and mathematics on one of the nation's most rigorous and respected tests, the National Assessment of Educational Progress (NAEP).

The schools and districts whose accomplishments are celebrated here, however, have gone well beyond these trends. Some of the schools and districts that are featured are rated among the best in the nation at what they do. Some are providing leadership to suburban school systems in how to educate poor and minority students. Still, other schools are being recognized for their national prominence in science or in the arts.

As impressive as these accomplishments are – particularly because these schools often faced hurdles such as low funding, aged facilities, and communities divided over the direction of public schools – we are not that surprised.

Urban school leaders have led the national movement toward greater academic accountability for public schools. They



## *Good News About Urban Public Schools*



believe that setting high expectations is the best approach to raising student achievement. They are also realistic, and recognize that the public and policymakers will support and invest in urban schools only when they show results. The stories we are presenting reflect those high expectations, and the results that come with them.

The schools and districts whose works we are celebrating also represent one of the best kept secrets in our nation's public school system: urban school systems are succeeding. While these stories single out specific schools and districts, they are not alone in their accomplishments. Countless success stories are written each day in our urban schools by visionary leaders, committed teachers, and hard-working students. Still, these sites truly stand out. Not only do they lead the pack locally, but many of them have risen to the top of the class nationally.

We think that is a story worth telling.





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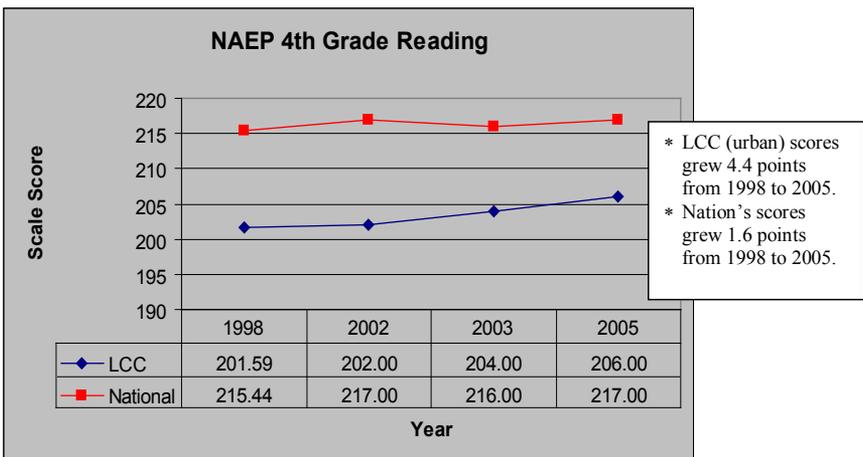
## ACADEMIC ACHIEVEMENT DISTRICT, SCHOOL & STUDENT

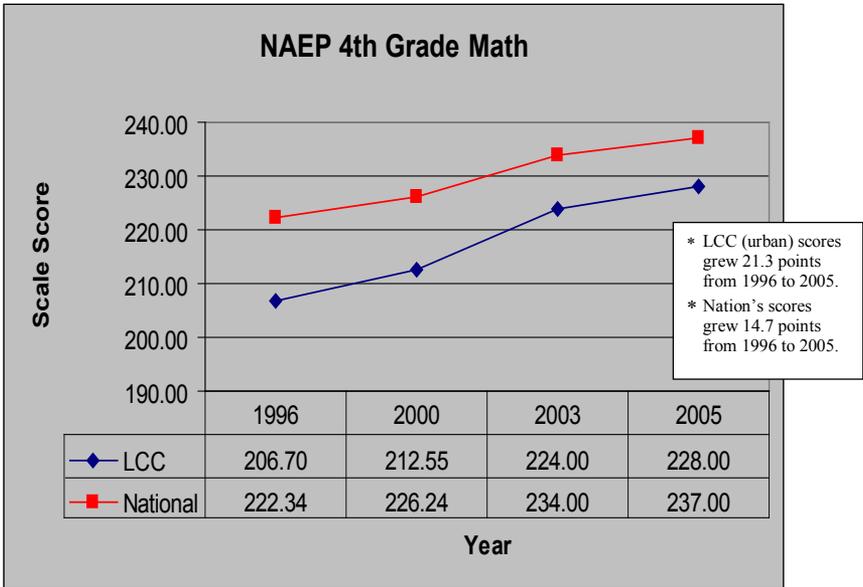
Student achievement is rising every year in many of the nation’s urban public schools despite the challenges they face. Big-city school districts have shown promising results on state-mandated tests, some outpacing their overall state gains. And measurable results can be seen in reading and mathematics on one of the nation’s most rigorous tests – the National Assessment of Educational Progress (NAEP). This section highlights stories demonstrating district, school and student academic progress.

### *“Nation’s Report Card” Improves*

#### LARGE CENTRAL CITY (LCC) PROGRESS IN READING AND MATH ON NAEP

(NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS -- “THE NATION’S REPORT CARD”)





The Council of the Great City Schools initiated having selected cities be oversampled in order to attain district-specific data. Trend lines are beginning to emerge and the results show that the nation's large central city school districts are catching up to the nation in fourth-grade reading and math.

## *Progress on State Tests*

### **Increases in Percentages of 4th and 8th Grade Urban Students Scoring at or Above Proficiency in Reading and Math**

	2002	2006	Change
4th Grade Reading	43%	55%	+12
4th Grade Math	44%	59%	+15
8th Grade Reading	34%	42%	+8
8th Grade Math	35%	46%	+11

\*Percentages reflect student performances on differing state assessments in cities that administered the same test in each of five consecutive years

The nation's big-city school districts continue to improve in reading and mathematics on state-mandated tests, with evidence of racial achievement gaps narrowing and low-performing students making gains. Students in 67 major city school systems in 37 states posted substantially higher test scores in 2006 than in 2002 in fourth- and eighth-grade mathematics and reading on state assessments, according to *Beating the Odds: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments* by the Council of the Great City Schools.

## ACADEMIC ACHIEVEMENT DISTRICT

### *Upward Academic Trends*

*Many of the nation's big-city school districts began the new 2007-08 school year on a platform of progress.*

- Marked improvements in language arts and math during the 2006-07 school year led Alaska's **Anchorage School District** to heighten gains it has made since the district began calculating adequate yearly progress under the federal No Child Left Behind law. Anchorage public schools met 98 percent of the targets defined by NCLB.
- All 62 elementary schools in **Atlanta Public Schools** made adequate yearly progress under NCLB. In total, 83.5 percent of all Atlanta public schools – kindergarten through high school –made AYP, an increase of 8 percent over last year.
- **Birmingham City School System** made 100 percent of its adequate yearly progress goals for the second consecutive year, bringing it out of “in need of improvement” status under NCLB. News was good at individual schools as well, with 53 of the district's 65 schools making 100 percent of AYP. Ten of the 12 that did not reach all of their goals missed in only one area.

- For the third straight year, **Cincinnati Public Schools** has earned the Continuous Improvement rating on the Ohio Report Card, reflecting steady overall gains in student academic achievement. Highlights of the 2006-07 Report Card show the Cincinnati school system earning eight state indicators, more than ever before; meeting federal AYP goals in mathematics; and continued academic progress among the district's high schools.
- Mississippi's **Jackson Public Schools** is ranking higher on state accountability ratings. Six Jackson schools have been rated Level 5 (superior performing); 14 Jackson schools have been rated Level 4 (exemplary); and 28 Jackson schools have been rated Level 3 (successful). The ratings are based on the results of tests administered in spring 2007. While statewide test scores are flat, the percent of Jackson schools rated Level 3 and above has steadily risen since the Mississippi statewide accountability system was implemented in 2002-03.
- Results of the 2006-07 Pennsylvania System of School Assessment reveal that the **School District of Philadelphia** set a record fifth consecutive year of growth in math and reading scores for all district students whose scores are used to measure adequate yearly progress under No Child Left Behind. Math scores rose 3 percentage points over last year, or 25.4 percentage points since 2002, while reading scores rose 2.5 percentage points; or 16.7 percentage points since 2002.

- Despite the challenge of closing 22 schools and implementing new academic initiatives, the **Pittsburgh Public Schools** showed a second year of test-score gains. Third-grade reading proficiency rose to nearly 60 percent from 52 percent in the past year.
- The **San Francisco Unified School District** improved on the California Standards Test (CST) for the sixth consecutive year in 2007, continuing an upward trend. More than two-thirds of the STAR schools, identified as under-performing schools in previous years, either met or exceeded their school-wide adequate yearly progress targets on the CST in English language arts and/or math.

## *Broad Prize Winners*



New York City Schools Chancellor Joel Klein rises from his seat to accept the Broad Prize as New York City Mayor Michael Bloomberg and Caroline Kennedy, vice chair of the Fund for Public Schools, look on with pleasure.



Former Boston Superintendent Tom Payzant celebrates with Boston Mayor Thomas Menino and Elizabeth Reilinger, chair of the Boston School Committee, after the school district is announced the winner of the 2006 Broad Prize.

The **New York City** school district won the 2007 Broad Prize for Urban Education for demonstrating overall improvement in student achievement, especially among poor and minority students. Finalists for the 2007 award, the nation's largest education prize, were school districts in Bridgeport, Conn.; Long Beach, Calif.; Miami-Dade County, Fla.; and San Antonio, Tex. Last year, the **Boston Public Schools** took the prize. Previous winners include **Norfolk Public Schools**, **Long Beach Unified School District** and the **Houston Independent School District**.

## *Winning School Boards*

**The Houston Independent School District and Miami-Dade County Public Schools** won the 2007 Urban School Board Excellence Award for making progress in educating children. Sponsored by the National School Boards Association's Council of Urban Boards of Education (CUBE), the award recognizes big-city districts that have demonstrated excellence in four areas: school board governance, closing the achievement gap, academic excellence and community engagement.



Members of the Houston Board of Education with Houston School Superintendent Abelardo Saavedra, third from left.

### ***Tops in Talent Search***

Schools in Florida's **Hillsborough County District** in Tampa rank at the top of the state for participation in the Duke University Talent Identification Program, which recognizes academically gifted students in their late elementary and early middle school years. The number of seventh graders identified as qualified to sit for college entrance exams increased to 4,800 in 2007 compared with 150 in 2005, according to the *St. Petersburg Times*.

### ***District Choice***

A Wichita, Kan., suburban community had a choice on where to send its children to school: a small town or a big city? In a city council vote, the suburb of Bel Aire decided to move its school boundaries completely within the Wichita public school district. After annexing land, Bel Aire found itself geographically divided between two school systems. The city council's vote was the first step in the process of changing its school boundaries to **Wichita Public Schools**.

## *Small Schools*

California's **Oakland Unified School District** began creating small schools in the 1990s in hopes that the smaller personalized learning environments would relieve overcrowding and lead to higher academic achievement. A district study of the district's New Small Schools shows that students are making higher academic gains in the smaller schools than in comparable traditional schools.

## *Child Development*

A study by the South Carolina Department of Education has revealed that pre-kindergarten programs in **Charleston County Schools** can significantly help children improve their academic achievement. The study tracked 1,283 children who participated in the district's Child Development (CD) program. It revealed that on average students who completed the program increased their percentile rank at the end of the school year by 73 percent, and significant gains were made in the language, concepts and motor portions of the assessment.

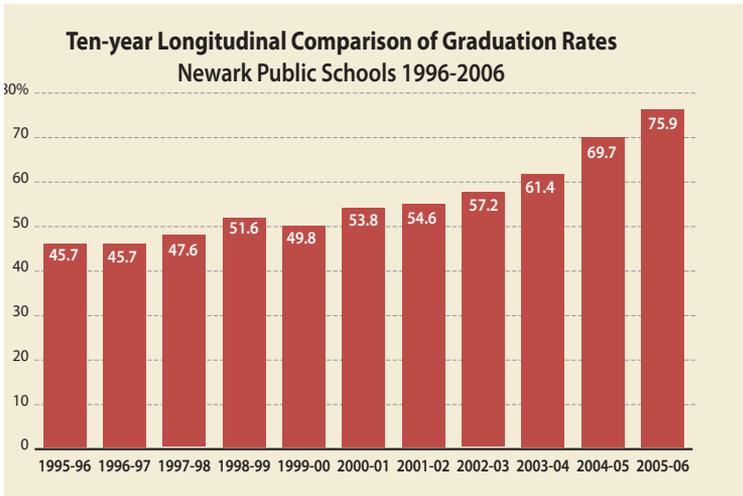
## *Accreditation*

**Broward County Public Schools** in Fort Lauderdale, Fla., received districtwide accreditation from the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). The nation's sixth largest school system is now considered the largest fully accredited public school district evaluated by the agency that accredits both public and non-public educational institutions.

## *Reading Improvement*

In the Winter 2007 issue of *City Journal*, the nation's premier urban-policy magazine, **Richmond Public Schools** was cited for improving student achievement through its phonics-based reading program. As an example, the percentage of fifth-graders in Richmond schools passing the reading portion of Virginia's statewide learning assessment test increased to 80 percent in 2006 from 43 percent in 2000.

## *Graduation Rate Gains*



New Jersey's **Newark Public Schools** has seen a steady climb in its graduation rate as measured by the state over a 10-year period -- 75.9 percent in 2006 compared with 45.7 percent in 1996.

## ACADEMIC ACHIEVEMENT SCHOOL

### *Newsweek's Top High Schools*

*Newsweek* magazine ranks the **Dallas Independent School District's** Talented and Gifted Magnet and the School of Science and Engineering the top public high schools in the nation. Six urban schools in member districts of the Council of the Great City Schools ranked in the top 10 of *Newsweek's* "2007 America's Best High Schools" list of the leading 1,200 high schools in the country. In addition to Dallas' Talented and Gifted Magnet ranking No. 1 and Science and Engineering No. 2, Stanton College Preparatory in **Jacksonville, Fla.**, ranked No. 3, followed by Suncoast High School in the **Palm Beach County** school system (No. 5); City Honors School in **Buffalo** (No. 8); and Academic Magnet in **North Charleston, S.C.** (No. 10).

## *U.S. Academic Decathlon*



The winning members of the 2007 U.S. Academic Decathlon from El Camino Real High School.

El Camino Real High School won the 2007 U.S. Academic Decathlon, marking the fourth time in a row a school in the **Los Angeles Unified School District** has won the top prize in the prestigious competition. Taft High School in Los Angeles won the 2006 decathlon. This year,

approximately 350 students from 39 teams across the country competed. It was El Camino's fifth national championship since 1998.

## ***Blue Ribbon Schools***

Many urban public schools were among the 287 public and private elementary and secondary schools nationwide recognized as 2007 No Child Left Behind-Blue Ribbon Schools by the U.S. Department of Education. Based on superior or improved academic achievement, Blue Ribbon Schools were named in **Atlanta, Baltimore, Washington, D.C, Newark, Del., Palm Beach County, Miami, Tampa, Chicago, Wichita, Louisville, Baton Rouge, Charleston County, New York City, Charlotte, Philadelphia, Dallas, Houston, Norfolk, Milwaukee, Newark, N.J., and Broward County, Fla.** Big-city districts that had two schools recognized were **Miami, Dallas, New York City, Washington, D.C., the Christina School District in Delaware and Palm Beach County.**



(Left to right) Wichita school board member Kevass Harding, board president Connie Dietz, board member Betty Arnold and Wichita Schools Superintendent Winston Brooks congratulate principal Lichelle Ashford and students from Wichita's Buckner Performing Arts Magnet Elementary for being designated a Blue Ribbon School.

### *Richard Riley Award*

The Rosa Parks School in **Portland**, Ore., has won the 2007 Richard Riley Award, named for the U.S. secretary of education in the Clinton Administration. The American Architectural Foundation and KnowledgeWorks Foundation announced that Rosa Parks School at New Columbia Community Campus is the winner of the Richard Riley Award for Schools as Centers of Community -- schools that are open for community use and collaborate with community resources.

### *International Baccalaureate*

In **Wichita**, 97 percent of East High School's International Baccalaureate seniors were awarded their IB diplomas, marking the seventh consecutive year that East High has achieved above a 93 percent diploma rate. Reportedly, the U.S. average is 75 percent and the world average is 80 percent.

### *State Partnership*

A partnership between the Mississippi Department of Education and Barr Elementary School in **Jackson**, Miss., has paid off in higher student performance – in just one year. Barr Elementary has been rated a Level 4 –Exemplary School, jumping two levels from 2006 when the school was rated a Level 2-Low Performing designation. The Mississippi Department of Education adopted Barr Elementary in 2006, and worked with students and staff on a number of projects to support the students. Other agencies, businesses, churches and colleges followed suit and also adopted the school.

### *Debate Competition Winner*

**Houston Independent School District's** Lanier Middle School Speech and Debate Team won its fifth consecutive national competition, sweeping both speech and debate events at the IDEA (International Debate Education Association) National Junior Forensic League National Tournament.

### ***Mock Trial Victory***

**Palm Beach** Lakes High School's Mock Trial team won the Florida Mock Trial Competition, marking the first time a Title 1 school has taken the state title. This is an academic competition in which a team of eight students simulate the roles of both attorneys and witnesses in a fictional trial situation.

### ***100% Graduation***

**Boston's** Health Careers Academy has achieved a feat very few schools in the nation manage to achieve: a 100 percent four-year graduation rate. All of the school's 36 students who began the school as freshmen in 2002 graduated from the school four years later. According to the Massachusetts Department of Education, only three other schools in the state had all of its students graduate in four years.

### *Top AP Programs*

In the College Board's *Advanced Placement Report to the Nation*, two schools in Florida's **Broward County school system** in Fort Lauderdale were cited five times – more than any other schools in America. **Miami-Dade County Public Schools** had more schools listed in the report than any other school district with a total of eight. Six of the Miami schools were cited for having the most Hispanic students scoring at successful levels on AP exams in 12 subjects. Also cited in the report, which highlights the most successful AP participation and performance in the nation, were schools in cities such as **San Francisco, West Palm Beach, New York, Dallas, Chicago, Detroit, Greensboro (NC), Jacksonville, Boston, Cincinnati** and **Nashville**.

### *International Education*

Walter Payton College Preparatory High School in **Chicago** has exchange programs with schools in China, France, Morocco, Japan, Chile and South Africa. And through its distance learning lab, it is able to host international videoconferences with experts around the world. For its efforts to teach students about international cultures, the school was awarded the 2006 Goldman Sachs Foundation Prize for Excellence in International Education.

### *Education Excellence Award*

Four big-city schools were among seven schools nationwide to receive the 2007 Excellence in Education Award, presented by the National Center for Urban School Transformation at San Diego State University. The winning schools demonstrated evidence of rigorous content, engaging instruction and positive relationships among students, teachers, parents and administration. In the big cities, the award winners were Thomas Edison Elementary School in **Long Beach**; Charles Gideons Elementary in **Atlanta**; Pillow Elementary in **Austin**, and Columbus Alternative High School in **Columbus**, Ohio.

### *School Change Award*

Four urban schools have received the 2007 National School Change Award for significant improvement in student achievement from the American Association of School Administrators (AASA) and the Fordham University Graduate School of Education. World of Inquiry School in **Rochester**, N.Y.; Dreamkeepers Academy in **Norfolk**, Va.; P.S. 196 in **Brooklyn**, N.Y.; and Signal Hill Elementary School in **Long Beach**, Calif. were among six schools nationwide to gain recognition for achieving significant, positive change in school culture and student achievement. Approximately 60 to 100 nominations are received each year for the award.

## *Grammy Winners*



Three big-city schools were recognized by the GRAMMY Foundation among the 22 selected GRAMMY Signature Schools for 2007, honored for exceptional public high school music programs across America. Douglas Anderson School of the Arts in **Jacksonville, Fla.**, was one of three schools designated as “Grammy Signature Schools Gold” recipients, while Hunters Lane High School in **Nashville, Tenn.**, and Hamilton High School in **Los Angeles** won other Grammy Signature awards.

## *National Science Bowl*

The **Los Angeles** school district’s North Hollywood High School placed second in the U.S. Department of Energy’s National Science Bowl.

## *Model School*

Hope High School in **Providence, R.I.**, has been selected as one of 16 Model Showcase High Schools in New England for its efforts focusing on the New England Association for Schools and Colleges accreditation standards.

### ***Community School Honors***

Inner-city Stevenson Elementary School in **Long Beach**, Calif., was named the top elementary community school in the nation by the Coalition for Community Schools, receiving the Community School National Award for Excellence. Another urban school, George Washington Community School in **Indianapolis**, won the top high school honor of the more than 300 community schools nationwide, which bring together partners to support children and families.

### ***Journalism Excellence***

**Atlanta's** Grady High School student newspaper, *The Southerner*, won the George H. Gallup Award for 2006-2007. This is the second year the newspaper was nationally recognized for journalism excellence.

### ***Gold Medal***

The **Toledo** Technology Academy in Toledo, Ohio, won a gold medal at the SkillsUSA national competition for the robot the school designed and built. Three recent academy graduates entered the creation in the manufacturing engineering category. Some 4,800 students nationwide participated in the skills competition.

## ACADEMIC ACHIEVEMENT STUDENT

### *Perfect ACT Score*

Graduating senior Lyndsie Harris of Kennedy High School in **Sacramento, Calif.**, was one of 26 students nationwide to achieve a perfect score of 36 on the ACT college entrance exam. Additionally, she was one of only five students in her home state to achieve this feat. Approximately 351,500 students around the nation and 14,500 students in California took the December 2006 exam.

### *Siemens AP Awards*

Five big-city students were among the winners of the 2006-2007 Siemens Awards for Advanced Placement, which honors high school students who excel on advanced placement (AP) courses in science and math. Students from schools in **Miami, Omaha** and **New York City** were honored, with two students from a high school in **Louisville** receiving the award.

## *Marcia Page Scholars*

Two 2007 high school graduates from **Philadelphia** and Florida's **Palm Beach County** won the highly competitive Marcia Page Scholarship for Mathematics, Engineering and Technology Excellence, sponsored by the Council of the Great City Schools and Texas Instruments. The \$5,000 scholarship for two African-American graduating seniors went to Parhys Napier of Palm Beach County's Suncoast High School, ranked No. 5 in *Newsweek* magazine's "America's Best High Schools" edition, and Candice Wilson of Philadelphia's High School of Engineering and Science. Napier is pursuing a mechanical engineering degree at MIT, while Wilson is majoring in chemical engineering at Rensselaer Polytechnic Institute. In the two previous years of the Marcia Page Scholarship, named for a Texas Instruments executive, winners hailed from **Chicago**, **Nashville**, **Denver** and **Orlando**, Fla.

## *Ebony's Top Seniors*



Kareah Christian  
Jackson, Miss.

Urban students were among *Ebony* magazine's "2007 Top High School Seniors" in its June 2007 issue profiling 20 African-American students across the nation who graduated at the top of their classes. The leading black students hailed from **Jackson**, Miss., **Richmond**, Va., **Columbus**, Ohio, **Dallas**, **Baltimore**, **Indianapolis**, **Orlando**, **Detroit**, **Atlanta**, **Oklahoma City**, **Los Angeles**, **Boston** and **Memphis**.

## *Presidential Honor*



President Bush presents Hillsborough student Daniel Midaugh with the President's Volunteer Service Award.

President Bush presented the President's Volunteer Service Award to Chi Zhang, a senior at White Station High School in **Memphis**, for his voluntary work in the community, including launching a youth organization that promotes academic and cultural excellence and

community service. ROTC cadet Daniel Midaugh, a student in the **Hillsborough County Public Schools** in Tampa, is also a recipient of the presidential award, which has recognized more than 600 youth volunteers nationwide since 2002.

## ***Congressional Page***



Philmon Haile

U.S. Speaker of the House Nancy Pelosi has selected a student from **Seattle Public Schools** to serve in the prestigious congressional page program in Washington, D.C. Philmon Haile, a 16-year-old junior at Seattle's Garfield High School, will work as a page in the U.S. House of Representatives during the 2007 fall term. A native of Eritrea in Africa, Haile maintains a high grade-point average and is involved in several community and extracurricular activities.

## ***Presidential Scholars***

Fourteen big-city school students were selected by the U.S. Department of Education as 2007 Presidential Scholars among 141 high school seniors selected nationwide for exhibiting superior academic achievement, artistic excellence and leadership in their schools and communities. Urban students in **Anchorage, Las Vegas, Dallas, Tampa, Louisville, Miami, New Orleans, Palm Beach, Pittsburgh, Seattle** and **Portland, Ore.**, were chosen as scholars. Three students from Dallas' Booker T. Washington School of the Performing and Visual Arts were selected for demonstrating excellence in the arts, a special presidential honor created to recognize exceptional talent in the arts.



Heather Wilder

### *Top Youth Volunteers*

Former foster child Heather Wilder of **Las Vegas** wrote a series of 10 booklets to help foster children understand and cope with some of the same experiences she once endured. Another **Las Vegas** student, Mollie Singer, who was diagnosed with diabetes at age 4, helped raise more than \$100,000 for the Juvenile Diabetes Research Foundation. Both Las Vegas students were named among America's top 10 youth volunteers in the 12th Annual Prudential Spirit of Community Awards.



Mollie Singer

### *First Alaskan Winner*

A high school junior in the **Anchorage School District** won the bronze medal at the NAACP's Academic, Cultural, Technological and Scientific Olympics for his poem "The Diploma." Terrell Bingham, a student at Anchorage's Dimond High School, is the first Alaskan to earn a national medal at the NAACP's ACT-SO competition.

### *“We the People”*

Students at Lincoln Elementary School in **Denver** won first place in the “We the People: Project Citizen Showcase” -- and were among a group of 40 students selected to represent five states at the national showcase in conjunction with the National Conference of State Legislatures annual meeting.

### *Intel Talent Search*

Emma Call, a senior at **Baltimore** Polytechnic Institute, received a \$20,000 scholarship for her innovative engineering project as the 10th place winner in the Intel Science Talent Search of more than 1,700 high school seniors nationwide who competed for the top honors in the nation’s oldest and most prestigious high school science competition. In 2007, the competition hit a participation record with 40 finalists. The Baltimore graduating senior’s award-winning project uses the fabrication of 3-D microcubes, which have the potential use as novel drug-delivery devices, to illustrate possible methods for tissue replacement and as a means to treat diseases such as diabetes.

## *Epidemiology Scholar*



Sarah Silverstein

Sarah Silverstein, a student at Patrick Henry High School in **San Diego**, conducted a research project to determine if the amount of stress college students experience negatively affects their performance. For her efforts, the graduating senior was awarded a \$20,000 college scholarship in the Young Epidemiology Scholars (YES) Competition. Silverstein was among 60 high school students selected out of more than 700 entrants nationwide to compete. She was one of two third-place winners to receive a \$20,000 scholarship.

## *Siemens Westinghouse Competition*

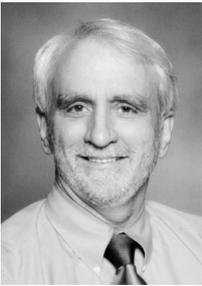
A research project on diabetes by Xue Feng, a senior at Martin Luther King Jr. Magnet High School in **Nashville**, Tenn., ranked fifth in the Siemens Westinghouse Competition in Math, Science and Technology, considered the nation's premier high school science competition.

## TEACHING

Some of the nation's finest teachers work in urban schools. These are dedicated educators who face the challenge of educating high concentrations of minority and poor students as well as English language learners. This section demonstrates the quality and dedication of teachers in the nation's inner-city classrooms.



### *Hall of Famers*



John Snyder

John Snyder, a high school computer science teacher in **Las Vegas**, and Joseph Underwood, a high school television/moviemaking teacher in **Miami**, are among five veteran educators named to the National Teachers Hall of Fame for 2007. They join 78 other educators from 33 states and the District of Columbia who have been inducted into the Hall of Fame in Emporia, Kan., since the inaugural ceremony in 1992.

## *McGraw Prize*



Harold McGraw III (left), president of the McGraw-Hill Companies, presents Reynauld Smith with the 2007 Harold W. McGraw Jr. Prize in Education.

Since 1986, Reynauld Smith, a history teacher at Eastern High School in **Washington, D.C.**, wanted to expose inner-city students to the world, and took over a fledgling Model United Nations program at the school. The program has grown into a simulation of the United Nations, teaching students about globalization and diplomacy. For

his focus on international learning, Smith has been presented the 2007 Harold W. McGraw Jr. Prize in Education. Sponsored by the McGraw Hill Companies, the award recognizes exceptional individuals who have dedicated themselves to improving learning in the nation and whose accomplishments are making a difference.

### *Board Certified Teachers*

Nine of the top 10 school districts in the nation to produce the largest number of National Board Certified Teachers in 2006 were members of the Council of the Great City Schools. Florida's **Broward County Public Schools** in Fort Lauderdale ranked No. 1, followed by **Chicago**, third; **Charlotte-Mecklenburg**, fourth; **Miami-Dade County**, fifth; **Hillsborough County (Tampa)**, sixth; **Palm Beach County**, seventh; **Los Angeles**, eighth; **Orange County (Orlando)**, ninth; and **Guilford County (Greensboro, N.C.)**, 10<sup>th</sup>.

### ***Tops in Math, Science***

Several big-city schoolteachers were among the 93 recipients of the 2006 Presidential Award for Excellence in Mathematics and Science Teaching, the nation's highest commendation for mathematics and science teachers. Urban teachers from **Anchorage, Jacksonville, Chicago, Des Moines, Louisville, Las Vegas, Albuquerque, Memphis and North Hollywood, Calif.**, were among this year's recipients. The **Christina School District** in Newark, Del., and the **District of Columbia Public Schools** had two teachers receive the award. The awards program is administered for the White House by the National Science Foundation.

### ***Biotechnology Honor***

**Omaha** North High Magnet teacher LeAnn Vaughan received the Genzyme-Invitrogen Biotech Educator Award, the nation's top award for biotechnology education. Vaughan was selected among more than 1,000 educators and received \$10,000 as part of the honor.

## *All-USA Teachers*



Sandra Bennett



Gene Williams

Amber Larkin, a teacher at Billingsville Elementary School in **Charlotte, N.C.**, is one of 20 educators named to the 2007 All-USA Teacher Team by *USA TODAY*. All are honored in the nation's newspaper as representatives of outstanding teachers in the country's schools. Last year, schoolteachers Sandra Bennett and Gene Williams of Emerson High School in **Oklahoma City** were selected as the only teacher team named. The 2006 All-USA Team was composed of 19 individual teachers and one team for their efforts in improving academic achievement in American schools.

## ***“Oscars of Teaching”***

A number of urban educators were among the 82 secondary teachers, principals and specialists across the nation who received the \$25,000 Milken National Educator Award, called the “Oscars of Teaching” by *Teaching Magazine*. The 2007 awards were presented to urban educators in **Albuquerque, Anchorage, Austin, Chicago, Detroit, Houston, Indianapolis, Las Vegas, Louisville, Memphis, Milwaukee, Minneapolis, Oklahoma City, Omaha, Seattle, Shreveport, La., and Washington, D.C.**

## ***Teaching Gifted Students***

Ashley Hines, talent development teacher at **Charlotte-Mecklenburg Schools’** J.V. Washam Elementary, is one of five 2006 National Association for Gifted Children Non-Doctoral Student Awards recipients. She teaches gifted and high-achieving students.

## *Star Teacher Awards*

The U.S. Department of Education presented eight big-city teachers with American Star Teacher Awards for their efforts in raising academic achievement. They were among 51 teachers across the nation honored. The eight teachers hailed from **Anchorage, Washington, D.C., Chicago St. Paul, Charlotte, Memphis, Dallas and Kansas City, Mo.**

## *Rhodes Scholar*



Los Angeles Schools Superintendent David Brewer honors 2007 Rhodes Scholar winner Roxanne Quist.

Roxanne Genevieve Quist, a sixth-grade teacher at Charles Drew Middle School in **Los Angeles**, was named a 2007 Rhodes Scholar. She was one of 32 individuals in the nation chosen for the prestigious honor to study at the University of Oxford in England.

### *Computer Honor*

Two **East Baton Rouge Parish School System** teachers have been honored by the Louisiana Association of Computer Using Educators. Debbie Dornier, a teacher from the Baton Rouge Center for Visual and Performing Arts, and Alicia Vidaurreta, a teacher from Broadmoor High School, were recognized as the 2006 Elementary Teacher of the Year and High School Teacher of the Year, respectively.

## INNOVATION

Big-city schools have been the breeding ground for experimentation and innovation. They are the birthplace of magnet schools, educational management organizations, and other nontraditional strategies that are helping to improve public education in the cities and elsewhere. This section highlights stories demonstrating district and school innovations.



### *Intel Awards*

Two urban elementary schools – Balboa in **San Diego** and Escalante in **Salt Lake City** – were presented 2007 Intel Schools of Distinction Awards by the Intel Foundation for implementing innovative math and science programs. Balboa Elementary was honored for its elementary school math curriculum, a challenging and engaging program that teaches students mathematics skills and how to apply them to solve real-life problems. **Salt Lake City’s** Escalante School won for its strong science curriculum, which actively engages students in exploring, debating and discussing what they are learning. Intel Awards are given to one elementary, one middle and one high school in two categories: math and science. The San Diego and Salt Lake City schools captured both categories at the elementary school level.

### ***Transition to Teaching***

The **Wichita Public Schools'** and Wichita State University's Transition to Teaching alternative certification program has been identified as one of the best in the nation. Ohio State University has partnered with the Wichita program in a national grant initiative to create a model transition to teaching program. Since 1991, the Wichita Transition to Teaching program has retained 89 percent of teachers who have entered the teaching profession.

### ***9th Grade Nation***

**Pittsburgh Public Schools** launched a new initiative called 9th Grade Nation, part of the district's high school reform initiative. The Pittsburgh school system and the National Football League's Pittsburgh Steelers welcomed more than 2,300 new incoming 9th graders to Heinz Field, home of the Steelers, for a kick off event celebrating the start the 9th Grade Nation, designed to provide students a culture of high expectations as they begin their high school years. During the next four years, each student is expected to be supported and engaged by the Pittsburgh community.

### ***Pay for Performance***

The largest teacher performance pay program in the nation was launched in 2006 by the **Houston Independent School District** to reward teachers for the academic progress their students made. The program ran into criticism, partially because it did not reward teamwork in the classroom, and has been revamped. As a result, under the ASPIRE Award program in 2007 teachers and instructional staff members can earn bonuses based on how much a school improves overall compared with demographically similar schools in the state. Staff can also receive awards based on how their schools rate under the Texas accountability system.

### ***Big on Technology***

The board of education of California's **Fresno Unified School District** has adopted "core beliefs and commitments" to boost student learning through a significant investment in technology to provide teachers with the tools to ensure Fresno students are career ready when they graduate. The Fresno school system reportedly has the largest fiber network north of Los Angeles and is Microsoft's second largest partner in California. In addition to infrastructure enhancements and partnerships with key technology companies, the district is introducing digital portfolios, small footprint laptops and a middle school technology competition as part of the comprehensive technology program to engage student learning.

### *Multi-Language Web Site*

In North Carolina's **Guilford County Schools** in Greensboro, there are more than 70 languages spoken in classrooms throughout the school district. In a effort to communicate effectively with its diverse population, the school system is creating a new multi-lingual web site. Major components of the district's web site have been translated into Spanish and Vietnamese, and in the coming months the web site will feature pages in Urdu, Arabic and French.

### *Offering Chinese via TV*

For the first time in the 2007-08 school year, high school students in **Wichita**, Kan., are learning Chinese from only one of two instructors in the state certified to teach the language. The instructor has 60 students at five high schools, with a class at one school and two at another, while teaching Mandarin Chinese at the other schools through Interactive Distance Learning, allowing the students to participate in the class through a live video feed.

## ***Solar Power***

Middleton High School in **Tampa** has become the site of the largest solar power system of any public school in Florida. With an array of 60 solar panels to capture the sunlight, the Tampa school was selected to host the 10,500-watt photovoltaic array project in conjunction with Tampa Electric, **Hillsborough County Public Schools** and the Florida Solar Energy Center's SunSmart Schools Program. Students can now get hands-on experience in converting sunlight into electricity while learning the value of renewable energy.



## ***Setting “Green” Standards***



Northern Guilford Middle School in Greensboro, N.C., features a comprehensive green design.

**Guilford County Schools** in Greensboro, N.C., has launched a “green” school movement, setting standards to build energy-efficient and environmentally sound schools. The district has developed its own set of detailed green design specifications, known as the G3-Guilford Green Guide, and is encouraging ar-

chitects to build holistic, innovative and green schools that tie into the curriculum. The school system is operating an award-winning middle school building featuring a comprehensive green design.

## *School Bus Goes “Green”*



Maurice Green, chief operating officer for North Carolina's Charlotte-Mecklenburg Schools, right, listens as Carol Stamper, Charlotte executive director of transportation, discusses the new plug-in hybrid electric school bus the Charlotte school system will use for the 2007-2008 school year.

**Charlotte-Mecklenburg Schools** has introduced a new plug-in hybrid electric school bus for the 2007-2008 school year. It is believed to be one of the first school systems in the nation to operate the new hybrid school bus that has the potential to double fuel efficiency and reduce emissions by up to 90 percent. School officials

anticipate the hybrid school bus will help the district reduce its transportation costs.



The young men are participants in the “10 Boys” program at Snowden International High School in Boston.

### *“10 Boys” Clubs*

Black and Latino students in **Boston Public Schools** in need of academic improvement can now join a club created exclusively for them that offers intensive academic, social and emotional support. The school system has launched what it calls “10 Boys” clubs, composed of 10 African-American or Latino males who performed poorly on the state-mandated test. The clubs are operating in every Boston public elementary, middle and high school located in a particular area, totaling 44 district schools. When state test results were released in fall of 2007, participants in the “10 Boys” program showed progress.

## ***College Bound***

The **St. Louis Public Schools** has launched a new scholarship program aimed at sending current ninth graders to college by raising \$20 million in scholarships. The school district, along with College Summit, which will oversee the program, has already secured more than 125 scholarships from a major, four-year university, and some 400 scholarships from a technical college. For current ninth-grade students to be eligible for the scholarships, they and their parents or guardians must sign an agreement for the students to meet certain criteria.

## ***Combating Truancy***

**Sacramento City Unified School District's** attendance center, a pilot project aimed at changing the behavior of chronic truants and not just warehousing youths, proved so successful that more centers are underway in the Sacramento region. The district's partnership with the county and City of Sacramento provides counseling services to students and families. More than 80 percent of the students brought to the center began attending school on a regular basis.

## *Dropout Campaign*



Los Angeles Schools Superintendent David Brewer III talks with former dropout students.

Students in **Los Angeles** receive a text message on their cell phones urging them not to drop out of school as part of an innovative new campaign to reduce the dropout rate in the nation's second largest school system. Called "My Future, My Decision," the campaign is an effort by school officials to reach out to students who have dropped out of school or are at-risk of dropping out and encourage them to earn a high school diploma. The campaign uses student-friendly communication channels that resonate with students such as text messaging, online social networks and radio programs.

### ***“Most Innovative” Honor***

The **Dayton Early College Academy** is one of five programs in the nation named “most innovative” in a study by WestEd for the Bill and Melinda Gates Foundation. In partnership with the University of Dayton, the academy serves first-generation college-bound students in grades nine through 12.

### ***World-Class Students***

Kentucky’s **Jefferson County Public Schools** in Louisville launched an initiative to align its mathematics and science curriculum to world-class standards, considered uncommon in the United States. The district wants to create standards that emulate high-achieving nations such as Singapore.

### ***Door to Innovation***

**Los Angeles Unified School District** has created an Innovation Division for Educational Achievement, which will enable teachers, administrators and parents to submit collaborative proposals to implement innovative educational programs at their schools. The nation's second largest school system is also establishing an office of parent and civic engagement to strengthen parent and community involvement.

### ***Hats Off to Kids***

The **Cleveland Metropolitan School District** last year launched a “Hats Off to CMSD Kids” program that was so successful that the event has been incorporated into the district’s annual calendar. The program, instituted by Cleveland Schools CEO Eugene Sanders, is intended to get the Cleveland citizenry to tip their hats and salute the children of the school system, demonstrating support and motivation to the students. In 2006, thousands of volunteers throughout the Cleveland area cheered the students as they entered their school buildings.

### *National Model*

The U.S. Environmental Protection Agency (EPA) honored the nation's second largest school system, **Los Angeles Unified School District**, for developing an environmental program that has been so successful that it now stands as a national model.

## LEADERSHIP & ACCOUNTABILITY

Urban school leaders have led the movement toward greater academic accountability for public schools. Urban districts set a higher academic benchmark by volunteering for the rigorous federal test, the National Assessment of Educational Progress (NAEP), and have stood largely alone among education groups in supporting the federal *No Child Left Behind* Act. Moreover, urban school leaders in the 1990s led the charge for a national test and have continued the movement in their new call for national standards. This section demonstrates the quality of leadership and accountability in the nation's major city schools.



### *Top Urban School Leaders*

Superintendent Beverly Hall of **Atlanta Public Schools** won the nation's highest honor for urban education leadership, the Richard R. Green Award. Eleven superintendents from big-city school systems competed for the top award for an urban educator.



Atlanta Superintendent Beverly Hall holds \$10,000 oversized check after winning the highest honor in urban education leadership.

## *Superintendent of Year*



Manuel Rivera

An urban schools superintendent, Manuel Rivera of New York’s **Rochester City School District**, was named the 2006 National Superintendent of the Year by the American Association of School Administrators. He was chosen from the AASA’s top state superintendents. Two other urban district leaders – Stephen Daeschner of Kentucky’s **Jefferson County Public Schools** in Louisville and Earl Watkins of Mississippi’s **Jackson Public Schools** -- were named the top superintendents in their respective states.

## *“America’s Best Leader”*

Joel Klein, chancellor of **New York City’s** public school system, and Paul Vallas, then-chief executive officer of the **School District of Philadelphia**, were selected as two of “America’s Best Leaders” by *U.S. News & World Report* magazine. They were among 20 individuals, including some teams, profiled in the magazine’s 2006 listing of “America’s Best Leaders.” Chancellor Klein and New York Mayor Michael Bloomberg were paired as top U.S. leaders for increasing accountability in the nation’s largest school system.

## *A District Mantra*



**Memphis City Schools** Superintendent Carol Johnson, who now heads Boston schools, created a mantra called “Every Child. Every Day. College Bound,” aimed at sending a message to students, their families, school system staff and the entire community that the district’s journey is educational excellence – not just for some, but for all students in the Tennessee city.

## *Academy of Superintendents*

California State Superintendent of Public Instruction Jack O’Connell named Dr. M. Magdalena Carrillo Mejia, superintendent of **Sacramento City Unified School District**, as one of only two California educators to attend the 2007 National Academy for Superintendents at Ohio State University. In its 24th year, the academy invites each chief state schools officer to nominate one or two outstanding superintendents to apply for participation.

### *No Student Left Behind*

**Birmingham City School System** Superintendent Stan Mims launched a program called “No Senior Left Behind” to help juniors and seniors pass the state-mandated test, which students must pass in order to graduate. In the first phase of the program, students participated in weekend tutoring sessions that resulted in 95 percent of the participating seniors passing the graduation exam – and graduating on time.

### *Courage Award*

Superintendent Earl Watkins of Mississippi’s **Jackson Public Schools** has been presented the Dan Merritt Courage Award by the Program of Research and Evaluation for Public Schools at Mississippi State University. The award is presented annually to a Mississippi educator for having the courage to take a professional risk for the greater good of the school district.

## *McGraw Prize Winner*



Grady High School Principal Vincent Murray (right) receives the 2006 Harold W. McGraw Jr. Prize in Education from Harold W. McGraw III at an awards dinner.

With four of every five Grady High School graduates going directly into colleges or universities, the principal of the **Atlanta** school, Vincent Murray, received the 2006 Harold W. McGraw Jr. Prize in Education.

Dr. Murray has “led the transformation of an inner-city public school into a higher achieving institution in which graduation and college-going rates have consistently risen above the district and state averages,” said Harold McGraw III, chairman, president and chief executive officer of The McGraw-Hill Companies.

### ***Terrel Bell Award***

**Seattle Public Schools'** Pat Hunter, principal of Maple Elementary School, received the Terrel H. Bell Award for School Leadership at a U.S. Department of Education awards ceremony. Hunter is one of only five principals nationwide who was honored with the award.

### ***Health, Fitness Honored***

Minnesota's **Saint Paul Public Schools** is the recipient of the 2007 National and Global School-Based Service Learning Award, which recognizes the district for its Healthy Minds/Healthy Bodies project. The project helps students build self-empowerment and leadership skills, supports their health and fitness, works to decrease absenteeism and heightens teen's academic and civic achievements.

### ***Top Florida Principal***

Lisa Yost, an elementary school principal in the **Hillsborough County Public Schools** in Tampa, was selected as Florida's 2007 National Distinguished Principal by the National Association of Elementary School Principals and the U.S. Department of Education.

### *Distinguished Principals*

Three principals from big-city school districts were named 2006 National Distinguished Principals by the National Association of Elementary School Principals and the U.S. Department of Education. They were among 65 elementary and middle school principals honored. Recognized for exemplary service were Annie Mair of Cleveland Elementary School in **Washington, D.C.**; Carol Miller of McFerran Elementary in **Louisville, Ky.**; and Santa Consiglio of Honey Creek School in **Milwaukee.**

### *Business Recognition*

*Harvard Business Review* praises the **Long Beach Unified School District's** “culture of collaboration and accountability for improving student performance.”

### ***Music Education Honor***

The board of trustees of the **Clark County School District** in Las Vegas was honored as the 2007 recipient of the third annual School Board Award for Distinguished Support of Music Education. Sponsored by the National School Board Association and the VH1 Save the Music Foundation, the award is presented to only one school board each year. Clark County's board of trustees were recognized for including music as a core part of students' curriculum and ensuring students have access to the benefits of music education.

### ***Facilities Award***

**Newark Public Schools** was the only big-city school district of 12 school systems in the nation to receive the Facilities Master Award from the Association of School Business Officials International. The award program recognizes school districts for achievement in high standards of school facility best practices. The Newark school system is the only district in the country to receive the award twice, according to the association.

### *Accountable to Taxpayers*

City schools are investing taxpayers' money to make a real difference in their schools, and being accountable for every penny spent of new funds received. In **San Diego**, city schools used funds from a bond initiative to build new schools, repair the roofs on old school buildings, and put computers in hundreds of classrooms. And then the school district set up a website where every parent and taxpayer could see exactly how the money was spent. The school system in **Austin, Tex.**, is using its new bond money to fix up schools and add new instructional programs. The district also hired an independent auditor to release a public report to document exactly how the funds were used.

### *Financial Reporting Excellence*

Marking the 20th consecutive year, the **East Baton Rouge Parish School System** has again been awarded a Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association of the United States and Canada. And in **Anchorage** and **Wichita**, the school systems have been honored by the same association for its financial reporting for 19 and 14 years, respectively.

### *High Financial Rating*

**Hillsborough County Schools** in Tampa is one of only two Florida school districts to achieve an “Aa2” rating from Moody’s Investors Services, and the only Florida school system to have both an “Aa2” Moody’s rating and an “AA” Standard and Poor’s rating.

### *“Superior Achievement”*

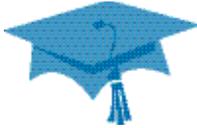
The **Fort Worth Independent School District** has received a “Superior Achievement” rating under the Financial Accountability Rating System of Texas (FIRST), the state’s highest recognition of quality financial management and reporting.

### *Energy Leadership Award*

**Broward County Public Schools** in Fort Lauderdale, Fla., received an Energy Leadership Award from the U.S. Energy Association. Rob Jindracek, the district’s manager of the energy Conservation & Utility Management Department, accepted the public service award, which recognizes an advocate for energy efficiency in government.

### *Call to Service Award*

President Bush bestowed upon **Wichita Public Schools’** Alex Robinson, district supervisor of security services, the President’s Call to Service Award.



## **GREAT CITY GRADS**

Many of the nation's leaders can trace their success to urban schools. And tomorrow's Who's Who in America will likely include a large percentage of GREAT CITY GRADS. This section focuses on some of the prominent leaders who began preparing their careers in urban public schools.



**Martin Luther King Jr.**

**Legendary Civil Rights  
Leader**

**1944 graduate**

**Atlanta Public Schools**



**Thurgood Marshall**

**Trailblazing Civil Rights  
Leader**

**1925 graduate**

**Baltimore City Public Schools**



**Golda Meir**

**Noted Israel Prime Minister**

**1914 graduate**

**Milwaukee Public Schools**

*Good News About Urban Public Schools*



**Poet  
Maya Angelou**

1945 graduate

San Francisco Unified School  
District



**Talk Show Host  
David Letterman**

1965 graduate

Indianapolis Public Schools



**Tennis Player  
Arthur Ashe**

1961 graduate

St. Louis Public Schools



**Pediatric Neurosurgeon  
Ben Carson**

1969 graduate

Detroit Public Schools



**Grammy Award-Winning  
Singer Norah Jones**

1997 graduate

Dallas Independent School  
District



**Brown University President  
Ruth Simmons**

1963 graduate

Houston Independent School  
District

*Good News About Urban Public Schools*



**Former Astronaut  
Sid Gutierrez**

1969 graduate

Albuquerque Public Schools



**CBS News Correspondent  
Randall Pinkston**

1968 graduate

Jackson Public Schools



**Former Secretary of State  
Colin Powell**

1954 graduate

New York City Public Schools



**U.S. Supreme Court Justice  
Anthony Kennedy**

1954 graduate

Sacramento City Unified School  
District



**Talk Show Host  
Oprah Winfrey**

1971 graduate

Metropolitan Nashville Public  
Schools



**Former Governor  
of Washington Gary Locke**

1968 graduate

Seattle Public Schools



**Feminist Leader  
Gloria Steinem**

1952 graduate

District of Columbia Public  
Schools



**Congresswoman  
Ileana Ros-Lehtinen**

1970 graduate

Miami-Dade County Public  
Schools



**Los Angeles Schools  
Superintendent David Brewer**

1963 graduate

Orange County Public Schools  
(Orlando)



**Dallas Schools Superintendent  
Michael Hinojosa**

1975 graduate

Dallas Independent School  
District



**Oscar-Winning Actress  
Jennifer Hudson**

1999 graduate

Chicago Public Schools



**U.S. Secretary of Education  
Margaret Spellings**

1975 graduate

Houston Independent School  
District

## CONCLUSION

The stories highlighted in this report are just a small sample of the good news emanating from the nation's urban public schools despite the many challenges they face. Urban schools are delivering results -- and succeeding. They still have a way to go to advance to higher levels of achievement, and they are poised to advance.

But urban schools need assistance. Students, parents and educators in city school systems don't need more people pointing fingers at them. They need people who will be part of the solution of helping to improve the nation's inner-city schools. Urban schools need:

- More research about what works in urban schools, especially focusing on systemic reforms;
- Technical assistance from universities, regional educational laboratories and state education departments;
- Resources to help in teacher training, curriculum development and other instructional needs to improve teaching and learning in urban classrooms;
- Preschool programs to better prepare students, especially from low-income families, for grade school; and

- Support of school district leadership, encouraging patience for reform efforts.

And for urban school districts to climb to higher levels of achievement, they need enough money to improve facilities and instruction.

As the success stories in this report demonstrate, America's urban public schools can achieve -- embracing challenge, producing results.

EDUCATION  
IS  
KEY TO LIFE







**Photos in the back of booklet are from:**

Newark Public Schools

San Diego Unified School District

Cleveland Metropolitan School District

Miami-Dade County Public Schools

Albuquerque  
Anchorage  
Atlanta  
Austin  
Baltimore  
Birmingham  
Boston  
Broward County  
Buffalo  
Charleston  
Charlotte  
Chicago  
Christina  
Cincinnati  
Clark County  
Cleveland  
Columbus  
Dallas  
Dayton  
Denver  
Des Moines  
Detroit

East Baton Rouge  
Fort Worth  
Fresno  
Greensboro  
Houston  
Indianapolis  
Jackson  
Jacksonville  
Kansas City  
Long Beach  
Los Angeles  
Louisville  
Memphis  
Miami-Dade County  
Milwaukee  
Minneapolis  
Nashville  
Newark  
New Orleans  
New York City  
Norfolk  
Oakland

Oklahoma City  
Omaha  
Orange County  
Palm Beach  
Philadelphia  
Pittsburgh  
Portland  
Providence  
Richmond  
Rochester  
Sacramento  
St. Louis  
St. Paul  
Salt Lake City  
San Diego  
San Francisco  
Seattle  
Shreveport  
Tampa  
Toledo  
Washington, DC  
Wichita

